

The Optimization of Teacher Performance Based on Transformational Leadership, Organizational Commitment and Organizational Culture

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Abstract. Teacher performance gives important contribution to maintain and improve educational quality. This research aimed to prove how transformational leadership directly influenced teacher performance or by way of organizational culture and organizational commitment. The research population was Secondary School teachers in Malang Regency. The Sample consisted of 128 people. The sampling method applied multistage random sampling. The data analysis technique was Structural Equation Modeling (SEM) – PLS. The research result concluded that teacher performance could be improved by consistent implementation of transformational leadership and by strengthening organizational culture and organizational commitment. In addition, the role of organizational culture and organizational commitment as the mediating variables was proven to be positive and significant.

Keywords: Teacher performance, Transformational leadership, Organizational commitment, Organizational culture

1. Introduction

The improvement of education quality can be done by providing qualified and professional teachers. The enforcement of Law no 14 2005 about Teacher and Lecturer is basically to improve education quality, especially the educator. The law was based on the eagerness to confirm the educators' position and function, to enhance professionalism principle, qualification, competence, the educator's rights and duty so that they can optimize their performance.

Improvement of Teacher performance is inevitable for the sake of the improving of the education quality. The teachers' improved performance is determined not only by the availability of supporting learning facilities but also by organizational culture and leadership that is developed at schools. This is due to the determinants of individual working behavior that includes organizational culture and leadership style that is applied in the organization (Robbins & Judge, 2015). Some researches showed that teachers' improved performance was determined by the availability of supporting facilities of learning, organizational culture and leadership style (Olaleye, 2013; Hutabarat *et al.*, 2015). In addition to organizational culture, leadership and personal characteristics gave positive impact on teacher performance; working involvement mediated organizational culture, leadership and personal characteristics towards teacher performance (Arifin *et al.*, 2014). However, the main problems that was faced by most secondary schools in Indonesia still referred to teacher performance that was not optimal.

To optimize teacher performance needs comprehensive approach, because the improvement of individual performance in organization can be done by individual approach, groups and system (Robbins & Judge, 2015). Therefore, teacher performance was influenced directly and indirectly by various variables such as organizational culture, organizational commitment and leadership style.

Placing organizational commitment and organizational culture as mediating variables for the influence of transformational leadership towards teacher performance was based on the theory that individual behavior in organization was influenced by various variables (Robbins & Judge, 2015). The theory did not explain the strength of influence of each variable towards working behavior, but obviously the individual working behavior was the accumulated influence of various variables both directly and indirectly. In supporting the theory the research result proved that there was positive influence of transformational leadership towards performance and organizational commitment (Kala'lembang et.al., 2015). The research of Tremal et.al. (2015) also proved that transformational leadership influenced performance. Therefore, individual performance in organization was caused by various variables with complexed interrelated patterns among the variables.

Referring to the previous description, the research problems were formulated as follows: Do transformational leadership positively and significantly influence teacher performance?; Do transformational leadership positively and significant impact on teacher performance through organizational culture?; Do transformational leadership positively and significant impact on teacher performance through organizational commitment?

2. Literature Review

Performance is either quantity or quality of output given by someone in doing his job (Luthans, 2015). Performance is also defined as notes of products that is produced from function of certain works or activities during certain period (Bernardin & Russel, 2013). Thus, performance is a worker's working capacity to acquire result of work in accordance with organizational standard.

There are several ways to measure performance, namely quantity of work, quality of work, knowledge about work, expressed opinions or statements, taken decisions and work planning in accordance with the scope of responsibilities given to him (Dessler, 2013). However, not all performance measurement criteria are used in the assesment to an individual performance. This certainly must be adjusted to the type of work to be assessed. In the context of teacher performance assesment, there are two types of performance that must be met, namely: teaching performance and management performance. Teaching performance is an obligation to comply with pedagogical matters while management performance is more directed at supporting a competency portfolio based on planning, implementation, and work control (Wendy, 2006).

Individual performance can be optimal if the leader is able to carry out his role effectively. The effectiveness of leadership is determined, among others, by the ability to apply the right leadership style according to the characteristics of subordinates, because the accuracy of the leader's relationship pattern with members affects the performance of subordinates (Robbins & Judge, 2015). The results of research prove that transformational leadership and organizational culture affect teacher performance (Arifin, 2014; Triwahyuni et.al., 2014).

Research by Masa'deh et.al., (2015) also proved that transformational and transactional leadership had a significant effect on employee performance and subsequently on company performance. Thus transformational leadership is one of the important variables that have an influence on teacher performance. In this case, transformational leadership can be seen when leaders and followers work together to increase morale and motivation (Burns, 2007) so that individuals in the organization are willing to work hard to carry out extra tasks even though without extrinsic rewards. Transformational leadership has four components: intellectual stimulation, individual consideration, inspirational motivation, and ideal impact (Bass et al., 2011).

In addition to transformational leadership, organizational culture and commitment play an important role in improving one's performance. Organizational culture is a pattern of basic assumptions discovered or developed by a group of people as they learn to solve problems, adapt to their external environment, and integrate into their internal environment. (Schein, 2010). When discussing what cultural values are important to the organization, it is necessary to consider the external environment as well as the strategy and goals of the organization. A number of studies reveal that there must be a match between strategy and environment related to four types of culture, namely: ability, achievement, clan and bureaucracy (Daft, 2010).

Organizational commitment is the psychological bond that individuals feel through respect for their beliefs, strong acceptance of the organization's goals and a strong desire to maintain membership in the organization. According to Allen et.al. (2017), organizational commitment is characterized by three organizational components, namely: affective commitment, continuous commitment and normative commitment.

Commitment develops based on workers' psychologically positive experiences at work. As a result, workers are willing to contribute and do more to promote the success and goals of the organization (Chaikambang, 2016). Research results show that organizational commitment has the effect of moderating the relationship between transformative leadership styles and employee performance (Almutairi, 2016).

The existence of employees in an organization is a determinant of productivity development. Therefore, leaders must encourage employees to be committed to the organization. Strong organizational commitment tends to increase productivity while reducing employee's absence (Tara Rosa & Ancok, 2020).

This research was a development of the result of previous studies, in which there were various variables that affected employee performance. The result of Hutabarat's (2015) research proved that organizational culture affected Job performance by job motivation and job satisfaction. Studies show that organizational culture has a significant impact on employee performance and productivity in developing countries (Uddin et.al., 2015). Thus, individual performance in organizations is influenced by various variables, including transformational leadership and organizational culture; however, there are different degrees of strength of the impact of each independent variable on performance.

The novelty of this research lies in the model construction that places organizational culture and organizational commitment as mediating variables; while transformational leadership serve as a determinant variable of teacher performance. This model construction is the development of a concept and it becomes a fundamental difference from the previous research. Thus, the research hypothesis can be formulated as follows:

H1: Transformational leadership has significant positive effects on teacher performance.

H2: Transformational leadership has a significant positive impact on teacher performance through organizational culture.

H3: Transformational leadership has a significant positive effect on teacher performance through organizational commitment.

3. Methods

3.1. Operational Definition and Measurement of Variables

Transformational leadership (X) is a leader's ability to inspire, motivate and empower organizational members in achieving organizational goals. Transformational leadership is measured by indicators: intellectual stimulation, individual consideration, inspirational motivation and ideal influence.

Organizational culture (Z1) is the value or norm that is believed, learned, applied and developed by members of an organization. Organizational culture was measured by indicators: adaptability, achievement, clan and bureaucratic.

Organizational commitment (Z2) is a strong relationship between individual teachers and junior high schools accompanied by a willingness to work for the interests of the school. Indicators of organizational commitment include: affective commitment, continuance commitment and normative commitment.

Teacher performance (Y) is the teacher's achievement in carrying out his work for a certain period of time in accordance with the standard. Teacher performance indicators include: quantity, quality, timeliness, cost effectiveness and interpersonal impact.

Study variables were measured using the Likert scale, a method of measuring attitudes by expressing agreement or disagreement with a particular topic, object, or event. Likert scales commonly use five rating points. Disagreeing was rated as 2 points. A score of 3 was given if there was little agreement. Consent was rated on a 4-point scale. I completely agree with you and rated 5 points.

3.2. Sampling and Data Collection Technique

This study used a quantitative approach, which emphasized the analysis of numerical data (numbers) which were processed by statistical methods. Sampling used multistage random sampling, because the population was relatively large and located in locations in a wide geographical area. In the first stage, the population was determined to Junior High School teachers in East Java Province, which included: Malang Regency, Malang City and Batu City. Next, in determining the target population the used criteria were permanent teachers and they had worked for at least 5 years and had at least a bachelor degree or four diploma.

The determination of the number of research samples referred to the statement by Hair et al., (2010) that the sample size as a respondent must be adjusted to the number of question indicators on the questionnaire, which is a minimum of 5 to a maximum of 10 that was timed with the number of indicators. Because there were 16 indicators in this study, and the multiplier indicator was 8, so that number of research sample consisted of 128 teachers (16x8).

The data collection technique used a questionnaire that was given directly to the respondent (off line) or was sent with a google form (on line). The choice of using this mixed data collection method considered effectiveness and efficiency.

3.3. Data analysis

Structural Equation Modeling (SEM) PLS represented by Smart PLS software and PLS Graph were used for data analysis. The steps for data analysis using SEM-PLS are as follows (Solimun et.al, 2017), namely: the designing of a structural model (Inner model); the designing of a measurement model (Outer model); the constructing of path diagrams; and evaluation of goodness of fit. The choice of using SEM-PLS was based on the consideration that in this model the distribution of data was not a problem, and the measurement scale could be nominal, ordinal, interval and ratio.

When testing the hypothesis used, the alpha 5% statistic was 1.96, so the acceptance criterion for the hypothesis was if the t statistic was > 1.96 . The criterion for accepting a hypothesis used the probability with a p-value of 0.05.

4. Result and Discussion

This research used four variables, namely transformational leadership (X) as the independent variable, organizational culture (Z1) and organizational commitment (Z2) as the mediating variables and teacher performance (Y) as the dependent variable. The transformational leadership variable was formed by four indicators, namely ideal influence, inspirational motivation, intellectual stimulation, and individual awareness. The organizational culture variable was formed by four indicators, namely adaptability, achievement, clan and bureaucratic. Teacher performance variable was formed by five indicators, namely: quantity, quality, timeliness, cost effectiveness and interpersonal relationships.

4.1.Result of Outer Model Test

We used the analysis of the external model to confirm that the applied measurements are usable (valid and reliable) as measurements. In analyzing this model, we identified relationships between latent variables and their indices. External model test results included convergence validity, discriminant validity, and configuration confidence.

Convergent validity tests are based on correlations between item scores and component scores, as evidenced by standardized loading factors representing the correlation between each measure (indicator) and its components. We evaluated the metrics. External exposure values between 0.5 and 0.6 were considered sufficient, while individual reflectances were considered high if they exhibited a correlation of >0.7 with the construct being measured.

Table 1. Result of Convergent Validity Test

Indicator	Loading Factor	P value	Description
Transformational leadership			
Intellectual stimulation (X.1)	0.911	0.000	Valid
individual awareness(X.2)	0.924	0.000	Valid
inspirational motivation(X.3)	0.937	0.000	Valid
ideal influence(X.4)	0.895	0.000	Valid
OrganizationalCulture			
adaptability(Z1.1)	0.813	0.000	Valid
achievement(Z1.2)	0.743	0.000	Valid
Clan (Z1.3)	0.826	0.000	Valid
bureaucratic(Z1.4)	0.847	0.000	Valid
Organizational Commitment			
Affective(Z2.1)	0.715	0.000	Valid
Continuance(Z2.2)	0.838	0.000	Valid
Normative (Z2.3)	0.839	0.000	Valid
Teacher performance			
Quantity (Y.1)	0.922	0.000	Valid
Quality (Y.2)	0.911	0.000	Valid
Timeliness (Y.3)	0.855	0.000	Valid

The result of the convergent validity test on transformational leadership, organizational culture, organizational commitment, and teacher performance with the reflective measurement model showed that the value of loading factor indicator was more than 0.700 so that the indicators of the variables had met.

The discriminant validity test is the model of a reflective indicator measurement based on the cross-loading value with the construct. Their block size is superior to other blocks if their structure correlation with gauge is greater than that of other structures. In addition, there is a way to assess the validity of the discriminant by comparing the square root of the sampled mean variance (AVE) values.

Table 2. Result of Discriminant Validity Test

Variable	X	Z1	Z2	Y	Description
Transformational leadership	0.917	0.759	0.604	0.726	Fulfilled
OrganizationalCulture	0.759	0.808	0.463	0.685	Fulfilled
Organizational Commitment	0.604	0.463	0.799	0.580	Fulfilled
Teacher performance	0.726	0.685	0.580	0.897	Fulfilled

The results of the discriminant validity test using AVE root scores showed that the AVE root scores (bold) were greater than the correlation values between the latent variables, thus the variables Transformational Leadership, Organizational Culture, Organizational Commitment, and Teacher Performance were satisfied. it was done.

The Structure Confidence Test is a metric that measures the structures displayed in the Latent Variable Coefficients view. Two of her measurement tools are internal consistency and Cronbach's alpha to assess the reliability of composites. If the achieved value is > 0.70, the construct is said to be reliable. Cronbach's alpha can be used to improve the combined reliability result. If the Cronbach alpha value is above 0.70, the variable can be considered reliable.

Table 3. Result of Construct Reliabilty Test

Variable	Cronbach's Alpha	Composite Reliability	Description
Transformational leadership	0.937	0.955	Fulfilled
Organizational culture	0.822	0.882	Fulfilled
Organizational commitment	0.718	0.841	Fulfilled
Teacher performance	0.878	0.925	Fulfilled

The result of the reliability test using the composite reliability value and the Cronbachs Alpha value, an obtained test value is more than 0.70 so that each variable of transformational leadership, organizational culture, organizational commitment and teacher performance has met construct reliability.

4.2. Inner Model Test Result

Internal model analysis described the relationships between latent variables based on entity theory. We started by considering the R-squared for each dependent latent variable when evaluating the inner model with PLS (Partial Least Squares). Although the interpretation was the same as the regression interpretation. In this case, the change in R-squared value can be used to assess the influence of a particular independent latent variable on the dependent latent variable.

Table 4. Result of Determination Coefficieent Test

Independent Variable	Dependent Variable	R Square
Transformational leadership	Organizational Culture	0.576
Transformational leadership	Organizational Commitment	0.365
Transformational leadership	Teacher Performance	0.600
Organizational Culture		
Organizational Commitment		

The results of the coefficient of determination test show that the impact of transformational leadership on organizational culture has an R-squared value of 0.576. This means that 57.6% of organizational culture impact is explained by transformational leadership, with the rest explained by other variables.

Additionally, a coefficient of determination test for the impact of transformational leadership on organizational commitment yielded an R-squared value of 0.365. This means that 36.5% of the effect on organizational commitment can be explained by transformational leadership, with the rest explained by other variables.

Results of coefficient tests that determine the impact of leadership change, organizational culture, and organizational involvement on teacher performance yielded an R-squared value of 0.600. This means that 60.0% of the impact on teacher performance can be explained by innovative leadership, organizational culture, and organizational engagement, with the rest explained by other variables.

4.2. Hypothesis Test

In hypothesis testing, you can see the values of t-statistics and probabilities. To test the hypothesis using the t-statistic, with an alpha of 5%, the criterion to accept the hypothesis if the t-statistic is > 1.96. On the other hand, hypothesis acceptance using probabilities occurs when the p-value is less than 0.05. The following table shows the results of hypothesis tests based on path coefficients, t-statistics, and p-values.

Table 5. Result of Hypothesis Test

Influence	Coefficient Path	t-Statistic	P-value	Description
X -> Y	0.356	2.630	0.009	Significant
X -> Z1 -> Y	0.237	2.860	0.004	Significant
X -> Z2 -> Y	0.133	2.925	0.004	Significant

From the table, we can see that transformational leadership has a significant positive impact on teacher performance. This is represented by a path coefficient value of 0.356, a t-statistic of 2.630, and a P-value of 0.009. From this, it can be concluded that the better the transformational leadership ability, the better the teacher's performance.

Furthermore, the impact of transformational leadership on teacher performance in organizational culture was found to be positive and significant. This is represented by a path coefficient value of 0.237, a t-statistic of 2.860, and a P-value of 0.004. Organizational culture, therefore, appears to play a positive and important role as a mediator of the impact of transformational leadership on teacher performance.

Meanwhile, the impact of transformational leadership on teacher performance through organizational engagement has been found to be positive and significant. This is represented by a path coefficient value of 0.133, a t-statistic of 2.925, and a P-value of 0.004. Organizational commitment, therefore, appears to play a positive and important role as a mediating variable in the impact of transformational leadership on teacher performance.

4.3 Discussion

4.3.1 The transformational leadership influences teacher performance

As people know that teacher performance is the level of teacher achievement in conducting his role, duty, and responsibilities during the learning process within a certain period of time. Improved performance can be achieved, among others, through governance and leadership styles that were applied in the organization. Robins & Judge (2015) think that the increasing individual performance is driven by many factors, including leadership style, organizational culture, and organizational commitment.

In the context of leadership style, the leader role determines organization members' successful performance. This is because the behavioral engineering process of organization members is determined by the behavior of leaders in socializing, encouraging subordinates to identify, internalize organizational beliefs and values and apply them (Yulk, 2015; Luthan, 2015). For this reason, leaders need to have the ability to choose a leadership style that is considered effective in influencing the behavior of organizational members.

Transformational leadership requires leaders who have the ability to equate the vision of the future with members of the organization. They must be able to persuade their subordinates to carry out their duties beyond their own interests in the interests of the

organization. Therefore, transformational leadership by principals plays an important role in improving teacher performance. This explanation is consistent with the study results of Alzoraiki et al. (2018) and Andriani et al. (2018) that transformational leadership has a positive and significant impact on teacher performance.

In addition, leaders who use a transformational leadership style notice and respect their followers, making them feel like a valuable asset to the organization to create momentum for their members to optimally contribute to the organization. Thus, to be able to achieve success in managing teachers to achieve optimal performance levels, it requires the intensity of the Principal in implementing transformational leadership.

4.3.2. Transformational leadership influences teacher performance through organizational culture.

The results of the study prove that there is an influence of transformational leadership on teacher performance through organizational culture. This means that the improving of teacher performance can be done through the application of intense transformational leadership while strengthening organizational culture. Performance as a form of employee contribution requires direction, motivation and support from leaders. The pattern of leader support for employee performance can be done directly or by strengthening organizational culture. In this case, transformational leadership can persuade subordinates to work beyond their interests for the betterment of the organization. For this reason, the application of transformational leadership at schools is considered to be able to play a role in improving teacher performance. This argument is in accordance with the research results of Triwahyuni et.al (2014) that organizational culture and transformational leadership affect teacher performance.

Efforts to achieve optimal performance in teachers, require a leadership model that is suitable for their characteristics. Transformational leadership is considered as the right pattern to be applied in educational institutions, because organization members (teachers) consist of highly educated individuals. As stated by Hater and Bass (1988) that transformational leadership is more attractive to highly educated employees because they crave work challenges that can increase their professionalism and self-development. However, the variables that affect individual performance are not only transformational leadership, but also motivation, organizational culture, organizational commitment and organizational design with varying relationship patterns (Robins & Judge, 2015).

Performance as a form of member contribution to the organization can be effectively achieved through the implementation of transformational leadership and the strengthening of organizational culture. Transformational leadership can increase employees' willingness to carry out work that leads to optimal performance which leads to higher satisfaction and performance (Masa'deh et.al., 2016). It should be understood that a person's work behavior is not only determined by the leadership style, but also by the individual aspects and the system that is run plays an important role in the implementation of work. In the context of teacher performance, the result of research done by Olaleye and Oluremi (2013) prove that there is a significant and positive relationship among eight human resource practices (recruitment, selection, induction, self-development, compensation, mentoring, leadership) with teacher performance. Reinforced by the research results done by Kanya et.al. (2021) that the leadership, organizational culture, and competence of school principals simultaneously have a positive and significant impact on teacher performance.

4.3.3. Transformational leadership influences teacher performance through organizational commitment.

The results of this study demonstrate that transformational leadership **influences** teacher performance through organizational commitment. This means that efforts to improve teacher

performance can be conducted through the application of intense transformational leadership while strengthening organizational commitment. Performance as a form of contribution from organization members requires direct direction, motivation and examples from leaders so that organization members are moved to contribute optimally. This process can be done through the implementation of transformational leadership accompanied by strengthening commitment to the organization. Research results show that the influence of leadership style on organizational commitment positively impacts employee performance (Ennis et al., 2018).

Leaders who use a transformational leadership style notice and respect their followers, make them feel like a valuable asset to the company, and ultimately increase their dedication to the company. (Mc Laggan et al., 2013). Employees who feel to be appreciated due to their work will be encouraged to contribute optimally to the organization. Because commitment as a form of employee willingness to participate in an organization requires orientation, motivation, and role models from leaders. This process can be carried out, among others, through the implementation of transformational leadership accompanied by strengthening commitment to the organization. Several research have observed a courting among transformational leadership and organizational commitment (Allen et.al., 2017; Pratama et.al., 2020).

Adopting a transformational leadership model is helpful in building a culture of collaboration, employee professionalism, and effective problem-solving. Results of a study by Gulluce et al. (2016) show that transformational leadership has a large positive effect on organizational commitment, even transformational leadership is the main predictor of increased commitment (Senjaya & Anindita, 2020). Thus, the application of transformational leadership has a positive impact on teacher organizational commitment which ultimately leads to improving their performance. For this reason, schools need to implement transformational leadership by strengthening organizational commitment so that the effectiveness of improving teacher performance can be achieved.

4.4. Conclusion and Implication

Teacher performance plays an important role in improving the quality of education. Optimizing teacher performance can be driven by innovative leadership, organizational culture, and organizational commitment. The function of transformational leadership as an impartial variable may have a considerable effect on teacher performance, both without delay or indirectly. The existence of organizational culture and organizational commitment plays an important role as a mediator of the impact of transformational leadership on teacher performance. Therefore, efforts to improve teacher performance can be carried out through consistent implementation of transformational leadership as well as by strengthening organizational culture and organizational commitment.

Implications of research results take the form of building on previous knowledge by including organizational culture and organizational commitment as mediating variables in the construction of research models. In addition, the results of this study also support the development of human resource management knowledge through research showing that transformational leadership, organizational culture, and organizational commitment have a positive and significant impact on teacher performance.

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