

The Effect of Transformational Leadership and Work Environment on Teacher Performance, With Organizational Commitment As An Intervening Variable, At SMPN In Cilegon City

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ABSTRACT

Education is essential for human development and the progress of the Indonesian nation in various fields, including science. An effective school principal must view the school as a unique entity and fulfill their leadership role adeptly. Teachers are crucial to education quality, and elements like transformational leadership, work environment, and commitment significantly enhance their performance. Transformational leadership inspires and empowers educators, fostering a supportive work atmosphere that boosts their satisfaction and motivation. High levels of teacher commitment, shown through dedication to educational activities, also improve performance. This study uses a quantitative survey method conducted in State Junior High Schools in Cilegon, with a sample of 85 teachers selected from a population of 546. The findings highlight the importance of effective transformational leadership by principals in enhancing organizational commitment within schools. Furthermore, the significant direct influence of the principal's transformational leadership on teacher performance at SMPN in Cilegon indicates that enhancing the principal's transformational leadership is crucial for improving teacher performance. Lastly, the significant direct effect of the work environment on teacher performance at SMPN in Cilegon further emphasizes the importance of a supportive work environment.

Keyword : *leadership; teacher performance; work environment*

INTRODUCTION

Education enables individuals to enhance the quality of human resources, fostering intelligent and capable citizens (Faradilla, 2023). Superior human resources play a vital role in determining the quality of education, which significantly impacts Indonesia's future.. Teachers also facilitate the learning process for students, igniting their curiosity and creating a calm and enjoyable learning environment (Juniarti et al., 2020). According to Suryani (2023), the Directorate General of GTK (Teachers and Educational Personnel) of the Ministry of Education, Culture, Research, and Technology has stated that the government is currently shifting its development strategy towards strengthening Human Resources (HR). Consequently, the role of teachers in all aspects of this HR enhancement process has become increasingly important. Teachers are integral and serve as the frontline in educating the nation's future generations, acting as agents of transformation in the process of strengthening the nation's human resources. The challenges faced by Indonesia are highlighted by the country's low scores in the Programme for International Student Assessment (PISA), which remain below average. The abilities in reading, mathematics, and science are notably deficient. The results of the 2022 PISA assessment released by the

Organisation for Economic Co-operation and Development (OECD) indicate that Indonesian students achieved a reading score of 359, which is 117 points below the global average of 476, and represents a decline of 12 points from the previous edition. Similarly, in mathematics, the score reached only 366 points compared to the average of 487 points, falling short by 106 points from the global average of 472. In the science category, Indonesian students scored 383, which is 102 points lower than the global average of 485 (kemdikbud.go.id).

The advancement of education is contingent upon the extent to which teachers fulfill their duties and responsibilities. Therefore, to enhance the effectiveness of the teaching and learning process, it is essential to have qualified teachers who can execute this process effectively (Pratiwi & Rahmawati, 2022). The role of teachers extends beyond merely imparting knowledge; it also includes serving as mentors who inspire students' potential, developing alternative learning strategies, and encouraging active student participation. Teachers bear the responsibility for achieving educational objectives and are expected to exemplify good character and serve as role models for their students. Continuous and ongoing improvement in teacher quality is necessary, which is closely linked to classroom management aspects. To evaluate the teaching performance of teachers at State Junior High Schools in Cilegon, an initial observation was conducted by the school principal. This observation involved monitoring the interactions between teachers and students, the methods employed by teachers to deliver content, and the effectiveness of classroom management. The following presents the results of the performance documentation of teachers from the administrative staff at all State Junior High Schools in Cilegon for the academic year 2023-2024.

Transformational leadership is a style in which a leader collaborates with the team to identify necessary changes, creates a vision to guide those changes through inspiration, and implements the changes with the commitment of team members. Transformational leaders focus on motivation, development, and enhancing the performance of individuals and groups. In transformational leadership, the leader establishes a clear and compelling vision and inspires employees to excel in order to achieve that vision. As a result, employees feel admiration, trust, and commitment towards the leader and the organization (Muhammad et al., 2023). Below are the results of a preliminary survey regarding transformational leadership at Cilegon State Junior High School. (see Table 1.2)

Table 1. Preliminary survey of transformational leadership style at Cilegon State Junior High School Year 2024.

No	Statement	Yes	No
<i>(Idealized Influence)</i>			
1	My principal demonstrates integrity and honesty in every action	77%	23%
2	My principal serves as a positive role model for both teachers and students	60%	40%
3	My principal is respected and admired by the teaching staff	70%	30%
<i>(Inspirational Motivation)</i>			
1	My principal is capable of providing a clear and inspiring vision for the school's future	57%	43%

No	Statement	Yes	No
2	My principal motivates and energizes the teachers	60%	40%
3	My principal communicates high expectations to the teachers	63%	37%
<i>(Intellectual Stimulation)</i>			
1	My principal pays special attention to the individual needs of teachers	80%	20%
2	My principal provides guidance and support for the personal and professional development of teachers	40%	60%
3	My principal is sensitive to the issues and concerns of the teachers	53%	47%
<i>(Individualized Consideration)</i>			
1	My principal pays special attention to the individual needs of the teachers.	30%	70%
2	My principal provides guidance and support for the personal and professional development of the teachers.	63%	37%
3	My principal is attentive to the issues and concerns of the teachers.	40%	60%

Source: Data from teachers at the State Junior High School of Cilegon City

From Table 1 above, it is evident that the transformational leadership style at the State Junior High School of Cilegon is not yet optimal. This is reflected in the Intellectual Stimulation score of 40%, indicating that only 12 individuals reported that their principal encourages teachers to think critically and seek new solutions, while the remaining 60% have not received such encouragement. Similarly, the Individualized Consideration scores of 30% and 40% reveal that out of 30 respondents, only 9 indicated that their principal pays special attention to the individual needs of teachers, and 12 noted that their principal is sensitive to the issues and concerns of teachers.

Teacher performance can also be influenced by the work environment. The work environment for teachers encompasses all elements surrounding employees that can affect their ability to perform assigned tasks (Rasdi & Syukri, 2023). A conducive work environment facilitates the execution of tasks and teaching activities for teachers. This environment includes both physical and non-physical aspects. Physical aspects involve temperature, lighting, and noise levels, while non-physical aspects pertain to the relationships between subordinates and superiors, as well as among colleagues (Karim Abdul et al., 2023).

Every employee desires a conducive work environment, as a sense of security enables them to work optimally. Psychologically, the work environment can influence employees' emotional levels in completing daily tasks. When employees appreciate their work environment, they tend to feel comfortable and are likely to remain in the workplace for extended periods, thereby utilizing work time efficiently and effectively (Rasdi & Syukri, 2023). Issues arising from a non-harmonious work environment, particularly in terms of communication among employees, can lead to frequent misunderstandings. If the work environment does not meet the necessary standards, it

will adversely affect employees' work activities. Consequently, employees may feel uncomfortable in their roles, leading to a decline in their performance, which in turn hinders the achievement of organizational goals. Below are the results of a preliminary survey on the non-physical work environment conducted randomly with two teachers at the State Junior High School in Cilegon City. (see Table 2)

Table 2. Preliminary Survey of the Non-Physical Work Environment at the State Junior High School in Cilegon for the Year 2024

No	Statement	Yes	No
1	The work environment at my school fosters collaboration and cooperation among teachers	60%	40%
2	The atmosphere encourages me to perform at my best	43%	57%
3	My colleagues provide support and assistance whenever I require it.	63%	37%
4	I feel valued and acknowledged by both my colleagues and superiors.	57%	43%
5	I find it easy to express my ideas and opinions to my superiors and coworkers.	60%	40%
6	The values and norms present in the school promote professionalism and work ethics.	80%	20%
7	Important information related to work is always communicated clearly and in a timely manner.	53%	47%
8	There is open and transparent communication between management and staff within the school.	40%	60%

Source: Data from teachers at State Junior High School of Cilegon City

From Table 2 above, it is evident that the non-physical work environment at State Junior High School of Cilegon is not yet optimal. This situation arises from the presence of a work environment that fails to motivate staff to improve their performance, coupled with a lack of open and transparent communication between management and school personnel. A conducive work environment is essential for enhancing teacher performance. Commitment refers to the effort made to achieve organizational goals, characterized by the willingness to direct all resources towards the organization's interests and the dedication to remain an active member of the organization. Schools with high levels of commitment demonstrate a serious intent to foster strong, trusting relationships among all members of the school community, as well as to adapt to emerging changes and challenges. With a robust commitment, schools can create a supportive learning atmosphere that facilitates holistic student achievement.

In an educational organization, teachers are expected to continually strive to improve their performance, whether individually, in groups, or at the organizational level. Teachers who exhibit high levels of commitment are likely to exert maximum voluntary effort towards the advancement of the organization, actively participate in its

progress, and take responsibility for their assigned tasks. A teacher's commitment is closely linked to their level of concern and attention towards their duties. Conversely, a teacher with low commitment tends to exhibit lower compliance in their work. Below is the percentage of teacher absenteeism for the first semester of the 2023-2024 academic year at State Junior High School of Cilegon. (See Table 3)

Table 3. Percentage of Teacher Absenteeism for the Year 2023

No	Nama Sekolah	Month (Effective Workday)						Average
		July (12)	August (21)	Sept (8)	Oct (22)	Nov (18)	Dec (0)	
1	SMPN 1	0%	4%	2%	6%	3%	0%	3%
2	SMPN 2	0%	7%	5%	9%	2%	0%	4%
3	SMPN 3	2%	4%	9%	7%	5%	0%	5%
4	SMPN 4	3%	3%	5%	7%	4%	0%	4%
5	SMPN 5	0%	4%	2%	3%	0%	0%	2%
6	SMPN 6	4%	8%	9%	7%	8%	0%	6%
7	SMPN 7	3%	9%	8%	4%	7%	0%	5%
8	SMPN 8	2%	7%	5%	4%	3%	0%	4%
9	SMPN 9	2%	6%	7%	5%	2%	0%	4%
10	SMPN 10	3%	9%	10%	7%	5%	0%	6%
11	SMPN 11	0%	5%	3%	8%	2%	0%	3%
12	SMPN 12	2%	5%	6%	7%	7%	0%	5%
13	SMPN 13	2%	8%	5%	7%	4%	0%	4%
14	SMPN 14	3%	5%	8%	8%	7%	0%	5%
15	SMPN 15	2%	4%	3%	5%	4%	0%	3%

Source: Teacher attendance for the odd semester of the 2023-2024 academic year

From Table 3, it is evident that the percentage of teacher absenteeism in July is minimal. This can be attributed to July being the commencement of the new academic year, during which teachers are required to prepare thoroughly for the smooth execution of educational activities in schools. In December, the absenteeism rate across all schools is recorded at 0%. This is due to the completion of the learning process, as teachers focus on processing daily grades and collaboratively filling out e-reports. Although the average percentage of teacher absenteeism remains below 10%, it may not seem significant at first glance. However, in the current educational system, this can have detrimental effects, as students may be neglected due to teacher absences. This issue is exacerbated when teachers are present but demonstrate a lack of responsibility towards their students.

Transformational leadership, work environment, and work commitment play a crucial role in enhancing teacher performance. Transformational leadership, characterized by the leader's ability to inspire, motivate, and empower teachers, can

foster a conducive and supportive work environment. Such a positive work atmosphere encourages teachers to feel valued and supported, thereby increasing their satisfaction and motivation in teaching. High levels of work commitment among teachers, reflected in their dedication and engagement in educational tasks, also significantly contribute to performance improvement. The effective combination of transformational leadership, a pleasant work environment, and strong work commitment ensures that teachers can achieve optimal performance, ultimately leading to a positive impact on the quality of education provided to students. Research conducted by Husnah et al. (2021) indicates that the leadership of school principals significantly influences organizational commitment. Principals who foster healthy communication among all school components are likely to enhance organizational commitment. In contrast, Ghoniyah (2011) found that leadership does not affect organizational commitment. Furthermore, the findings of Arianto (2013) differ from those of Novitasari (2012). Novitasari's research revealed that the work environment positively correlates with teacher performance, suggesting that a safe and comfortable work environment can be supported by conducive conditions. However, Arianto's study concluded that the work environment and work discipline do not impact the performance of educators. The lack of support, comfort, and security in the work environment contributes to its ineffectiveness in enhancing performance. Given the various issues identified and the existing research gap, the researcher is motivated to conduct a study titled "The Impact of Transformational Leadership of School Principals and Work Atmosphere on Teacher Performance with Organizational Commitment as an Intervening Variable at SMPN Kota Cilegon."

Study of Literature

Teacher Performance

Performance is a crucial and compelling aspect due to its significant benefits. Organizations or companies expect employees to work to their fullest potential to achieve optimal results. Without the effective performance of all employees, reaching organizational goals becomes challenging. According to Armstrong and Taylor (2020), performance is the outcome of a combination of skills, motivation, and organizational support. They assert that to attain high performance, organizations must ensure that employees possess the necessary skills, are motivated to work, and receive adequate support from management and colleagues.

As stated in the Regulation of the Minister of National Education (Permendiknas) No. 41 of 2007, teacher performance refers to the teaching achievements resulting from the activities carried out by teachers in their primary duties and functions, which concretely represent the logical consequences of being a professional in the field of education. Dr. Widdy H.F. Rorimpandey defines teacher performance as the ability of a teacher to execute actions in accordance with established objectives, encompassing aspects such as planning the teaching and learning process, implementing the teaching and learning process, creating and maintaining an optimal classroom environment, managing learning conditions

effectively, and assessing learning outcomes (<https://wislah.com/kinerja-guru-adalah/>). Teacher performance involves efforts made to enhance the quality and efficiency of work among all educational personnel and administrative staff within the school environment (Yahya & Syukriani, 2022). Rachmawati (2013) describes teacher performance as the capability and effort of teachers to carry out teaching tasks to the best of their ability in planning instructional programs, executing learning activities, and evaluating learning outcomes. The performance of teachers must be evaluated based on professional competency standards while fulfilling their responsibilities in schools. Teacher performance encompasses the ability and efforts of educators to execute their teaching duties effectively, which includes planning educational programs, conducting learning activities, and assessing learning outcomes (Qurrota, 2022).

Teacher performance cannot progress without support from various stakeholders and the initiatives of school leaders. Support from families and the surrounding community is essential for teachers to enhance their performance within the school environment. School leaders play a crucial role in managing educational institutions, thereby facilitating the professional development of teachers in their respective fields. This aligns with Law Number 14 of 2005 concerning Teachers and Lecturers, which states that teachers are professional educators whose primary responsibility is to educate and instruct students to ensure they master the material effectively.

From the above discussion, it can be concluded that teacher performance reflects the behavior of educators in executing their roles as teachers, which is inherently linked to their relevant backgrounds and their relationship with the environment. As a vital component of the educational system, teachers are expected to embody the qualities of an ideal educator. One effective approach to enhancing the quality of education is to improve teacher performance.

Work Environment

The work environment significantly influences employee behavior. It plays a crucial role in integrated management control, encompassing workforce, tools, working conditions, organizational leadership, and policy models. The work environment includes both physical and non-physical aspects surrounding the workplace that can provide comfort, safety, and tranquility, thereby fostering a sense of belonging while working (Bahri, 2018).

According to Rahmawati et al. (2020), the work environment encompasses everything that surrounds employees during their work, both physical and non-physical, which can affect the execution of their daily tasks. Lewa and Subowo, as cited in Lestari (2021), assert that the work environment is designed to foster a close relationship between workers and their surroundings. A positive work environment enables employees to perform their activities optimally, healthily, safely, and comfortably. Conversely, a non-supportive work environment may require additional effort and time, hindering the design of an effective work system.

From the above discussion, it can be concluded that the non-physical work environment pertains to all conditions related to interpersonal relationships among colleagues, including interactions with superiors and subordinates. In contrast, the physical work environment refers to all tangible conditions present in the workplace that can influence employees both directly and indirectly.

Organizational Commitment

Organizational commitment plays a vital role for various reasons, all of which contribute to the success and sustainability of the organization. According to experts (Maria, 2023), organizational commitment is defined as the strong desire of an employee to remain a member of a specific organization, the willingness to exert effort in alignment with the organization's expectations, and the belief in and acceptance of the organization's values and objectives (Luthans as cited in Solichin Riyadus Much., 2018). According to Kreitner and Kinicki (Afui Nur, 2017), organizational commitment reflects an individual's attitude towards identifying with an organization and being bound to its objectives. Organizational commitment is defined as the degree to which employees believe in and accept the organization's goals, as well as their intention to remain with the organization (Mathis and Jackson in Sugiarti Endang, 2014). Sopiah (Saryanto, 2011) characterizes organizational commitment as the relative strength of an individual's allegiance and involvement with an organization. In essence, organizational commitment represents an employee's loyalty towards the organization and is a continuous process through which members express their concern for the organization, contributing to its success and well-being.

Steve M. Jex and Thomas M. Britt (2008:152) describe organizational commitment as "the extent to which employees are dedicated to their employing organizations and are willing to work on their behalf, and the likelihood that they will maintain membership." This definition suggests that organizational commitment can be viewed as the level of dedication employees have towards their workplace and their willingness to act in the organization's interest, as well as the likelihood of them retaining their membership. From the definitions provided by these experts, it can be concluded that organizational commitment signifies a strong desire of an individual to engage and dedicate themselves to a company or organization.

The performance of teachers is a critical factor that influences the success of the educational process within schools. Teacher performance plays a significant role in achieving the objectives of the institution. Enhancing performance is an effort aimed at fulfilling organizational goals, as performance reflects the actual behaviors exhibited by individuals as a result of their work achievements in accordance with their roles within the organization (Cindrakasih and Azizah, 2020). High-performing teachers not only possess the ability to teach effectively but also have the capacity to motivate students to attain optimal learning outcomes.

The leadership of school principals and the work environment are essential in fostering conditions that support teacher performance. At Cilegon State Junior High School, various initiatives have been implemented to improve the quality of education;

however, challenges related to teacher performance are still frequently encountered. An effective principal not only manages the operational aspects of the school but also acts as a transformational leader who can inspire and motivate teachers. Organizational commitment is a crucial factor that links transformational leadership and the work environment to teacher performance. Teachers with a strong commitment to the organization demonstrate greater dedication and loyalty in fulfilling their responsibilities. A robust organizational commitment mediates the influence of the principal's transformational leadership and the work environment on teacher performance. Research conducted by Wibowo (2023) indicates that organizational commitment plays a significant mediating role in the relationship between transformational leadership and employee performance.

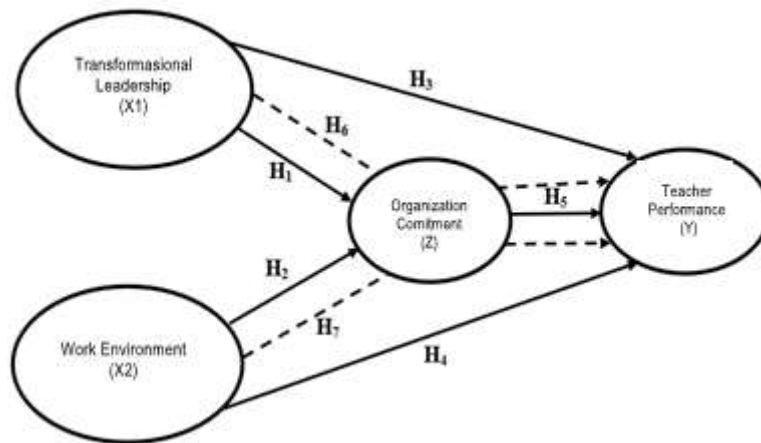


Figure 1. Conceptual Framework

Research Hypotheses

Based on the conceptual framework outlined above, the hypotheses proposed in this study are as follows:

Hypothesis 1 (H1): It is hypothesized that transformational leadership of the school principal has a significant direct effect on organizational commitment.

Hypothesis 2 (H2): It is hypothesized that the work environment has a significant direct effect on organizational commitment.

Hypothesis 3 (H3): It is hypothesized that transformational leadership of the school principal has a significant direct effect on teacher performance.

Hypothesis 4 (H4): It is hypothesized that the work environment has a significant direct effect on teacher performance.

Hypothesis 5 (H5): It is hypothesized that organizational commitment has a significant direct effect on teacher performance.

Hypothesis 6 (H6): It is hypothesized that there is a significant indirect effect of transformational leadership of the school principal on teacher performance through organizational commitment.

Hypothesis 7 (H7): It is hypothesized that there is a significant indirect effect of the work environment on teacher performance through organizational commitment.

Research

METHOD

The research method employed in this study is the survey method. According to Sugiyono (2019), the survey method involves conducting research on both large and small populations, with the data analyzed derived from a sample taken from the population. The research will be conducted at the State Junior High Schools located in the city of Cilegon. The duration of the study is anticipated to be approximately six months, commencing from March and concluding in August 2024. The objective of this research is to ascertain whether one variable can influence another. In this context, variable (X1) represents the transformational leadership of the school principal, variable (X2) denotes the work environment, variable (Y) signifies teacher performance, and variable (Z) indicates organizational commitment. To obtain the necessary data, the researcher will distribute questionnaires to the teachers at the State Junior High Schools in Cilegon, who will serve as respondents.

The population for this study comprises all teachers registered at the State Junior High Schools within the Cilegon area. According to the Basic Education Data (DAPODIK) from June 2024, the total number of teachers instructing various subjects at the State Junior High Schools in Cilegon is 546. The sampling technique to be utilized in this research is proportionate stratified random sampling, which falls under probability sampling methods. This technique involves random selection that is proportionally stratified from the members of the population (Santoso & Harries, 2021). To determine the sample size for this study, the Taro Yamane formula will be applied (Santoso & Harries, 2021).

$$n = N / (N \cdot d^2 + 1)$$

Explanation:

n: sample size

N: population

d²: precision set at 10% with a confidence level of 90%

Using the formula above, the sample size is calculated as follows:

$$n = 546 / (546 (0.1)^2 + 1)$$

$$n = 546 / 6.46$$

$$n = 84.52 \approx 85$$

Thus, the total sample size for this research will consist of 85 teachers.

To determine the sample size from each stratum/group, the following formula is employed: (Santoso & Harries, 2021)

$$n_i = N_i / N \times n$$

Explanation:

n_i: sample size according to stratum

n: total sample size

N_i: population size according to stratum

N: total population size

From the data on active teachers in public junior high schools in Cilegon, the number of teachers in each school can be categorized into Small Schools (K), Medium Schools (S), and Large Schools (B). Below is the list of public junior high schools in Cilegon along with the number of teachers for the year 2024. (see Table 4)

Table 4. List of Public Junior High Schools in Cilegon with the Number of Teachers for the Year 2024.

No	School Location	Number of Teachers
1	SMP Negeri 1 Cilegon	41
2	SMP Negeri 2 Cilegon	51
3	SMP Negeri 3 Cilegon	55
4	SMP Negeri 4 Cilegon	50
5	SMP Negeri 5 Cilegon	56
6	SMP Negeri 6 Cilegon	39
7	SMP Negeri 7 Cilegon	47
8	SMP Negeri 8 Cilegon	32
9	SMP Negeri 9 Cilegon	26
10	SMP Negeri 10 Cilegon	25
11	SMP Negeri 11 Cilegon	35
12	SMP Negeri 12 Cilegon	23
13	SMP Negeri 13 Cilegon	26
14	SMP Negeri 14 Cilegon	25
15	SMP Negeri 15 Cilegon	15

Source: DAPODIK Juni 2024

Based on the data regarding the active teaching population of public junior high schools in the city of Cilegon, we categorize these schools into small (K), medium (S), and large (B) groups, as illustrated in the following Table 5:

Table 5. Classification of Public Junior High Schools in Cilegon City by Number of Teachers for the Year 2024.

No	School Location	Number of Teachers
Small School ≥ 15 and ≤ 28		
1	SMP Negeri 15 Cilegon	15
2	SMP Negeri 12 Cilegon	23
3	SMP Negeri 14 Cilegon	25
4	SMP Negeri 10 Cilegon	25
5	SMP Negeri 13 Cilegon	26
6	SMP Negeri 9 Cilegon	26
Total		140
Middle School ≥ 29 dan ≤ 42		
7	SMP Negeri 8 Cilegon	26
8	SMP Negeri 11 Cilegon	25
9	SMP Negeri 6 Cilegon	35
10	SMP Negeri 1 Cilegon	23
Total		147
Large School ≥ 43 dan ≤ 56		
11	SMP Negeri 7 Cilegon	47
12	SMP Negeri 4 Cilegon	50
13	SMP Negeri 2 Cilegon	51
14	SMP Negeri 3 Cilegon	55
15	SMP Negeri 5 Cilegon	56
Total		259
Teacher Grand Total		546

Source: Processed Data

From the entire population presented in Table 3.3, a sample of 85 teachers was selected based on the proportionate distribution of each stratum. This determination was made using the formula: $n_i = \frac{N_i}{N} \times n$. Consequently, the results obtained are as follows:

$$\text{Jumlah Guru dari sekolah Kecil adalah} \\ \frac{140}{546} \times 85 \text{ Guru} = 22 \text{ Guru}$$

$$\text{Jumlah Guru dari sekolah Sedang adalah} \\ \frac{147}{546} \times 85 \text{ Guru} = 23 \text{ Guru}$$

$$\text{Jumlah Guru dari sekolah Besar adalah} \\ \frac{259}{546} \times 85 \text{ Guru} = 40 \text{ Guru}$$

Based on the calculations above, the sample to be utilized in this research consists of 85 teachers, detailed as follows: (see Table 6)

Table 6. Sample from Each School

Nomor Urut	Nama Sekolah	Jumlah Sampel
1	SMP Negeri 1 Cilegon	6
2	SMP Negeri 2 Cilegon	8
3	SMP Negeri 3 Cilegon	9
4	SMP Negeri 4 Cilegon	8
5	SMP Negeri 5 Cilegon	9
6	SMP Negeri 6 Cilegon	6
7	SMP Negeri 7 Cilegon	7
8	SMP Negeri 8 Cilegon	5
9	SMP Negeri 9 Cilegon	4
10	SMP Negeri 10 Cilegon	4
11	SMP Negeri 11 Cilegon	5
12	SMP Negeri 12 Cilegon	4
13	SMP Negeri 13 Cilegon	4
14	SMP Negeri 14 Cilegon	4
15	SMP Negeri 15 Cilegon	2
Total Sampel		85

Source: Processed Data

The validation test is employed to ascertain whether a questionnaire is legitimate or valid. A questionnaire is deemed valid if its questions effectively capture the constructs it aims to measure (Ghozali, 2016: 53). Validity can be assessed by correlating the scores of individual items with the total score of the construct or variable. In this study, the validity test utilizes item analysis, which involves correlating the score of each item with the total score derived from the sum of all item scores. Any item that does not meet the criteria will not be further examined. The criterion states that if the calculated *r* value exceeds the table *r* value, each question indicator is considered valid (Ghozali, 2016: 53).

The data analysis technique employed in this research utilizes parametric statistical analysis methods, which fall under inferential statistics. The statistical techniques applied are intended to analyze sample data, with the results being applicable to a clearly defined population, from which the sampling is conducted

randomly. This study includes an intervening variable, namely organizational commitment; a variable is classified as intervening if it influences the relationship between the independent and dependent variables. The mediation hypothesis testing is conducted using the procedure developed by Sobel (1982), commonly referred to as the Sobel test (Nita, 2022).

FINDINGS AND DISCUSSION

The data utilized in this research consists of ordinal data obtained from questionnaire results. The study involved 85 respondents, all of whom are teachers at the State Junior High School of Cilegon. The data encompasses variables related to teacher performance, transformational leadership of the school principal, work environment, and organizational commitment as intervening variables. The selection of respondents was not restricted by age, gender, or teaching experience; instead, a random selection was conducted using stratified sampling to ensure proportional representation from each subgroup within the population. Below is a list detailing the number of active teachers at the State Junior High School of Cilegon and the number of teachers sampled from each school, as presented in Table 7.

Table 7. Total Number of Teachers from Each School and the Number of Teachers Selected as Samples

No	School Name	Total Number of Teachers	Number of Teachers
1	SMP Negeri 1 Cilegon	41	6
2	SMP Negeri 2 Cilegon	51	8
3	SMP Negeri 3 Cilegon	55	9
4	SMP Negeri 4 Cilegon	50	8
5	SMP Negeri 5 Cilegon	56	9
6	SMP Negeri 6 Cilegon	39	6
7	SMP Negeri 7 Cilegon	47	7
8	SMP Negeri 8 Cilegon	32	5
9	SMP Negeri 9 Cilegon	26	4
10	SMP Negeri 10 Cilegon	25	4
11	SMP Negeri 11 Cilegon	35	5
12	SMP Negeri 12 Cilegon	23	4
13	SMP Negeri 13 Cilegon	26	4
14	SMP Negeri 14 Cilegon	25	4
15	SMP Negeri 15 Cilegon	15	2

Jumlah	546	85
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Source : DAPODIK, Juni 2024

The impact of transformational leadership (X1) on organizational commitment (Z)

The findings of this study indicate that the transformational leadership variable (X1) has a significant effect on organizational commitment (Z). This conclusion is based on the t-value, which is greater than the critical t-value, measuring 2.206 compared to the t-table value of 1.98969. Therefore, it can be concluded that transformational leadership (X1) directly influences organizational commitment. This result is corroborated by research conducted by Yusrizal et al. (2022), which found a positive and significant relationship between the transformational leadership of school principals and organizational commitment. The impact of the work environment (X2) on organizational commitment (Z)

The results of this study demonstrate that the work environment variable (X2) has a significant direct effect on organizational commitment (Z). This finding is supported by research conducted by Handayani (2024), which discovered that employees who feel valued and recognized for their contributions exhibit higher loyalty and a stronger commitment to organizational goals. The impact of transformational leadership (X1) on teacher performance (Y)

The results of this study indicate that the transformational leadership variable (X1) has a significant direct effect on teacher performance (Y). This finding is supported by the work of Bunga Nur Isnaini, Eny Rachmawati, Diah Cahyani, and Nidya Rizkawati (2023), which states that leadership styles, both simultaneously and partially, influence the enhancement of teacher performance.

The impact of the work environment (X2) on teacher performance (Y)

The findings of this study reveal that the work environment variable (X2) has a significant direct effect on teacher performance (Y). This conclusion is supported by Novitasari in Prita (2020). The research conducted by Novitasari indicates that the work environment is significantly related to the enhancement of teacher performance. A conducive work environment enables teachers to work safely and comfortably.

The direct influence of organizational commitment (Z) on teacher performance (Y)

The highlighted of this study reveals that organizational commitment (Z) has a significant impact on teacher performance (Y). This finding is corroborated by Loan in Feriawan Effendi (2023), who asserts that organizational commitment positively affects teacher performance.

Regarding indirect influence, the study examines the effect of transformational leadership (X1) on teacher performance (Y) with organizational commitment (Z) serving as an intervening variable. The results indicate that transformational leadership (X1) does not significantly influence teacher performance (Y) through organizational commitment (Z) as an intervening variable. This conclusion is based on the p-value or significance level of 0.119, which exceeds the significance threshold of 0.05 ($\alpha = 5\%$). The inability of organizational commitment to mediate the relationship between transformational leadership (X1) and teacher performance (Y) suggests that all employees within an organization must possess a commitment to their work; otherwise, the organization's objectives may not be achieved. However, it is often

observed that organizations may neglect the importance of employee commitment, leading to a decline in employee performance and loyalty. (Muhammad et al., 2023). This outcome is supported by the research conducted by Jung et al. (2009) and Judge & Piccolo (2004) as referenced in Zaky (2022), which indicates that the dimensions of transformational leadership do not always exert a positive and significant influence on desired outcomes. The study examines the impact of the work environment (X2) on teacher performance (Y), with organizational commitment (Z) serving as an intervening variable. The findings reveal that the organizational commitment variable (Z) does not effectively mediate the relationship between the work environment (X2) and teacher performance (Y). This conclusion is based on the p-value or significance level, which is 0.1406, indicating that it exceeds the significance threshold of 0.05 ($\alpha = 5\%$).

CONCLUSION

Given the significant direct influence of the principal's transformational leadership on organizational commitment at the State Junior High School (SMPN) in Cilegon, it is essential that the principal's transformational leadership is executed effectively to ensure a positive impact on the organizational commitment within the school. Additionally, the significant direct effect of the work environment on organizational commitment at the same institution suggests that a comfortable and harmonious work environment among colleagues will align organizational commitment with the school's expectations.

Furthermore, the significant direct influence of the principal's transformational leadership on teacher performance at SMPN in Cilegon indicates that enhancing the principal's transformational leadership is crucial for improving teacher performance. Lastly, the significant direct effect of the work environment on teacher performance at SMPN in Cilegon further emphasizes the importance of a supportive work environment. The role of transformational leadership among school principals must be continuously enhanced to positively influence the performance of teachers. There is a significant direct impact of the work environment on teacher performance at the State Junior High School (SMPN) in Cilegon. This indicates that as schools provide a comfortable work environment and foster harmonious relationships among colleagues, the performance of teachers is likely to improve. Furthermore, there is a notable direct influence of organizational commitment on teacher performance at the State Junior High School (SMPN) in Cilegon.

Therefore, enhancing organizational commitment will have a positive effect on teacher performance. However, the lack of significant influence from the transformational leadership of school principals on teacher performance, with organizational commitment acting as an intervening variable at the State Junior High School (SMPN) in Cilegon, necessitates a further evaluation of the principal's leadership style and consideration of other relevant factors such as workload and available resources. Additionally, the absence of a significant impact from the work environment on teacher performance, with organizational commitment as an intervening variable at the State Junior High School (SMPN) in Cilegon, calls for a more in-depth assessment of the work environment aspects. It is essential to enhance communication and collaboration among teachers, the principal, and other staff members to create a more supportive work environment. This research is limited to state-run Junior High Schools, thus further investigation is required to determine whether the findings can be generalized to private Junior High Schools. The selection

of indicators for measuring each research variable is based on a single theory, which may result in measurements that lack comprehensiveness. The sample size of only 85 respondents is insufficient to accurately represent the actual conditions. During the data collection process, the information provided by respondents through questionnaires may not always reflect their true opinions. This discrepancy can arise from differences in thought processes, assumptions, and understanding among respondents, as well as other factors such as the honesty of respondents when completing the questionnaires.

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