

Research Article

The Influence of Transformational Leadership, Organizational Culture, Organizational Communication, and Organizational Commitment on Teacher Performance in Indonesia: A Study in Jambi Province

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ABSTRACT

This study aims to analyze the influence of transformational leadership, organizational culture, organizational communication, and organizational commitment on teacher performance in Keliling Danau District. In the context of education, teacher performance is influenced by various internal factors within the school organization. The research method used is descriptive quantitative with teachers and a sample of 325 teachers taken using the Slovin formula. Data were collected through a validated questionnaire and analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM) techniques. The results of the study indicate that transformational leadership has a significant positive effect on teacher performance and organizational commitment. Organizational culture also contributes positively to organizational communication and teacher performance. Additionally, good organizational communication enhances teacher commitment, which in turn positively impacts their performance. These findings emphasize the importance of integrating leadership, culture, communication, and commitment in creating a productive work environment for teachers, particularly in areas with challenges such as Keliling Danau.

Keywords: Transformational Leadership; Organizational Culture; Organizational Communication; Organizational Commitment; Teacher Performance

1. INTRODUCTION

In everyday educational practice, teachers have considerable responsibilities, not only teaching in the classroom, but also nurturing character and creating a healthy learning environment (Joski, Putri, & Supratman, 2015). What teachers do in the classroom is largely determined by the working atmosphere at school (Rifki et al., 2024). There are many teachers who have good teaching skills, but their performance declines due to an unsupportive work environment (Komarudin, 2018). Therefore, it is important to understand that teacher performance does not stand alone; it is influenced by many factors that come from within the school organization itself (Hayati, Arafat, & Sari, 2020).

In the ever-changing world of education, there are various factors that influence the balance of leadership styles. An effective leadership style must be open to analysis from various management perspectives, in line with the demands of the school. One of the important objectives of implementing a principal's leadership style is to manage all of the school's potential resources. (Melia Sari Onika Putri, Juhaini Alie, 2025). The management of the school's resources in line with its educational goals is inseparable from the leadership style of the principal, both in normal and emergency situations. Therefore, the principal's leadership must continue to ensure that the desired quality of education is maintained. One of the main factors is how the principal leads. In some schools, the principal is a central figure who is able to motivate and provide clear direction (Khofifah & Banin, 2023). Transformational leadership style is often discussed in literature as the most effective approach in creating positive change in educational environments (Ilmi Aini, Hasan Hariri, 2024). Leaders who are able to listen, provide room for growth, and build a shared vision can encourage teachers to feel valued (Sugeng, 2022). This sense of appreciation then influences work enthusiasm and willingness to do more than just routine tasks (Polii, 2023).

In addition to leadership, the overall work environment is largely determined by the organizational culture that has developed at the school (Hasibuan & Hadijaya, 2024). A good culture is not something that is formed overnight, but is built from habits, values, and the way teachers and leaders interact every day (Hutasuhut, 2018). Schools that have an open

work culture, mutual respect, and uphold professionalism will create a comfortable environment for teachers (Ruyani, Ratnasari, & Susanti, 2021). However, if these values are weak or not upheld, it can actually lead to a tendency to work merely to fulfill one's obligations (Sudewa & Riana, 2020).

Communication is also an integral part of the dynamics of school organizations. Good communication not only conveys information, but also builds trust (Joski et al., 2015). When teachers feel they can speak openly with the principal, clarity regarding roles and responsibilities will also be established (Muhammad, 2021). Conversely, closed or one-way communication makes teachers feel uninvolved, even alienated from important decisions that affect their work (Octaviarnis, Maisyaroh, & Sumarsono, 2021). Healthy communication ultimately strengthens cooperation and fosters a sense of belonging to the school (Nursilowati, 2024). Teachers' attitudes toward their workplace also need to be viewed in terms of their level of commitment to the organization (Ruyani, Ratnasari, & Susanti, 2021). Teachers who feel comfortable, supported, and valued generally have a high commitment to continue working and developing at the school (Wasito, 2021). This commitment can be seen from the extent to which teachers are willing to participate in school activities, their level of loyalty, and how they respond to challenges at school (Hayati et al., 2020). When this commitment is high, teachers' performance tends to improve because they feel that school is not just a place of work, but also a place of service (Ruyani et al., 2021a). However, the reality on the ground shows that not all schools are able to create the ideal combination of leadership, culture, communication, and teacher commitment (Octaviarnis et al., 2021). In areas such as Keliling Danau Subdistrict, the situation is quite complex. The geographical location far from the city center, limited facilities, and varying quality of school principals mean that the work experience of teachers there is not always ideal (Hasibuan & Hadijaya, 2024). In such circumstances, it is the school organization itself that determines whether the school can become a healthy workplace or exacerbate existing challenges (Hutasuhut, 2018).

Through an understanding of how transformational leadership, organizational culture, organizational communication, and teacher commitment influence each other, we can see more clearly what needs to be strengthened in schools (Hendra Depriansyah Putra, Mukhneri Mukhtar, n.d.). When these four things work together, it is highly likely that teacher performance will improve. Conversely, if even one of them does not function optimally, it will affect the others. Therefore, it is important to examine the interrelationships between these variables within a comprehensive framework, especially in the context of education in areas such as Keliling Danau.

2. RESEARCH METHOD

This study uses a survey method to examine the impact of transformational leadership, organizational culture, organizational communication, and organizational commitment on teacher performance among teachers in Jambi Province, Indonesia. The survey instrument was developed and validated based on previous research to test seven hypotheses related to these variables. Data analysis was conducted using a structural equation modeling approach to assess the relationships in the proposed model. This study used a Google Form-based questionnaire to collect data. The selection of this variable was based on considerations of efficiency of use, ease of distribution, and the ability to reach a large number of respondents, given the geographical conditions in the Keliling Danau subdistricts, which are quite extensive (Alasyari et al., 2023). The questionnaire in this study was developed based on previous theoretical research, ensuring good validity and reliability. This study uses a 1-5 Likert scale to measure the level of perception or attitude toward the questions asked. The variables to be measured include Transformational Leadership, Organizational Culture, Organizational Communication, and Organizational Commitment to Teacher Performance, using validated instruments (Tambunan, Maruli, & Pandiangan, 2024). Transformational leadership is measured using a measurement tool from (Wawan, 2021), Organizational culture is measured using measurement tools from (Van Der Post, De Coning, & Smit, 1997), Organizational Communication is measured using a measuring instrument from (Bakar & Mustaffa, 2013), Organizational commitment is measured using a measurement tool from (Mowday, Steers, & Porter, 1979), and Teacher Performance is measured using a measuring tool from (Lumba, Blegur, & Bayu, 2021).

Table 1. Variables, Sources, and Indicators

Main Variable	Adapted From	Constructs (Number of Items)
Transformational Leadership	(Wawan, 2021)	Idealized influence, Inspirational motivation, Intellectual stimulation, Individualized consideration (e.g., 6 item)
Organizational Culture	(Van Der Post et al., 1997)	Innovation, Support, Collaboration, Shared values (e.g., 9 items)
Organizational Communication	(Bakar & Mustaffa, 2013)	Communication openness, Feedback, Information accuracy (e.g., 9 items)
Organizational Commitment	(Mowday et al., 1979)	Affective commitment, Continuance commitment, Normative commitment (e.g., 9 items)
Teacher Performance	(Lumba et al., 2021)	Teaching quality, Student engagement, Professional development (e.g., 11 items)

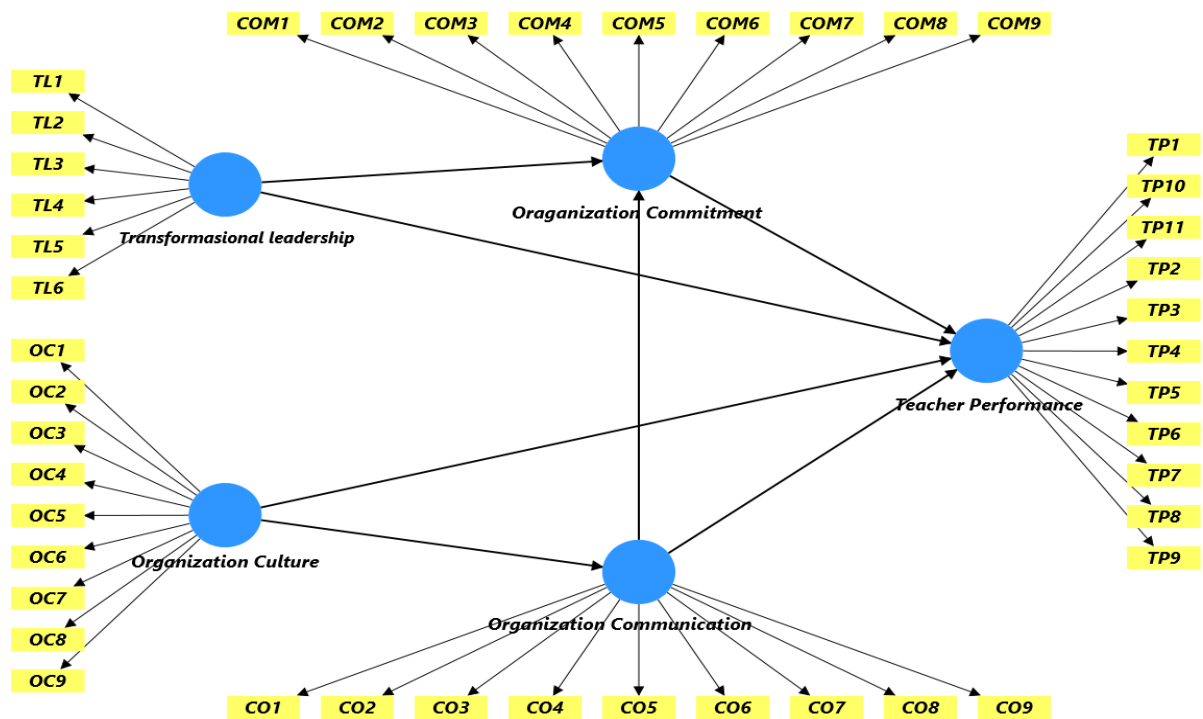


Figure 1. Research Model
Source: Author 2025

The following are the hypotheses offered in this study:

- H1: The influence of transformational leadership on teacher performance
- H2: The influence of leadership on organizational commitment
- H3: The influence of organizational culture on organizational communication
- H4: The influence of organizational culture on teacher performance
- H5: The influence of organizational communication on teacher commitment
- H6: The influence of organizational commitment on teacher performance
- H7: The influence of organizational communication on teacher performance

This study used non-probability sampling techniques to collect data from elementary school teachers in Jambi Province, Indonesia. Non-probability sampling was chosen for its efficiency and accessibility, which allowed researchers to collect data from willing participants. (Etikan, 2016; Wu Suen, Huang, & Lee, 2014). A total of 325 teachers were surveyed. Although non-probability sampling may not guarantee representation of all subgroups in the population, non-probability sampling provides a practical way to obtain a sufficient sample size for this study, given the available resources and time constraints (Etikan, Musa, & Alkassim, 2016).

Partial Least Squares-Structural Equation Modeling (PLS-SEM) technique was used through SmartPLS 4 software to analyze data and test the moderator effect in this study. PLS-SEM was chosen as the main analysis method in this study because several variables in this study, there are 5 variables and 7 paths, indicating that PLS-SEM can support models with complex interactions involving multiple variables and paths (Adam, 2015). Structural Equation Modeling Partial Least Squares (SEM-PLS) is a variable analysis used to evaluate models consisting of linear relationships between variables that are typically unobservable variables (Hair Jr et al., 2021).

There are two model evaluations in this study, namely: Measurement Model Evaluation (Outer Model) This evaluation aims to prove that the measurement model is valid and reliable (Kline, 2005). In evaluating this measurement model, there are three evaluations, namely Convergent Validity, which is determined by looking at the factor loading value, which is expected to be > 0.7; Discriminant Validity, which is determined by looking at the cross-loading value > 0.7; and Internal Consistency, which is determined by looking at the composite reliability value, which must be > 0.7 (Amiruddin, Widodo, & Isnanto, 2021). This can be seen from the Cronbach Alpha coefficient. Structural Model Evaluation (Inner Model) The model evaluation aims to predict the relationship between latent variables based on substantive theory using R-square for endogenous constructs and t-statistic values from path coefficient testing. In this evaluation, there are several variables that need to be considered, namely: Coefficient of Determination (R²) (Agustina & Sugiarti, 2024).

3. RESULTS AND DISCUSSION

Before we move on to the measurement model, it is important to test the normality of the data. This can be done by analyzing the kurtosis and skewness values of each item in the descriptive variables (Nur Sasongko & Rusgiyono, 2016). In terms of skewness, all items showed values ranging from -0.111 to 0.107. Based on the literature, kurtosis and skewness values within the range of ± 2 indicate that the data meets the assumption of normal distribution. This will certainly facilitate further analysis (Sofyan, Habibi, & Attar, 2025).

Table 1. Instrument Model

Name	Mean	Median	Scale Min	Scale Max	Standard deviation	Excess kurtosis	Skewness
TL1	2.538	3.000	1.000	4.000	1.108	-1.338	-0.036
TL2	2.529	3.000	1.000	4.000	1.108	-1.339	-0.026
TL3	2.542	3.000	1.000	4.000	1.065	-1.223	-0.109
TL4	2.492	2.000	1.000	4.000	1.094	-1.305	0.048
TL5	2.529	3.000	1.000	4.000	1.074	-1.250	-0.084
TL6	2.514	3.000	1.000	4.000	1.105	-1.330	-0.076
OC1	2.545	3.000	1.000	4.000	1.062	-1.222	-0.063
OC2	2.523	3.000	1.000	4.000	1.097	-1.312	-0.024
OC3	2.505	3.000	1.000	4.000	1.094	-1.306	-0.026
OC4	2.514	3.000	1.000	4.000	1.122	-1.370	-0.048
OC5	2.511	2.000	1.000	4.000	1.108	-1.340	0.007
OC6	2.511	3.000	1.000	4.000	1.133	-1.395	-0.052
OC7	2.532	3.000	1.000	4.000	1.071	-1.250	-0.024
OC8	2.486	2.000	1.000	4.000	1.122	-1.372	0.008
OC9	2.505	2.000	1.000	4.000	1.103	-1.327	0.009
CO1	2.495	3.000	1.000	4.000	1.092	-1.300	-0.010
CO2	2.538	3.000	1.000	4.000	1.102	-1.319	-0.077
CO3	2.526	3.000	1.000	4.000	1.083	-1.279	-0.009
CO4	2.545	3.000	1.000	4.000	1.071	-1.243	-0.071
CO5	2.542	3.000	1.000	4.000	1.105	-1.331	-0.037
CO6	2.569	3.000	1.000	4.000	1.092	-1.290	-0.107
CO7	2.415	2.000	1.000	4.000	1.113	-1.342	0.107
CO8	2.498	3.000	1.000	4.000	1.108	-1.340	-0.003
CO9	2.480	2.000	1.000	4.000	1.108	-1.338	0.030
COM1	2.489	2.000	1.000	4.000	1.089	-1.292	0.013
COM2	2.542	3.000	1.000	4.000	1.102	-1.322	-0.057
COM3	2.529	3.000	1.000	4.000	1.051	-1.198	-0.022
COM4	2.511	3.000	1.000	4.000	1.125	-1.377	-0.033
COM5	2.492	2.000	1.000	4.000	1.122	-1.372	0.019
COM6	2.554	3.000	1.000	4.000	1.110	-1.331	-0.109
COM7	2.498	2.000	1.000	4.000	1.094	-1.306	0.004
COM8	2.535	3.000	1.000	4.000	1.102	-1.315	-0.111
COM9	2.535	2.000	1.000	4.000	1.085	-1.289	0.003
TP1	2.471	3.000	1.000	4.000	1.146	-1.430	-0.008
TP2	2.474	2.000	1.000	4.000	1.119	-1.362	0.059
TP3	2.468	2.000	1.000	4.000	1.094	-1.304	0.040
TP4	2.505	2.000	1.000	4.000	1.117	-1.360	0.042
TP5	2.492	2.000	1.000	4.000	1.094	-1.306	0.006
TP6	2.535	3.000	1.000	4.000	1.113	-1.347	-0.069

TP7	2.489	3.000	1.000	4.000	1.092	-1.300	-0.008
TP8	2.517	3.000	1.000	4.000	1.091	-1.299	-0.022
TP9	2.529	2.000	1.000	4.000	1.083	-1.282	0.012
TP10	2.489	3.000	1.000	4.000	1.083	-1.279	-0.001
TP11	2.492	3.000	1.000	4.000	1.128	-1.386	-0.045

Source: Author 2025

Based on the **Table 1**, it can be concluded that the instruments used have a good overall data distribution and show that teachers tend to respond positively to all indicators in the research variables. We used SmartPLS 4 to assess the measurement model through the PLS-SEM procedure. PLS-SEM is a simple application that estimates complex models. Reflective indicator loadings, internal consistency reliability, convergent validity, and discriminant validity for measurement model assessment are reported. Outer loading values must be > 0.700 . Items with loading values < 0.700 are then removed (Hair Jr et al., 2021).

Table 2. Cronbach's alpha, CR, and AVE values.

Code	Outer loadings	AVE	CR	Cronbach's alpha
Organizational Communication		0.786	0.971	0.966
CO1	0.885			
CO2	0.893			
CO3	0.883			
CO4	0.867			
CO5	0.887			
CO6	0.902			
CO7	0.895			
CO8	0.879			
CO9	0.886			
Organizational Commitment		0.790	0.971	0.967
COM1	0.899			
COM2	0.881			
COM3	0.899			
COM4	0.875			
COM5	0.883			
COM6	0.896			
COM7	0.884			
COM8	0.894			
COM9	0.886			
Organizational Culture		0.786	0.971	0.966
OC1	0.897			
OC2	0.880			
OC3	0.881			
OC4	0.898			
OC5	0.880			
OC6	0.884			
OC7	0.882			
OC8	0.875			
OC9	0.899			
Transformational Leadership		0.819	0.964	0.956
TL1	0.898			
TL2	0.902			
TL3	0.902			
TL4	0.903			
TL5	0.907			
TL6	0.916			
Teacher Performance		0.789	0.976	0.973
TP1	0.893			
TP10	0.877			
TP11	0.882			
TP2	0.886			
TP3	0.876			
TP4	0.901			
TP5	0.885			
TP6	0.885			
TP7	0.893			
TP8	0.893			
TP9	0.902			

Source: Processed by SMART PLS 4 2025

The internal consistency reliability in this study was calculated based on Cronbach's alpha and composite reliability (CR). The threshold values for both measurements ranged from 0.700 to 0.989 for satisfactory results. All alpha values (0.956 and 0.973) and CR values (0.964 to 0.976) for the constructs are satisfactory. All latent factors show satisfactory CR values. Regarding convergent validity, an average variance extracted (AVE) value greater than 0.5 indicates that the construct can evaluate the proposed model well (Habibi et al., 2024). **Table 2** shows the items that meet the recommended criteria, with AVE values ranging from 0.786 to 0.815. These items show adequate factor loadings considering the recommended statistical threshold values. Based on **Table 2**, the results of the outer loading and internal consistency reliability are satisfactory, thus producing reliable data for the proposed model (Hair Jr et al., 2021). Overall, all items in this study showed adequate reliability and validity, supporting further analysis of the relationship between variables.

Table 3. Fornell larcker

	Teacher Performance	Teacher Performance	Teacher Performance	Teacher Performance	Teacher Performance
Organization Commitment	0.889				
Organization Communication	0.975	0.886			
Organization Culture	0.967	0.970	0.886		
Teacher Performance	0.970	0.968	0.967	0.889	
Transformational leadership	0.963	0.960	0.959	0.963	0.905

Source: Processed by SMART PLS 4 2025

Based on the results of the Fornell-Larcker test shown in **Table 3**, it can be concluded that all average variance extracted (AVE) values for each construct are greater than 0.7, indicating good convergent validity. In addition, each AVE value of the construct concerned is greater than the correlation between that construct and other constructs. For example, the AVE value for Organizational Commitment (0.889) is higher than the correlation with Organizational Communication (0.975), Organizational Culture (0.967), Teacher Performance (0.970), and Transformational Leadership (0.963). This indicates that each construct can be distinguished well from other constructs. There is also a strong relationship between all the constructs tested, with high correlation values, indicating that factors such as Organizational Commitment, Organizational Communication, Organizational Culture, Teacher Performance, and Transformational Leadership are interrelated and contribute to one another. Overall, the Fornell-Larcker test results show that all constructs in this study have good validity and are significantly interrelated.

Table 4. Cross Loading

	COM	CO	OC	TP	TL
CO1	0.852	0.885	0.860	0.867	0.861
CO2	0.872	0.893	0.860	0.868	0.866
CO3	0.862	0.883	0.844	0.851	0.846
CO4	0.833	0.867	0.845	0.834	0.825
CO5	0.866	0.887	0.865	0.865	0.841
CO6	0.885	0.902	0.886	0.876	0.866
CO7	0.871	0.895	0.864	0.861	0.855
CO8	0.872	0.879	0.862	0.849	0.860
CO9	0.860	0.886	0.852	0.851	0.838
COM1	0.899	0.887	0.863	0.871	0.877
COM2	0.881	0.859	0.843	0.863	0.858
COM3	0.899	0.873	0.866	0.871	0.861
COM4	0.875	0.861	0.859	0.856	0.842
COM5	0.883	0.857	0.861	0.858	0.843
COM6	0.896	0.868	0.859	0.867	0.865
COM7	0.884	0.866	0.869	0.868	0.864
COM8	0.894	0.865	0.859	0.855	0.847
COM9	0.886	0.858	0.853	0.852	0.848
OC1	0.869	0.869	0.897	0.870	0.859
OC2	0.852	0.856	0.880	0.847	0.838
OC3	0.855	0.854	0.881	0.855	0.859
OC4	0.865	0.872	0.898	0.861	0.857
OC5	0.854	0.857	0.880	0.852	0.842
OC6	0.845	0.850	0.884	0.859	0.846
OC7	0.858	0.859	0.882	0.851	0.850
OC8	0.848	0.845	0.875	0.870	0.848
OC9	0.866	0.875	0.899	0.849	0.852
TL1	0.863	0.861	0.865	0.861	0.898
TL2	0.872	0.866	0.869	0.877	0.902
TL3	0.874	0.869	0.869	0.871	0.902
TL4	0.869	0.869	0.868	0.877	0.903
TL5	0.862	0.858	0.862	0.863	0.907
TL6	0.888	0.889	0.873	0.876	0.916
TP1	0.861	0.864	0.864	0.893	0.861

TP10	0.853	0.852	0.850	0.877	0.838
TP11	0.853	0.849	0.856	0.882	0.839
TP2	0.859	0.856	0.860	0.886	0.853
TP3	0.845	0.852	0.836	0.876	0.840
TP4	0.872	0.864	0.867	0.901	0.861
TP5	0.867	0.862	0.848	0.885	0.858
TP6	0.850	0.853	0.843	0.885	0.853
TP7	0.869	0.864	0.870	0.893	0.869
TP8	0.877	0.874	0.877	0.893	0.863
TP9	0.876	0.872	0.879	0.902	0.873

Source: Processed by SMART PLS 4 2025

Table 4. Cross Loading is used to evaluate discriminant validity, which ensures that each indicator better reflects the construct (latent variable) it measures compared to other constructs. Based on the results of the cross loading analysis, it can be seen that each item has the highest loading value on the relevant construct (Sihombing set al., 2024). Overall, the cross-loading results indicate that all indicators have good discriminant validity, as each indicator is more indicative of its own construct. This reinforces the validity of the measurement model in this study and shows that the items used are appropriate in representing the variables under study. The structural model (Inner Model) assessment process begins with analyzing collinearity issues. This is accompanied by relationship analysis, through t and p path coefficients. Further analysis is conducted by testing the coefficient of determination (R2).

Table 5. Structural Model

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	Supported	P values
Organization Commitment -> Teacher Performance	0.300	0.299	0.054	5.581	Yes	0.000
Organization Communication -> Oraganization Commitment	0.636	0.636	0.040	15.878	Yes	0.000
Organization Communication -> Teacher Performance	0.212	0.212	0.067	3.142	Yes	0.002
Organization Culture -> Organization Communication	0.970	0.970	0.003	305.638	Yes	0.000
Organization Culture -> Teacher Performance	0.256	0.257	0.053	4.813	Yes	0.000
Transformasional leadership -> Oraganization Commitment	0.353	0.353	0.040	8.737	Yes	0.000
Transformasional leadership -> Teacher Performance	0.225	0.225	0.053	4.236	Yes	0.000

Source: Processed by SMART PLS 4 2025

Based on the results of hypothesis testing, there are several significant and statistically supported relationships, as follows: (1). The Effect of Transformational Leadership on Teacher Performance. Transformational leadership has been proven to have a positive and significant effect on teacher performance, with a coefficient value of 0.225, a t-statistic of 4.236, and a p-value of 0.000. This finding indicates that an inspirational and participatory leadership style can directly improve teacher performance, (2)The Influence of Transformational Leadership on Organizational Commitment. The analysis results show that transformational leadership has a significant influence on organizational commitment. With a coefficient of 0.353, a t-statistic of 8.737, and a p-value of 0.000, it can be concluded that visionary leaders who motivate their subordinates canstrengthen members' loyalty and commitment to the organization, (3) The Influence of Organizational Culture on Organizational Communication Organizational culture was found to have a positive and highly significant influence on organizational communication, as indicated by a coefficient of 0.970, a t-statistic of 305.638, and a p-value of 0.000. This indicates that a strong and internalized culture can create healthy communication patterns within the organization, (4) The Influence of Organizational Culture on Teacher Performance Organizational culture also has a direct and significant impact on teacher performance. A coefficient of 0.256, t-statistic of 4.813, and p-value of 0.000 reinforce the assumption that a conducive work environment and positive organizational values can increase teacher productivity and effectiveness, (5) The Influence of Organizational Communication on Organizational Commitment Organizational communication has been proven to have a positive and significant influence on organizational commitment, with a coefficient of 0.636, a t-statistic of 15.878, and a p-value of 0.000. This indicates that open, clear, and mutually supportive information flow within an organization increases members' commitment to the organization's vision and goals, (6)The Influence of Organizational Commitment on Teacher Performance Organizational commitment has a significant contribution to improving teacher performance, as indicated by a coefficient of 0.300, a t-statistic of 5.581, and a p-value of 0.000. Teachers who have high commitment to the organization tend to demonstrate better work performance. (7) The Influence of Organizational Communication on Teacher Performance Organizational communication also has a significant direct influence on teacher performance. With a coefficient of 0.212, a t-statistic of 3.142, and a p-value of 0.002, it can be concluded that a good communication system in the work environment helps to achieve optimal work results from teachers.

The coefficient of determination (R2) is commonly used to infer structural models because it reflects the predicted relationship between the dependent and independent variables.

Table 6. Coefficient of Determination (R2)

	R-Square	Interpretation
Organization Commitment	0.959	Very Strong
Organization Communication	0.941	Very Strong
Teacher Performance	0.960	Very Strong

Source: Processed by SMART PLS 4 2025

Table 6 The R-square value of this model shows very good results in explaining the variability of the dependent variable. Organizational commitment has an R-square value of 0.959, organizational communication 0.941, and teacher performance 0.960, which means that each of these variables is explained more than 94% by the independent variables in the model. These values indicate that the model has high predictive power and the relationship between variables is very strong. Thus, these data do not show weak or moderate strength, but rather show a very effective and reliable model in explaining the variability of the research variables.

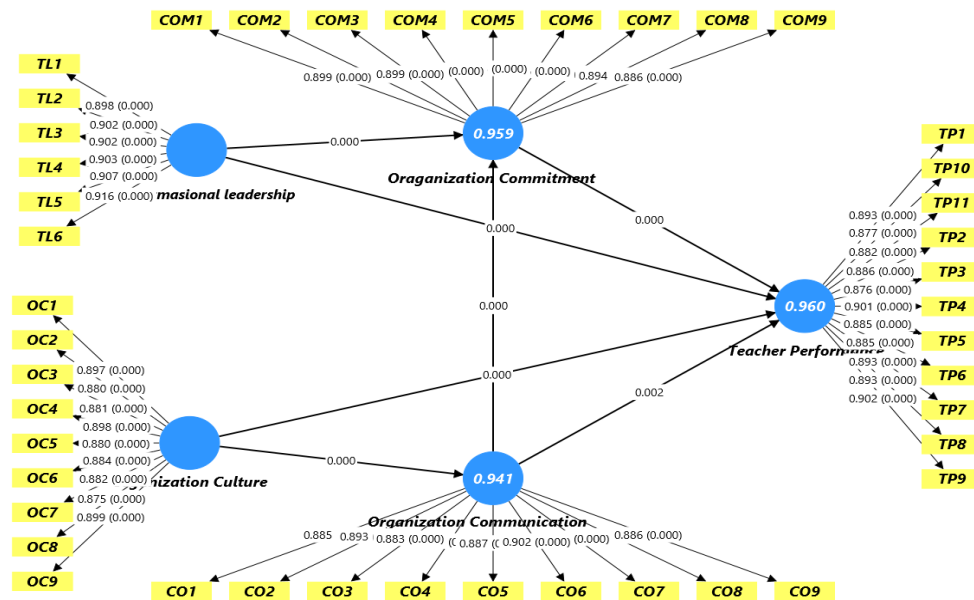


Figure 2. Final Model
Source: Author 2025

Figure 2 presents the final results of the path analysis using Smart-PLS, which illustrates the relationship between variables in the research model. In this figure, each path shows the strength and direction of the influence between variables, with the R-square value indicating how much variability in the dependent variable (teacher performance) can be explained by the independent variables (organizational commitment, organizational communication, organizational culture, and transformational leadership). The R-square value displayed shows the level of model fit, where a higher value indicates that the model is able to explain the variability of the data well. The paths connected between variables show a positive and significant relationship, supporting the hypothesis proposed in the study. Through this path analysis, it can be seen how organizational commitment, organizational communication, organizational culture, and transformational leadership interact simultaneously to influence teacher performance. These results provide an in-depth understanding of the dynamic relationship between variables in the educational context, as well as being a strategic basis for policy development and improvement of innovative and sustainable managerial practices in the school environment.

Discussion

Based on the findings in this study, transformational leadership has a positive and significant effect on teacher performance, with a coefficient value of 0.225, a t-statistic value of 4.236, and a p-value of 0.000 ($p < 0.05$), so this hypothesis is supported. This shows that the better the transformational leadership that is applied, the higher the teacher performance produced. Transformational leadership is a leadership style that focuses on change and development, which encourages teachers to innovate and contribute more to the learning process. In conclusion, this leadership style is very important in motivating and directing teachers to achieve educational goals efficiently and effectively. The results of this study are in line with research conducted by (Wote & Patalatu, 2019). which states that transformational leadership style has a significant influence on the performance of school teachers. The results of the study indicate that leadership has a positive and significant effect on organizational commitment, with a coefficient value of 0.353, a t-statistic value of 8.737 and a p-value

of 0.000 ($p < 0.05$), so this hypothesis is supported. This shows that good leadership can increase teacher commitment to the organization. Effective leaders are able to create a supportive work environment, so that teachers feel more committed and responsible for organizational goals. In conclusion, strong leadership greatly contributes to increasing organizational commitment. These results are in line with research by (Widyatmika & Riana, 2020), who found that good transformational leadership has a significant influence on organizational commitment.

This study found that organizational culture has a positive and significant effect on organizational communication, with a coefficient value of 0.970, a t-statistic value of 305.638, and a p-value of 0.000 ($p < 0.05$), so this hypothesis is supported. A positive organizational culture creates an atmosphere that supports open and collaborative communication among team members. This shows that a good culture can improve the effectiveness of communication in an organization. In conclusion, a strong organizational culture is essential to creating effective communication channels. These results are in line with research by (Septiadi & Adnyani, 2019), which shows that good organizational culture contributes to improved communication in educational environments. The results of the study indicate that organizational culture has a positive and significant effect on teacher performance, with a coefficient value of 0.256, a t-statistic value of 4.813, and a p-value of 0.000 ($p < 0.05$), so this hypothesis is supported. A supportive and inclusive organizational culture creates a conducive environment for teachers to develop and innovate. In conclusion, a positive organizational culture greatly contributes to improving teacher performance. This finding is in line with research by (Musbikah, Miyono, & Egar, 2021), who found that good organizational culture has a significant influence on performance in the education sector. The results of this study indicate that organizational communication has a significant effect on teacher organizational commitment, with a coefficient value of 0.636, t-statistic 15.878, and p-value 0.000 ($p < 0.05$). This finding indicates that the better the communication that occurs in the school organization, the higher the level of teacher commitment. This is in line with previous studies which state that open, clear, and participatory communication can increase teachers' sense of belonging, trust, and emotional attachment to the institution where they serve. Therefore (Rahayu, Retnaningdyastuti, & Roshayanti, 2019), Effective organizational communication is an important factor in building teacher commitment to create sustainable educational performance.

This study also found that organizational commitment has a positive and significant effect on teacher performance, with a coefficient value of 0.300, a t-statistic value of 5.581, and a p-value of 0.000 ($p < 0.05$), so this hypothesis is supported. The higher the teacher's commitment to the organization, the better the performance they show. Strong commitment encourages teachers to invest more in their work, which has a positive impact on the quality of teaching. In conclusion, organizational commitment is very important in improving teacher performance. This finding is in line with research by (Rahmawati & Asmin, 2021), which shows that organizational commitment has a significant influence on teacher performance at school. Finally, the results of the study showed that organizational communication has a positive and significant effect on teacher performance, with a coefficient value of 0.212, a t-statistic value of 3.142, and a p-value of 0.000 ($p < 0.05$), so this hypothesis is supported. Good communication in the school environment creates a collaborative and supportive work atmosphere, so that teachers feel more involved and motivated to improve their performance. In conclusion, effective communication is very important to improve teacher performance. These results are in line with research by (Pakpahan, Nababan, Simanjuntak, & Sudirman, 2019), who found that good organizational communication contributes to improved teacher performance.

4. CONCLUSION

Based on the results of the assessment, it shows that transformational leadership, organizational culture, organizational communication, and organizational commitment have a significant influence on teacher performance in Keliling Danau District. The study revealed that an inspirational and participatory leadership style can increase teacher work enthusiasm, while a positive and inclusive organizational culture creates a conducive work environment for teacher development. In addition, open and clear communication contributes to increasing teacher commitment to the organization, which in turn has a positive impact on their performance. A high level of commitment from teachers to the organization also has a significant effect on their work performance. Overall, this study emphasizes the importance of integration between the four factors in creating a productive and supportive work environment for teachers, especially in challenging areas such as Keliling Danau District.

ACKNOWLEDGEMENTS

The author would like to express his deepest gratitude to all parties who have supported the completion of this research, especially the participating teachers in Jambi Province. Thanks are also extended to colleagues and mentors who provided insights and encouragement that significantly contributed to this research.

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