

The Impact Of Standard Operating Procedures, Motivation, And Transformational Leadership On Teacher Performance Through Organizational Culture (Study In Junior High Schools In Kodi Bangedo District, Southwest Sumba Regency, NTT)

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Abstract

This study aims to analyze the influence of Standard Operating Procedures (SOP), work motivation, and transformational leadership on teacher performance with organizational culture as a mediating variable in junior high schools in Kodi Bangedo District, Southwest Sumba Regency, NTT. All 155 teachers were sampled through census techniques. The analysis uses Partial Least Square (PLS) based on Structural Equation Modeling (SEM). The results of the study show that SOPs, work motivation, and transformational leadership have a positive effect on teacher performance. Consistent SOPs improve work efficiency, motivation encourages commitment and creativity, and transformational leadership inspires teachers to work. Organizational culture has also been proven to mediate the influence of these three variables, where a positive culture strengthens teacher performance optimally. This finding emphasizes the importance of synergy between SOPs, motivation, leadership, and organizational culture in improving the quality of education in junior high schools in Kodi Bangedo District.

Keywords: SOPs, Work Motivation, Transformational Leadership, Organizational Culture, Teacher Performance.

1. Introduction

Education is the main foundation in the development of superior human resources and competitiveness in an increasingly complex era of globalization. The success of a nation is determined by the quality of its education, and in this context, teachers play a central role as the main driver of the learning process. Teachers are not only teachers of science, but also character builders, moral guides, and facilitators in developing students' potential (Putri & Supriyadi, 2021). Therefore, improving the quality of teachers is a key factor for the progress of education and the success of educational institutions in achieving learning goals. Efforts to improve teacher performance cannot be done instantly because they are influenced by internal factors such as motivation and competence, as well as external factors such as organizational support, school management, and education policies (Hasibuan & Sari, 2022). One of the important elements that is often overlooked is the implementation of Standard Operating



Procedures (SOPs) as work guidelines. The SOP serves to direct teachers in carrying out their duties consistently and efficiently and ensure clarity of responsibilities in the school environment (Kurniawan & Astuti, 2021). However, in areas such as Kodi Bangedo District, the implementation of SOPs is often ineffective due to weak supervision and a lack of teachers' understanding of work procedures (Yuliana, 2023; Widyastuti & Prasetya, 2022).

In addition to structural factors, work motivation is also an important aspect that affects teacher performance. Many teachers in remote areas face limited facilities, high workloads, and rewards that are not commensurate with their efforts, resulting in a decrease in teaching morale (Rahayu, 2021; Fitria & Anwar, 2022). Setiawan and Yuliana (2021) emphasized that intrinsic motivation can help teachers survive in the midst of limitations, but without the support of a good school management system, this motivation is difficult to maintain. This condition shows the need to pay attention to the welfare factors and professional development of teachers so that they remain committed and productive in carrying out their duties. The leadership of the principal also has a significant influence on teacher performance. Principals with a transformational leadership style can inspire, set an example, and encourage collaboration between school members. On the contrary, a rigid and bureaucratic leadership style actually reduces motivation and a sense of belonging to the school's vision (Kartika & Suhardi, 2023; Pratiwi & Hafisah, 2021).

A weak school organizational culture exacerbates this condition because it fosters individualistic attitudes and inhibits innovation. A healthy organizational culture should foster collaboration, discipline, and collective responsibility that strengthen teacher performance (Saragih & Simanjuntak, 2022). Based on these findings, this study is important to simultaneously analyze the influence of SOPs, work motivation, and transformational leadership on teacher performance with organizational culture as a mediating variable. This study not only provides an empirical understanding of the factors that affect teacher performance in disadvantaged areas but also offers a more adaptive and contextual school management model (Putra & Wahyuni, 2023). Thus, the results of the research are expected to be the basis for the formulation of education policies that are more effective in improving the quality of educators, especially in areas with limited resources, such as Kodi Bangedo District, Southwest Sumba Regency, NTT.

2. Literature Review

2.1. Standard Operating Procedures (SOP)

Standard Operating Procedures (SOPs) in the education environment are a set of written guidelines that are systematically compiled to ensure that all school activities run consistently, efficiently, and in accordance with the set quality standards. SOPs function as work guidelines for teachers and education staff so that every learning activity, administration, and school service can be carried out in an orderly and measurable manner. In the context of schools, the implementation of SOPs covers various aspects ranging from learning planning, implementation of teaching and learning activities, evaluation of learning outcomes, to administrative and financial management. The existence of SOPs also increases accountability, work efficiency, and helps new staff understand the work mechanism of educational institutions (Permenpan No. PER/21/M-PAN/11/2008; Sailendra, 2019). With effective SOPs, school organizations can carry out their functions more independently and professionally, reduce the risk of errors, and strengthen a transparent and results-oriented work culture.

In its implementation, SOPs have several key indicators that reflect the effectiveness of the implementation of tasks in the work environment. According to (Baskoro, 2021), these indicators include work efficiency and effectiveness, consistency in the implementation of tasks, as well as guidelines for problem-solving and risk protection. SOPs that are consistently implemented help maintain the quality of work results, prevent procedural irregularities, and accelerate the adaptation of new employees. In the school environment, SOPs also function as a managerial supervision tool that ensures operational continuity, even in emergency conditions or when there is a change of personnel. Thus, SOPs not only serve as administrative documents but also become strategic instruments that shape the professionalism, responsibility, and integrity of educators in achieving educational goals effectively.

2.2. Work Motivation

Work motivation is an internal force that encourages individuals to act, achieve, and achieve certain goals at work (Jufrizen, 2019). Motivation arises from the need and desire to obtain satisfaction and success at work (Widyanti, 2019). In an organizational context, motivation plays an important role as a driver that fosters the enthusiasm, responsibility, and loyalty of employees to their duties (Siswadhi et al., 2022). Employees who have high motivation tend to work harder and survive work pressure (Dewi & Harjoyo, 2019). Each individual has different motives—some are oriented towards income, recognition, and achievement (Enny, 2019). According to Wardan (2020), motivation functions as a mover, regulator, and control of work behavior so that a person is able to choose activities that are in line with their goals. The main goal of work motivation is to increase employee satisfaction, productivity, discipline, and loyalty (Burhanuddin, 2024; Rahayu, 2022). Operationally, indicators of work motivation include personal satisfaction, personal expectations and needs, and a conducive work environment (Nofritar, 2023).

2.3. Transformational Leadership

Transformational leadership is a leadership style that is oriented towards change, empowerment, and increasing the motivation of subordinates to achieve common goals above personal interests. Leaders with this style build strong emotional connections, foster trust, and inspire organizational members through a clear vision and positive values (Bass & Riggio, 2006; Sedarmayanti, 2019). According to Hasibuan (2019) and Setiana (2022), leadership style reflects a leader's philosophy and skills in uniting individual and organizational goals, while Apriyanto (2020) emphasizes the importance of a situational approach that is responsive to the needs of subordinates. Transformational leaders not only serve as role models but also encourage creativity and innovation through intellectual stimulation, individual attention, and visionary communication that motivates members to thrive (Rahmah, 2025). With the ability to inspire and provide moral support, transformational leaders create a productive, collaborative, and highly competitive work environment (Harahap et al., 2021; Warella et al., 2021).

2.4. Teacher Performance

Teacher performance is a measure of an educator's success in carrying out his or her professional responsibilities to achieve educational goals effectively and efficiently. Performance not only includes the results of teaching in the classroom, but also all the activities of teachers as educators, guides, and character builders of students (Barnawi & Arifin, 2012). According to (Mangkunegara, 2019), performance is the result of work in terms of quality and quantity achieved by individuals according to their responsibilities, while Yusrizal et al. (2020) emphasized that teacher performance includes cognitive, affective, and

psychomotor abilities that support the resolution of learning problems. High-performance teachers can plan, implement, and evaluate learning and manage classes well (Arimbi, 2020; Sahabuddin et al., 2024). In the context of an organization, performance is also defined as the achievement of individual or group work that reflects the extent to which the organization's goals are achieved (Nurjaya, 2022; Kasmir, 2019; Pratama & Soekarno, 2022). Thus, teacher performance is an important indicator in determining the quality of education and the effectiveness of the institution. The indicators of teacher performance according to (Arruan, 2023) include: (a) work quality, namely the conformity of work results with the set quality standards; (b) the quantity of work, or the volume of tasks that can be completed according to the target; (c) timeliness in the completion of the work; (d) work effectiveness, namely the ability to use resources optimally; (e) work independence without excessive dependence on colleagues; and (f) work commitment that is reflected in loyalty, responsibility, and seriousness in achieving organizational goals.

2.5. Organizational Culture

Organizational culture is a system of values, beliefs, norms, and habits that guide the behavior of organizational members in carrying out their activities. This culture reflects the personality of the organization and is a differentiator between one institution and another (Nawawi, 2019; Schemerhorn et al., 2020). According to George and Jones (2020), organizational culture serves as a guideline for interactions between individuals and groups within the organization, while (Dipoatmodjo, T. S. P., 2024; Kreitner and Kinicki, 2019) describe it as a social glue that holds members together through shared symbols, values, and rituals. Organizational culture also plays an important role in shaping the mindset, attitude, and work ethics that affect organizational effectiveness (Soetopo, 2020; Rizky et al., 2019). In addition, Ogbonna and Harris (2021) affirm that organizational culture creates a shared meaning that strengthens cooperation and response to environmental changes. In the context of education, organizational culture determines how teachers and education personnel behave, adapt, and collaborate to achieve the institution's goals. The indicators of organizational culture according to Sukartini (2022) include: (a) awareness of rights and obligations, namely the extent to which members understand their roles and responsibilities; (b) compliance with regulations; (c) the application of ethical values such as honesty and truth in work; (d) responsibility in carrying out duties in a disciplined and consistent manner; and (e) relations and cooperation between members based on mutual respect and maintaining harmony.

2.6. The Influence of Standard Operating Procedures on Teacher Performance

Standard Operating Procedures (SOP) provide systematic work direction for teachers in carrying out tasks consistently and efficiently. Procedural clarity helps teachers avoid mistakes and increase accuracy and productivity at work (Novrianti & Jumaren, 2019). SOPs also strengthen accountability and transparency, thus facilitating the evaluation process by school principals (Arief & Sunaryo, 2020). With the implementation of good SOPs, teachers have a definite work reference, and the results are reflected in improving quality and professionalism in performance.

2.7. The Effect of Work Motivation on Teacher Performance

Work motivation is an important psychological factor that determines how committed and enthusiastic teachers are in teaching. Motivated teachers have the desire to excel and provide the best results in every learning activity (Safitri & Nurhasanah, 2022). On the other hand, low motivation can reduce the quality of teaching and work discipline (Puspitasari & Wibowo, 2021). Research shows that intrinsic motivation—such as soul calling and personal satisfaction—has more influence on teacher performance than extrinsic motivation (Nurdin & Fadli, 2023). Therefore, support and appreciation from schools are needed to maintain the stability of teacher motivation.

2.8. The Influence of Transformational Leadership on Teacher Performance

Transformational leadership plays an important role in directing and inspiring teachers to excel above the standard. School principals with this style can build a clear vision, provide moral support, and encourage innovation in learning (Rahmawati & Setiawan, 2022). A participatory leadership style increases teachers' sense of responsibility and commitment to their duties (Prasetyo & Kurniawan, 2021). Research results show a positive relationship between transformational leadership and increasing the effectiveness of teachers' work (Suharni & Mulyana, 2023). Thus, visionary leaders can create a productive and collaborative work environment.

2.9. The Influence of Operational Standards and Procedures on Teacher Performance through Organizational Culture

Consistent implementation of SOPs not only creates work orders but also strengthens a disciplined and professional organizational culture (Baskoro, 2021). When the values in the SOP are internalized by teachers, a pattern of collective behavior will be formed that reflects a positive work culture (Hidayah, 2023). A strong organizational culture is an intermediary that strengthens the relationship between SOPs and performance, as both support each other in increasing efficiency and responsibility (Anthoni & Faisal, 2020; Pirdana & Agustina, 2022). Thus, the effectiveness of SOPs will increase if implemented in an adaptive work culture and in harmony with school goals.

2.10. The Influence of Work Motivation on Teacher Performance through Organizational Culture

High work motivation will have a more significant impact on teacher performance if supported by a healthy organizational culture. A work environment that upholds openness, cooperation, and mutual respect strengthens teachers' enthusiasm in carrying out their duties (Sari & Ramadhani, 2021). Organizational culture plays a role as a medium that channels motivational energy into productive and results-oriented work behavior (Dauhan, 2020; Permatasari & Nugroho, 2022). Research shows that motivation has an indirect influence on performance through a constructive organizational culture (Novitasari & Wicaksono, 2023). Therefore, the combination of the two creates a synergy that is able to improve the quality of education.

2.11. The Influence of Transformational Leadership on Teacher Performance through Organizational Culture

Transformational leadership is effective in building an organizational culture that is oriented towards vision, discipline, and cooperation. Visionary leaders instill positive organizational values and create a sense of belonging among teachers (Hermawan & Azizah, 2021). Organizational culture then becomes a bridge that strengthens the influence of leadership on teacher performance (Lestari & Budiman, 2022). In a school environment that has a strong culture, teachers feel supported to innovate and commit to the goals of the institution (Dauhan, 2020). As a result, transformational leadership combined with a positive organizational culture can encourage continuous performance improvement (Saputra & Yuliana, 2023).

2.12. Conceptual Framework and Hypothesis

Based on the review of the theoretical foundation, a framework of thought can be prepared in this study, as presented in the following figure:

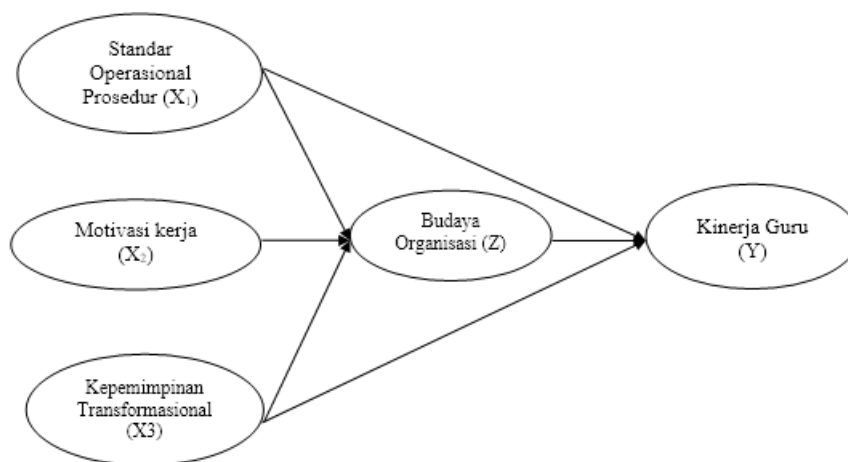


Figure 1. Conceptual Framework

Research Hypothesis

Based on the theoretical study and framework of thought that has been described, the hypothesis in this study is formulated as follows:

H1: Standard Operating Procedures (SOP) have a positive effect on the performance of teachers in junior high schools in Kodi Bangedo District, Southwest Sumba Regency.

H2: Work motivation has a positive effect on teacher performance in junior high school in Kodi Bangedo District, Southwest Sumba Regency.

H3: Transformational leadership has a positive effect on teacher performance in junior high schools in Kodi Bangedo District, Southwest Sumba Regency.

H4: Standard Operating Procedures (SOP) have a positive effect on teacher performance through organizational culture in junior high schools in Kodi Bangedo District, Southwest Sumba Regency.

H5: Work motivation has a positive effect on teacher performance through organizational culture in junior high schools in Kodi Bangedo District, Southwest Sumba Regency.

H6: Transformational leadership has a positive effect on teacher performance through organizational culture in junior high schools in Kodi Bangedo District, Southwest Sumba Regency.

3. Methods

This study uses a quantitative method with the Structural Equation Modeling–Partial Least Square (SEM–PLS) approach to analyze the direct and indirect relationships between research variables. The SEM–PLS method was chosen because it is able to measure relationships between latent constructs simultaneously, is flexible to small sample sizes, and does not require normal distribution assumptions (Ghozali & Latan, 2019). The analysis was carried out with the help of SmartPLS 3.0 software through two stages, namely the measurement model (outer model) and the structural model (inner model). The outer model was used to test the validity and reliability of the construct through convergent validity, discriminant validity, and composite reliability tests, while the inner model was used to assess the strength of the relationship between latent variables by looking at the R-Square value. The R-Square values of 0.75, 0.50, and 0.25 indicate strong, medium, and weak models, respectively. Hypothesis testing was carried out using the bootstrapping method, with significance criteria determined based on a p-value of < 0.05 (Fornell & Larcker, 1981; Ghozali & Latan, 2019). The population in this study includes all teachers working in junior high schools in Kodi Bangedo District, Southwest Sumba Regency, totaling 155 people. Because the population is relatively small and can be reached as a whole, this study uses a saturated sampling technique (census), where all members of the population are used as research samples. This technique is in accordance with the opinion of (Sugiyono, 2019), that saturated sampling is used when all elements of the population are used as samples. The data sources used consist of primary data and secondary data. Primary data was obtained directly through the distribution of questionnaires to teachers, while secondary data was collected from relevant literature, books, scientific journals, and official documents (Ghozali, 2019). The data collection process was carried out through three methods, namely interviews to obtain contextual information, questionnaires to collect quantitative data from respondents, and documentation to obtain supporting data from written sources.

4. Results and Discussion

4.1. Overview of Research Objects

Kodi Bangedo District in Southwest Sumba Regency, East Nusa Tenggara, is an area with hilly geographical conditions and limited access to education, thus affecting student mobility and equitable distribution of school quality. There are several junior high schools spread across this area with a total of 155 teachers, consisting of civil servants and honorary staff, some of whom teach outside their field of expertise due to the limited number of educators. School facilities and infrastructure are still minimal, especially laboratory facilities, libraries, and information technology. Most of the students come from low-income farming and fishing families, but have a high enthusiasm for learning despite facing long distances and limited facilities. Other challenges include low parental awareness of the importance of education and the persistence of cases of school dropouts. However, through government support, BOS programs, and assistance from various parties, schools in Kodi Bangedo continue to strive to improve the quality of education. The enthusiasm of teachers and students is an important capital in encouraging the improvement of the quality of education in this region. Respondents in this study as many as 155 junior high school teachers in Kodi Bangedo District, Southwest Sumba Regency, became respondents in this study, with a composition of 85 people (55%) male and 70 people (45%) female, showing a relatively balanced gender distribution. Based on age, the majority of respondents were in the range of

31–40 years as many as 62 people (40%), followed by the age group of 41-50 years as many as 47 people (30%), 26 people aged 21-30 years (16%), and over 50 years old as many as 20 people (14%). This composition illustrates that most teachers are at a productive age, where their physical abilities, experience, and professional skills are in optimal conditions to support performance in the school environment.

4.2. Description of Research Results

Based on the results of a descriptive analysis of 155 respondents of junior high school teachers in Kodi Bangedo District, it was found that the Standard Operating Procedure (SOP) variable had a high average value with the main indicator "clear SOP produces consistent work and reduces the risk of error" (mean = 4.34; loading = 0.818). This shows that teachers consider SOPs to be an important guideline in creating uniformity and effectiveness of work, while reducing procedural errors in the implementation of tasks. The Work Motivation variable also showed excellent results, with the highest indicator of "motivation born from expectations for the future and fulfillment of personal needs" (mean = 4.58; loading = 0.909). These findings indicate that teachers' motivation stems more from internal factors such as expectations of improved well-being and career success, which encourages them to work more passionately and productively.

In the Transformational Leadership variable, the highest indicator is found in the statement "the leader conveys the organization's goals clearly and easily understandable" (mean = 4.62; loading = 0.715), indicating that the principal's ability to communicate the vision and direction of the school plays a major role in increasing teacher morale. Furthermore, for Organizational Culture, the highest value indicator was "establishing good working relationships with colleagues" (mean = 4.57; loading = 0.820), which shows the importance of cooperation and harmonious communication between teachers in creating a conducive and productive work environment.

Meanwhile, in the Teacher Performance variable, the highest indicator was found in the statement "on time in completing work" (mean = 4.79; loading = 0.826). This illustrates that time discipline is the most prominent aspect of teachers' performance, reflecting their professionalism and responsibility for the execution of tasks. Overall, the descriptive results show that teachers in junior high schools in Kodi Bangedo District have a positive perception of SOPs, motivation, leadership, organizational culture, and performance, all of which play an important role in supporting the improvement of the quality of education in the region.

Table 1. Summary of Research Results Description

Variable	Highest Indicators	Mean	Factor Loading
Standard Operating Procedures (X1)	Clear SOPs result in consistent work and reduce the risk of errors	4.34	0.818
Work Motivation (X2)	Motivation is born from hope for the future and the fulfillment of personal needs	4.58	0.909
Transformational Leadership (X3)	The leader conveys the organization's goals clearly and easily understandable	4.62	0.715
Organizational Culture (Z)	Establish good working relationships with co-workers	4.57	0.820
Teacher Performance (Y)	Punctuality in completing assigned work	4.79	0.826

Source: data processed

4.3. Data Analysis

a) Outer Model (Validity and Reliability)

The results of outer loading show that all indicators have values above 0.50, thus meeting the requirements for convergent validity. The Average Variance Extracted (AVE) value of all variables is also greater than 0.50, indicating good construct validity. The reliability test through Composite Reliability shows that all constructs are valued above 0.70, so that they are declared reliable and consistent in measuring latent variables.

Table 2. Average Variance Extracted (AVE)

Variable	AVE
Standard Operating Procedures (X1)	0,609
Work Motivation (X2)	0,744
Transformational Leadership (X3)	0,716
Teacher Performance (Y)	0,546
Organizational Culture (Z)	0,507

Source: data processed

Table 3. Composite Reliability

Variable	Cronbach's Alpha	Composite Reliability
Standard Operating Procedures (X1)	0,704	0,823
Work Motivation (X2)	0,827	0,897
Transformational Leadership (X3)	0,810	0,730
Teacher Performance (Y)	0,834	0,878
Organizational Culture (Z)	0,757	0,834

Source: data processed

All variables have a reliability value above the threshold of 0.7, indicating that the indicator is stable and consistent.

b) Inner Model (Relationships Between Variables)

Direct Effect Test

Table 5. Direct Effect

Relationship	T-Statistic	P-Value	Information
X1 → Y	2.911	0.004	Significant
X2 → Y	2.736	0.002	Significant
X3 → Y	6.288	0.000	Significant

Table 5 shows that the three independent variables have a positive and significant effect on teacher performance. The overall T-Statistic value is greater than 1.96 and the P-Value < 0.05, indicating a significant influence. The Transformational Leadership Variable (X3) had the strongest influence on teacher performance with a T-Statistic of 6,288, showing that an inspiring and communicative leadership style has a dominant impact on improving teacher performance in junior high schools in Kodi Bangedo District.

Indirect Effect Test

Table 6. Indirect Effect

Relationship	T-Statistic	P-Value	Information
X1 → Z → Y	2.568	0.018	Significant
X2 → Z → Y	2.656	0.012	Significant
X3 → Z → Y	2.326	0.020	Significant

Table 6 indicates that Organizational Culture (Z) plays a significant mediating variable in the relationship between independent variables (SOP, Motivation, and Leadership) and Teacher Performance. This means that these three variables not only have a direct effect on performance, but also strengthen their influence through increasing a positive work culture in schools. Thus, organizational culture serves as an important mechanism that bridges the improvement of SOPs, motivation, and leadership to teacher productivity.

4.4. Discussion

4.4.1. The Influence of Standard Operating Procedures on Teacher Performance

The results of the study show that the Standard Operating Procedures (SOP) have a significant positive effect on teacher performance. SOPs act as systematic guides that help teachers carry out their duties effectively, efficiently, and consistently. With clear SOPs, teachers can work in a directed way, reduce errors, and improve the quality of work results. The implementation of SOPs also strengthens accountability and work discipline which has an impact on increasing productivity. These findings are in line with the research of (Novrianti and Jumaren, 2019; Arief and Sunaryo, 2020), which affirmed that SOPs improve performance through procedural control and improved teacher professionalism.

4.4.2. The Effect of Work Motivation on Teacher Performance

Work motivation has been proven to have a significant positive influence on teacher performance. Highly motivated teachers show greater dedication, creativity, and responsibility in teaching and guiding students. Motivation is the main driving factor for improving the quality of learning and achieving school goals (Safitri & Nurhasanah, 2022). Research by (Nurdin & Fadli, 2023) emphasizes that intrinsic motivations, such as callings and personal satisfaction, have a greater effect than extrinsic motivation. Therefore, schools need to create a supportive work climate and a fair reward system so that teachers' motivation is maintained sustainably.

4.4.3. The Influence of Transformational Leadership on Teacher Performance

Research shows that transformational leadership has a positive effect on teacher performance. Principals who apply this leadership style can inspire, motivate, and empower teachers to work with high professionalism. Transformational leadership encourages collaboration, innovation, and a sense of responsibility among teachers (Rahmawati & Setiawan, 2022). These results are supported by (Suharni & Mulyana, 2023) who affirm that transformational leaders increase work effectiveness and teacher loyalty, thus having a direct impact on improving the quality of education in schools.

4.4.4. The Influence of Operational Standards and Procedures on Teacher Performance through Organizational Culture

The results of the study show that SOPs affect teacher performance through organizational culture as a mediation variable. Consistent implementation of SOPs forms a disciplined and orderly work pattern, which then strengthens collective values in the organization (Hidayah, 2023). A good organizational culture makes SOPs more effective because the values of discipline, responsibility, and cooperation are firmly embedded in the school environment. These findings are in line with (Novrianti & Jumaren, 2019; Maudy et al., 2021) who stated that the effectiveness of SOPs increases significantly when supported by a positive and adaptive organizational culture.

4.4.5. The Influence of Work Motivation on Teacher Performance through Organizational Culture

The findings of the study show that work motivation affects teacher performance through organizational culture. High motivation will produce optimal performance when supported by a conducive organizational culture, such as openness, cooperation, and appreciation for performance (Sari & Ramadhani, 2021). Organizational culture strengthens

teachers' commitment and consistency in implementing a positive work spirit. In line with the research of (Novitasari & Wicaksono, 2023), organizational culture has proven to be a significant mediator in the relationship between motivation and performance, as it creates an environment that reinforces teachers' sense of responsibility and dedication.

4.4.6. The Influence of Transformational Leadership on Teacher Performance through Organizational Culture

This research shows that transformational leadership affects teacher performance through organizational culture. Transformational leaders form an organizational culture that is oriented towards cooperation, innovation, and professionalism (Hermawan & Azizah, 2021). A strong organizational culture strengthens the influence of leadership in encouraging motivation, discipline, and collaboration between teachers. These results support the findings of (Lestari & Budiman, 2022), who stated that organizational culture is a significant mediator that strengthens the impact of leadership on sustainably improving teacher performance.

5. Conclusion

Based on the results of the study, it can be concluded that Standard Operating Procedures (SOPs), work motivation, and transformational leadership have a significant positive effect on teacher performance, both directly and through organizational culture as a mediating variable. Clear and consistent implementation of SOPs helps teachers work efficiently and professionally; high work motivation encourages enthusiasm, creativity, and responsibility in carrying out tasks; Meanwhile, transformational leadership creates inspiration and a conducive work environment. In addition, organizational culture has been proven to strengthen the influence of these three variables by forming disciplined, collaborative, and quality-oriented work values so that teacher performance increases optimally.

As a follow-up, schools are advised to develop SOPs that are applicable and evaluated periodically, increase work motivation through training and awards, and strengthen the transformational leadership of school principals to be able to inspire and empower teachers. In addition, a positive organizational culture needs to be built by instilling the values of openness, cooperation, and professionalism. Synergy between SOPs, motivation, leadership, and organizational culture is the main key to creating sustainable teacher performance and supporting the effective achievement of educational goals in junior high schools in Kodi Bangedo District.

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