

Hidden Mechanisms in Educational Performance: Revealing the Role of Motivation in Transformational Leadership and School Culture

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Abstract

This study aims to examine the influence of transformational leadership style and school culture on educational performance through the mediation role of motivation. This study uses descriptive and verification research methods with a quantitative approach. The data collection technique in this study used a questionnaire with a measurement scale used the Likert scale. The population and sample in this study were employees of Pondok Al-Furqon Desa Srowo. The sampling technique in this study used a saturated sampling technique, totaling 102 respondents. The results of the study indicate that Transformational Leadership Style, and School culture, and Motivation have an effect on Educational performance. In addition, other results show that Transformational Leadership Style and School culture have a positive and significant effect on Motivation. The results of the motivational mediation of the relationship between Transformational Leadership Style and Educational performance, that Transformational Leadership Style on Educational performance is directly greater than Transformational Leadership Style on Educational performance through Motivation mediation, this indicates a partial mediation effect. The results of the motivational mediation of the relationship between School culture and Educational performance, that School culture on Educational performance is directly smaller than School culture Style on Educational performance through Motivation mediation, this indicates a full mediation effect. This study provides Islamic boarding school managers with important insights to optimize their organization's performance and effectiveness. Developing the communication, empathy, and motivation skills needed to improve manager performance is necessary for wise and responsive leadership.

Introduction

Islamic boarding schools as one of the Islamic educational institutions have a strategic role in building the morals, intellect and spirituality of society (Yusuf et al., 2024). Islamic boarding schools are not only places for religious education, but also function as centers for community empowerment and the development of a young generation with noble morals (Nazirwan et al., 2020). Along with the development of the times, Islamic boarding schools face various increasingly complex challenges (Karim et al., 2025). The demands to adapt to the needs of modernization, social change, and management of limited resources place Islamic boarding schools in a position that requires more effective organizational management (Frاندani et al., 2024). The success of Islamic boarding schools in carrying out their educational and social functions is very dependent on the performance of the management, which includes leaders, teaching staff, and administrative staff (Ikhwan & Yuniana, 2022).

The performance of Islamic boarding school managers is not just about achieving institutional targets, but also concerns the sustainability of Islamic boarding schools in facing various

challenges (Ibrahim et al., 2024). In this case, human resources (HR) as a vital component of the organization play an important role. HR is not only the operational backbone of the organization, but also the main actor in implementing the vision, mission, and values of the Islamic boarding school (Alrifae & Ab Wahab, 2023). As conveyed by (Abdulmuhsin et al., 2025) Human resources are an essential need to complete various tasks and responsibilities in an organization. Managers who have high performance are not only able to complete tasks well, but also make significant contributions to the sustainability of Islamic boarding schools (Mukhtar et al., 2021).

However, creating optimal manager performance is not easy Khairani & Us (2023) stated that the leaders of Islamic boarding schools, especially the kyai or highest leader, have a strong influence in building work spirit and motivation among managers. An effective leadership style can be an inspiration and a motivator for managers to work with high dedication (Tareq, 2023).

The leadership style applied in Islamic boarding schools is generally rooted in strong Islamic values, such as sincerity, responsibility, and togetherness. However, the success of this leadership style is highly dependent on the leader's ability to understand the needs and challenges faced by the administrators (Yahya, 2024). Success or failure in achieving organizational goals is largely determined by the leadership style in managing existing resources. In addition, leaders who are able to empower employees and create a conducive work environment will contribute greatly to improving organizational performance (Hakim, 2024).

In addition to leadership style, school culture also has an important role in influencing the performance of managers. The school culture in Islamic boarding schools, such as Islamic values, togetherness, and devotion, has great potential to increase work motivation (Hikmawati et al., 2024; Subchi et al., 2024). However, challenges arise when this culture is not integrated with work structures and systems that support efficiency. Yazid et al. (2024) emphasizes that a poorly managed school culture can be an obstacle to improving performance. Therefore, strengthening a school culture that supports productivity and efficiency is one of the urgent needs for Islamic boarding schools.

Work motivation is a mediating factor that is no less important in determining the performance of Islamic boarding school managers. Work motivation can be interpreted as invisible energy that drives individuals to work with full dedication and commitment (Sari et al., 2023). Work motivation plays an important role in building the spirit and enthusiasm of managers. Work motivation is often influenced by the leadership style of the kyai, school culture, and operational systems implemented. Inspirational kyai or leaders of Islamic boarding schools can be the main source of motivation for managers. However, the work motivation of managers can decrease if it is not supported by a conducive school culture and a clear operational system (Arifin et al., 2024).

This study aims to analyze the influence of leadership style and school culture on educational performance by considering work motivation as a mediating variable of motivation. In terms of managing Islamic boarding schools, leadership style and school culture are not stand-alone aspects. The three interact with each other and influence the work motivation of managers, which ultimately has an impact on performance (Said et al., 2024). Therefore, this study not only aims to identify the influence of each factor, but also to understand how these variables interact in shaping the performance of Islamic boarding school managers, and in contrast to previous studies, the study shows that school culture, transformational leadership style, and work motivation are important factors in improving teacher performance in madrasahs. Smart and inspiring leaders can encourage teachers to be more proactive and enthusiastic in their

work (Riani & Surya, 2025). Overall, inspirational leadership and a strong school culture create a positive work environment, which will ultimately result in a positive work environment. A strong school culture, consisting of religious values and positive work norms, increases teacher commitment and professionalism (Imranfahrudi et al., 2023). Work motivation functions as a mediator. Inspirational leadership and a strong school culture create a positive work environment, increase teacher motivation, and lead to increased performance in madrasahs (Sari et al., 2023).

Literature Review

Transformational Leadership Style

Leadership is an effort to influence employee activities through communication to achieve certain goals, which emphasizes the importance of communication in shaping employee behavior (Gibson, 2012). Leadership style is the application of certain attitudes or behaviors by leaders that can create more effective changes in employee behavior (Pratiwi et al., 2020; Siagian & Saputro, 2017). Classifies leadership styles into three: autocratic, where the leader dictates tasks and makes decisions unilaterally; democratic, which involves employees in decision-making and uses feedback for development; and laissez-faire, where the leader gives employees full freedom in decision-making and completing work. Effective leadership is very important in an organization, because without the right leader, the organization will find it difficult to achieve goals efficiently and optimally. Therefore, good leadership is needed to manage the organization and encourage employees to work optimally in order to improve company performance (Usman & Haryadi, 2023). Indicators of transformational leadership style include: 1) Ability to make decisions; 2) Motivating; 3) Communicate; 4) Controlling subordinates

School culture

School culture contains assumptions, adaptations, perceptions, and learning. Culture consists of three layers, namely artifacts and creations that are visible but difficult to interpret, values that serve as important guidelines for individuals, and basic assumptions that direct the behavior and way of thinking of members of the organization (Gibson, 2012). School culture can also be understood as a series of values, beliefs, behaviors, and habits that help members of an organization understand the principles adopted and how the organization works (Soetjipto et al., 2021). School culture is also a system of shared meaning that distinguishes one organization from another (Robbins & Judge, 2019). Thus, school culture can be concluded as a series of values and principles that are understood and adapted by each member to carry out organizational activities effectively. School culture itself, there are four main indicators, namely: 1) Innovative and taking risks, is the ability to create new ideas for the success of the company and dare to take risks in developing these ideas; 2) Result orientation, involving the task of setting clear targets and assessing the work results that have been achieved; 3) Orientation towards employee interests, namely fulfilling needs in carrying out work and providing support for educational performance; 4) Detail orientation in tasks, namely emphasizing the importance of accuracy in completing work and ensuring the accuracy of work results.

Educational performance

Performance can be defined as the work results achieved by a person, both in terms of quality and quantity, in carrying out their duties in accordance with the responsibilities given and applicable standards (Bagis et al., 2020). Performance is the actual achievement achieved by an employee, which is influenced by school culture such as behavior, discipline, and honesty

(Setyaningrum et al., 2023). Meanwhile, performance is also a process in carrying out work that depends on the suitability between tasks and individual abilities. Thus, performance is the result of a series of work processes that are carried out consistently and planned to achieve organizational goals within a predetermined time limit (Sitompul et al., 2024). The indicators for measuring educational performance include: 1) Quality, Quality reflects the skills and abilities of employees in producing perfect work according to their perception; 2) Quantity, Quantity relates to the amount of output produced in terms of units or completed activity cycles; 3) Punctuality, Punctuality refers to the ability of employees to complete tasks according to the specified time by considering the coordination of output results and time efficiency; 4) Effectiveness, Effectiveness is measured by the extent to which the use of resources such as manpower, money, technology and raw materials can be utilized optimally; 5) Independence, Independence shows the extent to which employees are able to carry out their duties and responsibilities independently without depending on another.

Motivation

Motivation comes from the Latin word "movere" which means "to move", and in English is often interpreted as providing a motive or encouragement to achieve a goal (Soetjipto et al., 2021). Motivation is a force that arises from a person's desire to fulfill their needs, such as hunger or thirst. In addition, motivation is also defined as a condition in which a person's efforts and strong will are directed to achieve a certain goal (Kusnadi et al., 2023). Motivation is the force that drives a person to act, whether internal or external, positive or negative, and is greatly influenced by the toughness of the manager (Fei & Han, 2020). Based on the various definitions, it can be concluded that motivation is a process carried out by top management to provide the right encouragement to employees, so that they can work maximally and optimally in achieving company goals. As for Work motivation indicators include 4 motivation indicators, namely: 1) Physical Needs; 2) Need for Safety; 3) Social Needs; 4) Need for Appreciation

Based on the theoretical study described, a conceptual framework can be made about the influence of transformational leadership style and school culture on educational performance mediated by motivation. The conceptual framework in this study can be seen in the following figure:

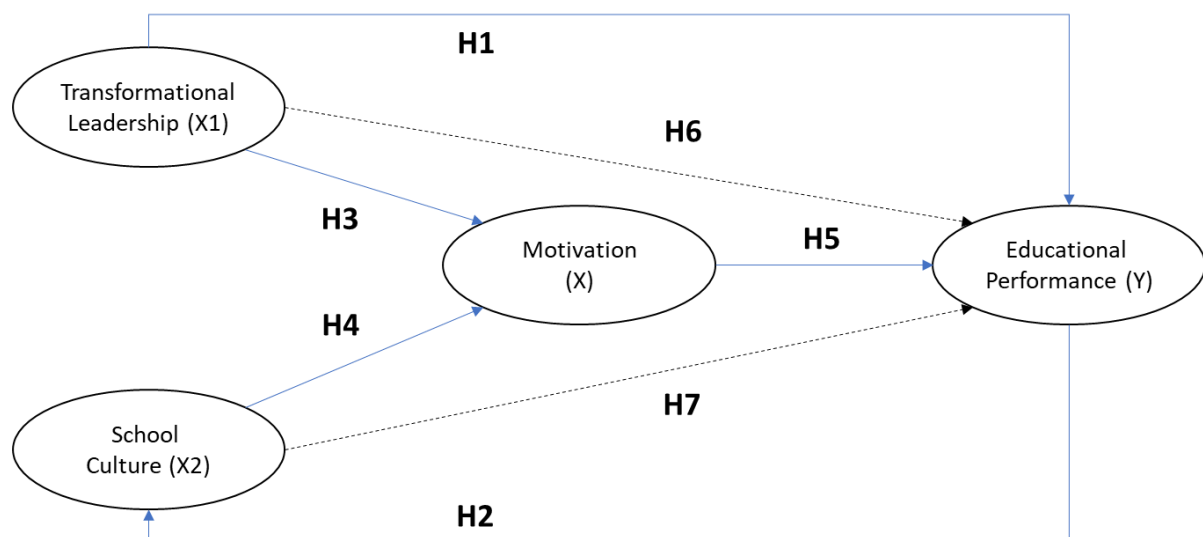


Figure 1. Conceptual Framework

Methods

This study was different, as it employed the quantitative approach to explore the relationships between transformational leadership style, school culture, motivation, and the educational performance in the framework of Al-Furqon Islamic Boarding School in Srowo Village. Quantitative design was considered suitable in that the study was aimed at describing the characteristics of variables and testing the causal relationships statistically. The study was to provide empirical proof that could be used to generalise in the similar educational environments by using measurable indicators.

The investigation was classified into descriptive and verification-based in terms of its typology. The descriptive aspect allowed the authors to describe the leadership style existing, cultural values, motivational climate and educational results as viewed by the school personnel. At the same time, the verification element highlighted the significance of hypothesis testing, which meant that the theoretical assumptions about the mediating power of motivation were subjected to a strict empirical test. This two-fold strategy has guaranteed that the research went beyond the domain of observation and was supported by a sound analytical model.

The research group consisted of all employees of Al- Furqon Islamic Boarding School (leaders, administrative, educators and operation staff). In order to attain the full coverage and prevent the bias caused by sampling, the saturated sampling method was used, which included all the elements of population. There were 102 respondents who had a minimum of two to three years of working experience in the institution. It was an important criterion necessary to make sure that the respondents were well exposed to the organizational culture and leadership practices so that their responses could represent informed and meaningful views of the same.

Primary sources of data collection were forms which were distributed to the respondents. The instrument was carefully developed and constructed to determine four main variables, which include transformational leadership style and school culture as independent variables, motivation as the mediator and educational performance as the dependent variable. The operationalization of each construct was done based on indicators altered by literature, and all the items were evaluated as on a Likert scale. The Likert scale was found to be the appropriate one as it allows the respondents to describe their attitudes and perceptions in a systematized and, at the same time, subtle form, providing the data that can be quantified and the complexity of human judgment is not lost.

The data that were collected were analyzed with SmartPLS 4.0 software to make sure that the results it gives were supported by sound analysis. The use of partial least squares (PLS) was chosen because it is applied where the study has complex models with middle variables and relatively small sample sizes. The approach gave a possibility to thoroughly test both measurement models (to estimate the validity and reliability) and structural models (to determine the causal relationships). Tests of discriminant validity, composite reliability, path coefficients and general goodness of fit have been included in the analysis. These steps allowed checking whether the model was a sufficient representation of the data and whether the relationships formulated by hypothesis were true. This not only enabled the validity of the findings but also meant that the conclusions that were to be made could offer a substantial insight into the effect of leadership style and school culture on educational performance in the mediation of motivation.

Results and Discussion

Evaluation of Measurement Model Test or External Model

Outer model analysis is conducted to ensure that the measurements used are suitable for measurement (valid and reliable). Based on the results of the PLS analysis on the PLS Algorithm for validity and reliability testing, the model determination coefficient and path coefficient for the equation model based on the PLS output results have been shown. The results of the PLS Algorithm, which can be observed in the following image:

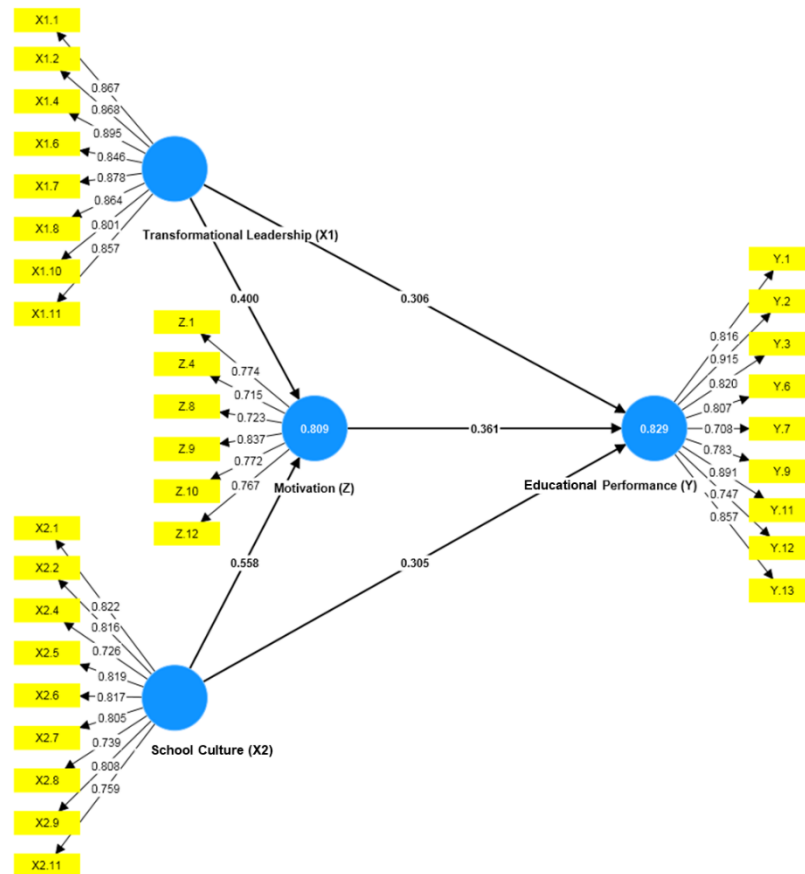


Figure 2. Outer model results

Source: SmartPLS4 Data Processing Results Report 2025

Discriminant validity can be known through the Average Variant Extracted (AVE) value method (Ghozali & Latan, 2020). Provides an explanation that Discriminant validity testing is carried out to determine the assessment of the validity of the construct through observation of the average variance extracted value. The model is declared good if the Average Variant Extracted (AVE) of each construct has a value greater than 0.50.

Table 1. Average Variance Extracted (AVE) Value

Variables	Average variance extracted (AVE)
Transformational Leadership Style (X1)	0.739
School culture (X2)	0.626
Educational performance (Y)	0.670
Motivation (Z)	0.586

Source: SmartPLS4 Data Processing Results Report 2025

Based on the data in table 1, it can be seen that each research variable has an Average Variance Extracted (AVE) value greater than 0.50. Thus, it can be stated that each variable already has a good discriminant validity value. So that further research can be carried out.

Reliability Test (Composite Reliability) & Cronbach's Alpha Test

A variable can be said to be reliable if the composite reliability & Cronbach alpha values are > 0.7.(Ghozali & Latan, 2020). As in the table of Cronbach alpha values below:

Table 2. Composite reliability & Cronbach alpha values

Variables	Composite Reliability	Cronbach Alpha
Transformational Leadership Style (X1)	0.950	0.950
School culture (X2)	0.929	0.925
Educational performance (Y)	0.939	0.937
Motivation (Z)	0.861	0.858

Source: SmartPLS4 Data Processing Results Report 2025

Based on the data shown in Table 2, the composite reliability & cronbach alpha values of each research variable are > 0.7. Therefore, the following research results indicate that each research variable has met the requirements and it can be concluded that all variables have a high level of reliability.

Path Coefficient Test

The categorization of the Path Coefficient Test is seen if the test value is more than 0.67 then it is in the Good category, if the result is 0.33 - 0.67 it is in the moderate category and if the result is 0.19 - 0.33 it is in the Weak category.

Table 3. Path coefficient values

Variables	Original sample	Information
Transformational Leadership Style (X1) → Educational performance (Y)	0.306	Weak
School culture (X2) → Educational performance (Y)	0.305	Weak
Transformational Leadership Style (X1) → Motivation (Z)	0.400	Moderate
School culture (X2) → Motivation (Z)	0.558	Moderate
Motivation (Z) → Educational performance (Y)	0.361	Moderate

Source: SmartPLS4 Data Processing Results Report 2025

In the Path Coefficient results that have a weak value category are the influence of Transformational Leadership Style on Educational performance and the influence of School culture on Educational performance. While those that have a moderate value category are the influence of Transformational Leadership Style on Motivation, the influence of School culture on Motivation, and the influence of Motivation on Educational performance.

Goodness of Fit Test

Based on the data processing that has been carried out in Smartpls 4.0, the R-Square value is obtained as follows:

Table 4. R-Square Values

Variables	R-Square
Educational performance (Y)	0.829
Motivation (Z)	0.809

Source: SmartPLS4 Data Processing Results Report 2025

Based on table 4, it can be seen that the R-Square value of consumer satisfaction is 0.829. This states that the presentation for Affective Commitment is 82.9%. While the R-Square value of purchasing decisions is 0.809. This states that the presentation for purchasing decisions is 80.9%. The assessment of goodness of fit is observed from the Q-Square value. The Q-Square value is equivalent to the coefficient determination (R-Square) in the regression analysis, where the higher the Q-Square, the better it can be stated. The results of the calculation of the Q-Square value are:

$$\begin{aligned}
 Q\text{-Square} &= 1 - [(1 - R_Y) \times (1 - R_Z)] \\
 &= 1 - [(1 - 0.829) \times (1 - 0.809)] \\
 &= 1 - (0.171 \times 0.191) \\
 &= 1 - 0.032661 \\
 &= 0.967339
 \end{aligned}$$

Based on the calculation results above, the Q-Square value is 0.967339, which means it shows the large diversity of research data that can be influenced by the research model, which is 96.7%. Meanwhile, the remaining 3.3% is explained by other factors outside this research model.

Direct Effect Test

In the hypothesis test, it can be observed based on the t-statistic value and the probability value. For the hypothesis test, namely through the use of statistical values so that for alpha 5% the t-statistic value used is 1.96. What makes the criteria for accepting or rejecting the hypothesis is that H_a is accepted and H_0 is rejected when the $t\text{-statistic} > 1.96$. In order to reject or accept the hypothesis using probability so that H_a is accepted if the P Value < 0.05 .

Table 5. Direct Effect Test

Variables	Original Sample	T-Statistic	P-Values
Transformational Leadership Style (X1) → Educational performance (Y)	0.306	4.125	0.000
School culture (X2) → Educational performance (Y)	0.305	2,592	0.010
Transformational Leadership Style (X1) → Motivation (Z)	0.400	5.408	0.000
School culture (X2) → Motivation (Z)	0.558	8.203	0.000
Motivation (Z) → Educational performance (Y)	0.361	3,767	0.000

Source: SmartPLS4 Data Processing Results Report 2025

Based on the test results in table 4, it shows that all five hypotheses were accepted.

Indirect Effect Test

Testing the hypothesis of indirect influence using the bootstrapping resampling technique method. A mediation relationship occurs when the exogenous variable has a significant influence on the endogenous variable.

Table 6. Indirect Effect Test

Variables	Original Sample	T-Statistic	P-Values
Transformational Leadership Style (X1)→Educational performance (Y)→Motivation (Z)	0.144	3.026	0.002
School culture (X2)→Educational performance (Y) →Motivation (Z)	0.201	3.375	0.001

Source: SmartPLS4 Data Processing Results Report 2025

Transformational Leadership Style on Educational performance

Hypothesis of the influence between Transformational Leadership Style on Educational performance. The result of Original sample 0.306 is positive because it is above zero below one, the value of T statistic is more than T table ($t_{stat} > 1.960$) which is 4.125 and the value of P-Values is 0.000 less than 0.05 so that it is stated that Transformational Leadership Style has a positive and significant influence on Educational performance, meaning that the better the Transformational Leadership Style will have a significant effect on the better Educational performance. These results indicate that the hypothesis is accepted.

In organizations, including Islamic boarding schools, leadership plays a very important role in directing, inspiring, and motivating members of the organization. Effective leadership not only improves individual and group performance, but also forms a collective work spirit that is in line with religious values and social responsibilities inherent in Islamic boarding schools. (Said et al., 2024). Clear and supportive leadership will strengthen the expectations of organizational members that their efforts will be appreciated and produce results in accordance with expectations. If a leader is able to demonstrate that good performance will bring desired benefits, such as awards or progress in achieving the goals of da'wah, then this will increase the valence or value of the effort. Thus, organizational members are more motivated to work optimally in order to achieve the goals that have been set. (Imranfahrudi et al., 2023).

In addition, the results of this study are also in line with previous research by (Riani & Surya, 2025), (Rezha, 2022) And (Setyaningrum et al., 2023) which shows that the right leadership style can improve educational performance. This strengthens the argument that good leadership will create a productive and harmonious working atmosphere, which ultimately has a positive impact on improving educational performance. Thus, leadership style has a significant role in improving educational performance, especially in the context of managing Islamic boarding schools. Therefore, it is important for leaders in organizations to develop a supportive, communicative, and inspiring leadership style in order to motivate members of the organization in achieving common goals optimally.

School culture on Educational performance

Hypothesis of the influence between School culture on Educational performance. The result of Original sample 0.305 is positive because it is above zero below one, the value of T statistic is more than T table ($t_{stat} > 1.960$) which is 2.592 and the value of P-Values is 0.010 less than 0.05 so that it is stated that School culture has a positive and significant influence on Educational performance, meaning that the better the School culture will have a significant effect on the better Educational performance. These results indicate that the hypothesis is accepted.

The impact of these findings shows that school culture plays an important role in improving educational performance. When school culture supports positive values such as openness,

teamwork, and employee appreciation, employees will feel more appreciated and motivated to work harder (Kusnadi et al., 2023). A strong culture also clarifies job expectations, which provides direction and increases employee confidence in carrying out their tasks. Conversely, a poor culture can lead to confusion, conflict, and low morale, which ultimately hurts the organization's overall performance (Jufrizen et al., 2017)

This finding is in line with previous studies which also show the positive influence of school culture on educational performance, including by (Soetjipto et al., 2021), (Sulaefi, 2019) And (Bestri, 2022). These results indicate that a strong school culture can strengthen work performance in Islamic Boarding School Managers by paying attention to a sense of ownership and good appreciation for each individual. Thus, it is important to form a positive culture, especially based on religious values.

Transformational Leadership Style on Motivation

Hypothesis of the influence between Transformational Leadership Style on Motivation. The result of Original sample 0.400 is positive because it is above zero below one, the value of T statistic is more than T table ($t_{stat} > 1.960$) which is 5.408 and the value of P-Values is 0.000 less than 0.05 so that it is stated that Transformational Leadership Style has a positive and significant influence on Motivation, meaning that the better the Transformational Leadership Style will have a significant effect on the better Motivation. These results indicate that the hypothesis is accepted. A charismatic and responsible leadership style can increase employee enthusiasm and commitment in carrying out their duties voluntarily (Abdulmuhsin et al., 2025). Employees who feel supported by leaders who understand their needs and aspirations will be more motivated to give their best at work (Alfredo & Prijanto, 2022).

The impact of this finding is very important for Islamic boarding school leaders. An effective leadership style can create a work environment that supports growth, innovation, and better Islamic boarding school managers (Handini et al., 2020). Empathetic leadership, which listens and provides support, can increase employee self-confidence and motivate them to contribute more to the achievement of organizational goals. In contrast, an authoritarian or unresponsive leadership style can lead to demotivation, decreased performance, and increased employee turnover (Abdulmuhsin et al., 2025). Therefore, it is important for leaders to develop a leadership style that prioritizes attention and empowerment of employees.

The results of this study are in line with various previous studies by (Subchi et al., 2024) And (Mukhtar et al., 2021) which also shows a positive relationship between leadership style and employee work motivation. Although there are many types of leadership style research as stated in previous studies, it is true that good leadership does play a role in motivating employees. That way, the managers of the boarding school will be more motivated towards teachers and leaders of the Islamic boarding school.

School culture on Motivation

Hypothesis of the influence between School culture on Motivation. The result of Original sample 0.558 is positive because it is above zero below one, the value of T statistic is more than T table ($t_{stat} > 1.960$) which is 8.203 and the value of P-Values is 0.000 less than 0.05 so that it is stated that School culture has a positive and significant influence on Motivation, meaning that the better the School culture will have a significant effect on the better Motivation. These results indicate that the hypothesis is accepted. With this it can be explained that the values, norms, and practices applied in Islamic boarding schools are able to create a conducive work environment, which then influences the level of enthusiasm and commitment of managers

in carrying out their duties. A structured, harmonious, and religious value-based school culture tends to provide a greater sense of responsibility to managers (Jumady, 2022).

For Islamic boarding school managers, by implementing a supportive school culture, managers can be more motivated to work optimally to support the continuity of education and development of students (Nurhasanah et al., 2022). High work motivation among managers can increase operational efficiency, improve service quality, and create a more productive work atmosphere. Conversely, if school culture is not given enough attention, managers can lose motivation, which has a negative impact on the management of Islamic boarding schools as a whole (Dharmawan & Rawangalih, 2024).

These findings are in line with various previous studies by (Bratama & Erianjoni, 2020) And (Yazid et al., 2024) which also shows a positive relationship between organizational culture and work motivation. Although this study is in the realm of Islamic boarding schools, the results are consistent with previous findings, indicating that a strong and positive school culture has a universal impact on motivating workers or managers in various sectors.

Motivation for Educational performance

Hypothesis of the influence between Motivation on Educational performance. The result of Original sample 0.361 is positive because it is above zero below one, the value of T statistic is more than T table ($t_{stat} > 1.960$) which is 3.767 and the value of P-Values is 0.000 less than 0.05 so that it is stated that Motivation has a positive and significant influence on Educational performance, meaning that the better the Motivation will have a significant effect on the better Educational performance. These results indicate that the hypothesis is accepted.

The impact of these findings for Islamic boarding school managers is the importance of not only focusing on motivation alone, but also paying attention to other elements that can increase the work motivation of managers (Soetjipto et al., 2021). Although motivation can provide a clear framework for carrying out tasks, high work motivation may be more determined by other factors such as the leadership style applied, recognition of the manager's contribution, or the existence of a supportive work environment. If motivation is not accompanied by other motivational factors, then the Islamic boarding school manager may feel that motivation is an indirect administrative obligation. influence their work spirit (Zulaida & Parwoto, 2024).

This finding is in line with several previous studies by (Fei & Han, 2020), (Husna et al., 2024), and (Najiburrahman, 2024) which shows that motivational factors do not always have a direct effect on work motivation. For example, research conducted by revealed that work motivation is more influenced by school culture and leadership style than simply the application of formal procedures. This shows that in order to improve work motivation in Islamic boarding schools, it is important to consider broader aspects and pay attention to the balance between organizational structure and motivational elements that can influence the work spirit of the manager.

Transformational Leadership Style on Educational performance Through Motivation

Hypothesis of the influence between Transformational Leadership Style on Educational performance through Motivation. The result of Original sample 0.144 is positive because it is above zero below one, the T statistic value is more than T table ($t_{stat} > 1.960$) which is 3.026 and the P-Values value is 0.002 less than 0.05 so that it is stated that Transformational Leadership Style has a positive and significant influence on Educational performance through motivation. These results indicate that the hypothesis is accepted. Based on the results of the H1 value of the direct influence of Transformational Leadership Style on Educational performance, the T-statistic value is 4.125, when compared to the results of the H6 value of the

influence through Motivation mediation, the T-statistic value is 3.026 which means it is smaller, this indicates the existence of a partial mediation effect, where the direct influence of price on Educational performance is stronger than the indirect influence through Motivation.

It can be explained that even though the leadership style applied by the Islamic Boarding School Manager is good, without high work motivation, the performance of the manager will still not be optimal. In other words, work motivation functions as a factor that increases the effectiveness of the influence of leadership style on performance (Majid et al., 2021). For Islamic boarding school managers, this finding underlines the importance of increasing the work motivation of managers in order to maximize their performance in managing Islamic boarding schools. Motivated managers tend to be more productive, more committed to their duties, and able to carry out their responsibilities better, thus impacting the quality of education and more optimal guidance of students (Sulaefi, 2019). Managers who do not have sufficient motivation, even if they have a good leadership style, can experience a decline in performance. influences smooth operation of the Islamic boarding school as a whole (Jusman & Rohani, 2021).

This finding is consistent with previous research by (Purwanto, 2022) and (Wulandari & Rahayu, 2024) which shows the important role of work motivation in mediating the relationship between leadership style and performance. Work motivation has been shown to have an important role in strengthening the relationship between leadership style and performance, both in the management of educational organizations and government. Although this study was conducted in Islamic boarding schools, these findings are in line with evidence from other sectors showing that work motivation plays a key role in improving performance in various types of organizations.

School culture on Educational performance Through Motivation

Hypothesis of the influence between School culture on Educational performance through Motivation. The result of Original sample 0.201 is positive because it is above zero below one, the T statistic value is more than T table ($t_{stat} > 1.960$) which is 3.375 and the P-Values value is 0.001 less than 0.05 so that it is stated that School culture has a positive and significant influence on Educational performance through motivation. These results indicate that the hypothesis is accepted. Based on the results of the H2 value of the direct influence of School culture on Educational performance, the T-statistic value is 2.592, when compared to the results of the H7 value of the influence through Motivation mediation, the T-statistic value is 3.375 which means it is greater, then this indicates the existence of a full mediation effect. This shows that the values, norms and practices applied in Islamic boarding schools influence work motivation, which in turn influences the performance of managers in carrying out their duties (Noviana & Manafe, 2019). Thus, even though the school culture is good, without sufficient motivation, managers still have difficulty in achieving optimal performance.

The impact of this finding for Islamic boarding school managers is the importance of creating and maintaining a school culture that supports managers to remain motivated in their work. High work motivation will increase the commitment and effectiveness of managers in carrying out their responsibilities, both in terms of fostering students and the overall operation of Islamic boarding schools (Bratama & Erianjoni, 2020). On the other hand, if the work motivation of the managers is low, even though the school culture is well structured, their performance will be hampered, which in the end can disrupt the smooth running of the Islamic boarding school activities (Sulaefi, 2019).

This finding is in line with previous research by (Hikmawati et al., 2024) and (Kemal, 2022) which shows the importance of work motivation in mediating the relationship between school culture and performance. Work motivation has an important role in strengthening the relationship between school culture and performance, both in public services and education. Although this study focuses on Islamic boarding schools, these results are consistent with previous evidence showing that work motivation is a factor that mediates the relationship between school culture and performance in various types of organizations.

Conclusion

Transformational leadership style and school culture have a positive and significant influence on educational performance and work motivation. In addition, motivation also plays a role as a factor that significantly improves educational performance. In the mediation mechanism, motivation is proven to have a partial role in the relationship between transformational leadership style and educational performance, while in the relationship between school culture and educational performance, motivation plays a full mediator role. Thus, inspirational leadership and a strong school culture not only have a direct impact on educational performance but also indirectly through increased work motivation.

Suggestion

Islamic boarding school managers should implement a better transformational leadership style by emphasizing inspirational communication, continuous coaching, and providing strong motivation to their employees, and To improve the motivation and commitment of managers, Islamic boarding schools should develop a school culture based on religious values and organizational norms. Managers are advised to build leadership training and capacity building programs to ensure that organizational values are reflected in all policies and actions. By using this strategy, the performance of managers can be increasingly optimal, helping the organization work better, and improving the quality of education and services in Islamic boarding schools.

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