

The Effect of Principal Transformational Leadership, School Culture, and Organizational Commitment on the Performance of State MTS Teachers in Balangan Regency



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ABSTRACT: This study aims to describe the effect of a principal's transformational leadership on school culture; the principal's transformational leadership on organizational commitment; the principal's transformational leadership on teacher performance; school culture on teacher performance; organizational commitment to teacher performance, principal transformational leadership on teacher performance through school culture; the principal's transformational leadership on teacher performance through organizational commitment. The population of this study was 152 teachers. The research sample was 110 people taken by *proportional random sampling*. The researchers collected the data using an instrument consisting of the principal's transformational leadership (46), school culture (30), and organizational commitment (15), which have been tested for validity and reliability. Teacher performance data is taken from PKG. The research data were analyzed descriptively and path analysis. The study results showed that the principal's transformational leadership affected school culture. Moreover, the principal's transformational leadership affects organizational commitment. Then, the principal's transformational leadership affects teacher performance as a school culture affects teacher performance. Furthermore, organizational commitment affects teacher performance; principal transformational leadership affects teacher performance through school culture; The principal's transformational leadership influences teacher performance through organizational commitment.

KEYWORDS: principal transformational leadership, school culture, organizational commitment, teacher performance

INTRODUCTION

Education is a basic need for human life. In addition, education is also a process to improve human resources. Human resources are a determinant of the quality of a nation and state. In other words, the progress of a nation or country will be determined by the quality of human resources. The quality of human resources will be determined by the quality of educators in a nation or country. The development of Indonesia 2020-2024 aims to form quality and competitive human resources so that they are expected to be able to compete with other nations. In this case, the strategic steps taken by the government include realizing relevant and high-quality education (Directorate General of Vocational Education, 2020: 3).

Schools are formal institutions that have a central role in the educational process. Because generally, most of the effective and productive time of human students is spent at school. Therefore, schools should not be handled haphazardly. In other words, educational goals to national development goals will be achieved optimal if schools are managed seriously and professionally. The teacher is an element of education that is very dominant in improving the quality of the learning process in schools. In line with this, Rusman (2014) argues that the teacher is a very dominant determining factor in education because a teacher plays a crucial role in the learning process and is the core of the overall educational process in schools.

Teacher Performance

Teacher performance is closely related to what the teacher does in the classroom and how it affects students' learning activities. Rachmawati (2013:16) defines teacher performance as the ability shown by the teacher in carrying out his duties or work. Teachers have the main task of educating, teaching, directing, guiding, assessing, training, and evaluating students. In addition, a teacher also must make lesson plans. As to Priansa (2018:78), a teacher's main task is planning, carrying out learning, assessing learning outcomes, and guiding and training students.

The educational institution's progress and decline are strongly influenced by the performance of the individual teachers who serve in the institution. Likewise, the quality of education cannot be separated from the role of personal teacher performance in improving the quality of education. The role of personal teacher performance is very much needed in advancing the quality of education. Without good performance, it is impossible to achieve the goal of improving the quality of education. Thus, teachers' individual performance is essential and decisive in education (Winarto, 2011).

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Mahmudi (2013: 20) states that performance is a multidimensional construct that includes many factors that influence it, namely: (1) personal/individual factors, including knowledge, skills, abilities, self-confidence, motivation, and commitment; (2) leadership factors, including quality in providing encouragement, enthusiasm, direction and support provided by the team leader; (3) team factors, including the quality of support and enthusiasm given by colleagues in a team, trust in fellow team members, cohesiveness and closeness of team members; (4) system factors, including work systems, work facilities or infrastructure provided by the organization, organizational processes, and culture/culture within the organization; and (5) contextual (situational) factors, including pressures and changes in the internal and external environment.

Kapala School's Transformational Leadership

The leadership position in the world of education is very strategic to create changes in various educational organizations, both in schools and in madrasas. For this reason, the process of creating quality schools will completely depend on the school leadership figure, namely the principal. Mondiani (2012) states that transformational leadership can inspire and motivate followers (subordinates) to achieve more significant results than originally planned and for internal rewards. Transformational leadership is an option for school principals to lead and develop quality schools. Burns (Suriansyah, 2012) suggests that transformational leadership emphasizes the need for a leader to support his subordinates in carrying out more responsibilities than expected.

School Culture

Zamroni (2011) suggests that school culture is a pattern of basic assumptions, values, beliefs, and habits shared by all school members, believed and have been proven to be used to deal with various problems in adapting to a new environment and carrying out internal integration. The values and assumptions pattern can be taught to members and new generations to have the correct view of how they should understand, think, feel and act in dealing with various existing situations and environments. Meanwhile, Muhamimin (2011) argues that school culture is built from the result of a meeting between the values held by the principal as a leader and the values held by teachers and employees in the school.

Organizational Commitment

Mathis (2011) suggests that organizational commitment is the degree to which employees believe and accept the organisation's goals and will stay or will not leave the organization. According to Siahaan (2020), commitment will improve performance and encourage individuals to be actively involved in various essential issues in the organization. The desire to develop personal competencies that can make a meaningful contribution to the organization will arise if the individual has a strong commitment. With a strong commitment to the teacher's personality, the teacher's performance will increase, and the teacher's desire to remain in school becomes stronger. The achievement of high commitment by employees cannot be separated from the intervention of a leader. Juniarti (2020) said that when a principal has characteristics that can influence teachers and can be used as role models, it will impact teacher commitment at the school.

METHOD

This study describes the direct and indirect effects of a principal's transformational leadership on school culture; the principal's transformational leadership towards organizational commitment; the principal's transformational leadership on teacher performance; school culture on teacher performance; organizational commitment to teacher performance, principal transformational leadership on teacher performance through school culture; the principal's transformational leadership on teacher performance through organizational commitment.

The population of this study were all teachers of State MTs in Balangan Regency, as many as 152 people. The sampling technique used is *proportional random sampling*. As many as 110 people, the number of samples was determined based on the sloven formula. Data collection used a questionnaire consisting of the principal's transformational leadership (*idealized influence, inspirational motivation, intellectual stimulation, and individual consideration*), a school culture questionnaire (honest, mutual trust, cooperation, reading, cleanliness, discipline, and achievement, as well as giving awards and reprimand), organizational commitment questionnaire (*Affective Commitment, Continuance Commitment, and Normative Commitment*). Teacher performance using PKG. The questionnaire was prepared using a Likert scale tested for validity and reliability. The data collected were analyzed using path analysis to see the direct or indirect effect between variables by first conducting the analysis requirements test, namely the normality and linearity tests. In accordance with the conceptual influence model between variables, as shown in Figure 1 below:

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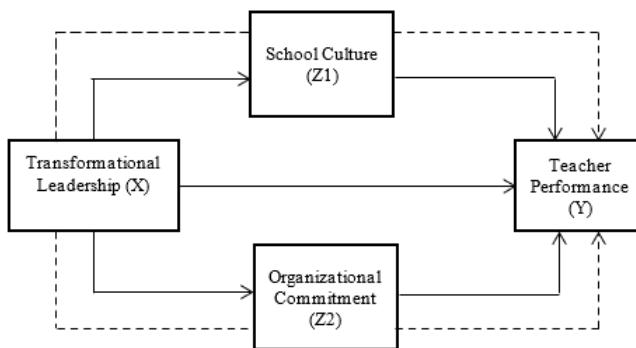


Figure 1: Intervariable Conceptual Model

→ : Direct Influence
 - - - → : Indirect Effect

Under the conceptual model, the analysis uses path analysis to answer seven research hypotheses, namely: H₁: there is an influence of principal transformational leadership on school culture; H₂: there is an effect of the principal's transformational leadership on organizational commitment; H₃: there is an effect of the principal's transformational leadership on teacher performance; H₄: there is an influence of school culture on teacher performance; H₅: there is an effect of organizational commitment on teacher performance; H₆: there is an influence of the principal's transformational leadership on teacher performance through school culture; and H₇: there is an effect of the principal's transformational leadership on teacher performance through organizational commitment.

RESULTS

Based on the results of data processing assisted by SPSS, found the direct and indirect effect coefficients as described below:

Table 1. Summary of Pathway Analysis Results

Structural Model 1: X => Z1				
Variable	Path Coefficient	T	Sig	R Square
X	0.533	5,746	0.000	0.285
Structural Model 2: X => Z2				
Variable	Path Coefficient	T	Sig	R Square
X	0.510	5,405	0.000	0.260
Structural Model 3: X, Z1, Z2 => Y				
Variable	Path Coefficient	T	Sig	R Square
X	0.315	2,927	0.004	0.099
Z1	0.213	2,266	0.025	0.045
Z2	0.205	2,178	0.032	0.042

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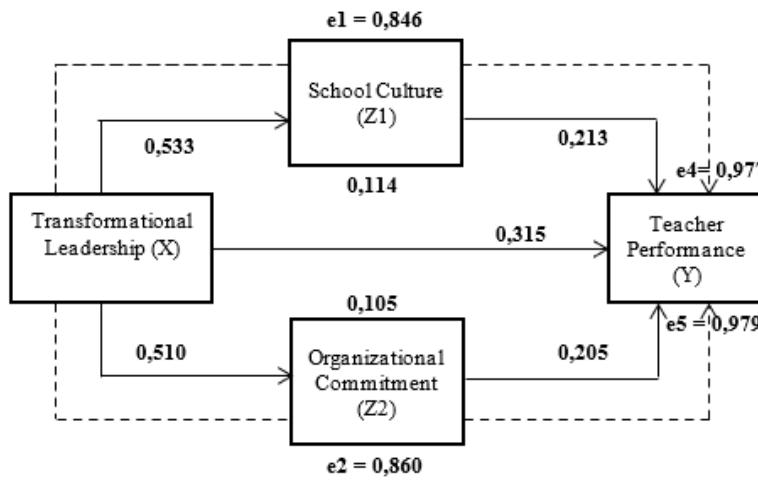


Figure 2: The Effect of Analysis Between Variables

Based on table 1 and figure 2 above, the rejection and acceptance of the hypothesis in this study can be seen in table 2 and table 3 below.

Table 2. Summary of Hypothesis Testing Decisions H₁, H₂, H₃, H₄, H₅

Hypothesis	p	Decision
There is a significant effect of the principal's transformational leadership on school culture	0.000	Received
There is a significant effect of the principal's transformational leadership on organizational commitment	0.000	Received
There is a significant effect of the principal's transformational leadership on teacher performance	0.004	Received
There is a significant influence of school culture on teacher performance	0.025	Received
There is a significant effect of organizational commitment on teacher performance	0.032	Received

Table 3. Summary of Hypothesis Testing Decisions H₆ and H₇

Hypothesis	T count	Indirect Influence Coefficient	Decision
: There is an influence of the principal's transformational leadership on teacher performance through school culture	6,129	0.114	Received
: There is an influence of the principal's transformational leadership on teacher performance through organizational commitment	4,177	0.105	Received

As shown in Table 2, the path analysis results are used to answer the seven research hypotheses that have been formulated, whose decisions are given in Tables 2 and 3. Table 2 summarises the decisions of H₁, H₂, H₃, H₄, and H₅ with the criterion of significance value is less than 0.05, then the hypothesis is accepted. Table 3 summarises the decisions on hypothesis testing H₆ and H₇. Based on the Sobel test calculation, the hypothesis is accepted if the calculated T value is greater than the T table value (1.982).

Based on the analysis results in Tables 1, 2, and 3 above, this study found the influence between variables which can be explained as follows.

A. The Direct Effect of Principal Transformational Leadership on School Culture

The results of this study indicate that the principal's transformational leadership directly influences school culture by 0.533. This result identifies that improving teacher school culture; it can be done by improving the quality of the principal's transformational leadership; the better the principal's transformational leadership, the better the school culture of teachers/education staff.

These findings are related to Muhammin's (2011: 52) opinion that school culture is built by the individuals' thoughts. The mind of the individual who has the largest portion of influence is the leader's mind (principal). Leaders initiate the formation of school culture through the involvement of all supporting elements in the organizational unit. Leaders share values that will be applied in organizational units, which will eventually emerge the desired school culture.

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The results of this study support or strengthen research conducted by: Pamuji, Ratna Endah, and Lantip Diat Prasojo (2013), Hendrawati, Anik, and Lantip Diat Prasojo (2015), Siswatiningsih (2016), Asbari (2019), Zulkarnaen (2020). These researchers produced the same finding that the principal's transformational leadership had a significant effect on school culture.

B. The Direct Effect of Principal Transformational Leadership on Organizational Commitment

This study indicates that the principal's transformational leadership directly influences organizational commitment by 0.510. This result identifies that increasing teacher organizational commitment; it can be done by increasing the quality of the principal's transformational leadership; the better the principal's transformational leadership, the better the level of commitment of teachers/education staff.

This finding is in concert with Yukl's opinion (Herminingsih, 2011) that transformational leadership refers to building commitment to organizational goals and giving confidence to subordinates to achieve organizational goals. A transformational leader will be able to lead the components of the educational institution he leads to the sensitivity growth stage of coaching and development of educational organizations to generate trust from subordinates and foster organizational commitment.

The results of this study support or strengthen research conducted by: Thamrin (2012), Rahmi, Amelia, and Mulyadi (2019), Widyatmika, I. Dewa Gede Agung Putra, and I. Gede Riana (2020), Oupen (2020), and Afandi (2021). All these researchers produced the same findings that the principal's transformational leadership significantly affected organizational commitment.

C. The Direct Effect of Principal Transformational Leadership on Teacher Performance

The results of this study indicate that the principal's transformational leadership directly influences teacher performance by 0.315. This result identifies that improving teacher performance; it can be done by increasing the quality of the principal's transformational leadership; if the principal's transformational leadership is getting better, the higher the performance of teachers/educational staff.

The results of this study are in line with the opinion of Riggio (2012) that if the superior-subordinate interaction is of high quality, then a superior will have a positive view of his subordinates so that his subordinates will feel that his superior provides a lot of support and motivation. This condition increases the subordinate's trust and respect in their superiors so that they are motivated to do "more than" what their superiors expect. They set more challenging expectations so that they will achieve higher performance. The results of this study support or strengthen research conducted by: Darwanto (2014), Manoyasa et al. (2017), Andriani et al. (2018), Sahrudin (2019), and Rinaldi (2020). All these researchers produced the same finding that the principal's transformational leadership significantly affected teacher performance.

D. The Direct Effect of School Culture on Teacher Performance

The results of this study indicate that school culture directly influences teacher performance by 0.213. This result identifies that improving teacher performance can be done by improving school culture. School culture is related to perceptions of values and the environment that give birth to meaning and views of life that influence attitudes and behavior. Conducive school culture in an organization will positively impact performance and vice versa; its failure means a negative impact on performance.

The results of this study are in accordance with Ansar & Masaong's (2011: 187) opinion that school culture will affect how work is done and how school members behave. Thus, the prevailing culture in the school adopted by its members plays an important role in improving the quality of the performance of members in it. A superior school culture will give birth and form a superior performance quality.

The results of this study support or strengthen research conducted by: Febriantina (2018), Purwoko (2018), Syalwa (2020), Dahlan, Muhammad, Yasir Arifat, and Syaiful Eddy (2020), and Liu, Yan, Mehmet Sukru Bellibas, Sedat Gumus (2021). These researchers produced the same finding that school culture had a significant effect on teacher performance.

E. The Direct Effect of Organizational Commitment on Teacher Performance

The results of this study indicate that organizational commitment directly influences teacher performance by 0.205. This result identifies that improving teacher performance can be done by increasing organizational commitment. The desire to develop personal competencies that can make a meaningful contribution to the organization will arise if the individual has a strong commitment. With a strong commitment to the teacher's personality, the teacher's performance will increase, and the teacher's desire to remain in school becomes stronger.

These findings align with Siahaan's (2020) opinion that commitment will improve performance and encourage individuals to be actively involved in various important issues in the organization. The desire to develop personal competencies that can make a meaningful contribution to the organization will arise if the individual has a strong commitment. With a strong commitment to the teacher's personality, the teacher's performance will increase, and the teacher's desire to remain in school becomes stronger.

The results of this study support or strengthen research conducted by: Yasin (2015), Santris (2015), Hidayat (2019), Hayati (2020), and Ng, Thomas WH (2015). These researchers produced the same findings that organizational commitment had a significant effect on teacher performance.

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F. Indirect Effect of Principal's Transformational Leadership on Teacher Performance

This study result indicates that the principal's transformational leadership indirectly influences teacher performance through school culture by 0.114. This result identifies that improving teacher performance can be done by increasing the quality of the principal's transformational leadership through school culture. Transformational leadership is believed to be a leadership style that can create a conducive school culture in an organization and arouse or motivate followers to develop in achieving performance at a higher level.

These findings are in line with the opinion of Santri (2016) that the cultural values instilled by the leadership will be able to increase willingness, loyalty, and pride and further create better teacher performance. Thus, the principal's existence becomes vital in managing the organization and fostering a good school culture to improve teacher performance.

The results of this study are in line with the research of Pamuji, Ratna Endah, and Lantip Diat Prasojo (2013), Wahyuni (2015), Sarinah (2017), Atasoy (2020), and Ammaridho (2021). These researchers produced the same finding that the principal's transformational leadership had a significant effect on teacher performance through school culture.

G. Indirect Effect of Principal's Transformational Leadership on Teacher Performance

This study result indicates that the principal's transformational leadership indirectly influences teacher performance through the organizational commitment of 0.105. This result identifies that improving teacher performance can be done by increasing the quality of the principal's transformational leadership through organizational commitment. Transformational leadership and organizational commitment are closely related to productivity performance in an organization. This success cannot be separated from the behavior of leaders who can encourage and create a conducive atmosphere to make followers work comfortably and feel calm. Leaders can also foster intimacy and mutual respect between leaders and co-workers in the organization so that job satisfaction and high commitment will grow an effect on performance. The results of this study are in accordance with Tarter's opinion (Aslamiah, 2016); given the importance of the principal's leadership on school achievement, a principal must be able to encourage and create a conducive atmosphere that allows teachers to work comfortably and calmly, full of intimacy and mutual respect. Appreciate, so that job satisfaction and high commitment to the organization grow, affecting performance. The results of this study are in line with the research of Yosias (2013) and Ayuningtyas (2017), Normianti (2019), Budi (2020), and Andini (2020). These researchers produced the same finding that the principal's transformational leadership had a significant effect on teacher performance through organizational commitment.

CONCLUSIONS

Based on the results of data analysis and discussion as described above, it can be concluded that there is a significant direct effect of principal's transformational leadership on school culture, principal's transformational leadership on organizational commitment, principal's transformational leadership on teacher performance, school culture on teacher performance, organizational commitment on teacher performance, and there is an indirect effect between the principal's transformational leadership on teacher performance through school culture, and there is an indirect effect of the principal's transformational leadership on teacher performance through organizational commitment.

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