



# The Impact Of Principle's Transformative Leadership On Organizational Culture, Commitment, Behavior And Performance Productivity

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## ABSTRACT

This study aims to determine the transformation of the principal's leadership style at MTs Palangkaraya City, Central Kalimantan in building organizational culture, performance commitment, performance behavior and employee performance productivity. This study used a quantitative approach with data collection techniques by distributing questionnaires, with a sample of 166 school principals from a total of 210 schools, thus to determine the characteristics of each respondent and variables, this study used descriptive data analysis. Meanwhile, to test the relationship between variables, inferential analysis can be used using the Structural Equation Modeling (SEM) method and the AMOS version 7 approach. The results of this study explain that leadership style transformation is seen as quite effective in dealing with various changes and is believed to be the strongest leadership model (*strong leadership*), because it can build a healthy organizational culture, performance commitment and performance behavior, so as to increase the productivity of individual performance to be more effective.

**Keywords:** Leadership Style, Organizational Culture, Behavior and Productivity Performance

## Introduction

Since the beginning of 2020, the social conditions of people in parts of the world have been shocked by the outbreak of the corona virus (Covid-19) (Sukiman, Haningsih, & Rohmi, 2022), in mid-March 2020 WHO declared Covid-19 a health emergency that could disturb the community (*public health emergency international concern*), even at the end of in May 2021 the Delta variant has developed and has started to dominate parts of Indonesia (Jacob, 2020), thus the impact of Covid-19 has affected various sectors of social life (Bestiantono, Agustina, & Cheng, 2020). In this context, various countermeasures have been carried out to prevent and minimize the spread of Covid-19, according to Hongyue in Dakir explaining that the impact of Covid-19 has caused all social aspects to be in an abnormal state, the above conditions can psychologically affect individual behavior in organizations (A. F. Dakir, 2022), so then causes a change in a leader, this is what is faced by 300 MTs junior high schools in Palangkaraya City, Central Kalimantan Province.

In this context, a leader or school principal must have various breakthroughs to be able to streamline the management of education. This is the portrait of the school principal's leadership in the midst of the Covid-19 era. Because of this, transformative leadership is believed to be one of the most effective leadership styles for making changes in organizational systems, thus the success of the principal's leadership in managing education cannot be separated from his courage to make changes in creating a performance culture so that it can then influence the behavior of all school members (Nguyen & Mohamed, 2011). besides that, transformative leadership is believed to have a significant impact on achieving organizational goals, as several research results explain that, transformative leadership is understood to inspire and increase individual performance

motivation (Khan, Rehmat, Butt, Farooqi, & Asim, 2020), besides that transformative leadership also has a positive impact in dealing with crisis management (Purnomo, Supriyanto, Mustiningsih, & Dami, 2021). Therefore, the transformative leadership model is committed to continuous improvement based on visionary views and encourages the participation of its staff to realize the expected changes. According to Bernarto, transformative leadership is seen as being able to understand the needs of its followers and motivate them so that it can then give birth to a better performance ethos (Bernarto et al., 2020a), as Apriyanto and Satrio in their research explain, the formation of motivation can result in an individual becoming more eager to complete various tasks in the organizational system, thus low performance motivation causes a decrease in performance, and it is increasingly difficult to achieve a goal, conversely high performance motivation can give birth to creativity and increase performance productivity (Apriyanto & Satrio, 2015).

The portrait of transformative leadership, based on several aspects, among others; 1) having strong managerial skills, 2) having the intensity and enthusiasm to improve the quality of education, 3) oriented towards a vision of the future according to the expectations of society or consumers, 4) having a conducive organizational culture, 5) continuous quality improvement (Lin, 2014). Transformative leadership is believed to be one of the most effective leadership models for making various changes in organizational systems including Islamic educational institutions, thus a professional leader must have the power to be able to influence and move his subordinates so that they can carry out their work properly in achieving a goal (D. Dakir & Fauzi, 2021). Therefore, transformative leadership is here to answer various challenges, as a result of changes caused by the spread of Covid-19 and will certainly have a significant impact on education management, both on the school's organizational culture and the performance of employees (Mahdi, Mohd, & Almsafir, 2014). Thus the success of an educational institution is largely determined by the leadership of the school principal to encourage the performance of all school members in carrying out their various activities through a policy that is built in building school quality.

Based on the description above, this study aims to analyze and find out the transformation of the leadership style of all principals at the MTs junior high school level in Palangkaraya City, Central Kalimantan Province in dealing with various changes in the educational environment, as a result of the spread of the corona virus. Therefore, the transformation of the principal's leadership style can significantly influence the formation of an organizational culture and the effectiveness of the performance of employees, thus the better the school's organizational culture, the better the employee's performance, and vice versa if the principal's leadership is not effective it will give birth to an organizational culture that is not healthy, so that it results in a decrease in employee performance productivity and tends to decrease.

## Literature Review

### Principal Leadership Style

Leadership behavior is a result of the attraction between positive and negative energy (Kate, 1996), positive energy is interpreted as an encouragement or attitude for the realization of leadership behavior so that it can inspire, influence and drive individual behavior (Ode, Akhri, & Hidaryatiningsih, 2019), based on an attitude of obedience, trust and cooperation to achieve a goal, besides that positive energy is also believed to be able to give birth to change and make various breakthroughs according to social conditions to maintain the organizational system. Meanwhile, negative energy is an impetus for the formation of individual behavior in leadership that tends to be pessimistic and avoids various challenges because it does not want change (Bernarto et al., 2020b). Thus the two energies above, significantly affect individual behavior, so that then can give birth to various models of leadership in the organizational system. Therefore, behavior is a representation of (*task behavior, relationship behavior, and maturity behavior*) in leadership with the aim of influencing and driving all forms of individual action in achieving a goal.

Based on this view, leadership style has three basic patterns, including; 1). leadership style that emphasizes the implementation of tasks, in order to achieve goals effectively and efficiently; 2). leadership style that is oriented towards the implementation of cooperative relationships; 3). leadership style that emphasizes results in order to achieve organizational goals. In this context, leadership style pays great attention to its members and takes place separately, this is intended to find out various leadership typologies. Therefore, the leadership that is considered the most ideal and effective in facing various challenges is transformative leadership, and is believed to be a leadership model capable of making various changes in the management of education towards a better direction, (Mora & Țiclău, 2012). Transformative leadership is a new type of leadership that is seen as more effective for dynamic change in transitional situations or environments. Therefore, the success of an educational institution is largely determined by the principal's leadership style, thus the principal's leadership is expected to be able to describe and carry out various tasks in the educational environment, besides that a transformative leadership style must have the courage to make changes in the field of education management, (Almutairi, 2015).

Transformative leadership style is formed on the basis of two terms, namely leadership and transformative. Leadership is a style or procedure used by a person to influence, direct, foster, regulate, guide and encourage all forms of individual action and behavior with the hope that they can collaborate in achieving a predetermined goal (Lang, 2019). In this context, the transformative leadership style contains a set of morality, awareness and example as the main force for influencing the thoughts, feelings, attitudes and behavior of subordinates in achieving an organizational goal, (Ennis, Gong, & Okpozo, 2018). Therefore, transformative leadership is part of the roles and actions of individuals in organizations, and is indirectly influenced by the value system that is built, dimensioned to spiritual values that lead to divinity and prophecy as the basis for the highest morality, as this view is explained by Avolio, Bass and Jung, that transformative leadership is built through three aspects of behavior, including; charisma, individual consideration, and intellectual stimulation (Avolio, Bass, & Jung, 1999). Therefore, transformative leadership is understood as the culmination of all existing leadership models so that it is then believed to be able to inspire and drive individual behavior to be more effective in achieving a goal, thus the practical implications of this transformative leadership style are able to give birth to a healthier organizational culture, through various individual actions based on skills, abilities, performance commitments, so that in turn it can give birth to performance productivity in an organizational environment, (Sadeghi & Pihie, 2012).

### **Transformative Leadership Behavior**

Transformative leadership is basically not born through experience and training, let alone ambition and self-interest, but transformative leadership is built through the inner beauty of spiritual human being, so that it can then motivate, move and guide its followers (Bogler, 2001). Therefore, what is conveyed is considered easy to understand, followers feel comfortable, so that they are able to create an attitude of commitment and performance productivity in an organizational environment. In this context, transformative leadership always embraces various obstacles or obstacles faced by an organization, by giving trust and sharing power with its subordinates, as Kirby Paradise and King explain that transformative leadership can convey various responses in realizing satisfaction for its public (Kirby, Paradise, & King, 1992). Therefore, transformative leadership is more oriented to the implementation of work, cooperation and results to be achieved.

In this context, transformative leadership is different from other leadership models. Therefore, this leadership has various characters, including; 1) the ability to explain something to his subordinates clearly and easily understood, so that his subordinates understand what goals must be achieved in the organization, 2) The ability to build motivation towards his subordinates, 3) Innovation, is one of the ideas that can be used as a foundation, for example when there is a change, a leader is ready and tries to adapt, 4) promotes an attitude of helping and guiding his subordinates, 5) promoting an open attitude, so that a leader can communicate with his members and must accept all forms of suggestions and criticism. Thus, transformative leadership can be interpreted as a model of true leadership, because this leadership works towards goals accompanied by actions towards a goal within the organization that has not been achieved before, (Lapointe & Vandenberghe, 2018)

### **Organizational Culture, Commitment and Performance Productivity**

Based on the views above, transformative leadership is expected to be able to communicate and actualize the vision within the organization, so that later it can build a healthier organizational culture, commitment and productivity of employee performance in schools, (Caillier, 2014). Therefore, a leader must have various characteristics such as broad knowledge, morality, and a higher position than other individuals in a group, so that a leader can influence the behavior and actions of other individuals in achieving organizational goals, (Almaududi Ausat, Suherlan, Peirisal, & Hirawan, 2022). In this context, the transformative leadership model is believed to be able to build a good organizational culture as well as higher levels of commitment and performance productivity for employees in schools, and this can only be done through four approaches, including: 1) Idealized Influence, is a leadership behavior that produces high standards of behavior, so that it gives birth to several actions for individuals or employees in schools, such as; inspire subordinates to try to imitate behavior and identify themselves with their leaders, have trust in their superiors, accept a value system that is built as a shared principle and become a standard for the formation of behavior in the organization, fosters an attitude of commitment and productivity performance in the organization, 2) Inspirational motivation, is an attitude who always raise challenges so as to be able to achieve higher expectations, generate enthusiasm and motivation for their subordinates in building performance productivity, 3) Individualized consideration, an action and leadership behavior that always listens to other people with great care and provides attention, support and enthusiasm for its members with the aim of improving and developing their potential, so that in the end it can influence individual satisfaction with their superiors and can increase the performance productivity of their subordinates, 4) Intellectual stimulation, a leader must be able to increase understanding and stimulate the emergence of new perspectives in seeing problems, through critical thinking, so that later can improve individual ability in solving various problems.

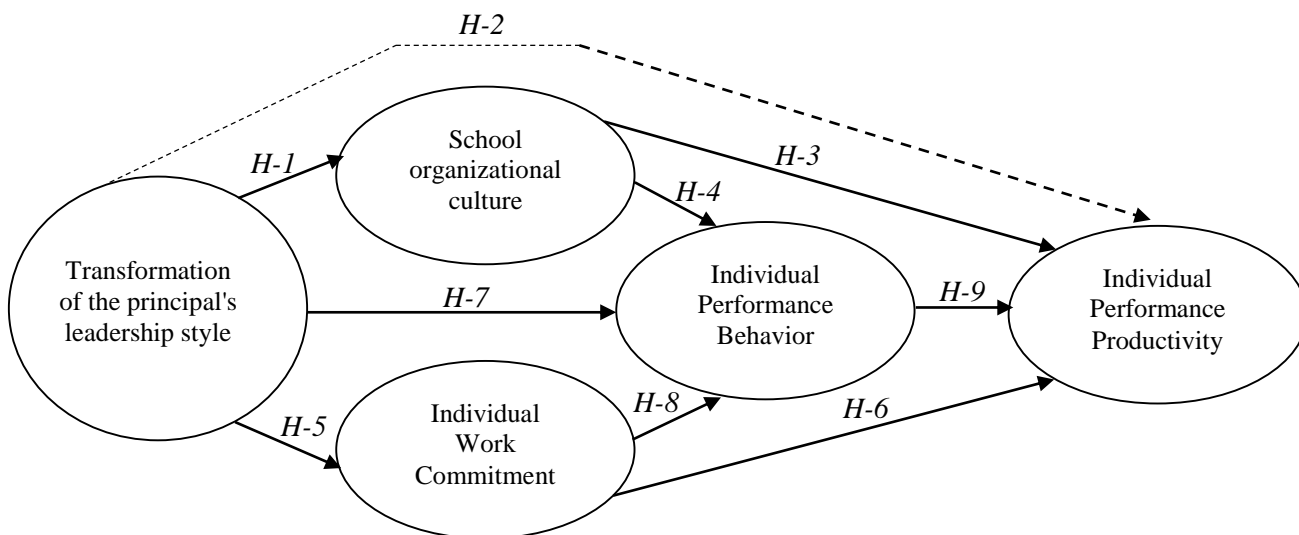
Those are some of the approaches above, transformative leadership is believed to be able to influence the formation of a healthy organizational culture, commitment and performance productivity of employees at school, as according to Leithwood that transformative leadership is able to be a change in the organizational

system to achieve a goal, besides that James McGregor Burns said that transformative leadership is defined as a true leadership model because it works towards goals and actions that lead to organizational goals (Burns, 2003), even Kirby, Paradise & King explains that transformative leadership is believed to be one of the most effective leadership styles in making various changes in organizational systems or educational institutions, so that it can then have an impact on improving school quality to meet the expectations of stakeholders, (Kirby et al., 1992).

Based on some of the literature reviews above, transformative leadership is an important part, even though specifically studies on the impact of transformative leadership on organizational culture, commitment, behavior and performance productivity have never been carried out. Therefore, this study is a result of this gap, and aims to determine the importance of leadership styles in organizations.

**Methods**

Based on this description, this study uses a quantitative approach and is positivistic (Alvesson, 2000). Because of this, qualitative research works with various numbers and the data can be in the form of numbers, besides that the analysis used is statistics with the aim of answering various questions or testing hypotheses in the context of this study (Robert Bognan, 1992), where a variable concerns the transformation of school principal leadership styles during the Covid-19 pandemic. It can affect other variables including; organizational culture, performance commitment, behavior and performance productivity of employees. In this context, the population of this study is MTs principals in Palangkaraya City, Central Kalimantan Province, totaling 210 principals, while the sampling method of this study uses purposive sampling with a total of 166 principals, in addition to this research data analysis uses Structural Equation Modeling (SEM) with AMOS software version 7. Thus, to clarify the conceptual framework, the results of this study can be described as follows:



**Figure 1: Research Conceptual Model**

**Results and Discussion**

Thus, to gain an understanding of the structural model above, the researcher determines the final stage of the model from the results of the test (*Goodness of Fit Overall*), this is done to find out whether the hypothetical model can be supported by empirical data in research. Therefore, the results of the analysis of Structural Equation Modeling (SEM) regarding the transformation of the school principal's leadership style, it is necessary to test or fit between the theoretical model and the empirical model (*Goodness of Fit Overall*), and practically it can be seen in the image below:

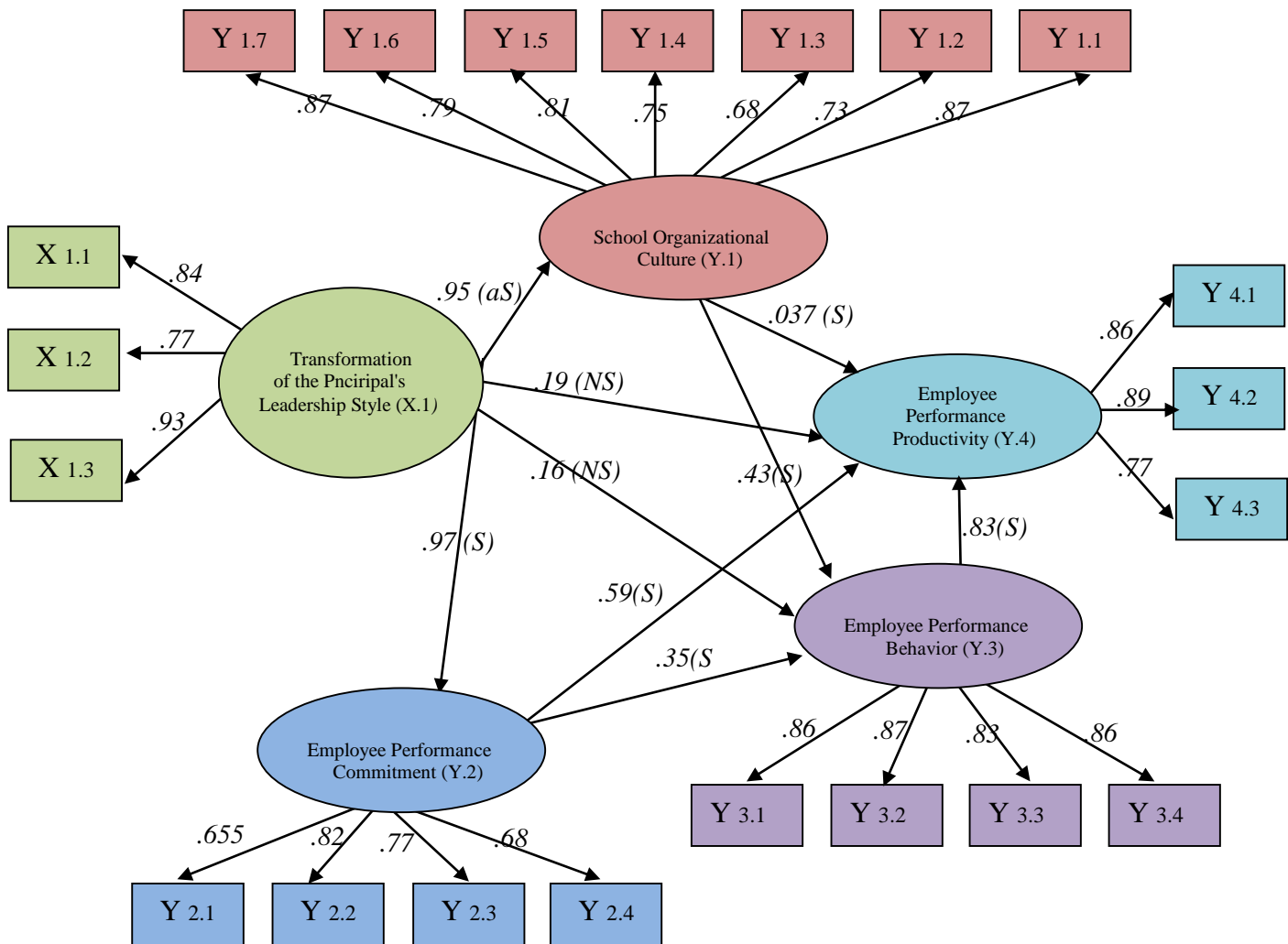


Figure 2: Empirical Research Model

In this context, based on the results of an analysis from Structural Equation Modeling (SEM) regarding the transformation of the principal's leadership style at MTs Palangkaraya City towards the formation of organizational culture, performance commitment, behavior and performance productivity of school employees, this research can be categorized using five variables with 21 indicator. In this context, the results of the criterion test (SEM) yielded a decision for the chi square statistic ( $\chi^2$ ) = 194.075 ( $p = 0.021$ ) meaning that the model (SEM) at the final stage was categorized as good, because the value of  $\chi^2$  was relatively small with a the probability is greater than 0.05, while the CMIN/DF value in the final stage is categorized as either below 2 or 1.244 meaning that the model and data are classified (*acceptable fit*), thus the value (goodness of fit) is 0.906 , which means that the final stage model is good (*better fit*), because the goodness of fit value is greater than 0.90. Meanwhile, knowing the Adjusted Goodness of Fit Index (AGFI) model shows that the results are statistically good, because the AGFI value of the model is higher greater than 0.90, where the Tucker Lewis Index (TLI) value in the final stage test results shows that the final stage model is classified as good, and the Comparative Fit Index (CFI) is found that the final stage test is good and The Root Mean Square Error Approximation (RMSEA) ) is 0.038, thus the decision taken by the final model is good, because the RMSEA value is less than 0.08.

### Loading Factor Over All Models

Based on the results of testing the Goodness Of Fit Overall model at the final stage on several variable indicators regarding the transformation of leadership style, and it is known that these three indicators have a significant impact, so that several variables regarding leadership can then be formed including; indicators of self-awareness, social awareness and self-management with each value of 0.844; 0.768 and 0.926. Meanwhile, organizational culture variables in educational institutions can include seven indicators and can significantly form several variables, including; innovation, risk taking, attention to detail, result orientation, employee orientation, team orientation, aggressiveness and stability, with each loading factor value as follows; 0.874; 0.731; 0.678; 0.745; 0.811; 0.786 and 0.870. Thus the work commitment variable can include four indicators and significantly form the work commitment variable with each loading value being: 0.684; 0.766; 0.820; 0.651. While the work behavior variable also has four indicators and significantly forms the work commitment variable with each loading value; 0.862; 0.871; 0.833; 0.862. While there are three indicators of employee

performance variables and significantly form employee performance variables with the loading value of each factor namely; 0.862; 0.889; 0.769.

### Hypothesis Test

Direct hypothesis testing between the transformational variables of leadership style, organizational culture, work commitment, work behavior and employee performance can be seen in the following table:

**Table 1. Hypothesis Testing Results**

Free Variables	Dependent variable	Path Coefficient	P.Value	Information
Leadership style transformation (X1)	Organizational culture (Y1)	0,945	0,000	Significant
Leadership style transformation (X1)	Employee performance (Y4)	0,188	0,647	Not significant
Organizational culture (Y1)	Employee performance (Y4)	0,374	0,037	Significant
Organizational culture (Y1)	Work behavior (Y3)	0,431	0,008	Significant
leadership style transformation (Y1)	Work commitment (Y2)	0,968	0,000	Significant
Work commitment (Y2)	Employee performance (Y4)	0,588	0,009	Significant
leadership style transformation (X1)	Work behavior (Y3)	0,159	0,511	Not significant
Work commitment (Y2)	Work behavior (Y3)	0,826	0,000	Significant
Work behavior (Y3)	Employee performance (Y4)	0,626	0,000	Significant

Thus the results of testing the influence between variables in the context of this study can be shown by the path coefficient P-value, based on the criteria that the P-value hypotheses that are not supported by empirical facts are H2 and H7. Based on the tests above, this research supports H1, as Schein's view is that one of the functions of a leader is to be expected to create and build a healthy organizational culture or climate. Therefore, the findings from the results of this study confirm that the transformation of the MTs principal's leadership style in Palangkaraya City is considered quite effective, so that it can then form a healthy organizational climate or culture through changes in behavior in the organizational system (Thoha & Setiawan, 2021). Besides that, the findings of this study also support the results of Tsang's research which concluded that there is a significant influence between entrepreneurial behavior and organizational culture in these institutions (Denise, 2007), and even confirms the results of research conducted by Sen Sendjaya and Andre Pekerti which confirms that leadership can have a positive effect on formation of organizational culture in an educational institution (Senjaya & Pekerti, 2010).

In this context, the findings of this study do not support H2, as is the concept of leadership in Lolita Urboniene's perspective that improving the quality of leadership can motivate individuals or employees, so that in turn can improve one's performance and achieve organizational goals (Urboniene, Kristjánsdóttir, Minelgaite, & Littrell, 2018). This research supports the results of Goleman's research, that changes in leadership style in a person are believed to be able to inspire, arouse and motivate and influence individuals to carry out various jobs by forming a healthy organizational culture and collaboration based on a value system that is built so that organizational goals can then be achieved (Daniel Goleman, Richard Boyatzis, 2013). In practical terms, leadership in organizational systems, especially in educational institutions, occupies a very important position, and significantly influences job performance. Because of that, a leadership that has integrity between spirituality and intellect is needed, as a core value in building transformative leadership. Internalization of spiritual values is understood as social capital and is believed to be a revolution against all forms of leadership crises so far, so that it is then expected to become a model of strong leadership (Fauzi, 2018). Even in the results of Tobroni's research it was stated that the issue of spirituality in leadership has been increasingly accepted since the 21st century, such as Aburdene and Fukuyama who mentioned it as the value age century, thus the above view is expected to give birth to individual performance motivation and productivity in an organizational environment (Tobroni, 2002).

In this context, this study supports H3 and is in line with Rashid's research results, that a good organizational culture is seen to have a positive impact on one's performance (Abdul Rashid, Sambasivan, & Abdul Rahman, 2004). Therefore, the effectiveness and productivity of individual performance in an organizational system is largely determined by the organizational culture that is built, thus the better the school's organizational culture, the better the employee's performance, and vice versa if the principal's leadership is not effective it will give birth to an unhealthy organizational culture, so then resulted in decreased productivity of employee performance and tends to decline (Cakir & Adiguzel, 2020). Besides that, the results of this study support H4 which strengthens the relationship between organizational culture and performance behavior. According to Steers that, organizational culture can reflect various peculiarities of an organization, especially in educational institutions, so that it is then able to influence individual behavior (Steers, 1987). Therefore, organizational culture is understood as a value system that is the basis for each individual in carrying out various jobs. Thus the importance of an effective organizational culture, so that it can influence the behavior of its members (Denison & Mishra, 1995).

The results of this study also support H5, regarding the transformation of leadership style, because it is considered capable of building an attitude of high individual or employee commitment to the organization. Therefore, a leadership style that has high responsibility and concern will have an impact on the commitment

attitude of its employees (Almohtasb, Aldehayyat, & Alaodat, 2021). Thus the results of this study strengthen the theory which states that, a leader is expected to be able to foster an attitude of commitment, motivation and optimism, so that then it can influence individual behavior in carrying out a job to achieve organizational goals (Haque, Fernando, & Caputi, 2019). Besides that, this study also supports H6, regarding individual attitudes and commitments that are shown through their involvement in the organization. Therefore, performance commitment contains a meaning of involvement, loyalty and loyalty for every individual in the organization, so that then it can increase performance productivity, thus then this view is in line with Gilder's statement that, there is a positive relationship between the attitude of commitment and the productivity of employee performance, as this is the case at MTs Palangkaraya City.

Based on some of the statements above, this study does not support H7, regarding the theory which says that a leader must have several skills to influence and drive the behavior of other individuals in order to work effectively within the organization, as stated by Bass, that a leader needs energy extra in maintaining its determination to achieve achievements and influence individual behavior in an organization. In this context, this study supports H8, regarding attitudes and commitments that connect a person with an organization to remain part of the organization in order to work well, as Shore emphasized that an attitude of commitment to an individual is believed to increase motivation and performance productivity. Thus this study supports H9, regarding individual behavior and activities to achieve a goal in the organization, as previously established (Cherian, Gaikar, Paul, & Pech, 2021). Therefore, the existence of leadership is essentially the role and actions of an individual in an organization, with the aim of influencing all forms of individual action in achieving a goal (Zorlu & Arseven, 2016), thus changing leadership is basically an important part in making various changes and can significantly create quality in Islamic educational institutions.

## Conclusion

Based on the results of an analysis carried out simultaneously on the transformation of leadership style in building organizational culture, commitment, behavior and productivity of employee performance in educational institutions, this study found that to improve and build employee performance in effective educational institutions, a strong leadership style transformation is needed. In addition to the leadership factors above, it is also necessary to have a healthy organizational culture, and it needs to be supported by performance commitment, so that it can then give birth to performance behavior and shape the performance productivity of employees in educational institutions, especially MTs junior high schools in Palangkaraya City, Central Kalimantan.

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