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The Influence of Transformational Leadership, Organizational Culture, and Achievement Motivation on Teacher Performance at SMKN 7 Surabaya through Organizational Commitment as a Mediating Variable

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ABSTRACT

This research aims to analyze the influence of transformational leadership, organizational culture and achievement motivation on teacher performance, mediate by organizational commitment. The samples in this research through a saturated sampling technique then get 100 teachers who worked at SMKN 7

Surabaya. Hypothesis testing in this research was carried out using a SMART-PLS. The results of this research say that transformational leadership (X1) and Achievement motivation (X3) influence organizational commitment (Z), while Organizational culture (X2) partially not influence organizational commitment (Z). Then transformational leadership (X1) and Achievement motivation (X3) not influence teacher performance (Y), while Organizational culture (X2) and organizational commitment (Z) influence teacher performance (Y). Additionally, regarding the indirect effects analysis, it was found that transformational leadership (X1) and achievement motivation (X3) influence teacher performance (Y) through the mediation of organizational commitment (Z). However, organizational culture (X2) not influence teacher performance (Y) through the mediation of organizational commitment (Z).

1. Introduction

Teacher performance is a crucial element in education and a determining factor for the quality of education, especially in formal settings like schools, where student success heavily relies on the teaching process led by teachers. Teacher performance encompasses the execution of educational duties performed by them as educators. The quality of teacher performance has a significant impact on educational outcomes because teachers interact directly with students during the learning process. Therefore, greater attention is given to fostering quality teachers to support their performance.

Teacher performance is the level of success a teacher achieves in performing their duties and educational responsibilities according to the set performance standards over a certain period within the framework of achieving educational goals (Barnawi and Mohammad Arifin, 2017: 14). Teacher performance involves all activities undertaken in fulfilling their responsibilities in educating, teaching, guiding, directing, and mentoring students to achieve maturity and development (Erjati, 2017: 24).

This research will focus on internal and external factors that can affect teacher performance. Internally, the study will focus on organizational commitment and achievement motivation, while externally, it will focus on transformational leadership and organizational culture. In this research, organizational commitment will serve as a mediating variable, whereas transformational leadership, organizational culture, and achievement motivation will be exogenous variables, with teacher performance as the endogenous variable.

According to Sutrisno (2018: 292), organizational commitment is: (1) a strong desire to be a member of a group, (2) a high willingness to make efforts for the organization, (3) a certain belief in and acceptance of the organization's values and goals. Triharso (2012: 95) stated that organizational commitment reflects employees' loyalty to the organization from a continuous process where organization members express their concern for the organization and its ongoing success and advancement.

According to research by Fauzan, A., et al. (2023), work commitment has a positive and significant impact on teacher performance. It can be concluded that a teacher's performance is considered good if the teacher exhibits elements such as high loyalty and commitment to teaching duties, mastery and development of lesson content, and discipline in teaching and other tasks.

Transformational leadership, according to Edison et al. (2017: 99), is a type that can inspire followers not only to believe in themselves personally but also to believe in their potential to envision and create a better future for the organization. Transformational leadership is similar to charismatic leadership but differs in its unique ability to foster innovation and change by recognizing the needs and interests of followers and helping solve problems in new ways (Richard L. Daft, 2012: 349).

According to research by Fauzan, A., et al. (2023), transformational leadership has a positive and significant impact on organizational commitment. In contrast, Dewi, P. I. A (2017) found that transformational leadership does not significantly affect organizational commitment. Further, research by Efendi, F (2023) indicated that transformational leadership has a positive and significant impact on teacher performance, while Aziz, N., et al. (2022) found it to have no significant effect on teacher performance.

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According to Effendy (2015: 8), organizational culture is defined as norms, values, assumptions, beliefs, organizational philosophies, and customs developed over time by founders, leaders, and members of the organization, socialized and taught to new members, and applied in organizational activities to produce products, serve customers, and achieve organizational goals. According to Kamaroellah (2014: 21), organizational culture is a work activity conducted and driven by people in an organization due to social forces.

Research by Fauzan, A., et al. (2023) states that organizational culture has a positive and significant impact on organizational commitment. However, Luly, C. S. (2018) found that organizational culture does not significantly affect organizational commitment. Further research by Efendi, F (2023) indicated that organizational culture has a positive and significant impact on teacher performance, while Tutu, R. V. B., et al. (2022) found it to have no significant effect on teacher performance.

Achievement motivation is described as a motivation aimed at pursuing achievement, i.e., to develop or demonstrate high abilities (Purwanto, 2014: 219). According to Susanto (2018: 35), achievement motivation is an individual's drive to do something as well as possible to achieve success. Therefore, achievement motivation is an internal drive to undertake activities to achieve the best possible results based on standards of perfection with all the potential and support the individual has.

Research by Sari, P. I., et al. (2019) indicates that achievement motivation significantly affects organizational commitment, while Dewi, S. A., et al. (2020) found no significant effect. Further research by Insani, A. N (2020) found that achievement motivation has a significant impact on teacher performance, whereas Pragiwani, M., et al. (2020) found no significant effect.

This research presents a significant contribution to the academic literature. To date, no specific studies have delved into how organizational commitment mediates the impact of transformational leadership, organizational culture, and achievement motivation on teacher performance. Therefore, this research brings novelty by addressing this knowledge gap through an in-depth analysis of the role of organizational commitment in mediating these relationships.

Given the gap in previous studies that discussed teacher performance trends and as a response to the lack of prior research that has not specifically explored commitment as a mediating variable in-depth, the author is interested in taking up this topic. This research is not only to fill the gap in previous studies but also an exploration of new aspects in the academic literature. Therefore, this study will comprehensively examine the impact of transformational leadership, organizational culture, and achievement motivation on teacher performance mediated by organizational commitment at SMKN 7 Surabaya.

The cigarette industry contributes a large amount of excise revenue in Indonesia. The increase in excise revenue since 2009 has played a vital role in the State Budget (APBN); this can be seen from the excise tax revenue in the APBN, which tends to increase yearly. According to (Yusuf et al., 2023), the cigarette industry contributes significantly through excise tax on tobacco products (CHT), tobacco value-added tax (VAT HT), and cigarette tax (local tax). Cigarette excise revenue is used for various development programs such as infrastructure, education, and health.

Financial analysis in the tobacco industry is important to assess the financial health of companies, measure economic contribution, support investment decisions, ensure regulatory compliance, and plan business strategies. Through this analysis, the government can project cigarette excise revenue, plan budgets, and allocate resources effectively. In addition, by understanding the financial and economic impacts of the tobacco industry, the government can formulate policies that balance economic benefits and tobacco control efforts for public health (Samuel, 2022).

Companies in this industry need to ensure that they can produce and distribute their products at competitive costs while remaining profitable because the cigarette industry is one of the industries in competitive competition. This can be seen from the high demand for cigarettes, especially in developing countries like Indonesia (Mariani et al., 2020). Financial analysis also allows companies to evaluate their operational efficiency and identify areas where they can make improvements to increase competitiveness (Delsiana Adur et al., 2018).

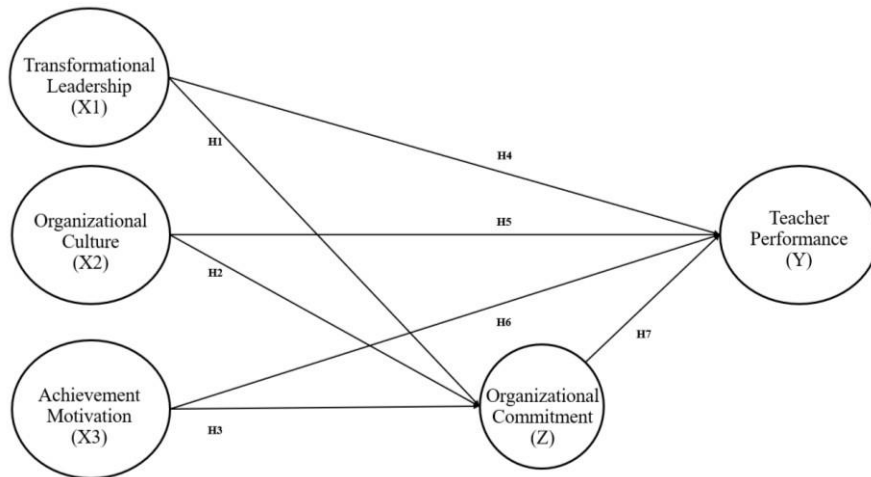
Based on the description above regarding the importance of knowing the financial performance of a company for both internal and external parties entitled "Analysis Of Comparison Of The Financial Performance Of Smoking Companies Listed On The Indonesia Stock Exchange (IDX) (Case Study on PT Gudang Garam Tbk, PT Wismilak Inti Makmur Tbk, PT Hanjaya Mandala Sampoerna Tbk, and PT Indonesia Tobacco Tbk for the 2019-2023 Period)".

2. Hypotheses

- H1: Transformational Leadership has a significant effect on Organizational Commitment.
- H2: Organizational Culture has a significant effect on Organizational Commitment.
- H3: Achievement Motivation has a significant effect on Organizational Commitment.
- H4: Transformational Leadership has a significant effect on Teacher Performance.
- H5: Organizational Culture has a significant effect on Teacher Performance.
- H6: Achievement Motivation has a significant effect on Teacher Performance.
- H7: Organizational Commitment has a significant effect on Teacher Performance.
- H8: Organizational Commitment mediates the influence of Transformational Leadership on Teacher Performance.

H9: Organizational Commitment mediates the influence of Organizational Culture on Teacher Performance.

H10: Organizational Commitment mediates the influence of Achievement Motivation on Teacher Performance.



Source: Processed Secondary Data, 2024

Figure 1. Frame of Mind

3. Method

Research Design

The approach taken is quantitative research, aimed at verifying hypotheses predetermined by the researcher. This type of research is both descriptive and causal, using the explanatory research method.

Research Limits

This study is conducted with 100 teachers at SMKN 7 Surabaya using a survey method in the form of a questionnaire.

Variable Identification

In this study, variables are categorized into three types: independent variables (X) consisting of Transformational Leadership (X1), Organizational Culture (X2), and Achievement Motivation (X3); the dependent variable (Y) is Teacher Performance; and the moderating variable (Z) is Organizational Commitment.

Participants and Setting

The research will be conducted at SMKN 7 Surabaya from February to May 2024 and uses saturated sampling technique, involving the entire population of 100 permanent teachers at SMKN 7 Surabaya.

Measurement

Data Collection

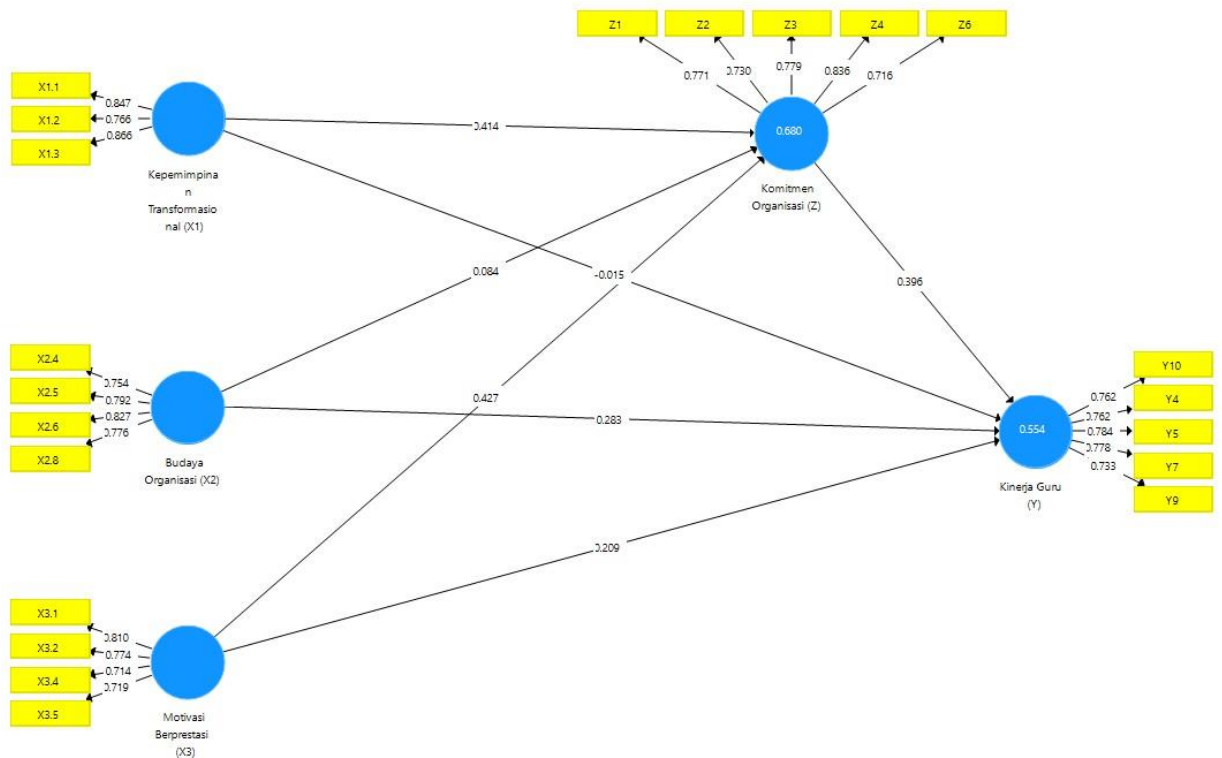
This study utilizes primary data, obtained directly from the original source. Information for this study is gathered through questionnaires distributed to teachers at SMKN 7 Surabaya.

Data Analysis

Hypothesis testing in this research is conducted using the Structural Equation Model (SEM) based on Partial Least Squares (PLS) approach.

4. Results and Discussion

Evaluation of Measurement Model/ Outer Model Testing



Source: Processed Secondary Data, 2024

Figure 2. Model after PLS Algorithm - Validity and Reliability Test

To test convergent validity, Outer Loading and Average Variance Extracted (AVE) are utilized. An indicator is considered to meet convergent validity in the good category if the Outer Loading > 0.7 and the Average Variance Extracted > 0.5. The following are the Outer Loading and Average Variance Extracted for each indicator in this research variable:

Table 1. Convergent Validity Test - Outer Loading

Variable	Indicator	Outer Loading
Transformational Leadership (X1)	X1.1	0.847
	X1.2	0.766
	X1.3	0.866
Organizational Culture (X2)	X2.4	0.754
	X2.5	0.792
	X2.6	0.827
	X2.8	0.776
Achievement Motivation (X3)	X3.1	0.810
	X3.2	0.774
	X3.4	0.714
	X3.5	0.719
Organizational Commitment (Z)	Z.1	0.771
	Z.2	0.730

Variable	Indicator	Outer Loading
	Z.3	0.779
	Z.4	0.836
	Z.6	0.716
Teacher Performance (Y)	Y.4	0.762
	Y.5	0.784
	Y.7	0.778
	Y.9	0.733
	Y.10	0.762

Source: Processed Secondary Data, 2024

Based on the data presented in Table 1 Outer Loading above, showing that there are no indicator variables with outer loading values below 0.7, thus all indicators are considered suitable or valid for use in the study and can be used for further analysis.

Table 2. Convergent Validity Test - Average Variance Extracted (AVE)

	AVE
Transformational Leadership (X1)	0.684
Organizational Culture (X2)	0.621
Achievement Motivation (X3)	0.571
Organizational Commitment (Z)	0.589
Teacher Performance (Y)	0.584

Source: Processed Secondary Data, 2024

Based on the data presented in Table 2, it is known that the Average Variance Extracted values for all variables in this study are > 0.5 . Therefore, it can be stated that each variable has good convergent validity.

This section presents the results of reliability testing using composite reliability, rho_A, and Cronbach's alpha values. An indicator is considered to meet reliability standards if the composite reliability values are > 0.6 (Bagozzi & Yi, 1998; Chin & Dibbern, 2010), and the rho_A and Cronbach's alpha values are > 0.7 (Vinzi, Trinchera, & Amato, 2010). The following are the values of composite reliability, rho_A, and Cronbach's alpha for each indicator:

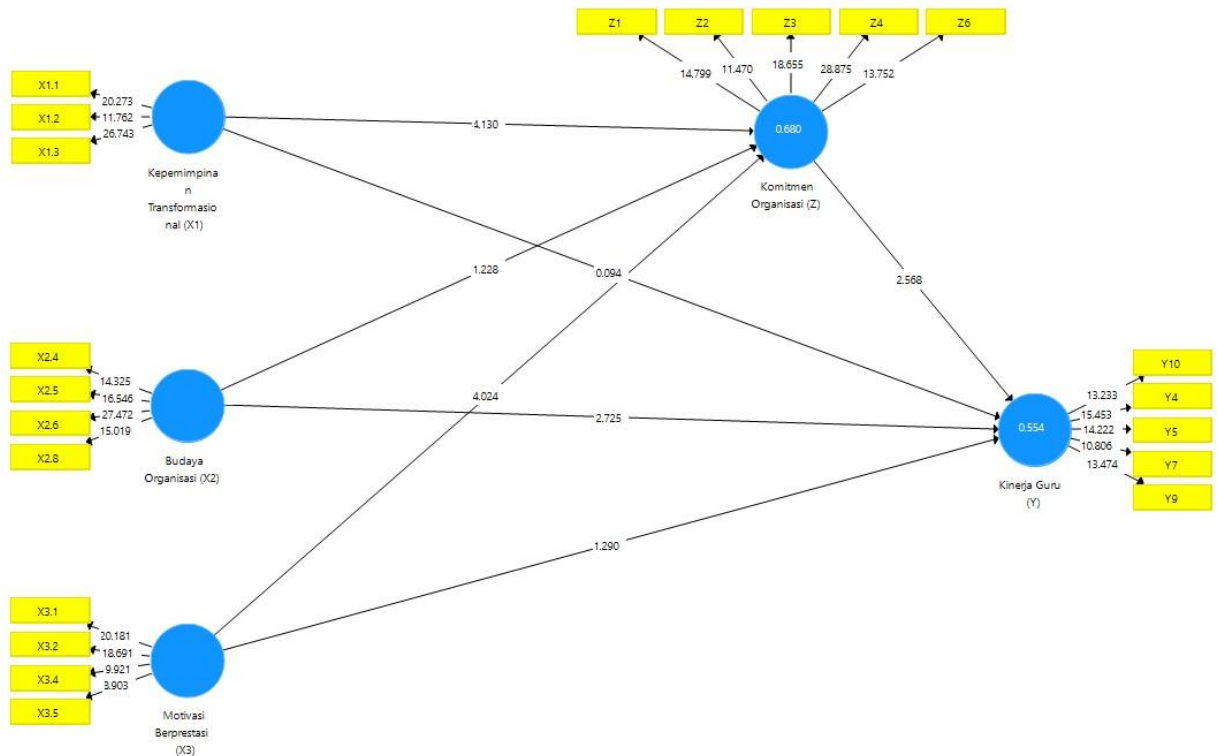
Table 3. Reliability Test - Composite Reliability, rho_A, and Cronbach's Alpha

	Composite Reliability	rho_A	Cronbach's Alpha
Transformational Leadership (X1)	0.867	0.772	0.768
Organizational Culture (X2)	0.867	0.811	0.798
Achievement Motivation (X3)	0.841	0.763	0.752
Organizational Commitment (Z)	0.877	0.827	0.825
Teacher Performance (Y)	0.875	0.828	0.823

Source: Processed Secondary Data, 2024

Based on the data presented in Table 3 above, it can be observed that the composite reliability values for all research variables are > 0.6 , and the values for rho_A and Cronbach's alpha are > 0.7 . These results indicate that each variable has met the criteria for composite reliability, rho_A, and Cronbach's alpha. Therefore, it can be concluded that the overall variables have a high level of reliability.

Evaluation of Structural Model/ Inner Model Testing



Source: Processed Secondary Data, 2024

Figure 3 Frame of Mind Model after Bootstrapping - Path Coefficients

Based on the Figure 3 above, it can be explained that the largest path coefficient is indicated by the influence of transformational leadership factors on organizational commitment, that the coefficient equals to 4.130. Meanwhile, the smallest influence is shown by transformational leadership on teacher performance, equals to 0.094. Based on these descriptions, it is evident that all variables in this model have positive path coefficients. This indicates that the larger the value of the path coefficient for an exogenous variable on an endogenous variable, the stronger its influence.

Table 4. Path Coefficients - Direct Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics (O/STDEV)	P Values	Signification
Transformational Leadership (X1) → Organizational Commitment (Z)	0.414	0.431	0.100	4.130	0.000	Significant positive
Organizational Culture (X2) → Organizational Commitment (Z)	0.084	0.073	0.069	1.128	0.220	Not significant
Achievement Motivation (X3) → Organizational Commitment (Z)	0.427	0.419	0.106	4.024	0.000	Significant positive
Transformational Leadership (X1) →	-0.015	0.025	0.163	0.094	0.925	Not significant

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics (O/STDEV)	P Values	Signification
Teacher Performance (Y)						
Organizational Culture (X2) → Teacher Performance (Y)	0.283	0.278	0.104	2.725	0.007	Significant positive
Achievement Motivation (X3) → Teacher Performance (Y)	0.209	0.208	0.162	1.290	0.198	Not significant
Organizational Commitment (Z) → Teacher Performance (Y)	0.396	0.366	0.154	2.568	0.011	Significant positive

Source: Processed Secondary Data, 2024

Based on the research results, the first hypothesis shows that transformational leadership has a positive and significant influence on organizational commitment. This means that the better transformational leadership is implemented, the higher the level of organizational commitment felt by teachers. These results are in line with research conducted by Fauzan, A., et al (2023) which states that transformational leadership has a significant positive effect on organizational commitment. Meanwhile, these results are not in line with research conducted by Dewi, P. I. A (2017), who said that transformational leadership has no significant effect on organizational commitment.

Based on the research results, the second hypothesis states that organizational culture has no significant effect on organizational commitment. This shows that the cultural aspects that exist in the organization are not strong enough to influence the level of commitment of teachers. These results are in line with research conducted by Luly, C.S (2016), who said that organizational culture has no significant effect on organizational commitment. Meanwhile, these results are not in line with research conducted by Fauzan, A., et al (2023) which states that organizational culture has a significant positive effect on organizational commitment.

Based on the results of the third research hypothesis which shows that achievement motivation has a positive and significant effect on organizational commitment. These results indicate that teachers who have high motivation to achieve tend to have a stronger commitment to the organization. These results are in line with research conducted by Sari, P. I., et al (2019) which states that achievement motivation has a significant positive effect on organizational commitment. Meanwhile, these results are not in line with research conducted by Dewi, S.A., et al (2020) which states that achievement motivation has no significant effect on organizational commitment.

Based on the research results, the fourth hypothesis shows that transformational leadership has no significant effect on teacher performance. Although transformational leadership can increase organizational commitment, this does not directly improve teacher performance. These results are in line with research conducted by Aziz, N., et al (2022) which said that transformational leadership has no significant effect on teacher performance. Meanwhile, these results are not in line with research conducted by Efendi, F (2023) which said that transformational leadership has a significant positive effect on teacher performance.

Based on the results of the fifth research hypothesis, it is revealed that organizational culture has a positive and significant influence on teacher performance, which means that a strong and positive culture in the organization can encourage increased teacher performance. These results are in line with research conducted by Efendi, F (2023) who said that organizational culture has a positive and

significant effect on teacher performance. Meanwhile, these results are not in line with research conducted by Tutu, R.V.B., et al (2022) which said that organizational culture has an insignificant effect on teacher performance.

Based on the results of the sixth research hypothesis, achievement motivation has no significant effect on teacher performance. This shows that although teachers who are motivated to achieve have high commitment, this does not directly translate into an increase in their performance. These results are in line with research conducted by Pragiwani, M., et al (2020) who said that achievement motivation has no significant effect on teacher performance. Meanwhile, these results are not in line with research conducted by Insani, A.N (2020), which said that achievement motivation has a positive and significant effect on teacher performance.

Based on the research results, the seventh hypothesis shows that organizational commitment has a positive and significant influence on teacher performance. This means that teachers who feel attached and committed to their organizations tend to perform better. These results are in line with research conducted by Fauzan, A., et al (2023) which states that achievement motivation has a significant positive effect on teacher performance.

Table 5. Path Coefficients - Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics (O/STDEV)	P Values	Signification
Transformational Leadership (X1) → Organizational Commitment (Z) → Teacher Performance (Y)	0.164	0.158	0.079	2.072	0.039	Significant positive
Organizational Culture (X2) → Organizational Commitment (Z) → Teacher Performance (Y)	0.033	0.029	0.031	1.069	0.286	Not significant
Achievement Motivation (X3) → Organizational Commitment (Z) → Teacher Performance (Y)	0.169	0.151	0.074	2.299	0.022	Significant positive

Source: Processed Secondary Data, 2024

In terms of the indirect influence hypotheses, it was found that transformational leadership and achievement motivation have a positive and significant impact on teacher performance through organizational commitment as a mediation. Organizational commitment acts as a **full mediation** in this relationship, transforming the impact of transformational leadership and achievement motivation on teacher performance. Meanwhile, organizational culture does not significantly influence teacher performance through organizational commitment as a mediation. In this context, organizational commitment does not serve as a mediation or **no mediation**, indicating that the influence of organizational culture on teacher performance is not significant when mediated through organizational commitment.

5. Conclusions

Based on the research findings, transformational leadership and achievement motivation have a positive impact on teachers' organizational commitment, making them more dedicated to their organizations. However, these factors do not directly improve teacher performance; their influence on performance depends on other factors. On the other hand, a positive organizational culture directly enhances teacher performance and also increases organizational commitment. The study shows that organizational commitment fully mediates the relationship between leadership and motivation with teacher performance, highlighting the importance of commitment in translating leadership and motivation efforts into better performance outcomes. However, organizational culture does not significantly affect teacher performance through commitment, indicating its limited direct impact.

6. Conclusions

The main implication of this research is that transformational leadership and achievement motivation need to be enhanced because both have a significant impact on organizational commitment, which in turn improves teacher performance. However, the current organizational culture is not strong enough to directly influence teacher commitment and performance. Therefore, schools need to focus on implementing transformational leadership styles, strengthening achievement motivation, and developing a more positive and supportive organizational culture to overall improve teacher performance.

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