

The Effect of Principal Transformational Leadership, Work Climate, and Work Commitment on Teacher Performance in Public Elementary Schools in Pulau Petak Sub-District

Megawati¹, Ahmad Suriansyah², Sulistiyana³

^{1,2,3}Program Studi Administrasi Pendidikan, Universitas Lambung Mangkurat

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ABSTRACT

This study aims to describe and analyze the influence of transformational leadership of school principals, work climate, and work commitment on teacher performance in public elementary schools across Pulau Petak District. The research problem focuses on understanding how leadership and organizational factors influence teacher performance both directly and indirectly, with work commitment as a mediating factor, and the objective is to examine both direct and indirect effects among variables, highlighting the role of work commitment in mediating the relationship between leadership, work climate, and teacher performance. The research employed a quantitative approach using path analysis to test the hypotheses. Data were collected through questionnaires and analyzed using regression tests and Sobel tests. The findings reveal that (1) transformational leadership, work climate, work commitment, and teacher performance are all in the good category; (2) transformational leadership, work climate, and work commitment have direct effects on teacher performance; (3) transformational leadership and work climate have direct effects on work commitment; and (4) transformational leadership and work climate indirectly affect teacher performance through work commitment. These results indicate that teacher performance is influenced not only directly by leadership and work climate but also indirectly through work commitment, emphasizing the importance of transformational leadership and a supportive work climate in strengthening teachers' commitment and enhancing their performance.

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Corresponding Author:

Megawati

Program Studi Administrasi Pendidikan, Universitas Lambung Mangkurat

Email: megaw7364@gmail.com

1. INTRODUCTION

Education is one of the fundamental pillars of national development and plays a strategic role in preparing high-quality human resources. According to Bustan [1], education represents a long-term investment that determines a country's progress. In line with Sujana's

view as cited in Mutimmah et al. [2], education is a continuous process aimed at producing qualified human resources rooted in national cultural values and guided by Pancasila. The success of educational implementation is not solely determined by the availability of facilities and infrastructure, but largely depends on the quality of teachers as the frontline actors in the learning process. Teachers play a central role in shaping students' character, skills, and academic achievement, making their performance a decisive factor in achieving educational goals [3], [4]. Teachers also hold a strategic position in developing superior and well-characterized human resources. Saenah, as cited in Efendi et al. [5], describes teachers as agents of change who determine the direction of quality improvement in schools. Optimal teacher performance directly contributes to the effectiveness of teaching and learning processes and the attainment of educational objectives [6].

However, based on preliminary observations conducted in several public elementary schools in Pulau Petak Sub-district, teacher performance has not yet reached an optimal level. Identified issues include low quality of lesson planning, teachers' tardiness in attending classes, limited variation in teaching methods and instructional media, and weak mastery of technology in the learning process. These conditions reduce the effectiveness of classroom instruction and therefore require serious attention.

Teacher performance is influenced by various internal and external factors. Gibson, as cited in Ashlan [7], classifies these factors into three categories: individual factors such as ability, skills, and experience; psychological factors, including motivation, attitudes, and personality; and organizational factors such as leadership, job design, and reward systems. Among these factors, principal leadership, work climate, and teachers' work commitment are variables that have been widely examined and empirically proven to influence teacher performance significantly [8]–[10]. Principal transformational leadership is considered capable of providing motivation, inspiration, and support that encourage teachers to perform beyond formal job requirements [11], [12]. Bass and Avolio, as cited in Efendi et al. [13], explain that transformational leadership consists of four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Previous studies indicate that transformational leadership positively affects school climate, organizational commitment, and teacher performance [14], [15]. Research by Suriansyah and Aslamiah, as cited in Balela [16], emphasizes that transformational leaders play an essential role in translating organizational vision into concrete actions that positively change teachers' behavior.

In addition to leadership, the work climate is a crucial factor in shaping teachers' morale and work motivation. According to Supardi, as cited in Casyariadi Vana Hafizah et al. [17], a conducive work climate is reflected in harmonious working relationships among teachers, principals, and other educational staff. A harmonious environment, effective communication, and positive interpersonal relationships within the school community enhance teachers' motivation in carrying out their duties [18], [19]. A supportive work environment creates comfort, a sense of belonging, and effective collaboration among school members [19], [20]. A positive work climate has been shown to increase job satisfaction and productivity [21]. Conversely, an unconducive work climate can reduce work ethic and

teacher performance. This finding is reinforced by Iqbal et al. [22], who reported that a favorable work climate has a positive effect on teacher motivation and performance.

Teachers' work commitment is also an important indicator in determining educational quality. Teachers with high commitment tend to demonstrate strong dedication, loyalty, and seriousness in performing their duties [23], [24]. Highly committed teachers are more responsible for their tasks and consistently strive to deliver their best performance [25], [24]. Teachers with strong commitment typically show high levels of loyalty, responsibility, and work motivation [16]. Previous studies confirm that work commitment is closely associated with improved teacher performance [26]. Mardianti et al. [8] found that work commitment has a significant effect on enhancing teacher performance in elementary schools.

This study examines the interrelationship of these three factors within the context of public elementary schools in Pulau Petak Sub-district. Based on prior studies [8], [9], [27], there is still limited research that simultaneously investigates the effects of principal transformational leadership, work climate, and work commitment on teacher performance in this region. Based on the above discussion, this study aims to analyze the effects of principal transformational leadership, work climate, and work commitment on teacher performance in public elementary schools throughout Pulau Petak Sub-district. This research is expected to provide insights for school administrators and policymakers in developing strategies to enhance teacher performance through effective leadership, a supportive work climate, and increased work commitment, ultimately contributing to higher educational quality and student achievement. Education is one of the fundamental pillars of national development and plays a strategic role in preparing high-quality human resources. According to Bustan [1], education represents a long-term investment that determines a country's progress. In line with Sujana's view as cited in Mutimmah et al. [2], education is a continuous process aimed at producing qualified human resources rooted in national cultural values and guided by Pancasila. The success of educational implementation is not solely determined by the availability of facilities and infrastructure, but largely depends on the quality of teachers as the frontline actors in the learning process. Teachers play a central role in shaping students' character, skills, and academic achievement, making their performance a decisive factor in achieving educational goals [3], [4]. Teachers also hold a strategic position in developing superior and well-characterized human resources. Saenah, as cited in Efendi et al. [5], describes teachers as agents of change who determine the direction of quality improvement in schools. Optimal teacher performance directly contributes to the effectiveness of teaching and learning processes and the attainment of educational objectives [6].

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This study examines the interrelationship of these three factors within the context of public elementary schools in Pulau Petak Sub-district. Based on prior studies [8], [9], [27], there is still limited research that simultaneously investigates the effects of principal transformational leadership, work climate, and work commitment on teacher performance in this region.

Based on the above discussion, this study aims to analyze the effects of principal transformational leadership, work climate, and work commitment on teacher performance in public elementary schools throughout Pulau Petak Sub-district.

2. METHOD

This study employed a quantitative approach with a descriptive research design. The quantitative approach was chosen because the study aims to test hypotheses and analyze relationships among variables measured through numerical data and examined using statistical techniques. The variables included principal transformational leadership (X1) and work climate (X2) as independent variables, work commitment (Z) as an intervening variable, and teacher performance (Y) as the dependent variable. The research was conducted in public elementary schools located in Pulau Petak Sub-district, Kapuas Regency, Central Kalimantan.

The research subjects consisted of all public elementary school teachers in Pulau Petak Sub-district, totaling 170 teachers, as recorded in the Ministry of Education and Culture's Dapodik database. This study applied a total sampling technique, in which the entire population was included as respondents. The research instrument was a questionnaire using a four-point Likert scale, developed based on indicators for each variable. Transformational leadership was measured using indicators of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration [28]. Work climate was measured through aspects of organizational policies, communication effectiveness, interpersonal relationships among school members, and leadership participation [20]. Teachers' work commitment was assessed using three dimensions, namely affective commitment, continuance commitment, and normative commitment [23]. Meanwhile, teacher performance was measured across five dimensions: work quality, quantity, timeliness, effectiveness, and independence [29].

Prior to data collection, the research instruments were tested for validity and reliability. Validity was examined using Pearson's product-moment correlation, while reliability was assessed using Cronbach's Alpha. Instruments that met the criteria for validity and reliability were subsequently used to collect research data. Data collection was carried out by distributing questionnaires to all respondents at their respective schools.

Data analysis was conducted in several stages. The first stage involved descriptive analysis to provide an overall overview of the research variables. This was followed by prerequisite tests, including tests of normality, linearity, homogeneity, heteroscedasticity, and multicollinearity, to ensure the suitability of the data for hypothesis testing. Data analysis employed multiple regression analysis to examine the direct effects of independent and intervening variables on the dependent variable. In addition, path analysis was used to identify causal relationship patterns, including both direct and indirect effects among variables. All analytical procedures were performed using SPSS software. The research design is illustrated in Figure 1.

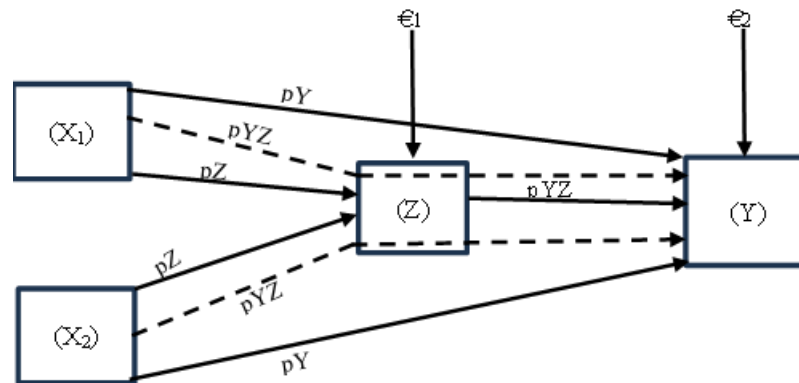


Figure 1. Research Design

3. RESULTS AND DISCUSSION

3.1 Prerequisite Testing and Summary of Analysis Results

The prerequisite testing stage in this study included normality, multicollinearity, and heteroscedasticity tests. The results of the Kolmogorov–Smirnov normality test indicated that all variables had significance values (Sig.) greater than 0.05, confirming that the data were normally distributed. The multicollinearity test showed that all variables had tolerance values greater than 0.10 and Variance Inflation Factor (VIF) values below 10, indicating the absence of multicollinearity. Meanwhile, the heteroscedasticity test using the Glejser method revealed significance values greater than 0.05 for all variables, meaning that the regression model was free from heteroscedasticity. Therefore, the data met the requirements for hypothesis testing using regression and path analysis.

Table 1. Summary of Regression and Path Analysis Results

Path – Variables	Direct Effect	Indirect Effect	Remarks
Transformational Leadership (X1) → Work Commitment (Z)	0.279	-	Significant
Work Climate (X2) → Work Commitment (Z)	0.273	-	Significant
Transformational Leadership (X1) → Teacher Performance (Y)	0.424	-	Significant
Work Climate (X2) → Teacher Performance (Y)	0.193	-	Significant
Work Commitment (Z) → Teacher Performance (Y)	0.378	-	Significant
Transformational Leadership (X1) → Teacher Performance (Y) through Work Commitment (Z)	-	0.105	Significant
Work Climate (X2) → Teacher Performance (Y) through Work Commitment (Z)	-	0.103	Significant

3.2 Direct Effect of Principal Transformational Leadership on Teacher Performance in Public Elementary Schools in Pulau Petak Sub-District

The results of this study indicate that principal transformational leadership has a positive and significant effect on teacher performance in public elementary schools throughout Pulau Petak Sub-district, with a regression coefficient of 0.424. This means that a one-unit increase in transformational leadership is associated with a 0.424-unit increase in teacher performance. The t-test results show a calculated t-value of 7.007, which is greater

than the t-table value of 1.974, with a significance level of 0.000, which is less than 0.05. Thus, it can be concluded that principal transformational leadership has a direct and significant effect on teacher performance.

Based on descriptive analysis, principal transformational leadership in public elementary schools in Pulau Petak Sub-district falls into the high category, with an average score of 3.85. The intellectual stimulation dimension obtained the highest score of 3.95, indicating that principals have encouraged teachers to develop ideas, think critically, and seek innovative solutions to instructional challenges. This is reflected in teachers' efforts to apply varied teaching methods, develop simple instructional media, and participate in both online and offline training programs. In contrast, the individualized consideration dimension recorded the lowest score at 3.73, suggesting that principals' attention to teachers' personal needs has not been optimal. Several teachers reported that they rarely receive individual guidance, particularly in addressing difficulties related to instructional practices or classroom administration.

Teacher performance was also categorized as relatively high, with an average score of 3.81, although the distribution of respondents showed considerable variation. Most teachers were in the moderate performance category (25.3%), while others demonstrated low (17.6%) and very low (22.4%) performance levels. The sub-variables of work quality and effectiveness achieved the highest scores (3.86), indicating that teachers were generally capable of preparing instructional plans, delivering material clearly, and managing classrooms effectively. However, the independence sub-variable received the lowest score (3.68), suggesting that some teachers still lack confidence in making independent decisions or innovating without direct guidance from the principal.

From a theoretical perspective, these findings are consistent with the transformational leadership concept developed by Bass and Avolio [30], which emphasizes a leader's ability to inspire and motivate subordinates through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leadership not only directs teachers to comply with rules but also inspires them to exceed work targets, become more innovative, and demonstrate greater dedication to their responsibilities. Kouzes and Posner [31] similarly argue that transformational leaders play a crucial role in creating a school culture that supports performance improvement. Transformational principals function not merely as administrative superiors, but also as agents of change who foster teachers' enthusiasm and commitment to higher levels of performance [32].

The empirical findings of this study are also in line with previous research. Widya Pratiwi [33] found that transformational leadership had a significant effect on the performance of junior high school teachers in East Banjarmasin, both directly and through work motivation. Similarly, Rhony Arifin [34] reported that transformational leadership among public senior high school principals in Banjarbaru contributed to the development of a positive organizational culture, which in turn enhanced teachers' motivation and performance. Kurniawati [15] also confirmed that transformational leadership significantly influenced teacher performance in Madrasah Aliyah schools in Pematang.

Further supporting evidence is provided by Normianti et al. [35], who demonstrated that principal transformational leadership positively affected teacher performance in elementary schools. These findings are reinforced by studies conducted by Fitroliana and Suriansyah [36] and Made Suastini et al. [14], which concluded that transformational leadership styles enhance teacher discipline and performance by providing role modeling, motivation, and confidence-building.

In line with Taradifa et al. [37], transformational leadership among principals was found to have a direct and significant effect on the performance of guidance and counseling teachers in senior high schools and vocational schools in Central Kalimantan. Principals who adopt a transformational leadership style are able to provide encouragement, guidance, and motivation, thereby increasing teachers' work enthusiasm and sense of responsibility.

Consistent results were also reported by Ulfah et al. [38], who found that transformational leadership had a positive and significant influence on the performance of public elementary school teachers in Labuan Amas Utara Sub-district, Hulu Sungai Tengah Regency. Their findings indicate that higher levels of transformational leadership are associated with higher levels of teacher performance.

Hafidz et al. [39] further emphasized that transformational leadership enhances teachers' trust, motivation, and loyalty through role modeling, inspiration, and individualized attention. Transformational leaders focus not only on achieving organizational targets but also on fostering moral values, responsibility, and integrity within the school environment. This aligns with Suriansyah's findings [40], which highlight that principals who apply transformational leadership styles are able to increase teachers' motivation, commitment, and sense of responsibility. Transformational leadership generates high work enthusiasm and dedication because principals act as inspirers, motivators, and role models for the entire school community.

Despite the positive contribution of transformational leadership, several aspects still require attention. The relatively low scores for individualized consideration and teacher independence indicate that principals need to strengthen their role in providing personalized guidance. Teachers who receive limited personal attention may feel less motivated to develop their potential fully.

The practical implication of these findings is that principals in public elementary schools in Pulau Petak Sub-district should strengthen their role as transformational leaders by providing more individualized attention, fostering two-way communication, and offering opportunities for personal consultation. Through these efforts, teacher performance is expected to improve not only in formal aspects such as quality and effectiveness but also in independence, creativity, and instructional innovation.

Thus, it can be concluded that the first hypothesis is accepted: principal transformational leadership has a positive and significant effect on teacher performance in public elementary schools in Pulau Petak Sub-district. Transformational leadership, characterized by motivation, role modeling, intellectual stimulation, and individualized consideration, has been proven to enhance teachers' effectiveness, discipline, and professionalism.

3.3 Direct Effect of Work Climate on Teacher Performance in Public Elementary Schools in Pulau Petak Sub-District

The research findings indicate that work climate has a positive and significant effect on teacher performance in public elementary schools throughout Pulau Petak Sub-district. The regression coefficient of 0.193 indicates that a one-unit increase in work climate leads to a 0.193-unit increase in teacher performance. The t-test results show a calculated t-value of 3.190, which is greater than the t-table value of 1.974, with a significance level of 0.002, which is less than 0.05.

Descriptively, the school work climate falls within the moderate to high category, with an average score of 3.67. The dimension of interpersonal relationships among teachers achieved the highest score (3.79), indicating that most teachers perceive harmonious relationships, cooperation, and effective communication with their colleagues. This condition is reflected in the sharing of teaching experiences, the application of varied instructional methods, and mutual moral support in addressing classroom challenges. However, the dimension of school policies and regulations received the lowest score (3.61). Several teachers reported that organizational rules have not fully supported work comfort, particularly in relation to administrative workload and task distribution, which are still perceived as uneven.

Variations in teacher performance, ranging from low to very high categories, indicate that differences in school work climate contribute substantially to teachers' work outcomes. Teachers who work in a supportive, cooperative, and friendly environment tend to demonstrate more consistent performance. Conversely, teachers in less supportive work environments tend to perform only to meet administrative obligations.

According to Supardi, as cited in Casyariadi Vana Hafizah et al. [17], a conducive work climate fosters harmonious relationships among teachers, between teachers and principals, and between teachers and other educational staff.

These findings reinforce Stinger's theory [20], which states that organizational climate influences individuals' attitudes and motivation at work. Supardi [41] further emphasizes that a conducive school climate is closely related to teachers' work effectiveness. This result is supported by Mardianti et al. [8], who found that organizational climate has a significant effect on teacher performance, both directly and indirectly through job satisfaction. Norliani et al. [9] also reported that a positive school climate enhances job satisfaction and teacher performance.

The findings also support previous studies by Ridwan [42], Hamid [43], as well as international research published in *Frontiers in Education* [44], which emphasize that collaborative work environments strengthen educator performance. Iqbal et al. [22] found that a positive work climate increases teachers' work enthusiasm and reduces stress levels. Fajarwati [45] similarly reported that a work climate supporting collaboration and open communication improves instructional quality in elementary schools. Teachers who feel comfortable interacting with colleagues and school leaders tend to perform better in their teaching roles.

Nevertheless, the relatively low score for the policy dimension indicates that school regulations and work mechanisms still require adjustment to meet teachers' needs in practice

better better. Teachers who feel burdened by excessive administrative tasks or unclear task distribution may experience reduced motivation. Therefore, improvements in internal school regulations are necessary to create a more supportive work climate.

The practical implication is that principals should ensure that organizational rules and policies are clearer, more transparent, and supportive of a balance between administrative responsibilities and instructional duties. In doing so, a conducive work climate can further strengthen teacher performance in terms of discipline, innovation, and professional responsibility.

Thus, the second hypothesis is accepted: work climate has a positive and significant effect on teacher performance in public elementary schools in Pulau Petak Sub-district.

3.4 Direct Effect of Work Commitment on Teacher Performance in Public Elementary Schools in Pulau Petak Sub-District

The research results demonstrate that work commitment has a positive and significant effect on teacher performance. The regression coefficient of 0.378 indicates that a one-unit increase in work commitment results in a 0.378-unit increase in teacher performance. The t-test yielded a calculated t-value of 7.481, which is greater than the t-table value of 1.974, with a significance level of 0.000, which is less than 0.05. This finding supports the third hypothesis.

Descriptive analysis shows that the average work commitment score among teachers is 3.63, categorized as high. However, the distribution of respondents indicates variation, with 27.1% of teachers exhibiting very low commitment, 23.5% low commitment, and only a small proportion falling into high to very high commitment categories. The affective commitment dimension obtained the highest score (3.77), reflecting a strong emotional attachment to the school. In contrast, the normative commitment dimension recorded the lowest score (3.55), indicating that some teachers perform their duties primarily out of moral obligation rather than intrinsic motivation.

Field findings reveal that teachers with high work commitment are more consistent in punctual attendance, completion of administrative tasks, and willingness to participate in additional activities beyond teaching hours. Conversely, teachers with low commitment tend to exhibit weaker discipline and perform tasks merely as formal obligations.

These findings align with the theory proposed by Meyer and Allen [23], which conceptualizes work commitment as comprising three components: affective, normative, and continuance commitment, all of which influence individual loyalty and performance. Teachers' work commitment reflects their emotional attachment and loyalty to the schools where they serve. Teachers with high commitment tend to demonstrate greater responsibility and dedication in carrying out their duties [5]. Norlatipah [46] also found a positive relationship between work commitment and junior high school teacher performance in Balangan. Syahminan et al. [47] further emphasized that work commitment plays a crucial role in improving the performance of elementary school teachers in Candi Laras Utara Sub-district.

These results are consistent with earlier studies by Meyer and Allen [23] and Darmansyah [25], which indicate that work commitment enhances loyalty and productivity

within organizations. Muslimin et al. [26] reported that work commitment contributes 49.9% to teacher performance. Mardianti et al. [8] similarly concluded that work commitment has a significant effect on teacher performance, a finding reinforced by Noriawati [10], who showed that teachers with high affective commitment are more productive and consistent in achieving instructional goals.

This study also supports Suriansyah's findings [40], which indicate that work commitment has a positive and significant relationship with teacher performance. High commitment reflects emotional attachment, moral responsibility, and willingness to exert maximum effort in achieving school organizational goals. Teachers with strong affective, normative, and continuance commitment tend to demonstrate better discipline, higher responsibility, and sustained teaching enthusiasm, leading to improved overall performance.

Nevertheless, the relatively low normative commitment score suggests that some teachers still work primarily due to structural obligations rather than personal calling. This condition may hinder the achievement of optimal performance. Therefore, efforts are needed to strengthen teachers' sense of belonging to the school, such as involving them in the formulation of the school's vision and mission, providing recognition for achievements, and reinforcing intrinsic motivation.

Practically, schools should foster stronger work commitment through collective activities, performance recognition, and leadership practices that support teacher participation in decision-making processes. Through these efforts, teacher performance can improve comprehensively and sustainably.

Thus, the third hypothesis is accepted: work commitment has a positive and significant effect on teacher performance in public elementary schools in Pulau Petak Sub-district.

3.5 Direct Effect of Principal Transformational Leadership on Work Commitment in Public Elementary Schools in Pulau Petak Sub-District

The research findings indicate that principal transformational leadership has a positive and significant effect on teachers' work commitment in public elementary schools throughout Pulau Petak Sub-district. The regression coefficient of 0.279 indicates that a one-unit increase in transformational leadership leads to a 0.279-unit increase in teachers' work commitment. The t-test results show a calculated t-value of 3.087, which is greater than the t-table value of 1.974, with a significance level of 0.002, which is less than 0.05.

Descriptively, transformational leadership is categorized as high, with an average score of 3.85. The intellectual stimulation dimension obtained the highest score (3.95), indicating that principals tend to encourage teachers to think critically and experiment with new instructional approaches. However, the individualized consideration dimension received the lowest score (3.73), suggesting that teachers' individual needs have not been fully addressed, particularly with respect to personal guidance related to teaching challenges and welfare concerns.

Meanwhile, teachers' work commitment averaged 3.63, with variation across categories. The affective commitment dimension recorded the highest score (3.77), reflecting teachers' emotional attachment to the school, whereas normative commitment

recorded the lowest score (3.55), indicating that some teachers perform their duties mainly due to obligation.

This relationship demonstrates that principals' transformational leadership style plays a significant role in fostering teachers' loyalty and sense of responsibility. Teachers who feel supported, motivated, and personally valued are more likely to develop a strong sense of belonging and high work commitment. Principals who provide inspiration and personal attention encourage teachers to develop loyalty and attachment to the school [48].

These findings are consistent with the theory proposed by Bass and Avolio [30], which emphasizes that transformational leaders are capable of fostering subordinates' emotional attachment. According to Suriansyah and Aslamiah, as cited in Balela [16], transformational leaders not only direct but also guide and support subordinates, motivating them to contribute beyond expectations. Studies by Rahmah [49] and Dewi et al. [50] also confirm a strong relationship between transformational leadership and organizational commitment.

This study is further supported by findings from Rahmah [49] and Tamengkel and Rumawas [51], which show that transformational leadership styles enhance organizational commitment. Teachers feel more valued and supported when principals demonstrate empathy and provide encouragement for career development.

These findings imply that principals should strengthen transformational leadership practices, particularly in the dimension of individualized consideration, so that teachers feel more appreciated and motivated to enhance their work commitment.

Thus, the fourth hypothesis is accepted: principal transformational leadership has a positive and significant effect on teachers' work commitment.

3.6 Direct Effect of Work Climate on Work Commitment in Public Elementary Schools in Pulau Petak Sub-District

The research findings indicate that work climate has a positive and significant effect on teachers' work commitment, with a regression coefficient of 0.273. This means that each one-unit increase in work climate leads to a 0.273-unit increase in teachers' work commitment. The t-test results show a calculated t-value of 3.022, which is greater than the t-table value of 1.974, with a significance level of 0.003, which is less than 0.05.

Descriptive results reveal that teachers with higher levels of work commitment tend to demonstrate better performance. Transformational leadership contributes to the development of this commitment, particularly through the dimensions of intellectual stimulation and idealized influence. Teachers who feel inspired, receive clear direction, and are encouraged to innovate by school principals tend to exhibit stronger loyalty, which ultimately enhances their performance.

From a theoretical perspective, Bass and Avolio [30] argue that transformational leadership strengthens organizational commitment, which subsequently affects performance. According to Fajarwati [45], a comfortable, open, and collaborative work environment reinforces teachers' sense of attachment to their schools. These findings are supported by Komari and Aslamiah [48], who demonstrated that transformational leadership enhances teachers' work commitment and has implications for performance. Taradifa et al.

[37] also found that commitment functions as a mediating variable among guidance and counseling teachers.

This study is consistent with the findings of Agista Lara [52] and Putu Aditya Pradana et al. [53], which indicate that a healthy organizational climate is capable of strengthening organizational members' commitment. In the context of elementary schools, teachers tend to exhibit higher commitment when they feel emotionally supported by school leaders and colleagues. This aligns with the findings of Iqbal et al. [22], who reported that teachers with positive perceptions of the work climate tend to have higher levels of commitment. Norliani [9] also found that work climate is closely related to teachers' job satisfaction and organizational commitment. When the school work environment is positive, teachers feel valued and perceive their contributions as meaningful to the achievement of school goals.

These findings imply that improving teacher performance cannot be achieved solely through strengthening transformational leadership, but also through the development of strategies to enhance work commitment, such as recognition, participation in decision-making processes, and personal support.

Thus, the fifth hypothesis is accepted: work climate has a positive and significant effect on teachers' work commitment in public elementary schools in Pulau Petak Sub-district.

3.7 Indirect Effect of Principal Transformational Leadership on Teacher Performance through Work Commitment in Public Elementary Schools in Pulau Petak Sub-District

Descriptive findings indicate that teachers with high levels of work commitment tend to demonstrate better performance. Transformational leadership plays a critical role in fostering this commitment, particularly through the dimensions of intellectual stimulation and idealized influence. Teachers who feel inspired, receive clear guidance, and are encouraged to innovate by school principals tend to develop stronger loyalty, which ultimately leads to improved performance.

From a theoretical standpoint, Bass and Avolio [30] state that transformational leadership enhances organizational commitment, which in turn influences performance. These findings are reinforced by studies conducted by Mayrina [54] and Komari and Aslamiah [48], which demonstrate that transformational leadership increases teachers' commitment and has implications for performance. Taradifa et al. [37] similarly found that work commitment acts as a mediating variable among guidance and counseling teachers. This relationship is further supported by Rahmah [49] and Faris [55], who reported that work commitment strengthens the relationship between transformational leadership style and improved teacher performance. Principals who can inspire teachers foster a sense of responsibility and loyalty, encouraging teachers to work more effectively and efficiently.

These findings imply that enhancing teacher performance should not rely solely on strengthening transformational leadership, but also on developing strategies to improve work commitment, such as recognition, participation in decision-making, and personalized support.

Thus, the sixth hypothesis is accepted: principal transformational leadership has an indirect effect on teacher performance through work commitment.

3.8 Indirect Effect of Work Climate on Teacher Performance through Work Commitment in Public Elementary Schools in Pulau Petak Sub-District

The research findings confirm that work climate has an indirect effect on teacher performance through work commitment, with a coefficient value of 0.103. The Sobel test yielded a value of 2.007 with a significance level of 0.040, which is less than 0.05, indicating that the indirect effect is statistically significant.

Descriptive analysis shows that a conducive work climate encourages the development of strong work commitment. Teachers who work in harmonious, supportive, and communicative environments tend to demonstrate greater loyalty to their schools. This commitment subsequently contributes to improved performance in terms of discipline, effectiveness, and instructional creativity.

Organizational behavior theory emphasizes that a healthy work environment enhances loyalty, which then affects individual performance. These findings are consistent with the study by Teresia [56], which found that work climate influences teacher performance both directly and indirectly through organizational commitment. This result also supports the findings of Zulfikar Putra and Surahman Gaffur [57], who reported a positive relationship between work climate, commitment, and teacher performance. Studies by Noriawati [10] and Norliani [9] further confirm that work commitment functions as a mediating variable between work climate and teacher performance. A comfortable work environment, open communication, and leadership support encourage teachers to carry out their duties with greater enthusiasm.

The practical implication is that schools need to create supportive work environments, strengthen communication among teachers, and provide adequate support. Through these efforts, teachers' work commitment can be reinforced, thereby contributing positively to improved performance.

Thus, the seventh hypothesis is accepted: work climate has an indirect effect on teacher performance through work commitment in public elementary schools in Pulau Petak Sub-district.

4. CONCLUSION

Based on the study, several conclusions can be drawn. First, the study confirms that principal transformational leadership, work climate, and teacher work commitment play essential roles in shaping teacher performance, serving as key factors in fostering professional responsibility, motivation, and loyalty among teachers. Second, the research implies that educational policymakers and school administrators should prioritize leadership development programs, strategies to enhance workplace support, and initiatives to strengthen teachers' commitment, as these are critical to improving instructional quality and achieving educational goals. Third, this study is limited to public elementary schools in Pulau Petak Sub-district, which means the findings may not be fully generalizable to schools in other regions or educational contexts, such as private or international schools. Fourth,

future research can explore additional mediating or moderating variables, such as teacher self-efficacy, organizational culture, or student engagement, to gain a more comprehensive understanding of factors influencing teacher performance. Finally, this research contributes to the broader community by highlighting the importance of effective leadership, supportive work environments, and committed teachers as foundations for improving the quality of education, providing practical insights for school improvement programs and policy planning.

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