

Mediation of Organizational Commitment in Transformational Leadership, Job Satisfaction, and Teacher Performance

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Abstract

Purpose: This research seeks to assess how transformational leadership, job satisfaction, and organizational commitment impact teacher performance. Additionally, it aims to explore the mediating role of organizational commitment among teachers.

Methodology/approach: The study sample includes 104 teachers from the Madrasah Head Working Group in Pakis Aji, Jepara. Data is drawn from the 2024 teacher performance report by Pakis Aji KKMI, with analysis conducted using Partial Least Squares (PLS) Structural Equation Modeling (SEM).

Results/findings: The study reveals that job satisfaction has a direct influence on both organizational commitment and teacher performance. Transformational leadership affects organizational commitment but does not directly impact teacher performance. Furthermore, organizational commitment mediates the effects of job satisfaction and transformational leadership on teacher performance and moderates the impact of job satisfaction.

Limitations: The study is focused on teachers within the Madrasah Head Working Group in Pakis Aji, Jepara, which may limit the generalizability of the results. Additionally, the analysis relies exclusively on primary data from the 2024 performance report.

Contribution: This research highlights the mediating and moderating roles of organizational commitment in linking transformational leadership and job satisfaction to teacher performance, offering practical insights into strategies for enhancing teacher performance in educational settings.

Novelty: A key contribution of this study is the novel identification of organizational commitment's dual function as both a mediator and a moderator, shaping the relationships between transformational leadership, job satisfaction, and teacher performance within educational contexts.

Keywords: *Transformational Leadership; Job Satisfaction; Organizational Commitment; Teacher Performance.*

1. Introduction

Teacher performance plays a critical role in student achievement, as noted by Rahmawati (2012). It involves various competencies, such as assessing student progress and adjusting teaching strategies to cater to individual needs (Anggraeni, 2021). Principals also play a significant role in enhancing teacher performance, as they can impact aspects like teaching-learning interactions, preparation for learning activities, and the assessment process. Furthermore, improvements in teacher performance can be influenced by factors like emotional intelligence, leadership, and effective supervision (Rizkie, 2022).

Teacher performance according to Faizah et al., (2020) is a condition that shows the teacher's ability to carry out his duties at school, discipline, and teacher behavior during daily activities at school. Teacher performance is a manifestation of the work done by a teacher. Good teacher performance is a step towards achieving educational goals (Reza, 2016). Teacher performance refers to a person's achievements or work results related to the quality and quantity of tasks performed as a teacher (Harahap, 2019). The effectiveness of teachers in helping students achieve educational goals is influenced by teacher competence, learning design, learning activities, and learning evaluation (Fu'ad & Huda, 2018), (Rahmi, 2014). Teacher performance refers to the quality and quantity of work done

by a teacher in accordance with his/her duties and based on his/her professional responsibilities (Agustin et al., 2023).

Setiyo et al., (2022) argues that teacher performance is considered the most vital element in the implementation of education. However, several issues can hinder teacher performance, including inequities in preparing the Learning Implementation Plan (RPP), lapses in administrative duties, assigning tasks without sufficient direct interaction, unengaging teaching materials, repetitive teaching methods, and ineffective learning assessments. Based on the results of previous research conducted by (Malau & Sitingjak, 2024), (Anggraeni, 2021), (Ary, 2022a) and (Sari et al., 2022), concluded that leadership and job satisfaction influence teacher performance. In addition to leadership, another factor that influences a teacher's performance is the level of job satisfaction he or she feels (Mualimah, Soewarto Hardhienata, 2019). Job satisfaction is a crucial element for individuals in their work environment (Setiyo et al., 2022). A teacher who feels satisfaction from his work activities will encourage the maintenance of high levels of achievement, while conversely, those who get less satisfaction from their work, over time may be unreliable, less productive, and achieve low performance (Basri & Rauf, 2021). Aryadi & Rahmawati, (2019) also found that transformational leadership and teacher job satisfaction can influence teacher performance. Rizkie, (2022) stated that job satisfaction and leadership are two factors that determine teacher performance.

Education is one of the main pillars in the development of a nation (Surayya & Sumirah, 2021). In that context, the role of teachers is very crucial. They are not only the transmitters of knowledge, but also the shapers of the character of the younger generation (Fithriani et al., 2021). Ironically, within the scope of KKMI Pakis Aji District, the phenomenon of low teacher performance is a problem that deserves serious consideration. It was revealed that as many as 60% of teachers have below-standard performance. From the results of observations of each madrasah principal, it was proven that most teachers were unable to apply theories effectively in the learning process in the classroom, paid less attention to the development of student potential as a whole, and there was a tendency for discriminatory attitudes and were not inclusive of the quality of teaching provided. In addition, teachers also lack awareness of the importance of reflective action as part of the professional development of an educator.

Research conducted on teachers within the KKMI Pakis Aji region indicated that teacher performance levels are currently low. Contributing factors include limited job satisfaction, inadequate mastery of educational theories, insufficient support for student potential development, exclusive attitudes, and a lack of professional growth through reflective practices. Therefore, more serious efforts are needed from various parties, both the government, educational institutions, and the teachers themselves, to improve the quality of education in the region.

This study seeks to examine the direct impact of job satisfaction and transformational leadership on organizational commitment, as well as to assess the direct effects of job satisfaction, transformational leadership, and organizational commitment on teacher performance. Additionally, the study aims to investigate the mediating role of organizational commitment in the relationship between job satisfaction and teacher performance, as well as between transformational leadership and teacher performance.

2. Literature review and hypothesis/es development

Transformational Leadership

According to Bass (2006), transformational leadership occurs when a leader can motivate and inspire followers to reach exceptional goals. In this leadership model, followers develop trust, admiration, loyalty, and respect toward their leader, which drives them to exceed standard expectations (Bush, 2018). Transformational leadership involves a leader who encourages followers to prioritize the group's

goals over personal interests (Anah & Buana, 2021). Leaders with this style possess a powerful influence over others (Mirzakhmedov & Mirzakhmedov, 2021). Ary (2022) adds that transformational leaders inspire their followers to set aside personal ambitions, exerting significant influence in the process. Key characteristics of transformational leadership, as outlined by Bush (2018), include charisma, inspirational motivation, intellectual stimulation, and individualized consideration.

Job Satisfaction

Job satisfaction can be described as an individual's overall perception of their work, shaped by the difference between the benefits they actually receive and those they expect to receive (Arumugasamy & Renu, 2011). This concept is multifaceted, involving various emotional responses to different job components, meaning one might feel satisfied with certain aspects of their role but dissatisfied with others (Hasibuan, 2019). According to Sadaiah and Fernandez Rao (2021), experiencing happiness and contentment while performing work tasks reflects job satisfaction, which, when sustained, can boost employee motivation and foster a positive attitude that helps the organization achieve its objectives. Prihatsanti (2010) further explains that factors influencing teacher satisfaction include supervision, pay, work environment, promotional opportunities, work conditions, and the nature of the job itself.

Organizational Commitment

Organizational commitment refers to how much an individual identifies with and feels loyal toward their organization (Kumaran, 2013). Muthuvelo and Che Rose (2005) state that those with high commitment view themselves as a vital part of the organization. Monica and Surya Putra (2017) add that organizational commitment encompasses a readiness to contribute to the well-being of oneself, others, teams, or the organization at large. Furthermore, Marjaya and Pasaribu (2019) suggest that loyalty, enthusiasm, and pride in one's organization serve as indicators of a person's commitment level. Overall, organizational commitment can be seen as a psychological attachment to the organization, including a strong belief in its mission, willingness to contribute to its success, and a desire to remain a part of it.

3. Methodology

This research employs a quantitative approach, specifically using a descriptive quantitative method. It examines three types of variables: the dependent variable, a mediating variable, and independent variables. Here, teacher performance is the dependent variable, with organizational commitment acting as the mediating variable. Transformational leadership and job satisfaction are the independent variables. Teacher performance is evaluated using criteria such as planning, implementation, assessment/evaluation, building relationships with students, executing enrichment programs, and implementing remedial programs. Organizational commitment is measured by indicators of willingness, loyalty, and pride. Transformational leadership is assessed through characteristics like charisma, inspirational motivation, intellectual stimulation, and individualized attention. Job satisfaction is evaluated by aspects including job nature, salary, promotion opportunities, supervision, work groups, and work environment.

The study's population includes all teachers within the KKMI Pakis Aji sub-district in 2024, totaling 124 teachers. A non-probability sampling method, specifically purposive sampling, was applied, resulting in a final sample of 104 teachers who participated in the teacher performance survey. Data were gathered via a questionnaire using a five-point Likert scale, and Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) approach was utilized for data analysis.

4. Results and discussion

Sample Characteristics

The characteristics of the study sample encompass variables such as gender, age, education level, and years of service, as detailed in Table 1. According to Table 1, most respondents are male, representing 54.4 percent, while female respondents account for 44.6 percent. Age-wise, the largest group (55.1 percent) consists of respondents over 50 years old, followed by 32.3 percent aged between 41 and 50 years. In terms of education, the majority (73.8 percent) hold at least an undergraduate degree, while smaller percentages hold a Master's degree (6.2 percent) or a high school diploma (6.2 percent). Regarding tenure, most respondents have over 15 years of service (23.1 percent). Additionally, 53.8 percent of respondents report a monthly income below IDR 500,000.

Table 1. Sample Characteristics

Variables	Category	Amount	Percentage
Gender	Man	84	54.4
	Woman	24	44.6
Age	20-30 years	18	12.3
	31-40 years	29	29.2
	41-50 years	31	32.3
	More than 50 years	17	26.2
	Last Education	SD	8
Last Education	Junior High School	1	1.5
	Senior High School	4	6.2
	Bachelor	48	73.8
	Master	4	6.2
	Years of service	Less than 5 years	10
5-10 years		5	7.7
4-5 years		11	22.45
10-15 years		15	23.1
More than 15 Years		35	53.8
Income per month	< IDR 500,000	35	53.8
	IDR 500,000 - 1,000,000	29	44.6
	> IDR 1,000,000	17	26.2

Source: Processed data, 2024

Model Measurement

Reflective Outer Model Testing

In this research, teacher performance, organizational commitment, and transformational leadership were analyzed using a reflective model. Consequently, the evaluation of the outer model employed Cronbach's Alpha and Composite Reliability tests.

Table 2. Construct Reliability and Validity

Variables	Cronbach Alpha	Composite Reliability
Teacher Performance	0.714	0.809
Organizational Commitment	0.758	0.840
Transformational Leadership	0.836	0.887

Source: Processed data, 2024

This study assessed the outer reflective model's reliability and validity through Construct Reliability and Validity tests, specifically Composite Reliability (CR) and Cronbach's Alpha (CA). Composite reliability scores range from 0 to 1, with exploratory research requiring a minimum CA reliability score of 0.60 (Chin, 1998; Hock & Ringle, 2006) and confirmatory research requiring a score above 0.70

(Henseler, Ringle, and Sarstedt, 2012). A composite reliability above 0.90 suggests minimal error variance. As this is a confirmatory study, all constructs in the model demonstrate strong reliability, with Composite Reliability scores exceeding 0.7.

Formative Model Testing

In this study, the job satisfaction variable uses a formative model, so that the outer model is tested by testing the value. *Variance Inflation Factor and Loading Factor (Bootstrapping)*.

Table 3. Formative Model Testing

Variables	<i>Variance Inflation Factor (VIF)</i>	Loading Factor (Bootstrapping)
Job Satisfaction (KK 1)	1,052	0,000
Job Satisfaction (KK 6)	1,052	0,000

Source: Processed data, 2024

Besides assessing the significance of the outer weight value, an evaluation is performed to check for multicollinearity among the indicators. This is done by examining the Variance Inflation Factor (VIF) values, where a VIF value below 10 suggests an absence of multicollinearity. Based on the Collinearity Statistics table (Outer VIF Values), the Turnover Intention indicators (TI-01 and TI-02) both show VIF values under 10, indicating no multicollinearity issues. This result validates all Turnover Intention manifest variables as reliable measures (Hair et al., 2017).

For outer loading testing (bootstrapping), the t-statistic is compared to the critical value (t-statistic > t-table value of 1.96) or a p-value of less than 0.05. According to the Outer Loading table (Bootstrapping results), the Turnover Intention indicators (TI-01 and TI-02) yield t-statistic values exceeding 1.96 and p-values below 0.05, confirming that all manifest variables for turnover intention are valid measures.

Table 4. Distribution of Respondents' Answers

Variables/ Indicators	Mean	Criteria
Teacher Performance		
Planning	4,150	High
Work implementation	3,992	High
Implementation of enrichment programs	3,983	High
Implementation of evaluation	4,300	Very high
Implementation of remedial	4,217	Very high
Relationship with students	4,125	High
Transformational Leadership		
Charisma	4,200	Very high
Intellectual simulation	3,367	High
Inspirational motivation	4,100	High
Individual attention	3,925	High
Job Satisfaction		
Supervision	4,075	High
Wages	3,550	High
Working group	3,767	High
Promotion	3,575	High
Working conditions	4,042	High

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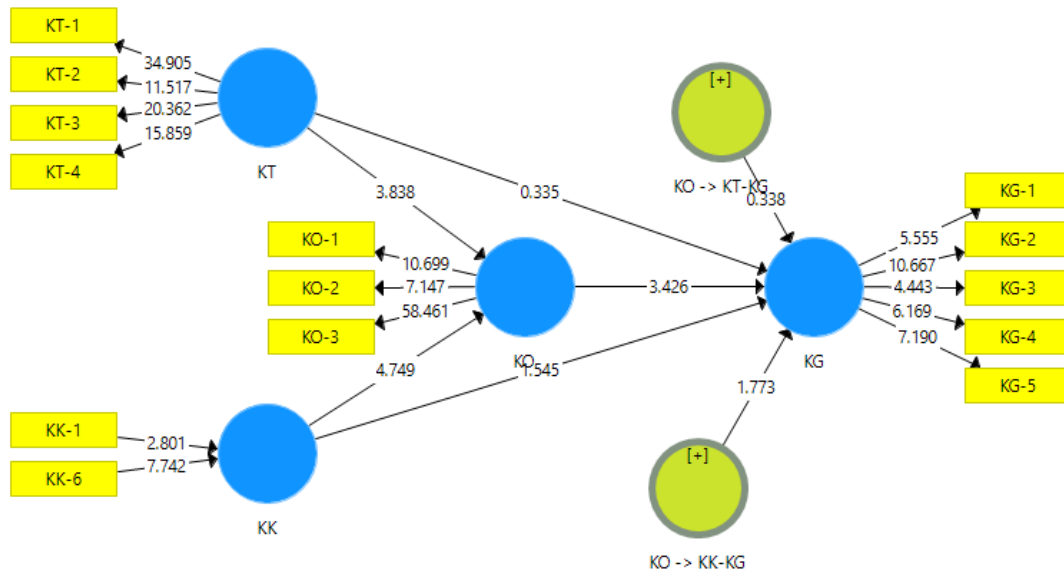
Variables/ Indicators	Mean	Criteria
The job itself	4,042	High
Organizational Commitment		
Pride	3,850	High
Faithfulness	4,025	High
Will	4,317	Very high

Source: Processed data, 2024

Table 4 shows the distribution of respondents' answers for each questionnaire statement for each research variable. The assessment criteria are 1.00 - 1.80 = Very low; 1.81 - 2.60 = Low; 2.61 - 3.40 = Medium; 3.41 - 4.20 = High; 4.21 - 5.00 = Very high.

Hypothesis Testing

Testing of research hypotheses using path coefficients and specific indirect effects in accordance with the structural model.



Picture1. Hypothesis Testing

Table 5 shows the direct influence hypothesis testing and table 6 shows the indirect influence hypothesis testing.

Table 5. Path Coefficients/Direct Effects

Hypothesis	Original Sample (O)	T Statistics (O/STDEV)	P Values	Results
H1: KK -> KG	0.470	3,184	0.001	Supported
H2: KK -> KO	0.432	4,749	0,000	Supported
H3: KO -> KG	0.469	3,426	0,000	Supported
H4: KT -> KG	0.071	0.335	0.353	Not supported
H5: KT -> KO	0.294	3,838	0,000	Supported

KK = Job Satisfaction; KG = Teacher Performance; KO = Organizational Commitment; KT = Transformational Commitment

Source: Processed data, 2024

The testing of five direct influence hypotheses, as shown in Table 5, indicates that one hypothesis is unsupported, while the other four are supported. For the first hypothesis, which posits that job satisfaction positively influences teacher performance, the results support this with values ($O = 0.470$; $T = 3.184$; $P = 0.001$), confirming a significant positive effect of job satisfaction on teacher performance. This implies that higher job satisfaction correlates with improved teacher performance. The second hypothesis suggests that job satisfaction positively impacts organizational commitment, which is supported by the values ($O = 0.432$; $T = 4.749$; $P = 0.000$). This finding indicates that greater job satisfaction leads to a stronger commitment to the organization. The third hypothesis proposes a positive effect of organizational commitment on teacher performance, supported by values ($O = 0.469$; $T = 3.426$; $P = 0.000$). These results suggest that higher organizational commitment correlates with improved teacher performance. For the fourth hypothesis, which asserts that transformational leadership has a positive impact on teacher performance, results do not support this ($O = 0.071$; $T = 0.335$; $P = 0.368$), indicating that transformational leadership does not significantly influence teacher performance. This suggests that implementing a transformational leadership style does not necessarily enhance or diminish teacher performance. Lastly, the fifth hypothesis proposes that transformational leadership positively affects organizational commitment, supported by values ($O = 0.294$; $T = 3.838$; $P = 0.000$). These findings indicate that applying a transformational leadership style significantly enhances organizational commitment.

Table 6. Indirect Effect

Hypothesis	Original Sample (O)	T Statistics (O/STDEV)	P Values	Results
H6: KO → KK-KG → KG	0.206	1,773	0.038	Supported
H7: KO → KT-KG → KG	-0.047	0.338	0.368	Not supported
H8: KK → KO → KG	0.203	2,684	0.004	Supported
H9: KT → KO → KG	0.138	2,380	0.009	Supported

KK = Job Satisfaction; KG = Teacher Performance; KO = Organizational Commitment;
KT = Transformational Commitment

Source: Processed data, 2024

The moderation and mediation path analysis presented in Table 6 reveals that one of the hypotheses is not supported, while the other three are confirmed. The sixth hypothesis, which proposes that organizational commitment moderates the impact of job satisfaction on teacher performance, is supported ($O = 0.206$; $T = 1.773$; $P = 0.038$). This result suggests that organizational commitment enhances the positive effect of job satisfaction on teacher performance, as shown by the positive original sample value. The seventh hypothesis, stating that organizational commitment moderates the link between transformational leadership and teacher performance, is not supported ($O = -0.047$; $T = 0.338$; $P = 0.368$), indicating that organizational commitment does not moderate this relationship. The eighth hypothesis, which suggests that organizational commitment mediates the relationship between job satisfaction and teacher performance, is confirmed ($O = 0.203$; $T = 2.684$; $P = 0.004$), indicating that organizational commitment indeed acts as a mediator here. Lastly, the ninth hypothesis, which posits that organizational commitment mediates the effect of transformational leadership on teacher performance, is supported ($O = 0.138$; $T = 2.380$; $P = 0.009$), showing that organizational commitment effectively mediates the relationship between transformational leadership and teacher performance.

The Influence of Job Satisfaction on Organizational Commitment and Teacher Performance

This study proves that job satisfaction has a significant positive effect on organizational commitment. High job satisfaction among teachers tends to encourage an increase in their commitment to the

organization (school) and directly has a positive impact on their performance. Based on respondents' distribution of answers regarding statements about the job itself, there was a strong response, with an average score of 4.042, categorized as high. This response reflects the first indicator, indicating that the job is perceived as being grounded in rational and objective standards established by the teacher council. Teachers who feel that their work is meaningful, challenging, and contributes to the development of students and schools tend to feel proud of their roles (pride indicator). Satisfaction with the job itself also encourages loyalty, where teachers feel emotionally attached to the school and show a strong desire to remain part of the school (loyalty indicator). In the next sequence, the statement about working conditions received a high response from respondents (4.042). Supportive working conditions, including a good physical environment, adequate facilities, and fair policies, make teachers feel appreciated and supported by the school. This increases their pride in the organization. A positive work environment also increases teacher loyalty because they feel comfortable and safe to continue working at the school. In the next sequence, the statement about supervision, received a very high response from respondents (4,075). Teachers who receive adequate support and recognition from supervisors feel appreciated, which increases their loyalty to the school. Effective supervision also encourages teachers' willingness to continue to improve their performance and contribute positively to the school's goals.

The results of this study prove that job satisfaction has a significant positive effect on teacher performance. Teachers who are satisfied with their jobs are more likely to show better performance in various aspects of teaching and relationships with students. Based on the distribution of respondents' answers to the statement of the job itself, a high response with a mean value of 4.300 (very high criteria) on the first indicator, namely the job itself is based on rational, objective criteria by the teacher council. Teachers who are satisfied with their jobs are also more committed to carrying out their jobs optimally, including the implementation of innovative and interesting enrichment programs. Job satisfaction motivates teachers to conduct a comprehensive evaluation of student learning outcomes and to carry out follow-up actions such as proactive remediation (indicators of evaluation and remediation implementation). In the next sequence, the statement about working conditions received a high response from respondents (4.217). Good working conditions allow teachers to focus and be effective in carrying out teaching tasks (indicators of job implementation). Support from the school in the form of facilities and a conducive environment also encourages teachers to develop and implement enrichment programs that improve the quality of learning. In addition, supportive working conditions make teachers more motivated to interact with students positively, strengthen relationships and good communication (indicators of relationships with students). In the next sequence, the statement about supervision, received a very high response from respondents (4,150). Effective supervision from the principal or other supervisors contributes to improving the quality of teaching planning and implementation. Teachers who receive good guidance and feedback tend to be more prepared and organized in planning and implementing teaching. Good supervision also helps teachers in conducting more comprehensive evaluations and implementing more structured remedial and enrichment programs.

The results of this study are in line with previous research which explains that job satisfaction has a significant positive effect on organizational commitment and teacher performance (Dunda et al., 2020), (Wijayanto et al., 2021), (Hasibuan, 2019), and (Sadaiah & Fernandez Rao, 2021). However, this study does not support previous research which states that job satisfaction has a significant positive effect on organizational commitment and teacher performance (Prihatsanti, 2010).

The Influence of Organizational Commitment on Teacher Performance

This study proves that organizational commitment has a significant positive effect on teacher performance. Organizational commitment reflects the extent to which an individual feels bound to their

organization, which is shown through pride in the organization, loyalty, and willingness to contribute to organizational goals. Based on the distribution of respondents' answers to the statement of pride, the highest response with a mean value of 3.850 (high criteria) on the first indicator, namely pride is based on rational, objective criteria by the teacher council. Teachers who are proud to be part of their school or educational institution tend to show better performance. This pride encourages teachers to give their best in their work, because they feel that their personal success also reflects the success of the institution. In the next sequence, the statement about loyalty to the institution and the work of the teacher council received a high response from respondents (4.025). Loyal teachers tend to have long-term relationships with their organizations, and they strive to achieve common goals. This loyalty contributes to stability in the workforce, which in turn creates a positive and supportive work environment. In the next sequence, the statement about the willingness to stay with the institution received a very high response from respondents (4.317). Teachers who are highly committed will demonstrate a strong willingness to go beyond their basic duties, such as participating in extracurricular activities, attending additional training, or even getting involved in initiatives that improve the quality of education in schools. This willingness shows a deep dedication to their profession, which is reflected in better performance, both in terms of teaching effectiveness and in terms of relationships with students and colleagues.

The results of this study are in line with previous research which explains that organizational commitment has a significant positive effect on teacher performance (Muthuvelo & Che Rose, 2005) and (Marjaya & Pasaribu, 2019). However, this study does not support previous research which stated that organizational commitment has a significant positive effect on teacher performance (Dewi, 2013).

The Influence of Transformational Leadership on Organizational Commitment

This study proves that transformational leadership has a significant positive effect on organizational commitment. This means that when leaders apply a transformational leadership style, employees tend to show a higher commitment to the organization. Based on the distribution of respondents' answers to the job satisfaction statement, the highest response with a mean value of 4.200 (very high criteria) on the first indicator, namely charisma which creates a sense of pride among employees (pride indicator) because they feel inspired by the vision and values championed by the leader. In the next sequence, the statement about intellectual stimulation, namely leaders who apply intellectual stimulation encourage employees to think creatively, innovatively, and dare to take risks in finding the best solutions to problems faced by the organization received a high response from respondents (3.367). Teachers who feel encouraged to think freely and innovate tend to feel prouder of their abilities and their contributions to the organization. This increases pride and loyalty to the organization because employees feel appreciated and trusted. In the next sequence, the statement about inspirational motivation, namely that leaders who use inspirational motivation are able to communicate an interesting and challenging vision for the future, and provide encouragement to employees to contribute fully to the organization's goals received a high response from respondents (4.100). Teachers who feel inspired motivated tend to be more loyal to the organization, because they feel the alignment between their personal values and the organization's goals. In the next sequence, the statement about individual attention, namely that leaders show individual attention by understanding the needs, aspirations, and potential of each teacher, and providing the support and guidance needed for their personal development received a high response from respondents (3.925). Teachers who feel individually cared for by their leaders tend to feel valued and recognized by the organization, which increases their pride. Individual attention also strengthens teacher loyalty, because they feel that the organization cares about their well-being and development.

The findings of this study support previous research which states that transformational leadership has a significant positive effect on organizational commitment (Muthuvelo & Che Rose, 2005), (Suputra &

Sriathi, 2018), (Arini & Soliha, 2017), (Dewi, 2013). However, the findings of this study do not correspond to the results of previous research Uswatun (2013) which proves that job satisfaction has no effect on employee retention.

The Mediating Role of Organizational Commitment in the Influence of Job Satisfaction on Teacher Performance

This study confirms that organizational commitment mediates the positive relationship between job satisfaction and teacher performance. This means that job satisfaction influences teacher performance not only directly but also indirectly by boosting organizational commitment. Analysis of respondents' answers shows the highest average scores, with values of 4.075 and 4.300, on the indicators of supervision (job satisfaction) and evaluation implementation (teacher performance), both rated as "very high." These findings suggest that teachers who experience high job satisfaction tend to be more committed to their school, which, in turn, positively impacts their performance. To enhance this effect, schools can focus on increasing job satisfaction through improvements in job quality, work environment, and supportive supervision. By doing so, schools foster organizational commitment in terms of teacher pride, loyalty, and dedication, ultimately leading to better performance in planning, implementation, enrichment activities, evaluation, remedial actions, and teacher-student relationships. These results align with prior research that also found organizational commitment mediates the relationship between job satisfaction and teacher performance, showing a significant positive effect (Amalia Yunia Rahmawati, 2020; Amaliyah, 2014). However, this study differs from findings in Rahmi (2014), which did not observe a significant mediating effect of organizational commitment on this relationship.

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

This study proves that organizational commitment mediation has no effect on the influence of transformational leadership on teacher performance. These results mean that although transformational leadership has a significant positive effect on teacher performance, organizational commitment does not have a mediating role in the relationship. This means that the influence of transformational leadership on teacher performance occurs directly, without the need for mediation by organizational commitment. Based on the distribution of respondents' answers to the mediation statement of organizational commitment obtained from the transformational leadership and teacher performance indicators, the lowest responses with a mean value of 3.367 and 3.983 (the lowest criteria) on the intellectual simulation indicator (transformational leadership) and the implementation of enrichment programs (teacher performance). These findings indicate that in the context of education, especially in the school environment, transformational leadership has a direct and significant impact on teacher performance without the need for mediation by organizational commitment. Therefore, school leaders such as principals or education supervisors should focus more on implementing transformational leadership principles that directly motivate and inspire teachers, such as showing charisma, providing intellectual simulation, inspirational motivation, and individual attention.

The results of this study are in line with previous research which explains that organizational commitment mediation has no influence on the influence of transformational leadership on teacher performance (Yusuf, 2017) and (Muspawi, 2021). However, this study does not support previous research which states that organizational commitment mediation has no influence on the influence of transformational leadership on teacher performance.



The Moderating Role of Organizational Commitment on the Influence of Job Satisfaction on Teacher Performance

This study demonstrates that organizational commitment significantly enhances the positive impact of job satisfaction on teacher performance. In other words, when teachers exhibit a high level of organizational commitment, the effect of their job satisfaction on performance is further amplified. According to respondents' feedback, organizational commitment indicators related to job satisfaction and teacher performance showed the highest mean responses at 4.075 and 4.300, respectively, for the supervision (job satisfaction) and evaluation implementation (teacher performance) indicators, both falling within the “very high” criteria. These results underscore the importance of organizational commitment in reinforcing the link between job satisfaction and teacher performance. To leverage this relationship, schools and educational administrators should consider strategies that improve job satisfaction by emphasizing meaningful work, supportive working environments, and effective supervision. Moreover, fostering a strong sense of organizational commitment through initiatives that build pride, loyalty, and dedication among teachers can further enhance the effect of job satisfaction on performance. These findings align with earlier research suggesting that organizational commitment as a moderating factor substantially reinforces the relationship between job satisfaction and teacher performance (Rahmi, 2014). However, unlike Dewi (2013), this study does not find that organizational commitment has a universally positive moderating effect on this relationship.

5. Conclusion

Path analysis results reveal that, out of nine hypotheses tested, two showed no significant effect. There is a positive link between job satisfaction and teacher performance, suggesting that higher job satisfaction enhances teaching quality and teacher-student interactions, aligning with Ginanjar et al. (2024). Additionally, job satisfaction positively influences organizational commitment, as teachers who feel fulfilled in their roles tend to be highly motivated, valued, and maintain good work relationships, which collectively boost their performance. The findings also indicate a positive connection between organizational commitment and teacher performance; teachers with a strong commitment to their organization are often more driven to work diligently and perform at their best. However, transformational leadership does not directly impact teacher performance; school leaders with a transformational approach may not always foster an environment that motivates teachers to excel. There is a positive association between transformational leadership and organizational commitment, as principals who demonstrate transformational leadership can foster a supportive environment that encourages teachers to be more committed to the school. Organizational commitment also moderates the positive relationship between job satisfaction and teacher performance, meaning that job satisfaction's effect on teacher performance strengthens when coupled with organizational commitment. No moderating effect was found between transformational leadership and teacher performance via organizational commitment; transformational leadership did not affect teacher performance when organizational commitment was considered a moderator. However, job satisfaction has a positive influence on teacher performance, with organizational commitment acting as a mediator. This implies that the impact of job satisfaction on teacher performance is enhanced when organizational commitment serves as an intermediary. Moreover, transformational leadership indirectly influences teacher performance through organizational commitment, indicating that the positive effect of transformational leadership on teacher performance is reinforced when mediated by organizational commitment. In summary, job satisfaction and organizational commitment are essential drivers of teacher performance, while transformational leadership positively influences organizational commitment, albeit without a direct effect on teacher performance. Thus, enhancing teachers' job satisfaction and organizational commitment can be an effective strategy to elevate educational quality.

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