

The Transformational Leadership Model of School Principals and Organizational Culture as Determinants of Teacher Performance in the Digital Education Ecosystem

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ABSTRACT

This study aims to examine the influence of the principal's transformational leadership and organizational culture on teacher performance at SMPN 2 Cibungbulang. The method used is quantitative descriptive statistical analysis, which focuses on analyzing the influence between variables. Data collection was carried out through observation, unstructured interviews, and questionnaires. Based on the results of data analysis, there are three results obtained in this study. The first result shows that there is an influence between the Transformational Leadership of the Principal and Teacher Performance at SMPN 2 Cibungbulang with a t-value of 3.433 and a t-table at 5% significance of 2.026. Based on the formulated hypothesis, it can be concluded that the t-value is greater than the t-table, namely $3.433 > 2.026$, so H_0 is rejected and H_a is accepted. Furthermore, the second result shows again that there is an influence between organizational culture and teacher performance at SMPN 2 Cibungbulang with a t-count of 8.421 and a t-table at a 5% significance level of 2.026. Based on the formulated hypothesis, it can be concluded that the t-count is greater than the t-table, namely $8.421 > 2.026$, so H_0 is rejected and H_a is accepted. The third result shows that there is an influence of the principal's transformational leadership and organizational culture on teacher performance at SMPN 2 Cibungbulang with a t-count of 41.500 and a t-table of 3.252. Based on the formulated hypothesis, it can be concluded that the t-count is greater than the t-table.

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I. INTRODUCTION

Education is a learning process aimed at developing individuals' potential, knowledge, skills, and values so that they are able to participate actively in personal, social, and professional life (Royani et al., 2025). In addition to shaping critical thinking abilities, education also fosters social awareness and responsibility as members of society. The educational process may occur formally through educational institutions or informally within families and communities. Within the formal education pathway, the junior high school level plays a strategic role as a crucial transitional stage that influences students' intellectual, emotional, and social development; thus, the quality of education at this level greatly depends on the quality of the learning process implemented by teachers.

Teachers serve as the front line in the execution of education in schools. Beyond delivering instructional content, teachers also function as mentors, motivators, and facilitators who shape students' character and competencies (A. J. S. M. A. M. B. Akbar, 2021). Optimal teacher performance cannot be separated from the support of various school elements, such as principal leadership, organizational culture, facilities and infrastructure, as well as the social environment. Effective principal leadership and a positive organizational culture have been proven to be essential factors in creating a conducive learning climate and enhancing teacher performance.

As times progress and demand rapid innovation and adaptation, a relevant leadership style is needed to manage change and empower teachers. Transformational leadership emerges as an approach that emphasizes inspiration, support, and collaboration (A. J. S. H. S. Akbar et al., 2023). Principals who demonstrate this leadership style are capable of building positive emotional relationships, fostering teamwork, and creating an open and innovative work culture. In addition to leadership, a strong organizational culture—based on shared values, norms, and traditions—encourages discipline, cooperation, and active participation among all school members. Such a culture unites diverse teacher characteristics to achieve common goals, thereby positively influencing the quality of learning.

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Several previous studies have shown a significant relationship between transformational leadership and teacher performance, as well as between organizational culture and teacher performance. Sri Rahaju Supandi (2023) found that an increase in principals' transformational leadership style corresponds with improved performance among teachers and staff. Meanwhile, Ayu Puspita Sari et al. (2021) demonstrated that organizational culture and work motivation jointly exert a significant influence on improving teacher performance. These findings affirm that both factors contribute substantially to the quality of education.

Nevertheless, most previous studies examined the influence of either transformational leadership or organizational culture on teacher performance separately. Only a limited number have analyzed both variables simultaneously within one research framework (Akbar, Royani, 2022). This creates a gap in the literature, particularly regarding the interaction between principals' transformational leadership and organizational culture in shaping teacher performance. This study seeks to address that gap by examining both variables concurrently within the context of SMP Negeri 2 Cibungbulang, which is currently undergoing a leadership transition.

This study aims to: (1) describe the transformational leadership of the principal at SMPN 2 Cibungbulang; (2) depict the prevailing organizational culture; (3) assess teacher performance; and (4) analyze the influence of principals' transformational leadership and organizational culture on teacher performance. Scientifically, this research is expected to contribute to the development of educational administration studies, particularly in understanding the roles of leadership and organizational culture in improving teacher performance. For educational practitioners, the findings may serve as a reference for designing school improvement strategies based on transformative leadership and strengthened organizational culture.

II. METHODS

The objectives of this study are to identify: (a) the description of the principal's transformational leadership at SMP Negeri 2

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Cibungbulang; (b) the description of the organizational culture at SMP Negeri 2 Cibungbulang; (c) the description of teacher performance at SMP Negeri 2 Cibungbulang; and (d) the influence of the principal's transformational leadership and organizational culture on teacher performance at SMP Negeri 2 Cibungbulang. The method employed in this research is a quantitative approach with a descriptive research design. The quantitative method was selected because the data collected are numerical and analyzed statistically to determine the relationships and effects among the research variables.

The population of this study consists of all teachers at SMP Negeri 2 Cibungbulang, totaling 40 individuals (15 males and 25 females). Considering that the population size is fewer than 100, a saturated sampling technique was employed, whereby the entire population was used as the research sample.

Data were collected using four techniques: observation, interviews, questionnaires, and documentation. Observation was used to directly examine the implementation of transformational leadership and organizational culture in the school. Interviews were conducted with teachers in an unstructured manner to obtain general insights into their perceptions of these two variables. The questionnaire served as the primary instrument and consisted of closed-ended statements using a four-point Likert scale to measure the principal's transformational leadership, organizational culture, and teacher performance. Documentation was used to complement the data with school profiles, vision and mission statements, and other supporting records.

The research instrument was developed based on three main variables. The transformational leadership variable included four indicators: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The organizational culture variable consisted of five indicators: behavioral consistency, norms, values, philosophical rules, and organizational climate. Teacher performance was measured through indicators of the ability to plan instruction, implement instruction, and evaluate learning.

Prior to use, the research instruments were tested for validity and reliability. Validity testing was conducted using the product-moment correlation technique, while reliability testing employed Cronbach's

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Alpha. An instrument was considered valid if the item correlation coefficients were significant and reliable if the Cronbach's Alpha value was ≥ 0.60 .

The data analysis techniques used included descriptive statistical analysis to provide an overview of the data, product-moment correlation analysis to determine relationships between variables, simple linear regression analysis to examine the effect of a single independent variable on the dependent variable, and multiple linear regression analysis to evaluate the simultaneous influence of two independent variables on the dependent variable. The t-test was used to assess partial effects, while the F-test was used to examine simultaneous effects. The coefficient of determination (R^2) was used to measure the extent to which the independent variables contributed to the dependent variable. All analyses were conducted at a 5% significance level.

III. RESULT AND DISCUSSIONS

This study aims to analyze the influence of the principal's transformational leadership and organizational culture on teacher performance at SMPN 2 Cibungbulang. Data were obtained from 40 teachers through questionnaires covering three main variables: the principal's transformational leadership (X1), organizational culture (X2), and teacher performance (Y).

1. The Influence of the Principal's Transformational Leadership on Teacher Performance

The results of the analysis indicate that the principal's transformational leadership has a significant effect on teacher performance at SMPN 2 Cibungbulang. This finding is evidenced by the calculated t-value of 3.433, which exceeds the critical t-table value of 2.026 ($3.433 > 2.026$), indicating a significant coefficient. This means that H_0 is rejected and H_a is accepted, confirming that the principal's

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transformational leadership significantly influences teacher performance.

The simple correlation test between variable X1 and Y further supports this conclusion. The calculated correlation coefficient (r) is 0.487, which is higher than the r -table value of 0.312 ($0.487 > 0.312$), indicating a moderate level of correlation. The coefficient of determination shows that transformational leadership contributes 24% to teacher performance. This means that the principal's transformational leadership accounts for 24% of the variation in teacher performance at SMPN 2 Cibungbulang.

2. The Influence of Organizational Culture on Teacher Performance

The results of the analysis also show that organizational culture significantly influences teacher performance at SMPN 2 Cibungbulang. The calculated t -value is 8.421, which is greater than the t -table value of 2.026 ($8.421 > 2.026$), indicating a significant relationship. Thus, H_0 is rejected and H_a is accepted, confirming that organizational culture has a significant effect on teacher performance.

The simple correlation test between variable X2 and Y reveals a strong correlation, with a calculated r -value of 0.806, which exceeds the r -table value of 0.312 ($0.806 > 0.312$). The coefficient of determination indicates that organizational culture contributes 65% to teacher performance. This means that organizational culture accounts for 65% of the variation in teacher performance at SMPN 2 Cibungbulang.

3. The Joint Influence of Transformational Leadership and Organizational Culture on Teacher Performance

The results of the data analysis demonstrate that the principal's transformational leadership and organizational culture jointly have a significant effect on teacher performance at SMPN 2 Cibungbulang. This is shown by the calculated F -value of 41.500, which is higher than

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the F-table value of 3.252 ($41.500 > 3.252$), indicating a significant simultaneous influence. Accordingly, H_0 is rejected and H_a is accepted.

The R^2 test shows that the combined influence of transformational leadership and organizational culture on teacher performance is 0.691, or 69%. This means that these two variables together explain 69% of the variation in teacher performance, while the remaining 31% is attributed to other factors not examined in this study.

IV. CONCLUSION

Based on the data obtained through the research process, as well as the analyses and discussions presented above, it can be concluded that the principal's transformational leadership and organizational culture both influence teacher performance.

The influence of the principal's transformational leadership on teacher performance at SMPN 2 Cibungbulang is evident from the calculation results, which show a t -value of 3.433 compared with a t -table value of 2.026. Since $t_{\text{calculated}} > t_{\text{table}}$ ($3.433 > 2.026$) at the 0.05 significance level, H_0 is rejected and H_a is accepted. This indicates that the principal's transformational leadership has a significant effect on teacher performance at SMPN 2 Cibungbulang.

The influence of the school's organizational culture on teacher performance at SMPN 2 Cibungbulang can also be observed from the calculation results, which show a t -value of 8.421, exceeding the t -table value of 2.026. Since $t_{\text{calculated}} > t_{\text{table}}$ ($8.421 > 2.026$) at the 0.05 significance level, H_0 is rejected and H_a is accepted. This demonstrates that organizational culture significantly affects teacher performance at SMPN 2 Cibungbulang.

Furthermore, the combined influence of the principal's transformational leadership and organizational culture on teacher performance at SMPN 2 Cibungbulang is reflected in the obtained F -

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value of 41.500, which is greater than the F -table value of 3.252. Since $F_{\text{calculated}} > F_{\text{table}}$ ($41.500 > 3.252$) at the 0.05 significance level, H_0 is rejected and H_a is accepted. This means that the principal's transformational leadership and organizational culture jointly have a significant effect on teacher performance at SMPN 2 Cibungbulang.

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