

PENGARUH KEPEMIMPINAN TRANSFORMASIONAL DAN BUDAYA ORGANISASI TERHADAP KINERJA GURU MELALUI KETERLIBATAN GURU DAN KEPERCAYAAN ORGANISASI DI SEKOLAH MENENGAH NEGERI UKWA BARAT

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ABSTRAK

Penelitian ini memvalidasi *Teacher–Organizational Resilience Model* (TORM) di sekolah menengah negeri Ukwa Barat, Nigeria. Berlandaskan *General Systems Theory* dan *Social Exchange Theory*, studi ini menganalisis pengaruh kepemimpinan transformasional dan budaya organisasi terhadap kinerja guru melalui keterlibatan guru dan kepercayaan organisasi dalam konteks kerapuhan institusional. Penelitian ini menggunakan pendekatan kuantitatif dengan desain survei. Data dikumpulkan dari 167 guru dan dianalisis menggunakan *Partial Least Squares–Structural Equation Modeling* (PLS-SEM). Model struktural menunjukkan daya jelas yang tinggi terhadap kinerja guru ($R^2 = 0,638$) dan relevansi prediktif yang kuat ($Q^2 = 0,612$). Hasil penelitian menunjukkan bahwa: (1) kepemimpinan transformasional berpengaruh positif dan signifikan terhadap kinerja guru ($\beta = 0,388$; $p < 0,001$); (2) budaya organisasi berpengaruh positif dan signifikan terhadap kinerja guru ($\beta = 0,166$; $p < 0,05$); (3) keterlibatan guru berpengaruh positif dan signifikan terhadap kinerja guru ($\beta = 0,208$; $p < 0,01$); (4) kepercayaan organisasi berpengaruh positif dan signifikan terhadap kinerja guru ($\beta = 0,161$; $p < 0,01$); (5) kepemimpinan transformasional berpengaruh positif dan signifikan terhadap keterlibatan guru ($\beta = 0,564$; $p < 0,001$); (6) kepemimpinan transformasional berpengaruh positif dan signifikan terhadap kepercayaan organisasi ($\beta = 0,490$; $p < 0,001$); (7) budaya organisasi berpengaruh positif dan signifikan terhadap keterlibatan guru ($\beta = 0,181$; $p < 0,05$); (8) budaya organisasi berpengaruh positif dan signifikan terhadap kepercayaan organisasi ($\beta = 0,246$; $p < 0,01$); (9) keterlibatan guru memediasi secara signifikan hubungan antara kepemimpinan transformasional dan kinerja guru, namun tidak memediasi hubungan antara budaya organisasi dan kinerja guru; dan (10) kepercayaan organisasi memediasi secara signifikan hubungan antara kepemimpinan transformasional dan budaya organisasi terhadap kinerja guru. Temuan ini menegaskan bahwa kinerja guru dalam konteks kerapuhan institusional merupakan luaran adaptif organisasi yang diperkuat melalui mekanisme kepemimpinan, keterlibatan psikologis, dan kepercayaan relasional, serta memberikan implikasi strategis bagi penguatan tata kelola sekolah dan pencapaian *Sustainable Development Goal 4* (SDG 4) tentang Pendidikan Berkualitas.

Kata Kunci: *Budaya Organisasi, Kepercayaan Organisasi, Keterlibatan Guru, Kinerja Guru, Kepemimpinan Transformasional, Sustainable Development Goal 4 (SDG 4)*

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL CULTURE ON TEACHER PERFORMANCE THROUGH TEACHER ENGAGEMENT AND ORGANIZATIONAL TRUST IN PUBLIC SECONDARY SCHOOLS IN UKWA WEST

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ABSTRACT

This research validates the Teacher–Organizational Resilience Model (TORM) in public secondary schools in Ukwu West, Nigeria. Grounded in General Systems Theory and Social Exchange Theory, the study examines the effects of transformational leadership and organizational culture on teacher performance through teacher engagement and organizational trust within a context of institutional fragility. A quantitative approach with a survey design was employed. Data were collected from 167 teachers and analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The structural model demonstrates strong explanatory power for teacher performance ($R^2 = 0.638$) and high predictive relevance ($Q^2 = 0.612$). The results indicate that: (1) transformational leadership has a positive and significant effect on teacher performance ($\beta = 0.388, p < 0.001$); (2) organizational culture has a positive and significant effect on teacher performance ($\beta = 0.166, p < 0.05$); (3) teacher engagement has a positive and significant effect on teacher performance ($\beta = 0.208, p < 0.01$); (4) organizational trust has a positive and significant effect on teacher performance ($\beta = 0.161, p < 0.01$); (5) transformational leadership has a positive and significant effect on teacher engagement ($\beta = 0.564, p < 0.001$); (6) transformational leadership has a positive and significant effect on organizational trust ($\beta = 0.490, p < 0.001$); (7) organizational culture has a positive and significant effect on teacher engagement ($\beta = 0.181, p < 0.05$); (8) organizational culture has a positive and significant effect on organizational trust ($\beta = 0.246, p < 0.01$); (9) teacher engagement significantly mediates the relationship between transformational leadership and teacher performance, but does not mediate the relationship between organizational culture and teacher performance; and (10) organizational trust significantly mediates the relationships between transformational leadership and organizational culture and teacher performance. In contexts of institutional fragility, teacher performance reflects an adaptive organizational outcome influenced by transformational leadership, teacher engagement, and organizational trust, highlighting strategies to strengthen school governance and promote SDG 4 on quality education.

Key Words: *Organizational Culture, Organizational Trust, Teacher Engagement, Teacher Performance, Transformational Leadership, Sustainable Development Goal 4 (SDG 4)*