

The Effect of Transformational Leadership Style and Organizational Culture on the Productivity of Junior High Schools in Serang District



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ABSTRACT: This study focuses and aims to examine and analyze the influence of transformational leadership and organizational culture on the productivity of junior high schools in Serang District using the Transformational leadership theory proposed by Stoltz (2000), and the organizational culture theory advanced by Elshaer & Azazz, (2016) .

This study used a quantitative approach with the ex post facto method with the aim of knowing how much influence the variables studied were. The research was conducted in Serang District with the unit of analysis being junior high schools in Serang District with a sample of 67 school principals who were determined using a nonprobability sampling technique.

The results showed that the Transformational Leadership Style variable had a 55.2% influence on school productivity. While the Organizational Culture variable has an influence of 54.2% on School Productivity. While simultaneously the variables of Transformational Leadership Style and Organizational Culture have an influence of 67.2% on School Productivity. While the remaining 32.8% is the contribution of other variables besides the variables studied.

KEYWORDS: transformational leadership style, organizational culture

1. INTRODUCTION

Productivity in the world of education is related to the whole process of planning, structuring, and using resources to realize educational goals effectively and efficiently (Mulyasa, 2007: 134). In the context of educational productivity, educational resources are combined in different ways. Still according to Mulyasa (2005: 134), school productivity is related to how to produce graduates, both quantitatively and qualitatively, so that in the end quality graduates are obtained according to the needs of society and the times. School productivity is very important and something that is non-negotiable. The characteristics of a productive school can be seen from the form and nature of the school organization which can provide opportunities in the form of increasing the number and quality of abilities possessed by students after participating in learning.

Leadership and organizational culture are two variables that are indicated to have a role in shaping school productivity. School productivity is related to how an educational institution produces graduates both quantitatively and qualitatively so that in the end it produces quality graduates (human resources) according to the needs of society and the demands of the times.

One barometer of the quality of human resources that can be analyzed is high school students, because at this level, it is the level of education in the basic age range where students need special development, because they are in the age range before adulthood. At this level of education, the potential that exists requires a direction of development that is in accordance with socio-cultural, spiritual beliefs, imagination and emotional power, as well as very complex human potential. However, in reality the quality of junior high school education in Serang Regency cannot be expected to optimally produce graduates with good numbers and quality. This is reflected in the performance achievements of the Serang Regency Government which are contained in the Serang Regency Government Agencies Performance Report (LKIP) which outlines six problem points that require attention in order to achieve the 2020 target. The six points are: (1) quantity and quality as well as infrastructure education is still lacking (elementary and junior high school levels) (2) Some of the basic education infrastructure is in a damaged condition, (3) the quantity and quality of professional educators and education staff is still lacking (4) the lack of experts in developing local culture (5) the lack of guidance on potential local culture, (6) lack of facilities and infrastructure for fostering and developing local culture. (LKIP Dindidikbud Serang Regency, 2020).

Based on the background stated above, this study aims to determine the effect of leadership style and organizational culture on junior high school productivity both partially and simultaneously and selected as the locus is junior high school in Serang district.

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2. THEORETICAL FRAMEWORK

Leadership Concept

The leader is the center of group change and activity and the leader realizes group goals (Bass, as quoted in Northouse, 2004: 217). Leadership is shaped by factors such as culture, social parameters, moral systems and experimental values (Grint, 1997: 86). Effective leadership requires relationship behavior, mutual trust, respect, consideration of feelings, and warmth, and task behavior, characterized by emphasizing deadlines and procedures and constructive criticism (Yukl, 2002). Belias (2014) many theories have been put forward regarding the identification of leader styles in the first decades of the 20th century. According to Ordway Teod in his book "The Art Of Leadership" leadership is an activity of influencing people to work together and behave accordingly to achieve the goals they want. Transformational leadership was first proposed by James McGregor Burns.

Leadership is a process in which a leader with intelligence and persistence influences a group of subordinates to develop their potential in order to achieve organizational goals within a certain time frame and budget. Therefore, the leader's orientation to develop subordinates and their orientation to achieve organizational goals can be taken from the definition of leadership above. an understanding of leadership and leader effectiveness is needed to understand how to inspire employees and thereby achieve organizational goals and objectives (amin and abu hassan, 2010:10).

Transformational Leadership Concept

Transformational leadership is a leadership style that seeks to transform the values shared by subordinates to support the vision and goals of the organization. Transformational if it can change the situation, change what is usually done, talk about noble goals, has a reference value of freedom, justice and equality.

According to Yukl (2002), transformational leadership can be seen from the high commitment, motivation and trust of subordinates so that they see organizational goals to be achieved more than just their personal interests. Transformational leadership will appear if a leader has the ability to: 1. Stimulate the enthusiasm of colleagues and followers to see their work from several new perspectives. 2. Lowering the vision and mission to the team and the organization. 3. Develop colleagues and followers at a higher level of ability and potential. 4. Motivating colleagues and followers to look at their respective interests, so that they can benefit the interests of their organization.

Transformational leadership according to Avolio et al (Stone et al, 2004: 1) is as follows (1) Idealized influence (or charismatic influence) Idealized influence means that a transformational leader must be charismatic who is able to "bewitch" subordinates to react to follow the leadership. In concrete form, this charisma is shown through the behavior of understanding the vision and mission of the organization, having a firm stance, being committed and consistent with every decision that has been taken, and respecting subordinates. In other words, transformational leaders become role models who are admired, valued, and followed by their subordinates. (2) Inspirational motivation Inspirational motivation means the character of a leader who is able to apply high standards but at the same time is able to encourage subordinates to achieve these standards. Character like this is able to generate high optimism and enthusiasm from subordinates. In other words, transformational leaders always inspire and motivate their subordinates. (3) Intellectual stimulation Intellectual stimulation is the character of a transformational leader who is able to encourage his subordinates to solve problems carefully and rationally. In addition, this character encourages subordinates to find new, more effective ways of solving problems. In other words, transformational leaders are able to encourage (stimulate) subordinates to always be creative and innovative. (4) Individualized consideration Individualized consideration means the character of a leader who is able to understand the individual differences of his subordinates. In this case, transformational leaders are willing and able to listen to aspirations, educate, and train subordinates. In addition, a transformational leader is able to see potential achievements and the developing needs of subordinates and facilitate them. In other words, transformational leaders are able to understand and appreciate subordinates based on the needs of subordinates and pay attention to the desires of subordinates to excel and develop.

Transformational leadership theory is one of the most popular theoretical frameworks in leadership. In many studies, transformational leadership has been praised for its superior, positive relationship with subordinate satisfaction, performance, motivation, commitment and commitment, and rankings of leader effectiveness over transactional leadership (Jung and Avolio, 2000:8). This type of leadership also relies on intangible goals such as shared vision, values and ideas for the purpose of developing relationships, giving broad meaning to the leader rather than the exchange process between the leader and the followers (Amin and Abu Hassan, 2010:23). This kind of leadership elicits effort and commitment from followers by paying attention to emotions, values, ecology, and long-term goals, and by assessing followers' motives, satisfying their individual needs, and treating them with dignity and respect (Ivey and Kline, 2010: 213).

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Organizational Culture Concept

Organizational culture basically represents the norms of behavior followed by members of the organization. The organizational culture performs a number of functions within an organization. Organizational culture is a set of values and strategies, leadership style, vision and mission as well as norms of trust and understanding shared by members of the organization and considered as truth for new members which becomes a guide for every element of a company's organization to shape attitudes and behavior. In essence, organizational culture is not an easy way to gain success, a strategy is needed that can be utilized as one of the mainstays of organizational competitiveness. Organizational culture is a concept as one of the keys to the success of an organization in achieving its goals.

Schein (2014: 18) defines organizational culture as patterns of basic assumptions determined or developed by a group of people when they learn to deal with problems of external adaptation and internal integration, which have worked so well that they are considered legitimate to be taught to new members as the right way. to think, see, feel and solve problems.

Meanwhile Robbins and Judge (2017: 256) explain that organizational culture is 'a system of shared meaning shared by members that distinguishes an organization from other organizations'. According to Kreitner and Kinicki (2017: 62) organizational culture is shared values and beliefs that underlie corporate identity, while Mangkunegara (2017: 113) suggests that organizational culture is "a set of assumptions or a system of beliefs, values and norms developed within an organization that used as a guideline of behavior for its members to overcome problems of external adaptation and internal integration. According to Rivai and Mulyadi (2015: 374), organizational culture is a framework that guides daily behavior and makes decisions for employees and directs their actions to achieve organizational goals.

Organizational culture is defined as a set of elements that are distinguished between organizations, including customs, norms, rules, symbols, ideology, beliefs, rituals, and myths (Lee et al., 2016:1). It further involves the collective mental programming of organizational members as it analyzes member identity as an integral, historical and social phenomenon, reflecting the history of the organization. Organizational culture is based on common practices, in which employees adopt behaviors according to symbols, heroes, and rituals represented by the company, such as changes in worker productivity and satisfaction (Rossi et al. 2016:1).

Madu (2012:1) concludes that a practical way to define organizational culture is the work environment; i.e. these are member behaviors, attitudes, beliefs, skills, perspectives, habits, and prejudices. Some of these attributes have been shaped by previous leaders, for better or worse through years of influence and reinforcement. So, organizational leaders are responsible for the climate they create in their organizations. Organizational culture refers to the norms, values, meanings, beliefs, and principles shared by individuals in the organization and are part of the socialization process for new employees (Naik, 2011:1).

School Productivity Study

Good school productivity depends on all components in the school and the output of graduates produced. "Productivity in the world of education is related to the whole process of planning, structuring, and utilizing resources to realize educational goals effectively and efficiently" (Mulyasa 2007:134)

School productivity according to Prince George County Public Schools (Taylor, 1990:12) is a school where all resources are organized and utilized to ensure that all students, regardless of race, gender, or socio-economic status, can learn the essential curriculum material at school. That. The formulation of this understanding is more oriented towards optimizing the achievement of educational goals as contained in the curriculum.

Another definition of school productivity is put forward by Cheng (1996: 112), namely an effective school shows the ability of a school to carry out its functions optimally, both economic functions, socio-economic functions, political functions, cultural functions and educational functions.

- a) The economic function of the school is to provide provisions for students to be able to carry out economic activities so that students can carry out economic activities so that they can live in prosperity.
- b) The social function of the school is as a medium for students to adapt to community life.
- c) The political function of the school is as a vehicle for obtaining knowledge about rights and obligations as citizens.
- d) The function of culture is a medium for transmitting and transforming culture.
- e) The function of education is the school as a vehicle for the process of maturing and forming the personality of students.

The characteristics and indicators of school productivity are shown in the following table.

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Table 1. Characteristics and Indicators of School Productivity

Characteristics	icators
School goals are stated clearly and specifically	Clearly stated Used for decision making Understood by students, teachers and staff.
Implementation of strong educational leadership by the principal	The principal can be contacted easily Be responsive to teachers, staff and students Responsive to parents and society implement leadership that is focused on learning keeping the teacher/student ratio in accordance with the ideal ratio.
Teacher and staff expectations are high	believe that all students can learn and achieve Emphasis on academic results View teachers as the most important determinant of student success
Ada kerja sama kemitraan antara sekolah, orang tua dan masyarakat	komunikasikan secara positif dengan orang tua memelihara jaringan dukungan orang tua orang tua dan masyarakat berbagi tanggung jawab untuk menegakan disiplin dan mempertahankan keberhasilan menghadiri acara-acara penting di sekolah.
There is a positive and conducive climate for students to learn	The school is neat, clean and physically safe and well maintained Schools give awards to achievers Schools provide reinforcement of students' positive behavior. Students obey school rules and local government rules. Students carry out their assignments/obligations on time
Student progress is frequently monitored	Precise task Quick (immediate) feedback The ability to participate in class optimally Assessment of learning outcomes from various aspects.
Emphasizes student success in achieving essential activity skills.	Students do their best to achieve optimal learning outcomes, both academic and non-academic. Students acquire essential skills Principals demonstrate commitment in supporting essential skills programs Teachers receive adequate materials to teach essential skills.

Sumber: Cheng (1996)

According to Sudadio (2015: 67) indicators of achieving educational productivity are:

1. Put evenly and a lot
2. Graduates are numerous and of high quality
3. Relevance of graduates is high and
4. Graduates can live decently

Educational productivity can be measured by looking at the real education spending index as in the National Income Blue Book, by adding up the expenditure of the number of students being educated.

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3. RESEARCH METHODS

The method used in this study is the ex post facto method. While the analysis model used is the path analysis model. In this study, the technique for determining respondents used the nonprobability sampling method using the Slovin formula, with an error rate of 10%.

$$n = \frac{N}{1 + N \cdot e^2}$$

Then it can be determined the number of research samples as follows.

$$n = \frac{206}{1 + 206 \cdot 0,1^2} = 67,32$$

Then the sample in this study is 67 respondents (rounded)

Hypothesis testing in this study includes partial tests and simultaneous tests. Partial testing is used to test the significance of the regression coefficient or partial correlation or the relationship of each independent variable (X1, X2) with the dependent variable (Y1). With the linear regression equation:

$$Y = a + bX1$$

While simultaneous testing is used to test the significance of multiple correlations about the relationship between two or more independent variables with one or more dependent variables. With the multiple regression equation :

$$Y = a + b^1x^1 + b^2x^2$$

4. RESEARCH RESULTS

A. Validity and Reliability Test

Prior to data processing, validity and reliability tests were previously carried out. The following are the results of validity and reliability tests:

Table 2. Validity and Reliability Test

Variable	Statement	r hitung	Sig	r tabel	Sig	Cronbach's Alpha	Titik kritis	Conclusion
X1 (Transformational Leadership Style)	X11.1	0.694	0.000	0.24	Valid	0.853	0.7	Reliable
	X11.2	0.727	0.000	0.24	Valid			
	X11.3	0.600	0.000	0.24	Valid			
	X12.1	0.666	0.000	0.24	Valid			
	X12.2	0.687	0.000	0.24	Valid			
	X12.3	0.561	0.000	0.24	Valid			
	X13.1	0.560	0.000	0.24	Valid			
	X13.2	0.690	0.000	0.24	Valid			
	X13.3	0.635	0.000	0.24	Valid			
	X14.1	0.661	0.000	0.24	Valid			
	X14.2	0.507	0.000	0.24	Valid			
X14.3	0.562	0.000	0.24	Valid				
X2 (Budaya Organisasi)	X21.1	0.586	0.000	0.24	Valid	0.702	0.7	Reliable
	X21.2	0.604	0.000	0.24	Valid			
	X22.1	0.592	0.000	0.24	Valid			
	X22.2	0.641	0.000	0.24	Valid			
	X23.1	0.760	0.000	0.24	Valid			
	X23.2	0.657	0.000	0.24	Valid			
Y (Produktivitas Sekolah)	Y1.1	0.708	0.000	0.24	Valid	0.877	0.7	Reliable
	Y1.2	0.777	0.000	0.24	Valid			
	Y1.3	0.750	0.000	0.24	Valid			
	Y1.4	0.618	0.000	0.24	Valid			
	Y2.1	0.803	0.000	0.24	Valid			

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	Y2.2	0.791	0.000	0.24	Valid			
	Y2.3	0.707	0.000	0.24	Valid			
	Y2.4	0.738	0.000	0.24	Valid			

Source: results of data processing

The Cronbach's Alpha value for each variable is greater than 0.7 so it can be concluded that each variable X1, X2, and Y is reliable.

B. Regression Analysis

The processing results of SPSS software for simple and multiple regression analysis are presented in the following table:

Table 3. Simple Regression Model 1 (X1 against Y)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.597	.610		-2.617	.011
	X1 (Gaya Kepemimpinan Transformasional)	1.202	.134	.743	8.949	.000

a. Dependent Variable: Y (Produktivitas Sekolah)

Berdasarkan hasil perhitungan pada tabel di atas, diperoleh bentuk persamaan regresi linier berganda sebagai berikut :

$$Y = -1,597 + 1,202 X1$$

The value of the regression coefficient on the independent variables illustrates that if it is estimated that the independent variable will increase by one unit and the value of the other independent variables is estimated to be constant or equal to zero, then the value of the dependent variable is expected to increase or decrease according to the sign of the regression coefficient of the independent variable.

From the multiple linear regression equation above, a constant value of -1.597 is obtained. That is, if the School Productivity variable (Y) is not influenced by the independent variable, namely Transformational Leadership Style (X1), the value will be -1.597.

The sign of the independent variable regression coefficient indicates the direction of the relationship of the variable concerned with school productivity.

The regression coefficient for the independent variable X1 is positive, indicating a unidirectional relationship between Transformational Leadership Style (X1) and School Productivity (Y). The regression coefficient of the variable X1 is 1.202, which means that for every one unit increase in Transformational Leadership Style (X1) it will lead to an increase in School Productivity (Y) of 1.202.

Table 4. Simple Regression Model 2 (X2 against Y)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.355	.402		.884	.380
	X2 (Budaya Organisasi)	.854	.098	.736	8.762	.000

a. Dependent Variable: Y (Produktivitas Sekolah)

Based on the calculation results in the table above, the simple linear regression equation is obtained as follows:

$$Y = 0,355 + 0,854 X1$$

The value of the regression coefficient on the independent variables illustrates that if it is estimated that the independent variable will increase by one unit and the value of the other independent variables is estimated to be constant or equal to zero, then the

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value of the dependent variable is expected to increase or decrease according to the sign of the regression coefficient of the independent variable.

From the simple linear regression equation above, a constant value of 0.355 is obtained. That is, if the School Productivity variable (Y) is not influenced by the independent variable, namely Organizational Culture (X2), it will have a value of 0.355.

The sign of the independent variable regression coefficient indicates the direction of the relationship of the variable concerned with school productivity.

The regression coefficient for the independent variable X2 is positive, indicating a unidirectional relationship between Organizational Culture (X2) and School Productivity (Y). The regression coefficient of the X2 variable is 0.854 which means that for every one unit increase in Organizational Culture (X2) it will lead to an increase in School Productivity (Y) of 0.854.

**Table 5. Multiple Regression Model 3 (X1 and X2 with respect to Y)
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-1.660	.527		-3.152	.002
X1 (Gaya Kepemimpinan Transformasional)	.750	.149	.464	5.036	.000
X2 (Budaya Organisasi)	.516	.107	.445	4.828	.000

a. Dependent Variable: Y (Produktivitas Sekolah)

Based on the calculation results in the table above, the multiple linear regression equation is obtained as follows :

$$Y = -1,660 + 0,750 X1 + 0,516 X2$$

The value of the regression coefficient on the independent variables illustrates that if it is estimated that the independent variable will increase by one unit and the value of the other independent variables is estimated to be constant or equal to zero, then the value of the dependent variable is expected to increase or decrease according to the sign of the regression coefficient of the independent variable.

From the multiple linear regression equation above, a constant value of -1.660 is obtained. That is, if the School Productivity variable (Y) is not influenced by the independent variables, namely Transformational Leadership Style (X1) and Organizational Culture (X2), the value will be -1.660.

The sign of the independent variable regression coefficient indicates the direction of the relationship of the variable concerned with school productivity.

The regression coefficient for the independent variable X1 is positive, indicating a unidirectional relationship between Transformational Leadership Style (X1) and School Productivity (Y). The regression coefficient of the X1 variable is 0.750 which means that for every one unit increase in Transformational Leadership Style (X1) it will lead to an increase in School Productivity (Y) of 0.750.

The regression coefficient for the independent variable X2 is positive, indicating a unidirectional relationship between Organizational Culture (X2) and School Productivity (Y). The regression coefficient of the variable X2 is 0.516 which means that for every increase in Organizational Culture (X2) by one unit, it will increase school productivity (Y) by 0.516.

C. Hypothesis Test

1) Partial Hypothesis Testing (T test)

The hypothesis proposed in this study is as follows:

- H0₁ : Transformational Leadership Style does not have a significant effect on School Productivity
- H1₁ : Transformational Leadership Style has a significant influence on School Productivity
- H0₂ : Organizational Culture does not have a significant effect on School Productivity
- H1₂ : Organizational Culture has a significant influence on School Productivity

Kriteria uji yang dipakai adalah:

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- Accept H_0 or Reject H_0 if sig > 0,05
- Reject H_0 or Accept H_1 if sig < 0,05

Here are the results obtained:

Table 6. Model 1 Partial Test (X1 to Y)
Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	-1.597	.610		-2.617	.011
	X1 (Gaya Kepemimpinan Transformasional)	1.202	.134	.743	8.949	.000

a. Dependent Variable: Y (Produktivitas Sekolah)

Based on the table above, it can be concluded that the Transformational Leadership Style variable (X1) has a sig value of 0.000 and t count of 8.949. Because the sig value (0.000) < 0.05, H_1 is accepted, meaning that there is an influence from the Transformational Leadership Style (X1) on School Productivity (Y).

Table 7. Model 2 Partial Test (X2 to Y)
Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	.355	.402		.884	.380
	X2 (Budaya Organisasi)	.854	.098	.736	8.762	.000

a. Dependent Variable: Y (Produktivitas Sekolah)

Based on the table above, it can be concluded that the Organizational Culture variable (X2) has a sig value of 0.000 and t count of 8.762. Because the sig value (0.000) < 0.05, H_1 is accepted, meaning that there is influence from Organizational Culture (X2) on School Productivity (Y).

Table 8. Model 3 Partial Test (X1 and X2 to Y)
Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	-1.660	.527		-3.152	.002
	X1 (Gaya Kepemimpinan Transformasional)	.750	.149	.464	5.036	.000
	X2 (Budaya Organisasi)	.516	.107	.445	4.828	.000

a. Dependent Variable: Y (Produktivitas Sekolah)

Based on the table above, it can be concluded as follows:

1. The Variable Transformational Leadership Style (X1) has a sig value of 0.000 and t count of 5.036. Because the sig value (0.000) < 0.05, H_1 is accepted, meaning that there is an influence from the Transformational Leadership Style (X1) on School Productivity (Y).
2. Organizational Culture Variable (X2) has a sig value of 0.000 and t count of 4.828. Because the sig value (0.000) < 0.05, H_1 is accepted, meaning that there is influence from Organizational Culture (X2) on School Productivity (Y).

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2) Simultaneous Hypothesis Testing

For testing the simultaneous effect used the following hypothesis formula:

H_0 = There is no influence between Transformational Leadership Style and Organizational Culture on School Productivity

H_1 = There is an influence between Transformational Leadership Style and Organizational Culture on School Productivity

The test criteria used:

- Accept H_0 or Reject H_0 if sig > 0,05
- Reject H_0 or Accept H_1 if sig < 0,05

The following is the obtained F test:

Table 9. Model 3 Simultaneous Test (X1 and X2 to Y)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.211	2	7.605	65.448	.000 ^b
	Residual	7.437	64	.116		
	Total	22.648	66			

a. Dependent Variable: Y (School Productivity)

b. Predictors: (Constant), X2 (Organizational culture), X1 (Transformational Leadership Style)

From the table above, the sig value obtained is 0.000 and the calculated F is 65.448. Because the sig value (0.000) < 0.05, H_1 is accepted, meaning that there is an influence between Transformational Leadership Style and Organizational Culture on School Productivity.

5. CONCLUSION

1. Transformational leadership has a positive and significant effect on productivity in junior high schools in Serang District. The better the implementation of transformational leadership, the higher the productivity of junior high schools in Serang District.
2. Organizational culture has a positive and significant effect on the productivity of junior high schools in Serang District. The better the implementation of organizational culture, the higher the productivity of Junior High Schools in Serang Regency.
3. Transformational leadership applied together with the concept of organizational culture has a positive and significant effect on the productivity of junior high schools in Serang District. This implies that transformational leadership which is simultaneously combined with the application of organizational culture has a positive influence on the productivity of junior high schools in Serang Regency.

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