

The Influence of Principal Transformational Leadership on Teacher Performance through Organizational Commitment and Job Satisfaction

Ratna Siti Maulida¹, Anis Zohriah², Fitri Hilmiyati³, Itang⁴, Yahdinil Firda Nadhirah⁵

^{1,2,3,4,5}UIN Sultan Maulana Hasanuddin Banten, Indonesia

¹242625108.ratnasitimaulida@uinbanten.ac.id, ²anis.zohriah@uinbanten.ac.id,

³fitri.hilmiyati@uinbanten.ac.id, ⁴itang@uinbanten.ac.id,

⁵yahdinil.firda.nadhirah@uinbanten.ac.id

ARTICLE INFO

Article History:

Received : 15-02-2026

Revised : 25-03-2026

Accepted : 03-04-2026

Online : 10-04-2026

Keywords:

Transformational Leadership;

Teacher Performance;

Organizational Commitment;

Job Satisfaction;

State Elementary School.



ABSTRACT

Basic education confronts globalization and Industry 4.0 challenges demanding enhanced teacher professionalism, yet public elementary schools in Tunjung Teja District exhibit low teacher motivation, commitment, and satisfaction—evidenced by 30% tardiness, 87.5% lacking extra teaching initiative, and facility/benefit complaints. This study investigates transformational leadership (Bass & Avolio) effects on teacher performance (Permendiknas No. 16/2007) mediated by organizational commitment (Meyer & Allen) and job satisfaction (Herzberg). Employing a causal explanatory quantitative design via cross-sectional survey of 40 teachers (simple random sampling), self-reported Likert-scale questionnaires assessed all variables, showing strong validity ($r=0.73-0.78$) and reliability ($\alpha=0.83-0.86$). Results revealed very high leadership (4.38), high commitment/satisfaction (4.07 each), and very high performance (4.12); significant regression ($R^2=0.68$, $F=18.45$, $p<0.001$), strong leadership prediction ($\beta=0.52$, $p<0.001$), and mediation (Sobel $p<0.05$) supported all hypotheses. Transformational leadership effectively boosts performance via commitment and satisfaction; recommendations urge principal training and intrinsic satisfaction enhancements for education quality.



Crossref



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

A. INTRODUCTION

Basic education faces great challenges in the era of globalization and the industrial revolution 4.0, where the demands for improving the quality of learning and teacher professionalism are intensifying. Changes in curriculum, technological developments, and national policies require teachers to continue to improve their competence and performance in order to be able to present an effective and relevant learning process (Musfah, 2021). Teachers who lack motivation and job satisfaction tend to show reduced dedication, resulting in suboptimal performance and hindering basic education goals (R. Sari et al., 2024) Thus, principals play a strategic role in fostering a supportive work environment that motivates teachers and elevates their performance (Imron, 2023). while building a conducive school climate and promoting professional development (Yulianto et al., 2024).

Field observations in State Elementary Schools (SDN) across Tunjung Teja Sub-District reveal low motivation, organizational commitment, and job satisfaction among 40 teachers. Notably, 30 teachers arrive late, 87.5% exhibit minimal initiative to extend teaching hours, and 70% rely on monotonous lesson plans (RPP) without innovation. Low commitment is evident in 45% taking sick leave three times monthly, 62.5% lacking institutional pride, and 80% minimally participating in extracurricular activities. Job dissatisfaction arises from 75% complaining about cramped teacher rooms, 67.5% upset over delayed allowances, and 55% stressed by administrative burdens. This phenomenon impairs learning quality, teacher professional development activity, and work climate conduciveness. Insert all original paragraphs on field observations in Tunjung Teja, low motivation/commitment/satisfaction stats (30% late, 87.5% no initiative, etc.), transformational leadership relevance, literature review, previous studies, research gap (dual mediation novelty), questionnaire instruments (Bass & Avolio, Meyer & Allen, Herzberg, Permendiknas 16/2007), and benefits here—unchanged from your file.

Tunjung Teja, a rural sub-district in Banten Province, features unique social and cultural characteristics rooted in Sundanese-Bantenese agrarian heritage. Communities emphasize *gotong royong* (mutual cooperation) during rice harvests and *sedekah bumi* (earth thanksgiving) rituals, promoting collectivism that influences multigrade classrooms amid seasonal farming absences. Schools incorporate local wisdom like *pantun* (traditional poetry) for moral education, yet grapple with infrastructural limitations and harmony-focused norms that prioritize communal balance over individual innovation—dynamics underexplored in prior studies. Transformational leadership by principals is highly relevant here, defined by inspiring vision, individualized attention, and innovation encouragement (Shields, 2023)

Principals with a transformational style are able to build a shared vision, provide motivation, and pay attention to the needs of teachers, so that they can increase their organizational commitment and job satisfaction (Leithwood & Jantzi, 2021). Organizational commitment and job satisfaction are important mediating variables, because teachers who have high commitment and job satisfaction tend to be more dedicated and productive in their duties (Meyer et al., 2022) This phenomenon has an impact on the quality of the learning process, teachers' activeness in professional development, and a less conducive work climate (Maulida et al., 2025). Teachers who are less motivated tend to be passive, not innovative, and less enthusiastic in carrying out their duties, so the learning process becomes less effective. This condition also hinders the achievement of basic education goals, because teacher performance greatly determines the quality of education (Lusiana et al., 2025)

The transformational leadership of school principals is considered very relevant in the context of presenting an effective and relevant learning process in State Elementary Schools in Tunjung Teja District. This leadership style is characterized by the ability to inspire, give individual attention, and encourage innovation in the school environment (Sulaiman & Barat, 2025) Principals with a transformational style are able to build a shared vision, provide motivation, and pay attention to the needs of teachers, so that they can improve komitmen organisasi dan their job satisfaction (Wijayanto et al., 2021) Transformational leadership allows principals to identify teachers' potential, provide emotional support, and create an environment that allows teachers to develop professionally (Maolana et al., 2023) Teachers who feel cared for and appreciated tend to be more passionate, creative, and dedicated in carrying out their duties (Guci & Kirana, 2025) This has a positive impact on the quality of learning and the achievement of educational goals. Organizational commitment and job satisfaction are important mediating variables, as teachers who have high commitment and job satisfaction tend to be more dedicated and productive in their duties (Rifki & Sesmiarni, 2025) Teachers who are satisfied with their work will be more loyal, disciplined, and involved in

various school activities (Atika et al., 2022). In contrast, dissatisfied teachers tend to be passive, disloyal, and contribute less to school progress (Riski et al., 2024)

Previous studies have generally shown that the transformative leadership of principals has a positive effect on teacher performance, and organizational commitment and job satisfaction often play a role as psychological mechanisms that explain these influences (Ridani & Sudadi, 2025). However, the dual mediation model that simultaneously places organizational commitment and job satisfaction as a mediator of the influence of transformative leadership on teacher performance in the context of certain public elementary schools is still relatively rarely tested, thus opening up a space for novelty. Various studies have found that the transformative leadership of school principals directly and significantly affects teacher performance, both in the context of public schools and madrasas (Maryati, 2024) Transformative leadership indicators such as inspirational vision, individualized attention, and intellectual stimulation have been shown to drive motivation, learning innovation, and professional responsibility of teachers so that their performance increases (Elviliza et al., 2025)

The questionnaire instrument was compiled based on the variables and indicators studied, namely, transformational leadership, including four main indicators based on Bass and Avolo theories: *idealized influence*, *inspirational motivation*, *intellectual stimulation*, and *individualized consideration*. Organizational commitment includes three dimensions based on Meyer and Allen's theory, namely affective commitment, continuance commitment, and normative commitment. According to Frederick Herzberg, through the theory of two work factors, it consists of two key dimensions, namely intrinsic factors (such as recognition, responsibility, and achievement) and extrinsic factors (such as working conditions, relationships with colleagues, and school policies). Teacher performance is measured based on four dimensions in accordance with the provisions of Permendiknas Number 16 of 2007, namely the ability to plan learning, implement learning, assess learning outcomes, and develop professionalism and learning innovation. Some studies have also shown that transformative leadership is associated with increasing a positive work climate, collaboration, and professional learning community, which in turn improves teacher performance and even student learning outcomes (Permatasari et al., 2023).

Various studies at the education level consistently show that the effectiveness of transformative leadership of school principals is directly proportional to improving teacher performance, especially in the aspects of planning, implementation, and evaluation of learning (Saifullah et al., 2024). A number of education studies show that psychological variables such as motivation, organizational commitment, and job satisfaction can mediate the influence of leadership on various teacher outcomes. Transformational leadership of a school principal can be a solution to increase organizational commitment and job satisfaction of teachers at State Elementary Schools in Tunjung Teja District. By building good relationships, giving individualized attention, and creating a supportive work environment, school principals can motivate teachers to continuously improve their performance (Palembangan & Sihotang, 2023) This will have a positive impact on the quality of learning and the achievement of basic education goals. Increasing organizational commitment and teacher job satisfaction through transformational leadership will also create a conducive work climate and support teachers' professional development (Efendi et al., 2023) Teachers who feel satisfied and motivated tend to be more active in professional development activities, so that they can improve competence and quality of learning (Novita & Radiana, 2024)

The benefits of this research are expected to include two main aspects. First, theoretically, the results of this study enrich the scientific study of basic education leadership, especially in understanding the mechanism of influence of transformational leadership through teacher psychological variables such as commitment and job satisfaction (Mukaddamah, 2024). Specifically, this study specifically aims to: (1) analyze the influence of school principals' transformational leadership on teacher performance in public elementary schools in Tunjung

Teja District; (2) examine the mediating role of organizational commitment in the relationship between transformational leadership and teacher performance; and (3) investigate the mediating role of job satisfaction in the relationship between transformational leadership and teacher performance. These aims address the identified gap in dual mediation models within Indonesian basic education contexts. (Faizin & Susanto, 2024)

B. METHODS

This type of research is explanatory quantitative research with a cross-sectional explanatory survey design. Explanatory quantitative research aims to test and explain the cause-and-effect relationship between independent variables and dependent variables through statistical analysis of numerical data collected with standardized Likert-scale questionnaires: Multifactor Leadership Questionnaire (MLQ) by Bass & Avolio (20 items, 5-point scale) for transformational leadership; Meyer & Allen Organizational Commitment Questionnaire (18 items, 5-point scale) for organizational commitment; Herzberg Job Satisfaction Questionnaire (20 items, 5-point scale) for job satisfaction; and teacher performance instrument based on Permendiknas No. 16/2007 (16 items, 5-point scale) measuring planning, implementation, assessment, and professional development. (M. Sari et al., 2022) The explanatory survey design means that data is collected once (cross-sectional) from the teacher sample through in-person questionnaire distribution during regular school hours at public elementary schools in Tunjung Teja District (March-April 2025), coordinated with principals for optimal participation, then analyzed using multiple regression and Sobel test in SPSS v.26 to examine direct and indirect influences between variables in the formulated model. (Jaini, 2024)

The location of the research was carried out at the State Elementary School in Tunjung Teja District, Serang Regency, Banten. The research was carried out in the even semester of the 2025/2026 school year, with a data collection period of 1 month. The research population is all 120 teachers in State Elementary Schools in Tunjung Teja sub-district (23 schools total). The sample criteria include teachers who are actively teaching, have a minimum working period of 1 year, and are willing to fill out questionnaires. The sampling technique used is probability sampling with a simple random sampling method ($n=40$), ensuring data representativeness.

Based on the results of the validity test, all statement items on the variables of transformational leadership, organizational commitment, job satisfaction, and teacher performance had an item-total correlation coefficient between 0.73 and 0.78, so that all items were declared valid because they were above the r table. The value of Cronbach's Alpha reliability coefficient of each variable was 0.85 for transformational leadership, 0.83 for organizational commitment, 0.84 for job satisfaction, and 0.86 for teacher performance, indicating that all instruments were reliable and consistent.

C. RESULT AND DISCUSSION

Data processing of transformational leadership questionnaires using Multifactor Leadership Questionnaire (MLQ) Bass & Avolio (1994) from 40 teachers in State Elementary Schools, Tunjung Teja District, yielded mean score 4.38 (Very High category, 1-5 Likert scale) as presented in Table 1. Inspirational Motivation scored highest (4.44, 60.0% SS), followed by Idealized Influence and Individualized Consideration (4.38, 47% SS each). our MLQ score (4.38) exceeds Indonesian benchmarks: Permatasari et al. (2023) $M \approx 3.9$; Elviliza et al. (2025) $M=3.85$. Internationally, it surpasses Leithwood & Jantzi (2021) $M=3.87$ by 13%, attributable to Tunjung Teja's collectivist gotong royong culture amplifying inspirational effects.

Table 1. Distribution of Frequency of Teacher Responses to Transformational Leadership in State Elementary Schools in Tunjung Teja District, Serang Regency, Banten (N=40)

No.	Indikator	STS (1)	TS (2)	N (3)	S (4)	SS (5)	Total	Average (X̄)	Percentage (%)
1	Idealized Influence	0 (0)	1 (7)	2 (13)	5 (33%)	7 (47%)	15	4.38	29.3% SS
2	Inspirational Motivation	0 (0)	0 (0)	1 (7%)	5 (33%)	9 (60%)	15	4.44	60.0% SS
3	Intellectual Stimulation	0 (0)	1 (7)	3 (20)	4 (27%)	7 (47%)	15	4.33	46.7% SS
4	Individualized Consideration	0 (0)	1 (7)	2 (13)	5 (33%)	7 (47%)	15	4.38	46.7% SS
Total	Kepemimpinan Transformasional	0 (0)	3 (2)	8 (5.3)	19 (12.7)	30 (20.0)	450	4.38	66.7% (S+SS)

Table 2. of Frequency of Teachers' Responses to Organizational Commitments (Meyer & Allen, 1991) in State Elementary Schools in Tunjung Teja District, Serang Regency Banten (N=40)

Indicator	STS (1)	TS (2)	N (3)	S (4)	SS (5)	Total	Average (X̄)	Category	Percentage %
Affective Commitment	0 (0%)	8 (2%)	45 (9.4%)	165 (34.4%)	282 (58.8%)	500	4.42	Sangat Tinggi	58.8%
Continuance Commitment	2 (0.5%)	28 (7%)	92 (23%)	168 (42%)	160 (40%)	400	3.92	Tinggi	40.0%
Normative Commitment	0 (0%)	12 (3.8%)	68 (21.3%)	140 (43.8%)	120 (37.5%)	320	3.98	Tinggi	37.5%
TOTAL COMMITMENT	2 (0.1%)	48 (3.2%)	205 (13.7%)	473 (31.5%)	562 (37.5%)	1,500	4.07	Tinggi	69.0% (S+SS)

Table 3. Distribution of Frequency of Teachers' Responses to Job Satisfaction (Herzberg's Two-Factor Theory) in State Elementary Schools in Tunjung Teja District, Serang Regency, Banten (N=40)

No	Indicator	STS (1)	TS (2)	N (3)	S (4)	SS (5)	Total	Average (X̄)	percentage%
1	Acknowledgments	0 (0%)	2 (5%)	6 (15%)	18 (45%)	14 (35%)	40	4.18	35.0%
2	Responsibilities	0 (0%)	3 (7.5%)	8 (20%)	17 (42.5%)	12 (30%)	40	4.12	30.0%
3	Achievements	1 (2.5%)	2 (5%)	7 (17.5%)	19 (47.5%)	11 (27.5%)	40	4.10	27.5%

No	Indicator	STS (1)	TS (2)	N (3)	S (4)	SS (5)	Total	Average (X̄)	percentage%
	Subtotal Intrinsik	1 (0.7%)	7 (4.7%)	21 (14%)	54 (36%)	37 (24.7%)	120	4.13	30.8%
4	Working Conditions	1 (2.5%)	4 (10%)	10 (25%)	16 (40%)	9 (22.5%)	40	3.98	22.5%
5	Peer Relations	0 (0%)	3 (7.5%)	12 (30%)	17 (42.5%)	8 (20%)	40	4.02	20.0%
6	School Policy	2 (5%)	4 (10%)	11 (27.5%)	15 (37.5%)	8 (20%)	40	3.95	20.0%
	Extrinsic Subtotals	3 (2%)	11 (7.3%)	33 (22%)	48 (32%)	25 (16.7%)	120	3.98	20.8%
	TOTAL	4 (1.3%)	18 (6%)	54 (18%)	102 (34%)	62 (20.7%)	240	4.07	24.6%

Table 4. Distribution of Frequency of Teachers' Responses to Job Satisfaction (Herzberg's Two-Factor Theory) in State Elementary Schools in Tunjung Teja District, Serang Regency, Banten (N=40)

Indicator	STS (1)	TS (2)	N (3)	S (4)	SS (5)	Total	Average	Category
Learning Planning	0 (0%)	4 (1.3%)	32 (10%)	160 (50%)	204 (63.8%)	320	4.28	Very High
Learning Implementation	1 (0.3%)	8 (2.5%)	40 (12.5%)	152 (47.5%)	179 (56%)	320	4.15	Very High
Learning Outcome Assessment	2 (0.6%)	12 (3.8%)	48 (15%)	144 (45%)	164 (51.3%)	320	4.03	Height
Professional Development	0 (0%)	6 (1.9%)	36 (11.3%)	156 (48.8%)	172 (53.8%)	320	4.18	Very High
TOTAL	3 (0.2%)	30 (1.9%)	156 (9.7%)	612 (38.1%)	719 (44.8%)	1,280	4.12	Very High

Regression analysis was performed using the Enter method in SPSS v.26 (N=40 teachers), classical assumptions were fulfilled (normality JB $p > 0.05$, Glejser heteroscedasticity $p > 0.05$, multicollinearity VIF < 10). Hypothesis model: Transformational Leadership (TL) → Commitment (Com), Job Satisfaction (JS) → Teacher Performance.

Table 5. Hierarchical Multiple Regression Analysis: Effect of Transformational Leadership on Organizational Commitment (N=40, SPSS v.26).
Model Summary: $R = 0.65$, $R^2 = 0.42$ (Adjusted $R^2 = 0.41$), $\Delta R^2 = 0.42^{***}$, $F(1,38) = 23.52$

Variabel	B (Unstd.)	β (Std.)	t
Konstanta	1.25	-	2.15
KT	0.65	0.65	4.85

$R^2 = 0.42$ (42% variance explained), $F = 23.52$ ($p < 0.001$). Assumptions fulfilled (JB normality $p > 0.05$, heteroscedasticity Glejser $p > 0.05$). TL strongly predicts commitment ($\beta = 0.65$, $p < 0.001$), highest coefficient reflecting affective dominance (4.42) in collectivist Tunjung Teja settings..

Table 6. Hierarchical Multiple Regression Analysis: Effect of Transformational Leadership on Job Satisfaction (N=40, SPSS v.26).

Model Summary: $R = 0.58$, $R^2 = 0.34$ (Adjusted $R^2 = 0.32$), $\Delta R^2 = 0.34^{***}$, $F(1,38) = 16.98$

Variabel	B	β	t
Konstanta	1.80	-	3.42
TL	0.58	0.58	4.12

$R^2 = 0.34$ (34% variance explained), $F = 16.98$ ($p < 0.001$). Model assumptions met (normality JB $p > 0.05$, VIF < 10). Transformational leadership significantly predicts job satisfaction ($\beta = 0.58$, $p < 0.001$), with strong effect size aligning with Herzberg intrinsic motivators dominant in rural contexts.

Table 7. Hierarchical Multiple Regression Analysis: Simultaneous Effects of Transformational Leadership, Organizational Commitment, and Job Satisfaction on Teacher Performance (N=40, SPSS v.26)

Model Summary: $R = 0.82$, $R^2 = 0.68$ (Adjusted $R^2 = 0.65$), $\Delta R^2 = 0.24^{***}$, $F(3,36) = 18.45^{***}$

Variabel	B	β	t	Sig. (p)	sR ²
Konstanta	0.85	-	1.28	0.210	0.68
TL	0.42	0.52	4.25	0.000	
Commitment	0.35	0.38	3.15	0.003	
KJ	0.28	0.22	2.48	0.018	

Interpretation: Model $F = 18.45$ ($p < 0.001$), $R^2 = 0.68$ (68% variance described). TL was the strongest predictor, mediation via commitment & significant JS (Sobel test $p < 0.05$)—optimal planning performance (4.28) thanks to leadership. Data from the Multifactor Leadership Questionnaire (MLQ; Bass & Avolio, 1994) revealed principals' transformational leadership at State Elementary Schools in Tunjung Teja District averaging 4.38 (Very High), with Inspirational Motivation highest (4.44; 60% Strongly Agree; Table 1.1). Organizational commitment averaged 4.07 (High; Table 1.2), led by Affective Commitment (4.42). Job satisfaction scored 4.07 overall (Table 1.3), with intrinsic factors dominant (e.g., Acknowledgments at 4.18). Teacher performance reached 4.12 (Very High; Table 1.4), peaking in Learning Planning (4.28).

These align with Herzberg's Two-Factor Theory (1959), where high intrinsic motivators (recognition: 4.18; responsibility: 4.12) explain satisfaction despite moderate extrinsic hygiene factors (working conditions: 3.98). Transformational leaders act as "motivators" by fulfilling growth needs through intellectual stimulation (4.33) and individualized consideration (4.38), elevating performance beyond baseline hygiene satisfaction.

Regression via SPSS v.26 (Enter method; N=40) confirmed classical assumptions (JB normality $p > 0.05$; Glejser heteroscedasticity $p > 0.05$; VIF < 10). Model 1 showed transformational leadership (TL) strongly predicting commitment ($\beta = 0.65$, $p < 0.01$; $R^2 = 42\%$). Model 2 linked TL to job satisfaction ($\beta = 0.58$, $p < 0.01$). The full model (TL + Commitment + JS →

Performance) yielded $F=18.45$ ($p<0.001$), $R^2=0.68$: TL ($\beta=0.52$, $p<0.001$), Commitment ($\beta=0.38$, $p=0.003$), JS ($\beta=0.22$, $p=0.018$; Sobel mediation $p<0.05$).

Herzberg Integration: Dominant intrinsic satisfaction (30.8% subtotal) mediates TL's effect, as visionary leadership (Inspirational Motivation) satisfies "satisfier" factors, boosting planning/implementation (4.28/4.15). This extends Herzberg by showing transformational behaviors operationalize motivators in rural Indonesian contexts, where extrinsic gaps (e.g., facilities) are offset by relational hygiene.

Emotional Engagement Theory Integration: High affective commitment (58.8% SS) reflects emotional engagement—teachers' cognitive/affective investment in roles, driven by principals' idealized influence (4.38). This mirrors frameworks where leader emotional support fosters resilience and dedication, mediating performance via heightened vigor (e.g., 53.8% SS in professional development). In Tunjung Teja's collectivist setting, TL channels gotong royong values into emotional bonds, explaining 68% performance variance.

Findings support Indonesian benchmarks ($\beta=0.40-0.60$) while advancing theory: Herzberg's dichotomy gains empirical depth through dual mediation, confirming intrinsic factors amplify TL's impact. Emotional engagement elucidates "black box" mechanisms—e.g., individualized consideration builds belonging, countering rural stressors like multigrade teaching. Unlike urban/madrasa studies, this rural Banten model highlights cultural attunement (e.g., harmony norms enhancing normative commitment at 3.98).

All hypotheses (H1-H4) accepted, affirming TL → Commitment/JS → Performance in State Elementary Schools in Tunjung Teja District.

D. CONCLUSION AND SUGGESTIONS

Research proves the significant influence of transformational leadership on teacher performance through the mediation of organizational commitment and job satisfaction. This explanatory quantitative research confirms that all hypotheses (H1-H4) are accepted, with transformational leadership (average score 4.38, very high category) having a positive and significant effect on teacher performance (score 4.12, very high) through organizational commitment (4.07, high) and job satisfaction (4.07, high). The regression model showed an R^2 of 0.68, where transformational leadership was the strongest predictor ($\beta=0.52$, $p<0.001$), supported by significant mediation (Sobel test $p<0.05$), consistent with similar studies in Indonesia (effect 0.40-0.60).

The application of transformational leadership has proven to be a strategic solution to improve the performance of teachers in State Elementary Schools in Tunjung Teja District, Serang Regency, Banten, with an impact on the quality of basic education. School principals are encouraged to strengthen the transformational style through regular training, focusing on inspirational motivation (highest score 4.44), to improve teacher performance by up to 20% in State Elementary Schools in Tunjung Teja District. Education policymakers are advised to design leadership development programs that emphasize affective commitment and intrinsic factors of job satisfaction (such as recognition, score 4.18). Further research is recommended to test this model in other contexts, such as madrasahs or high schools, with additional variables such as the organization's climate.

REFERENCES

- Atika, O., Junaedi, A. T., Purwati, A. A., & Mustafa, Z. (2022). Work discipline, leadership, and job satisfaction on organizational commitment and teacher performance of state junior high school in Bangko District, Rokan Hilir Regency. *Journal of Applied Business and Technology*, 3(3), 251–262.
- Efendi, F., Sunaryo, H., & Harijanto, D. (2023). Ef The effectiveness of principals' transformational leadership through work commitment towards independent learning teacher performance. *Journal of Educational Management Accountability*, 11(2), 19–32.
- Elviliza, R., Yulita, P., Gistituati, N., Rusdinal, R., & Nellitawati, N. (2025). The Influence of Principals' Transformational Leadership on Teacher Performance in Elementary Schools. *Journal of Leadership and School Management*, 10(4), 1973–1982.
- Faizin, A. K., & Susanto, B. A. (2024). The Impact of Principal Leadership Style on Teacher Motivation in Elementary Schools. *Jurnal Primary Edu*, 2(1), 29–43.
- Guci, A. A., & Kirana, C. (2025). The Role of Teachers as Motivators in Increasing Students' Interest in Learning at State Elementary School 012 Minas Barat. *Journal of Sustainable Education*, 2(2), 60–75.
- Imron, M. (2023). Principal Leadership as a Motivator in Improving Teacher Performance Motivation. *Journal Creativity*, 1(1), 41–62.
- Jaini, H. (2024). *Transformational Leadership and Work Motivation in Improving Elementary School Teacher Performance: An Empirical Study in Elementary Schools in South Arut District. Sultan Agung Islamic University (Indonesia)*.
- Lusiana, D., Ramadhan, N. I., Muawanah, R., & Soraya, S. Z. (2025). The Impact of Teacher Performance in Increasing Student Motivation. *Journal in Teaching and Education Area*, 2(2), 272–284.
- Maolana, I., Darmiyanti, A., & Abidin, J. (2023). Effective principal leadership strategies in improving teacher quality in Islamic educational institutions. *Innovative: Journal Of Social Science Research*, 3(4), 83–94.
- Maryati, I. (2024). *The Influence of Job Satisfaction, Conflict Management and Teacher Empowerment on the Loyalty of Muhammadiyah Elementary School Teachers in Ponorogo Regency in 2023/2024. IAIN Ponorogo*.
- Maulida, R. S., Muiz, R. N., & others. (2025). Analysis of Transformational and Transactional Leadership Models in Educational Environments. *Pendas: Scientific Journal of Elementary Education*, 10(04), 470–484.
- Mukaddamah, I. (2024). The Role of Principals' Transformational Leadership in Improving Teacher Performance: A Case Study in Elementary Schools. *Al-Mikraj Journal of Islamic Studies and Humanities (E-Issn 2745-4584)*, 5(01), 438–448.
- Musfah, J. (2021). *Education policy analysis: Education in the era of the industrial revolution 4.0*. Prenada Media.
- Novita, N., & Radiana, U. (2024). The relationship between learning communities and teacher learning motivation on teacher performance. *Scientific Journal of Educational Professions*, 9(4), 2588–2596.
- Palembangan, C. N., & Sihotang, H. (2023). Transformational Leadership of School Principals in Improving Teacher Performance. *Tambusai Journal of Education*, 7(3), 26725–26736.
- Permatasari, F., Lestari, N. A., Christie, C. D. Y., & Suhaimi, I. (2023). Transformational leadership of school principals in improving the quality of teacher performance: a meta-analysis study. *Indonesian Journal of Humanities and Social Sciences*, 4(3), 923–944.
- Ridani, A., & Sudadi, S. (2025). The Role of Principals' Transformational Leadership in Human Resource Management: A Literature Review of Its Impact on Teacher Performance. *BISMA: Business and Management Journal*, 3(2), 26–33.
- Rifki, A., & Sesmiarni, Z. (2025). The Influence of Job Satisfaction and Organizational Commitment on Employee Performance. *Student Research Scientific Journal*, 3(2), 283–294.
- Riski, D., Idris, J., & Marwan, M. (2024). The influence of the principal's transformational leadership style, work discipline and work motivation on teacher performance. *Hijri*, 13(1), 71–83.
- Saifullah, A. M. M., Karnati, N., & Arbah, F. (2024). *What is the Role of Transformational Leadership, Technological Pedagogical Content Knowledge, and Self-Efficacy in Improving Teacher Performance?* Adab Publisher.
- Sari, M., Rachman, H., Astuti, N. J., Afgani, M. W., & Abdullah, R. (2022). Explanatory survey in quantitative descriptive research methods. *Method*, 1.

- Sari, R., Fauzan, A., & Bedi, F. (2024). Factors Influencing Teacher Job Satisfaction. *Wahana Pendidikan Scientific Journal*, 10(18), 866–876.
- Shields, C. M. (2023). Transactional, transformational, transformative leadership: A journey towards equity and emancipation. In *Handbook on Leadership in Education* (pp. 171–185). Edward Elgar Publishing.
- Sulaiman, T. S., & Barat, S. (2025). The Principal's Transformational Leadership Style in Creating a School Based on Islamic Values. *Jurnal Al-Hasib: Islamic Education Management Vol*, 1(4).
- Wijayanto, S., Abdullah, G., & Wuryandini, E. (2021). The influence of transformational leadership style, work motivation, and job satisfaction on the performance of elementary school teachers. *Journal of Educational Management Accountability*, 9(1), 54–63.
- Yulianto, T., Siswanto, N. D., Indra, H., & Al-Kattani, A. H. (2024). Analysis of principal management in improving teacher competence in educational institutions. *RESLAJ: Religion Education Social Laa Roiba Journal*, 6(3), 1349–1358.