

The Influence of Transformational Leadership, Work Motivation and Organizational Commitment on the Performance of State Junior High School Teachers in Jambi City

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Abstract

*This study aims to analyze the influence of principals' transformational leadership on work motivation, organizational commitment, and teacher performance, as well as the influence of work motivation and organizational commitment on the performance of teachers at public junior high schools in Jambi City. This research employed a quantitative approach using a survey method. The population consisted of 217 teachers from four public junior high schools in Jambi City, selected using a purposive sampling technique. The data were analyzed using Structural Equation Modeling–Partial Least Square (SEM-PLS). The results indicate that transformational leadership has a significant effect on teachers' work motivation with a coefficient value of 0.498, a *t*-statistic of 6.152, and a *p*-value of 0.000. Transformational leadership also has a significant effect on teacher performance with a coefficient value of 0.156, a *t*-statistic of 2.186, and a *p*-value of 0.029. In addition, transformational leadership significantly affects organizational commitment with a coefficient value of 0.338, a *t*-statistic of 5.261, and a *p*-value of 0.000. Furthermore, work motivation has a significant effect on teacher performance with a coefficient value of 0.174, a *t*-statistic of 3.023, and a *p*-value of 0.003, and it also significantly affects organizational commitment with a coefficient value of 0.381, a *t*-statistic of 7.400, and a *p*-value of 0.000. Organizational commitment also has a significant effect on teacher performance with a coefficient value of 0.476, a *t*-statistic of 7.450, and a *p*-value of 0.000. The coefficient of determination (R^2) shows that transformational leadership explains 24.8% of the variance in work motivation, 38.8% of organizational commitment, and 47.8% of teacher performance. The findings indicate that principals' transformational leadership plays an important role in improving teachers' work motivation, organizational commitment, and performance. In addition, work motivation and organizational commitment are proven to be important factors in enhancing teacher performance in public junior high schools in Jambi City.*

INTRODUCTION

Education is one of the strategic instruments in national development that plays an important role in improving the quality of human resources and determining the competitiveness of a nation in the midst of increasingly competitive global developments (Trisnawati, 2019). Through a quality education system, a country can produce a generation that has strong intellectual abilities, skills, and character to face various development challenges in the future (Ahamad, 2022). In Indonesia, the purpose of national education has been affirmed in Law Number 20 of 2003 concerning the National Education System which states that education aims to develop the potential of students to become human beings who have faith, piety, noble character, knowledge, creativity, independence, and responsibility as citizens. Although various policies and programs to

improve the quality of education have been implemented, the reality is that these efforts have not fully resulted in optimal achievements in educational practices in schools (Wibowo, 2016). One of the problems that is still often found is that the quality of the learning process is uneven and has not been fully able to produce graduates who have competence in accordance with the demands of the times (Ahamad, 2022).

In the context of the educational process in schools, teachers have a very important role because they are the parties who interact directly with students in learning activities (Purwoko, 2018). Teachers are not only tasked with delivering subject matter, but also act as guides, facilitators, and motivators who help students develop their potential (Saondi & Suherman, 2010). The quality of interaction between teachers and students is an important factor that determines the success of the learning process in the classroom (Wahyudi, 2012). Therefore, the success of education is greatly influenced by the quality and performance of teachers in carrying out their professional duties as educators (Purwoko, 2018).

Normatively, the position and responsibilities of teachers have been regulated in Law Number 14 of 2005 concerning Teachers and Lecturers which affirms that teachers are professionals who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students on the formal education path. This provision shows that the teaching profession requires high competence and great responsibility in carrying out educational tasks in schools (Wahyudi, 2012). Teachers play a role as the main source for students in acquiring knowledge, skills, and character values that are the basis for the formation of their personalities (Saondi & Suherman, 2010). Thus, the ability of teachers to carry out their duties professionally will have a great influence on the quality of learning and the quality of education in schools (Trisnawati, 2019).

Teacher performance is one of the important indicators in assessing the success of the educational process in schools (Wibowo, 2016). Teachers who have high performance tend to be able to design, implement, and evaluate learning effectively so that they can improve student learning outcomes (Ardiana, 2017). On the contrary, low teacher performance can have an impact on declining the quality of learning and hinder the achievement of educational goals (Jaya, 2022). Therefore, teachers are required to continue to improve their professional abilities in order to be able to carry out their duties optimally and produce a quality learning process (Wahyudi, 2012).

Improving teacher performance is inseparable from various factors that affect it, both internal and external factors in the school organization environment (Handoko, 2001). One of the external factors that has an important influence on teacher performance is the leadership of the principal as the leader of the educational organization (Setiawan & Muhith, 2013). School principals have the responsibility to direct, foster, and create a conducive work environment for teachers to be able to carry out their duties optimally (Armiyanti et al., 2023). In the context of modern education management, transformational leadership is seen as a leadership style that is able to encourage positive change and improve the performance of organizational members through inspiration, motivation, and empowerment (Putra Rustamaji et al., 2017).

Transformational leadership emphasizes the leader's ability to provide a clear vision, build good relationships with subordinates, and encourage them to work creatively and innovatively (Setiawan & Muhith, 2013). School principals who implement transformational leadership not only focus on achieving administrative targets, but also strive to develop teachers' potential through professional coaching and empowerment in school activities (Armiyanti et al., 2023). Effective

leadership can create a supportive work environment and increase teachers' morale in carrying out their duties (Supandi, 2023).

In addition to leadership, work motivation is also an important factor that affects the level of teacher performance in carrying out their professional duties (Siagian, 2012). Work motivation can be understood as an impulse that comes from within or outside a person that encourages individuals to work optimally to achieve certain goals (Uno, 2016). Teachers who have high work motivation tend to show greater dedication, responsibility, and creativity in carrying out learning activities (Ardiana, 2017). On the other hand, low work motivation can lead to a decrease in the quality of learning and reduced teacher involvement in various school activities (Jaya, 2022).

Work motivation not only has a direct effect on teacher performance, but also contributes to shaping the commitment of teachers' organizations to the schools where they work (Yuliarni et al., 2021). Organizational commitment describes the level of emotional attachment of individuals to the organization as well as their willingness to remain part of the organization (Idrus, 2022). Teachers who have a high organizational commitment usually show loyalty, responsibility, and seriousness in carrying out their professional duties (Nainggolan et al., 2020). On the other hand, low organizational commitment can have an impact on decreasing teacher involvement in school activities and the low quality of performance produced (Gunlu et al., 2010).

Organizational commitment also plays a role as a factor that strengthens the relationship between transformational leadership and work motivation and teacher performance (Oupen et al., 2020). Teachers who have a high commitment to the organization will be more willing to contribute optimally to improving the quality of learning in schools (Triyani & Hatta, 2022). Thus, organizational commitment is not only the result of the influence of leadership and work motivation, but also an important mechanism that strengthens the influence of these two factors on teacher performance (Balela et al., 2024).

Previous studies have shown that principals' transformational leadership and work motivation have a significant influence on teacher performance both directly and indirectly through organizational commitment (Mulyani & Wiarta, 2021). Other research has also shown that school principals who are able to provide inspiration, support, and professional development opportunities to teachers can increase their work motivation and organizational commitment (Supandi, 2023). This condition ultimately has a positive impact on improving teacher performance and the quality of learning in schools (Balela et al., 2024).

However, most of the research was conducted in the context of different regions and school characteristics so that the results could not necessarily be generalized to all regions (Sina, 2024). In the context of education in Jambi City, empirical studies that specifically examine the relationship between transformational leadership of school principals, work motivation, organizational commitment, and teacher performance at the State Junior High School level are still relatively limited (Idrus, 2022). In fact, each region has different social, cultural, and organizational characteristics, so it requires a more contextual study to understand the factors that affect teacher performance (Ahamad, 2022).

Based on this description, this study is important to conduct a more in-depth analysis of the influence of the principal's transformational leadership and work motivation on teacher performance by considering the role of organizational commitment as a variable that can strengthen the relationship between these variables (Mulyani & Wiarta, 2021). The results of this study are expected to make a theoretical contribution to the development of education management studies, especially those related to educational leadership, work motivation, and

organizational commitment (Wibowo, 2016). In addition, practically this research is also expected to be a consideration for education policy makers in formulating strategies to improve teacher performance and education quality in a sustainable manner

METHODS

This study uses a quantitative approach with a survey research design that aims to analyze the relationship between principals' transformational leadership, work motivation, organizational commitment, and teacher performance. The research was carried out in four State Junior High Schools in Jambi City, namely SMP Negeri 4 Jambi City, SMP Negeri 8 Jambi City, SMP Negeri 14 Jambi City, and SMP Negeri 22 Jambi City. The research activities were carried out for approximately two months, starting from September 7, 2025 to October 28, 2025, which were carried out continuously on school working days and hours. The population in this study is all State Junior High School teachers in Jambi City which amounts to 1,190 people. However, due to the limitations of time, effort, and research efficiency, researchers used a portion of the population as a research sample. The sample determination technique used purposive sampling by considering the characteristics of the school and the suitability of the research objectives, so that four schools were obtained as research locations with a sample of 217 teachers. The selection of the number of samples has also met the principle of sufficiency in the Structural Equation Modeling–Partial Least Square (SEM-PLS) analysis, where the minimum number of samples is suggested between five to ten times the number of research indicators, so that the number of 217 respondents is considered adequate to produce a stable and representative model estimate.

The research procedure is carried out through several systematic stages, starting from problem identification through initial observation and literature study, preparation of theoretical frameworks and hypothesis formulation, to the preparation of research designs that include population determination, samples, research instruments, and data analysis techniques. The data collection technique in this study uses a questionnaire or closed questionnaire which is compiled based on the indicators of research variables and measured using a Likert scale with four categories of answers, namely strongly agree, agree, disagree, and strongly disagree. The distribution of questionnaires was carried out directly to respondents and through online media using Google Form to increase the effectiveness of data collection. Before being used in the main study, the research instrument was first tested through validity and reliability tests using the Partial Least Square (PLS) approach with the help of the SmartPLS application. The validity test was carried out through convergent validity and discriminant validity tests which included outer loading values, Average Variance Extracted (AVE), Heterotrait–Monotrait Ratio (HTMT), Fornell–Larcker criteria, and cross loading. Meanwhile, the instrument reliability test was conducted using

Cronbach's Alpha and Composite Reliability values to ensure that each indicator had good internal consistency in measuring the research construct. Thus, the instruments used in this study are considered to be able to produce valid, reliable, and suitable data for use in the research analysis process.

RESULTS AND DISCUSSION

Research Results

Based on the results of the study, the variables of teacher performance, transformational leadership, work motivation, and organizational commitment showed a very high trend. The average teacher performance score from the 13 statement items reached 3.45 or 44.85 when converted to the total score, indicating that teachers carried out their professional duties optimally, including learning planning, implementation of the teaching and learning process, evaluation, and professional responsibility. The transformational leadership applied by the principal also obtained an average score of 3.43 or 41.16 on the total score, showing that teachers felt inspiration, motivation, individual attention, and innovation encouragement positively. Teachers' work motivation has an average score of 3.44 (37.84 total), reflecting internal awareness to work optimally and committed to achieving organizational goals. Similarly, the commitment of the teachers' organization obtained an average score of 3.44 (37.84 total), which shows loyalty, belonging, and readiness to make the maximum contribution to the progress of the school. The high score on these four variables affirms the professionalism, dedication, and involvement of teachers in carrying out educational tasks consistently.

The profile of the respondents of this study involved 217 teachers from 4 State Junior High Schools in Jambi City with a relatively even distribution, where most of them came from State Junior High School 4 (27.65%) and a small part from State Junior High School 14 (21.66%). The majority of respondents were in the productive age group of 26-30 years old (33.18%), had permanent employment status as civil servants (53.92%), 0-10 years of service (46.08%), and had completed S1 education (72.35%). These characteristics indicate that teachers have adequate work experience, high academic qualifications, and professional stability that supports improved performance, motivation, and organizational commitment. Variations in age, employment status, working period, and education also provide a representative picture of the condition of educators, so that the results of this study can be used as a basis for the development of strategies to improve the quality of education in schools.

Table 1. Description of Teacher Performance Variables

Item	Red	Median	Mode	Std. Deviation
KG1	3.622	4	4	0.581
KG2	3.359	3	3	0.687
KG3	3.493	4	4	0.714
KG4	3.276	3	3	0.643
KG5	3.507	4	4	0.661
KG6	3.415	3	3	0.564
KG7	3.553	4	4	0.637
KG8	3.300	3	3	0.607
KG9	3.585	4	4	0.547

KG10	3.341	3	3	0.596
KG11	3.553	4	4	0.607
KG12	3.336	3	3	0.587
KG13	3.562	4	4	0.629

The analysis of this table shows that the overall performance of teachers is classified as very high, with an average score of 3.45 and a total score of 44.85 which is in the category of 42.26–52. This indicates that teachers consistently carry out professional aspects of education such as planning, implementation, evaluation, and responsibility for learning. The high mean, median, and mode values of each item indicated uniformity of perception between teachers in assessing their performance, while relatively low standard deviation values indicated high consistency among respondents. The variation in scores in each item shows the teacher's focus on teaching quality, classroom management, and professional responsibility, thus supporting the achievement of learning objectives and the success of the school organization. This condition shows optimal professionalism and a strong commitment to the role and responsibility of teachers, which can further increase intrinsic motivation and loyalty to educational institutions. In other words, this teacher performance data reflects a stable and productive work environment, where each teacher has a high awareness of his or her role and contribution in supporting the school's vision.

Table 2. Description of Transformational Leadership Variables

Item	Red	Median	Mode	Std. Deviation
KT1	3.502	4	4	0.681
KT2	3.415	3	3	0.611
KT3	3.548	4	4	0.659
KT4	3.336	3	3	0.647
KT5	3.442	4	4	0.658
KT6	3.336	3	3	0.610
KT7	3.590	4	4	0.595
KT8	3.290	3	3	0.676
KT9	3.493	4	4	0.674
KT10	3.346	3	3	0.704
KT11	3.507	4	4	0.721
KT12	3.323	3	3	0.606

The results of the analysis showed that the transformational leadership applied by the principal obtained a total score of 41.16 which was in the very high category. This indicates that teachers feel inspiration, motivation, individual attention, and encouragement to innovate from leaders consistently. The distribution of mean, median, and mode scores in each indicator showed a uniform perception among teachers of leadership style, while a relatively low standard deviation confirmed the consistency of respondents' assessments. This strong transformational leadership plays a significant role in creating a conducive school climate, supporting collaboration, and encouraging teachers to contribute maximally in achieving educational goals. Thus, the implementation of this leadership not only increases teachers' motivation to work, but also strengthens their commitment and loyalty to the school organization, as well as facilitating the achievement of optimal performance through the positive influence that teachers receive from the leadership.

Table 3. Description of Work Motivation Variables

Item	Red	Median	Mode	Std. Deviation
MV1	3.553	4	4	0.622
MV2	3.382	3	3	0.678
MV3	3.470	4	4	0.667
MV4	3.286	3	3	0.594
MV5	3.493	4	4	0.688
MV6	3.369	3	3	0.668
MV7	3.525	4	4	0.653
MV8	3.410	3	3	0.579
MV9	3.567	4	4	0.628
MV10	3.281	3	3	0.593
MV11	3.488	4	4	0.646

Based on the table above, teachers' work motivation is in the very high category with an average score of 3.44 and a total score of 37.84 which puts all indicators in the range of 35.76–44. This shows that respondents have a high awareness of the importance of internal motivation in carrying out professional duties. The high average score on most items reflects an drive to excel, responsibility at work, a desire to improve, and a commitment to tasks performed with enthusiasm. The relatively low inter-indicator variability confirms the consistency of teachers' perceptions of the factors that drive their work motivation. This condition indicates the existence of a work environment that supports professional growth, where teachers feel valued, have opportunities to innovate, and are encouraged to improve their competencies. Thus, very high work motivation directly contributes to improving teacher performance and strengthening commitment to school organizations. This strong motivation also reflects a positive work climate that allows teachers to work proactively, adapt to change, and be able to achieve learning targets optimally.

Table 4. Description of Organizational Commitment Variables

Item	Red	Median	Mode	Std. Deviation
KMT1	3.415	3	3	0.611
KMT2	3.567	4	4	0.582
KMT3	3.304	3	3	0.631
KMT4	3.516	4	4	0.695
KMT5	3.336	3	3	0.625
KMT6	3.525	4	4	0.617
KMT7	3.300	3	3	0.614
KMT8	3.677	4	4	0.591
KMT9	3.327	3	3	0.568
KMT10	3.465	4	4	0.593
KMT11	3.359	3	3	0.577

This table shows that the commitment of teachers' organizations is in the very high category, with an average score of 3.44 and a total score of 37.84. This shows that teachers have a strong sense of belonging, high loyalty, and a desire to remain part of the school organization. The consistency of mean, median, and mode values in each item indicated that teachers generally

agreed on their level of commitment to the school, while low standard deviation values emphasized uniformity of perception among respondents. This high commitment reflects the readiness of teachers to make the best contribution in educational activities, maintain organizational stability, and support the achievement of common goals. Strategically, this condition shows the existence of an emotional and professional attachment between teachers and institutions, which indirectly also supports the improvement of work motivation, productivity, and the quality of teacher performance, so that positive synergy is created in achieving the school's vision and mission. The sustainability of this commitment is essential to maintain the quality of education and build a professional work culture in the school environment.

Table 5. Outer Loading Value (Convergent Validity)

Variable	Item	Outer Loading
Transformational Leadership	KEP1	0.817
	KEP2	0.831
	KEP3	0.824
	KEP4	0.839
	KEP5	0.850
	KEP6	0.817
	KEP7	0.765
Teacher Performance	KG1	0.790
	KG2	0.810
	KG3	0.816
	KG4	0.803
	KG5	0.830
	KG6	0.721
	KG7	0.821
	KG8	0.777
	KG9	0.767
	KG10	0.702
	KG11	0.736
	KG12	0.808
	KG13	0.826
Teacher Commitment	KMT1	0.843
	KMT2	0.867
	KMT3	0.775
	KMT4	0.846
	KMT5	0.850
	KMT6	0.864
	KMT7	0.862
Work Motivation	KT1	0.832
	KT2	0.816
	KT3	0.795

KT4	0.811
KT5	0.709
KT6	0.855
KT7	0.790
KT8	0.832
KT9	0.493
KT10	0.844
KT11	0.832

Outer loading analysis showed that all indicators had values above 0.70, which proves that each indicator is able to represent latent constructs well. This value indicates a strong convergent validity, where latent variables such as transformational leadership, teacher performance, work motivation, and teacher commitment are able to explain most of the variation in their respective indicators. The reliability of the indicator is shown by the consistent outer loading value across all items, showing that the research instrument is able to measure variables accurately, as well as showing the uniformity of respondents' perception of each construct. It also reinforces the belief that the measurement model has been empirically tested, and that each item has a significant contribution in describing latent variables, so that the data obtained is ready to be used for the evaluation of the next structural model.

Table 6. Average Variance Extracted (AVE) Value and Construct Reliability

Variable	Cronbach's Alpha	Composite Reliability (rho_a)	Average Variance Extracted (AVE)
Transformational Leadership	0.943	0.946	0.660
Teachers' Work Motivation	0.919	0.920	0.674
Teacher Performance	0.951	0.955	0.614
Teacher Commitment	0.933	0.933	0.713

Analysis from Table 6 shows that all research variables have Cronbach's Alpha and Composite Reliability values above 0.90, which indicates that the internal consistency of the indicators is very high. The AVE of each variable was above 0.50, proving that more than half of the indicator's variance was explained by the associated latent variable. Transformational leadership, for example, with an AVE value of 0.660, confirms that indicators KEP1 to KEP7 are collectively adequate to measure these variables. Likewise, work motivation, teacher performance, and teacher commitment that show high convergent reliability and validity, indicating that the research instrument has succeeded in accurately measuring latent variables, allowing structural model testing to continue without the risk of measurement bias.

Table 7. Discriminant Validity (Fornell-Larcker Criterion)

Variable	Transformational Leadership	Teachers' Work Motivation	Teacher Performance	Teacher Commitment
Transformational Leadership	0.813			
Teachers' Work Motivation	0.498	0.821		

Teacher Performance	0.494	0.513	0.784	
Teacher Commitment	0.528	0.549	0.654	0.845

Table 7 shows that the square root of AVE (diagonal value) is always higher than the correlation between other constructs, confirming that each variable has a unique identity and does not overlap with other variables. For example, the teacher's commitment has a diagonal value of 0.845 which is higher than all correlations with other variables, thus meeting the discriminant validity criteria. This shows that the constructs of each variable do not replace each other and are able to explain different phenomena, so that the research model is stable for the analysis of relationships between variables.

Table 8. Discriminant Validity (HTMT)

Variable	Transformational Leadership	Teachers' Work Motivation	Teacher Performance	Teacher Commitment
Transformational Leadership		0.532	0.513	0.558
Teachers' Work Motivation			0.543	0.588
Teacher Performance				0.687

HTMT analysis shows all values below 0.90, confirming that each variable remains significantly different from the others. The highest HTMT score was 0.687 (between teacher performance and teacher commitment), which is still well below the threshold of 0.90. This reinforces previous findings that measurement models have strong discriminant validity. Thus, the research variables can be further analyzed to test the causal relationships between variables in the structural model.

Table 9. Coefficient of Determination (R²)

Endogenous Variable	R ²	Adjusted R ²
Teachers' Work Motivation	0.248	0.245
Teacher Performance	0.478	0.471
Teacher Commitment	0.388	0.382

Table 9 shows that structural models have moderate predictive capabilities. The work motivation variable can be explained by transformational leadership at 24.8%, while teacher performance is explained by a combination of transformational leadership, work motivation, and teacher commitment at 47.8%. Teacher commitment is explained by teacher leadership and motivation of 38.8%. This R² value confirms that the model is quite robust in describing the relationship between variables, where leadership, motivation, and commitment factors play a significant role in predicting teacher performance.

Table 10. Value f² (F-Square)

Exogenous → Endogenous Variable	f ²
Transformational Leadership → Teacher Motivation	0.329
Transformational Leadership → Teacher Performance	0.031
Transformational Leadership → Teacher Commitment	0.141
Teacher Motivation → Teacher Performance	0.037
Teacher Motivation → Teacher Commitment	0.178

Teacher Commitment → Teacher Performance	0.266
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The F^2 analysis confirms the magnitude of the influence of each exogenous variable on endogenous. Transformational leadership had a large influence on teacher motivation (0.329), moderate on teacher commitment (0.141), and very small on teacher performance (0.031). Teacher motivation had a small effect on commitment (0.178) and very little on performance (0.037). Teacher commitment had a moderate effect on performance (0.266). These results suggest that transformational leadership significantly triggers teacher motivation, which in turn influences commitment, and ultimately contributes to teacher performance, forming a logical and theoretically consistent chain of influence.

Table 11. Predictive Relevance (Q^2)

Endogenous Variable	Q^2 predict	RMSE	MAE
Teachers' Work Motivation	0.237	0.883	0.702
Teacher Performance	0.225	0.901	0.653
Teacher Commitment	0.271	0.874	0.686

Q^2 analysis showed that all endogenous variables had a value of >0 , indicating good predictive relevance. The highest Q^2 value was 0.271 on teacher commitment, which indicates the model is able to predict commitment variations well based on motivation and transformational leadership. The positive Q^2 values on teacher motivation and performance also reinforce the belief that this model can be used to make realistic predictions about teacher behavior in the context of motivation, performance, and commitment.

Table 12. Path Coefficient Results

Relationship Pathway	Original Sample (O)	Sample Mean (M)	Std. Dev	t-stat	P-Value
Transformational Leadership → Work Motivation	0.498	0.495	0.081	6.152	0.000
Transformational Leadership → Teacher Performance	0.156	0.157	0.071	2.186	0.029
Transformational Leadership → Teacher Commitment	0.338	0.333	0.064	5.261	0.000
Teacher Work Motivation → Teacher Performance	0.174	0.174	0.057	3.023	0.003
Teachers' Work Motivation → Teachers' Commitment	0.381	0.377	0.051	7.400	0.000
Teacher Commitment → Teacher Performance	0.476	0.477	0.064	7.450	0.000

Relationship path analysis shows that all hypotheses are accepted. Transformational leadership has a significant positive effect on teacher motivation (49.8%), teacher commitment (33.8%), and teacher performance (15.6%). Teacher motivation has a positive effect on teacher performance (17.4%) and teacher commitment (38.1%). Teachers' commitment has a strong influence on performance (47.6%). The t-statistical value of >1.96 and the p-value of <0.05 confirm the significance of this relationship. This proves the existence of a clear causal mechanism: transformational leadership increases teacher motivation, which in turn strengthens commitment and ultimately maximizes teacher performance. This relationship is consistent with motivational theory and transformational leadership, suggesting that an inspirational and visionary-led school environment is capable of triggering a positive response in teachers,

increasing dedication, productivity, and loyalty to the institution.

DISCUSSION

The Influence of Transformational Leadership on Work Motivation

The results of the study show that transformational leadership has a positive and significant influence on teachers' work motivation. This can be seen from the path coefficient value of 0.498, the t-statistical value of 6.152, and the p-value of 0.000 (<0.05) which indicates that the first hypothesis is accepted. These findings show that the better the principal implements transformational leadership, the higher the level of teacher motivation at Jambi City State Junior High School.

Conceptually, transformational leadership is able to increase the motivation of subordinates through inspiration, example, professional support, and individual attention. In an educational environment, a principal who is able to build a shared vision, give awards, and encourage the professional development of teachers will create a conducive work environment. This condition encourages teachers to feel appreciated and have a higher morale in carrying out learning tasks.

The Influence of Transformational Leadership on Teacher Performance

The results of the analysis show that transformational leadership has a positive and significant effect on teacher performance. This is evidenced by the path coefficient value of 0.156, t-statistic of 2.186, and p-value of 0.029 (<0.05) so that the second hypothesis is accepted. Although the influence exerted is relatively small, these results show that the improvement of the quality of transformational leadership of school principals still contributes to the improvement of teacher performance in Jambi City State Junior High School.

Theoretically, transformational leadership can drive performance through the formation of a positive work attitude, increased professional awareness, and encouragement to achieve organizational goals. Principals who are able to provide direction, support, and inspiration to teachers will help improve the quality of learning planning, implementation of the teaching and learning process, and learning evaluation. Thus, transformational leadership plays an important role in creating a work environment that supports teacher performance improvement.

The Influence of Transformational Leadership on Organizational Commitment

The results of the study show that transformational leadership has a positive and significant influence on the commitment of teachers' organizations. This is shown by the path coefficient value of 0.338, t-statistic 5.261, and p-value of 0.000 (<0.05) so that the third hypothesis is acceptable. These findings show that the better the transformational leadership style applied by the principal, the higher the commitment of teacher organizations at Jambi City State Junior High School.

Transformational leadership is able to build organizational commitment through the process of forming shared values, trust, and a sense of belonging to the school organization. Principals who provide inspiration, example, and attention to teachers' needs will strengthen the emotional connection between teachers and the organization. This condition encourages teachers to stay in the organization and make maximum contributions to the achievement of school goals.

The Influence of Teachers' Work Motivation on Teacher Performance

The test results showed that teachers' work motivation had a positive and significant effect on teacher performance. This is evidenced by the path coefficient value of 0.174, t-statistic 3.023, and p-value of 0.003 (<0.05) so that the fourth hypothesis is accepted. These findings show that increasing teachers' work motivation will be followed by improving teachers' performance in carrying out their professional duties at Jambi City State Junior High School.

Work motivation plays a role as a psychological factor that encourages individuals to work optimally in achieving organizational goals. Teachers who have high motivation tend to show greater work effort, better discipline, and seriousness in carrying out the learning process. Therefore, work motivation is one of the important factors that supports improving the quality of teacher performance in educational activities.

The Influence of Teachers' Work Motivation on Organizational Commitment

The results of the study show that teachers' work motivation has a positive and significant effect on organizational commitment. This can be seen from the path coefficient value of 0.381, t-statistic 7.400, and p-value of 0.000 (<0.05) so that the fifth hypothesis is accepted. The value of the coefficient shows that work motivation has a strong enough contribution in increasing the commitment of teacher organizations at Jambi City State Junior High School.

High work motivation can strengthen teachers' emotional attachment to school organizations. Teachers who feel motivated in their work tend to show loyalty, responsibility, and a willingness to contribute to various organizational activities. Thus, work motivation not only influences an individual's work behavior, but also reinforces teachers' commitment to the organization they work for.

The Influence of Teacher Commitment on Teacher Performance

The results of the analysis showed that teacher commitment had a positive and significant effect on teacher performance. This is evidenced by the path coefficient value of 0.476, t-statistic 7.450, and p-value of 0.000 (<0.05) so that the sixth hypothesis is accepted. This coefficient value shows that organizational commitment is one of the factors that has a strong influence on improving teacher performance in Jambi City State Junior High School.

An organization's commitment reflects an individual's level of emotional attachment, loyalty, and responsibility to the organization in which he or she works. Teachers who have high commitment tend to show greater dedication in carrying out learning tasks, improving the quality of teaching, and actively participating in school activities. Therefore, organizational commitment is an important factor in encouraging the improvement of teacher performance and supporting the achievement of educational goals in the school environment.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the transformational leadership of the principal, work motivation, and organizational commitment have an important role in improving teacher performance in State Junior High Schools in Jambi City. The results of the analysis using Structural Equation Modeling–Partial Least Square (SEM-PLS) showed that transformational leadership had a positive and significant effect on teachers' work motivation with a coefficient value of 0.498, a t-statistical value of 6.152, and a p-value of 0.000. Transformational leadership has also been shown to have a significant effect on teacher performance with a coefficient value of 0.156, t-statistic of 2.186, and p-value of 0.029, as well as a significant effect on organizational commitment with a coefficient value of 0.338, t-statistic of

5.261, and p-value of 0.000. Furthermore, work motivation has a positive and significant influence on teacher performance with a coefficient value of 0.174, t-statistic of 3.023, and p-value of 0.003, and a significant effect on organizational commitment with a coefficient value of 0.381, t-statistic of 7.400, and p-value of 0.000. Organizational commitment has also been proven to have the strongest influence on teacher performance with a coefficient value of 0.476, a t-statistic value of 7.450, and a p-value of 0.000. In addition, the results of the determination coefficient (R^2) showed that transformational leadership was able to explain the variables of work motivation by 24.8%, organizational commitment by 38.8%, and teacher performance by 47.8%. These findings show that the better the implementation of transformational leadership of school principals, the greater the work motivation and commitment of the teacher organization which ultimately has an impact on improving teacher performance in carrying out their professional duties in school. Therefore, improving the quality of school principal's leadership, strengthening teachers' work motivation, and developing organizational commitment are strategic factors that need to be considered in an effort to improve the quality of teacher performance and the quality of education at Jambi City State Junior High School.

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