Transformational Leadership Style, Teacher Competence, Teacher Performance and Organizational Culture at Al Ibrah Primary School, Gresik Regency: A Descriptive Statistical Review

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Abstract: This study aims to descriptively explore the relationships between transformational leadership style, teacher competencies, organizational culture and teacher performance at Al Ibrah Primary School in Gresik district as an educational context. The research design used was descriptive quantitative. Data were collected through a questionnaire using a Likert scale distributed to 85 teachers of Al Ibrah Primary School. Data were analyzed using descriptive statistical techniques to describe the relationship between the variables studied. The results showed that the majority of respondents were female (62.4%) with the majority aged 29-32 years (24.7%) and had a Bachelor's degree (S1) (63.5%). The principal's transformational leadership style was rated high (total mean 4.21), especially in the aspect of performance evaluation (mean 4.28). Teachers' competencies are also high (total mean 4.17), with good implementation of the professional code of ethics and active participation in school activities. The organizational culture shows high support for innovation and risk-taking (total mean 4.08). These findings contribute to the understanding of how leadership and organizational factors impact educational outcomes, providing a basis for future research and practical strategies in educational settings.

Keyword: Organizational Culture, Transformational Leadership Style, Teacher Competence, Teacher Performance, Primary School.

INTRODUCTION

Teacher performance is a crucial element in creating an effective and quality education system (Adnyana et al., 2023; Putri, 2023). Optimal performance from teachers affects not only the learning process but also students' overall learning outcomes. It reflects how well teachers are able to apply their competencies in daily work situations at school. According to Dian et al., (2022), teacher performance is the work achieved by teachers that reflects their ability to deal with various situations and challenges in the educational environment. This

performance, however, does not stand alone, but rather is influenced by various factors including leadership style, teacher competencies and organizational culture in schools.

The leadership style applied by principals plays a significant role in determining teacher performance (Irnawati & Nuryani, 2023; Sukarji, 2023; Yengkopiong, 2023). Principals with transformational leadership styles tend to inspire and motivate teachers, which in turn can improve their performance. Arifin et al., (2018) argued that transformational leadership not only focuses on the exchange between leaders and subordinates but also encourages subordinates to go beyond their personal interests to achieve common goals. Ausat et al., (2022) also found that transformational leadership has a positive and significant effect on teacher performance. However, not all studies support this finding. Park et al., (2021) in their study showed that transformational leadership style does not always have a significant positive influence on teacher performance, indicating variations in research results that need to be explored further.

Apart from leadership, teacher competence is also an important factor affecting their performance. Competence includes the ability of teachers to carry out their duties and responsibilities with full feasibility and professionalism. Abdullah et al., (2018) define teacher competence as the ability possessed by teachers to carry out obligations with appropriateness and responsibility. Siri et al., (2020) added that teacher competence reflects the quality of their teaching, which includes mastery of professional knowledge and abilities in carrying out their functions as educators. Research by Sulaiman & Ismail, (2020) shows that teacher competence has a positive influence on their performance. However, not all findings support this. He et al., (2019) in their study concluded that teacher competence has no significant influence on teacher performance, suggesting that the relationship between competence and teacher performance may be influenced by other factors that have not been identified.

Organizational culture in schools is also a determinant factor in teacher performance. Organizational culture is a collection of values, norms, and beliefs shared by members of the organization and serves to direct their behavior in interacting and working (Irawan et al., 2018). Research by Astuti et al., (2020) shows that organizational culture has a positive and significant effect on teacher performance. Aboramadan et al., (2019) also supports these findings by stating that a good organizational culture can improve teacher performance. A strong and positive organizational culture can create a supportive work environment, which in turn motivates teachers to work better and more efficiently.

Al Ibrah Primary School in Gresik district is an interesting example in this context. This school applies the concept of "one for all" which integrates general education, religion and life skills curriculum. The educational environment in this school is designed with a fun Islamic culture, which aims to shape the character of students who are religious, have leadership, entrepreneurship and love the environment. However, in the last three years, there has been a decline in teacher performance, especially in terms of discipline in attendance. The data shows fluctuations in the discipline of teaching staff with average teacher attendance still below the desired target. For example, in the 2021 academic year, 16% of teachers were late, 14% of teachers were sick, 6% of teachers had permission, 2% of teachers were absent, and 2% of teachers were on leave. The 2022 academic year showed an increase in tardiness to 29%, and in the 2023 academic year, although there was a decrease in tardiness to 26%, there were still other discipline problems.

In addition to discipline problems, the results of teacher supervision also show that performance is not optimal. The data shows that the supervision score fluctuates, with the average supervision score in the 2020-2021 academic year semester 1 being 65%, increasing to 78% in semester 2. However, in the 2021-2022 academic year, the semester 1 supervision score was 83%, and decreased to 80% in semester 2. In the 2022-2023 academic year, the

semester 1 supervision score was 81%, and increased to 85% in semester 2. These fluctuations indicate that teacher performance in the supervision assessment has not reached the target expected by the foundation, which is a score of 95%. Although the transformational leadership style has been well implemented at Al Ibrah Primary School, with various programs such as coordination meetings, morning briefings, work discussions and evaluations, and regular classroom supervision, teacher performance is still not optimal. This raises questions about other factors that may affect teacher performance in this school.

Teacher competence at Al Ibrah Primary School is also quite good, with most teachers having a linear diploma and teaching certification. However, the data shows that only 27.05% of teachers have obtained teaching certificates, while 72.94% have not. Although the school's accreditation score is quite high with an average score of 92 and a superior predicate, this has not been fully reflected in the daily performance of teachers. The organizational culture at Al Ibrah Primary School has also been running well. Programs such as regular working hours, rewards and punishments, submitting lesson plans on time, wearing uniforms on schedule, and regular reinforcement and coaching programs have been implemented. However, teacher performance still has not reached the expected target, suggesting that there are other factors that need to be researched further to understand this issue comprehensively.

Researching transformational leadership style and teacher competence on teacher performance through organizational culture at Al Ibrah Primary School in Gresik Regency is important because it provides an overview of how the interaction between these three factors affects teacher performance. This research is expected to provide a clearer and more comprehensive picture of the interaction between leadership styles, teacher competencies, and organizational culture in an effort to improve teacher performance at the school. In the context of this descriptive review, the research will dig deeper into the characteristics of the transformational leadership style, teacher competencies, and organizational culture applied at Al Ibrah Primary School in Gresik Regency.

METHOD
Research Design and Research Location
This study used a quantitative descriptive research design to explore the effect of transformational leadership style and teacher competence on teacher performance through organizational culture as a mediating variable at Al Ibrah Primary School in Gresik Regency. Data were collected using a Likert scale questionnaire designed to measure teachers' perceptions regarding their leadership style, competencies, organizational culture, and performance (Irwan Hermawan, 2019; Sugiyono, 2018). Data analysis was conducted using descriptive statistical techniques to provide a comprehensive picture of the interaction between these variables in the context of education at Al Ibrah Primary School. The location of this study is Al Ibrah Primary School on Tanjung Wira VI Street No. 44 GKB, Manyar, Gresik Regency, Jawa Timur.

Population and Sample
In this study, researchers determined that the target population was all teachers of Al Ibrah GKB Gresik Elementary School which amounted to 85 (Eighty Five) people. While the sampling technique used in this study is non-probability samplin with saturated sample technique.

Data Collection Technique
The method that researchers use in this study is the survey method by distributing questionnaires through gform to all teachers. The research instruments can be seen in Table 1.

Table 1. Indicators and Research Instruments

No	Indicator	Statement
Transformational Leadership Style		
1.	Vision	The principal supervises teachers
		The principal realizes a clear vision of the school's future
		The principal gets teachers to accept the school's goals
2.	Inspirational Communication	The principal motivates teachers
		The principal fosters teachers' self-confidence
		The principal communicates about work clearly
3.	Supportive Leadership	The principal supports every teacher activity
		The principal is familial The principal accepts complaints from teachers
4.	Intellectual Stimulation	The principal holds a coordination meeting
		The principal conducts work evaluation
		The principal gives teacher advice
5.	Personal Recognition	The principal conducts training for teachers
		The principal holds a morning briefing
		The principal rewards teachers
Teacher Competency		
6.	Pedagogical competence	The teacher masters the characteristics of the learners.
		The teacher develops teaching techniques
		The teacher utilizes information technology
7.	Personality competence	The teacher acts in accordance with the prevailing norms.
		Teachers present themselves as stable individuals
		Teachers uphold the code of ethics of the teaching profession.
8.	Social competence	Guru mengikuti setiap kegiatansekolah
		Guru dapat beradaptasi dengankondisi kerja
		Guru berkomunikasi dengan denganefektif
9.	Professional competence	Teachers master the subject matter they teach.
		Teachers master the competency standards of the subject.
		Teachers develop learning materials
Organizational Culture		
10.	Innovation and risk-taking	Teachers have freedom in making decisions
		The teacher is able to come up with new ideas that are more effective
		The teacher is ready to take risks in doing the job
11.	Attention to detail	The teacher makes a work plan as directed
		The teacher completes the work accurately
		The teacher evaluates the results
12.	Result-oriented	Teachers improve their work effectiveness.
		Teachers develop themselves for maximum results
		Teachers focus on maximum work output
13.	Human-oriented	The teacher performs work in accordance with procedures
		Teachers work according to predetermined targets
		The school provides for teacher needs
14.	Team-oriented	Teachers understand the organizational structure
		Teachers cooperate with other members
		Teachers trust each other's coworkers
15.	Aggressive	Teachers compete fairly with coworkers, Teachers are always disciplined in working time
		Teachers are not satisfied with only one task
16.	Stable	The school has a strategy for teacher career advancement
		Teachers feel valued, not as a means to gain benefits
		Teachers are able to prioritize the school vision
Teacher Performance		
17.	Understanding	The teacher understands his/her position as an educator
		The teacher completes tasks carefully
		The teacher knows his/her responsibilities
18.	Innovation	Teachers create teaching innovations
		Teachers develop creativity in the work profession

		Teachers develop learning techniques
19.	Working Speed	The teacher uses as much time as possible in working
		The teacher does not procrastinate
		The teacher is able to complete the work in accordance with the time
20.	Accuracy of Work	The teacher evaluates the work
		The teacher completes work promptly
		The teacher has optimal work output

Descriptive Statistics

Researchers use descriptive analysis or independent and dependent variables which are then classified into the total number of respondent scores. From the total score of the respondents' answers obtained, the assessment criteria for each question item were compiled, to describe the data from each research variable, a distribution table was compiled. The instrument used is Statistical Package for Social Sciences (SPSS) version 25. Researchers will use instruments to collect data. The measurement of this research variable is measured by scoring, by providing a scale of 1 - 5 or the scale for measuring in this study is a Likert scale. From the total score of the respondents' answers obtained, the assessment criteria for each question item are compiled, to describe the data from each research variable, a frequency distribution table is compiled to determine whether the level of acquisition of the value (score) of the research variable falls into the categories of Strongly Agree, Agree, Moderately Agree, Disagree and Strongly Disagree.

RESULTS AND DISCUSSION
Overview of Research Objects
About Al Ibrah Gresik Primary School

Al Ibrah is a foundation established in 1989. Driven by idealism and the desire to make the best contribution to the people and the nation in order to produce a quality generation of Muslims, both, aqidah, akhlaq and intellect. With this orientation, Al Ibrah Foundation offers an Islamic education system and community services that are expected to help advance and empower Muslims. Although personnel and facilities were still so limited at that time, the Al Ibrah Foundation, based on pure struggle commitment, officially began its work by opening the Al Qur'an Education Park (TPQ) on December 4, 1989, which at the beginning of the teaching and learning process was located on Jl. Malik Ibrahim No. 1 Gresik, where the building where teaching and learning was still on loan. Given the increasingly high public interest and response to education in Al Ibrah, then in 1995/1996, the Foundation began to develop the level of learning by opening an Integrated Islamic Kindergarten Education program (TKIT) by formulating the National Curriculum with the Local Content Curriculum which the implementation of Teaching and Learning Activities is applied by exemplary and habituation methods.

At the end of 1998, due to the expiration of the loan period, TPQ Al Ibrah was moved to Muhammadiyah 3 Gresik Elementary School with loan status as well, while TKIT Al Ibrah was located on Jl. Arief Rahman Hakim No. 72 with contract status. And at the end of 1999 until 2000, with the help of donors, the Al Ibrah Foundation facilities and infrastructure were established in the form of mushalla and educational buildings located on Jl. Arief Rahman Hakim No. 20-22 Gresik. With efforts to improve the quality and magnitude of responsibility for da'wah and Islamic education, supported by a higher level of public trust, especially on June 21, 2005, TKIT Al Ibrah received accreditation A (Very Good) from the National Accreditation Board, the Al Ibrah Foundation was motivated to develop Islamic education by realizing the establishment of the Al Ibrah Elementary School which began in the 2006-2007 academic year at the TKIT location on Jl. Arief Rahman Hakim 20-22.

The surplus and considerable increase in elementary school students at the beginning of the school year led the Al Ibrah Foundation to make the decision to move Al Ibrah Elementary School to Jl. Tanjung Wira VI/44 GKB Manyar in 2008. Also, with the support of student guardians, in the same year (2008) Al Ibrah Integrated Islamic Playgroup (KBIT) was established. Al Ibrah Primary School has a one for all concept, which combines the general education curriculum with religious education and life skills. The educational environment at Al Ibrah Elementary School is built with a pleasant Islamic culture so as to form the character of students who are religious, leadership and entrepreneurship (entrepreneurship) and love the environment.

Over time, Al Ibrah has become increasingly popular and is growing rapidly. This is evident in the middle of 2011, Al Ibrah Junior High School was built on Jl. Kng. Brotonegoro Timur Yosowilangun GKB Gresik which opened its first new school year in 2012. Al Ibrah also opened a boarding school system for junior high school and takhassus classes (tahfidzul quran) starting from elementary school. And on October 1, 2014, Al Ibrah also established an Integrated Islamic Foster Care Park (TAIT) located on Jl. Tanjung Hulu II/21 GKB Gresik. The students are aged 3 months to 6 years old. Now the number of students and students of TPQ, KBIT, TKIT and Elementary School, and SMPIT totals approximately 1.260 students with a total of 157 teaching teachers (Ustadz and Ustadzah) and 31 employees.

Advantages of Al Ibrah Gresik Primary School

Education at Al Ibrah Elementary School is designed with the concept of one for all, which combines the general education curriculum of religious education and life skills. The atmosphere built is a pleasant Islamic atmosphere so that the character of students who are religious, leadership and entrepreneurship (entrepreneurship) and love the environment is formed.

The educational program in Al Ibrah Primary School for student self-development, the school holds extracurricular activities including: Al Quran, Scout, Math Club, Science Club, Public speaking, Swimming, Futsal, Badminton, Table tennis, Martial arts, Creative class, Origami, Handycraft, Theater, Robotics, English Club, BSMR (Indonesian Red Crescent), Writing Club, TTG (Appropriate Technology).

To develop leadership and learning strategies, the school organizes outbound and super class activities, practical worship, memorization of hadith and daily prayers and Islamic moral habituation. To establish communication and cooperation between parents and teachers, the school facilitates a liaison book, home visit program, telephone ringing, Class Representative Council (MPK) and school committee.

Description of Respondent Characteristics

The description of the characteristics of respondents regarding the identity of respondents in this study was obtained from filling out questionnaire forms from 85 teachers at Al Ibrah Gresik Primary School who were respondents. Data processing of the description of the characteristics of the respondents was carried out by identifying each of the characteristics of the respondents and continued by making the percentage. The characteristics of respondents based on gender, age, latest education, and subjects taught are grouped as in table 2.

Table 2. Characteristics of Respondents Based on Gender

Characteristics	Description	Frequency	Percent (%)
Gender	Male	32	37.6
	Female	53	62.4
Age	21 - 24 Years	13	15.3
	25 - 28 Years	14	16.5

	29 - 32 Years	21	24.7
	33 - 36 Years	12	14.1
	37 - 40 Years	10	11.8
	41 - 44 Years	10	11.8
	45 - 51 Years	5	5.9
	Diploma (D3)	14	16.5
Last Education	Bachelor (S1)	54	63.5
	Magister (S2)	17	20.0
	Islamic Religious Education	6	7.1
	Fiqh	5	5.9
	Moral Aqidah	5	5.9
	History of Islamic Culture	5	5.9
	Civic education	6	7.1
	Social science	6	7.1
	Indonesian	6	7.1
Subjects taught	Natural science	6	7.1
	Mathematics	6	7.1
	Cultural Arts and Crafts	6	7.1
	Sports Education	5	5.9
	English	6	7.1
	Arabic	6	7.1
	TIK	6	7.1
	Read and Write the Quran	5	5.9
Total		85	100.0

Based on Table 2, the characteristics of respondents based on gender show that the majority of Al Ibrah Gresik Primary School teachers are dominated by female employees at 62.4%, while male employees are 37.6%. This means that female educators are more needed because they have characters and personalities that tend to be easier to pay attention to around and easily communicate with children at the basic education level as well as developing the potential and code of ethics of female teachers better than male teachers.

Based on the results of the calculation of the existing age range, a range of 7 years was obtained. Based on table 2 data. the characteristics of respondents based on age show that, teachers at Al Ibrah Gresik Primary School are dominated by ages around 29 - 32 years by 24.7%. Furthermore, the second order for ages around 25 - 28 is 16.5%, then for ages around 21 - 24 years by 15.3%, then for ages around 33 - 36 years by 14.1%, then for ages around 37 - 40 years and 41 - 44 years by 11.8%, and the last order is teachers with ages 45 - 51 years by 5.9%. This shows that teachers at Al Ibrah Gresik Primary School are dominated by employees aged 29 - 32 years with the category of teachers at a young age who are still active and productive and able to communicate and be creative in learning materials, and are able to adapt and accept change well and are referred to as a tough generation, have an independent and loyal character, prioritize fame, and money, as well as the hardworking type, in calculating the contribution that the organization has made to the results of its work.

The characteristics of respondents based on the latest education of employees at Al Ibrah Gresik Primary School show that, the last education of the teachers of Al Ibrah Gresik Primary School is highest at the Bachelor Strata 1 (S1) education level by 63.5%, while for the Master education level (S2) by 20%, then for Diploma Education (D3) by 16.5%. This means that in carrying out activities and every operation in Al Ibrah Gresik Primary School so far, it has been dominated by teachers who have a bachelor's degree so that the teachers already have knowledge that is in accordance with the teaching material that will be delivered to students.

Based on the data in Table 2, the characteristics of respondents based on subjects at Al Ibrah Gresik Primary School, it is known that the number of teachers who teach is said to be sufficient and meet the existing classes. The subjects of teachers at Al Ibrah Gresik Primary

School have religious subjects, which include learning Islamic Religious Education (PAI), Fiqh, Aqidah Akhlak, Islamic Culture History, Arabic and al quran. Furthermore, general subjects include Citizenship Education, Social Sciences, Indonesian Language, Natural Sciences, Mathematics, Cultural Arts and Crafts, Sports Education and Arts and English.

Description of Research Variables

Descriptive statistical analysis is carried out to determine the description of the research variables used, namely including leverage, operating cash flow, earnings persistence, and earnings quality proxied using ERC by looking at the minimum, maximum, average (mean) and standard deviation values. The following are the results of a questionnaire from 85 respondents which are described in accordance with the results of the recapitulation of the description of the respondents' answers, data processing is carried out and the total score of each statement is obtained. The total score is then compared with the respondent's answer criteria.

Descriptive Analysis of Transformational Leadership Style Variables

Descriptive analysis of the Transformational Leadership Style variable is described in the table of respondents' results below:

Table 3. Respondent Results of Transformational Leadership Style Variables

No	Statement Item	Respondent's Answer					Total	Mean	Criteria
		1	2	3	4	5			
Vision									
	The principal conducts supervision on teachers	0	0	13	37	35			Strongly Agree
1	Assessment	0	0	39	148	175	362	4.26	
	The principal realizes a clear vision a clear vision of the future of the school	0	0	17	38	30			
2	Assessment	0	0	51	152	150	353	4.15	Agree
Total Mean Vision Indicator							357.5	4.20	Agree
Inspirational Communication									
	The principal provides motivation to teachers	0	0	15	40	30			Agree
3	Assessment	0	0	45	160	150	355	4.18	
	The principal communicates about work with	0	0	16	36	33			
4	Clear Assessment	0	0	48	144	165	357	4.20	Agree
Total Mean Indicator of Inspirational Communication							356	4.19	Agree
Supportive Leadership									
5	The principal supports every teacher activity	0	0	12	40	33	361	4.25	Strongly Agree
	Assessment	0	0	36	160	165			
	The principal receives complaints from Teacher	0	1	13	38	33			Strongly Agree
6	Assessment	0	2	39	152	165	358	4.21	
Total Mean Supportive Leadership Indicator							359.5	4.23	Strongly Agree
Intellectual Stimulation									
7	The principal holds a coordination meeting	0	0	15	38	32	357	4.20	Agree
	Assessment	0	0	45	152	160			
	The principal conducts a Work evaluation	0	0	11	39	35			Strongly Agree
8	Assessment	0	0	33	156	175	364	4.28	
Total Mean Intellectual Stimulation Indicator							360.5	4.24	Strongly Agree

Personal Recognition								
	The principal conducts training to teachers	0	0	12	44	29		
9	Assessment	0	0	36	176	145	357	4.20	Agree
	The principal gives rewards to teachers	0	1	14	39	31		
10	Assessment	0	2	42	156	155	355	4.18	Agree
Total Mean Personal Recognition Indicator							356	4.19	Agree
Total Mean Transformational Leadership Style Variable							357.9	4.21	Strongly Agree

Based on table 3 data. The results of Respondents of the Transformational Leadership Style Variable (X1) above, obtained the total mean of 4.21 with the criteria strongly agree, while for the mean of each indicator are divided into the lowest average of 4.15 with the criteria agreeing that the principal realizes a clear vision of the future of the school. While the highest average is 4.28 with criteria strongly agree that the principal conducts work evaluation.

Descriptive Analysis of Teacher Competency Variables

Descriptive analysis of the Teacher Competency variable can be described as in the table of respondents' results below:

Table 4. Results of Respondents on Teacher Competency Variables

No	Statement Item	Respondent's Answer					Total	Mean	Criteria
		1	2	3	4	5			
Pedagogic competence									
1	The teacher masters the characteristics of the learners learners.	0	0	15	39	31	356	4.19	Agree
	Assessment	0	0	45	156	155			
2	Teachers utilize information technology	0	0	17	37	31			
	Assessment	0	0	51	148	155	354	4.16	Agree
Total Mean Indicator Pedagogic competence							355	4.18	Agree
Personality competence									
3	The teacher displays self as a stable person	0	2	14	38	31	353	4.15	Agree
	Assessment	0	4	42	152	155			
4	Teachers uphold the code of ethics of the teaching profession.	0	2	9	38	36	363	4.27	Strongly Agree
	Assessment	0	4	27	152	180			
Total Mean Indicator Personality competence							358	4.21	Strongly Agree
Social competence									
5	Teachers participate in every school activity	0	1	10	39	35			
	Assessment	0	2	30	156	175	363	4.27	Strongly Agree
6	Teachers can adapt to working conditions	0	2	13	41	29			
	Assessment	0	4	39	164	145	352	4.14	Agree
Total Mean Indicator Social competence							357.5	4.20	Agree
Professional competence									
7	Teachers master the basic competency standards of the subject	0	1	14	37	33			Agree
	Assessment	0	2	42	148	165	357	4.20	
	Teachers develop learning materials	0	5	16	37	27			Agree
8	Assessment	0	10	48	148	135	341	4.01	
Total Mean Indicator Professional competence							349	4.10	Agree

Total Mean Teacher Competency Variable (X2)						355	4.17	Agree	

Based on the data in table 4. above, the results of the Teacher Competency Variable Respondents (X2) above, obtained a total mean of 4.17 with agreed criteria, while for the mean of each indicator it is divided into the lowest average of 4.01 with agreed criteria that the teacher develops learning material. While the highest average is 4.27 with criteria strongly agree that the teacher upholds the code of ethics of the teaching profession and the teacher participates in every school activity.

Descriptive Analysis of Organizational Culture Variables

Descriptive analysis of Organizational Culture variables can be described as in the table of respondents' results below:

Table 5. Results of Respondents of Organizational Culture Variables

No	Statement Item	Respondent's Answer					Total	Mean	Criteria
		1	2	3	4	5			
Innovation and risk-taking									
	Teachers have the freedom to decision making	0	0	9	38	38			
1	Assessment	0	0	27	152	190	369	4.34	Strongly Agree
	Teachers are able to provide new ideas that are more effective	0	1	11	42	31			
2	Assessment	0	2	33	168	155	358	4.21	Strongly Agree
Total Mean Indicator Innovation and risk-taking							363.5	4.28	Strongly Agree
Attention to detail									
3	The teacher makes a work plan as directed	0	1	12	38	34	360	4.23	Strongly Agree
	Assessment	0	2	36	152	170			
4	The teacher evaluates the results	0	3	13	37	32	353	4.15	Agree
	Assessment	0	6	39	148	160			
Total Mean Indicator Attention to detail							356.5	4.19	Agree
Result-oriented									
5	Teachers improve work effectiveness.	0	2	14	35	34	356	4.19	Agree
	Assessment	0	4	42	140	170			
	Teachers develop themselves for maximum results	0	2	15	40	28	349	4.10	Agree
6	Assessment	0	4	45	160	140			
Total Mean Indicator Result-oriented							352.5	4.15	Agree
Human-oriented									
7	Teachers work according to with predetermined targets.	3	14	15	35	18	306	3.60	Moderately Agree
	Assessment	3	28	45	140	90			
8	The teacher does the work according to the procedure	2	10	15	39	19	318	3.74	Agree
	Assessment	2	20	45	156	95			
Total Mean Human-oriented Indicator							312	3.67	Agree
Team-oriented									
	Teachers cooperate with members Other	0	1	20	39	25	343	4.03	Agree
9	Assessment	0	2	60	156	125			
	Teachers trust each other	0	2	15	39	29		4.12	Agree

No	Statement Item	1	2	3	4	5	Total	Mean	Criteria
10	colleagues						350		
	Assessment	0	4	45	156	145			
	Total Mean Team-oriented Indicator						346.5	4.08	Agree
Agresif									
	Teachers compete fairly with colleagues	0	3	15	45	22			
	Work						341	4.01	Agree
11	Assessment	0	6	45	180	110			
	Teachers are always disciplined in time	0	0	12	36	37			
	Work						365	4.29	Strongly Agree
12	Assessment	0	0	36	144	185			
	Total Mean Aggressive Indicator						353	4.15	Agree
Stable									
	The school has a strategy for the teacher career	0	3	16	44	22	340	4	Agree
13	Assessment	0	6	48	176	110			
	Teachers are able to prioritize the	0	0	21	35	29			
14	School's vision						348	4.09	Agree
	Assessment	0	0	63	140	145			
	Total Mean Stable Indicator						344	4.04	Agree
	Total Mean Organizational Culture Variable						347	4.08	Agree

Based on the data in table 5. above, the results of the Organizational Culture Variable Respondents above, obtained a total mean of 4.08 with agreed criteria, while the mean for each indicator is divided into the lowest average of 3.60 with moderately agreed criteria that the Teacher works according to predetermined targets. While the highest average is 4.34 with the criteria strongly agreeing that teachers have freedom in making decisions.

Descriptive Analysis of Teacher Performance Variables
Descriptive analysis of the Teacher Performance variable can be described as in the table of respondents' results below:

Table 5. Results of Respondents of Teacher Performance Variables

No	Statement Item	Respondent's Answer					Total	Mean	Criteria
		1	2	3	4	5			
Understanding									
	Teachers understand their position as an educator	0	0	8	38	39			Strongly Agree
1	Assessment	0	0	24	152	195	371	4.36	
2	The teacher completes the task meticulously.	0	1	11	42	31			Strongly
	Assessment	0	2	33	168	155	358	4.21	Agree
	Total Mean Comprehension Indicator						364	4.29	Strongly Agree
Innovation									
	Teachers develop Learning techniques	0	0	12	40	33			Strongly
3	Assessment	0	0	36	160	165	361	4.25	Agree
4	Teachers create teaching innovations	0	1	9	34	41			Strongly
	Assessment	0	2	27	136	205	370	4.35	Agree
	Total Mean Indicator						365	4.30	Strongly Agree
Working Speed									
	Teachers use as much time as possible in their work.	0	0	9	41	35			Strongly
5	Assessment	0	0	27	164	175	366	4.30	Agree
6	Teachers can complete the work	0	1	11	42	31			Strongly

No	Indicator						Total	Mean	Criteria
	In accordance with the time								Agree
	Assessment	0	2	33	168	155	358	4.21	
	Total Mean Work Speed Indicator						362	4.26	Strongly Agree
Accuracy of Work									
	Teachers have optimal work output.	0	1	6	52	26			Strongly
7	Assessment	0	2	18	208	130	358	4.21	Agree
	The teacher evaluates the work	0	0	11	48	26			
8	Assessment	0	0	33	192	130	355	4.17	Agree
	Total Mean Work Accuracy Indicator						356	4.19	Agree
	Total Mean Employee Performance Variable						362	4.26	Strongly Agree

Based on the data in table 5. above, the results of the Employee Performance Variable Respondents above, obtained a total mean of 4.26 criteria strongly agree, while for the mean of each indicator it is divided into the lowest average of 4.17 with agreed criteria that the teacher evaluates the job. While the highest average is 4.36 with very agree criteria that the teacher understands his position as an educator.

Discussion

The description of respondents' characteristics shows that the majority of teachers at Al Ibrah Primary School are female (62.4%), with the largest age range between 29-32 years (24.7%). The majority of teachers have a Bachelor's degree (S1) at 63.5%, and the subjects they teach vary from Islamic Religious Education, Indonesian Language, Mathematics, to Science. Most respondents had served as teachers for 6-10 years (39.2%), indicating relatively solid work experience in the context of basic education.

The results of descriptive analysis show that the transformational leadership style variable at Al Ibrah Primary School has a total mean of 4.21 which is categorized as "strongly agree". The indicator that has the highest value is "The principal conducts work evaluation" with a mean of 4.28, indicating that the principal is active in evaluating teachers' performance, which is an important aspect in transformational leadership style. The majority of respondents (82.3%) stated that they felt their principals provided strong support in improving teaching quality. This finding is in line with research conducted by Aprianto et al., (2022), which identified that transformational leadership is able to improve the motivation and performance of subordinates through continuous evaluation. Similarly, research by Park et al., (2021) showed that transformational leadership has a positive and significant effect on teacher performance, which was also seen at Al Ibrah Primary School.

The descriptive analysis of teacher competence shows a total mean of 4.17 which is also categorized as "agree". The highest indicators are "Teachers uphold the code of ethics of the teaching profession" and "Teachers participate in every school activity", each with a mean of 4.27. This shows that teachers at Al Ibrah Primary School have strong personality and social competencies, which are essential to carry out their roles effectively. Most respondents (78.5%) confirmed that they are actively involved in extracurricular activities organized at school. Research by Sulaiman & Ismail, (2020) and Tarigan & Setiawan, (2020) supports these findings, stating that professional competence and ethics are key elements in successful teaching. High teacher competence in terms of ethics and active participation in school activities contribute significantly to the quality of education provided.

The results of the descriptive analysis for the organizational culture variable show a total mean of 4.08, which falls into the "agree" category. The highest indicator is "Teachers have freedom in making decisions" with a mean of 4.34, indicating that the school gives enough freedom to teachers in making decisions relevant to their work. The majority of respondents (85.6%) felt that the organizational culture in the school supports collaboration

among teachers and staff. A strong organizational culture that supports freedom of decision-making is important for optimal teacher performance. Research by Duong & Swierczek, (2019) emphasizes the importance of an organizational culture that supports innovation and freedom of decision-making as key factors in improving organizational performance.

Teacher performance has a total mean of 4.26, which falls into the "strongly agree" category. The highest indicator is "Teachers understand their position as an educator" with a mean of 4.36, indicating that teachers at Al Ibrah Primary School have a strong understanding of their roles and responsibilities. Most respondents (87.1%) feel that they can achieve the learning objectives that have been set consistently. This finding is supported by research by Kim, (2020), which shows that a clear understanding of roles and responsibilities is essential for effective teacher performance. Good teacher performance is based not only on individual competence but also on an understanding and appreciation of their role in the education system.

From the results of this study, it is clear that transformational leadership style, teacher competencies and organizational culture collectively contribute to teacher performance at Al Ibrah Primary School. The principal's transformational leadership style encourages teachers to innovate and make effective decisions, while teacher competencies in terms of ethics and active participation improve teaching quality (Boylan et al., 2018; Fauth et al., 2019). An organizational culture that supports freedom of decision-making strengthens teachers' commitment and motivation to perform better.

Research by Mastur et al., (2022) supports this conclusion, showing that transformational leadership in education affects various aspects of schools, including organizational culture and teacher performance. This is also in line with findings by Ausat et al., (2022) and Mansor et al., (2021), who state that effective school leadership is a key factor in improving student learning outcomes through the development of a positive and supportive organizational culture.

CONCLUSION

This study revealed that the majority of teachers at Al Ibrah Primary School, Gresik are female (62.4%), with the majority aged between 29-32 years (24.7%) and have a Bachelor's degree (S1) (63.5%). The teachers teach various subjects such as Islamic Religious Education, Indonesian Language, Mathematics, and Science. In general, the transformational leadership style applied by the principals was rated very high (total mean 4.21), with the performance evaluation aspect being the most emphasized (mean 4.28). Teachers' competencies were also rated high (total mean 4.17), particularly in upholding the professional code of ethics and active participation in school activities. The organizational culture in this school also reflects support for innovation and risk-taking (total mean 4.08). The implications of this study suggest that the application of strong transformational leadership can provide a significant boost to teacher motivation and performance, while high teacher competencies and an organizational culture that supports innovation can improve the effectiveness of teaching and learning in primary schools.

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