

The Influence of Transformational Leadership Based on Rato Marapu on Organizational Culture Impacts on Teacher Performance in Senior High Schools in Southwest Sumba Regency

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Abstract

Teachers play an important role in realizing quality education, teacher performance is influenced by many factors. The purpose of the study was to investigate and explain the influence of Rato Marapu-based transformational leadership on organizational culture and its impact on teacher performance. The research design was quantitative ex-post facto using a survey approach. The subjects of the study were 726 high school teachers in Southwest Sumba Regency. While the respondents were 297 people determined using the proportional random sampling technique by the Morgan formula then confirmed with Warvick and Lininger. Data collection used a questionnaire with 5-choice closed questions. Data testing applied a structural equation model to the Partial Least Squares approach. The results of the study were; (1) Rato Marapu-based transformational leadership has a strong direct influence on organizational culture based on the T-Statistic test results, namely 3.662 and P-Values, namely 0.000 (2) Rato Marapu-based transformational leadership also has a stronger direct influence on teacher performance based on the T-Statistic test results, namely 4.778 and P-Values, namely 0.000 (3) organizational culture has the strongest direct influence on teacher performance based on the T-Statistic test results, namely 33.864 and P-Values, namely 0.000 (4) Rato Marapu-based transformational leadership also has an indirect influence through organizational culture that has an impact on teacher performance, as evidenced by the T-Statistic test results, namely 3.762 P-Values, namely 0.000. The conclusion is that Rato Marapu-based transformational leadership based on Rato Marapu and organizational culture are predictors that influence teacher performance.

Keywords: *Transformational Leadership, Organizational Culture, Teacher Performance.*

Introduction

Quality education can be realized by increasing the capacity and quality of teachers. The implementation of education in schools involves many components such as facilities and infrastructure, curriculum, educators and other educational personnel such as principals and employees. However, the one who has an important role in the implementation of education is the teacher, because the teacher is the one who deals directly with students in carrying out teaching and learning activities. Theoretically, the teacher's task is to educate, teach, train, guide, evaluate and even follow up in the form of improvement programs so that students achieve the learning completion that has been set so that educational goals can be achieved (Government Regulations No 19, 2005). This is also supported by research on the role of teachers in organizing education, which is the most dominant of several other components (Kačaniku, 2023); (Shavard, 2022); (Handayani et al., 2023). The quality of education affects human resources that are very much needed in building a nation, so that all countries will continue to strive to improve the quality of education through the development of teacher professionalism. Thus, teachers play an important role and become the main part in organizing education, meaning that if the quality of teacher performance is good, then the quality of education will be good, conversely if teacher performance is low, then the quality of education is also low. The results of teacher work are reflected in carrying out activities to plan, implement, and assess the teaching process which is based on pedagogical, professional, attitude and personality competencies and discipline in the teaching and learning process. (Nagel et al., 2023); (van Geel et al., 2022).

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The quality of education from the research report of the Program for International Student Assessment in 2022 explained that Indonesia was ranked 68th out of 81 countries, namely the mathematics score was 379, science was 398 while reading was 371. It was concluded that in general the quality of education in mathematics, science and literacy is relatively low. Then in the conditions in Southwest Sumba district, it showed the results of the 2012 high school level exam which was the lowest graduation compared to other regions, namely the graduation rate of 95%. If explored more deeply, the cause of the low quality of education is teacher performance while the low performance of teachers is influenced by many factors including educational qualifications and teacher competence. The results of the performance assessment in Southwest Sumba district in 2023, in the implementation of learning are; teachers who make plans are 52%, the application of innovative teaching methods is 48%, teaching systematically and contextually is 61%, the use of learning media is 47%, conducting evaluations and follow-ups is 68%, and those who demonstrate professional competence are 47%. This can be said that teacher performance is low.

The low teacher performance is influenced by several factors, including the principal's leadership which is less than optimal in empowering teacher abilities, especially teacher competence in implementing learning that is adjusted to changes and technological developments so that teachers are apathetic and less active. The principal as a leader in his school has a very strategic main task and function to improve the quality of education by empowering teachers to improve the quality of graduates who are competitive and competitive in global competition and prepare a quality generation that is oriented towards the future that continues to change (Subhaktiyasa, Andriana, et al., 2023); (Amrullah et al., 2022). Thus, the principal needs to implement transformational leadership that leads to school progress in facing the development of the era. Principal leadership is basically to move and influence teachers to realize educational goals in schools. In implementing his leadership, the principal must pay attention to actual conditions and be based on local wisdom so that it can be accepted and have an influence on teachers. In this case, the principal's leadership needs to implement the Rato Marapu leadership model which has the characteristics of *kadu rowa wulu lara, pamama kaleku, taru manu, ule wani and a yai papangedda* (Lede, 2023). Thus, the principal's leadership will influence the teachers.

Another component that can influence teacher performance is the organizational culture in schools, which includes the values or norms that apply to regulations, role models, harmony, tolerance, responsibility, cooperation, and reward systems (Rahmatullah et al., 2022); (Nurlina, 2022). If a school creates a culture that meets these criteria, it is certain that teachers will continue to be enthusiastic in carrying out their duties, especially if the organizational culture that is built adopts local wisdom related to local customs, with this condition the teacher's performance will increase. Research proves that a strong organizational culture in a school has an effect on teacher performance (Sari et al., 2021). A conducive school condition that becomes a good culture will make teachers calm, comfortable and motivated and sincere in carrying out their duties so that their performance improves. The real conditions in schools in Southwest Sumba Regency are less conducive, and have not shown a strong organizational culture as the criteria explained so that teachers tend to be undisciplined, less innovative and motivated in carrying out their duties, it can be said that teacher performance is not optimal.

There are problems from several facts about the phenomenon of low teacher performance empirically and theoretically that have been described, so the researcher is interested in conducting research that aims to study and analyze the relationship between transformational leadership combined with local wisdom of Rato Marapu and organizational culture with teacher performance at Senior High Schools in Southwest Sumba Regency.

Literature Review

Transformational Leadership Based on Rato Marapu

Transformational leadership is a leadership model that leads to changes in the institution being led to continue to realize progress, leadership that has an ideology, provides motivation, stimulation and innovation that is oriented towards progress, development and the demands of the times, so that

subordinates will be influenced to continue to change their perspective to achieve organizational goals (Subhaktiyasa, Agung, et al., 2023). The implementation of transformational leadership must pay attention to the conditions and local wisdom where the institution being led is located so that the leadership can be accepted and followed by its subordinates. Transformational leadership and Rato Marapu leadership which are the culture of the Wewewa Sumba Community are fundamentally related so that in its implementation, leadership must be based on Rato Marapu which has characteristics including; *kadu rowa wulu lara*, namely a leader who works sincerely without expecting anything in return, *pamama kaleku*, namely a leader who is quick to forgive the mistakes of others, *tara manu, ule wani*. Namely, a leader becomes an example, a role model because of his good attitude and actions, *a yai papangedda*, namely a wise and responsible leader and *rato pangadana*, namely a leader who always motivates his subordinates (Lede et al., 2024). Transformational leadership has the following characteristics: idealized, motivation, stimulation, and individualized consideration.

Organizational Culture

Organizational culture is a set of values and beliefs that are mutually understood and accepted by members of an organization, characteristics that are characteristic of this organization that distinguish one organization from another. Characteristics of the value system can be in the form of general conditions, regulations, habits, work method regulations, which become a strong system and are mutually understood and applied in the organizational environment. Organizational culture is an understanding and belief and organizational values, imbued and practiced in the organization, so that it provides its own benefits and becomes the basis for rules of behavior in the organization (Aisyah et al., 2022); (Rahmatullah et al., 2022). Organizational culture is a pattern of fundamental presumptions that can be developed by a specific group as a learning experience to overcome issues with internal integration and external adaptation and is applied seriously; as such, organizational culture must be taught to all employees as the correct means of understanding, think and feel and implement organizational activities. (Nurlina, 2022). Organizational culture is a system that is understood together in an organization, understood, implemented strongly into a habit automatically, carried out in acting in accordance with values, norms, responsibilities, a sense of tolerance and each individual has the ability to innovate. Characteristics of organizational culture include; values, role models, tolerance, responsibility, togetherness, innovation and reward systems.

Teacher Performance

In education, it can be interpreted as the work performance of teachers in organizing educational institutions in implementing educational programs that produce increasingly better graduates, in addition to being the efforts of teachers who are able to demonstrate a quality teaching and learning process to students and educational institutions and the community in the form of good service and the efforts of teachers who are increasingly good and developing to follow the dynamics of the needs of society which are always dynamic in accordance with the demands of the times (Supardi, 2016); (Hasibuan, 2022); (Timang et al., 2021). Performance means work results, abilities, achievements or motivation to carry out a job in achieving a target. Performance is the outcome of a teacher's work during a given time period in relation to a variety of options, such as predetermined aims, standards, or criteria (Supriatno, 1996: 16); (Nurabadi et al., 2021). The process that teachers can use to fulfil their duties and responsibilities in compliance with qualification standards, as well as their competence in organizing, carrying out, and assessing the learning process and its outcomes, is ultimately what is determined to be the basis for teacher performance, monitoring evaluation outcomes and raising educational standards. Teacher performance in carrying out teaching tasks has characteristics, namely; the ability to plan learning, implement learning, the ability to build relationships with students, implement assessments, implement enrichment programs, implement remedial programs, and school development.

Method

Research Design

This research is a quantitative research type of ex-post facto type and using a survey approach to obtain data from research subjects, namely teachers (Maidiana, 2021). Survey research aims to study large or small populations and examine samples to find the relative incidence, distribution, and intercorrelation of the variables studied. Survey research is generally conducted to draw a generalization from in-depth observations (Sugiono, 2016); (Waruwu, 2023). The relationship between variables in obtaining data from the same variation. The object of the study is limited to transformational leadership (X), organizational culture (Y1) and teacher performance (Y2). The study was conducted in high schools throughout Southwest Sumba Regency. These variables are constructed in a model equation structure using the Structural Equation Modeling (PLS-SEM). The constellation of research variables is described as follows

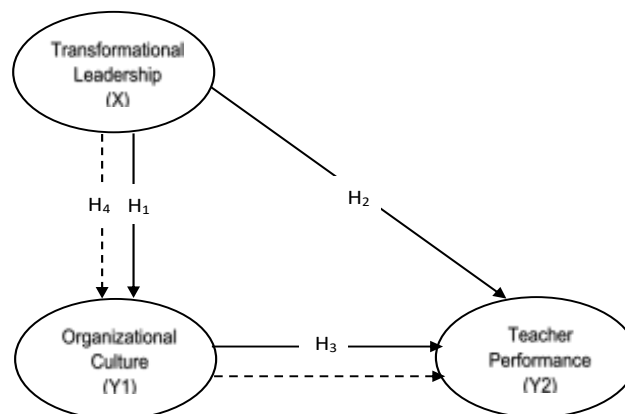


Figure 1. Constellation of Research Variables

Subject and Samples Research

The subjects of the study were all high school teachers in Southwest Sumba district and the population components were subjects that were measured as important elements to be studied (Sugiyono, 2018). The number of teachers was 726 people spread across 11 sub-districts. The random sampling technique used the Morgan and Krejcie (1970). In this way, each individual has the same opportunity to become a member of the sample (Firmansyah & Dede, 2022). This method of sampling does not mean without provisions, but its implementation uses scientific methods such as lottery methods, ordinal methods, and randomization from tables producing a sample of 254 people, to anticipate it, it is confirmed with the Warwick and Lininger formula so that 297 people are obtained. The calculation of confirmation is shown as follows.

$$J_s = \frac{254}{0,90 \times 0,95}$$

$$J_s = \frac{254}{0,855}$$

$$J_s = 297$$

Collection Technique of Data

The research instrument used for data collection was a questionnaire distributed to respondents in a number of samples online. Respondents answered the questions completely and then returned them to the researcher. To anticipate respondents who did not answer, the researcher continued to coordinate intensively. After the data was obtained, the researcher made a data recap in the form of a tabulation which could then be analyzed.

Research Instruments

The research instrument used in this quantitative survey method research is in the form of a questionnaire or made in a closed question model with 5 alternative answers (Agung, 2020). In the questionnaire there are questions and positive and negative statements that are scored according to the Likert scale with the following provisions; Scores for strongly agreeing are 5, agreeing is 4, disagreement is 2, and severely disagreeing is 1. Then to make it easier to make a questionnaire, first make an instrument grid according to the variables and indicators which are shown in the table below

Table 1. Grid and Variable Indicators

Variables	Indicators	Number of Items	Total
Transformational Leadership (X)	X1 Ideal Influence	9	35
	X2 Motivation	9	
	X3 Intellectual Stimulation	8	
	X4 Individual Consideration	9	
Organizational Culture (Y1)	Y1.1 Values	5	38
	Y1.2 Role Model	5	
	Y1.3 Result Orientation	7	
	Y1.4 Responsibility	5	
	Y1.5 Individual Orientation	5	
	Y1.6 Inovation	6	
	Y1.7 Reward System	5	
Teacher Performance (Y2)	Y2.1 Planning learning	5	38
	Y2.2 Carry out learning	9	
	Y2.3 Building student relationships	6	
	Y2.4 Carrying out assessments	5	
	Y2.5 Carrying out enrichment	4	
	Y2.6 Carrying out remedial	4	
	Y2.7 School development.	5	

Analysis Techniques

How to analyze research data using two methods, namely; (1) descriptive statistical analysis is used to explain research data quantitatively seen from the average total data compared to the maximum score, then its quality is explained with a percentage value, in addition it is evaluated on its standard deviation. Calculation work with of SPSS version 26, in addition it is also evaluated on the correlation between variables, whether it shows a positive and significant correlation or even vice versa, this will have an impact on testing the hypothesis (2) inferential analysis in the form of a structural model using (PLS-SEM) because this model does not require classical testing of the data being analyzed. This method is useful for testing hypotheses on relatively complex relationships between variables and their variable indicators simultaneously. The data analyzed is numerical data. Structural model testing is also useful for testing theories and model suitability, in addition it is useful for seeing how much strength the model formed is to be able to predict the results of the hypothesis, this method is very suitable for use, because it can assume that all variance measures can explain in predicting latent variables as a linear combination of each indicator against the results of its

analysis (Arya Pering, 2020). Based on the objectives of this study and the character of systematic form analysis, the application of the PLS-SEM analysis technique as a data analysis tool that can prove the most accurate results, especially in calculating the factors that cause gaps and can predict the strength of the influence of external factors on internal factors, thus this method is very suitable as a predictive causal analysis in very complex conditions. (Nasution et al., 2020).

Results and Discussion

Result

The first stage is testing the quality of data using statistical analysis techniques which are very necessary to determine the quality of data quantitatively on Transformational Leadership (X), Organizational Culture (Y1) and Teacher Performance (Y2). How to do this analysis using SPSS software version 26. The results are displayed in the following table 2.

Table 2. Recapitulation of Statistical Analysis

Statistics	Transformational Leadership (X)	Organizational Culture (Y1)	Teacher Performance (Y2)
N Valid	297	297	297
N Missing	0	0	0
Mean	164,94	208,56	215,04
Median	170,00	208,00	219,50
Mode	175	188	188
Std. Deviation	11,841	16,083	15,820
Range	44	65	52
Minimum	131	170	183
Maximum	175	235	235
Sum	49481	62568	64511
Nilai	94,25	88,74	91,51
Category	very high	high	very high

Table 2 above shows the results of statistical analysis in the form of quantitative data described to explain the quality of research data, including: Transformational Leadership (X) obtained an average of 164.94 from the maximum score, and the value is 94.25 very high category, Organizational Culture (Y1) obtained an average of 208.56 from the maximum score and the value is 88.74 high category, while Teacher Performance (Y2) obtained an average of 215.04 from the maximum score and the value is 91.51 very high category. Furthermore, the correlation test between variables aims to evaluate the strength of the relationship between one variable and another, and it turns out that the results are very significant or level 0.01 (2-tailed) this means that the variables are quantitatively and statistically in the very high category. It is concluded that the quality of this research data is quantitatively very high, in conditions like this it can continue testing the hypothesis.

Using the Structural Model analysis procedure with Partial Least Square Alternative (PLS-SEM), an inferential analysis in the form of a structural equation is conducted in the second stage to test the hypotheses regarding the impact of Transformational Leadership (X) on Organizational Culture (Y1) and Teacher Performance (Y2). The Smat PLS Application was used to do this analysis. Table 2 below displays the analysis's findings.

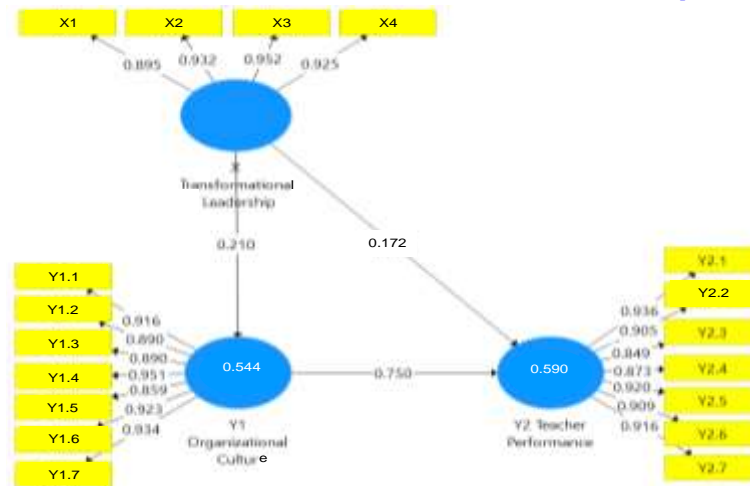


Figure 2. Results of Outer Model and Inner Model

The Outer Model

After getting the analysis results shown in Figure 2, we continued by evaluating the outer model which is a requirement to see whether the data has met the validity and reliability of each variable. This assessment was deliberately carried out on convergent validity, discriminant validity, and reliability as explained below.

Validitas Convergent

Evaluation of convergent validity is carried out to look at and assess each variable's coefficient in relation to its indicator. The outer loading of each variable, which is produced by its indicator, demonstrates the analysis' findings. The test results demonstrate that every variable's data satisfies the reliability and validity requirements. The following Table 3 presents the evidence of the analysis outcomes.

Table 3. Evaluation of Instrument Validity and Reliability

Variables	Indicator	Loading	T-Statistic	P-Values	Cronbach's Alpha	Composite Reliability	Average Variance Extract
Transformational Leadership (X)	X → X1	0,895	54,841	0,000	0,945	0,960	0,858
	X → X2	0,932	75,350	0,000			
	X → X3	0,952	107,232	0,000			
	X → X4	0,925	78,961	0,000			
Organizational Culture (Y1)	Y1 → Y1.1	0,916	82,606	0,000	0,965	0,971	0,828
	Y1 → Y1.2	0,890	74,619	0,000			
	Y1 → Y1.3	0,890	57,998	0,000			
	Y1 → Y1.4	0,951	172,928	0,000			
	Y1 → Y1.5	0,859	64,964	0,000			
	Y1 → Y1.6	0,923	102,887	0,000			
	Y1 → Y1.7	0,934	93,534	0,000			
Teacher Performance (Y2)	Y2 → Y2.1	0,936	154,898	0,000	0,961	0,968	0,813
	Y2 → Y2.2	0,905	82,302	0,000			
	Y2 → Y2.3	0,849	45,859	0,000			
	Y2 → Y2.4	0,873	55,738	0,000			
	Y2 → Y2.5	0,920	80,207	0,000			
	Y2 → Y2.6	0,909	60,515	0,000			

	Y2 → Y2.7	0,916	69,501	0,000			
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Table 3 above is the result of the evaluation and it is proven that all indicators in the three variables are greater than 0.7 and the T-statistic results are above 1.96 then the P-Values show a figure of 0.000 or below 0.05 meaning significant, in addition, the Cronbach's Alpha results are greater than 0.7 and Composite Reliability is more than 0.6 and the Average Variance Extracted is greater than 0.5. It is concluded that all instruments are valid and reliable.

Discriminant Validity

Evaluasi berikutnya yaitu melihat diskriminan validity pada hasil pada Root Square Average Variance Extracted (RSAVE) setiap variabel dan korelasi antar variabel dengan variabel lain yang berada di bawah atau di sebelah kirinya. Adapun hasilnya analisis ditampilkan berbentuk tabel 4 di bawah ini.

Tabel 4. Root Square Average Variance Extracted

Constructs	Transformational Leadership	Organizational Culture	Teacher Performance
Transformational Leadership	0,926		
Organizational Culture	0,210	0,910	
Teacher Performance	0,230	0,765	0,901

Table 5 shows that Transformational Leadership, Organizational Culture, Teacher Performance are considered to have met the discriminant validity. This can be seen from the square root value of RSAV which all prove a greater cross-loading value than those below and on the left. The conclusion of this evaluation is that the measurement variables that form the Structural Equation Model meet the criteria.

The Inner Model

Then continued with the evaluation of the inner model which includes two assessments, namely the evaluation of the model suitability in the form of evaluation (goodness of fit) and prediction evaluation (Stone-Geiser) to observe how independent factors affect dependent variables. As indicated in the following table 4, the analysis and assessment outcomes are found in the coefficient of R² size.

Table 4. R Square of Dependent Constructs

Dependent Constructs	R Square	Adjusted R Square	Category
Organizational Culture	0,544	0,541	moderate
Teacher Performance	0,590	0,587	moderate

According to Table 4 above's analytical results, the R² value for organizational Culture is 0.544 in the moderate category, while Teacher Performance is 0.590 in the moderate. Thus, it can be concluded, the dependent variable has met the model fit or has a model match. The test results have met the increasing condition, meaning that the more variables are influenced, the higher the R² value will be, so this dependent variable is classified as good. Then the next test is carried out, namely Stone-Geiser using the Q² formula which is calculated as in the following calculation steps.

$$Q^2 = 1 - (1 - R1^2) (1 - R2^2)$$

$$Q^2 = 1 - (1 - 0.544) (1 - 0.590)$$

$$Q^2 = 1 - 0.456 \times 0.410$$

$$Q^2 = 1 - 0.187$$

$$Q^2 = 0.813$$

In such conditions, the dependent variable, namely organizational culture and teacher performance, the result is 0.813, meaning that these variables are around 81.30% determined and influenced by transformational leadership in the high category, while the remaining 18.70% is influenced by other variables. The conclusion of this evaluation shows that the resulting model is feasible, so it can be used to predict the results of the hypothesis with good strength.

Hypothesis Testing

After evaluating the outer model, the results of which state that all indicators and instruments are valid and reliable, then in the evaluation of the inner model, the results of which indicate that the model structure formed has a model match and has the power to predict the results of the analysis, the final stage is to conduct a hypothesis test. This test is actually the result of research on the direct effects of organizational culture and transformational leadership on teacher performance as well as the indirect effects of these factors, which are mediated by organizational culture, on teacher performance. Table 5 below presents the quantitative test results utilizing the SmartPLS program.

Table 5. Result of Hypothesis Test for Direct and Indirect Effect

Direct and Indirect Effect	Loading	Deviation Standard	T Statistic	P Values	Result
Transformational Leadership →Organizational Culture	0,210	0,057	3,662	0,000	accepted
Transformational Leadership →Teacher Performance	0,172	0,036	4,778	0,000	accepted
Organizational Culture →Teacher Performance	0,750	0,022	33,864	0,000	accepted
Transformational Leadership → Organizational Culture →Teacher Performance	0,158	0,042	3,762	0,000	accepted

Hypothesis testing 1, the direct the results of the link between organizational culture and transformative leadership shown in the path analysis value on the coefficient of 0.210. The T-Statistic result is 3.662 or higher than 1.96 while the P-Value result is 0.000 or lower from 0.05. In such a situation, it means that H1 is accepted and vice versa H0 is rejected. The test results can be explained that transformational leadership shows a significant and very strong direct influence on organizational culture. It can be explained more clearly A high value of organizational culture will follow from a high value of transformative leadership.

Hypothesis testing 2, the direct relationship between transformational leadership and teacher performance obtained the results of the analysis on the coefficient of 0.172. Then looking at the T-Statistic results of 4.778 stated greater than 1.96 while the significance with the P value of 0.000 is lower from 0.05. So, it is said that H1 is accepted otherwise H0 is rejected. The conclusion of the analysis results states that transformational leadership shows a significant and very strong direct influence on teacher performance. This means that if the value of transformational leadership is high it can cause the value of teacher performance to be high, if the value of transformational leadership is low it causes teacher performance to be low.

Hypothesis testing 3, the relationship between organizational culture and teacher performance, the results of the path analysis are proven by a coefficient value of 0.750. Furthermore, looking at the T-statistic results of 33.864, it is said to be greater than 1.96 while the significance of producing a P-Values score of 0.000 is lower than 0.05. In conditions like this, it is said that H1 is accepted, otherwise H0 is rejected. The conclusion of the analysis's findings clarifies that organizational culture has a major and direct impact on teachers' performance. Thus, if corporate culture is highly valued, it will result in teacher performance to be high, if the value of organizational culture is low, it will cause teacher performance to be low.

Hypothesis testing 4, the indirect route analysis findings regarding the relationship between teacher performance and transformative leadership through organizational culture which is proven by a coefficient of 0.158. Then the results of the T-statistic test are 3.762 or higher than 1.96 while the significance value of the P-Values score is 0.000 which is stated to be lower than 0.05. In this situation H1 is accepted, otherwise H0 is rejected. The conclusion can be said that transformational leadership through organizational culture has an indirect effect on teacher performance. This means that if the value of transformational leadership is high, it causes the value of organizational culture to be high, so that it will have an impact on teacher performance to be high, if the value of transformational leadership is low, Poor organizational culture may result from it, which could lower teacher performance.

Discussion

Transformational leadership based on *Rato Marapu* have a significant and strong direct effect to organizational culture, this is proven in the hypothesis testing results are positive and significant. This means that increasing transformational leadership causes organizational culture to also increase. In this section it is explained that leadership is a form of active interaction between leaders and members in a group or organization where leaders are able to move members and influence members to continue to make changes and renewal for the progress of the organization. A leader with a transformational leadership character in his behavior will influence members or subordinates to continue to make changes and the role of the leader is very strategic in moving his members, this is seen when one member of the group changes habits into a culture in the organization (Didik Surya Kahfi et al., 2022); (Pamungkas et al., 2023); (Setiawan Wibowo et al., 2023). Transformational leadership has the characteristics of ideal, stimulation, individual consideration combined with wise local wisdom, namely Rato Marapu leadership, so that it becomes a leadership model that can be directly accepted by members of the Sumba community because transformational leadership based on Rato Marapu is able to influence members, provide inspiration, show examples with honesty, can be trusted and become a mediator if there is a dispute between members who always uphold norms, customs and culture. (Lede, 2023). The role of transformational leadership based on Rato Marapu is very suitable to be applied to the Southwest Sumba community because this leadership model emphasizes the role that emphasizes the direction of institutional development, stimulates subordinates with honesty, responsibility, honesty, upholding customs to create changes that are very useful for realizing common goals. Research on transformational leadership based on local wisdom have a significant effect on organizational culture and positive impact to organizational culture. (Sokolović et al., 2022). Similar research was conducted by (Subhaktiyasa, Andriana, et al., 2023)

Transformational leadership based on *Rato Marapu* also have significant direct impact for teacher performance as evidenced by the research results. This means that increasing transformational leadership can lead to increased teacher performance. It is explained that leaders who have strong characters that influence members, always provide motivation, provide positive stimulation and have integrity will easily move their subordinates to follow directions in achieving common goals. Transformational leadership based on Rato Marapu has very clear characteristics, namely honesty, trustworthiness, acting according to customs and culture so that it can influence members or subordinates to follow their directions in achieving goals. Teachers will follow their leader's orders if the leader in the school, namely the principal, shows honesty, can be trusted, always provides motivation, and does not violate the customs and culture that apply in the community, thus transformational leadership based on Rato Marapu has an effect on teacher performance. (Albuni, 2022); (Nurabadi et al., 2021). The failure of leadership implemented by the principal because the principal does not pay attention to the basic character as a leader or the leader is dishonest,

untrustworthy, and does not uphold local customs so that teachers will not want to follow his orders, finally the goals of the organization are not realized. Transformational leadership is basically a leadership process in order to influence members to continue to make changes that are oriented towards organizational progress. Research on transformational leadership that has an influence on teacher performance has been widely conducted and shows positive and significant results.

Organizational culture has significant effect for teacher performance, as proven by the results of research and analysis showing significant results. This means that if organizational culture increases, it will also increase teacher performance. Organizational culture with indicators; values, role models, results orientation, responsibility, individual orientation, innovation and reward systems have a direct and significant effect on teacher performance. (Nurabadi et al., 2021); (Lede et al., 2024). if it is noted that the strength of an organization depends on the culture that is formed. In schools, many people gather with different characters from different regions of origin, but the existence of an organizational culture in schools is clearly seen from the obedience to values and rules, the existence of exemplary leaders, working based on maximum results, everyone is responsible for their work, there are always new innovations, and appreciation for work achievements, then it will automatically affect teacher performance. However, on the other hand, in schools that look as if they are doing what is important, the important thing is that school activities run, then the teachers will not show maximum performance. (Jamali et al., 2022). Thus, it can be concluded that organizational culture influences teacher performance. The research results show the same thing, namely that if the organizational culture in the school is strong, it will influence teacher performance.

Transformational leadership has a significant indirect effect for teacher performance through organizational culture as evidenced by significant research results. This means that if transformational leadership increases, it will cause organizational culture to also increase and will have an impact on increasing teacher performance. The characteristics of transformational leaders are leaders who have a view of change for the progress of the organization and continue to strive to develop the organization referring to progress. In this case, leaders can be called agents of change who continue to make changes for the progress of the organization (Tejawati et al., 2023); (Ekaputri et al., 2023). The characteristics of transformational leadership based on local wisdom of Rato Marapu are increasingly strengthened because this leadership must demonstrate an attitude of honesty, be trustworthy, always set an example, uphold local customs and culture so that it can motivate and influence subordinates to jointly realize the goals that have been set (Setiawan Wibowo et al., 2023). In this study, the analysis's findings demonstrate that, in addition to having a direct, positive, and significant impact on corporate culture, transformational leadership also has a direct impact on teacher performance. As a result, through corporate culture, transformational leadership will also indirectly impact teacher performance. Research that validates the findings of this investigation is also conducted in accordance with research.

Conclusion

The conclusion of the research results based on the analysis and discussion is that; Transformational leadership based on Rato Marapu has a significant and very strong direct influence on organizational culture because the characteristics of honest, trustworthy leaders, upholding customs and culture are very suitable for building a strong organizational culture in an organization so that members will demonstrate habits that become culture; Transformational leadership also has a significant and very strong direct influence on teacher performance, because leaders who always set an example, continue to motivate teachers, give awards for work achievements that are carried out with honesty can certainly influence teachers to improve their performance; Teacher performance is directly and significantly impacted by corporate culture, and this applies rules, values and norms, has responsibility, continues to innovate and awards for work achievements can have a positive influence on teachers to continue to work optimally; Transformational leadership indirectly influences teacher performance mediated by organizational culture, it can be said that leaders who are able to build a strong culture in school organizations will likely have a significant impact on raising teacher effectiveness, according to the study's findings, transformational leadership based on Rato Marapu directly influences organizational culture, while organizational culture also directly influences teacher performance, so that indirectly transformational leadership also influences teacher performance through

organizational culture. Thus, it can be concluded that transformational leadership based on Rato Marapu is very suitable and relevant to be applied in forming an organizational culture to improve the performance of high school teachers in Southwest Sumba Regency.

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