



THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL COMMITMENT ON HIGH SCHOOL TEACHER PERFORMANCE IN PRINGSEWU DISTRICT

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Abstract

This study aims to analyze the influence of transformational leadership and organizational commitment on the performance of high school teachers in Pringsewu Regency. Teacher performance is a key factor in improving the quality of education, influenced by the principal's leadership style and the level of teachers' organizational commitment. This research employs a quantitative approach with a survey method. Data were collected using questionnaires distributed to teachers from 10 high schools in Pringsewu Regency. Data analysis was conducted using simple and multiple regression techniques to examine the effect of each variable both individually and simultaneously. The results show that transformational leadership has a significant influence on teacher performance. Principals who are inspiring, supportive, and motivating contribute positively to improving teaching quality. Organizational commitment also plays an important role in shaping teachers' loyalty and dedication, which enhances their work effectiveness. Simultaneously, both variables significantly to improving teacher performance. The conclusion affirms that effective transformational leadership and high organizational commitment can significantly enhance teacher performance. The implication of this research is the need to strengthen school leadership competencies and implement strategies to increase organizational commitment contribute in order to create a more productive and high-quality educational environment.



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I. INTRODUCTION

This study investigates the influence of transformational leadership and organizational commitment on the performance of high school teachers in Pringsewu Regency. Teacher performance plays a critical role in improving education quality and is affected by several factors, including leadership style and commitment to the organization. Based on observations, many teachers still demonstrate suboptimal performance in pedagogical planning, teaching methods, mastery of learning materials, and professional ethics. Issues such as lack of adaptation to technological developments and weak classroom

management also indicate a need for improvement. Transformational leadership is characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This leadership style encourages school principals to inspire and guide teachers through shared vision, emotional support, and innovation. When combined with strong organizational commitment defined as an employee's emotional attachment and loyalty to the organization this leadership style has the potential to enhance teacher performance substantially.

The objective of this research is to measure the partial and simultaneous influence of transformational leadership and organizational commitment on teacher performance. The study limits itself to public high schools in Pringsewu and examines the three variables using a quantitative survey approach. Data were collected via structured questionnaires, analyzed using simple and multiple regression techniques. The literature review supports the significance of both leadership style and commitment in improving organizational outcomes. Several previous studies [1], [2][3] provide a basis for this study and show similar research approaches and variables but with different contexts and populations. This study aims to develop existing research by focusing on the specific regional context of Pringsewu, adding empirical depth through its statistical analysis.

The theoretical basis includes concepts from educational management, human resource theory, and leadership psychology. These are synthesized into a conceptual framework linking transformational leadership and organizational commitment to teacher performance outcomes. The framework is illustrated in a theoretical diagram and serves as the foundation for hypothesis development and empirical testing. Ultimately, this research contributes to educational leadership studies by providing practical insights for school leaders and policymakers. It emphasizes the importance of leadership style and organizational culture in enhancing teacher effectiveness and, by extension, educational quality in secondary schools.

II. LITERATURE

Transformational leadership is a modern leadership approach that emphasizes inspiring, motivating, and empowering subordinates to achieve organizational goals. Rather than simply directing, transformational leaders shape values and foster a strong team spirit through exemplary behavior and interpersonal relationships. According to [4][5], [6], transformational leaders demonstrate high integrity, strong commitment to organizational vision, and the ability to build collective enthusiasm through inspirational communication and individual support. In the educational context, such leadership is expected to foster a positive learning environment, facilitate instructional innovation, and provide consistent support for teacher professional development.

[7], [8], [9], [10] [11], [12] identify four key components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These dimensions collectively create a supportive organizational climate that fosters employee motivation, creativity, and commitment. Leaders who effectively exhibit these traits contribute to enhancing teacher dedication, job satisfaction, and professional performance.

Organizational commitment refers to the psychological and emotional attachment that

employees feel toward their organization. [13] explains that organizational commitment consists of three dimensions: affective, continuance, and normative commitment. Affective commitment reflects emotional attachment and pride in the organization; continuance commitment relates to perceived costs of leaving the organization; while normative commitment arises from a sense of moral obligation to remain. These dimensions significantly influence work behavior, motivation, and employee loyalty, including that of teachers who are more likely to perform well when they feel valued and responsible for organizational success.

Teacher performance refers to the outcomes of teachers' professional tasks in the learning process, which include planning, implementing, evaluating, and contributing to school improvement. [14] states that teacher performance reflects professionalism and commitment through lesson planning, mastery of teaching materials, application of effective teaching methods, and positive student interactions. [15] further adds that ethical behavior, discipline, creativity, and the ability to holistically guide students are essential indicators of a teacher's performance.

According to [16] teacher performance is influenced by both internal and external factors, such as principal leadership, organizational culture, work motivation, and job satisfaction. A supportive work environment, participatory leadership, and recognition from school authorities have been proven to enhance teacher morale and overall job performance. Therefore, transformational leadership and organizational commitment play a crucial role in establishing an optimal work environment and fostering teacher professionalism.

III. RESEARCH METHODS

This study uses a quantitative approach with a survey method to examine the influence of transformational leadership and organizational commitment on teacher performance in senior high schools across Pringsewu Regency. The quantitative approach is appropriate for testing the relationships between variables using statistical analysis.

The research subjects were teachers from 10 randomly selected high schools, using cluster random sampling to ensure representative data. Data were collected using a structured questionnaire with items based on theoretical indicators of the three variables, measured on a 5-point Likert scale. The questionnaire was validated and tested for reliability prior to full-scale distribution.

Data analysis involved simple and multiple linear regression, processed using SPSS software to determine the effect of each independent variable transformational leadership and organizational commitment on the dependent variable, teacher performance.

The research process followed these steps: identifying the problem, reviewing literature,

developing instruments, collecting data, analyzing data, and drawing conclusions. This study aims to offer empirical insights into how leadership style and organizational commitment influence teacher performance, providing a reference for improving school management and educational quality.

IV. RESULTS

This study aimed to examine the influence of transformational leadership and organizational commitment on the performance of high school teachers in Pringsewu Regency. Data were collected through questionnaires distributed to 75 teachers from 10 senior high schools across the region. The data were analyzed using simple and multiple linear regression techniques with the assistance of SPSS version 26.0. Prior to the main analysis, prerequisite tests were conducted to ensure the validity of the data.

Descriptive analysis showed that the majority of respondents assessed the transformational leadership of their principals as being in the "moderate" category, with a frequency of 53%. Similarly, organizational commitment was also mostly rated as "moderate" at 77%. These findings indicate that although both variables have not yet reached an "excellent" level, they hold significant potential to be improved in order to support better teacher performance. The results also suggest there is still room for enhancing both leadership practices and teacher dedication to the school.

Normality testing using the Kolmogorov-Smirnov method showed that the residual data were normally distributed, with a significance value of 0.290. Homogeneity and linearity tests also met the required criteria, with significance values above 0.05, indicating that the data were suitable for further analysis using linear regression models.

Based on simple linear regression analysis, transformational leadership (X1) had a significant influence on teacher performance (Y), with a regression coefficient (B) of 0.198, a t-value of 7.065, and a significance level of 0.000. The coefficient of determination (R²) was 0.406, indicating that 40.6% of the variation in teacher performance can be explained by transformational leadership. Meanwhile, organizational commitment (X2) also had a significant impact, with a regression coefficient of 0.185, a t-value of 6.221, and a significance level of 0.000. The R² value of 0.346 indicates that 34.6% of the variation in teacher performance is explained by organizational commitment.

The multiple linear regression analysis produced the following equation: $Y = 136.054 + 0.118X_1 + 0.091X_2$. This result confirms that both transformational leadership and organizational commitment simultaneously contribute to the improvement of teacher performance. The multiple coefficient of determination (R²) was 0.699, meaning that 69.9% of the variation in teacher performance could be jointly explained by the two independent

variables. The F-test result also showed a significant regression model with an F-value of 54.990 and a significance level of 0.000.

Theoretically, these findings support the view that transformational leadership plays a key role in fostering teacher motivation and work ethic, which in turn improves teaching quality and professionalism. Organizational commitment is also essential in cultivating loyalty, responsibility, and dedication among teachers toward their schools. These findings are consistent with prior research, including that of [17], who emphasized the importance of visionary leadership and a supportive work environment in enhancing educator performance.

The strength of this study lies in its use of a quantitative approach and rigorous statistical analysis, which lend credibility to the results. However, one limitation is that external factors that may also influence teacher performance such as organizational culture, reward systems, and teaching facilities were not included. Future research is recommended to explore these additional variables for a more comprehensive understanding.

V. CONCLUSION

Based on the research findings, transformational leadership and organizational commitment have a positive influence on teacher performance. Teachers led by inspirational leaders tend to be more motivated and professional in their teaching. Organizational commitment also plays an important role by increasing teachers' loyalty and responsibility toward the school. Transformational leadership has a greater impact compared to organizational commitment, but both factors complement each other. These findings highlight the importance of improving leadership quality and strengthening teacher commitment to enhance educational effectiveness. The implication is the need for leadership training and commitment-building programs in schools.

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