

The Influence of Transformational Leadership and Organizational Culture on Teacher Performance in Formal Schools in the Scope of Islamic Boarding Schools in Bangil District Pasuruan

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Abstract

This study aims to determine the influence of transformational leadership and organizational culture on teacher performance in formal schools within Islamic boarding schools (pesantren) throughout Bangil District. The data collection method used was questionnaire documentation. The population in this study was all teachers at two Islamic boarding schools: Roudlotul Aqoidi Islamic Boarding School and Darut Tauhid Islamic Boarding School, which have formal junior high schools. The sampling method used was probability sampling, where all members of the population had the opportunity to be selected. Since the population size was less than 100, the sampling requirement was to take all 31 members of the population. The data analysis techniques used in this study included validity testing, reliability testing, multiple regression equation testing, and hypothesis testing. The results of the study indicate that transformational leadership and organizational culture significantly influence teacher performance in formal schools within Islamic boarding schools throughout Bangil District, amounting to 74.4%.

Keywords

Transformational Leadership, Organizational Culture, Teacher Performance, Islamic Boarding Schools



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INTRODUCTION

Islamic boarding school education is always in the public spotlight because it has various dimensions. Pesantren is not only a place to teach religious knowledge, but also as an institution that educates students in various aspects of life as a whole (Akhyar, Iswantir, et al., 2024) (Fuad & M, 2024). As the earliest Islamic educational institution, pesantren still maintains the teaching and learning system that has been inherited since its inception. In addition, pesantren are known as traditional Islamic educational institutions that are able to survive until now. Education is one of the key elements in nation building, where the success of the educational process is greatly influenced by the quality of educators. Teachers have a central role in creating effective learning and shaping the

character of students (Arsini et al., 2023). In the formal school environment in the pesantren area, the role of teachers becomes more complex because in addition to being responsible for the academic aspect, they are also required to instill religious and moral values in accordance with the vision of the pesantren.

Teacher performance is a professional behavior that arises when teachers carry out their roles as educators and teachers in the classroom, guided by the standards and criteria that have been set. The performance of teachers themselves is influenced by various factors that come from within and outside the teacher. Internal factors include work motivation, professional ability, and personal commitment, while external factors include the principal's leadership, organizational atmosphere and culture, availability of facilities, and organizational policies. Transformational leadership is a leadership style that focuses on providing inspiration, motivation, and encouragement to subordinates to be able to exceed their abilities and achieve higher goals. A transformational leader not only provides instructions, but also becomes a role model and source of inspiration that encourages positive change (Salsabila et al., 2024). In a formal school environment based on pesantren, the principal usually plays the role not only of administrative leaders, but also of role models and spiritual guides. Therefore, the application of transformational leadership is very appropriate. By showing an inspiring attitude, giving personal attention, and encouraging positive change, school principals are able to foster teachers' morale, increase motivation from within, and ultimately strengthen overall performance

Organizational culture is a set of values, norms, and beliefs that form the pattern of behavior, traditions, policies, and symbols that are carried out by the principal and all staff. The existence of this culture is directed to encourage the improvement of the quality of education through the creation of a conducive and productive learning environment. Therefore, a strong and positive organizational culture will have a real influence on improving the quality of education in schools. In the context of schools, organizational culture or school culture is a habit that grows and develops over a long period of time so that it is not easy to change instantly. Therefore, this study aims to examine the influence of transformational leadership of school principals and organizational culture on teacher performance in formal schools in Islamic boarding schools in Bangil District.

METODE

The research with the title "The Influence of Transformational Leadership and Organizational Culture on the Performance of Formal School Teachers in Islamic Boarding Schools in Bangil District" is included in the category of quantitative research. This study applies multiple linear regression analysis as a statistical technique to determine the magnitude of the influence of free variables on bound variables. Thus, this study involves three variables, consisting of two independent variables and one dependent variable. The independent variables include Transformational Leadership (X1) and Organizational Culture (X2), while the dependent variable is Teacher Performance (Y).

In this study, the researcher took the location of Bangil sub-district. Bangil is the capital of Pasuruan regency which has the nickname of santri city because it has many Islamic boarding schools. However, the researcher chose 2 Islamic Boarding Schools, namely the Roudlotul Aqoidi Islamic Boarding School, and the Darut Tauhid Islamic Boarding School because it has formal schools Roudlotul Aqoidi Junior High School and Darut Tauhid Junior High School. In this study, the population is all teachers in 2 Islamic Boarding Schools, namely the Roudlotul Aqoidi Islamic Boarding School, and the Darut Tauhid Islamic Boarding School which has a formal junior high

school. The sampling method uses probability sampling where all members of the population have the opportunity to be selected as a sample, because the population is less than 100, the condition for sampling is to take the entire population members totaling 31 people. The data analysis techniques used in testing this study are validity test, reliability test, multicollinearity test, multiple regression equation test, and hypothesis testing.

RESULTS AND DISCUSSION

In this study, data analysis is a stage of processing data by grouping, examining relationships, and comparing similarities and differences, then compiling them into a model in order to produce information that is useful in decision-making. In this study, the technique used is multiple linear regression analysis, which is a method applied when there is more than one independent variable that affects the dependent variable. The results of the multiple linear regression test are presented as follows:

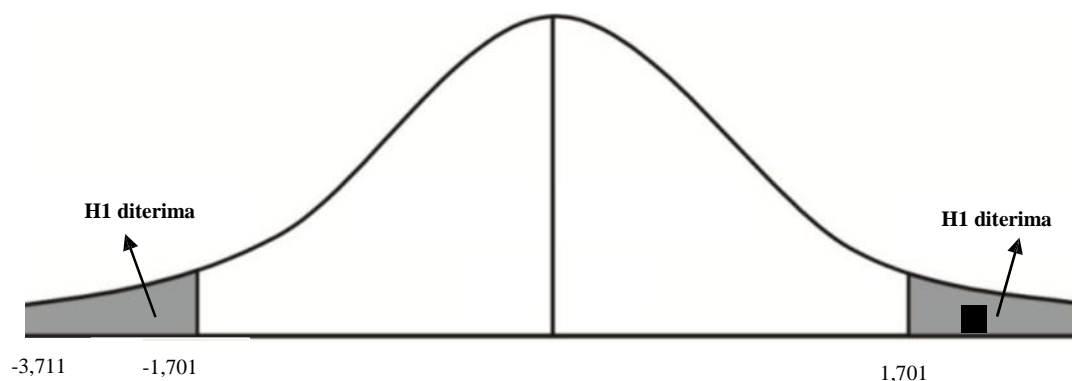
The Influence of Transformational Leadership of School Principals on Teacher Performance in Formal Schools in the Context of Islamic Boarding Schools in Bangil District.

Tabel 4.9 Hasil Uji T Variabel X1 Terhadap Y
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	30.024	5.521		5.438	.000
	X1KT	-.456	.123	-.356	-3.711	.001
	X2BO	.910	.108	.804	8.388	.000

a. Dependent Variable: kinerjajaguru

Based on the results of data processing using IBM SPSS version 25 through the T Test shown in the previous table, a tcal value of -3.711 was obtained, but the significance value was less than 0.05. Then it will be tested again using the T Test curve.



From the curve, it can be seen that even though the Tcal value is minus, but the significance value is less than 0.05, it does not mean that the hypothesis has no effect, it must be seen through the curve.

The T test curve is drawn, although the Tcal value is minus, but it is in the H1 area is accepted.

Thus, it can be stated that there is an influence of the transformational leadership of the principal on the performance of teachers in formal schools in the Islamic boarding school environment in Bangil District. Transformational leadership has an influence on job satisfaction levels. A person's leadership style is able to affect the performance of subordinates, so the existence of leadership is very important in an organization. The application of transformational leadership by leaders or managers can create harmony in the organization and increase employee morale to achieve optimal goals (Hasan et al., 2023) Transformational leadership emerged in response to the challenges of a dynamic and changing times. Innovative authority is not solely driven by the need for self-recognition, but is born from the awareness of leaders to contribute optimally along with developments in the executive and administrative fields. This view emphasizes that in individuals, authoritative performance and development are the main forces that need to be developed (Supandi, 2023)

The principal has policies and policies that are in harmony with the existing situation and conditions, so that they become an integral part of the school environment to encourage the improvement of teacher performance more optimally. These influences also determine the quality of the implementation of teachers' duties in schools (Putri et al., 2023) Transformational leadership has an important role in improving job satisfaction and performance of organizational members. This leadership style is able to create harmony, build work morale, and encourage individuals to achieve their goals optimally. Its presence is also a response to the demands of changing times, where leaders are required to be innovative and oriented towards self-development and organization. In the context of education, school principals as leaders have a strategic role in adjusting policies to existing conditions, so as to be able to encourage the improvement of teacher performance and the quality of task implementation more effectively.

The Influence of Organizational Culture on Teacher Performance in Formal Schools in the Context of Islamic Boarding Schools in Bangil District.

**Tabel 4.9 Hasil Uji T Variabel X2 Terhadap Y
Coefficients^a**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	30.024	5.521		5.438	.000
	X1KT	-.456	.123	-.356	-3.711	.001
	X2BO	.910	.108	.804	8.388	.000

a. Dependent Variable: kinerjaguru

Based on the results of data processing using IBM SPSS version 25 through the T Test shown in the previous table, a tcal value of 8.388 was obtained, which is greater than the ttable which is 1.701. In addition, the resulting significance value is 0.000, which means it is smaller than 0.05. By referring to the decision-making criteria in the T Test, it can be concluded that H0 is rejected and H1 is accepted. Thus, it can be stated that there is an influence of organizational culture on the performance of teachers in formal schools in Islamic boarding schools in Bangil District. Organizational culture can be used as a basis for developing education to achieve school goals. One of them is to build a supportive

work atmosphere, increase work morale, and strengthen a sense of belonging among teachers. Overall, organizational culture can have a significant influence on teacher performance (Huda, 205 C.E.)

The more optimal the implementation of organizational culture, the stronger the sense of attachment of members to the organization and the positive impact it will have on them. The implementation of a good organizational culture encourages the emergence of responsibility in members to complete tasks optimally without any pressure or coercion. This condition ultimately contributes significantly to the improvement of their performance. (Gunayasa et al., 2025) Organizational culture can also be a system that can be passed down to the next generation. This system acts as an identity, adhesive, unifying image, image, and behavioral reference with the orientation of organizational goals. Organizational culture can also be used as a distinguishing identity of an organization from other organizations. ((Robbins & Judge, 2019). Organizational culture has an important role as a foundation in educational development to achieve school goals. Through a good culture, a conducive work atmosphere is created, increases work morale, and fosters a sense of belonging among teachers. The implementation of an optimal organizational culture also strengthens members' attachment to the organization and encourages the emergence of responsibility in carrying out tasks to the maximum without coercion. In addition, organizational culture functions as an inherited value system, becoming an identity, unifying, and behavioral guideline that distinguishes an organization from others. Thus, organizational culture makes a great contribution to improving teacher performance and supporting the success of the educational organization as a whole.

The Influence of Principal Transformational Leadership and Organizational Culture on Teacher Performance in Formal Schools in the Context of Islamic Boarding Schools in Bangil District.

Tabel 4.10 Hasil Uji Anova Kepemimpinan Transformasional (X1) Motivasi Kerja (X2) Terhadap Kinerja Guru (Y)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	572.545	2	286.272	40.595	.000 ^b
	Residual	197.455	28	7.052		
	Total	770.000	30			

a. Dependent Variable: KinerjaGuru

b. Predictors: (Constant), BudayaOrganisasi, KepemimpinanaTransformasional

Based on the results of data processing using IBM SPSS version 25 through the F Test shown in the previous table, a Fcal value of 40.595 was obtained, which is greater than the table of 3.340. In addition, the resulting significance value is 0.000, which means it is smaller than 0.05. By referring to the decision-making criteria in the F Test, it can be concluded that H0 is rejected and H1 is accepted. Thus, it can be stated that there is an influence of transformational leadership and organizational culture on teacher performance in formal schools in Islamic boarding schools in Bangil District. The magnitude of this influence can be seen in the value of the determination coefficient (R Square) of 0.744, which shows that transformational leadership (X1) and organizational culture (X2) contribute 74.4% to teacher performance (Y).

Tabel 4.11 Hasil Koefisien Determinasi Kepemimpinan Transformasional (X1) Motivasi Kerja (X2) Terhadap Kinerja Guru (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.862 ^a	.744	.725	2.65555

a. Predictors: (Constant), BudayaOrganisasi, KepemimpinanaTransformasional

Based on the data in the table above, it shows that R is a multiple correlation, that is, the correlation of two at more independent variables than dependent variables. The R value was obtained at 0.862 which means the correlation between the variables of transformational leadership and organizational culture on teacher performance is 0.862. The magnitude of this influence can be seen in the value of the determination coefficient (R Square) of 0.744, which shows that transformational leadership (X1) and organizational culture (X2) contribute 74.4% to teacher performance (Y), the rest is influenced by other variables that are not included in this variable.

Tabel 4.12 Koefisien Regresi Kepemimpinan Transformasional (X1) Motivasi Kerja (X2) Terhadap Kinerja Guru (Y)
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30.024	5.521		5.438	.000
	X1KT	-.456	.123	-.356	-3.711	.001
	X2BO	.910	.108	.804	8.388	.000

a. Dependent Variable: kinerjaguru

Based on the table above, multiple linear regression equations can be written. The following is a multiple linear regression equation:

$$Y = \alpha + b_1X_1 + b_2X_2$$

$$Y = 30.024 + (-0.456X_1) + 0.910X_2$$

$$PLC = 30.024 + (-0.456) \text{ Transformational Leadership} + 0.910 \text{ Organizational Culture}$$

The regression equation can be interpreted as follows:

1. The Constant Value (α) is 30.024, this number is fixed and unchanged which means that if the variables of transformational leadership (x_1) and organizational culture (x_2) are 0, then the variable of teacher performance is worth 30.024
2. The regression coefficient is the estimated change in the Y-bound variable resulting from the change in the independent variable X. The value of the regression coefficient of the transformational leadership variable of the head of the school is -0.456. This number means that every time a value is added by 1 unit to the transformational leadership variable (x_1), the

value of the teacher's performance variable increases assuming that other independent variables remain.

3. The value of the regression coefficient of the Organizational Culture variable (X2) has a positive value of 0.910. This number means that every time a value is added by 1 unit to the Teacher Performance variable (X2), the value of the Teacher Performance variable (Y) will increase assuming that other independent variables have a fixed value.

Teacher performance will develop optimally if transformational leadership goes hand in hand with an organizational culture that encourages innovation and cooperation. Transformational leaders not only play a role in providing strategic direction, but are also able to build an atmosphere conducive to the creation of innovation, collaboration, and a continuous learning process (Salsabila et al., 2024) Synergy between leadership and organizational culture is able to form a work environment that has high motivation. Leaders play a role in determining direction as well as providing support, while organizational culture is the foundation of values that maintain the sustainability of positive behavior. This combination produces a stable, innovative, and performance-oriented work atmosphere, thus having an impact on increasing teacher motivation, creativity in the learning process, and achieving student learning outcomes (Hafizi et al., 2025) The synergy between leadership and organizational culture is an important factor in creating a productive and highly motivated work environment. Leadership provides direction, motivation, and support, while the organizational culture maintains positive values to remain consistent in day-to-day practice. The combination of the two is able to form a stable, innovative, and performance-oriented work atmosphere. In the context of education, this has an impact on increasing teacher motivation and creativity, as well as student learning outcomes. Thus, teacher performance will develop optimally if transformational leadership runs in harmony with an organizational culture that supports innovation and collaboration in a sustainable manner.

CONCLUSION

Based on the results of the research, it can be concluded that transformational leadership and organizational culture have a significant effect on the performance of teachers in formal schools in the Islamic boarding school environment in Bangil District. Simultaneously, the two variables contributed 74.4% to teacher performance, while the rest were influenced by other factors that were not studied in this study. This shows that teacher performance is not only influenced by individual internal factors, but also greatly influenced by the principal's leadership pattern as well as the values, norms, and culture formed in the organizational environment. Transformational leadership has been proven to have an important role in encouraging positive change, increasing work motivation, and building teachers' commitment to their duties and responsibilities. Leaders who are able to provide inspiration, individual attention, and a clear vision can create a more productive work environment. On the other hand, a strong organizational culture serves as a foundation for collective values and behaviors that support the formation of a conducive, collaborative, and education-oriented work environment.

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