

Transformational Leadership, Commitment, Rewards and Work Environment on Principal Performance

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ABSTRACT

The purpose of this study is to examine and analyze the influence of transformational leadership on principal performance. To examine and analyze the influence of commitment on principal performance. To determine the influence of rewards on principal performance. To determine the influence of the work environment on principal performance. This study uses a quantitative descriptive approach. Data collection techniques include observation, questionnaires, documentation, and literature review. The sampling technique used in this study was non-probability sampling with a saturated method, where the entire population was sampled. Data analysis techniques in this study used quantitative analysis, multiple linear regression analysis, and coefficient of determination analysis. The results of this study indicate that transformational leadership has a positive and significant effect on performance. Commitment has a positive and significant effect on performance, rewards have a positive and significant effect on performance, and the work environment has a positive and significant effect on performance. Transformational leadership, commitment, rewards, and the environment collectively have a positive and significant effect on the performance of school principals within the Central Java Region VI Education Office.

Keywords : *transformational leadership, competency, rewards, work environment, performance.*

INTRODUCTION

The role of human resource (HR) management in improving the quality of teaching staff. Human resource management is a field of general management encompassing planning, organizing, implementing, and controlling. Human resources are considered increasingly important in achieving organizational goals. Therefore, various experiences and research findings in the field of human resources are systematically collected in what is known as human resource management. The term "management" refers to a body of knowledge about how to manage human resources (Nurmalasari et al., 2020: 33).

Education is one of the basic needs of the citizens of the Unitary State of the Republic of Indonesia, therefore the provision of education is a national interest, so that the right to obtain it is the right of every citizen guaranteed by Article 31 of the 1945 Constitution. The success or failure of education and learning in schools is greatly influenced by the ability of the principal in managing each component of the school. The above conditions become more important in line with the increasingly complex demands of the principal's duties, whose performance is increasingly effective and efficient.

Performance is the quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Rianto, 2022: 162) Employees can significantly improve their performance by fostering a

supportive work environment. Principal performance is a measure of a school's organizational performance. Performance is the work contributed by an individual or group to support the achievement of organizational goals (Bafadal et al., 2020; 19).

The principal, as the highest-ranking official in the school's organizational structure, naturally wields significant influence in determining policy direction aimed at improving classroom competency. The principal's presence is crucial because he serves as a motivating force for school resources, particularly instructors, staff, and students. It is hoped that, thanks to the principle of professionalism, the professional growth of educational staff will be easily achieved, as it aligns with the principal's duties (Siregar et al., 2022: 3867).

Leadership is the behavioral characteristics of a leader who guides, motivates, mentors, and directs a group of people or a transformational organization (Gilang et al., 2020: 11). In an organizational environment, the appropriate leadership style to apply is transformational leadership. Leadership exists in every group effort or holds a strategic position in group or organizational activities. Leaders are able to motivate or mobilize people towards desired goals. The quality of academic services places greater emphasis on the transformational leadership of the principal to improve the quality of academic services (Rahmawati et al., 2024: 9). Transformational leadership is a leadership style that leads to positive change in followers (Purwanto et al., 2020: 3). The inspirational motivation of transformational leaders positively impacts employee performance in the region (Top et al., 2020: 63). Transformational leadership can encourage the public to achieve more fundamental goals, rather than simply fulfilling short-term needs. Leaders with transformational character are skilled at inspirationally visualizing the new form of society they desire.

Commitment is a strong desire to remain a member of an organization (Astuti, 2022: 56). This desire is demonstrated by devoting all efforts on behalf of the organization with a belief in, acceptance of, and the values and goals of a particular organization. Having or fostering a commitment in the principal is also a supporting factor in realizing quality education in the region. Indicators for the principal include understanding the school's vision and mission and commitment to the school's vision in carrying out their duties and functions (Sumait, 2021: 22). Measurement of principal leadership is carried out through an analysis of the principal's role as an educator, manager, administrator, supervisor, leader, innovator, and motivator. Meanwhile, teacher commitment is measured through the dimensions of affective commitment, continuous commitment, and normative commitment. Teachers have demonstrated affective commitment, continuous commitment, and normative commitment; and the principal's role as an educator, manager, supervisor, and leader has been shown to be more dominant in increasing teacher commitment (Sari, et.al., 2021: 3). Work commitment is the psychological relationship between an individual and the organization they work for (Rachmawati, 2021: 8). Employees consistently support the company, strive to contribute their best to achieve its goals, and are less likely to leave the organization (Sholikhah &

Frianto, 2022: 292).

Principal performance can be improved through the provision of rewards. Rewards are rewards given in material and non-material forms by the company to its employees so that they can work with high motivation and achieve in achieving the company's goals. In other words, the provision of rewards is intended to increase productivity and retain high-performing employees so that they remain in the company (Irawan, 2020: 9509). The provision of a reward system is intended to encourage employees to work better and raise motivation so that it can encourage employee performance to be better.

*Reward*An award is a reward or recognition for the work performed, which can be used as motivation to complete the work (Minarsih and Ria, 2021: 121). An award is something given by a company to employees to satisfy them for working beyond their capacity or exceeding the company's targets (Darmawati, *et.al*, 2024: 104). By providing rewards for their performance, employees will feel appreciated. Rewards can also increase employee motivation by encouraging them to work harder, thereby achieving company targets (Sofiati, 2021: 34).

The work environment is one of the most important components of an employee's job performance. Here, the work environment is everything around the employee that can influence them in carrying out their assigned tasks (Rianto, 2022).

Employee work skills will improve employee performance; high employee skills will facilitate employees in completing their tasks (Sinambela, 2021: 178). Schools are an alternative educational service institution. As an institution with a vision, mission, goals, and functions, schools require professional staff, organizational work procedures, and supporting resources, both financial and non-financial, one of which is teachers. Improving the quality of learning is influenced by teacher performance. Teacher performance will be optimal if integrated with existing components in the school, including the principal and the school environment (Mukti, *et.al*, 2022: 2).

The Education Office Branch of Region VI of Central Java as one of the regional apparatuses administering government affairs in the field of education at the level of SMA, SMK, SLB Negeri and Private covering Wonogiri, Sragen and Karanganyar Regencies which has the task of assisting the Head of the Education and Culture Office of Central Java Province. The vision of the Education Office Branch of Region VI of Central Java is to realize excellent education services, while its mission is to realize professional and integrity services, realize friendly, informative services, provide services that are serving, realize accountable services in every service. In order to realize the Vision and Mission of the Education Office Branch of Region VI of Central Java, it is carried out with Transformational Leadership, Commitment, Appreciation and Work Environment towards the Performance of School Principals at the Education Office Branch of Region VI of Central Java. The Education Office Branch of Region VI of Central Java is located at Jl. Rm. Said No.9 57711, Tegal Gedhe Village, Karanganyar, Central Java. 45 km.

The educational problems faced by the Education Office Branch of Region VI in providing excellent educational services are very complex, both internal and

external factors. Serious educational management is needed so that improvements in the quality of education can be realized. The need for improvements in educational services must be accompanied by improvements in the quality of work and the quality of the service itself, innovation and changes in the quality of the performance of school principals in the Education Office Branch of Region VI in educational services. To improve the quality of education and the quality of educational services, it is necessary to understand the existing problems to be able to identify these problems and to find solutions to these problems. Based on the problems above, the researcher gave the title "Transformational Leadership, Commitment, Appreciation and Work Environment on the Performance of School Principals in the Education Office Branch of Region VI, Central Java".

RESEARCH METHODS

This study uses a quantitative descriptive approach. The author chose to use a quantitative descriptive method to determine the magnitude and significance of the influence and relationships between transformational leadership, commitment, appreciation, and work environment on principal performance. This research was conducted at the Education Office Branch Office for Region VI, Central Java, located at Jl. Rm. Said No. 9 57711 Tegal Gede Village, Karanganyar Regency, Central Java. 45 km The research period was 6 months from February to June 2025.

The population of the principals of the Central Java VI Regional Office Branch amounted to 90 people. The sampling technique used in this study was a non-probability sampling technique with a saturation method. The saturation method is a sampling technique when all members of the population are used as samples (Sugiyono, 2022: 85). The variables used in this study consisted of two variables: the dependent variable was the principal's performance and the independent variables consisted of transformational leadership, commitment, appreciation, and work environment. In this study, data collection techniques used included observation, questionnaires, documentation, and literature studies. After the data was collected, an analysis was carried out by processing the research data with multiple linear regression analysis tools with the help of SPSS 25 software. The regression equation model used is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

Information :

- Y : Principal Performance Variable
- X1 : Transformational Leadership Variables
- X2 : Commitment Variable
- X3 : Reward Variable
- X4 : Work Environment Variables
- a : constant

RESULTS AND DISCUSSION

Table 1. Multiple Linear Regression Results

Variables	Regression coefficient	t statistics	Sig. t
Constant	8,967		
Leadership	.266	2,416	.018
Commitment	.402	4,073	.000
Award	.074	2,017	.048
Environment	.107	2,081	.018
R square	0.655		
F statistic	42,794		
Sig. F	0,000		

Source: Processed primary data, 2025

$$Y = 8,967 + 0.266X_1 + 0.402X_2 + 0.107X_3 + 0.118X_4$$

The regression equation can be explained as follows:

1. The constant of 8.967 means that if the independent variable remains constant, the performance value (Y) is 8.967.
2. The regression coefficient of the transformational leadership variable (X1) is 0.266, meaning that if the other independent variables remain constant and transformational leadership increases by 1 unit, performance will increase by 0.266. A positive coefficient means that there is a positive relationship between transformational leadership and performance.
3. The regression coefficient of the commitment variable (X2) is 0.402, meaning that if the other independent variables remain the same and commitment increases by 1 unit, performance will increase by 0.402. A positive coefficient means that there is a positive relationship between commitment and performance.
4. The reward regression coefficient (X3) is 0.074, meaning that if the other independent variables remain the same and the reward increases by 1 unit, then performance will increase by 0.074. A positive coefficient means that there is a positive relationship between rewards and performance.
5. The regression coefficient of the work environment variable (X4) is 0.107. This means that if the other independent variables remain constant and the work environment increases by 1 unit, performance will increase by 0.107. A positive coefficient means that there is a positive relationship between the work environment and performance.

Partial Test (t-Test)

1) First Hypothesis

Based on the table above, transformational leadership (X1) shows a t-value of 2.416, which is greater than the t-table value of 1.988, and a significance value of 0.018, which is lower than α 0.05. These results explain that transformational

leadership has a positive and significant effect on performance. These results accept the first hypothesis (H1) which states that transformational leadership has a positive effect on performance.

2) Second Hypothesis

Based on the table, commitment (X2) shows a t-value of 4.073, which is greater than the t-table value of 1.988, and a significance value of 0.000, which is lower than α 0.05. These results explain that commitment has a positive and significant effect on performance. These results accept the second hypothesis (H2). which states that commitment has a positive influence on performance.

3) Third Hypothesis

Based on the table, it can be seen that the award (X3) shows a t-value of 2.017, which is greater than the t-table value of 1.988, and its significance value is 0.048, which is lower than α 0.05. These results explain that awards have a positive and significant effect on performance. These results accept the third hypothesis (H3) which states that awards have a positive effect on performance.

4) Fourth Hypothesis

Based on the table, it can be seen that the work environment (X4) shows a t-value of 2.081, which is greater than the t-table value of 1.988, and a significance value of 0.018, which is lower than α 0.05. These results explain that the work environment has a positive and significant effect on performance. These results accept the third hypothesis (H4) which states that the work environment has a positive effect on performance.

Simultaneous Test (F Test)

In the table above, the results of the significant F of 0.000 are lower than α 0.05 with a calculated F value of 42.794, meaning that all independent variables have a significant effect simultaneously on the dependent variable. Therefore, the fourth hypothesis stating that transformational leadership, commitment, rewards and work environment have a significant effect simultaneously on performance is accepted.

Coefficient of Determination Test (R2)

Based on the results of the determination coefficient test in the table above, the R square value in the regression model was obtained at 0.671. This indicates that the independent variables used in this study can explain 67.1% of the variation in performance, while the remaining 32.9% is influenced by other factors not included in this regression model.

Discussion

1. The Influence of Transformational Leadership on Performance

The first hypothesis proposed that transformational leadership has a positive effect on performance, the partial test results show a calculated t value of 2.416 which is greater than the t table which has a value of 1.988, and a significant value of 0.018 which is lower than α 0.05. This means that transformational leadership has a positive and significant effect on performance.

Based on these results, the first hypothesis, which states that transformational leadership has a positive effect on performance, is accepted. These results demonstrate that leadership can be viewed as acceptable in any pattern used, regardless of changing patterns.

2. The Influence of Commitment on Performance

The second hypothesis proposed that commitment has a positive effect on performance, the partial test results show a calculated t value of 4.073 greater than the t table which has a value of 1.988, and a significant value of 0.000 which is lower than α 0.05. This means that commitment has a positive and significant effect on performance. Based on these results, the second hypothesis stating that commitment has a positive effect on performance is accepted.

This suggests that the higher an employee's level of commitment, the better their performance, and there is a strong (significant) relationship between the two. In other words, positive internal or external motivation for employees can motivate them to work harder, be more persistent, and achieve organizational goals, ultimately improving employee performance.

3. The Influence of Awards on Performance

The third hypothesis proposed that rewards have a positive effect on performance, the partial test results show a calculated t value of 2.017 which is greater than the t table which has a value of 1.988, and a significant value of 0.048 which is lower than α 0.05. This means that rewards have a positive and significant effect on performance. Based on these results, the third hypothesis which states that commitment has a positive effect on performance is accepted.

These results demonstrate that employee recognition has a positive and constructive impact. Employees who feel valued tend to have higher work morale and a stronger sense of belonging to their company or organization. The impact of these awards goes beyond just a positive feeling; they're also measurable and tangible. Increased awards are directly linked to improved performance, not just coincidence.

4. Environmental Influence on Performance

The fourth hypothesis proposed is that the work environment has a positive effect on performance. The partial test results show a calculated t value of 2.081, which is greater than the t table which has a value of 1.988, and a significant value of 0.018, which is lower than α 0.05. This means that the work environment has a positive and significant effect on performance. Based on these results, the fourth hypothesis stating that the work environment has a positive effect on performance is accepted.

These results explain that a good and conducive work environment can significantly improve performance, where every positive change in the work environment will be followed by a corresponding increase in performance.

Positive working conditions facilitate comfort, team support, open communication, and the availability of adequate facilities and infrastructure, so that employees feel motivated and able to complete tasks effectively and efficiently to be better, higher, and more consistent.

The relationship between the work environment and employee performance is not accidental, but has a strong and measurable impact. Improving one aspect of the work environment will significantly contribute to improved employee performance.

CONCLUSION AND SUGGESTIONS

Based on the research results as described in the previous chapter, the following conclusions can be drawn: Transformational leadership has a positive and significant impact on the performance of school principals within the education office branch of Region VI, Central Java. These results explain that the better the transformational leadership style implemented by a leader, the significantly higher individual and organizational performance will be. Transformational leaders inspire and motivate employees to reach their maximum potential, which has a positive impact on productivity, commitment, and innovation. Transformational leaders help subordinates understand their role in achieving organizational goals, which ultimately improves their performance. Commitment has a positive and significant impact on the performance of school principals within the Central Java Region VI Education Office. These results demonstrate that the higher an employee's level of commitment, the higher their performance will be, and this is not a coincidence but rather a strong and measurable causal relationship. Therefore, highly committed employees tend to exhibit better work behavior and strive to achieve organizational goals. This high performance can be realized through positive work behavior and greater dedication in carrying out their duties and responsibilities. Rewards have a positive and significant impact on the performance of school principals within the Central Java Region VI Education Office. These results demonstrate that the provision of rewards (such as rewards, promotions, or recognition) has been statistically proven to positively improve employee performance. This means that when employees receive rewards, their motivation and work enthusiasm increase, which directly impacts better work results and more efficient target achievement. Awards serve as a motivator for employees to work better and achieve predetermined goals. The work environment has a positive and significant influence on the performance of school principals affiliated with the Central Java Region VI Education Office. These results indicate that the better the work environment (e.g., comfortable, safe, adequately equipped, and harmonious), the more likely employee performance will improve significantly. Conversely, a poor work environment will decrease performance. A supportive work environment will make it easier for employees to complete their work. A safe and comfortable work environment, along with adequate facilities, will influence employees to perform better, which will ultimately improve their performance. Transformational leadership, commitment, appreciation, and the work environment simultaneously significantly influence the performance of school principals within the Central Java Region VI Education Office. The coefficient of determination explains the percentage contribution of these influences. The independent variable is 29.4% of the performance variable, while the remaining 70.6% is influenced by other variables that are not measured in this regression model.

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Reslaj: Religion Education Social Laa Roiba Journal

Volume 8 Nomor 3 (2026) 37 – 47 P-ISSN 2656-274x E-ISSN 2656-4691

DOI: 10.47476/reslaj.v8i3.10529

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