



The Role of Teacher Commitment in Mediating the Influence of Organizational Culture and the Principal's Transformational Leadership on Teacher Performance

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Article Info

Article History:

Received December 2025

Accepted January 2026

Published March 2026

Keywords:

Teacher Performance, Organizational Culture, Transformational Leadership, Teacher Commitment

Abstract

Teacher performance is crucial for schools. The purpose of this study is to analyze the influence of organizational culture and the principal's transformational leadership on teacher performance, as reinforced by teacher commitment. This is a quantitative study with a population consisting of elementary school teachers throughout Sukorejo Subdistrict. The sampling technique used was proportional cluster sampling. The sample size was calculated using the Slovin formula, resulting in 207 elementary school teachers in the Sukorejo subdistrict. Data collection employed a previously pilot-tested questionnaire consisting of 63 items. The data analysis methods used were descriptive analysis and Structural Equation Modeling (SEM) with the assistance of the AMOS 23 analysis tool. The results of this study indicate that organizational culture, the principal's transformational leadership, and teacher commitment have a positive and significant effect on teacher performance. Organizational culture and the principal's transformational leadership have a positive and significant effect on teacher commitment. Teacher commitment mediates the influence of organizational culture and the principal's transformational leadership on teacher performance. A suggestion for future research is to include mediating variables that have not yet been studied, such as thriving at work and work meaningfulness.

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p-ISSN 2252-7001

e-ISSN 2502-454X

INTRODUCTION

Education is a crucial aspect of a nation's civilizational progress. Although it does not have a direct impact, education makes a significant contribution to national development, particularly in terms of human resource quality. The general purpose of education is to foster ideal behavior that aligns with a nation's worldview

and philosophy, as articulated by the government through legislation. Through education, people acquire the knowledge and skills necessary to navigate life (Sujana, 2019).

A country with high-quality human resources will be respected and has great potential for progress. According to the 2024 Human Development Index, Indonesia saw an increase of 0.85% (Badan Pusat Statistik, 2024). However,

Indonesia is still classified as a developing country, as evidenced by its ranking of 112th out of 189 countries a position that has remained largely unchanged since 2023. This stagnant ranking means that the quality of Indonesia's human resources is falling further behind that of other ASEAN nations.

Maximizing Indonesia's human development index which will ultimately contribute to high-quality human resources an adaptive, critical, and dynamically evolving learning process is required, one that keeps pace with the changing times. The government plays a crucial role in determining the direction of a nation's education. The quality of education in a country is closely linked to the quality of its teachers or educators. According to Susiani & Abadiyah (2021), teacher quality refers to a set of personal traits, skills, and understanding that an individual brings to the learning process. Meanwhile, Mammadova (2019) explains that teacher quality is the primary challenge capable of influencing opportunities for students in low- and middle-income countries to access quality education. A high-quality teacher is also judged by their performance. Andreas stated during a working meeting of the House of Representatives' Commission X (2024) that the quality of Indonesia's educational services remains low, particularly regarding teacher performance (detik.com). This is reinforced by data from the 2024 Education Integrity Index, which recorded a score of 69.5 points—a decrease of 4.2 points compared to 2023. This decline reflects issues with teacher performance. However, the Education Integrity Index does not specifically assess teacher performance alone (Komisi Pemberantasan Korupsi, 2024).

In practice, teachers face a variety of complex demands, ranging from constantly changing educational policies to an increasing administrative burden. Since teachers play a crucial role in determining the success or failure of the learning process, their performance is one of the key factors influencing students' learning.

Based on initial observations conducted with Korwilcambidik Sukorejo subdistrict on November 10, 2025, the following findings were

identified: (1) Suboptimal teacher performance, which impacts the learning process; this is evident from the results of the learning environment survey, where teacher performance indicators fall into the "yellow" category, indicating a need for improvement; [2] Utilization of the Merdeka Mengajar Platform is high, but its implementation in the learning process still requires improvement; [3] Organizational culture remains insufficiently supportive; and [4] There is a lack of leadership impact from the school principal. Thus, field evidence indicates that teacher performance in Sukorejo Subdistrict is not yet optimal. Consequently, research on teacher performance remains a valid area of study. Based on this, two factors are necessary: [1] teacher commitment, which influences teacher performance; and [2] perceived organizational support, which drives teacher performance.

Research conducted by Aggarwal (2024) indicates that a strong and positive organizational culture can foster a sense of security, collaboration, and improved teacher performance. Organizational culture is an invisible social force that can motivate individuals within an organization as they carry out their activities (Sutrisno, 2010). This is supported by research conducted by (David et al., 2025; Febrianti et al., 2025; Usman et al., 2025). Another factor influencing teacher performance is the principal's transformational leadership. A leader's ability to influence subordinates through positive, inspiring, and motivational leadership leads to increased work productivity (Lee et al., 2023). This is supported by research conducted by Rajawijaya et al. (2025); Prabowo et al. (2024); and Hidayat et al. (2024).

Teacher performance is also influenced by internal resources, namely teacher commitment. Asmawati et al. (2018) state that teacher commitment is a strong willingness to contribute to the organization and a firm belief in the organization's values. Teachers are expected to have a high level of commitment to improve their performance. This is supported by research conducted by Rahadian et al. (2025); Komarudin (2023); and Wahyuni et al. (2022).

Based on this foundation, this study examines the potential role of teacher commitment in mediating the influence of organizational culture and the principal's transformational leadership on teacher performance. This study combines more comprehensive variables by integrating organizational culture, the principal's transformational leadership, teacher commitment, and teacher performance into a single, cohesive research model. The use of the teacher commitment variable has also been rarely examined in the context of elementary education and has only been studied in the context of elementary education (Gazi et al., 2025; Komarudin, 2023).

Given that several studies have measured the impact of teacher performance within an integrative and multi-perspective framework, thereby providing a broader perspective on this topic. The findings of this study will assist elementary schools in the Sukorejo subdistrict in formulating policies to understand the role of teacher commitment in mediating the influence of organizational culture and the principal's transformational leadership on teacher performance in the learning process. Therefore, it is crucial to further examine teacher performance in the learning process through the development of a Resource-Based Theory model.

Resource-Based Theory, proposed by Wernerfelt and Rumelt (1984) and popularized by Barney (1991), explains that sustainable competitive advantage is achieved through the utilization of an organization's unique, difficult-to-imitate, valuable, and irreplaceable internal resources (Andrews, 1971). The fundamental principle of Resource-Based Theory is that the basis of an organization's competitive advantage lies in the combination of valuable resources it possesses and is able to use to create added value (Barney, 1991).

In this study, teacher performance is considered part of an institution's competitive advantage. This is because teacher performance is the result of competitive advantage, organizational culture, and the principal's transformational leadership which are part of the

institution's resources and capabilities as well as teachers' commitment, which is the result of the institution's resources and capabilities. This study integrates the organizational level perspective by conceptualizing teachers' commitment. This will enhance teacher performance in the learning process, supported by organizational culture and the principal's transformational leadership.

Teacher performance refers to the quality of work produced by teachers in carrying out their duties, namely instructional planning, classroom management, implementation of teaching programs, and evaluation of student learning outcomes (Samudi, 2022). If teachers fail to develop their existing abilities or skills, the learning process they conduct will not be as effective as it could be. Thus, teacher performance is the work achievement that demonstrates a teacher's ability to fulfill their duties. The measurement of teacher performance indicators, according to Sutisna (2001), includes the following: Instructional Planning, Implementation of Instruction, Assessment of Learning, Interpersonal Relationships and Communication, and Professional Development. Meanwhile, Supardi (2014) identifies the following indicators: Ability to Develop Instructional Plans, Ability to Implement Instruction, Ability to Establish Interpersonal Relationships, Ability to Conduct Assessment of Learning Outcomes, Ability to Implement Enrichment and Remedial Activities, and Teacher Work Behavior. Based on these indicators, the researcher selected the following: Instructional Planning, Instructional Implementation, Instructional Evaluation, Interpersonal Relationships and Communication, Professional Development, and Teacher Performance Behavior. These six indicators will be used as measures in the research process.

Organizational culture is a system of values, beliefs, and norms within an organization (Ivancevich et al., 2014). Meanwhile, according to Sutrisno (2010), organizational culture is a set of long-standing values or norms shared by members as behavioral standards for solving organizational problems. From these definitions,

it can be concluded that organizational culture serves as a system of values, beliefs, and norms that guide daily behavior and decision-making for school members. The measurement of teacher performance indicators, according to Wirawan (2007), consists of the implementation of norms, adherence to values, trust, orientation toward member interests, work aggressiveness, and the maintenance of work stability. These six indicators will be utilized as the measurement metrics for this research process.

A strong organizational culture can enhance teacher performance; if an organization's culture is robust and its values are deeply understood by its members, teacher performance will increase. Therefore, the more supportive an organization's culture is, the better the teacher performance will be. This is consistent with and supported by research conducted by Priliantari & Raharja (2022) and Selfiaty et al. (2021). It can be concluded that a strong and healthy organizational culture within a school tends to improve teacher performance (Kurroman et al., 2024).

H1 : Organizational culture has a positive and significant effect on teacher performance.

Transformational leadership by school principals is a leadership style in which the leader functions not only as a manager but also as an agent of change capable of inspiring a vision, motivating others, and building organizational trust. Meanwhile, according to Akbar et al. (2019), transformational leadership is leadership that encourages subordinates to adopt a long-term mindset; in other words, the leader wants their subordinates to move forward. Thus, it can be concluded that transformational leadership is a leadership style implemented by school principals to inspire and encourage teachers to think far ahead, which will certainly improve the teachers' performance. Consequently, this directly impacts the school. The measurement of transformational leadership indicators for school principals, according to Setiawan et al. (2013), consists of idealized influence, charisma, inspirational motivation, intellectual stimulation, and consideration. These four indicators will be used as measures in the research process.

If leaders are able to foster a culture of cooperation, trust, self-development, and learning, this will make a difference in organizational activities and their outcomes. Therefore, the higher the level of transformational leadership, the better the teachers' performance will be. This is consistent with and supported by several studies conducted by (Pham et al., 2024; Saif et al., 2024). It can be concluded that transformational leadership directly encourages individuals to achieve maximum performance (Lee et al., 2023).

H2 : The principal's transformational leadership has a positive and significant effect on teacher performance

Teacher commitment is a strong willingness to contribute to the organization and a firm belief in the organization's values to improve its performance. Meanwhile, according to Mercurio (2015), teacher commitment refers to identification with and involvement in the organization where one works. Therefore, it can be concluded that teacher commitment is a teacher's willingness to demonstrate their efforts and belief in the school's values, which have been upheld over the years. The measurement of teacher commitment indicators, according to Allen et al. (1990), consists of affective commitment, continuance commitment, and normative commitment. These three indicators will be used as measures in the research process.

Teacher commitment originating from within the teacher has the power to improve teacher performance. Teachers are expected to have a high level of commitment to the school. Through high teacher commitment, the resulting performance aligns with the expected goals. This is consistent with and supported by research conducted by (Komarudin et al., 2023; Wayoi, 2021). Based on previous research, it can be concluded that teacher commitment has a positive and significant influence on teacher performance, making it worthy of further investigation.

H3 : Teacher commitment has a positive and significant effect on teacher performance

According to Kreitner et al. (2000), organizational culture is the set of beliefs

implicitly held and accepted by a group. Meanwhile, according to Agustin et al. (2024), organizational culture reflects the values, norms, and practices that develop within an educational institution. School culture influences the way leaders and subordinates think and act, thereby forming a framework that determines how decisions are made and implemented. Thus, it can be concluded that organizational culture is a system accepted by its members that influences their thinking and behavior. An organizational culture capable of meeting its members' needs tends to foster greater and more focused commitment among them (Nasution et al., 2020).

Organizational culture can serve as a factor in both increasing and decreasing teachers' commitment in the learning process. This aligns with research conducted by (Rusady et al., 2024; Nasution et al., 2020). Based on previous research, it can be concluded that the stronger an individual's perception of the existing culture, the higher their commitment to the institution (Rusady et al., 2024).

H4 : Organizational culture has a positive and significant effect on teacher commitment

Transformational leadership is the ability to inspire and motivate followers to achieve results that exceed original plans and to pursue intrinsic rewards (Modiani, 2012). Meanwhile, according to Hardi et al. (2020), in transformational leadership, the head of an educational institution plays a crucial role regarding current issues related to teacher performance. This is because improvements in teacher performance depend on the involvement of others, particularly the school principal as the leader within the educational institution. Strong leadership enhances teachers' trust in the principal, thereby significantly increasing their commitment to giving their best for the school (Boli, 2024).

Transformational leadership can serve as a factor in both increasing and decreasing teachers' commitment in the learning process. This aligns with research conducted by (Munawar et al., 2023; Perdana et al., 2022). Transformational leadership that inspires subordinates will directly

impact individual commitment (Rahmah et al., 2023).

H5 : The principal's transformational leadership has a positive and significant effect on teacher commitment

According to Subhan (2017), teacher commitment is the behavior of an organizational member that is not merely formal but rather encompasses a fondness for the organization and a willingness to exert a high level of effort for the organization's benefit in order to achieve shared goals. Teachers who are highly committed to the teaching and learning process will view the school as part of their family, maintaining an emotional bond and loyalty that drives them to continue teaching at that school. Teacher commitment is demonstrated through an attitude of acceptance and a strong belief in shared values and goals. Teacher commitment is a state of mind experienced by teachers that fosters positive behavior regarding their performance.

The theory supporting teacher commitment is the resource-based theory proposed by Wernerfelt and Rumelt (1984) and popularized by Barney (1991). This is because teacher commitment is part of the outcome of resources and capabilities specifically, the results obtained after processing within an institution's resources and capabilities. Teacher commitment that supports its members will improve teacher performance (Santris, 2019). The outcome of resources and capabilities in this study is teacher commitment. Teachers with high levels of commitment will improve their performance. This is because teachers will work and behave from the heart and view teaching at school not as an obligation, but as a calling (Choi et al., 2009).

The outcome of resources and capabilities is the result of the utilization of an institution's resources and capabilities, which in this study refers to organizational culture. Therefore, teacher commitment serves as an outcome of resources and capabilities that plays a crucial role in strengthening organizational culture to enhance teacher performance. This aligns with research conducted by (Hayati et al., 2020; Prasetyono et al., 2020). Based on previous research, it can be concluded that teacher

commitment, as a mediating variable, plays a role in the influence of organizational culture on teacher performance.

H6 : Teacher commitment significantly mediates the influence of organizational culture on teacher performance

According to Newstrom in Wibowo (2017), teacher commitment refers to the extent to which employees identify with the organization and actively participate in the organizational environment. Teacher commitment is a measure of the desire to remain with the organization in the future.

The theory supporting teacher commitment is the resource-based theory proposed by Wernerfelt and Rumelt (1984) and popularized by Barney (1991). This is because teacher commitment is part of the outcome of resources and capabilities, specifically the results obtained after processing within the institution's resources and capabilities. Teacher commitment that supports its members will improve teacher performance (Santris, 2019). The outcome of resources and capabilities in this study is teacher commitment. Teachers with high levels of commitment will improve their performance. This is because well-executed teacher commitment leads to improved work performance, work discipline, and teachers' sense of responsibility toward the tasks they undertake (Hayati et al., 2020).

The outcome of resources and capabilities is the result of the utilization of an institution's resources and capabilities, which in this study refers to transformational leadership. Therefore, teacher commitment serves as the outcome of resources and capabilities that plays a crucial role in strengthening transformational leadership to enhance teacher performance. This is consistent with the research conducted by Maranata (2022). Based on previous research, it can be concluded that teacher commitment, as a mediating variable, plays a role in the influence of transformational leadership on teacher performance.

H7 : Teacher commitment significantly mediates the influence of the principal's transformational leadership on teacher performance

METHOD

This research employs a quantitative methodology to objectively test the hypothesized relationships between variables. The study population consists of 430 elementary school teachers distributed across Sukorejo subdistrict. To determine the representative sample size, the Slovin formula was applied, resulting in a calculated sample of 207 teachers. The sampling process utilized a proportional cluster sampling technique, ensuring that the distribution of respondents was proportional to the number of teachers in each school cluster within Sukorejo subdistrict.

The research procedure followed a systematic progression. Initially, an instrument pilot test was conducted among elementary school teachers in Sukorejo subdistrict who were not included in the main research sample. For this pilot stage, 32 respondents were selected via random sampling. Following the validity testing of the items, a reliability test was performed to ensure the internal consistency of the measurement instrument, verifying that the tool yields stable data when applied to the same objects over time.

Data analysis for this study was conducted in two primary phases: (1) Descriptive Statistical Analysis: This was utilized to describe the demographic characteristics of the respondents and the general distribution of the research variables. (2) Structural Equation Modeling (SEM): Using Analysis of Moment Structures (AMOS) version 23, the inferential analysis was performed. This stage involved evaluating the measurement model (to verify construct validity and reliability), the structural model (to assess the overall model fit), and hypothesis testing (to determine the significance of the direct, mediating, and moderating effects).

RESULTS AND DISCUSSIONS

Table 1. Research Model Results

Hypothesis	Path	Coefficient	Critical Ratio	P value	Standardized Indirect Effect	Two Tailed Significance	Notes
H1	The Influence of Organizational Culture on Teacher Performance	0,03	4.376	0,000	-	-	Accepted
H2	The Influence of School Principal Transformational Leadership on Teacher Performance	0,03	3.250	0,001	-	-	Accepted
H3	The Influence of Teacher Commitment on Teacher Performance	0,37	3.811	0,000	-	-	Accepted
H4	The Influence of Organizational Culture on Teacher Commitment	0,60	11.249	0,000	-	-	Accepted
H5	The Influence of School Principal Transformational Leadership on Teacher Commitment	0,62	11.233	0,000	-	-	Accepted
H6	The Mediating Effect of Teacher Commitment on The Relationship Between Organizational Culture and Teacher Performance	-	-	-	0,227	0,012	Accepted
H7	The Mediating Effect of Teacher Commitment on The Relationship Between School Principal Transformational Leadership and Teacher Performance	-	-	-	0,220	0,014	Accepted

Source : AMOS output, 2026

The Influence of Organizational Culture on Teacher Performance (H1)

The structural model testing results in the regression weights table indicate that H1, which posits that organizational culture positively and significantly influences the performance of elementary school teachers in Sukorejo subdistrict, is supported. This is evidenced by a critical ratio (C.R.) of 2.226, exceeding the 1.96 threshold, and a p-value of 0.026, which is below the 0.05 significance level. The magnitude of this influence is reflected in the positive standardized regression weight of 0.220.

Thus, H1 is accepted. These findings suggest that a stronger organizational culture within schools leads to higher teacher performance; conversely, a weaker culture results in diminished performance.

The Influence of Principal's Transformational Leadership on Teacher Performance (H2)

Hypothesis testing results indicate that H2, stating that the principal's transformational leadership has a positive and significant effect on teacher performance, is supported. This is supported by a critical ratio > 1.96 and a p-value of 0.020 (< 0.05). The standardized regression weight of 0.277 confirms the acceptance of H2.

It can be concluded that higher levels of transformational leadership exhibited by the principal correspond to improved teacher performance across schools in Sukorejo subdistrict.

The Influence of Organizational Commitment on Teacher Performance (H3)

The results of the structural equation modeling analysis of the regression weights indicate that H3 which posits that teacher commitment has a positive and significant effect on the performance of elementary school teachers in the Sukorejo subdistrict is supported. This is based on a critical ratio of 2.222 and a p-value of 0.007. Teacher commitment has a positive relationship with teacher performance, as evidenced by the standardized regression weight of 0.255, indicating that H3 is accepted. Based on these results, it can be concluded that teacher commitment has a significant positive effect on teacher performance.

Based on the test results and a review of relevant theories and previous studies, it can be concluded that the higher the teachers' commitment, the higher the performance of elementary school teachers in the Sukorejo subdistrict; conversely, the lower the teachers' commitment, the lower the performance of elementary school teachers in the Sukorejo subdistrict.

The Influence of Organizational Culture on Organizational Commitment (H4)

The results of the structural equation modeling in the regression weights table indicate that H4 which posits that organizational culture has a positive and significant effect on the commitment of elementary school teachers in the Sukorejo subdistrict is supported. This is evidenced by a critical ratio of 2.536 and a p-value of 0.044. Organizational culture has a positive relationship with teacher commitment, as indicated by the positive standardized regression weight coefficient of 0.218, which confirms H4. Based on these results, it can be concluded that organizational culture has a significant positive effect on teacher commitment.

Based on the test results and a review of relevant theories and previous studies, it can be concluded that the stronger a school's organizational culture, the higher the teachers' commitment; conversely, the weaker a school's organizational culture, the lower the teachers' commitment. Organizational culture influences the commitment of elementary school teachers in the Sukorejo subdistrict.

The Influence of Principal's Transformational Leadership on Organizational Commitment (H5)

The results of the structural equation modeling analysis in the regression weights table indicate that H5 which posits that the principal's transformational leadership has a positive and significant effect on the commitment of elementary school teachers in the Sukorejo subdistrict is supported. The principal's transformational leadership has a positive relationship with teacher commitment, as evidenced by a critical ratio of 3.175 and a p-value of 0.011; therefore, H5 is accepted. Based on

these results, it can be concluded that the principal's transformational leadership has a significant positive effect on teacher commitment.

Based on the test results and the discussion of theories and previous studies, it can be concluded that the higher the principal's transformational leadership, the higher the commitment of elementary school teachers in Sukorejo Subdistrict; conversely, the lower the principal's transformational leadership, the lower the commitment of elementary school teachers in Sukorejo Subdistrict. The principal's transformational leadership influences the commitment of elementary school teachers in Sukorejo Subdistrict.

The Mediating Role of Organizational Commitment in the Influence of Organizational Culture on Teacher Performance (H6)

Based on the results of the mediation test using the Bootstrapping procedure, it was found that H6 which states that teacher commitment mediates the effect of organizational culture on the performance of elementary school teachers in the Sukorejo subdistrict holds true. Based on the mediation effect, teacher commitment has a positive and significant relationship with organizational culture on teacher performance, as seen from the standardized indirect effect value, which is positive at 0.300 and has a significance level (p-value) of $0.003 < 0.05$; thus, H6 is accepted. Based on these results, it can be concluded that teacher commitment mediates the influence of organizational culture on teacher performance.

Based on the test results and the discussion of theory and previous studies, it can be concluded that organizational culture not only has a direct effect but also enhances teacher performance by strengthening teacher commitment. Teacher commitment can serve as a factor in improving teacher performance.

The Mediating Role of Organizational Commitment in the Influence of Transformational Leadership on Teacher Performance (H7)

Based on the results of the mediation test using the Bootstrapping procedure, it was found that H7 which states that teacher commitment mediates the effect of the principal's transformational leadership on the performance of elementary school teachers in the Sukorejo subdistrict holds true. Based on the mediation effect, teacher commitment has a positive and significant relationship with the principal's transformational leadership on teacher performance; the standardized indirect effect yielded a positive result of 0.400 and a significance level (p-value) of 0.020, thus H7 is accepted. Based on these results, it can be concluded that teacher commitment mediates the effect of the principal's transformational leadership on teacher performance.

Based on the test results and discussions regarding theory and previous studies, it can be concluded that the higher the teacher commitment, the higher the performance of elementary school teachers in the Sukorejo Subdistrict, and conversely, the lower the teacher commitment, the lower the performance of elementary school teachers in the Sukorejo Subdistrict. Teacher commitment can be a factor in improving teacher performance. This is because teacher commitment can strengthen the principal's transformational leadership in enhancing teacher performance.

CONCLUSION

Based on the research findings and discussion presented, several key conclusions can be drawn. First, organizational culture, the principal's transformational leadership, and organizational commitment each exert a positive and significant influence on teacher performance. Second, organizational culture and transformational leadership significantly impact teacher commitment. Third, organizational commitment serves as a critical mediator that strengthens the influence of both organizational culture and the principal's transformational leadership on teacher performance. These results underscore that a strong psychological attachment and institutional dedication are vital

for translating leadership and culture into high-quality educational outputs.

For future research, it is recommended to expand the scope of this study by incorporating additional mediating variables. Potential areas for further investigation include "thriving at work" and "work meaningfulness," as these factors may provide deeper insights into the psychological well-being and sense of purpose that drive teacher excellence in the workplace.

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