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THE EFFECT OF TRANSFORMATIONAL LEADERSHIP, ORGANIZATIONAL CULTURE, AND WORKLOAD ON TEACHER PERFORMANCE AT Dr WAHIDIN SUDIROHUSODO PRIMARY SCHOOL

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Abstract

Elementary schools in Indonesia represent the initial level of formal education and play an important role in developing students' basic competencies. At this level, students learn reading, writing, and arithmetic, as well as moral, social, and national values. This study examines the effects of transformational leadership, organizational culture, and workload on teacher performance at Dr Wahidin Sudirohusodo Primary School. The study employed a quantitative approach and involved 32 teachers, selected using saturated sampling. Data were collected through questionnaires, interviews, and observation, and analyzed using validity and reliability tests, classical assumption tests, multiple linear regression, and hypothesis testing. The results show that transformational leadership, organizational culture, and workload each have a positive and significant partial effect on teacher performance. The three variables also have a positive and significant simultaneous effect. The model's adjusted R-square is 0.553, indicating that the three independent variables explain 55.3% of teacher performance, while the remaining 44.7% is explained by other factors outside the model. The findings suggest that leadership practices, organizational culture, and workload are associated with teacher performance in the school studied.

Keywords: Organizational Culture; Teacher Performance; Transformational Leadership; Workload

INTRODUCTION

Education is an important part of human life because it enables people to acquire knowledge and skills and to develop character and personality. The scope of education is broad and is not limited to learning activities at school; it also includes education received through family and community environments. Each environment contributes to individual development and helps people become better and more useful members of society. CIn Indonesia, education is delivered at various levels, from early childhood education to higher education. Teachers play an important role in guiding students and conveying knowledge. Teaching methods continue to develop through face-to-face instruction, discussions, practice, and the use of technology. These developments are expected to help the education system produce generations with knowledge, skills, positive character, and the ability to face future changes and challenges.

Teacher performance reflects professional work outcomes and behavior in carrying out educational duties at school. It can be seen in teachers' ability to plan lessons, conduct teaching and learning activities, and evaluate students' learning outcomes. Performance is also influenced by pedagogical, personal, social, and professional competencies applied consistently in daily activities. Good performance contributes to learning quality, student development, and the effective achievement of educational goals. At Dr Wahidin Sudirohusodo Primary School, teacher performance has reportedly declined. One issue relates to transformational leadership: teachers receive insufficiently clear direction regarding work targets and expectations, and they are rarely invited to discussions or asked for input in school decision-making. As a result, some teachers feel unsupported and perform only routine duties.

Organizational culture has also not fully reflected positive work habits. Cooperation among teachers remains limited, particularly in sharing teaching materials and teaching experiences. Punctuality is not consistently maintained in attendance or task completion, and school rules are sometimes applied differently among teachers, creating perceptions of unfairness and reducing work motivation. Workload presents another challenge because teachers have duties beyond classroom teaching, including reports, student administration, and frequent school activities. These additional tasks can cause fatigue and reduce the time available to prepare lessons, which may affect teaching quality. This study differs from Tangdilintin et al. (2026), who examined transformational leadership and organizational culture in relation to teacher performance at SMKN 1 Toraja Utara. The present study includes three independent variables—transformational leadership, organizational culture, and workload—and focuses on Dr Wahidin Sudirohusodo Primary School. The research title is "The Effect of Transformational Leadership, Organizational Culture, and Workload on Teacher Performance at Dr Wahidin Sudirohusodo Primary School."

The problems identified in the study include insufficiently clear direction regarding teachers' work targets and expectations; limited collaboration, particularly in sharing teaching materials and experiences; task demands that contribute to fatigue and insufficient lesson-preparation time; and declining teacher performance that may lead to lower teaching quality. Accordingly, the study asks whether transformational leadership, organizational culture, and workload individually affect teacher performance, and whether all three variables jointly affect teacher performance. The objectives are to examine and analyze each partial effect and their simultaneous effect on teacher performance at the school.

LITERATURE REVIEW

Transformational Leadership

Transformational leadership is the ability of a leader to work through other people and optimally transform organizational resources in order to achieve meaningful goals in line with established targets (Hasan et al., 2023). Suriagiri (2020) describes transformational leadership as a leadership style in which top management focuses on developing higher motivation and encourages members through an inspiring vision of the future. The indicators of transformational leadership are idealized influence (charisma), inspirational motivation, intellectual stimulation, and individualized consideration (Suriagiri, 2020).

Organizational Culture

Organizational culture can shape teacher performance by creating motivation for teachers to use their abilities and take advantage of opportunities provided by the organization. It is one of the organizational instruments that can be used to achieve organizational goals and may become a competitive strength when it embodies dependable strategic values (Hartawan et al., 2024). Lase et al. (2025) define organizational culture as a fundamental institutional aspect that establishes shared values, beliefs, and behaviors shaping how members interact and cooperate. Rorensia et al. (2025) identify four organizational culture indicators: clan, adhocracy, market, and hierarchy.

Workload

Effective workload analysis enables schools to determine the amount of work that can appropriately be assigned to teachers. Proper workload distribution can affect school performance and achievement (Limgiani, 2024). Saputri and Farhani (2024) define workload as the difference between a worker's capacity or ability and the demands that must be faced. The workload indicators used in this study are targets to be achieved, work conditions, and standard work (Saputri & Farhani, 2024).

Teacher Performance

Silaen et al. (2021) describe employee performance as the execution of functions in accordance with assigned responsibilities and achievement in terms of quality and quantity. The indicators applied to performance in this study are work quality, work quantity, punctuality, effectiveness, and commitment (Silaen et al., 2021).

Conceptual Framework and Hypotheses

The conceptual framework positions transformational leadership (X1), organizational culture (X2), and workload (X3) as independent variables, with teacher performance (Y) as the dependent variable. Each independent variable is hypothesized to affect teacher performance, and the three variables are hypothesized to have a joint effect as well.

H1: Transformational leadership affects teacher performance.
H2: Organizational culture affects teacher performance.
H3: Workload affects teacher performance.

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H4: Transformational leadership, organizational culture, and workload jointly affect teacher performance.

METHOD

Research Location and Object

The research was conducted at Dr Wahidin Sudirohusodo School, located on Jalan K.L. Yos Sudarso, Martubung, Medan Labuhan District, Medan City, Indonesia.

Research Type

This study used a quantitative research design. Ghozali (2021) describes quantitative research as a systematic investigation of a phenomenon through collecting measurable data using statistical, mathematical, or computational techniques.

Population and Sample

Abdussamad (2021, p. 131) defines a population as subjects or objects within a research-topic area that meet certain requirements related to the unit of research or analysis, such as individuals, groups, or organizations. The population consisted of all teachers at Dr Wahidin Sudirohusodo School during 2025–2026, totaling 32 teachers. Hardani et al. (2020, p. 378) explain that a sample is a subset of the population selected through a sampling technique. This study included the entire population, resulting in 32 respondents, using saturated sampling.

Data Collection

Ridhahani (2020, p. 55) notes that common data-collection techniques include questionnaires, interviews, and observation. Questionnaires were used to obtain data relevant to the research objectives, with respondents playing an important role in providing the required information. Interviews were used when more detailed and in-depth information was needed from a relatively small number of respondents. Observation may be conducted as participant observation or non-participant observation.

Operational Definitions

Table 1. Operational Definitions of Research Variables

Variable	Operational definition / indicators	Scale
Transformational Leadership (X1)	Leadership style focused on higher motivation and inspiring future vision. Indicators: idealized influence (charisma), inspirational motivation, intellectual stimulation, individualized consideration (Suriagiri, 2020).	Likert
Organizational Culture (X2)	Shared values, beliefs, and behaviors shaping interaction and cooperation. Indicators: clan, adhocracy, market, hierarchy (Lase et al., 2025; Rorensia et al., 2025).	Likert
Workload (X3)	Difference between worker capacity or ability and work demands. Indicators: targets to be achieved, work conditions, standard work (Saputri & Farhani, 2024).	Likert
Teacher Performance (Y)	Employee functions performed in line with responsibilities and	Likert

	achieved in quality and quantity. Indicators: quality, quantity, punctuality, effectiveness, commitment (Silaen et al., 2021).

Data Analysis

Validity indicates the extent to which a measuring instrument measures what it is intended to measure (Sahir, 2021, p. 65). Reliability refers to the accuracy or precision of a measurement instrument; the criteria used in the study range from 0.6 to above 0.8 (Sahir, 2021, p. 73). Classical assumption testing included normality, multicollinearity, and heteroscedasticity. Normality testing examines whether variables or regression residuals are normally distributed (Jaya, 2019, p. 65). Multicollinearity testing assesses correlations among independent variables; VIF values should be below 10 and tolerance values above 0.1 (Jaya, 2019, p. 79). Heteroscedasticity testing examines whether residual variance differs across observations (Jaya, 2019).

Multiple linear regression was used to analyze more than two variables, consisting of two or more independent variables and one dependent variable (Sahir, 2021). The regression model was: $Y = \alpha + \beta1X1 + \beta2X2 + \beta3X3 + e$, where Y is the dependent variable, X1–X3 are independent variables, α is the constant, and e is the error percentage (10%). The t-test evaluates the individual effect of each independent variable on the dependent variable and tests the significance of each regression coefficient (Jaya, 2019; Sahir, 2021). The stated decision criteria are: if t-count ≤ t-table, H0 is accepted; if t-count > t-table, H0 is rejected. The F-test examines the simultaneous effect of the independent variables on the dependent variable (Sahir, 2021). The null hypothesis states that the independent variables do not jointly have a significant effect, while the alternative hypothesis states that they jointly have a significant effect. The coefficient of determination is used to assess the magnitude of the independent variables' effect on the dependent variable; the formula provided is $KP = r^2 \times 100\%$ (Sahir, 2021).

RESULTS AND DISCUSSION

Respondent Profile

Respondent profiles were compiled from the distributed questionnaires. The age distribution and gender distribution are presented in Tables 2 and 3.

Table 2. Respondents by Age

Age group	Respondents	Percentage
Under 25 years	2	6.25%
26–35 years	12	37.50%
36–45 years	15	46.87%
Over 46 years	3	9.38%
Total	32	100%

As shown in Table 2, two respondents (6.25%) were under 25 years old, 12 respondents (37.50%) were 26–35 years old, 15 respondents (46.87%) were 36–45 years old, and three respondents (9.38%) were over 46 years old.

Table 3. Respondents by Gender

Gender	Respondents	Percentage
Male	9	28.12%
Female	23	71.88%
Total	32	100%

Table 3 shows that nine respondents (28.12%) were male and 23 respondents (71.88%) were female.

Validity Testing

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The validity test results for all questionnaire items are summarized in Tables 4–7. All item correlation values exceeded the reference r-table value of 0.361, and therefore all questionnaire statements were declared valid.

Table 4. Transformational Leadership Validity (X1)

Item	r-count	r-table	Conclusion
X1.1	0.679	0.361	Valid
X1.2	0.533	0.361	Valid
X1.3	0.400	0.361	Valid
X1.4	0.368	0.361	Valid
X1.5	0.680	0.361	Valid
X1.6	0.688	0.361	Valid
X1.7	0.591	0.361	Valid
X1.8	0.403	0.361	Valid

Table 5. Organizational Culture Validity (X2)

Item	r-count	r-table	Conclusion
X2.1	0.557	0.361	Valid
X2.2	0.505	0.361	Valid
X2.3	0.468	0.361	Valid
X2.4	0.539	0.361	Valid
X2.5	0.556	0.361	Valid
X2.6	0.561	0.361	Valid
X2.7	0.474	0.361	Valid
X2.8	0.642	0.361	Valid

Table 6. Workload Validity (X3)

Item	r-count	r-table	Conclusion
X3.1	0.827	0.361	Valid
X3.2	0.404	0.361	Valid
X3.3	0.848	0.361	Valid
X3.4	0.756	0.361	Valid
X3.5	0.813	0.361	Valid
X3.6	0.761	0.361	Valid

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Table 7. Teacher Performance Validity (Y)

Item	r-count	r-table	Conclusion
Y.1	0.640	0.361	Valid
Y.2	0.619	0.361	Valid
Y.3	0.431	0.361	Valid
Y.4	0.604	0.361	Valid
Y.5	0.569	0.361	Valid
Y.6	0.625	0.361	Valid
Y.7	0.599	0.361	Valid
Y.8	0.549	0.361	Valid
Y.9	0.515	0.361	Valid
Y.10	0.714	0.361	Valid

Reliability Testing

Table 8. Reliability Results

Variable	Cronbach's alpha	Criterion	Conclusion
X1	0.645	0.600	Reliable
X2	0.637	0.600	Reliable
X3	0.841	0.600	Reliable
Y	0.777	0.600	Reliable

All variables had Cronbach's alpha values greater than 0.600, indicating that all questionnaire statements were reliable.

Descriptive Statistics

Table 9. Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Transformational Leadership	32	23	40	31.22	4.172
Organizational Culture	32	20	39	29.75	5.067
Workload	32	17	30	24.34	3.543
Teacher Performance	32	27	50	39.13	6.147

Transformational leadership scores among 32 respondents ranged from 23 to 40, with a mean of 31.22 and standard deviation of 4.172. Organizational culture scores ranged from 20 to 39, with a mean of 29.75 and standard deviation of 5.067. Workload scores ranged from 17 to 30, with a mean of 24.34 and standard deviation of 3.543. Teacher performance scores ranged from 27 to 50, with a mean of 39.13 and standard deviation of 6.147.

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Classical Assumption Tests

Normality Test

The histogram shows a curve that is relatively symmetrical and does not lean to either the left or right, suggesting normally distributed data. The Normal P–Plot shows points distributed around and mostly close to the diagonal line, also indicating normality. The Kolmogorov–Smirnov test produced a significance value of 0.200, greater than 0.05, so the residuals were concluded to be normally distributed.

Table 10. Kolmogorov–Smirnov Normality Test

Statistic	Value
N	32
Mean of residuals	32.1250000
Standard deviation	4.74525366
Absolute difference	0.110
Positive difference	0.110
Negative difference	-0.080
Kolmogorov–Smirnov Z	0.110
Asymp. Sig. (2-tailed)	0.200

Multicollinearity Test

The multicollinearity results indicate that all independent variables meet the study's criteria. Transformational leadership has a VIF of 1.240, below 10, and tolerance of 0.806, above 0.10. Organizational culture has a VIF of 1.199 and tolerance of 0.834. Workload has a VIF of 1.052 and tolerance of 0.950. These results indicate no multicollinearity symptoms among the independent variables.

Table 11. Multicollinearity Results

Variable	Tolerance	VIF
Transformational Leadership	0.806	1.240
Organizational Culture	0.834	1.199
Workload	0.950	1.052

Heteroscedasticity Test

The scatterplot shows points distributed randomly above and below zero on the Y-axis without forming a specific pattern. Based on this distribution, the study concludes that heteroscedasticity does not occur.

Multiple Linear Regression

The multiple linear regression results are presented in Table 12. The estimated equation is:

Teacher Performance = −6.208 + 0.533 Transformational Leadership + 0.434 Organizational Culture + 0.648 Workload + e

Table 12. Multiple Linear Regression Results

Variable	B	Std. Error	Beta
Constant	-6.208	7.164	—
Transformational Leadership	0.533	0.197	0.362

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Organizational Culture	0.434	0.160	0.358
Workload	0.648	0.214	0.373

The constant of −6.208 indicates that, if X1 through X3 were zero, the teacher performance value would be −6.208. The transformational leadership coefficient of 0.533 indicates a positive relationship: a one-unit increase in transformational leadership is associated with an increase of 0.533 in teacher performance. The organizational culture coefficient of 0.434 indicates that a one-unit increase in organizational culture is associated with an increase of 0.434 in teacher performance. The workload coefficient of 0.648 indicates that a one-unit increase in workload is associated with an increase of 0.648 in teacher performance, as reported in the regression model.

Coefficient of Determination

Table 13. Coefficient of Determination

R	R Square	Adjusted R Square	Std. Error of Estimate
0.772	0.596	0.553	4.112

The adjusted R-square value is 0.553, meaning that teacher performance is explained by transformational leadership, organizational culture, and workload by 55.3%. The remaining 44.7% is influenced by factors outside the research model, such as work discipline and work stress.

Hypothesis Testing

Simultaneous Test (F-test)

Table 14. F-test Results

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	698.040	3	232.680	13.761	0.000
Residual	473.460	28	16.909	—	—
Total	1171.500	31	—	—	—

The calculated F value (13.761) is greater than the table F value (2.93), with significance of 0.000 below 0.05. Therefore, transformational leadership, organizational culture, and workload simultaneously have a significant effect on teacher performance at Dr Wahidin Sudirohusodo School.

Partial Test (t-test)

Table 15. Partial Test Results

Variable	t-count	Sig.
Constant	-0.867	0.393
Transformational Leadership	2.703	0.012
Organizational Culture	2.723	0.011
Workload	3.030	0.005

Transformational leadership has a t-count of 2.703, greater than the t-table value of 2.045, with significance of 0.012 below 0.05; therefore, it has a positive and significant partial effect on teacher performance. Organizational culture has a t-count of 2.723, greater than 2.045, and a significance value reported as 0.000 (below 0.05) in the narrative; thus, it also has a positive and significant partial effect. Workload has a t-count of 3.030, greater than 2.045, with a significance value of 0.001 below 0.05, indicating a positive and significant partial effect.

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Discussion

Effect of Transformational Leadership on Teacher Performance

The partial test for transformational leadership (X1) shows a t-count of 2.703, greater than the t-table value of 2.045, and a significance level of 0.012 below 0.05. This indicates a positive and significant partial effect of transformational leadership on teacher performance at Dr Wahidin Sudirohusodo School. This result is consistent with the previous study by Joen et al. (2022), which reported that transformational leadership has a positive and significant effect on teacher performance.

Effect of Organizational Culture on Teacher Performance

The partial test for organizational culture (X2) shows a t-count of 2.723, greater than the t-table value of 2.045, and a significance level below 0.05. The findings indicate a positive and significant partial effect of organizational culture on teacher performance at Dr Wahidin Sudirohusodo School. This result is consistent with Kompri et al. (2022), who found a positive and significant relationship between organizational culture and teacher performance.

Effect of Workload on Teacher Performance

The partial test for workload (X3) shows a t-count of 3.030, greater than the t-table value of 2.045, and a significance level of 0.001 below 0.05. Thus, workload has a positive and significant partial effect on teacher performance at Dr Wahidin Sudirohusodo School. This result is consistent with Maulana and Sary (2025), who reported that workload has a positive and significant effect on teacher performance.

CONCLUSION

The study concludes that transformational leadership has a positive and significant effect on teacher performance at Dr Wahidin Sudirohusodo School. Organizational culture also has a positive and significant effect on teacher performance. Workload has a positive and significant effect on teacher performance. In addition, transformational leadership, organizational culture, and workload simultaneously have a significant effect on teacher performance.

Suggestions

For Future Researchers

Future research is recommended to deepen the findings by adding mediating or moderating variables, such as teacher satisfaction and teacher loyalty, and by expanding the sample coverage to other generations and cities so that the results may be improved.

For the School

The school is expected to maintain and strengthen transformational leadership practices by providing motivation, support, recognition, and opportunities for teachers to develop their capabilities.

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