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The Influence of Principals' Transformational Leadership, the Work Environment, and Organizational Commitment on the Performance of Teachers at Public Junior High Schools in North Banjarmasin Subdistrict

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ABSTRACT

This study examined the direct and indirect effects of the principal's transformational leadership and the work environment on teacher performance through organizational commitment among public junior high school teachers in North Banjarmasin District. A quantitative survey design with path analysis was employed. The population comprised 236 teachers, and 148 respondents were selected using proportional random sampling. Data were collected through valid and reliable Likert-scale questionnaires and analyzed using descriptive statistics, multiple linear regression, path analysis, and the Sobel test. The findings revealed that transformational leadership had a positive and significant effect on organizational commitment and teacher performance. The work environment significantly influenced organizational commitment but had no direct significant effect on teacher performance. Organizational commitment positively affected teacher performance and mediated the relationships between transformational leadership, the work environment, and teacher performance. These findings suggest that strengthening transformational leadership, creating a supportive work environment, and enhancing organizational commitment are essential strategies for improving teacher performance and overall school effectiveness.

1. Introduction

The era of globalization, the Fourth Industrial Revolution, and the transition toward Society 5.0 demand that the education sector produce human resources who are creative, innovative, and adaptable, and who possess critical thinking and problem-solving skills (Cinantya et al., 2004, 2025). Under these circumstances, teachers

play a strategic role as facilitators of learning who are responsible for developing students' competencies through effective, innovative, and high-quality learning processes. Therefore, teacher performance is a critical factor in determining educational success, as it relates to teachers' ability to plan, implement, and evaluate learning professionally (Khofifah, 2023). High-performing teachers are better able to produce high-quality graduates in line with national educational goals.

Teacher performance is the outcome of work that reflects a teacher's ability to carry out professional duties, ranging from planning and implementation to the evaluation of learning and student guidance in accordance with established standards. According to Robbins, as cited by Sinaga (2022), teacher performance can be measured through the quality of work, quantity of work, timeliness, effectiveness, and autonomy in carrying out tasks. Good performance is influenced not only by individual abilities but also by various organizational factors that support the execution of teachers' duties (Devitha et al., 2021).

One factor believed to influence teacher performance is the principal's transformational leadership. Transformational leadership is a leadership style that focuses on a leader's ability to inspire, motivate, and develop the potential of subordinates to optimally achieve organizational goals (Bass, 1994). In a school setting, a principal who practices transformational leadership acts as an agent of change capable of building a shared vision, encouraging innovation, boosting work motivation, and strengthening teachers' commitment to the school. Transformational leadership is characterized by four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Artanto, 2022).

Various studies indicate that transformational leadership has a positive impact on teacher performance. Through setting a good example, providing support, and empowering teachers, school principals can enhance teachers' motivation, creativity, and work ethic (Aslamiah et al., 2024). In addition, transformational leadership can also foster an innovative and collaborative work culture, thereby supporting improvements in the quality of learning and education. Teachers who are led transformationally tend to exhibit higher levels of loyalty and commitment to the school organization, which in turn leads to improved performance (Rochayati, 2025).

In addition to leadership, the work environment is also a key factor influencing teacher performance. The work environment encompasses everything surrounding an individual while working both physical and non-physical elements that can affect comfort, motivation, job satisfaction, and productivity. The physical work environment includes workspace conditions, lighting, ventilation, cleanliness, safety, and the availability of learning facilities and infrastructure. Meanwhile, the non-physical work environment encompasses work relationships, communication, teamwork, leadership, and the school's organizational culture (Sedarmayanti, 2021).

A conducive work environment can create a comfortable and productive atmosphere that supports the achievement of organizational goals. In the context of education, a good work environment can enhance teachers' motivation, work enthusiasm, and effectiveness in carrying out their teaching duties (Ahmad et al., 2022). Conversely, a less supportive work environment can reduce performance and the quality of educational services. Therefore, schools need to create a work environment that supports teachers' professional needs so that the learning process can proceed optimally.

Another factor that influences teacher performance is organizational commitment. Organizational commitment refers to an individual's loyalty, attachment, and willingness to remain part of the organization and strive to contribute their best toward achieving the organization's goals. In the school context, organizational commitment is reflected in teachers' dedication, sense of responsibility, and willingness to support the achievement of the school's vision and mission. Meyer and Allen (1991) suggest that organizational commitment consists of three dimensions: affective commitment, continuance commitment, and normative commitment.

Organizational commitment is influenced by various factors, both individual and organizational. School principal leadership, the work environment, organizational culture, work motivation, and work experience are some of the factors that can strengthen teachers' organizational commitment (Kesumadewi, 2019; Anugrah, 2022). Teachers with high organizational commitment tend to demonstrate greater loyalty, responsibility, and work enthusiasm, thereby improving the quality of their performance (Hadiandja, 2013; Suriansyah et al., 2024). Therefore, every organizational leader, including those in educational institutions, needs to develop appropriate strategies to enhance their members' commitment so that organizational goals can be optimally achieved. Suriansyah (2015) adds that these strategies may include creating a conducive work environment, providing recognition for achievements, and improving interpersonal relationships among organizational members.

The relationship between transformational leadership, the work environment, organizational commitment, and teacher performance has been extensively demonstrated in various studies. Transformational leadership has been shown to enhance organizational commitment through the creation of a shared vision, motivation, individual attention, and the empowerment of teachers (Aritonang, 2024; Ramengkel, 2022). Similarly, a comfortable and harmonious work environment can strengthen teachers' attachment to the school, thereby increasing organizational commitment. Ultimately, high organizational commitment will encourage teachers to perform their professional duties more effectively (Dewi et al., 2022; Suriansyah et al., 2025). Furthermore, transformational leaders exhibit specific behaviors, including integrity and fairness; setting clear goals; holding high expectations; providing support and recognition; inspiring motivation and positive emotions in followers; and encouraging them to prioritize the greater good over personal interests to achieve outcomes that may seem impossible (Suriansyah et al., 2019).

Thus, the principal's transformational leadership and the work environment not only have a direct impact on teacher performance but also an indirect impact through organizational commitment as an intervening variable. The better the transformational leadership and work environment perceived by teachers, the higher their organizational commitment, which in turn leads to improved teacher performance. This indicates that the principal's leadership, the work environment, and organizational commitment are key factors believed to influence teacher performance (Suriansyah, 2014).

Although various studies have examined the relationship between transformational leadership, work environment, organizational commitment, and teacher performance, research analyzing the simultaneous direct and indirect effects of these three variables at public junior high schools in the Banjarmasin Utara subdistrict remains relatively limited. Therefore, this study was conducted to analyze the effects of the principal's transformational leadership and the work environment on teacher performance through organizational commitment. The results of this study are expected to provide a more comprehensive understanding of the factors that influence teacher performance and to serve as a basis for formulating strategies to improve the quality of education at public junior high schools in the Banjarmasin Utara subdistrict.

2. Methodology

This study employs a quantitative approach using a survey method and falls under the category of explanatory research. The quantitative approach was chosen because the data collected consists of numerical values from the questionnaire results, which were analyzed using statistical methods with the aid of IBM SPSS Statistics 26 for Windows (Azwar, 2017). This study aims to explain the causal relationship between the principal's transformational leadership (X_1) and the work environment (X_2) on teacher performance (Y), with organizational commitment (Z) serving as the intervening variable.

The study population consisted of all teachers at A-accredited public junior high schools in the North Banjarmasin District, totaling 236 individuals based on Dapodik data for the 2025/2026 academic year. The sample was determined using the Slovin formula with a 5% margin of error, resulting in 148 respondents. The sampling technique employed proportional random sampling to ensure that each school received a sample size proportional to the number of teachers it had.

The research instrument consisted of a closed-ended questionnaire using a five-point Likert scale, ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). The instrument was developed based on Bass's (1994) theory of transformational leadership, Sedarmayanti (2018) on the work environment, Meyer and Allen (1993) on organizational commitment, and Robbins (2008) on teacher performance. Research data were collected via a questionnaire administered to teachers who had been teaching for at least one year. Before use, the instrument's validity was tested using the product-moment correlation, and its reliability was assessed using

Cronbach's alpha coefficient with the aid of SPSS. The instrument was deemed valid if the calculated r-value was greater than the table r-value and reliable if Cronbach's alpha exceeded 0.60 (Ghozali, 2013).

Data analysis was conducted using descriptive and inferential statistics. Prerequisite tests for the analysis included tests for normality, linearity, multicollinearity, and heteroscedasticity. Next, hypothesis testing was performed using multiple linear regression the term "regression" was first used in statistical analysis by Galton (Arikunto, 2014) the t-test, the F-test, and the coefficient of determination (R^2). Path analysis was used to test the direct and indirect effects between variables, while the mediating effect of organizational commitment was analyzed using the Sobel test (Sugiyono, 2013). Thus, this study is expected to explain the effects of the principal's transformational leadership and the work environment on teacher performance, both directly and through organizational commitment as a mediating variable.

3. Result and Discussion

Result

A. Research Implementation

This research was conducted based on permission from the Master's Program in Educational Administration at the Graduate School of Lambung Mangkurat University, as outlined in Letter No. 190/UN8.4.8/DT.01.02/2026 dated April 13, 2026, and permission from the Banjarmasin City Education Office, as outlined in Letter No. 000. 9.2/2296-SET/Dipendik/2026 dated April 17, 2026. Prior to data collection, the research instruments were first reviewed by the supervising professor and pilot-tested on 30 teachers outside the research sample to assess their validity and reliability. The study was conducted at eight A-accredited public junior high schools in the North Banjarmasin District. Data were collected by distributing questionnaires to teachers as respondents, either in person through coordination with school officials or online using Google Forms. This method was employed to enhance the effectiveness and efficiency of the research data collection process.

B. Respondent Characteristics

The characteristics of the respondents were analyzed based on age, gender, years of teaching experience, highest level of education, and employment status. Of the 148 respondents, the majority 54 teachers (36%) were aged 31–40, followed by 42 teachers (28%) aged 41–50, 28 teachers (19%) under 30, and 24 teachers (16%) over 50. These data indicate that the majority of respondents are of working age. The characteristics of the respondents by age are shown in the table.

Table 1. Characteristics of Respondents by Age

Age	Frequency	Percentage
<30 Years	28	19%
31–40 Years	54	36%
41–50 Years	42	28%
>50 Years	24	16%
Total	148	100%

Source: Questionnaire Results, 2026

By gender, female respondents were in the majority, numbering 107 (72%), while male respondents numbered 41 (28%). In terms of teaching experience, the majority of teachers had 11–20 years of experience (42 people, or 28%), followed by those with 1–5 years of experience (38 people, or 26%), indicating that most respondents had sufficient teaching experience. The characteristics of the respondents based on employment status are shown in the table.

Table 2. Characteristics of Respondents by Employment Status

Employment Status	Frequency	Percentage
PNS	63	43%
PPPK	60	41%
PPPK PW	13	9%
Contract Employees	12	8%
Total	148	100%

Source: Questionnaire Results, 2026

In terms of educational attainment, the majority of respondents held a bachelor's degree, totaling 137 people (93%), while 11 people (7%) held a master's degree. Meanwhile, based on employment status, the respondents were predominantly civil servant teachers, totaling 63 (43%), and PPPK teachers, totaling 60 (41%); the remainder consisted of part-time PPPK teachers (13, or 9%) and contract teachers (12, or 8%). These findings indicate that the majority of respondents have relatively stable employment status and meet the academic qualifications required of educators. A selection of statements

C. Description of the Variable “Principal’s Transformational Leadership” (X_i)

A descriptive analysis of the principal’s transformational leadership variables was conducted based on the responses of 148 public junior high school teachers in North Banjarmasin Subdistrict to 28 statements. The results of the analysis showed that the principal’s transformational leadership score had a mean of 113.53, a median of 112, a standard deviation of 15.23, a minimum score of 79, and a maximum score of 139. These findings indicate that, in general, teachers’ perceptions of the principal’s transformational leadership fall into the “good” category. Based on the frequency distribution, the majority of respondents 39 respondents (26.4%) fell within the 135–142 score range, while only 1 respondent (0.7%) fell within the 79–86 score range. This indicates that the majority of teachers gave positive evaluations of the principal’s leadership.

The categorization results show that 71 respondents (48.0%) rated the principal's transformational leadership as high, 58 respondents (39.2%) as very high, and 19 respondents (12.8%) as moderate. No respondents rated it as low or very low. Thus, the principal's transformational leadership at public junior high schools in North Banjarmasin Subdistrict can be categorized as high. The mean scores for the principal's transformational leadership variables are shown in the following table.

Table 3. Average Scores for the Principal's Transformational Leadership Variables

Indicator	Question Item	Average Question Item	Average Indicator
Sub Variabel Idealized Influence			
The principal serves as a role model who is respected by his or her staff.	1. The principal is a role model for me in my work	4,26	4,19
	2. I respect the principal because of his or her good conduct	4,35	
The principal demonstrates high moral and ethical standards.	3. The principal demonstrates polite behavior, morals, and ethics toward me	4,35	
	4. The principal exhibits a high degree of honesty and responsibility	4,28	
The principal values every individual and staff member at the school.	5. The principal treats me and my colleagues fairly and respects our differences	4,34	
	6. The principal does not fully consider teachers' circumstances when making decisions	3,76	
The principal instills complete trust in his or her staff as they carry out their duties.	7. The principal gives me complete freedom to implement innovative teaching methods	4,40	
	8. The principal exercises strict supervision, which limits my freedom to be creative in the classroom	3,75	
Sub Variabel Inspirational Motivation			
The principal takes the time to communicate with his or her staff	9. The principal is open to receiving criticism and suggestions from me	4,23	4,03
	10. The principal fosters good communication with subordinates	4,35	
	11. Interaction between the principal and me is still limited in terms of supporting the implementation of instruction	3,28	
The principal provides encouragement and motivation so that staff members can perform their duties to the best of their ability.	12. The principal always supports me and provides me with opportunities to advance my career	4,31	
	13. The principal's leadership style inspires my work ethic	4,12	
	14. The principal rarely provides encouragement, guidance, or motivation to me as a teacher	3,87	
Sub Variabel Intellectual Stimulation			
The principal fosters creativity and	15. The principal creates a work environment that fosters creativity	4,23	4,07

Indicator	Question Item	Average Question Item	Average Indicator	
innovation among staff members.	16. The principal shows appreciation for the creative ideas I come up with	4,16	3,86	
	17. I feel that the scope for innovation in my work is still limited	3,5		
The principal involves staff members in finding solutions to problems at the school.	18. The principal gives me the opportunity to express my opinions on school management	4,20		
	19. Teachers' involvement in school discussions contributes to the emergence of new ideas	4,33		
	20. The principal does not involve subordinates in decision-making	4,06		
The principal acts as a facilitator who stimulates staff members' critical thinking.	21. The principal facilitates my development of ideas for classroom instruction	4,12		
	22. I have not been given many opportunities to think independently at work	3,87		
Sub Variabel Individualized Consideration				
The principal shows empathy toward staff members.	23. The principal understands every problem I face	3,70	3,86	
	24. The principal doesn't care much about the work I do	4,06		
The principal serves as a good mentor and teacher for staff members.	25. The principal recognizes and appreciates my work	3,98		
	26. The principal hasn't fully addressed the problems I face	3,85		
The principal listens to problems and offers the best solutions.	27. The principal helps me improve my performance	3,93		
	28. The principal doesn't fully understand my needs	3,67		
Overall Mean of the Variable				
Principal's Transformational Leadership (X1) = 4.05				

Source: Results of the Tabulation of the Transformational Leadership Assessment Instrument for School Principals, 2026

When examined by each dimension, the subvariable "Idealized Influence" received the highest average score of 4.19, indicating that school principals are viewed as role models who possess integrity, ethics, and the ability to build trust. Next, the "Intellectual Stimulation" subvariable scored an average of 4.07, "Inspirational Motivation" scored 4.03, and "Individualized Consideration" scored 3.86 the lowest value. Nevertheless, all dimensions still fall within the high category. Overall, the principal's transformational leadership variable received an average score of 4.05, indicating that the principal has effectively implemented transformational leadership through exemplary behavior, motivation, encouragement of innovation, and attention to teachers' needs. This suggests that the principal's leadership has successfully created a work environment that supports improved teacher performance and professionalism.

Description of the Work Environment Variable (X₂)

A descriptive analysis of work environment variables was conducted based on the responses of 148 public junior high school teachers in North Banjarmasin Subdistrict using 25 statements. The analysis results showed that the work environment score had a mean of 102.62, a median of 102.50, a standard deviation of 13.41, a minimum score of 58, and a maximum score of 123. These data indicate that, in general, teachers' perceptions of the work environment fall into the "good" category, with relatively moderate variation in responses. Based on the frequency distribution, the majority of respondents' scores fell within the 114–123 range, comprising 56 respondents (37.8%), while the lowest score range of 58–65 was occupied by only 1 respondent (0.7%). This indicates that the majority of teachers consider the work environment at their schools to be conducive.

The categorization results show that 72 respondents (48.6%) fell into the high category, 61 respondents (41.2%) into the very high category, 13 respondents (8.8%) into the moderate category, and 2 respondents (1.4%) into the low category; there were no respondents in the very low category. Thus, in general, the work environment at public junior high schools in North Banjarmasin Subdistrict is classified as high. The mean scores for the work environment variables are shown in Table 4.

Table 4. Mean Values of Work Environment Variables

Indicator	Question Item	Average Question Item	Average Indicator
Sub Variabel Lingkungan Fisik			
Workplace Conditions	1. My workspace is comfortable to use	4,27	4,01
	2. The layout of the facilities is well-organized	4,18	
	3. The colors and aesthetics of my workspace are pleasant	4,14	
Air Circulation	4. The temperature in my workspace is ideal for supporting my work activities	4,00	
Lighting	5. The room feels stuffy	3,65	
	6. The lighting in my workspace is good and adequate	3,95	
Cleanliness	7. The lighting in my workspace helps me concentrate on my work	4,19	
	8. The cleanliness of the office environment is well-maintained and organized	4,08	
	9. There are no unpleasant odors in my work environment	4,02	
Noise	10. The quiet work environment supports smooth workflow	4,34	
	11. Noise in the work environment disrupts my learning	3,41	

Indicator	Question Item	Average Question Item	Average Indicator
Availability of Learning Materials and Aids	12. Learning materials in the room are well-organized, making them easy to use	3,85	4,27
	13. Facilities at school help facilitate learning	3,97	
	14. Learning materials are often unavailable when needed	3,51	
Workplace Safety	15. I feel safe in my work environment while completing tasks	4,39	
	16. My work environment has a reliable security system	4,13	
Sub Variabel Lingkungan Non Fisik			
Teachers' working relationships with the principal and other supervisors	17. I have a good working relationship with the principal	4,35	
	18. The principal treats all teachers well	4,37	
	19. The working relationship between supervisors and subordinates is not going well	4,00	
Teachers' working relationships with fellow teachers, staff, and school employees	20. I feel safe from intimidation by coworkers	4,20	
	21. Relationships among teachers are going well	4,44	
	22. Conflicts among teachers occur frequently	4,27	
Teamwork	23. Teamwork at the school is very effective	4,28	
	24. Interactions among teachers are supportive	4,38	
	25. Coordination between departments is poor	4,11	
Mean of the Work Environment Variable X2 = 4.10			

Based on the indicators, the non-physical environment subvariable received the highest average score of 4.27, indicating that working relationships among teachers, the principal, and staff are excellent and supported by effective teamwork. Meanwhile, the physical environment subvariable received an average score of 4.01, which remains in the high category and reflects workplace conditions, facilities, and safety that sufficiently support learning activities. Overall, the work environment variable scored an average of 4.10, which falls into the high category. These results indicate that the school's work environment has supported teachers' comfort, collaboration, and work effectiveness in carrying out their professional duties.

Description of the Organizational Commitment Variable (Z)

A descriptive analysis of the organizational commitment variable was conducted based on the responses of 148 public junior high school teachers in North Banjarmasin Subdistrict to 28 statement items. The results of the analysis showed that the organizational commitment score had a mean of 115.68, a median of

113.50, a standard deviation of 16.02, a minimum score of 75, and a maximum score of 140. This indicates that, in general, teachers' organizational commitment falls into the high category, with a fairly wide range of responses. Based on the frequency distribution, the largest number of respondents (53, or 35.8%) scored in the 131–140 range, while the lowest range (75–82) was occupied by only 1 respondent (0.7%). These data indicate that the majority of teachers have a high level of commitment to the schools where they work.

The categorization results show that 72 respondents (48.2%) fall into the high category, 64 respondents (43.2%) into the very high category, and 12 respondents (8.1%) into the moderate category, with no respondents in the low or very low categories. Thus, the teachers' organizational commitment at public junior high schools in North Banjarmasin Subdistrict can be categorized as high. The mean score for the Organizational Commitment variable is shown in Table 5.

Table 5. Mean Values of Organizational Commitment Variables

Indicator		Question Item	Average Question Item	Average Indicator
Sub Variabel Komitmen Afektif				
Participation and engagement at work	1.	I feel that I actively participate in school activities	4,21	4,23
	2.	I provide useful suggestions/feedback for the school’s improvement	4,12	
A sense of happiness while at work	3.	I am happy teaching at this school	4,40	
	4.	I feel stressed by the work rules at this school	4,18	
A sense of belonging to the organization	5.	I consider this school an important part of who I am	4,34	
	6.	I feel a strong sense of belonging to the school where I work	4,26	
Emotional attachment	7.	I feel emotionally attached to this school	4,10	
	8.	I care about and feel responsible for the school’s success	4,37	
Loyalty to the organization.	9.	I want to continue contributing to this school	4,37	
	10.	I would like to try working at another school	3,99	
Sub Variabel Komitmen Berkelanjutan				
An optimistic attitude toward work	11.	I see good opportunities for my future at this school	4,14	4,02
	12.	I believe that my presence at this school adds value to my life	4,31	
Investments already made in the organization	13.	I feel that the efforts I’ve made at this school have been significant	3,99	
	14.	I’ve sacrificed a lot of time and energy to work at this school	4,04	
The need to stay afloat	15.	I plan to continue working at this school for a long time	4,18	
	16.	My skills aren’t needed at this school	4,30	

Indicator	Question Item	Average Question Item	Average Indicator
Consideration of alternative job opportunities elsewhere	17. It's hard for me to find a better place to work than this school	3,06	4,10
	18. I often think about transferring to another school	4,16	
Sub Variabel Komitmen Normatif			
A sense of comfort working in the organization	19. I feel comfortable working at this school	4,43	
	20. I feel that the work environment at this school helps me stay calm while working	4,35	
A sense of trust in the organization	21. I believe this school cares about the interests of its teachers and staff	4,29	
	22. I still have doubts about the decisions made by the principal	3,89	
A sense of gratitude	23. I am indebted to this school	3,29	
	24. I wouldn't mind leaving this school	3,89	
Loyalty	I am responsible for this school's progress	4,20	
	25. I have grown accustomed to the work environment at this school	4,35	
Reluctance to leave the organization.	26. I would be sad to leave this school	4,12	
	27. I feel morally bound to this school	4,22	
The mean for the Organizational Commitment variable Z is 4.13			

In terms of dimensions, the affective commitment subvariable had the highest mean score of 4.23, indicating that teachers have a high level of emotional attachment, a strong sense of belonging, and pride in their school. Next, the normative commitment subvariable had a mean score of 4.10, while continuance commitment had the lowest score at 4.02, though it still fell within the high category. Overall, the organizational commitment variable had a mean of 4.13, which falls into the high category. These results indicate that teachers possess strong levels of loyalty, emotional attachment, and a sense of responsibility toward the school, as reflected in their work attitudes, participation, and desire to remain within the organization.

Description of Teacher Performance Variables

Teacher performance variables were measured using 29 statements administered to 148 public junior high school teachers in the North Banjarmasin subdistrict. The results of the descriptive statistical analysis showed a mean of 120.89, a median of 117.50, a standard deviation of 14.09, a minimum score of 89, and a maximum score of 143, indicating that the data variation falls into the moderate category with a tendency toward relatively high scores (Ghozali, 2018). The frequency distribution results show that the majority of teacher performance scores fell within the 138–144 interval (27.7%), while the fewest were in the 89–95 interval (0.7%), indicating that the data is concentrated in the high category. The mean of the Teacher Performance variable is presented in Table 6.

Table 6. Average Teacher Performance Variables

Indicator		Question Item	Average Question Item	Average Indicator
Sub Variabel Kualitas				
Teachers' ability to design effective lessons	1.	I conduct classroom instruction according to the planned lesson plan	4,47	4,24
	2.	I have a thorough understanding of the subject matter taught to students	4,46	
	3.	My students enjoy my lessons	4,23	
Teachers' ability to deliver high-quality instruction	4.	I present the material in an engaging and easy-to-understand way	4,27	
	5.	I apply teaching strategies that are appropriate for the students' needs.	4,28	
Teachers' skills in evaluating and facilitating the learning process	6.	I follow up on assessment results by making improvements to the teaching process.	4,35	
	7.	I continue to use the same teaching methods even if the students' learning outcomes are not yet optimal.	3,63	
Sub Variabel Kuantitas				
Number of learning tasks completed by teachers	8.	I complete the classroom material in accordance with the established goals	4,16	4,19
	9.	I conduct classroom learning activities regularly according to the schedule	4,50	
	10.	I conduct classroom assessments in accordance with the students' needs	4,31	
	11.	I often fail to complete learning activities as planned	4,06	
Rate of completion of learning tasks in accordance with established standards	12.	I am able to meet the standards in carrying out learning tasks	4,04	
	13.	I am not yet able to complete learning tasks that meet the specified standards	4,06	
Sub Variabel Ketepatan Waktu				
Teachers are able to complete their tasks and responsibilities according to the established schedule	14.	I arrive on time for class	4,41	4,31
	15.	I complete administrative tasks by the specified deadlines	4,33	
	16.	I have not been consistent in following the established class schedule	4,18	
Teachers are able to manage their time effectively for various activities	17.	I am able to manage my time well for various school activities	4,23	
	18.	I make the best use of my time when participating in class	4,39	
Sub Variabel Efektivitas				
Teachers make use of available resources (manpower, time, media, technology)	19.	I make optimal use of instructional materials	4,27	4,03
	20.	I use technology to support the teaching and learning process	4,22	
	21.	I use innovative teaching methods	4,20	

Indicator	Question Item	Average Question Item	Average Indicator
Teachers are able to manage the learning process Teachers are able to design learning activities that have a tangible impact on students' competencies	22. The instruction I provide has not yet fully produced high-quality outcomes	3,45	
	23. I ensure that instructional activities yield tangible results for students	4,28	
	24. I still struggle to design instruction that has an impact on students' learning outcomes	3,77	
	Sub Variabel Kemandirian		
Teachers are able to perform their duties with full commitment and responsibility	25. I am responsible for the learning process in the classroom	4,49	
	26. I am able to complete tasks independently	4,23	
Teachers do not rely excessively on guidance from supervisors and coworkers	27. I am able to make decisions professionally	4,21	3,90
	28. I take the initiative in carrying out tasks without waiting for instructions from my supervisor	3,92	
	29. I still rely on my supervisor when making decisions	3,36	
Mean of the Teacher Performance Variable Y = 4.16			

Based on the ideal score categorization, most respondents fell into the high (55.4%) and very high (41.9%) categories, while only 2.7% were in the moderate category. No respondents were found in the low or very low categories. This indicates that, in general, teacher performance falls into the good category (Sugiyono, 2019). The overall average for teacher performance variables was 4.16, which falls into the high category, with the highest indicator in the aspect of punctuality (4.31) and the lowest in independence (3.90).

D. Results of the Prerequisite Tests for Analysis

The normality tests for regression models 1 and 2, using the Kolmogorov–Smirnov test, yielded significance values of 0.016 and 0.010, respectively (< 0.05), indicating that, statistically, the residuals are not perfectly normally distributed. However, the results of the Normal P–P Plot show that the residual points are scattered around the diagonal line, so in practical terms, the data are still close to normal and suitable for use in regression analysis. Based on the results of the Kolmogorov-Smirnov test, a significance value of 0.016 was obtained, which is less than 0.05; therefore, statistically, the residuals are not perfectly normally distributed. The linearity test showed that all relationships between variables (X1, X2, and Z with respect to Y, as well as X1 and X2 with respect to Z) had a linearity significance value < 0.05 . The results of the normality test for Regression Model 1 can be seen in Table 7.

Table 7. Interpretation of the Normality Test Results for Regression Model 1

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual Model 1
N		148
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	7,94913614
Most Extreme Differences	Absolute	,082
	Positive	,082
	Negative	-,051
Test Statistic		,082
Asymp. Sig. (2-tailed)		,016 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Although some relationships had a deviation from linearity value < 0.05 , the scatterplot pattern still followed a linear line. Thus, the relationships between the variables can be considered linear and meet the requirements for regression analysis. The interpretation of the linearity test results can be seen in Table 8.

Table 8. Interpretation of Linearity Test Results

Variable	Between Groups				Scatter Plot		Conclusion
	Linearity F	Sig.	Deviation F	Sig.	R ² Linear	Pattern	
Z * X1	321,257	0,000	1,620	0,023	0,646	Following a Linear Path	Linear and quadratic data
Z * X2	529,382	0,000	1,940	0,004	0,742	Following a Linear Path	Linear and quadratic data
Y * X1	334,104	0,000	2,410	0,000	0,610	Following a Linear Path	Linear and quadratic data
Y * X2	299,745	0,000	2,892	0,000	0,575	Following a Linear Path	Linear and quadratic data
Y * Z	400,689	0,000	3,134	0,000	0,615	Following a Linear Path	Linear and quadratic data

Overall, the linearity test results indicate that all relationships between variables have a significance level for linearity of < 0.05 , meaning there is a linear relationship among the study variables. Although some relationships yielded a significance level for deviation from linearity of ≤ 0.05 , the scatterplot results still show a relationship pattern that follows a linear trend. Thus, the relationships between the variables in this study can be considered linear, making it appropriate to proceed with the regression analysis. The multicollinearity test showed that the tolerance values for all variables were > 0.10 and the VIF values were < 10 in both regression models, indicating that there was no multicollinearity among the independent variables. Thus, all independent variables in Regression Model 1 and Regression Model 2 have Tolerance values > 0.10 and VIF values < 10.00 ; therefore, it can be concluded that the regression models in this study do not suffer from multicollinearity. Summary of Multicollinearity Test Results for Research Variables can be seen in Table 9.

Table 9. Summary of the Results of the Multicollinearity Test for the Research Variables

	Model	Variabel	Multicollinearity Calculation		Decision
			Tolerance	VIF	
1	Simultan X1, X2, Z → Y	X1	0,282	3,547	Non Multikolinearitas
		X2	0,205	4,871	Non Multikolinearitas
		Z	0,232	4,316	Non Multikolinearitas
2	Simultan X1, X2 → Z	X1	0,313	3,191	Non Multikolinearitas
		X2	0,313	3,191	Non Multikolinearitas

The heteroscedasticity test using the Glejser test also showed that all variables had significance values > 0.05 in both models, indicating that there was no heteroscedasticity and that the models met the assumption of homoscedasticity. In conclusion, although there is a slight deviation from normality, all the main assumptions of regression (linearity, multicollinearity, and heteroscedasticity) are met, so the regression analysis can proceed.

E. Hypothesis Testing

Hypothesis testing was conducted using two multiple linear regression models: Model 1 (X1, X2, Z → Y) and Model 2 (X1, X2 → Z). In Model 1, the following equation was obtained:

$$Y = 29,818 + 0,351X_1 + 0,126X_2 + 0,331Z.$$

The results of the t-test show that transformational leadership ($t = 4.285$; $p < 0.05$) and organizational commitment ($t = 3.857$; $p < 0.05$) have a significant effect on teacher performance, whereas the work environment does not have a significant effect ($t = 1.153$; $p > 0.05$). In Model 2, the following equation was obtained:

$$Z = 4,948 + 0,302X_1 + 0,745X_2.$$

Transformational leadership ($t = 4.021$; $p < 0.05$) and work environment ($t = 8.735$; $p < 0.05$) have a significant effect on organizational commitment, with the greatest effect coming from the work environment. A simultaneous test (F-test) showed that all variables collectively had a significant effect on both teacher performance ($F = 102.997$; $p < 0.05$) and organizational commitment ($F = 240.423$; $p < 0.05$). The coefficient of determination values indicate that Model 1 explains 67.5% of the variation in teacher performance, while Model 2 explains 76.5% of the variation in organizational commitment. An interpretation of the summary of the simultaneous test results (F-test) can be found in Table 10.

Table 10. Interpretation of the Summary of Results from the Simultaneous Test (F-Test)

Model	Variabel	F _{hitung}	F _{tabel}	Sig.	Decision
1	X1, X2, Z → Y	102,997	2,67	0,000	H ₀ Rejected
2	X1, X2 → Z	240,423	3,06	0,000	H ₀ Rejected

The results of the study indicate that the transformational leadership of school principals and the work environment simultaneously have a significant effect on the organizational commitment of teachers at public junior high schools in North Banjarmasin District. Path analysis shows that the greatest direct effect on teacher performance comes from transformational leadership ($\beta = 0.379$), while the greatest direct effect on organizational commitment comes from the work environment ($\beta = 0.624$). Furthermore, organizational commitment was found to mediate the effects of X1 and X2 on Y, as evidenced by significant Sobel test results ($Z = 2.782$ and $Z = 3.524 > 1.96$), indicating that the mediation effect is significant. In conclusion, all hypotheses were accepted except for the direct effect of the work environment on teacher performance, which was not significant. Organizational commitment acts as a mediating variable that strengthens the effects of transformational leadership and the work environment on teacher performance.

Discussion

The Effect of the Principal's Transformational Leadership on Teacher Performance

The results of the study indicate that the principal's transformational leadership has a positive and significant effect on the performance of public junior high school teachers in North Banjarmasin District. This is evidenced by a calculated t-value of 4.285, which is greater than the critical t-value of 1.976, and a p-value of $0.000 < 0.05$. The path coefficient of 0.379 indicates that the better the principal's transformational leadership, the higher the teachers' performance. Theoretically, these results can be explained by Bass and Avolio's theory of transformational leadership, which emphasizes four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These four dimensions operate through psychological mechanisms that enhance teachers' intrinsic motivation. A principal who serves as a role model, is able to inspire, provides opportunities for innovation, and pays attention to teachers' individual needs will enhance teachers' self-efficacy, sense of meaningful work, and motivation to achieve organizational goals. These conditions encourage teachers to go beyond formal requirements, which is reflected in improvements in the quality of lesson planning, instruction delivery, assessment, and professional accountability. Thus, the influence of transformational leadership on teacher performance is not merely the result of directives from the principal, but stems from the fact that such leadership is capable of positively changing teachers' attitudes, values, and work behavior.

The Direct Influence of the Work Environment on Teacher Performance

The results of the study indicate that the work environment does not have a significant effect on teacher performance, with a t-value of $1.153 < 1.976$ and a p-value of $0.251 > 0.05$. These findings suggest that a good work environment does not necessarily directly improve teacher performance. Theoretically, this can be explained by the fact that the work environment is a contextual factor that functions more as a supporting factor than as a primary driver of performance. According to

Sedarmayanti, a comfortable work environment can indeed reduce barriers to work, but improved performance still requires internal psychological factors, such as organizational commitment, motivation, and professional responsibility. In the teaching profession, moral demands, professional ethics, and a service-oriented approach toward students often motivate teachers to continue striving for their best performance even when working conditions are not entirely ideal. Therefore, the work environment plays a greater role in facilitating the development of a positive attitude toward the organization than in directly leading to improved performance.

The Influence of Organizational Commitment on Teacher Performance

The results of the study indicate that organizational commitment has a positive and significant effect on teacher performance, with a path coefficient of 0.377. These findings suggest that the higher a teacher's organizational commitment, the higher their performance. The mechanism underlying this relationship can be explained by Meyer and Allen's theory, which states that affective commitment, continuance commitment, and normative commitment form an individual's psychological attachment to the organization. Teachers with high commitment identify themselves as part of the school, possess a sense of belonging, loyalty, and a moral responsibility toward the organization's success. These conditions motivate teachers to give their best in the learning process, participate in school activities, and consistently maintain the quality of their performance. Thus, organizational commitment serves as an internal mechanism that transforms teachers' positive attitudes into productive work behavior.

The Influence of Transformational Leadership on Organizational Commitment

The results of the study indicate that transformational leadership has a positive and significant effect on organizational commitment, with a coefficient of 0.287. Theoretically, transformational leadership builds an emotional bond between leaders and teachers through trust, recognition, open communication, and empowerment. These interactions enhance teachers' perception that the organization supports their professional needs. When teachers feel valued, trusted, and involved in decision-making, they develop a sense of belonging to the school, thereby increasing their affective and normative commitment. Thus, the quality of the principal's leadership serves as a mechanism that shapes teachers' psychological attachment to the organization.

The Influence of the Work Environment on Organizational Commitment

The research results show that the work environment has a positive and significant effect on organizational commitment, with the highest coefficient of 0.624. This finding indicates that the work environment is the most dominant factor in shaping teachers' organizational commitment. Theoretically, a work environment that is safe, comfortable, and conducive and supported by harmonious interpersonal relationships—creates a positive work experience. Such an experience fosters job satisfaction, a sense of security, and the perception that the organization supports teachers. These positive feelings develop into loyalty, emotional attachment, and a

desire to remain part of the organization. Thus, the influence of the work environment on organizational commitment occurs through the formation of positive perceptions of daily work experiences.

The Indirect Influence of Transformational Leadership on Teacher Performance through Organizational Commitment

The results of the analysis indicate an indirect effect of transformational leadership on teacher performance through organizational commitment, with an effect size of 0.108 and a Sobel test statistic of 2.785 ($p < 0.05$). These results indicate that organizational commitment acts as a partial mediator. This mediation mechanism explains that transformational leadership not only improves performance through direct guidance and motivation but also by fostering teachers' organizational commitment. Principals who practice transformational leadership are able to enhance teachers' sense of belonging, loyalty, and responsibility toward the school. This commitment then encourages teachers to work more effectively in carrying out their professional duties. Therefore, part of the influence of leadership on performance occurs through changes in teachers' psychological states, not solely through the direct relationship between leaders and subordinates.

The Indirect Influence of the Work Environment on Teacher Performance through Organizational Commitment

The results of the study indicate an indirect effect of the work environment on performance through organizational commitment, with a coefficient of 0.235 and a Sobel test value of 3.524 ($p < 0.05$). Organizational commitment was found to act as a full mediator. These findings suggest that a positive work environment does not automatically improve teacher performance but first fosters organizational commitment. A comfortable, safe, and harmonious work environment creates a positive work experience, making teachers feel valued and fostering an emotional attachment to the school. These changes in psychological state then encourage increased responsibility, discipline, and participation among teachers in carrying out their duties. Thus, organizational commitment is the primary mechanism explaining how the work environment can lead to improved teacher performance.

Synthesis of Research Findings

Overall, the research findings indicate that the relationships among the variables form an interrelated mechanism. The principal's transformational leadership serves as a driving factor that directly enhances teacher performance while strengthening organizational commitment. The work environment functions as a contextual factor that fosters positive work experiences, thereby enhancing organizational commitment, although it does not directly influence teacher performance. Furthermore, organizational commitment serves as a psychological mechanism that transforms the influence of transformational leadership and the work environment into productive work behavior. These findings confirm that improvements in teacher performance depend not only on the quality of leadership or work environment conditions but also on the ability of these two factors to foster

teachers' emotional attachment, loyalty, and sense of responsibility toward the school. Thus, organizational commitment is a key variable that explains the process by which transformational leadership and the work environment lead to improved teacher performance.

4. Conclusion

Based on the research findings and discussion, it can be concluded that the principal's transformational leadership has a positive and significant effect on teacher performance and organizational commitment among teachers at public junior high schools in North Banjarmasin Subdistrict. The better the implementation of transformational leadership, the higher the performance and organizational commitment demonstrated by teachers. Meanwhile, the work environment does not have a direct effect on teacher performance but does have a positive and significant effect on organizational commitment. The research results also show that organizational commitment has a positive and significant effect on teacher performance; thus, teachers with a high level of organizational commitment tend to demonstrate better performance in carrying out their professional duties.

Furthermore, organizational commitment was found to act as an intervening variable that mediates the effects of the principal's transformational leadership and the work environment on teacher performance. In other words, the effects of transformational leadership and the work environment on teacher performance may occur through an increase in teachers' organizational commitment to the school. These findings confirm that organizational commitment is a strategic factor in improving teacher performance. Therefore, efforts to improve the quality of education should not only focus on strengthening the principal's leadership and creating a conducive work environment but also on developing teachers' organizational commitment to achieve optimal and sustainable performance.

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