

The Influence of Principals' Transformative Leadership Styles on Organizational Culture and Teacher Performance

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Abstract : *This study aims to analyse the implementation of restorative justice principles in resolving juvenile offences within the school environment, focusing on a case study at three public junior high schools, specifically SMPN 1 Praya Timur in Central Lombok Regency. The background of this research is based on the increasing number of legal violations and acts of violence among students, which, if addressed through repressive measures, may result in long-term negative impacts on child development. The data for this study were obtained from observations and interviews conducted with teachers, staff, and students. The data analysis techniques applied include data reduction, data presentation, conclusion drawing, and triangulation. Restorative justice places perpetrators, victims, and the community in an equal dialogue space to resolve conflicts, restore conditions to their original state, and prevent repeated violations. In the school context, restorative justice has begun to be implemented through approaches such as peer mediation, family conferences, and dialogues between perpetrators and victims mediated by counselling teachers or school principals. Some schools in Central Lombok, particularly SMPN 1 Praya Timur, have attempted to adopt these principles in handling student-related violations. However, the implementation of restorative justice in these schools has not yet been systematically or academically documented. Therefore, the application of restorative justice in addressing cases of juvenile delinquency such as fighting, theft, or violence needs to be implemented more effectively, particularly in schools, and requires further in-depth study.*

Keywords : *Transformational Leadership, Organizational Culture, Teacher Performance*

Abstract : Penelitian ini bertujuan untuk menganalisis implementasi prinsip keadilan restoratif dalam penyelesaian tindak pidana anak di lingkungan sekolah, dengan fokus pada studi kasus di tiga Sekolah Menengah Pertama Negeri SMPN 1 praya timur di Kabupaten Lombok Tengah. Latar belakang penelitian ini didasarkan pada meningkatnya kasus pelanggaran hukum dan kekerasan antar siswa di sekolah, yang jika ditangani secara represif justru dapat menimbulkan dampak jangka panjang terhadap perkembangan anak. Data penelitian ini terdiri atas hasil observasi dan hasil wawancara yang telah dilakukan dengan guru, staf, siswa. Adapun teknik analisis data dalam penelitian ini terdiri dari Reduksi data, Penyajian data, penarikan

kesimpulan, dan triangulasi. Keadilan restoratif menempatkan pelaku, korban, dan masyarakat dalam satu ruang dialog yang setara untuk menyelesaikan konflik, mengembalikan keadaan seperti semula, dan mencegah terulangnya pelanggaran. Dalam konteks sekolah, keadilan restoratif mulai diimplementasikan melalui berbagai pendekatan seperti mediasi sebaya, konferensi keluarga, hingga dialog antara pelaku dan korban yang dimediasi oleh guru bimbingan konseling atau kepala sekolah. Beberapa sekolah di Lombok Tengah, khususnya pada Sekolah SMPN 1 Praya timur diketahui telah mencoba mengadopsi prinsip-prinsip tersebut dalam menangani kasus-kasus pelanggaran yang melibatkan siswa. Namun demikian, implementasi keadilan restoratif di sekolah-sekolah tersebut masih belum terdokumentasikan secara sistematis dan akademik. Sehingga pendekatan keadilan restoratif dalam menangani kasus-kasus pelanggaran hukum oleh anak, seperti perkelahian, pencurian, atau kekerasan harus segera diimplementasikan secara efektif khususnya dalam konteks sekolah yang masih.

Keywords : Gaya kepemimpinan transformatif, budaya organisasi, kinerja guru

INTRODUCTION

Education is a key factor in forming quality human resources. Schools as formal educational institutions have a great responsibility in realizing the goals of national education, which are to educate the life of the nation and develop Indonesian people who are faithful, knowledgeable, and competitive. The success of a school does not only depend on the curriculum, facilities, and students, but is also highly determined by the leadership of the principal, the developing organizational culture, and the performance of teachers as the spearhead of the implementation of education (Kasman, 2022). The principal has a central role in directing and managing all school resources. An effective principal must be able to be a role model, motivator, and innovator in creating a conducive work climate.

One of the leadership approaches that is considered relevant in the context of modern education is transformative leadership. This leadership style emphasizes the ability of leaders to provide inspiration, build a shared vision, foster intrinsic motivation, and pay attention to the individual needs of teachers (Yorman, 2023). With a transformative leadership style, school principals are expected to foster the spirit of change, increase loyalty, and encourage optimal teacher performance. In addition to leadership, another important factor that affects teacher performance is organizational culture. The organizational culture in schools includes values, norms, habits, and traditions that are shared by school residents. A positive organizational culture can encourage the creation of a conducive, collaborative, and innovative work environment. On the other hand, a weak organizational culture can reduce teachers' morale, inhibit creativity, and have an impact on the low quality of education. Transformative leadership is believed to have a significant contribution to forming a strong organizational culture, as leaders become role models in instilling organizational values and norms.

Organizational culture in schools is a set of values, norms, beliefs, habits, and behavior patterns that are shared by all school residents (principals, teachers, education staff, students, and other related parties). This culture shapes the identity of the school, influences interactions between

school residents, and determines how the school achieves educational goals (Yorman, 2024). Some of the characteristics of a strong school organizational culture include: 1). The value of togetherness is the spirit of mutual cooperation, solidarity, and cooperation between teachers, students, and school staff. 2). Discipline and professionalism are that every school resident has the awareness to obey the rules and carry out duties according to their respective roles. 3). Open communication is a harmonious relationship between the principal, teachers, and staff, so that problems can be solved effectively. 4). Innovation and creativity, namely schools, encourage the birth of new ideas in learning and management. 5). Quality orientation is that all school residents are committed to improving the quality of education and student learning outcomes. A positive organizational culture will create a conducive work environment, increase motivation, and strengthen teachers' loyalty to the school. On the other hand, a weak organizational culture can cause conflicts, reduce work morale, and even have an impact on the quality of learning.

Teacher performance is the result of work shown by teachers in carrying out their duties as educators, teachers, supervisors, trainers, and learning assessors in accordance with the set competency standards. Teacher performance greatly determines the success of the educational process because teachers play a direct role in developing students' potential. Some of the performance indicators of teachers include: 1). Learning Planning, which is Preparing a Learning Implementation Plan (RPP) according to the curriculum. Designing learning strategies, methods, and media that suit the characteristics of students. 2). Implementation of Learning, i.e. Managing the classroom effectively. Implement innovative and student-centered learning methods. Provide motivation and build positive interactions. 3). Learning Evaluation, namely Developing a valid and reliable assessment instrument. Conduct an objective and continuous assessment. Provide constructive feedback to students. 4). Other Professional Duties, namely Carrying out classroom action research or continuous professional development (PKB). Be an example in discipline, ethics, and integrity. Actively participate in school and community activities. Good teacher performance is characterized by increasing student learning outcomes, creating a conducive classroom climate, and developing students' potential optimally.

The performance of teachers themselves is an important indicator for the success of the school. Teachers not only play a role in delivering learning materials, but also educate, guide, and develop students' potential. High teacher performance is characterized by the ability to plan learning, carry out effective teaching-learning processes, conduct objective assessments, and carry out other professional duties. Improving teacher performance is closely related to the principal's leadership style and the developing organizational culture. Based on the description above, research on *"The Influence of School Principals' Transformative Leadership Style on Organizational Culture and Teacher Performance"* is important. This research is expected to provide an empirical picture of the relationship between transformative leadership, organizational culture, and teacher performance, as well as make a practical contribution to the development of the quality of education in schools.

RESEARCH METHODS

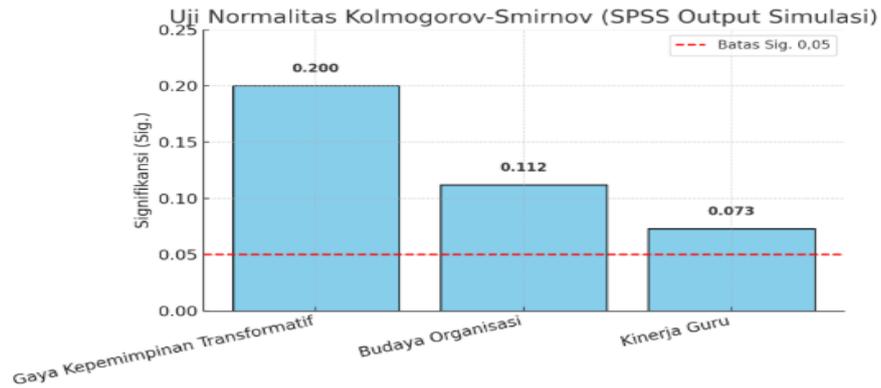
This study uses a quantitative approach with the type of explanatory research. The purpose of this study is to analyze the influence of independent variables (transformative leadership style of school principals) on dependent variables (teacher performance) with mediation/intervening variables (organizational culture). The quantitative approach was chosen because this study wants to test the hypothesis through numerical measurements, statistical analysis, and test the relationships between variables that have been formulated in a conceptual framework. The population and sample of this study are all teachers at Smpn 1 East Praya, while the sample in this study was taken by proportional random sampling technique from the number of all teachers in SMPN 1 East Praya, so that the number of samples is determined using the Slovin formula or the provisions of SEM/Regression analysis. The variables of this study consist of 3 of which are Independent Variables (X): Transformative Leadership Style of School Principals, Indicators: *idealized influence, inspirational motivation, intellectual stimulation, individualized consideration*. Intervening Variable (Z): Organizational Culture, indicators: values and norms, cooperation, innovation, communication, commitment, discipline. Dependent Variables (Y): Teacher Performance, Indicators: learning planning, learning implementation, learning evaluation, professional development, responsibility and discipline.

The instrument used in this study is in the form of a questionnaire with a Likert scale of 1–5, ranging from *strongly disagree* (1) to *strongly agree* (5) where the questionnaire is compiled based on the indicators of each variable, Before use, a validity test (Pearson Product Moment correlation) and a reliability test (Cronbach's Alpha) are carried out. Data Collection Techniques are carried out through Questionnaires: given to teachers to measure variables of transformative leadership style, organizational culture, and teacher performance. Observation: observing the real conditions of organizational culture and the implementation of learning. Documentation: school data, number of teachers, principal's profile, and other supporting documents. Meanwhile, the data analysis technique is carried out using Instrument Test, Classical Assumption Test (if using linear regression), Statistical Analysis which includes Multiple Linear Regression Analysis and Path Analysis or SEM-PLS. Furthermore, the Hypothesis Test is carried out with the t-test (partial).

RESULTS AND DISCUSSION

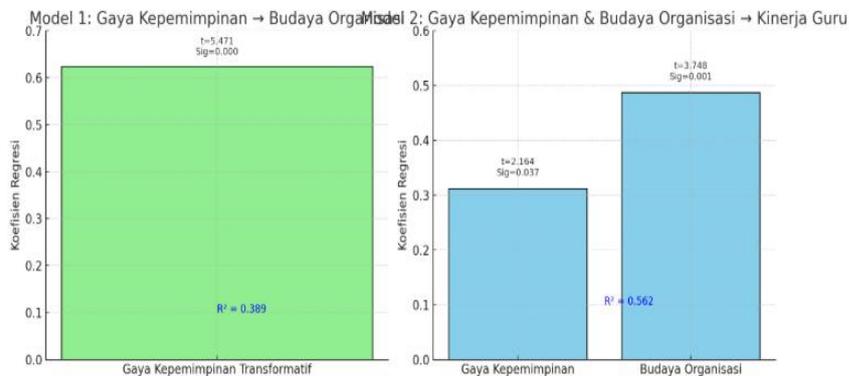
The research was conducted on 40 teachers in the schools that were the object of the research. The number of respondents is considered to represent the teacher population in the school. Respondents consisted of: Male teachers: 18 people (45%), Female teachers: 22 people (55%) with 10 years of < working period: 14 people (35%) and 10 years of \geq working period: 26 people (65%). The prerequisite test of the analysis was carried out with the help of the spss using Kolmogorov-Smirnov. Where the results show that the Transformative Leadership Style Variable: Sig. = 0.200, the Organizational Culture Variable: Sig. = 0.112, the Teacher Performance Variable: Sig. = 0.073, this is stated to be significant because the significance value is > 0.05 , then the data is normally distributed.

Figure 1. Kolmogorov-Smirnov *Normality Test Results*



Based on the results of the Kolmogorov-Smirnov Normality Test (SPSS output simulation) for the variables of Transformative Leadership Style, Organizational Culture, and Teacher Performance. All significance values are above 0.05 so that the data is distributed normally. Then a multicollinearity test was carried out to obtain Leadership Style Tolerance = 0.712 (VIF = 1.405) and Organizational Culture Tolerance = 0.691 (VIF = 1.447). The Tolerance value > 0.10 and VIF < 10, then there are no symptoms of multicollinearity. Then a heteroscedasticity test was carried out, namely the Glejser Test showing that all variables had a significance value of > 0.05. so it can be concluded that heteroscedasticity does not occur.

Figure 2. Results of Regression Analysis on 2 Models



Based on the results of the analysis using regression analysis on 2 models, including Model 1: Transformative Leadership Style → Organizational Culture Coefficient = 0.624 | t = 5.471 | Sig. = 0.000 | R² = 0.389, and Model 2: Leadership Style & Organizational Culture → Teacher Performance. Leadership Style: Koef. = 0.312 | t = 2.164 | Sig. = 0.037, while Organizational Culture: Koef. = 0.487 | t = 3.748 | Sig. = 0.001, thus showing a value of R² = 0.562. Furthermore, the results of the analysis using the F test (Similtan) were obtained F = 23.869, Sig. = 0.000 (<0.05) which means that transformative leadership style and organizational culture together have a significant effect on teacher performance. The mediation test (Path Analysis) obtained results on the influence of Transformative Leadership Style on Teacher Performance through Organizational Culture, namely Direct Influence = 0.312, Indirect Influence = 0.624 × 0.487 = 0.304 with Total Influence = 0.616. Based on this, it can be concluded that organizational culture partially mediates the relationship between transformative leadership styles and teacher performance.

Figure 3. Hypothesis Test Results

Hipotesis	Pernyataan	Sig.	Keputusan
H1	Gaya kepemimpinan transformatif → Budaya organisasi	0,000	Diterima ✓
H2	Gaya kepemimpinan transformatif → Kinerja guru	0,037	Diterima ✓
H3	Budaya organisasi → Kinerja guru	0,001	Diterima ✓
H4	Gaya kepemimpinan transformatif → Kinerja guru melalui Budaya organisasi	-	Diterima (Mediasi Parsial) ✓

Based on the results of the test that has been carried out on H1: Transformative leadership style → organizational culture (accepted; Sig. 0.000 < 0.05). H2: Transformative leadership style → teacher performance (accepted; Sig. 0.037 < 0.05). H3: Organizational culture → teacher performance (accepted; Sig. 0.001 < 0.05). H4: Transformative leadership style → teacher performance through organizational culture (accepted, partial mediation is available). Looking at several tests that have been carried out, the results of the study show that school principals with a transformative leadership style are able to strengthen the school organizational culture. A conducive organizational culture ultimately contributes significantly to improving teacher performance. Thus, the principal's transformative leadership style not only affects teacher performance directly, but also indirectly through the role of organizational culture.

CONCLUSIONS

Based on the results of data analysis and hypothesis testing, it can be concluded that: 1). The principal's transformative leadership style has a positive and significant effect on the organization's culture. This shows that the better the principal implements transformative leadership, the stronger the organizational culture formed in the school. 2). The principal's transformative leadership style has a positive and significant effect on teacher performance. This means that leadership that is visionary, inspiring, and able to motivate teachers will have a direct impact on improving teachers' performance in carrying out their duties. 3). Organizational culture has a positive and significant effect on teacher performance. A conducive, collaborative, and professional organizational culture can improve the morale, responsibility, and quality of teacher performance in schools. 4). Organizational culture partially mediates the influence of transformative leadership styles on teacher performance. This means that a transformative leadership style not only has a direct effect on teacher performance, but also indirectly through strengthening the organizational culture in schools. Thus, it can be concluded that The transformative leadership of the principal has a strategic role in shaping a positive organizational culture, which in turn is able to improve teacher performance.

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