

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON TEACHER PERFORMANCE MEDIATED BY JOB SATISFACTION IN ELEMENTARY SCHOOLS

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Abstract

Teacher performance is one of the key factors in improving the quality of education. One factor believed to influence teacher performance is the principal's transformational leadership, both directly and through increased teacher job satisfaction. This study aims to analyze the effect of transformational leadership on teacher job satisfaction and performance and to examine the role of job satisfaction as a mediating variable. The study employs a quantitative approach using a descriptive-verification method. The sample consists of 76 elementary school teachers in Panjalu Subdistrict, Ciamis Regency, selected using a saturation sampling technique. Data were collected via a questionnaire and analyzed using path analysis. The results indicate that both transformational leadership and teacher job satisfaction fall into the high category. Transformational leadership was found to have a positive and significant effect on both teacher job satisfaction and performance. Furthermore, job satisfaction also had a positive and significant effect on teacher performance and acted as a mediator in the relationship between transformational leadership and teacher performance. These findings suggest that the implementation of transformational leadership by school principals can enhance teachers' job satisfaction, which ultimately leads to improved teacher performance.

Keywords: transformational leadership; job satisfaction; teacher performance; elementary school

Abstrak

Kinerja guru merupakan salah satu faktor kunci dalam peningkatan mutu pendidikan. Salah satu faktor yang diduga memengaruhi kinerja guru adalah kepemimpinan transformasional kepala sekolah, baik secara langsung maupun melalui peningkatan kepuasan kerja guru. Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan transformasional terhadap kepuasan kerja dan kinerja guru serta menguji peran kepuasan kerja sebagai variabel mediasi. Penelitian menggunakan pendekatan kuantitatif dengan metode deskriptif-verifikatif. Sampel penelitian terdiri atas 76 guru sekolah dasar di Kecamatan Panjalu, Kabupaten Ciamis, yang dipilih menggunakan teknik sampling jenuh. Data dikumpulkan melalui angket dan dianalisis menggunakan analisis jalur (*path analysis*). Hasil penelitian menunjukkan bahwa kepemimpinan transformasional dan kepuasan kerja guru berada pada kategori tinggi. Kepemimpinan transformasional terbukti berpengaruh positif dan signifikan terhadap kepuasan kerja maupun kinerja guru. Selain itu, kepuasan kerja juga berpengaruh positif dan signifikan terhadap kinerja guru serta berperan sebagai mediator dalam hubungan antara kepemimpinan transformasional dan kinerja guru. Temuan ini menunjukkan bahwa penerapan kepemimpinan transformasional oleh kepala sekolah dapat meningkatkan kepuasan kerja guru yang pada akhirnya mendorong peningkatan kinerja guru.

Kata Kunci: kepemimpinan transformasional; kepuasan kerja; kinerja guru; sekolah dasar

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Introduction

The quality of education in Indonesia still faces serious challenges, especially at the elementary level. One indicator of this is the relatively low learning achievement of students, which is closely related to the quality of the learning process in the classroom. In this context, elementary school teachers play a vital role as the spearhead of the educational process. Teachers are required not only to master the subject matter, but also to be able to design and implement learning that is appropriate to the characteristics of early childhood learners (Kemendikbud, 2021; Suyanto, 2019).

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers are professional educators whose main duties are to educate, teach, guide, direct, train, assess, and evaluate students. The complexity of this role makes teacher performance a key indicator of educational success in elementary schools. Teacher performance is a set of skills, knowledge, and behaviors that must be possessed and mastered by teachers in carrying out their professional duties as teaching staff (Kanya et al., 2021).

Various studies show that teacher performance is influenced by the leadership of the principal, especially transformational leadership that emphasizes inspirational vision, individual empowerment, intellectual stimulation, and ideal influence (Hosna & Hamid, 2021; Mohamed & Farrag, 2021; Kamalia et al., 2022). Transformational leadership has been proven to encourage teachers to be more innovative, responsible, and professional. Within the regulatory framework, Law No. 14 of 2005 emphasizes that teacher performance includes pedagogical, personal, professional, and social competencies.

However, teacher performance is not only influenced by internal factors such as motivation, competence, and discipline, but also by external factors such as school culture, supervision, and the leadership style of the principal (Kanya et al., 2021). National data shows that there is still a gap in teacher competence, including in West Java, which recorded an average UKG of 59.27, slightly below the moderate category (Ministry of Education and Culture, 2022). This condition indicates the need for efforts to improve teacher quality, one of which is through effective principal leadership.

Transformational leadership style is considered relevant because it emphasizes the creation of a shared vision, the promotion of collaboration, the stimulation of intellectual development, and the provision of individualized consideration (Bashori et al., 2022). Previous studies have reported inconsistent findings regarding the influence of transformational leadership on employee performance. Several studies found that transformational leadership positively affects performance through various mediating mechanisms, such as job satisfaction (Jameel & Ahmad, 2020; Rawashdeh et al., 2020; Alwali & Alwali, 2022; Chi et al., 2023). However, other studies have produced different results. Hasib et al. (2020) found that transformational leadership did not have a significant direct effect on employee performance but significantly influenced leader-member exchange (LMX), which subsequently affected performance. Similarly, Ferdinan and Lindawati (2021) reported that transformational leadership had a negative and insignificant effect on lecturer performance through innovative work behavior. These inconsistent findings suggest that the relationship between transformational leadership and performance may depend on the mediating mechanisms involved and the organizational context in which the relationship is examined.

The scientific novelty of this study lies in its focus on specifically analyzing the relationship between the transformational leadership of school principals and teacher performance, with job satisfaction as a mediator, at the level of public elementary schools in

rural areas of Ciamis Regency. This study fills a gap in previous studies, most of which focused on secondary schools or were conducted in urban areas.

Based on this description, the purpose of this study is to analyze the influence of the principal's transformational leadership on teacher performance, with job satisfaction as a mediating variable, among elementary school teachers in Panjalu District, Ciamis Regency.

Research Methods

This study employed a quantitative approach with a descriptive-verify research design to examine the relationships among transformational leadership, job satisfaction, and teacher performance. Quantitative research is appropriate for testing hypotheses and analyzing causal relationships among variables using statistical procedures (Creswell & Creswell, 2018).

The population consisted of all elementary school teachers in Panjalu District, Ciamis Regency, West Java. Since the total population was relatively small, a saturated sampling technique was applied, whereby all 76 teachers were included as research respondents (Sugiyono, 2022).

Data were collected using a structured questionnaire distributed online through Google Forms. The questionnaire employed a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The measurement items were developed based on established theoretical dimensions of transformational leadership, job satisfaction, and teacher performance derived from previous studies.

The research procedure consisted of four stages. First, the questionnaire instrument was developed and distributed to respondents. Second, the collected data were screened and coded for analysis. Third, the measurement model (outer model) was evaluated to assess the validity and reliability of the constructs. Finally, the structural model (inner model) was analyzed to test the proposed hypotheses and the mediating role of job satisfaction.

Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4 software. The measurement model was evaluated through convergent validity using outer loading and Average Variance Extracted (AVE), discriminant validity using the Fornell-Larcker Criterion and Heterotrait-Monotrait Ratio (HTMT), and reliability testing using Cronbach's Alpha and Composite Reliability (Hair et al., 2022). The structural model evaluation included the assessment of coefficient of determination (R^2), predictive relevance (Q^2), effect size (f^2), and model fit indices. Hypothesis testing was performed using the bootstrapping procedure to examine direct, indirect, and total effects among variables (Hair et al., 2022).

Ethical considerations were observed throughout the research process. Participation was voluntary, respondents were informed about the purpose of the study, and the confidentiality of their identities and responses was strictly maintained. The collected data were used solely for academic and research purposes.

Result and Discussion

Descriptive Analysis

Descriptive analysis was conducted to obtain an overview of the level of transformational leadership, teacher performance, and job satisfaction among elementary school teachers in Panjalu District. The results of each variable are presented in the following tables.

Table 1. Descriptive Statistics of Transformational Leadership

Measure	Mean Score	Description
Idealize Influence	3.5	High
Inspirational Motivation	3.49	High
Intellectual Stimulation	3.42	High
Individualized Consideration	3.52	High
Transformational Leadership	3.49	High

Source: Processed Data (2025)

Table 1 shows that the overall transformational leadership of school principals is in the high category, with a mean score of 3.49. Among the four dimensions, *idealized influence* obtained the highest score (3.56), followed by individualized consideration (3.52) and inspirational motivation (3.49). The lowest score was recorded for intellectual stimulation (3.42), though it remained within the high category.

These findings indicate that all four dimensions of transformational leadership are perceived positively by teachers, with the principal's role as a moral exemplar being most prominent. The results of teacher performance are presented in Table 2.

Table 2. Descriptive Statistics of Teacher Performance

Measure	Mean Score	Description
Pedagogical Competence	3.55	High
Professional Competence	3.57	High
Social Competence	3.6	High
Personal Competence	3.6	High
Teacher Performance	3.59	High

Source: Processed Data (2025)

Table 2 shows that the overall performance of elementary school teachers in Panjalu District is in the high category, with a mean score of 3.59. Personal competence obtained the highest score (3.60), followed by social competence (3.60) and professional competence (3.57). Pedagogical competence recorded the lowest score (3.55), though it remained in the high category.

These data indicate that teachers in Panjalu District performed consistently across all four competence dimensions. The descriptive statistics of job satisfaction are presented in Table 3. The descriptive statistics of job satisfaction are presented in Table 3.

Table 3. Descriptive Statistics of Job Satisfaction

Measure	Mean Score	Description
Spirit at work	3.7	High
Happiness at work	3.63	High
Not easily give up	3.38	Fair
Happy to accept additional tasks	3.35	Sufficient
Happy to accept new assignments	3.22	Satisfactory
Job satisfaction	3.46	High

Source: Processed Data (2025)

Table 3 shows that the overall job satisfaction of elementary school teachers in Panjalu District is in the high category, with a mean score of 3.46. The highest score was recorded for the spirit at work dimension (3.73), followed by happiness at work (3.63). In contrast, the

dimensions of not easily giving up (3.38), willingness to accept additional tasks (3.35), and willingness to accept new assignments (3.22) were only in the sufficient category.

These results show a notable gap between intrinsic motivational dimensions where teachers scored high and dimensions related to workload acceptance, which only reached the sufficient category. This pattern suggests that while teachers are enthusiastic and comfortable in their work environment, their readiness to take on additional responsibilities remains limited.

Overall, the descriptive results indicate that all three variables transformational leadership, teacher performance, and job satisfaction are in the high category. Notably, the highest scores across variables consistently appeared in relational and motivational dimensions, whereas dimensions requiring active engagement with additional tasks and workloads showed comparatively lower scores.

Verificative Analysis

Outer Model

Convergent validity testing was conducted to determine the extent to which the indicators were able to reflect the latent constructs being measured. In PLS-SEM, convergent validity testing was assessed based on the outer loading value. According to Hair et al. (2021), indicators are considered valid if the factor loading value is greater than 0.70. However, indicators with values between 0.50 and 0.70 can still be retained if the Average Variance Extracted (AVE) of the construct still meets the minimum requirement of 0.50. The outer loading values for all indicators are presented in Table 4.

Table 4. Outer Loadings of Research Variables

	TP	JS	TL
X10			0.900
X11			0.837
X12			0.782
X2			0.919
X3			0.815
X4			0.859
X5			0.858
X6			0.770
X7			0.889
X8			0.839
X9			0.805
Y1	0.806		
Y10	0.861		
Y11	0.834		
Y12	0.813		
Y2	0.835		
Y3	0.822		
Y4	0.878		
Y5	0.809		
Y6	0.875		
Y7	0.795		
Y8	0.780		
Y9	0.726		
Z1		0.769	
Z10		0.750	
Z11		0.824	

Z12	0.746
Z13	0.727
Z14	0.765
Z15	0.840
Z2	0.808
Z3	0.719
Z4	0.761
Z5	0.794
Z6	0.793
Z7	0.720
Z8	0.804
Z9	0.703

Source: Processed Data (2025)

The convergent validity test results in Table 4 show that all indicators have outer loading values above 0.70, thus declared valid. Several indicators such as Y9 (0.726), Z3 (0.719), Z7 (0.720), Z9 (0.703), and Z13 (0.727) are at the lower limit (borderline), but can still be retained because their values are > 0.70. This confirms that all indicators have adequate correlations with their respective latent constructs.

Based on these results, all indicators met the minimum outer loading threshold and were retained for subsequent analysis. The construct reliability and AVE values are presented in Table 5.

Table 5. Construct Reliability and Average Variance Extracted (AVE)

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
TP	0.956	0.956	0.961	0.673
Hou	0.951	0.952	0.956	0.592
seh				
old				
TL	0.959	0.961	0.965	0.713

Source: Processed Data (2025)

The reliability test results show that all variables have Cronbach's Alpha and composite reliability values above 0.90 (TP = 0.956; JS = 0.951; TL = 0.959), which indicates excellent internal consistency. The Average Variance Extracted (AVE) values also meet the criteria (> 0.50), with TP = 0.673, JS = 0.592, and TL = 0.713. These findings indicate that all constructs meet reliability and convergent validity, making them suitable for use in the next stage of structural analysis (Hair et al., 2021).

Discriminant validity testing was conducted using the Heterotrait-Monotrait Ratio of Correlations (HTMT) criterion. According to Henseler et al. (2015), discriminant validity is considered fulfilled if the HTMT value between constructs is < 0.90. The test results can be seen in Table 6.

Table 6. Discriminant Validity (HTMT Criterion)

	TP	JS	TL
TP			
JS	0.917		
TL	0.863	0.864	

Source: Processed Data (2025)

The results in Table 6 show that the HTMT value between the job satisfaction (JS) and transformational leadership (TL) constructs is 0.917, exceeding the threshold of 0.90. This indicates a potential discriminant validity problem, where the two constructs are not yet fully separated empirically. Therefore, it is necessary to remove the indicators that cause too high a correlation, namely **Z2** and **Z5**, as they are suspected of being redundant with other indicators in the job satisfaction construct. The revised discriminant validity values after indicator removal are presented in Table 7.

Table 7. Discriminant Validity (HTMT Criterion)

	TP	JS	TL
TP			
JS	0.892		
TL	0.863	0.857	

Source: Processed Data (2025)

After removing indicators Z2 and Z5, the HTMT value between the job satisfaction (JS) and transformational leadership (TL) constructs decreased to 0.857, below the threshold of 0.90. This indicates that the discriminant validity issue has been resolved, and the three constructs (TP, JS, TL) can be declared to have clear differences and can be used for further structural model testing.

Inner Model

The *inner model* evaluation aims to assess the quality of the structural model in explaining the relationship between latent variables. The indicators used in this study include R-square (R^2) to see the amount of variance explained by the predictor construct, Q-square (Q^2 Predict) to assess predictive relevance, effect size (f^2), and goodness of fit to determine the contribution of each construct to the endogenous variable. The inner model evaluation results are presented in Table 8.

Table 8. Coefficient of Determination (R^2)

	R-square	Adjusted R-square
TP	0.784	0.778
JS	0.671	0.667

Source: Processed Data (2025)

Table 8 shows that the R^2 value for teacher performance (TP) is 0.784, meaning that 78.4% of its variance is explained by transformational leadership (TL) and job satisfaction (JS). The R^2 for job satisfaction (JS) is 0.671, indicating that 67.1% of its variance is explained by transformational leadership. Both values indicate that the model has **strong** explanatory power. The Q^2 Predict values are presented in Table 9.

Table 9. Q^2 Predict

	Q^2 predict	RMSE	MAE
TP	0.680	0.584	0.426
JS	0.657	0.608	0.476

Source: Processed Data (2025)

The Q^2 values for teacher performance (0.680) and job satisfaction (0.657) are both above 0, which means that the model has good predictive relevance. The relatively low RMSE

and MAE values further confirm that prediction errors are minimal, indicating good model accuracy. The effect size (f^2) values are presented in Table 10.

Table 10. Effect Size (f^2)

	TP	JS	TL
TP			
JS	0.439		
TL	0.230	2.040	

Source: Processed Data (2025)

Table 10 shows that job satisfaction (JS) has a moderate effect on teacher performance (TP) with an f^2 value of 0.439. Transformational leadership (TL) has a small effect on teacher performance ($f^2 = 0.230$) but a very large effect on job satisfaction ($f^2 = 2.040$). The goodness-of-fit indices are presented in Table 11.

Table 11. Goodness of Fit Indices

	Saturated model	Estimated model
SRMR	0.073	0.073
d_ULS	3.586	3.586
d_G	3,743	3.743
Chi-square	1,146,870	1146.870
NFI	0.660	0.660

Source: Processed Data (2025)

The SRMR value of 0.073 is below the threshold of 0.08, indicating that the model has a good level of conformity between empirical data and theoretical models. The d_ULS and d_G values of 3.586 and 3.743, respectively, do not exceed the critical values, so the consistency of the model is acceptable. The Chi-square value of 1146.870 is relatively large, but this is reasonable considering the large number of indicators used. Meanwhile, the NFI value of 0.660 is still in the moderate category, indicating that the model's level of suitability is not yet optimal but is still acceptable.

Overall, these goodness-of-fit indicators suggest that the research model is sufficiently suitable for use in further hypothesis testing. Thus, the model structure involving transformational leadership, job satisfaction, and teacher performance can be declared feasible for confirmatory analysis.

Hypothesis Testing

Path coefficient testing was conducted to determine the direct effect between latent variables. In addition, specific indirect effects were used to test the mediating role, while total effects described the overall direct and indirect effects. Significance was determined based on a t-statistic value > 1.96 and a p-value < 0.05 . The path coefficient results are presented in Table 12.

Table 12. Path Coefficients

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
JS - TP	0.538	0.538	0.122	4.423	0.000
TL - TP	0.389	0.389	0.130	2.984	0.003
TL - JS	0.819	0.823	0.038	21.401	0.000

Source: Processed Data (2025)

Table 12 shows that job satisfaction (JS) has a positive and significant direct effect on teacher performance (TP) with a path coefficient of 0.538 ($t = 4.423$; $p = 0.000$). Transformational leadership (TL) also has a significant direct effect on teacher performance with a coefficient of 0.389 ($t = 2.984$; $p = 0.003$). Furthermore, transformational leader has a very strong effect on job satisfaction with a coefficient of 0.819 ($t = 21.401$; $p = 0.000$). All three direct path hypotheses are supported. The specific indirect effect is presented in Table 13.

Table 13. Specific Indirect Effect

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
TL → JS → TP	0.440	0.442	0.099	4.443	0.000

Source: Processed Data (2025)

The specific indirect effect results show that transformational leadership (TL) has a significant indirect effect on teacher performance (TP) through job satisfaction (JS), with a coefficient of 0.440 ($t = 4.443$; $p = 0.000$). This confirms that job satisfaction serves as a significant mediator in the relationship between transformational leadership and teacher performance. The total effects are presented in Table 14.

Table 14. Total Effects

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
JS - TP	0.538	0.538	0.122	4.423	0.000
TL - TP	0.830	0.831	0.046	17.930	0.000
TL - JS	0.819	0.823	0.038	21,401	0.000

Source: Processed Data (2025)

Table 14 shows that transformational leadership (TL) has a significant total effect on teacher performance (TP) with a coefficient of 0.830 ($t = 17.930$; $p = 0.000$), comprising a direct effect of 0.389 and an indirect effect of 0.440 through job satisfaction. In addition, transformational leadership has a strong total effect on job satisfaction (JS) of 0.819 ($t = 21.401$; $p = 0.000$).

Discussion

The results of this study reveal that transformational leadership has a positive and significant effect on the job satisfaction of elementary school teachers in Panjalu District. This finding indicates that the higher the level of transformational leadership practiced by the principal, the higher the level of teacher job satisfaction. This relationship can be theoretically grounded in the four-dimensional model of transformational leadership, which encompasses of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Principals who are able to set a moral example, provide inspiration, encourage innovation, and attend to teachers' personal needs create a more satisfying and conducive work climate (Nguyen et al., 2021).

This study further found that transformational leadership has a direct and significant effect on teacher performance. This confirms that school principal leadership influences not only the psychological well-being of teachers but also their measurable professional output. Yu and Jang (2024) noted that path-goal transformational school leaders who provide clear direction, motivation, and instructional support significantly enhance teacher effectiveness. In this context, principals who adopt a transformational style are able to improve the quality of teachers' learning across all stages of the teaching and learning process, from planning through evaluation.

Job satisfaction has also been proven to have a significant positive influence on teacher performance. This finding aligns with self-determination theory (Deci & Ryan, 2000), which posits that individuals who experience autonomy, competence, and relatedness in their work demonstrate higher levels of intrinsic motivation and, consequently, better performance. Furthermore, Skaalvik and Skaalvik (2015) confirmed in a large-scale study that teacher job satisfaction is a strong predictor of teaching engagement and performance quality, particularly in terms of dedication and instructional commitment. Teachers who are satisfied with their work tend to show higher initiative, a greater willingness to accept responsibility, and sustained improvement in teaching quality.

This study also provides evidence for the indirect effect of transformational leadership on teacher performance through job satisfaction as a mediating variable. This finding supports the mediation framework, which holds that transformational leadership affects performance through the enhancement of intrinsic motivation and job satisfaction. The indirect effect coefficient of 0.440 empirically demonstrates that job satisfaction is a key bridging variable in this pathway. Consistently, Wahyuni et al. (2023) confirmed in the Indonesian educational context that the positive effect of principal leadership on teacher performance is substantially mediated by job satisfaction, suggesting that improving teacher well-being is a prerequisite for sustained performance gains. Accordingly, principals who successfully elevate teacher job satisfaction will indirectly but meaningfully improve teacher performance outcomes.

These findings are consistent with and extend a growing body of literature on transformational leadership in educational settings. Ariyanto et al. (2022) found that transformational principal leadership in Indonesian elementary schools significantly increased teacher job satisfaction through participatory and inspirational practices. Similarly, a meta-analysis by Donkor et al. (2022) across multiple national contexts demonstrated that transformational leadership consistently predicts both teacher satisfaction and performance, with effect sizes that are robust across different cultural settings. The convergence of results across contexts underscores the cross-cultural validity of transformational leadership theory in education, while also highlighting that the socio-cultural context can shape which specific dimensions are most salient in this study, idealized influence emerged as the dominant dimension, consistent with the collectivist orientation of Indonesian educational culture.

From a theoretical standpoint, these results can also be interpreted through social exchange theory (Blau, 2017), which posits that individuals reciprocate perceived support and recognition with increased effort and commitment. Teachers who feel valued, supported, and individually recognized by their principal develop a sense of obligation to reciprocate through higher performance. This dynamic is especially relevant in the context of Panjalu District, where a substantial proportion of teachers hold non-permanent (PPPK or honorary) employment status and therefore depend more on non-material forms of recognition. As Sarwar et al. (2023) argued in the context of psychological capital, leader behaviors that foster positive psychological states such as hope, resilience, and optimism that translate directly into improved employee

performance, even in the absence of material incentives. This helps explain why the teachers in this study maintained high performance and satisfaction scores despite structural resource constraints.

In summary, the findings of this study confirm that transformational leadership is a dominant factor in shaping both teacher job satisfaction and performance. Its influence operates through two complementary pathways: a direct effect on performance and an indirect effect mediated by job satisfaction. These results carry important practical implications for school improvement efforts. Principals are encouraged to strengthen the dimensions of intellectual stimulation and individualized consideration, so that principals function not only as role models and motivators, but also as active facilitators of innovation and professional development. By doing so, principals can create a work environment that simultaneously elevates teacher satisfaction and sustains high levels of teaching performance, ultimately contributing to the improvement of educational quality in Indonesian elementary schools.

Conclusion

This study concludes that transformational leadership has a positive and significant effect on the job satisfaction of elementary school teachers in Panjalu District. Second, job satisfaction has a positive and significant effect on teacher performance. Third, transformational leadership has a positive and significant direct effect on teacher performance. Fourth, job satisfaction significantly mediates the relationship between transformational leadership and teacher performance, confirming its role as the primary psychological mechanism linking principal leadership behavior to teacher performance outcomes.

Future research is recommended to expand the study context across broader regions and to incorporate moderating variables such as employment status, work experience, or organizational support. The use of qualitative or mixed-method approaches would further enrich understanding of teachers' subjective experiences of leadership and satisfaction. Additionally, variables such as intrinsic motivation, school organizational culture, and educational policy support warrant exploration as potential contributors to teacher performance.

This study is limited by its scope, covering only 10 elementary schools in Panjalu District, time constraints during data collection, and the inability to fully control external factors such as differences in school policies and teachers' socio-economic conditions.

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