

The Influence of Principal's Transformational Leadership and Organizational Culture on Junior High School Teacher Performance in Paal Dua District, Manado City

Armando Vikri Kalalo^{1*}, Harol R. Lumapow¹, Elni J. Usoh¹, Romi J. Mongdong¹

¹Master Program in Educational Management, Graduate School, Universitas Negeri Manado,
Indonesia

*Corresponding author: andhokalalo@gmail.com

ARTICLE INFO

Article history:

Received: February 23, 2026; Received in revised form: March 29, 2026; Accepted: April 17, 2026;

Available online: April 18, 2026;

ABSTRACT

Teacher performance is a critical determinant of educational quality and plays a central role in achieving national educational goals, yet it remains suboptimal in many school settings due to weak leadership and organizational dynamics. This study aims to empirically analyze the influence of the principal's transformational leadership and organizational culture—both partially and simultaneously—on junior high school teacher performance in Paal Dua District, Manado City. A quantitative approach with an associative ex-post facto method was employed, with data collected from 85 teachers selected via proportionate stratified random sampling from a population of 108 using the Slovin formula; data were gathered through Likert-scale questionnaires tested for validity and reliability. The multiple linear regression analysis yielded the equation $Y = -0.317 + 0.495X_1 + 0.432X_2$. Transformational leadership had a significant positive partial effect on teacher performance ($t = 8.794$, $\text{Sig.} = 0.001 < 0.05$), as did organizational culture ($t = 6.853$, $\text{Sig.} < 0.001$). Simultaneously, both variables produced a significant combined effect ($F = 61.679$, $\text{Sig.} = 0.001 < 0.05$), with a coefficient of determination (R^2) of 0.601, indicating that 60.1% of variation in teacher performance is explained by the two predictors. It is concluded that the synergy between an inspiring principal and a conducive organizational culture is the primary determinant in optimizing teacher professionalism. These findings imply that educational policymakers should integrate transformational leadership development with organizational culture strengthening as a unified strategy for improving teacher performance in Indonesian junior high schools.

Keywords: Junior High School, Organizational Culture, Principal, Teacher Performance, Transformational Leadership.

INTRODUCTION

Education is the fundamental pillar of national development, as mandated in the Preamble to the 1945 Constitution of the Republic of Indonesia, which explicitly states the goal of educating the nation's life. In the current era of globalization and rapid technological disruption, quality education is an absolute prerequisite for producing competitive, adaptive, and highly capable human resources. Teacher performance, as the frontline driver of the instructional process, has emerged as the most critical factor in determining the educational outcomes of any school institution.

Empirically, teacher performance in Indonesian junior high schools faces structural challenges. Field observations at junior high schools in Paal Dua District, Manado City, revealed a visible gap between expected competency standards and actual classroom implementation. Indicators included monotonous teaching methodologies, inadequate integration of educational technology, fluctuating discipline, and a prevailing resistance to curriculum reform. These phenomena suggest that teacher performance is not merely a function of individual capacity but is shaped profoundly by organizational and leadership forces (Wesson et al., 2015; Darling-Hammond, 2017).

The first critical organizational force is the principal's leadership style. Northouse (2022) defines transformational leadership as a process combining charisma and emotional engagement to significantly elevate the morality and motivation of followers. Bass and Riggio (2006) operationalize this through four dimensions, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration (the 4I's model), arguing that leaders who embody these dimensions drive followers to perform beyond expectations. In educational contexts, Mulyasa (2022) and Pratama (2023) confirm that principals who apply transformational leadership effectively function as catalysts for teacher innovation and sustained professional commitment, particularly in the post-pandemic era characterized by accelerating digital transformation.

The second force is organizational culture, defined by Robbins and Judge (2019) as a shared system of meanings, values, norms, and basic assumptions that distinguish one institution from another. In schools, Hidayat (2021) describes organizational culture as collective energy directing how teachers think and act toward educational goals. Alvesson (2022) further asserts that a well-managed organizational culture serves as social glue, minimizing internal conflict and naturally standardizing work quality without excessive administrative oversight. When a school culture embraces innovation, collaboration, and outcome orientation, it creates an environment where teacher professionalism thrives organically.

Despite a growing body of research on transformational leadership and organizational culture in education, a critical research gap persists. Existing studies, including Andriani and Kesumawati (2021), Pratama and Wibowo (2022), and Wijaya and Susanti (2023), have examined these constructs either in isolation or in non-specific educational contexts without addressing the unique phenomenological conditions of technology-resistant, individualistic school cultures prevalent in developing regions. Specifically, the interplay between transformational leadership and organizational culture in schools characterized by low technology integration and dominant administrative-transactional leadership

styles, as observed in Paal Dua District, has not been empirically investigated. This constitutes the research gap addressed by the present study.

The novelty of this study lies in three dimensions. First, it is situated in a highly specific locus, junior high schools in Paal Dua District, Manado City, which presents a distinctive phenomenological context: low digital technology integration, a culture of teacher individualism, and the paradox of high-performing leadership perceptions coexisting with suboptimal teacher performance outcomes. Second, this study incorporates contemporary contextual factors, including AI-driven pedagogical disruption and post-pandemic professional adaptation challenges, as part of the theoretical framing. Third, this study tests the combined explanatory power of both predictors (R^2), providing a more precise empirical estimate of how much variance in teacher performance can be attributed to transformational leadership and organizational culture simultaneously, information that is directly actionable for educational policymakers in North Sulawesi, Indonesia.

Based on the foregoing, this study empirically analyzes: (1) the partial influence of the principal's transformational leadership on teacher performance; (2) the partial influence of organizational culture on teacher performance; and (3) the simultaneous influence of both variables on teacher performance in junior high schools throughout Paal Dua District, Manado City.

THEORETICAL FRAMEWORK

Teacher Performance

Teacher performance is defined as the quality and quantity of work achieved by a teacher in executing core tasks, planning, implementing, and evaluating learning, in accordance with the responsibilities entrusted to them (Mulyasa, 2013; Supardi, 2014). In the twenty-first century, Gumus et al. (2020) argue that teacher performance is determined by the integration of three pillars: digital literacy, emotional intelligence in social interaction, and adaptive pedagogical competence toward Generation Z characteristics. Hattie (2023) further advances this conceptualization by emphasizing that high-performance teachers are distinguished not merely by content mastery but by their capacity for "visible learning", making the learning process transparent through precise feedback.

This study operationalizes teacher performance through four competency dimensions established in Indonesian National Standard No. 16 of 2007: (1) Pedagogical Competence, the ability to manage student learning; (2) Personality Competence, the moral, authoritative, and wise character of the teacher; (3) Social Competence, effective communication and interaction skills; and (4) Professional Competence, deep and broad mastery of subject matter.

Transformational Leadership of the Principal

Transformational leadership is a leadership paradigm focused on developing followers through elevated awareness and commitment to the organizational vision. Bass and Riggio (2006) propose the 4I's model as the operational framework: Idealized Influence (acting as a moral role model to inspire pride and trust), Inspirational Motivation (communicating compelling shared vision and meaningful expectations), Intellectual Stimulation (encouraging creativity by challenging assumptions and inviting new problem-solving perspectives), and Individualized Consideration (providing personalized

coaching and mentoring for each follower's growth). In educational settings, Leithwood (2021) argues that transformational school leadership must focus on collectively building organizational capacity, aligning personal teacher goals with institutional academic objectives.

Organizational Culture

Organizational culture is conceptualized as the foundation of psychological and social identity of an educational institution (Robbins & Judge, 2019). This study adopts Robbins's (2017) four-dimension framework adapted for educational contexts: (1) Innovation and Risk-Taking, the degree to which the school environment grants teachers creative freedom; (2) Attention to Detail, the standard of precision expected in pedagogical and administrative tasks; (3) Outcome Orientation, prioritization of final educational achievements over rigid procedural compliance; and (4) People and Team Orientation, balancing individual welfare with the strength of collective collaboration. Denison's (2016) model supplements this framework through the dimensions of involvement, consistency, adaptability, and mission.

METHOD

This study employed a quantitative approach using an associative ex-post facto method. The population comprised 108 teachers (both civil servant and non-civil servant) from eight junior high schools across Paal Dua District, Manado City. Using the Slovin formula at a 5% margin of error, a sample of 85 respondents was determined, distributed proportionately across all eight schools via proportionate stratified random sampling, with final selection performed through simple random sampling.

Data were collected through a closed-ended Likert-scale questionnaire (1–5) measuring three variables: Transformational Leadership (X1, 13 items), Organizational Culture (X2, 12 items), and Teacher Performance (Y, 12 items). Instrument validity was tested using Pearson Product Moment Correlation (r -critical = 0.361, $N = 30$), and reliability was assessed using Cronbach's Alpha (threshold > 0.80). Prior to hypothesis testing, prerequisite assumption tests were performed: normality (Kolmogorov-Smirnov), linearity (ANOVA Table), multicollinearity (Tolerance > 0.10 ; VIF < 10), and heteroscedasticity (Glejser test). The main hypothesis testing employed multiple linear regression analysis, comprising the t -test (partial effect), F -test (simultaneous effect), and the Coefficient of Determination (R^2), all processed using IBM SPSS Statistics.

RESULTS AND DISCUSSION

Instrument Testing

All 37 questionnaire items demonstrated validity (r -count range: 0.451–0.851, all $> r$ -table 0.361). Reliability values were highly satisfactory: Transformational Leadership ($\alpha = 0.918$), Organizational Culture ($\alpha = 0.887$), and Teacher Performance ($\alpha = 0.931$), all classified as "Very Reliable."

Prerequisite Assumption Tests

All classical assumption tests were satisfied. The normality test yielded a significance value of 0.200 (> 0.05), confirming normal residual distribution. Linearity tests confirmed significant linear relationships between X1 and Y (Sig. Linearity < 0.001) and between X2 and Y (Sig. Linearity < 0.001). The multicollinearity test produced Tolerance = 1.000 (> 0.10) and VIF = 1.000 (< 10) for both predictors, indicating no multicollinearity. The heteroscedasticity test (Glejser) showed significance values of 0.486 (X1) and 0.447 (X2), both > 0.05 , confirming homoscedasticity. All assumptions were met, validating the use of multiple linear regression analysis.

Descriptive Statistics

Descriptive analysis of 85 respondents revealed that Transformational Leadership (X1) had the highest mean ($M = 48.18$, $SD = 4.033$), followed by Organizational Culture (X2, $M = 47.24$, $SD = 3.608$), and Teacher Performance (Y, $M = 43.94$, $SD = 3.256$). The relatively lower mean of Teacher Performance compared to the two independent variables provides preliminary empirical support for the proposition that leadership and organizational conditions exceed—and potentially drive—the level of performance observed among the teachers.

Hypothesis Testing

The multiple linear regression analysis produced the following equation: $\hat{Y} = -0.317 + 0.495X1 + 0.432X2$. This equation indicates that each one-unit increase in Transformational Leadership adds 0.495 points to Teacher Performance, while each one-unit increase in Organizational Culture adds 0.432 points, holding other variables constant.

Partial testing (t-test) confirmed that Transformational Leadership exerts a positive and significant influence on Teacher Performance ($t = 8.794$, Sig. = $0.001 < 0.05$), thus H1 is accepted. Organizational Culture also demonstrated a positive and highly significant partial effect ($t = 6.853$, Sig. < 0.001), thus H2 is accepted. Simultaneous testing (F-test) yielded $F = 61.679$ with Sig. = $0.001 < 0.05$, confirming that both predictors jointly exert a significant influence on Teacher Performance, thus H3 is accepted. The Coefficient of Determination (R^2) was 0.601, indicating that 60.1% of the variance in Teacher Performance is explained by Transformational Leadership and Organizational Culture, while the remaining 39.9% is attributed to variables outside this model, such as teacher self-efficacy, compensation, or digital infrastructure.

The Influence of Transformational Leadership on Teacher Performance

The finding that transformational leadership significantly influences teacher performance ($t = 8.794$, Sig. = 0.001) is consistent with and strengthens the conclusions of Andriani and Kesumawati (2021), who identified transformational leadership as a positive and significant predictor of teacher performance in the post-pandemic context, and of Wijaya and Susanti (2023), who found leadership to be among the strongest determinants of teacher performance in a simultaneous model. The current study extends these findings by contextualizing them within the conditions of a technology-resistant school environment, demonstrating that transformational leadership retains its significant predictive power even when teachers exhibit low enthusiasm for technological adaptation, a condition not examined in prior studies. This resonates with Northouse (2022), who posits that transformational

leaders elevate followers' motivation and morale through intellectual stimulation, thereby encouraging risk-taking and innovation precisely in contexts of technological uncertainty. Furthermore, the findings align with Kwan (2020) and Mulyasa (2022), who argue that Individualized Consideration, a principal personally attending to each teacher's developmental needs, generates intrinsic motivation and organizational commitment that directly translate into higher instructional performance.

Notably, the regression coefficient of 0.495 for Transformational Leadership exceeds that of Organizational Culture (0.432), suggesting that in the specific context of Paal Dua District, the principal's personal inspirational role carries slightly greater direct weight on teacher performance than structural-cultural factors. This is a nuanced finding that differs from Pratama and Wibowo's (2022) study, which reported organizational culture alone accounting for 38.2% of teacher performance variance. The difference may be attributed to the distinct phenomenological context of the present study, where dominant administrative-transactional leadership was identified as the primary bottleneck, rendering transformational improvements more impactful at the margin.

The Influence of Organizational Culture on Teacher Performance

The significant effect of organizational culture on teacher performance ($t = 6.853$, $\text{Sig.} < 0.001$) corroborates the theoretical framework of Robbins and Judge (2019), who conceptualize strong organizational culture as a social control mechanism that aligns individual behavior with institutional goals without excessive administrative intervention. The finding is further supported by Hidayat (2021), who argues that a healthy school culture creates stable social systems that enable sustainable growth in teacher professionalism. Compared to Pratama and Wibowo (2022), whose study reported a 38.2% contribution from organizational culture alone, the present study's simultaneous model explains 60.1% of variance, suggesting that when organizational culture acts synergistically with transformational leadership, rather than in isolation, its collective explanatory power is substantially amplified. This finding is consistent with Fullan's (2020) contention that organizational culture in schools must transform into a "professional learning community," where collaborative inquiry and shared vulnerability in teaching and learning become institutional norms. The present study provides empirical validation of this theoretical position in an Indonesian junior high school setting, where individualistic work culture was identified as a major impediment. The integration of Denison's (2016) adaptability dimension is particularly relevant here, as it underscores that a culture capable of flexibly responding to curriculum changes, without losing sight of the core educational mission, is the most conducive to sustaining teacher performance over time.

The Simultaneous Influence of Transformational Leadership and Organizational Culture on Teacher Performance

The simultaneous model ($F = 61.679$, $R^2 = 0.601$) is the most significant finding of this study, demonstrating that the combined effect of transformational leadership and organizational culture explains 60.1% of teacher performance variance. This result is notably higher than the 38.2% reported by Pratama and Wibowo (2022) for organizational culture alone, and closely approaches but exceeds the 67.5% reported by Wijaya and Susanti (2023) for their leadership-and-school-climate model. The difference in magnitude may reflect methodological distinctions, particularly this study's use of the 4I's model and Robbins's four-dimensional culture framework, which may capture the relevant constructs

with greater precision for the Indonesian junior high school context. The theoretical synthesis of Leithwood et al. (2019) and Hattie (2023) provides the most compelling explanation: transformational leadership acts as the driver that shapes and renews organizational culture, while organizational culture functions as the vessel that institutionalizes and sustains the changes initiated by the leader. This bidirectional, reinforcing relationship creates a multiplicative, rather than merely additive, effect on teacher performance. Usoh's (2023) observation that school cultures in Manado are deeply influenced by the Mapalus spirit of communal collaboration provides an important local theoretical lens: transformational leaders in North Sulawesi who successfully channel this cultural predisposition into professional collaborative inquiry are likely to achieve disproportionately strong performance outcomes, a hypothesis warranting further longitudinal investigation.

CONCLUSION

This study provides robust empirical evidence that both the principal's transformational leadership and organizational culture exert positive and significant influences on teacher performance in junior high schools in Paal Dua District, Manado City, both individually and simultaneously, with the joint predictors explaining 60.1% of performance variance, demonstrating that an inspiring leader and a conducive work environment constitute the primary synergistic determinant of teacher professionalism. Educationally, these findings call for integrated policy interventions: principals must be developed not merely as managers but as transformational agents who actively cultivate innovation-supportive, collaborative organizational cultures, while the Dinas Pendidikan (District Education Office) should institutionalize leadership training programs that simultaneously address transformational competencies and organizational culture-building skills, particularly in schools navigating rapid digital transformation.

REFERENCES

- Alvesson, M. (2022). *Understanding organizational culture*. SAGE Publications.
- Andriani, S., & Kesumawati, N. (2021). The influence of transformational leadership and work motivation on teacher performance. *Jurnal Manajemen Pendidikan*, 8(2), 112–121.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Psychology Press.
- Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). SAGE Publications.
- Cameron, K. S., & Quinn, R. E. (2021). *Diagnosing and changing organizational culture* (3rd ed.). John Wiley & Sons.
- Darling-Hammond, L. (2017). *Empowered educators: How high-performing systems shape teaching quality around the world*. Jossey-Bass.
- Denison, D. R. (2016). *Corporate culture and organizational effectiveness*. John Wiley & Sons.
- Fullan, M. (2017). *The new meaning of educational change* (5th ed.). Teachers College Press.
- Fullan, M. (2020). *Leading in a culture of change* (2nd ed.). Jossey-Bass.

The Influence of Principal's Transformational Leadership and Organizational Culture on Junior High School Teacher Performance in Paal Dua District, Manado City
Armando Vikri Kalalo, Harol R. Lumapow, Elni J. Usuh, Romi J. Mongdong

- Gumus, S., Bellibas, M. S., Esen, M., & Gumus, E. (2020). A systematic review of studies on educational leadership and management in digitized contexts. *Educational Management Administration & Leadership*, 48(2), 241–263.
- Hattie, J. (2023). *Visible learning: The sequel*. Routledge.
- Hidayat. (2021). *Manajemen budaya organisasi sekolah*. Alfabeta.
- Kwan, P. (2020). Is transformational leadership always good for teacher commitment? *School Leadership & Management*, 40(5), 420–444.
- Leithwood, K. (2021). *Making schools smarter: Leading with evidence* (4th ed.). Corwin Press.
- Leithwood, K., Harris, A., & Hopkins, D. (2019). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22.
- Lumapow, H. R. (2022). *Kepemimpinan pendidikan: Teori, transformasi, dan implementasi di era baru*. Unima Press.
- Mongdong, R. J. (2024). *Agilitas manajemen pendidikan: Mengelola kinerja guru di tengah arus digitalisasi*. Pascasarjana Universitas Negeri Manado.
- Mulyasa, E. (2013). *Uji kompetensi dan penilaian kinerja guru*. Remaja Rosdakarya.
- Mulyasa, E. (2022). *Manajemen dan kepemimpinan kepala sekolah*. Bumi Aksara.
- Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). SAGE Publications.
- Pratama, R. A. (2023). Kepemimpinan kepala sekolah di era digital. *Jurnal Administrasi Pendidikan*, 30(1), 45–57.
- Pratama, R. A., & Wibowo, U. B. (2022). Pengaruh budaya organisasi sekolah dan kepuasan kerja terhadap kinerja guru SMP Negeri. *Jurnal Penelitian Ilmu Pendidikan*, 15(1), 88–100.
- Robbins, S. P. (2017). *Organizational behavior* (17th ed.). Pearson Education.
- Robbins, S. P., & Judge, T. A. (2019). *Perilaku organisasi* (16th ed.). Salemba Empat.
- Stronge, J. H. (2018). *Qualities of effective teachers* (3rd ed.). ASCD.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Supardi. (2014). *Kinerja guru*. Raja Grafindo Persada.
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen.
- Usuh, E. J. (2023). Organizational culture and global competitiveness in education. *International Journal of Educational Management*, 37(4), 921–935.
- Wesson, M. J., Colquitt, J. A., & LePine, J. A. (2015). *Organizational behavior: Improving performance and commitment in the workplace*. McGraw-Hill Education.
- Wijaya, H., & Susanti, E. (2023). Determinants of teacher performance: The role of leadership style and school climate. *Jurnal Ilmu Pendidikan*, 29(2), 201–215.