



THE INFLUENCE OF SCHOOL PRINCIPALS' TRANSFORMATIONAL LEADERSHIP, ORGANIZATIONAL CLIMATE, ORGANIZATIONAL COMMITMENT ON THE PERFORMANCE OF PUBLIC PRIMARY EDUCATIONAL TEACHERS

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Accepted :

10 June 2024

Published :

27 August 2024

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ABSTRACT

The purpose of this study is to examine how the organizational commitment, organizational climate, and transformational leadership of the principal affect teacher performance both directly and indirectly. This is a quantitative, explanatory study that uses testing hypotheses as its methodology. A total of 252 teachers comprised the research population, and 159 of them were selected through random selection techniques to serve as research samples. Questionnaires are used for data collecting, while descriptive analysis, multiple linear regression analysis, classical assumption tests, and path analysis are used for data analysis. The results of this research show that the variable regression value is a positive number, such as the regression coefficient of the principal's transformational leadership variable on the teacher performance variable (X1-Y) of 0.418, the regression coefficient of the principal's transformational leadership variable on the organizational commitment variable (X1-Z) of 0.335, The regression coefficient of the organizational climate variable on the teacher performance variable (X2-Y) is 0.179, the regression coefficient of the organizational climate variable on organizational commitment (X2-Z) is 0.637, the regression coefficient of the organizational commitment variable on the teacher performance variable (Z-Y) is 0.271, the regression coefficient the principal's transformational leadership through organizational commitment to teacher performance (X1-Z-Y) is 0.090 and the regression coefficient of organizational climate through organizational commitment to teacher performance (X2-Z-Y) is 0.172. The study's findings indicate that there is a strong direct relationship between the principal's transformational leadership variables, organizational climate, and organizational commitment, and that there is a strong indirect relationship between the principal's transformational leadership and organizational commitment, as well as a significant relationship between the organization's climate and organizational commitment and teacher performance.

Keywords: *Transformational Leadership of School Principals, Organizational Climate, Organizational Commitment, Teacher Performance*

1. INTRODUCTION

Every person needs education as a basic necessity to sustain their life; in Indonesia, the government even mandates that citizens complete formal education. Data from UNESCO demonstrate that the Indonesian government needs to be

concerned about the quality of education. Low physical facilities, low-quality teachers, low teacher welfare, and low student accomplishment all contribute to the poor quality of education. Meanwhile, National Education Standards contain minimum criteria regarding educational components

that enable each level and pathway of education to develop education optimally in accordance with the characteristics and characteristics of the program, according to Republic of Indonesia Government Regulation Number 57 of 2021.

Susanto (2013) argues that as teacher performance has a significant role in both achieving national education goals and determining the quality of education, it also plays a significant part in determining how well students learn. One way that teacher performance is implemented is through the quantity and quality of work that is produced when teachers perform well. Examples of this include the ability of teachers to apply learning strategies through learning media, the use of the internet by teacher administrators, and the fulfillment of their duties and responsibilities in terms of both material and strategy provision. Learning that can be synchronized with output outcomes and instructor comprehension that modifies their existing skills and capacities to be enhanced.

The qualities of the principal, a leader who plays a crucial role in an organization in realizing the goals of the school organization, are factors that affect teacher effectiveness. In this case, the school principal's role in communicating with teachers and educational staff to convey shared goals requires the ability to stimulate and provide motivation by first understanding each individual teacher's character, abilities, and opportunities so that they can provide insight to focus on achieving common goals

through the school's vision and mission. This is known as transformational leadership, which is the leadership that the principal of the school possesses to make changes through programs through a vision and mission that have been mutually agreed upon. According to the findings of Normianti's (2019) research, there is a direct and positive relationship (coefficient value of 0.656) between the transformational leadership of the principle and classroom performance.

Teacher performance is correlated with organizational climate elements, aside from the transformative leadership of the principal. According to Supardi (2015:208), both a physical and non-physical work environment can have an impact on a school's ability to produce teachers. According to (Handoko, 2013), there are five factors—people placement, nurturing relationships for communication, administration and conflict resolution, information gathering and usage, and environmental conditions—that affect organizational climate. Additionally, the findings of Lewaherilla's (2021) study indicated that teacher effectiveness and organizational atmosphere have a good reciprocal relationship.

Organizational commitment, which is essentially the ultimate aim in both work and life's demands, affects teacher performance in addition to transformational leadership and organizational climate. This is because every individual has a personal commitment. One of the most crucial elements in this situation is the teachers' commitment to the school.

Professionalism and job performance will suffer if educators are not dedicated to the institution. Similarly, a teacher's commitment to the school organization will impact their performance, enabling the successful execution of shared objectives. Prior studies have shown a correlation between organizational commitment and teacher performance. For example, Ruyani Indra (2021) found that his research's organizational commitment variable increased teacher performance by 0.669, indicating a positive relationship between organizational commitment and performance.

The research title "The Influence of Principal Transformational Leadership, Organizational Climate, and Organizational Commitment on the Performance of Public Elementary School Teachers in West Kapuas District" piques the curiosity of researchers who wish to learn more about the performance of elementary school teachers in the district.

2. METHODS

Descriptive quantitative research, a quantitative research approach using research techniques that describe the relationship of one or more variables, is the sort of research used in this study. One form of research methodology that has been around for a while is quantitative research, which is often referred to as a traditional approach. Gathering data for quantitative studies Sugiyono (2018, p. 14) makes the case that the quantitative approach is positivist-based research that uses instruments to collect data,

statistical data analysis, and random sampling to study specific populations or samples. In order to ascertain the extent of the impact indicated by the correlation coefficient and the relationship between the principal's transformational leadership variables (X1), organizational climate (X2), organizational commitment (Z), and teacher performance (Y) as dependent variables, a research design was employed in this study.

The study's population consisted of 252 state elementary school teachers in the West Kapuas District. A random sampling procedure was employed to determine the sample size, ensuring that every population had an equal chance of being included. 159 teachers will be utilized as samples in this study, based on the sample size determined by applying the Slovin formula. A Likert scale was employed in this study's questionnaire data collecting. Sugiono (2019:134) states that the Likert scale is intended to gauge an individual's or a group's attitudes, views, and perceptions on social phenomena. Each questionnaire will include five (five) alternative answer choices: Strongly Agree (SS), Agree (S), Disagree (KS), Disagree, and Strongly Disagree (STS), along with scoring for each alternative response. S = 4, KS = 3, TS = 2, STS = 1, SS = 5, and S = 4. Validity and reliability tests, as well as normality, linearity, and multicollinearity tests for data analysis computations, are used in this research's instrument testing methodology.

3. RESULTS AND DISCUSSION

The research data is presented in the form of data descriptions for all variables of transformational leadership of school

principals, organizational climate, organizational commitment, and performance of state elementary school teachers in West Kapuas District as follows.

Table 1. Descriptive Statistics of Transformational Leadership Variables

Headmaster						
N		Range	Minimum	Maximum	Mean	Std. Deviation
Transformational Leadership	159	61	49.00	110.00	89.2767	10.90634
Valid N (listwise)	159					

Table 2. Descriptive Statistics of Organizational Climate Variables

N		Range	Minimum	Maximum	Mean	Std. Deviation
Climate Organization	159	57	43.00	100.00	73.8428	11.34529
Valid N (listwise)	159					

Table 3. Descriptive Statistics of Organizational Commitment Variables

N		Range	Minimum	Maximum	Mean	Std. Deviation
Organizational Commitment	159		51.00	115.00	83,5723	14.11367
Valid N (listwise)	159					

Descriptive Statistics of Teacher Performance Variables

N		Range	Minimum	Maximum	Mean	Std. Deviation
Teacher Performance	159	65	65.00	130.00	103.5157	10.98034

Valid N (listwise)	159					
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The table above depicts a description of the research variables. With 159 respondents, the smallest value is called the minimum value, the largest value is called the maximum value, the sum of the values of all the data divided

by the amount of data is called the mean (average), the root of the sum of the squares of the difference between the data value and the average divided by the amount of data is called the standard deviation.

Table 4. Path analysis results for Model 1 Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	30,378	5,192		5,851	,000
Transformational Leadership	,418	,058	,415	7,162	,000
Organizational Climate	,179	,063	,185	2,828	,005
Organizational Commitment	,271	,053	,348	5,114	,000

a. Teacher performance is the dependent variable

Considering the table in that A sig value was achieved for the variable Leadership Transformational (X1). H1 is approved when $0.000 < 0.05$. A significant

value was obtained for the Organizational Climate variable (X2). H2 is allowed when $0.05 < 0.05$. A sig value is found for the Organizational Commitment (Z) variable. H3 is approved when $0.000 < 0.05$.

Table 5. Path analysis results Model 2 Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	6,635	7,833		,847	,398
Transformational Leadership	,335	,084	,259	3,979	,000
Organizational Climate	,637	,081	,512	7,886	,000

a. Dependent Variable: Organizational Commitment

Based on the table above, for the Transformational Leadership variable (X1) the sig value is obtained. $0.000 < 0.05$, H4 is

accepted. For the Organizational Climate variable (X2), the sig value is obtained. $0.000 < 0.05$, H5 is accepted.

Overall the path analysis based on regression analysis is as follows:

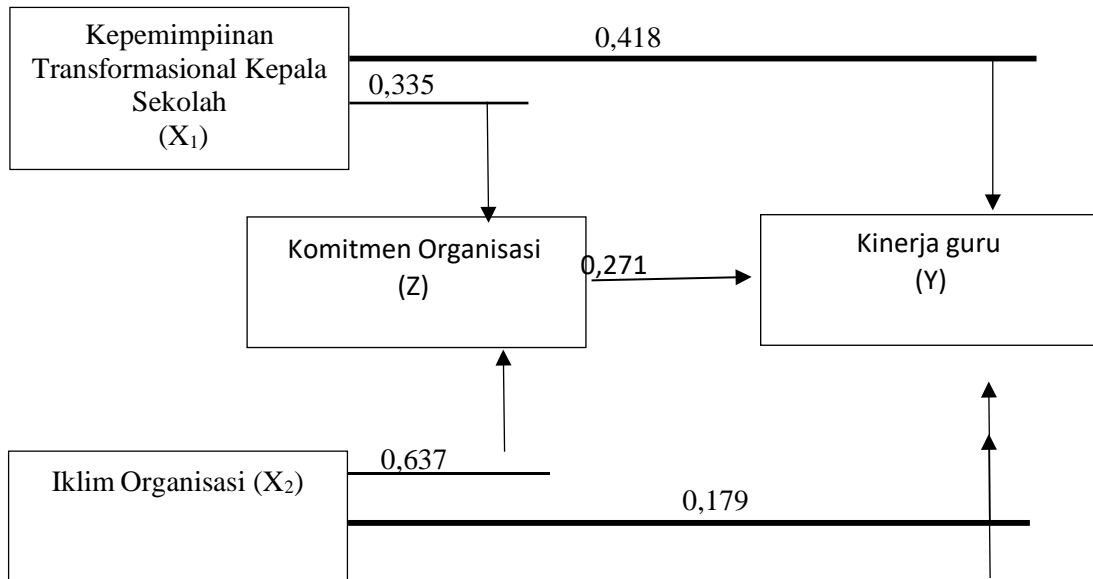


Figure 1. Summary of Path Analysis Regression Analysis Test Results

1. Direct Influence

Direct influence is the influence of an independent variable without being moderated by other variables. Below is an analysis of the direct effects.

- a. Influence variable leadership transformational head school on teacher performance: $X_1 \rightarrow Y = 0.418$
- b. The influence of organizational climate variables (X2) on teacher performance: $X_2 \rightarrow Y = 0.179$
- c. The influence of the organizational commitment variable (Z) on teacher performance: $Z \rightarrow Y = 0.271$

- d. The influence of the principal's transformational leadership variable (X1) towards organizational commitment: $X_1 \rightarrow Z = 0.335$

- e. The influence of organizational climate variables (X2) towards organizational commitment : $X_2 \rightarrow Z = 0.637$

2. Indirect Influence

- a. The influence of the principal's transformational leadership on performance through organizational commitment (X1 – Z – Y)

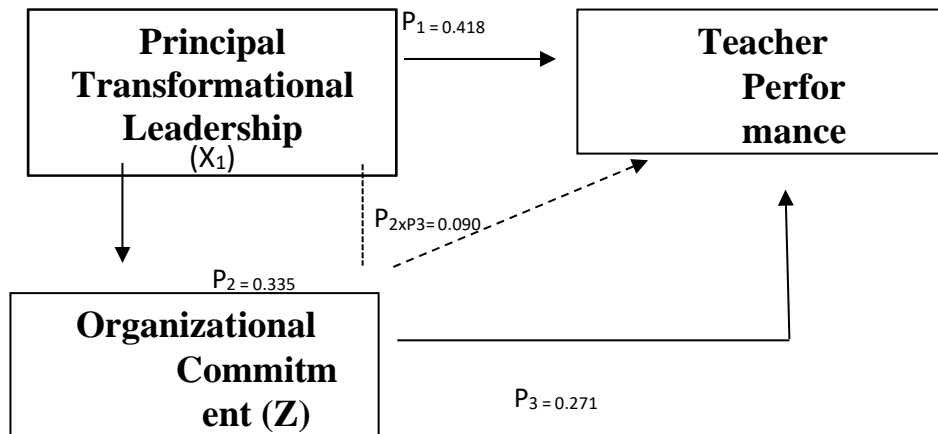


Figure 2. Path Diagram of the Influence of Principal Transformational Leadership on Teacher Performance through Organizational Commitment

Based on the path diagram above, the calculation of the value of the indirect influence of the principal's transformational leadership variable on teacher performance through the organizational commitment variable is as follows:

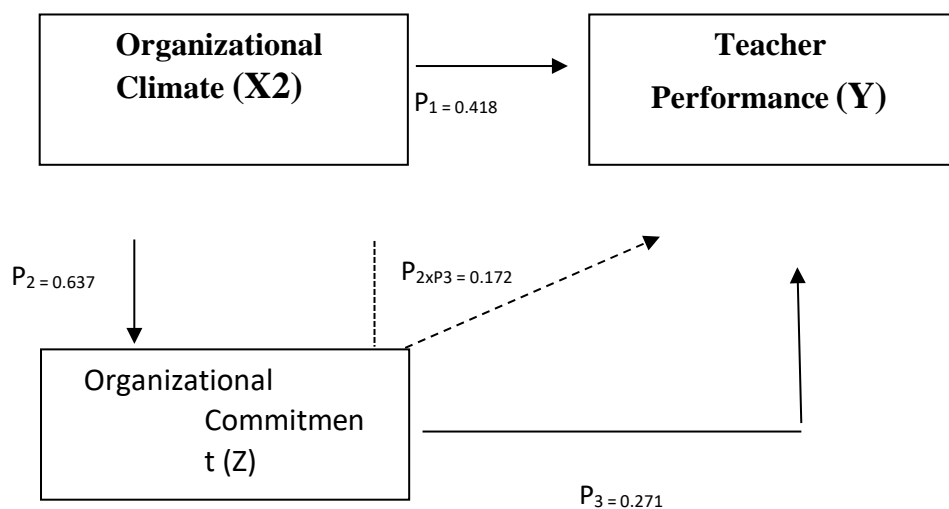
Direct influence (1 - Y) : $P_1 = 0.418$

Indirect influence (X1 - Z - Y) = $P_2 \times P_3 = 0.090$

The direct effect of 0.418 is much greater than the indirect effect of only 0.090, so it can be concluded that achievement motivation as a mediating (intervening)

variable does not strengthen the influence of the principal's transformational leadership on teacher performance in state elementary schools throughout West Kapuas District. This means that the hypothesis "the indirect influence of the principal's transformational leadership on teacher performance through organizational commitment" is not proven.

b. The influence of organizational climate on teacher performance through organizational commitment (X2 - Y - Z)



Based on the path diagram above, the calculation of the value of the indirect

influence of the principal's transformational leadership variable on teacher performance

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through the organizational commitment variable is as follows:

Direct influence: $(X_2 \rightarrow Y) : P_1 = 0.418$

Indirect influence: $(X_2 - Z - Y) : P_2 \times P_3 = 0.172$

Based on the path analysis above, it shows that there is a direct or indirect influence between the principal's transformational leadership variables, organizational climate, organizational commitment, and performance of state elementary school teachers in West Kapuas District.

Discussion**Direct Effect of Transformative Leadership School Principals (X1) on Teacher Effectiveness (Y) in West Kapuas District Public Elementary Schools**

The transformational leadership variable (X1) at State Elementary Schools in the West Kapuas District significantly influences teacher performance (Y), according to the results of the multiple regression test model 1. The regression analysis results, which demonstrate that the principal's transformational leadership variable has a positive regression coefficient value of 0.418, support the research findings. This indicates that the transformational leadership variable has increased significantly by 1 point, while the other independent variables remain fixed. Thus, the Teacher Performance variable (Y)

will see a 0.418 increase in value due to the Transformational Leadership variable. Furthermore, the t test results support the principal's transformational leadership influence on teacher performance: the tcount is $5.851 > 1.665$ (ttable) and the significance value of transformational leadership is $0.000 < 0.05$. This indicates that the transformational leadership variable has a partially significant effect on the "acceptable" Teacher Performance variable. The path coefficient value between principal supervision and teacher discipline was determined to be 0.283 with t 4.197 and a significance of 0, indicating that the significance value was less than 0.05 based on the research findings. A regression equation expressing the pattern of effect between these two variables indicates that there is a 28.3% rise in teacher discipline for every unit increase in principal supervision. This indicates that more teacher discipline is the outcome of the support, direction, and coaching that principals provide to teachers through monitoring. Effectively implementing supervision can also boost teacher compliance with school policies and procedures, according to school principals. School principals can foster a culture where discipline is valued highly by implementing rules in a fair and consistent manner and by leading by

example. This covers being on time for class, following the teaching schedule, and handling administrative duties. Research backs up this assertion. According to Suriansyah (2018), a person's work discipline is influenced by a number of elements, one of which is the leadership model, which includes supervision. The findings of this study are consistent with research by Aslamiah (2016), which discovered a strong link between teacher work discipline and principle oversight. This is demonstrated by the SEM structural model's regression test analysis, which reveals that the critical ratio value—0.865—is less than 1.96. This investigation establishes a strong and positive correlation between work discipline among teachers and principle supervision. Additional research by Puspitasari et al. (2022) revealed that the Standardized Coefficients Beta value of 0.001 with a significance value of $0.001 < 0.05$ indicated a direct impact of the principal's supervision on teacher work discipline.

Influence Directly Organizational Climate (X2) on State Elementary School Teacher Performance (Y) in West Kapuas District

The organizational climate variable (X2) at State Elementary Schools in the West Kapuas District significantly

influences teacher performance (Y), according to the results of the multiple regression analysis test model 1. The regression analysis's results, which demonstrate that the principal's transformational leadership variable has a positive regression coefficient value of 0.179 and has increased significantly by 1 point, support the research's findings. The other independent variables remain at their fixed values. Thus, the Teacher Performance variable's value will rise by 0.179 due to the organizational climate variable. Furthermore, the results of the t test demonstrate the impact of organizational climate on teacher performance; specifically, the significant value of organizational climate is $0.000 < 0.05$ and the tcount is $5.851 > 1.655$ (ttable), indicating the influence of the variable A rather significant relationship exists between the organizational atmosphere and the "acceptable" teacher performance indicator.

Direct Influence of Organizational Commitment (Z) on State Elementary School Teacher Performance (Y) in West Kapuas District

Results of analysis tests The Organizational Commitment variable has increased considerably by 1 point, according to Model 1's positive regression on the Organizational

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Commitment (Z) variable, which is 0.271. The remaining independent variables have fixed values. Thus, the Teacher Performance variable (Y) will see a 0.271 increase in value due to the Organizational Commitment variable. In addition, the t test findings show a significant impact of organizational commitment with a significance threshold of 5% and a tcount of $5.85 > 1.655$ (ttable) at a significance value of $0.000 < 0.05$.

The Direct Impact of the Transformational Leadership (X1) of the Principal on Organizational Commitment (Z) in West Kapuas District Public Elementary Schools

Organizational Commitment (Z) = 0.335 if other independent variables are 0. This indicates that the transformational leadership variable of the principal has a direct impact on organizational commitment (Z). The outcome of the Transformational Leadership Coefficient (X1) is 0.335. In addition, it is demonstrated by the t test findings, which show a substantial impact of transformational leadership (tcount of $8.47 > 1.655$ (ttable) at a significance level of 5% and a significance value of $0.000 < 0.05$).

Organizational Climate (X2) Has a Direct Impact on Organizational

Commitment (Z) in West Kapuas District Public Elementary Schools

The organizational commitment (Z) of elementary school teachers in the West Kapuas District is significantly influenced by the organizational climate variable (X2), according to the results of the model 2 hypothesis test. The findings of this study are supported by the organizational climate coefficient value of 0.637 and the t test results, which show that the influence of organizational climate on commitment organization is significant with a significance level of 5% and a significance value of $0.000 < 0.05$ and tcount $7.88 > 1.655$ (ttable) respectively.

Principal Transformational Leadership (X1)'s Indirect Effect on Teacher Performance (Y) through Public Elementary School Teachers' Organizational Commitment in the West Kapuas District

The indirect influence (X1 – Z – Y) = $P2 \times P3 = 0.090$ is the result of multiplying path 2 by path 3, which is how the value of the indirect influence of the principal's transformational leadership variable on teacher performance through organizational commitment is calculated. The direct influence is equal to The organizational commitment variable does not affect the principal's transformational

leadership variable on the performance of state elementary school teachers in the West Kapuas District, as indicated by the 0.418 result, which is much higher than the 0.090 result for the indirect effect.

Teachers in Public Elementary Schools in the West Kapuas District's Organizational Commitment (Z) Indirectly Influences Organizational Climate (X2) on Teacher Performance (Y)

The size of the influence value is not calculated. By compounding the indirect impacts, it is possible to determine the direct impact of organizational climate variables on teacher performance through organizational commitment.

4. CONCLUSION

Several conclusions can be made from this research based on the findings of the analysis and discussion, including the following: the West Kapuas District Public Elementary School's teacher performance, organizational commitment, organizational climate, and transformational leadership are all rated in the high category. The organizational atmosphere, organizational commitment, and the principal's transformational leadership characteristics all have an impact on state primary school teachers' performance in the West Kapuas District, both directly and indirectly.

In light of the research findings, the following recommendations are made:

1. The study's findings showed that, with 74 out of 159 respondents—or 47% of the sample—the transformational leadership of the principals at the West Kapuas District Public Elementary School fell into the very high category. Given that this has been shown to have a good impact on teacher performance when implemented, it is believed that school principals would be able to further enhance their transformational leadership. This is demonstrated by multiple outcomes with high average values for the transformative leadership sub-variable.
2. Based on 84 out of 159 respondents—or 53% of the sample—the research findings showed that the organizational climate at the West Kapuas District Elementary School fell into the medium category. It is believed that by doing this, schools will be able to create an organizational environment that is more comfortable for everyone in the school community. The Team Commitment sub-variable, which has the lowest average value among the other organizational climate sub-variables, is the one that still need improvement.
3. Out of 159 respondents, 70 completed the questionnaire, or 44% of the total, indicating that organizational commitment at the West Kapuas

District Public Elementary School was in the high category. Accordingly, with an average value of 3.11, the subvariable that can be improved is Affective. Efforts can be made to give each teacher a sense of security and comfort while they are at school, as well as a sense of trust and confidence that spending their career at school is about more than just professional work.

4. The study's findings showed that, with 96 out of 159 respondents, or 60% of the sample, the performance of the teachers at the West Kapuas District Public Elementary School fell into the high category. This indicates that the teacher performance sub-variable has a high average value, while the independence sub-variable has the lowest average value (average value of 3.93). As a result, teachers are more aware of their ethical obligations, are able to implement effective teaching and learning strategies by building strong relationships with their students, and have duties that are related to their roles as teachers.
5. In order to get updates on additional elements, future researchers can employ a larger sample and investigate factors other than the variables included in this study that affect teacher performance.

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