



ISSN 2964-3902 (Online)

**SUJANA (Journal of Education and Learning Review)**

<https://journal.ifpublisher.com/index.php/sujana>

Vol. 3 Issue. 1, (2024)

[doi.org/10.56943/sujana.v3i1.491](https://doi.org/10.56943/sujana.v3i1.491)

## **Teacher Improvement through Transformational Leadership Strengthening, Organizational Culture, Empowerment, and Pedagogical Competence**

**Path Analysis and SITOREM Study on Private Vocational School  
Teachers in Depok**

**Mailizar<sup>1\*</sup>, Prof. Dr. Sri Setyaningsih<sup>2</sup>, Dr. Taufik<sup>3</sup>**

<sup>1</sup>[mailizar92@gmail.com](mailto:mailizar92@gmail.com), <sup>2</sup>[sri\\_setva@unpak.ac.id](mailto:sri_setva@unpak.ac.id), <sup>3</sup>[taufikunindra@gmail.com](mailto:taufikunindra@gmail.com)

Doctoral Program in Education Management, Postgraduate of Universitas Pakuan

\*Corresponding Author: Mailizar

Email: [mailizar92@gmail.com](mailto:mailizar92@gmail.com)

### **ABSTRACT**

*The availability of competent productive teachers will have a synergistic impact in achieving quality vocational education. In addition, the position of vocational productive teachers is very strategic in preparing the quality of graduates who can be accepted in the workplace. Unfortunately, in fact, the conditions for the absorption of vocational graduates who have the opportunity to create a workforce that is skilled in their fields are still not optimal. Therefore, this research was conducted to find out and examine the improvement of teacher performance through strengthening transformational leadership, organizational culture, empowerment, and pedagogical competence in private vocational schools in Depok. This research was conducted using a combination method between quantitative research with path analysis techniques and SITOREM analysis. Based on the research results and discussion, the general conclusion of this research is that there are strategies in improving teacher performance, such as strengthening the variables of transformational leadership, organizational culture, empowerment, and pedagogical competence. There are also several strategies that can be used to improve teacher performance by improving the indicators that are still weak in each variable to be improved immediately.*

**Keywords:** Empowerment, Organizational Culture, Pedagogical Competence, Transformational Leadership

## INTRODUCTION

Educational quality is an integral and main basis in determining a nation's growth, including the quality of teacher professionalism. Professional teachers always prioritize their work quality, complying with educational standards and educational resources. Therefore, as the highest educational authority, the government is required to achieve national education goals by drafting and completing regulations. Regarding this matter, it is important to have various programs to improve all teachers' quality, including teachers in vocational schools, in developing education and learning aspects.

Vocational education is conceived as the preparation of specialized training that is generated and based on the teacher's experience in developing an understanding of a certain industrial, comparing specific skills and the specifics of related company (Usman & Darmono, 2016). In Indonesia, vocational education is used for secondary education and higher education. Vocational teachers need to improve their quality since vocational education has specific objectives, which are to prepare competent graduates for business and industry; to prepare those graduates who have vocational capabilities in technical expertise programs; to prepare innovative training products and programs; to become a center for information and dissemination in technology and technical vocations; and to educate educators in technical vocations who have an entrepreneurial mindset.

On the other hand, the productive teacher position in vocational schools is very important in ensuring the quality of graduates who can be accepted in the future job opportunities. The availability of sufficient quantity and quality of competent productive teachers will have a synergistic impact in achieving quality vocational education. Data from the Ministry of Research and Technology's Policy Research Center in 2020 indicates that the academic qualifications of vocational teachers have achieved the set target (>95% of teachers have a degree qualification of Diploma/ Master's degree). However, the percentage of certified vocational teachers indicates an average figure that is not optimal, which is 48.33% for public vocational teachers and only 28% for private vocational teachers.

According to research of Supriyono (2017), there is a positive and significant effect of pedagogical competence, professional, work motivation on teacher performance partially and simultaneously, with the regression equation  $\hat{Y} = 14.554 + 0.661 X_1 + 0.477 X_2 + 0.581 X_3$ . The higher the pedagogical, professional, and work motivation competencies, the higher the teacher performance in achieving educational goals. In addition, research of Effendhi & Mindarti (2018) concluded that teacher competence affects teacher performance, teacher self-efficacy affects teacher performance, and principal transformational leadership affects teacher performance, principal transformational leadership strengthens the effect of teacher competence on teacher performance, and

principal transformational leadership strengthens the effect of teacher self-efficacy on teacher performance. Then, the research of Febriantina et al (2018) indicates that there is a positive impact between organizational culture on teacher performance with tcount 6.81 and ttable 1.70. Meanwhile, in research of Fitri et al (2020) discovered that significant effect on teacher competence and quality performance. These can be seen from the standardized regression weight coefficient estimate value of 0.740 (74%), the probability or significance value of 0.0001 (significant). The results of these studies indicate that there are several factors that can affect teacher quality performance that have not been studied together, such as transformational leadership, empowerment, organizational culture, and pedagogical competence.

Based on previous background of those researches, this research is conducted to find out and observe direct effect of transformational leadership on teacher performance; direct effect of organizational culture on teacher performance; direct effect of empowerment on teacher performance; direct effect of pedagogical competence on teacher performance; direct effect of transformational leadership on pedagogical competence; direct effect of organizational culture on pedagogical competence; direct effect of empowerment on pedagogical competence; indirect effect of transformational leadership on teacher performance through pedagogical competence; indirect effect of organizational culture on teacher performance through pedagogical competence; and indirect effect of empowerment on teacher performance through pedagogical competence.

## **LITERATURE REVIEW**

### **Teachers' Performance**

Performance is a behavior that someone commits about the outcome of that behavior. There are several factors that determine a good performance, such as productivity, effectiveness, and efficiency of its work. Meanwhile, according to Kurniawan & Hazir (2019) defines that performance is the achievement of an individual or group's results in an organization in accordance with their respective duties and responsibilities to achieve the objectives of the relevant organization legally, not against the law, and in accordance with applicable morals and ethics. There are 3 performance indicators, such as (1) quantity, (2) quality, and (3) effectiveness.

Meanwhile, the performance of teachers needs to be improved in education field. The success of education and students is closely related to the quality of teacher performance, so that institutions are required to always develop and improve teacher performance. Teacher performance is the outcome of their work that can be achieved at school, in accordance with the authority and responsibilities assigned by the school in an effort to achieve the vision, mission and objectives of the school legally, without violating the law and based on

morals and ethics (Joel et al., 2022). In addition, teacher performance is the productivity of teachers in performing their main duties to educate and teach and compared to predetermined standards. In performing their duties and obligations in their teaching, teachers have only measured their performance at the level required to be better (Handayani & Rasyid, 2015). The level of requirements for teachers to improve their performance better includes planning, selection, career development, rewards, compensation, welfare, and internal relations (Kurniasari, 2016). Teacher performance indicators are consisted of: (1) mastery of subject matter and its basic scientific concepts; (2) management of teaching and learning programs; (3) classroom management; (4) use of media and learning resources; (5) use of educational foundations; (6) management of teaching and learning interactions; (7) assessment of student achievement; (8) introduction to learning functions and resources; (9) introduction and implementation of school administration; and (10) understanding the principles and utilization of educational research results for the benefit of teacher improvement.

### **Transformational Leadership**

There are two leadership styles, these are transformational leadership and transactional leadership. One of the theories that emphasizes change and the most comprehensive related to leadership is transformational leadership theory. Colquitt et al (2018) emphasize the statement that transformational leadership occurs when a leader can inspire his/her subordinates to become commitment to the vision by conveying work values and he/she acts as a model for his/her subordinates in developing their potential and problems from a new perspective.

There are several characteristics of transformational leadership, which include the following (1) idealized influence, such as vision and mission, getting respect and trust; (2) inspirational motivation, such as intellectual stimulation, stating important goals simply; (3) promotes intelligence, such as rationality, careful problem solving; (4) individualized consideration, such as treating each employee equally. Principal transformational leadership has a direct impact on teachers' teaching performance. The main factor that most affects teacher performance is transformational leadership (Andriani et al., 2018). Under the transformational leadership of the principal, all resources can be properly organized, including teachers' teaching performance.

### **Organizational Culture**

Organizational culture is a mutual agreement on the values shared in organizational life and binds all organizations concerned (T. R. Kurniawan et al., 2018). This culture will determine the structure and various operational systems that produce norms, rules, and interactions within an organization. The success of the organization in achieving its purpose is not only determined by the existence of organizational change, but another dominant factor is determined on the ability to transform the organizational culture that can support organizational goals.

A conducive school organizational culture is a requirement for an effective teaching and learning process. School organizational culture is a distinctive characteristic of a school that can be identified through the values it holds, the attitudes it has, the habits it displays, and the actions shown by all school personnel who form a special unity of the school system (Handayani & Rasyid, 2015).

### **Empowerment**

Empowerment is an effort made to optimize the potential, abilities, strengths and skills of human resources that have an impact on each member by improving performance and contribution to personal and organizational development and the indicators of empowerment are summarized as follows: (1) adding authority; (2) providing facilities; (3) strengthening competency; (4) giving awards; (5) accountability; (6) transparency in communication (Som et al., 2024). Human resource empowerment is directed in increasing the participation of human resources of the organization and the productivity. Human resources in school-level education can be divided into three, i.e. principals, teachers, and staff. Good teacher empowerment will affect teacher performance in implementing their duties and responsibilities. Teacher empowerment is an effort to be more optimal in collaboration (collaboration thought people). This is related to appreciate the ability of educators (staff recognition).

### **Pedagogical Competence**

According to Government Regulation No. 19/2005 on National Education Standards, pedagogical competence is the ability to manage students' learning, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their potential (Indonesia, 2005). Pedagogical competence has an impact on performance such as motivation, empowerment, leadership and empowerment. Teachers who have high pedagogical competence are proven to understand the main tasks they are assigned starting from the learning planning process, implementing the learning process, evaluating learning, and developing the curriculum well so as to produce high performance as well (Supriyono, 2017). There are 5 indicators in teacher pedagogical competence including (1) ability, (2) attitude, (3) skills, (4) knowledge, and (5) implementation.

## **RESEARCH METHODOLOGY**

The research was conducted at 127 private vocational schools in Depok city. The research was conducted from May 2021 to April 2022. This research was conducted using a combination method between quantitative research with path analysis techniques and SITOREM analysis. Quantitative research with path analysis techniques and SITOREM analysis is a combination research method that

combines quantitative research methods whose results are strengthened by using SITOREM analysis. Then, the result of correlational research is analyzed in more detail on the indicators of the research variables, so as to find indicators that need to be immediately improved and maintained or developed. The research results were analyzed using path analysis. The analysis was used to analyze the causal relationship between one variable and another. The dependent variable in this research is teacher performance (Y) and three independent variables, such as transformational leadership ( $X_1$ ), organizational culture ( $X_2$ ) empowerment ( $X_3$ ), and the intervening variable is pedagogical competence ( $X_4$ ).

The results of the research were analyzed using path analysis. The analysis is used to analyze the causal relationship between one variable and another. The population of this research is Permanent Foundation Teachers (GTY) of Private Vocational Schools with accredited status "B" in Depok City, West Java, consisting of 698 people. This research was conducted using multistage random sampling which is divided into two steps, which are regional sampling and individual sampling. In regional sampling, from 11 sub-districts, there were 9 sub-districts that fulfilled the sample fulfillment criteria, these are Sawangan, Pancoran Mas, Sukmajaya, Cimanggis, Beji, Cilodong, Cinere, Tapos, and Bojongsari sub-districts. Individual sampling was analyzed by counting the number of teachers in 19 schools. Based on the results of calculations, there were 248 teachers who then became the affordable population in the research. The sampling technique was proportional random sampling.

## **RESULT AND DISCUSSION**

### **Direct Effect of Transformational Leadership ( $X_1$ ) on Teacher Performance (Y)**

The results of data processing can be concluded that the transformational leadership variable ( $X_1$ ) has a direct and significant positive effect on teacher performance (Y). This can be proven based on the path coefficient value  $\beta_{y1} = 0.223$  (Sig  $0.001 < 0.05$ ), which means that the stronger the transformational leadership, the higher the teacher performance. The research results of Efendi et al (2023) conceded the same thing that the principal's transformational leadership had an effect on teacher performance as evidenced by the significance value of  $0.000 < 0.05$  with a path coefficient of 0.314.

The results indicated that principals who implement transformational leadership have a strong vision and are able to communicate inspiration to teachers and motivate teachers to be better. A clear and compelling vision provides greater purpose for teachers so that they will feel involved in achieving school goals. One of the indicators of transformational leadership is individualized attention. Principals who understand the individual needs and potential of each teacher can provide the support needed by each teacher. This



condition will create an environment where teachers are valued and supported so that their performance will improve. Those teachers who have a significant role are more motivated to contribute actively. Principals who implement transformational leadership will develop positive relationships with teachers, develop effective communication, and listen to teachers' feedback, which will contribute to building trust and collaboration. This condition can also improve teachers' morale and performance. Principals who apply transformational leadership are more open in recognizing and appreciating teachers' achievements, which can provide a positive motivation for their performance. Principals who celebrate teachers' achievements regularly can strengthen their motivation and commitment.

### **Direct Effect of Organizational Culture ( $X_2$ ) on Teacher Performance (Y)**

Based on the results of data processing, it is concluded that there is a direct and significant positive effect of organizational culture ( $X_2$ ) on teacher performance (Y). This can be proven by the path coefficient value obtained as  $\beta_{y2} = 0.169$  (Sig value  $0.024 < 0.05$ ). The results of this research can be interpreted that the better the organizational culture implemented by the principal, the better the teacher's work performance becomes. The results of research by Febriantina et al (2018) also indicate the same thing that there is a positive effect between organizational culture on teacher performance as evidenced by the tcount value of 6.81 which is more than the  $t_{table}$  of 1.70.

The results indicate that the patterns of behavior that school members including principals, teachers, and other staff exhibit can create norms of behavior that teachers follow. If these patterns of behavior reflect dedication, professionalism and commitment to education, it will motivate teachers to perform well. The values that the school upholds and the norms held within the organizational culture will affect how teachers plan, teach, assess and interact. If these values include the importance of innovation, integrity and continuous learning, then this will be reflected in teachers' practices in conducting their performance.

Furthermore, the relationship between school members, especially the relationship between teachers and other staff, including the principal can affect the working environment and collaboration. Positive and open relationships will encourage the exchange of ideas, cooperation and reciprocity in lesson planning, implementation and assessment. Meanwhile, the quality of the working environment and resources provided by the school can also affect teachers' effectiveness in implementing their tasks. A supportive environment and adequate resources can help teachers to implement learning and assessment better.

### **Direct Effect of Empowerment ( $X_3$ ) on Teacher Performance (Y)**

Based on the results of data processing, it is concluded that there is a direct and significant positive effect of the empowerment variable ( $X_3$ ) on teacher performance (Y) with the strength of the path coefficient value  $\beta_{y3} = 0.200$  (Sig value  $0.010 < 0.05$ ). However, it can be interpreted that the better the teacher empowerment, the better the performance. The results of research by Setyawan (2020) entitled analysis of the effect of empowerment and motivation on teacher performance also indicate the same thing that empowerment and motivation jointly affect teacher performance. This is evidenced by the calculated F value of 8,342 with a probability of 0.000.

The results indicated that the indicators of assignment, transparency, respect, healthy competition and responsibility on the empowerment variable have a direct impact on indicators of teacher performance variables such as planning, implementing learning, implementing assessment and evaluation, and interpersonal relationships. This condition occurs because empowerment is a concept that involves giving more power, responsibility, and control to individuals, in this case to teachers. A culture that values teachers' contributions and efforts will increase their motivation to give their best in the tasks of planning, implementing learning and assessment. Rewards can be a positive motivator for better performance. Furthermore, when competition is directed in a healthy direction, it can encourage teachers to continuously strive to improve the quality of their planning, learning and assessment. This competition can create a drive to achieve better results. In addition, giving teachers responsibility for the planning, learning and assessment process can increase their sense of ownership and commitment to the quality of their work.

### **Direct Effect of Pedagogical Competence ( $X_4$ ) on Teacher Performance (Y)**

Based on the data processing results, it is concluded that there is a direct and significant positive effect of pedagogical competence variables ( $X_4$ ) on teacher performance (Y). It is indicated by the path coefficient value  $\beta_{y4} = 0.344$  (Sig value  $0.000 < 0.05$ ). It means that the higher the teacher's pedagogical competence, the higher the performance. Based on the research results from Supriyono (2017), there is a positive and significant effect of pedagogical competence, professional competence, and work motivation on teacher performance both partially and simultaneously, with the regression equation  $\hat{Y} = 14.554 + 0.661 X_1 + 0.477 X_2 + 0.581 X_3$ . It indicates that the higher the pedagogical competence, professional competence, and work motivation, the higher the teacher's performance in achieving educational purposes.

The results indicated that the indicators of abilities, attitudes, skills, knowledge, and implementation on the pedagogical competence variable have a direct impact on indicators of teacher performance variables such as planning, implementing learning, implementing assessment and evaluation, and



interpersonal relationships. An individual's ability to understand, process information and apply concepts within a learning context is a main factor in effective lesson planning and implementation. Teachers with good abilities will be better able to design meaningful learning experiences.

Positive attitudes on education, learning and personal development will affect all the teachers' planning and teaching. A positive attitude towards students, tasks and learning challenges can provide conducive environment for teacher performance. Furthermore, communication skills, classroom management and adapting to students' needs are crucial in the implementation of effective learning. These abilities allow teachers to keep students' attention and deliver the material in an understandable way. The combination of abilities, attitudes, skills, knowledge and practices in the pedagogical competence variable will determine the teacher's planning, teaching and evaluation of learning. In addition, teachers who have good pedagogical competence can create better interpersonal relationships with students, fellow teachers and parents. They can communicate well and be more effective in supporting students.

#### **The Direct Effect of Transformational Leadership ( $X_1$ ) on Teacher Pedagogical Competence ( $X_4$ )**

Based on the data processing results, it is obtained that there is a direct and significant positive effect of transformational leadership variables ( $X_1$ ) on teacher pedagogical competence ( $X_4$ ). It is indicated by the path coefficient value  $\beta_{41} = 0.283$  with Sig value  $0.000 < 0.05$  and  $t_{\text{count}} = 3.774$ ; while  $t_{\text{table}}$  at the real level  $\alpha = 0.05$  obtained  $t_{\text{table}} = 1.97$  then  $t_{\text{count}} > t_{\text{table}}$  means  $H_0$  is rejected and  $H_1$  is accepted. Besides, it can be interpreted that the better the transformational leadership, the better the teachers' pedagogical competence. Transformational leadership has a direct effect on teacher pedagogical competence by 28.3%. The research results of Effendhi & Mindarti (2018) also indicated the similar thing that the principal's transformational leadership strengthened the impact of teacher competence on teacher performance (significance value  $0.045 < 0.05$  and  $\beta = 0.149$ ).

The results indicated that indicators of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration on transformational leadership variables have a direct impact on teacher pedagogical competence variables, such as ability, attitude, skills, knowledge, and implementation. It occurs because transformational leadership is a leadership style that focuses on inspiring, empowering, and encouraging positive change in team members. Transformational leadership that encourages critical thinking, exploration and the development of new ideas will encourage teachers in improving their knowledge and skills in learning practices. These conditions create an environment for teachers to improve and learn. Furthermore, paying attention to the individual needs and potential of teachers is a characteristic of transformational leadership. When leaders consider the needs of each teacher, it

encourages teachers to be valued and supported in their efforts to improve pedagogical competence.

### **The Direct Effect of Organizational Culture ( $X_2$ ) on Teacher Pedagogical Competence ( $X_4$ )**

Based on the data processing results, it is concluded that there is a direct and significant positive effect of organizational culture variables ( $X_2$ ) on teacher pedagogical competence ( $X_4$ ) with a path coefficient value of  $\beta_{42} = 0.200$  (Sig 0.001 < 0.05). On the other hand, it can be interpreted that the better the organizational culture, the better the teacher's pedagogical competence.

The results indicated that indicators of behavior patterns, values, norms, human relations, and quality on organizational culture variables have a direct impact on teacher pedagogical competence variables, such as ability, proficiency, skills, knowledge, and implementation. Organizational culture defines the work environment that can affect how teachers interact with learning and teaching tasks. The patterns of behavior that are embedded in the organizational culture can affect the way teachers adapt to the work environment and respond to learning demands. Positive and supportive patterns of behavior, such as commitment to hard work and cooperation, can affect teachers' abilities and attitudes. Organizational culture includes the values and norms that define behavior and interactions in the work environment. If these values promote professionalism, collaboration and commitment to learning, then teachers will tend to develop attitudes and skills that are compatible with these values. An organizational culture that supports relationships between individuals with good support and communication will create positive interpersonal interactions among teachers. Good relationships will create an environment for teachers to be supported and open to sharing knowledge and experiences.

### **Direct Effect of Empowerment ( $X_3$ ) on Teacher Pedagogical Competence ( $X_4$ )**

Based on the data processing results, it is concluded that there is a direct and significant positive effect of the empowerment variable ( $X_3$ ) on teacher pedagogical competence ( $X_4$ ), with the strength of the impact  $\beta_{43} = 0.282$  (Sig 0.001 < 0.05). It means that the better the empowerment, the higher the teacher's pedagogical competence.

The results indicated that the indicators of assignment, transparency, respect, healthy competition, and responsibility on the empowerment variable have a direct impact on teacher pedagogical competence variables, such as ability, attitude, skills, knowledge, and implementation. Empowerment is a concept that involves giving responsibility, control, and authority to individuals to take the steps necessary to achieve goals. Appropriate and relevant assignments will inform teachers' experiences in planning, teaching, and evaluating learning. Challenging assignments can encourage the development of better skills and

knowledge. An open and inclusive environment allows teachers to compare ideas, feedback and experiences. This transparency can affect the ways teachers learn from each other and develop their competencies. Furthermore, recognizing teachers' efforts and contributions can motivate them to continuously improve their quality of work. This recognition can create a positive environment for pedagogical competence development.

#### **Indirect Effect of Transformational Leadership ( $X_1$ ) on Teacher Performance (Y) through Pedagogical Competence ( $X_4$ )**

Based on the data processing, it is obtained that there is an insignificant direct positive effect of transformational leadership variable ( $X_1$ ) on teacher performance (Y) through pedagogical competence ( $X_4$ ). It is indicated by the path coefficient value  $\beta_{y41} = 0.097$  with  $t_{\text{count}} < t_{\text{table}}$  ( $0.72 < 1.97$ ). Based on the calculation, the total direct effect of teacher performance variables is affected by transformational leadership, organizational culture, empowerment, and pedagogical competence directly 93.6%, indirectly 28.9%, and the overall direct and indirect effect is 122.5%. These results indicate that the contribution of indirect effects of these three independent variables through pedagogical competence has a small number on teacher performance. However, pedagogical competence as an intervening variable in this research is not effective in supporting the effect of transformational leadership on teacher performance. Pedagogical competence does not have a mediating role, where the direct effect is stronger than the indirect effect. On the other hand, transformational leadership has a greater direct effect without pedagogical competence.

#### **Indirect Effect of Organizational Culture ( $X_2$ ) on Teacher Performance (Y) through Pedagogical Competence ( $X_4$ )**

Based on the data processing results, it is obtained that there is an insignificant direct positive effect of organizational culture variables ( $X_2$ ) on teacher performance (Y) through pedagogical competence ( $X_4$ ). It is proved by the path coefficient value  $\beta_{y42} = 0.095$  with  $t_{\text{count}} < t_{\text{table}}$  ( $0.69 < 1.97$ ). This suggests that some organizational culture factors may have more to do with aspects such as teamwork, cooperation, or the general work environment than direct aspects of teacher performance such as planning, lesson implementation, and assessment. Therefore, the indirect effect is less strong. Cultural factors such as patterns of behavior, values, norms may have a more direct effect on the ways in which teachers interact within the school environment and experience teamwork, but their indirect effect on pedagogical competence may be more complex and less linear.

In addition, organizational culture factors may affect various aspects of the school and they interact with many other variables that affect teacher performance. The indirect effect through pedagogical competence may be

deterred by interactions with these other factors. Furthermore, the direct effect of organizational culture factors on motivation, work quality, and interpersonal relationships within the school environment may have a greater impact on teacher performance than the indirect effect through pedagogical competence.

### **Indirect Effect of Empowerment ( $X_3$ ) on Teacher Performance (Y) Through Pedagogical Competence ( $X_4$ )**

Based on the data processing results, it is obtained that there is an insignificant direct positive effect of the empowerment variable ( $X_3$ ) on teacher performance (Y) through pedagogical competence ( $X_4$ ). This is evidenced by the path coefficient value  $\beta_{y43} = 0.097$  with  $t_{\text{count}} < t_{\text{table}}$  ( $0.71 < 1.97$ ). This suggests that some empowerment indicators such as assignment, transparency, and healthy competition may have a more direct effect on the development of pedagogical competence. These factors may focus more on the development of teaching skills, knowledge, and abilities that correspond to teachers' pedagogical competence. Furthermore, indicators such as respect and responsibility may have a direct effect on teachers' motivation and attitudes, which may then affect motivation and enthusiasm in planning, learning and assessment. This direct effect may be more dominant than the indirect effect.

Some indicators of teacher performance such as planning, implementing learning and assessment may have stronger correlations with immediate factors that are within the control of the teacher. These indicators may have a more direct and tangible effect on teachers' daily tasks. The effect of other factors such as leadership support, training, or personal factors on pedagogical competence may also affect the complexity of the indirect effects of empowerment indicators.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the results of the research and discussion, the general conclusion of this research is that there is a strategy used to improve teacher performance, which is strengthening the variables of transformational leadership, organizational culture, empowerment, and pedagogical competence. There are also several ways that can be used to improve teacher performance by improving the weak indicators in each variable to be improved immediately. The general conclusion is obtained from the results of identifying the effect between the independent variables on the dependent variable in this research, such as (1) there is a direct and significant positive effect of transformational leadership on teacher performance that strengthens transformational leadership that can improve teacher performance; (2) there is a direct and significant positive effect of organizational culture on teacher performance that strengthens organizational culture that can improve teacher performance; (3) there is a direct and significant positive effect of empowerment on teacher performance that strengthens empowerment can

improve teacher performance; (4) there is a direct and significant positive effect of pedagogical competence on teacher performance that strengthens pedagogical competence can improve teacher performance; (5) there is a direct and significant positive effect of transformational leadership on teacher pedagogical competence that strengthens transformational leadership can improve teacher pedagogical competence; (6) there is a direct and significant positive effect of organizational culture on teacher pedagogical competence that strengthens organizational culture can improve teacher pedagogical competence; (7) there is a direct and significant positive effect of empowerment on teacher pedagogical competence that strengthens empowerment can improve teacher pedagogical competence; (8) the indirect effect of transformational leadership on teacher performance through pedagogical competence is not significant. It means that pedagogical competence is not effective as a mediator of the effect of transformational leadership on teacher performance. Improving teacher performance can be achieved directly by mobilizing transformational leadership; (9) the indirect effect of organizational culture on teacher performance through pedagogical competence is not significant. It means that pedagogical competence is not effective as a mediator of the influence of organizational culture on teacher performance. Improving teacher performance can be accomplished directly by improving organizational culture; (10) the indirect effect of empowerment on teacher performance through pedagogical competence is not significant. It means that pedagogical competence is not effective as a mediator of the effect of empowerment on teacher performance. Improving teacher performance can be accomplished directly by empowerment.

### **Suggestion**

There are several suggestions that can be performed by several parties in the education sector in strengthening the pedagogical competence of teachers, such as (1) for teachers, teachers can create an inclusive, empowering and supportive learning environment for students and colleagues. In addition, teachers can examine and implement active learning strategies such as problem-based discussions, project-based learning, or cooperative learning; (2) for the principal, he or she needs to develop a strong, inspiring vision that motivates teachers and explains the vision clearly and deeply; and (3) for the education department, they need to provide training to principals and teachers so that the organization has a positive culture so that existing resources have high performance to improve the quality of school organizations.

## REFERENCES

- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence of The Transformational Leadership and Work Motivation on Teachers Performance. *International Journal of Scientific & Technology Research*, 7(7), 19–29.
- Colquitt, J., LePine, J., & Wesson, M. (2018). *Organizational Behavior: Improving Performance and Commitment in the Workplace*. McGraw-Hill.
- Efendi, F., Sunaryo, H., & Harijanto, D. (2023). Efektivitas Kepemimpinan Transformasional Kepala Sekolah melalui Komitmen Kerja terhadap Kinerja Guru Merdeka Belajar. *Jurnal Akuntabilitas Manajemen Pendidikan*, 11(2), 19–32.
- Effendhi, A., & Mindarti, C. S. (2018). Kepemimpinan Transformasional Kepala Sekolah Memoderasi Pengaruh Kompetensi dan Efikasi Diri terhadap Kinerja Guru SMP di Kecamatan Tambakromo Kabupaten Pati. *Telaah Manajemen*, 15(2), 94–103.
- Febriantina, S., Nur Lutfiani, F., & Zein, N. (2018). Pengaruh Budaya Organisasi terhadap Kinerja Guru. *TADBIR MUWAHHID*, 2(2), 120. <https://doi.org/10.30997/jtm.v2i2.1313>
- Fitri, S., Arifin, A. H., & Yanita, Y. (2020). Pengaruh Pelatihan dan Pemberdayaan terhadap Kompetensi dan Kinerja Guru di UPTD-PK Dewantara. *J-MIND (Jurnal Manajemen Indonesia)*, 4(1), 86. <https://doi.org/10.29103/j-mind.v4i1.3370>
- Handayani, T., & Rasyid, A. A. (2015). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Guru, dan Budaya Organisasi terhadap Kinerja Guru Sma Negeri Wonosobo. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 264–277. <https://doi.org/10.21831/amp.v3i2.6342>
- Indonesia, P. P. (2005). *Peraturan Pemerintah (PP) Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan*.
- Joen, S., Purnamawati, P. D., & Amiruddin, D. I. (2022). *Kinerja Guru, Pendekatan Kepemimpinan Transformasional Kepala Sekolah dan Motivasi Kerja Guru* (1st ed.). Magama.
- Kurniasari, H. D. (2016). Profil Motivasi Kerja dan Kinerja Guru Fisika SMA Negeri Kabupaten Purworejo Pascasertifikasi Guru. *Jurnal Pendidikan Matematika Dan Sains*, 4(2). <https://doi.org/http://dx.doi.org/10.21831/jpms.v4i2.12421>
- Kurniawan, R., & Hazir, A. Y. (2019). Pengaruh Kepemimpinan, Motivasi, Lingkungan Kerja dan Budaya Organisasi terhadap Kinerja yang Berdampak pada Prestasi Kerja. *JEM Jurnal Ekonomi Dan Manajemen*, 5(1).



- Kurniawan, T. R., Wulan, H. S., & Wahyono, E. H. (2018). Pengaruh Budaya Organisasi, Kepemimpinan Kepala Sekolah, dan Kompetensi Guru terhadap Kinerja Guru dengan Kepuasan Kerja sebagai Variabel Intervening (Studi Kasus pada Guru SMK Teuku Umar Semarang). *Journal of Management*, 4(4).
- Setyawan, S. (2020). Analisis Pengaruh Pemberdayaan dan Motivasi terhadap Kinerja Guru di Lingkungan Yayasan Catur Praya Tunggal Semarang. *Majalah Ilmiah Gema Maritim*, 22(1), 10–16. <https://doi.org/10.37612/gema-maritim.v22i1.44>
- Som, M., Tan, S., & Norng, S. (2024). The Impact of Leadership Development Dimensions on Job Satisfaction and Job Performance: Evidence from Private Higher Education Institutions in Cambodia. *SRAWUNG (Journal of Social Sciences and Humanities)*, 3(1), 1–22.
- Supriyono, A. (2017). Pengaruh Kompetensi Pedagogik, Profesional, dan Motivasi Kerja terhadap Kinerja Guru Sekolah Dasar. *Jurnal Pendidikan*, 18(2), 1–12.
- Usman, H., & Darmono. (2016). *Pendidikan Kejuruan Masa Depan*. Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan.