International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

The Influence Of Transformational Leadership Of School Principals And School Committees On The Performance Of State Elementary School Teachers In Air Kumbang District

Merry Rusmawida
Universitas PGRI Palembang, Indonesia

Corresponding Author: merryrusmawida1985@gmail.com

Abstract

This study aimed to determine the influence of principals' transformational leadership and the role of school committees on the performance of public elementary school teachers in Air Kumbang District, both partially and simultaneously. The study was motivated by the suboptimal teacher performance in planning, implementing, and evaluating learning processes, which was presumed to be influenced by school leadership and committee support. This research employed a quantitative approach using a survey method. The population consisted of public elementary school teachers in Air Kumbang District, while the sample was selected through proportional random sampling. Data were collected using questionnaires that had been tested for validity and reliability, as well as through observations and interviews. Data analysis techniques included normality, multicollinearity, autocorrelation, and heteroscedasticity tests. Hypothesis testing was conducted using t-tests, F-tests (simultaneous), simple linear regression, and multiple linear regression analyses. The findings revealed that principals' transformational leadership had a positive and significant effect on teacher performance. The role of school committees also had a positive and significant effect on teacher performance. Simultaneously, both variables significantly influenced teacher performance in public elementary schools in Air Kumbang District.

Keywords: ***school committee, transformational leadership, teacher performance***

INTRODUCTION

Education is one of the fundamental sectors in national development because it plays a direct role in shaping the quality of human resources (Abdillah, 2024). Primary education,

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especially elementary school, has a very strategic position because it is the initial stage of the formation of knowledge, attitudes, character, and skills of students. The success of education at this level will determine the sustainability of the quality of education at the next level. Therefore, improving the quality of basic education must be the main concern of all education stakeholders. Education is understood as a conscious and planned process to create a learning atmosphere that allows students to develop their full human potential optimally (Disma et al., 2023). Education shapes human beings to be able to think critically, be ethical, and act responsibly in social life. In this context, education serves as a tool for social transformation that determines the direction and quality of the nation's future.

In the context of elementary school, teachers play a central role in the learning process (Izzatunnisa et al., 2024). Teachers not only function as material presenters, but also as educators, guides, facilitators, and role models for students. Good teacher performance is reflected in their ability to plan learning, carry out effective learning, conduct assessments objectively, and develop themselves sustainably. In other words, the quality of teacher performance greatly determines the success of achieving educational goals in elementary school. However, in recent years, the world of education has faced increasingly complex challenges. The development of information technology, changes in education policies, and social dynamics of society require rapid and appropriate adjustments from all elements of education (Amelia, 2023). Teachers are required to be able to adapt to these various changes, both in terms of learning approaches, the use of technology, and increasingly heterogeneous classroom management. This condition requires strong school leadership and management support so that teachers can work optimally.

The digital era and the implementation of the Independent Curriculum further emphasize the importance of the role of professional and innovative teachers (Purnama et al., 2025). Teachers are expected to be able to design student-centered learning, develop creativity, and utilize digital technology as a means of learning. In addition, teachers are also required to be able to conduct authentic and sustainable assessments according to the characteristics of students. However, these demands are often not balanced with adequate readiness and support, resulting in a decrease in teacher motivation and performance. On the other hand, the reality on the ground shows that the performance of teachers in public elementary schools still varies. There are still teachers who have not fully implemented learning innovatively, are less than optimal in utilizing technology, and still rely on conventional learning methods (Purnama et al., 2025). High administrative burdens are also often a complaint of teachers, as they take up time and energy that should be focused on improving the quality of learning. This condition shows that the

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improvement of teacher performance cannot be separated from the supporting factors in the school environment.

One of the important factors that affect teacher performance is the leadership of the principal. School principals have a strategic role as an education leader who is responsible for managing all school resources (Sutisna et al., 2023). School principals are not only required to be able to carry out administrative and managerial functions, but must also be able to be inspirational learning leaders. In the current era, school principals are required to have a clear vision, be able to manage change, and encourage teachers to continue to develop and innovate. Based on Government Regulation Number 57 of 2021 concerning National Education Standards, school principals have managerial duties and supervision over teachers. The task is conceptually aligned with transformational leadership principles that emphasize teacher empowerment, motivation, and professional development. Transformational leadership is one of the leadership models that is relevant to the demands of today's education (Sutisna et al., 2023). Transformational leadership emphasizes the leader's ability to provide a positive influence, build intrinsic motivation, and empower subordinates to achieve common goals. Principals with a transformational leadership style are expected to be able to create a conducive work environment, increase teacher commitment, and encourage the creation of a quality-oriented school culture and continuous improvement.

In practice, not all school principals are able to implement transformational leadership optimally. There are still school principals who focus more on administrative aspects than human resource development (Munawwarah et al., 2024). Lack of effective communication, lack of motivation, and limitations in providing professional support to teachers can have an impact on low teacher performance. Therefore, the leadership style of school principals is one of the crucial factors that need to be studied in depth in an effort to improve teacher performance. In addition to the leadership of the principal, the role of the school committee also has a contribution in supporting the improvement of the quality of education. The school committee is a forum for community participation in the implementation of education in schools (Khausar & Anwar, 2023). The existence of the school committee is expected to be a strategic partner of the school in providing moral, material, and supervisory support for the implementation of educational programs. The school committee also acts as a bridge of communication between the school, parents, and the community.

However, in reality, the role of school committees in various public elementary schools is still not optimal. School committees are often only involved in fundraising or specific activities,

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while their strategic role in supporting the improvement of teacher performance has not been maximized (Rika et al., 2021). Lack of understanding of the functions and roles of the school committee, as well as the lack of coordination with the school, is one of the causes of the weak contribution of the school committee to improving the quality of education. This condition can also be found in public elementary schools in Air Kumbang District. Air Kumbang District has regional characteristics with diverse social and economic backgrounds. Public elementary schools in this region face various challenges, ranging from limited facilities and infrastructure, variations in teacher competencies, to uneven community support. In this context, the role of principals and school committees is very important to create a school environment that supports the improvement of teacher performance.

Based on initial observations and factual conditions in the field, there are still teachers at SD Negeri Air Kumbang District who have not shown optimal performance. This can be seen from learning planning that is not fully based on the needs of students, the use of learning media that is still limited, and learning innovations that have not been developed optimally. In addition, the implementation of learning evaluation also still tends to focus on the cognitive aspect, while the affective and psychomotor aspects have not received balanced attention. The condition of the teacher's performance cannot be separated from the leadership role of the principal and the support of the school committee. Principals who have not fully implemented transformational leadership can have an impact on low motivation and work morale of teachers (Riski et al., 2024). Meanwhile, school committees that have not played an active role can lead to a lack of external support for teacher quality improvement programs. As a result, efforts to improve the quality of education in elementary schools have not run optimally.

In the current era, the synergy between the leadership of the principal and the role of the school committee is a need that cannot be ignored. Visionary and transformational school principals need support from school committees so that school policies and programs can run effectively (ARBA'ADRI, 2025). In contrast, an active and constructive school committee requires the leadership of an open and communicative principal in order to contribute to the maximum. This synergy is expected to be able to create a school climate that is conducive to improving teacher performance. Improved teacher performance will have a direct impact on the quality of the learning process and outcomes (Suryani et al., 2021). Highly motivated teachers, supported by inspirational leadership and an active school committee role, will be more enthusiastic about developing themselves, trying new learning methods, and improving the quality of interaction with students. Thus, improving teacher performance is one of the main keys in efforts to improve

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the quality of education in public elementary schools.

Based on this description, it can be understood that the performance of teachers at SD Negeri Air Kumbang District is influenced by various factors, both internal and external. Among the important external factors are the transformational leadership of the principal and the role of the school committee. However, the extent of the influence of these two factors on teacher performance still needs to be scientifically proven through systematic and measurable research. Therefore, research on the influence of transformational leadership of school principals and school committees on the performance of State Elementary School teachers in Air Kumbang District is very important to be carried out. This research is expected to provide a clear picture of the leadership condition of school principals, the role of school committees, and the performance of teachers in the region. In addition, the results of this research are also expected to be the basis for formulating policies and strategies to improve the quality of education that are more effective and sustainable. This study is expected to be able to provide an empirical picture of the extent to which these two variables, both partially and simultaneously, have an effect on the formation of teacher performance. On the basis of this thought, the researcher chose the title of the research

"THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP OF SCHOOL PRINCIPALS AND SCHOOL COMMITTEES ON THE PERFORMANCE OF STATE ELEMENTARY SCHOOL TEACHERS IN AIR KUMBANG DISTRICT."

LITERATURE REVIEW

Basic Concepts of Education and Education Management

Education is a fundamental process in human life that cannot be separated from efforts to form individual and societal qualities.(Anggrena & Putri, 2024) Philosophically, education is seen as the main means of humanizing humans, which is a process that allows individuals to develop fully from intellectual, moral, social, and spiritual aspects. Education is not only oriented to academic achievement, but also to the formation of character and life values. Education is a continuous process of reconstruction of experience, in which individuals learn to adapt to their social environment. (Ratnasari, 2023) This view emphasizes that education is dynamic and contextual, following the development of society and the needs of the times. Education should not stop at knowledge transfer, but should encourage critical and reflective thinking skills.

From a national perspective, education in Indonesia has a strong ideological foundation as stated in the Preamble to the 1945 Constitution, which is to educate the life of the nation.

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(Juniawati, 2025) This goal emphasizes that education not only aims to produce intellectually intelligent individuals, but also have character and personality according to the values of Pancasila. Ki Hajar Dewantara as a national education figure emphasized that education is an effort to guide all the natural forces that exist in children so that they as human beings and members of society can achieve the highest safety and happiness. This concept is very relevant to the spirit of the Independent Curriculum which places students as the main subject of education (Wiryanto & Anggraini, 2022). The Independent Curriculum gives flexibility to educational units to develop a learning process that is more flexible, meaningful, and relevant to the context of the learning environment.

Basic education is a level of education that has a strategic role in building the foundation of students' academic abilities and character. The quality of basic education greatly determines the quality of education at the next level. Weaknesses in basic education will have a long impact on the low quality of human resources. Elementary schools are the first place for students to get to know the formal education system. At this stage, students begin to form learning habits, attitudes towards knowledge, and basic values of social life (Kusumawati et al., 2023). Therefore, the quality of learning in elementary schools is highly dependent on the quality of teachers and the school management system. In the context of the Independent Curriculum, basic education is directed to develop literacy, numeracy, and character competencies in a balanced manner.(Rochaendi et al., 2025) A student-centered learning approach is the key to the success of basic education. This requires teachers to have high professional performance as well as the support of school and community leadership.

Education management is the process of systematically managing educational resources to achieve educational goals effectively and efficiently.(Qudsiyah et al., 2023). Management includes the functions of planning, organizing, implementing, and supervising. In the context of schools, education management includes curriculum management, educators, infrastructure, and relationships with the community. Modern education management emphasizes a participatory and quality-based approach. (Efendi & Sholeh, 2023). Schools are no longer managed solely bureaucratically, but as learning organizations that continue to adapt to changing environments. Effective education management will create a school climate that is conducive to improving teacher performance.(Dongoran & Batubara, 2021) School principals use all school resources to support the learning process.

Teacher performance cannot be separated from the quality of education management in schools. Good management will provide the direction, support, and facilities that teachers need

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to carry out their professional duties.(Yacob, 2023) On the other hand, weak management will create various structural barriers that have an impact on low teacher performance. Effective management will increase the motivation and work productivity of individuals in the organization. In the context of schools, this means that the principal's leadership and the management system implemented will greatly affect teacher performance.

Principal Transformational Leadership

Philosophically, transformational leadership departs from the view of the essence of human beings as active, meaningful, and ever-evolving beings. Humans are not positioned as passive objects that respond only to commands, controls, or material rewards, but rather as subjects with intellectual, emotional, social, and moral potential. This view confirms that leadership success is not solely measured by subordinate compliance, but by the extent to which the leader is able to develop human qualities and collective awareness within the organization (Sugiarto et al., 2025). This view is in line with the philosophy of humanism, which places humans at the center of every process of change. Humanism views that every individual has dignity, freedom of choice, and responsibility to develop himself optimally.

In the context of transformational leadership, school principals are seen not as structural rulers, but as figures who appreciate the potential and aspirations of teachers as mature and professional human beings (Suheri, 2025). In the world of education, the philosophy of humanism views teachers as educational subjects who have a need for recognition, a sense of appreciation, meaning in work, and opportunities to grow professionally. Teachers cannot be forced to work optimally only through regulations and administrative supervision. On the contrary, teachers will show the best performance when they feel trusted, appreciated, and involved in achieving educational goals (Hendrawati, 2025). Therefore, transformational leadership of a school principal requires the ability to arouse teachers' intrinsic motivation, strengthen moral commitment, and foster a sense of belonging to the school's vision and mission.

In addition to humanism, transformational leadership also has strong roots in the philosophy of constructivism. Constructivism holds the view that knowledge, attitudes, and behavior change are not formed instantly or one-way, but rather through a process of continuous reflection, dialogue, experience, and social interaction (Solichin, 2021). In this perspective, change in school organization cannot be achieved only through formal instruction or policies, but through the active involvement of all school citizens, especially teachers. School principals as transformational leaders play the role of facilitators of change that create spaces for dialogue,

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collaboration, and shared learning (Permatasari et al., 2023). The principal encourages teachers to reflect on learning practices, share experiences, and build knowledge collectively. With this approach, learning innovation is not forced from above, but grows from the teacher's own awareness and experience. This process is what makes transformational leadership relevant in the face of the ever-changing dynamics of education.

Furthermore, transformational leadership is also based on ethical and moral philosophy. Leadership is not only understood as a technical ability in managing an organization, but also as a moral responsibility in influencing the lives and futures of others (Duryat, 2021). In the context of schools, the principal's decisions and actions have direct implications for teacher welfare, learning quality, and student development. Therefore, transformational leadership requires principals to uphold universal values such as fairness, honesty, integrity, responsibility, and caring. The principal plays the role of a moral agent who influences the behavior of teachers not through formal power, but through example and consistency of attitude. When the principal shows integrity and fairness in leading, it will be easier for teachers to build trust and show a high commitment to their professional duties (Mifta, 2024). In practice, ethically-based transformational leadership will create a healthy, open, and mutually respectful school climate (Sugiarto, 2025). This climate is an important prerequisite for the sustainable growth of teacher performance, because teachers feel psychologically safe to innovate, express opinions, and develop themselves without fear.

Based on this description, it can be concluded that philosophically the transformational leadership of school principals is based on three main pillars that are interrelated and mutually reinforcing, namely:

1. Respect for human dignity and potential (humanism), which places teachers as professional subjects who need to be valued and empowered.
2. The process of change and continuous learning (constructivism), which emphasizes the importance of reflection, collaboration, and meaningful experience in building a school culture.
3. Leadership is based on values and morality (leadership ethics), which affirms that educational leadership must be based on integrity and moral responsibility.

These three philosophical pillars are the main foundation for the transformational leadership of school principals in driving positive change and improving teacher performance in a sustainable manner in the school environment (Permatasari et al., 2023). Transformational leadership theory does not appear suddenly, but rather develops through a long process in response to the limitations of previous leadership theories (Elza, 2025). The evolution of this

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theory shows a paradigm shift in leadership, from leadership oriented towards power and transactional to leadership oriented towards changing values, motivation, and human development.

School Committee

Education is a shared responsibility between the government, schools, families, and communities. Community involvement in education is one of the important indicators in improving the quality of education. Quality education cannot be separated from the active participation of the community as users and supporters of educational services (Susanty, 2024). Community participation in education is not only material, but also includes moral, social, and supervision support for the implementation of education. In the context of schools, community participation is realized through the existence of school committees as strategic partners of educational units.

The school committee is an independent institution that functions as a forum for community participation in the implementation of education in educational units (Somali et al., 2021). The existence of the school committee is intended to bridge the interests of the school with parents, the community, and other stakeholders in order to improve the quality of educational services. The school committee is not in the school bureaucratic structure, but plays a role as a strategic partner of the principal in supporting the implementation of transparent, accountable, and participatory education.

In the context of basic education, the school committee is a representation of the community who has concern for the development of schools (Idharudin, 2025). The school committee is expected to be able to provide input, support, and supervision of school policies and programs, without interfering with the professional authority of teachers and principals. Thus, the school committee functions as a reinforcer of democratic school governance.

Teacher Performance

Teacher performance is one of the main indicators of the success of education implementation in schools.(Alfaiz, 2024) Teachers have a strategic role as the main implementer of the learning process, so that the quality of education is highly determined by the quality of teacher performance. Teacher performance is not only measured by the learning outcomes of students, but also by the learning process that is designed and implemented professionally. Performance is the result of work in terms of quality and quantity achieved by a person in carrying

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out tasks in accordance with the responsibilities given.(Rengkuan et al., 2023) In the context of teachers, performance reflects the teacher's ability to carry out his professional duties as educators, teachers, supervisors, and learning evaluators.

In line with this opinion, teacher performance is the ability of teachers to carry out learning tasks which include planning, implementing, and evaluating learning in accordance with the standards that have been set.(Tanjung et al., 2021) Teacher performance reflects the extent to which teachers are able to apply pedagogic, professional, social, and personality competencies in daily educational practices. Thus, teacher performance can be understood as a tangible manifestation of teacher competence in the form of work behavior that has a direct impact on the quality of the process and learning outcomes. Good teacher performance will create meaningful learning, while low teacher performance will have an impact on low quality education.

RESEARCH METHOD

This study uses a quantitative research method with an ex post facto approach, which is research that aims to examine the cause-and-effect relationship between variables without providing direct treatment to the research object. This method was chosen because the variables studied, namely the influence of transformational leadership of the principal, the school committee, and the performance of teachers, are phenomena that have occurred naturally in the school environment. The quantitative approach allows researchers to objectively measure teachers' perceptions through numerical data obtained from research instruments. The data was then analyzed using statistical techniques to determine the magnitude of the influence of independent variables on dependent variables. Thus, the results of the study are expected to be not only descriptive, but also able to explain the relationship and influence between variables empirically. The use of the ex post facto method is also relevant to the educational context, because researchers cannot manipulate the leadership behavior of school principals or the role patterns of school committees. This research focuses on the disclosure of field facts as they are, so that the results of the research are expected to reflect the real conditions of teachers' performance at Air Kumbang Elementary School, Banyuasin Regency.

The population in this study is all teachers who are in charge of public elementary schools in Air Kumbang District, Banyuasin Regency. Based on data from the local Education Office, there are 21 elementary schools that are actively organizing basic education in the Air Kumbang District area. Teachers included in this study population include teachers with Civil Servant (PNS) status and Government Employees with Employment Agreements (PPPK). Both are seen as having an

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equal role in the learning process, the implementation of school policies, and the formation of teacher performance. Therefore, all teachers are used as research analysis units because they are considered to have direct experience related to the leadership of the principal, school committees, and developing teacher performance.

Sampling in this study uses the Proportionate Stratified Random Sampling technique. This technique is used because the teacher population is spread across several public elementary schools in Air Kumbang District with a different number of teachers in each school. In this technique, each school is treated as a strata, then the number of samples is determined proportionally according to the number of teachers in each school. Furthermore, the selection of respondents in each school was carried out randomly, so that each teacher had an equal opportunity to be selected as a research sample.

RESULTS

Description of Respondent Characteristics

Based on the results of the demographic data recapitulation, the distribution of respondents was 12 teachers or 11.8% from SD N 5 Air Kumbang, 9 teachers or 8.91% from SD N 9 Air Kumbang, 12 teachers or 11.8% from SD N 10 Air Kumbang, 18 teachers or 17.8% from SD N 11 Air Kumbang, 20 teachers or 19.8% from SD N 12 Air Kumbang, 15 teachers or 14.8% from SD N 13 Air Kumbang, 15 teachers or 14.8% from SD N 15 Air Kumbang.

Table Origin of school

		Frequency	Percent	Valid Percent
Valid	SD N 5 Air Kumbang	12	11.8	11.8
	SD N 9 Air Kumbang	9	8.91	8.91
	SD N 10 Air Kumbang	12	11.8	11.8
	SD N 11 Air Kumbang	18	17.8	17.8
	SD N 12 Air Kumbang	20	19.8	19.8
	SD N 13 Air Kumbang	15	14.8	14.8
	SD N 15 Air Kumbang	15	14.8	14.8
	Total	101	100.0	100.0

Source: Researcher 2026

Based on the results of the recapitulation of demographic data, respondents as many as 31 respondents were civil servant teachers or 30.6% and 70 respondents were PPPK teachers or 68.3%.

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International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
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Table Teacher status

		Frequency	Percent	Valid Percent
Valid	PNS	31	30.6	30.6
	PPPK	70	69.3	69.3
Total		101	100.0	100.0

Source: Researcher 2026

Variable Data Description

In this questionnaire, there are statements in the form of a likert scale for each variable, both dependent and independent. The statement is related to the Transformational Leadership of the Principal, the School Committee on the performance of teachers.In this questionnaire there are 89 statements that are divided, namely 29 statements of Transformational Leadership of the Principal, 30 statements of the school committee and 30 statements of teacher performance.

Transformational Leadership of Principals (X1)

Based on the recapitulation of respondents' answers to the Principal Transformational Leadership variable, an overall average of 3.99 was obtained with a total score of 11,584 which is included in the very good category. This shows that school principals are considered capable of implementing transformational leadership through discipline, responsibility, work motivation, support for teachers' creativity, and attention to teacher professional development.

Table Descriptive Statistics of Transformational Leadership of School Principals



Statistics		
Principal Transformational Leadership		
N	Valid	101
	Missing	0
Mean		114,69
Std. Error of Mean		1,242
Std. Deviation		12,479
Variance		155,715
Minimum		80
Maximum		141
Sum		11584

Source : SPSS processing results version 26 of 2026

The results of descriptive statistical analysis of the transformational leadership variables of school principals were obtained as many as 101 respondents (N) and all data were declared valid without any missing data (missing = 0). This shows that all questionnaires distributed to respondents can be processed and analyzed further. The results of the analysis showed that the transformational leadership variable of school principals had an average score of 114.69. The average score shows that in general, the level of transformational leadership of school principals at State Elementary Schools in Air Kumbang District is in the good category. This means that the principal has been able to implement leadership behavior that reflects the ability to motivate, inspire, build communication, and encourage the improvement of teachers' professionalism in

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carrying out tasks at school.

The standard deviation value of 12.479 shows that the distribution of respondent data on the transformational leadership variable of school principals is relatively variable, but still within reasonable limits. This indicates that there is a difference in perception among respondents regarding the implementation of transformational leadership of school principals, although the difference is not too far from the average score. A variance value of 155.715 indicates the level of data diversity in the variable. The greater the value of variance, the more diverse the respondents' answers to the statement items given. The results of the analysis also found that the minimum score obtained was 89, while the maximum score was 141. The score range shows that there is a variation in the level of respondents' assessment of the transformational leadership of the principal. The total total score (sum) of 11,584 shows the accumulated answers of respondents to all statement items in the variable. Thus, the results of this descriptive statistics show that the transformational leadership of school principals at State Elementary Schools in Air Kumbang District has been carried out quite well and provides an overview of the condition of the principal's leadership in supporting the improvement of teacher performance in schools.

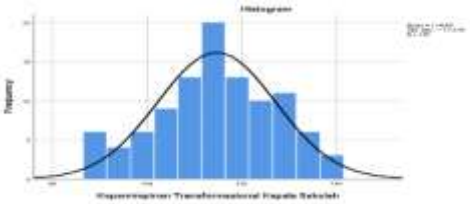
The results of the frequency distribution showed that the respondents' answer score to the transformational leadership variable of the principal was in the range of 89 to 141. The lowest score was obtained at 89 with 2 respondents or 2.0%, while the highest score of 141 was obtained by 1 respondent or 1.0%. Based on this data, most respondents gave assessments in the medium to high score range. The highest frequency was found at a score of 116 with a total of 6 respondents or 5.9%. In addition, score 114 obtained a frequency of 5 people or 5.0%, while scores of 108, 109, 113, 117, and 127 each obtained a frequency of 4 people or 4.0%. The distribution of data spread across the middle and high score ranges shows that teachers' perceptions of the principal's transformational leadership tend to be positive. This indicates that the principal is considered to have been able to apply the characteristics of transformational leadership, such as providing motivation to teachers, building good communication, providing inspiration at work, and encouraging the improvement of teacher professionalism in carrying out educational tasks. In addition, the cumulative percentage shows a gradual increase to reach 100%, which indicates that the distribution of data is fairly evenly distributed across the various score categories. The variation in respondents' answers also showed that there was a difference in perception between teachers on the implementation of transformational leadership of school principals, but in general it was still in the good category.

Based on the results of descriptive statistics and frequency distribution, the following

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frequency histogram of the score of the influence of the principal's transformational leadership on teacher performance can be observed in the figure below:

Graphic image of spss version 26 management results



Source : SPSS processing results version 26

School Committee

Based on the results of the recapitulation of the respondents' answers to the school committee variable (X_2), an overall average score of 4.01 was obtained with a total score of 12,153. These results show that the role of the school committee at the State Elementary School in Air Kumbang District is in the good category. This indicates that the school committee has carried out its functions and roles quite optimally in supporting the implementation of education in schools.

Tabel Statistik Deskriptif Komite sekolah (X2)

Statistics		
Komite Sekolah		
N	Valid	101
	Missing	0
Mean		120.33
Std. Error of Mean		1.332
Std. Deviation		13.389
Variance		179.262
Skewness		.113
Std. Error of Skewness		.240
Kurtosis		-.504
Std. Error of Kurtosis		.478
Minimum		94
Maximum		149
Sum		12153

Source : SPSS processing results version 26 of 2026

The results of descriptive statistical analysis of the school committee variable (X_2), it is known that the number of respondents in this study is 101 people and all data are declared valid without any missing data (missing = 0). This shows that all data from the questionnaire distribution can be used in the research analysis process. The results of the analysis showed that the school committee variable had an average value (mean) of 120.33. This score shows that in general, the role of the school committee at the State Elementary School in Air Kumbang District is in the good category. This indicates that the school committee has carried out its functions and responsibilities quite optimally in supporting the implementation of education in schools. The standard deviation value of 13.389 shows that the level of dissemination of respondents' data on school committee variables is quite variable, but it is still within reasonable limits. The variation in answers shows that there are differences in perceptions among respondents regarding the implementation of the role of school committees, both in terms of supervision, transparency, participation, and support

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for school programs. The variance value of 179.262 indicates the level of data diversity in the school committee variables. The greater the value of variance, the more diverse the respondents' answers to the statement items given in the research questionnaire.

In addition, a skewness value of 0.113 indicates that the data distribution tends to be symmetrical because the skewness value is close to zero. This indicates that the distribution of respondents' answers is relatively even and not too skewing towards a particular value. Meanwhile, the kurtosis value of -0.554 indicates that the data distribution is more sloping (platykurtic) than the normal distribution. This condition shows that the distribution of respondent data is quite evenly distributed across various score categories. Based on the results of the analysis, it is also known that the minimum score obtained is 94, while the maximum score is 149. The range of scores shows that there is a variation in the level of respondents' assessment of the role of the school committee. The total score (sum) of 12,153 shows the accumulation of respondents' answers to all statement items on the school committee variable. Thus, the results of the descriptive statistics show that the school committee at the State Elementary School in Air Kumbang District has carried out its role well, especially in supporting school management, increasing transparency, supervising, and helping to improve the quality of education and teacher performance in schools.

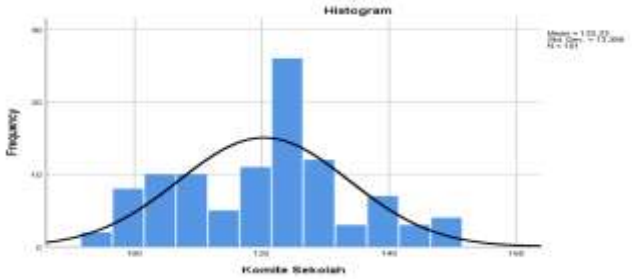
The results of the distribution of the variable frequency of the school committee (X_2), it is known that the number of respondents in this study is 101 teachers and all data are declared valid. The results of the frequency distribution showed that the respondents' answer scores to the school committee variables were in the range of 94 to 149. The lowest score of 94 was obtained by 1 respondent or 1.0%, while the highest score of 149 was obtained by 3 respondents or 3.0%. The score range shows that there is a variation in respondents' assessment of the role of school committees in supporting the implementation of education in schools. The highest frequency of data distribution was found in scores of 122 and 123 with a total of 7 respondents or 6.9% respectively. In addition, scores of 126 and 129 each obtained a frequency of 6 respondents or 5.9%, while scores of 105 and 117 each obtained a frequency of 5 respondents or 5.0%. This shows that most respondents give an assessment in the middle to high category of school committee variables.

The cumulative percentage also shows a gradual increase to 100%, which indicates that the data is fairly evenly distributed across the various score categories. The dissemination of the data shows that there is a difference in perception between respondents, but in general it still leads to a positive assessment of the role of the school committee. Based on the results of the

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descriptive statistics and frequency distribution, the following frequency histogram of the school committee's influence score on teacher performance can be seen in the figure below:

School Committee Descriptive Data Histogram Picture (X2)



Source : SPSS processing results version 26 of 2026

The histogram depicts the frequency distribution of the School Committee variable with the number of samples of N = 101. The average score of the calculation shows the number 120.33. This score represents the central point of the mass of the data in the measurement instrument used. Standard Deviation: 13.389. This value reflects the degree of dispersion or variations of the data on the average. The standard deviation ratio to the mean indicates that the data has moderate diversity. Peak Frequency (Mode) There was a very significant concentration of data in the score range of 120–125, where the frequency jumped to exceed 25 respondents. This causes the histogram to appear higher (leptokurtic) than the theoretical normal curve in the area.

Normal Curve Visualization: Although there are normal curve lines as a reference, the histogram bars show quite dynamic fluctuations. There is a slight gap or decrease in frequency in the 110–115 score range before a sharp jump towards the average value. Skewness: The data appears to be spread relatively evenly on the left and right sides of the average, although a spike in the 120s gives the impression of a strongly centralized distribution in the middle. Overall, the School Committee variable has a distribution that tends to be centered around the average (120.33) with a distribution pattern that still shows a normality trend, thus providing a fairly strong basis for descriptive and inferential statistical interpretation.

Teacher Performance

Based on the results of the recapitulation of the respondents' answers to the teacher performance variable (Y), an overall average score of 4.02 was obtained with a total score of 12,187. These results show that the performance of State Elementary School teachers in Air Kumbang District is in the good category. This indicates that teachers have carried out their professional duties and responsibilities optimally in the learning process.

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International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Descriptive Statistics Table of Teacher Performance (Y)

Statistics		
Kinerja Guru		
N	Valid	101
	Missing	0
Mean		120,66
Std. Error of Mean		1,061
Std. Deviation		10,662
Variance		113,686
Skewness		,288
Std. Error of Skewness		,240
Kurtosis		-,352
Std. Error of Kurtosis		,476
Minimum		99
Maximum		148
Sum		12187

Source : SPSS processing results version 26 of 2026

The results of descriptive statistical analysis of the teacher performance variable (Y), it is known that the number of respondents in this study is 101 people and all data are declared valid without any missing data (missing = 0). This shows that all data from the distribution of the questionnaire can be used in the process of further research analysis. The results of the analysis showed that the teacher performance variable had an average value (mean) of 120.66. This score shows that in general, the level of teacher performance at State Elementary Schools in Air Kumbang District is in the good category. This condition indicates that teachers have carried out their professional duties and responsibilities quite optimally in the learning process and educational activities at school.

The standard deviation value of 10.662 shows that the distribution of respondent data on teacher performance variables is relatively variable, but still within reasonable limits. This shows that there is a difference in respondents' perception of the level of teacher performance, although the variation is not too far from the average score. The variance value of 113.686 indicates the level of diversity of respondents' answer data to the teacher performance variable. The greater the value of variance, the more diverse the respondents' answers to the statement items given in the research questionnaire. The skewness value of 0.288 indicates that the data distribution tends to be slightly skewed, but it is still in the category of a relatively normal distribution because the skewedness value is close to zero. This shows that most respondents give a fairly high assessment of teacher performance. The kurtosis value of -0.352 indicates that the data distribution is more sloping (platykurtic) than the normal distribution. This condition indicates that the distribution of respondent data is relatively evenly distributed and not too concentrated on one specific score group.

Based on the results of the analysis, it is also known that the minimum score obtained is 99, while the maximum score is 148. The score range shows that there is a variation in the level

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of respondents' assessment of teacher performance. The total score (sum) of 12,187 shows the total accumulated answers of respondents to all statement items in the teacher performance variable. Thus, the results of the descriptive statistics show that the performance of State Elementary School teachers in Air Kumbang District is in the good category. Teachers are considered to have been able to carry out learning planning, learning implementation, classroom management, and learning evaluation effectively in supporting the achievement of educational goals at school.

Based on the results of the frequency distribution of the teacher performance variable (Y), it is known that the number of respondents in this study is 101 teachers and all data are declared valid so that they can be used in the research analysis process. The frequency distribution showed that the respondents' answer scores to the teacher performance variables were in the range of 99 to 148. The lowest score of 99 was obtained by 1 respondent or by 1.0%, while the highest score of 148 was also obtained by 1 respondent or by 1.0%. The score range shows that there is a variation in the level of respondents' assessment of teacher performance at State Elementary School in Air Kumbang District.

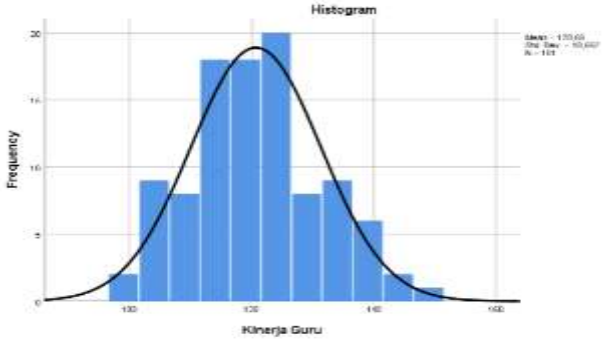
Based on the data distribution, the highest frequency was found at a score of 125 with a total of 9 respondents or 8.9%. In addition, scores of 106, 112, 118, 120, 123, and 134 each obtained a frequency of 5 respondents or 5.0%. This shows that most of the respondents gave an assessment in the medium to high category of teacher performance variables. The distribution of respondents' answers that were dominant in the high score range showed that teachers were considered to have good performance in carrying out their professional duties. Teachers are considered to be able to carry out the learning process effectively, starting from learning planning, mastery of materials, use of learning methods, classroom management, to evaluation of student learning outcomes.

The cumulative percentages in the table show a gradual increase to 100%, which indicates that the distribution of data is fairly evenly distributed across the various score categories. The dissemination of the data shows that there is a variation in perceptions among respondents regarding the level of teacher performance, but in general it still leads to positive assessments. In addition, the high scores of most respondents showed that teachers had been able to implement student-centered learning, utilize learning facilities and technologies, and evaluate learning objectively and transparently. This reflects that teachers have carried out pedagogic and professional competencies quite optimally in supporting the improvement of the quality of education in schools.

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Thus, based on the results of the frequency distribution, it can be concluded that the performance of State Elementary School teachers in Air Kumbang District is in the good category. This condition shows that teachers have carried out their duties and responsibilities professionally in supporting the achievement of learning goals and improving the quality of education in schools. Based on the results of the descriptive statistics and frequency distribution, the following frequency histogram of the score affecting teacher performance can be observed in the figure below:

Picture of Teacher Performance Statistics Descriptive Data Histogram (Y)



Source : SPSS processing results version 26 of 2026

The histogram presents the frequency distribution of the Teacher Performance variable with a sample (N) of 101 respondents. The average score of the calculation shows the number 120.66. This reflects the central point of the distribution of teacher performance scores in this study. Standard Deviation: 10.662. The relatively smaller standard deviation value compared to the average value indicates that the distribution of the data is fairly tight (consistent) around the mean value. Graph Symmetry Patterns show distributions that tend to be symmetrical. The highest frequency (mode) is in the 120–130 score range, which is directly adjacent to the average value. Normal Curve Conformity: Visually, the histogram bars follow the Normal (Gausian) Curve pattern very well. There is no extreme tilt (skewness) to either the left or right, and there are no prominent outliers on the tail of the distribution.

The average score of 120.66 provides an overview of the level of competence or achievement of teachers' work targets at the research site. The standard deviation of 10.662 indicates that the variation in ability between teachers is not too wide, or that there is a fairly even standardization of performance among respondents. Focusing the data in the middle area (110–130) showed that the majority of teachers had performance in the "average" to "good" category (depending on the rating scale used). This makes it easier for school policymakers to

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determine professional development interventions that are collective because of the homogeneous nature of the data. Overall, the distribution of the Teacher Performance variable data shows a normal and consistent distribution. This data has good reliability to be used as the basis for inferential analysis in determining relationships or influences with other independent variables.

Testing Data Analysis Requirements

Normality Test

Table of Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Principal Transformational Leadership	,049	101	,200*	,985	101	,322
School Committee	,104	101	,009	,972	101	,031
Teacher Performance	,065	101	,200*	,986	101	,352
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Source : SPSS processing results version 26 of 2026

Based on the results of the normality test on the transformational leadership variable of the principal, the significance value of Kolmogorov-Smirnov was 0.200 and the significance value of Shapiro-Wilk was 0.322. Because the two significance values are greater than 0.05, it can be concluded that the data of the transformational leadership variables of school principals are normally distributed. In the school committee variable, the Kolmogorov-Smirnov significance value was 0.009 and the Shapiro-Wilk significance value was 0.031. The significance value is less than 0.05, indicating that the school committee's variable data is not perfectly distributed normally. However, because the number of samples in this study is relatively large, which is as many as 101 respondents, based on parametric statistical assumptions, the data distribution can still be tolerated and the analysis can still be continued. In addition, the deviation from normality that occurred was not too extreme so that it did not significantly affect the results of the analysis.

Meanwhile, in the teacher performance variable, the Kolmogorov-Smirnov significance value was 0.200 and the Shapiro-Wilk significance value was 0.352. Both significance values are greater than 0.05, so it can be concluded that the data of the teacher performance variables are

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normally distributed. The results of the normality test showed that most of the research variables had a normal data distribution. Thus, the research data is considered to meet the assumption of normality so that it is suitable for use in parametric statistical analysis, such as regression analysis and research hypothesis testing.

Multicollinearity Test

Multicollinearity Test Table

Coefficientsa			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Principal Transformational Leadership	,999	1,001
	School Committee	,999	1,001
a. Dependent Variable: Kinerja Guru			

Source : SPSS processing results version 26 of 2026

Based on the results of the multicollinearity test, the transformational leadership variable of the principal had a Tolerance value of 0.999 and a VIF value of 1.001. Meanwhile, the school committee variable also had a Tolerance value of 0.999 and a VIF value of 1.001.According to the multicollinearity testing criteria, the data was declared not to experience multicollinearity if the Tolerance value was greater than 0.10 and the VIF value was less than 10. Based on these results, the two independent variables in this study had a Tolerance value far above 0.10 and a VIF value far below 10. Thus, it can be concluded that the regression model in this study does not experience symptoms of multicollinearity. These results show that the transformational leadership variables of principals and school committees do not have a high linear relationship with each other. This means that each independent variable is able to contribute and influence independently to the teacher's performance variables. In the absence of symptoms of multicollinearity, the regression model used in the study on the influence of transformational leadership of school principals and school committees on the performance of State Elementary School teachers in Air Kumbang District was declared to meet the classical assumption of regression. Therefore, multiple linear regression analysis can be continued to test the influence of independent variables on dependent variables partially or simultaneously.

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Data Autocorrelation Test

Data Autocorrelation Test Table

Coefficients[a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Principal Transformational Leadership	,999	1,001
	School Committee	,999	1,001
a. Dependent Variable: Kinerja Guru			

Sumber : Hasil pengolahan SPSS versi 26 Tahun 2026

Based on the results of the multicollinearity test, the transformational leadership variable of the principal had a Tolerance value of 0.999 and a VIF value of 1.001. Meanwhile, the school committee variable also had a Tolerance value of 0.999 and a VIF value of 1.001. According to the multicollinearity test criteria, the data is declared not to experience multicollinearity if the Tolerance value is greater than 0.10 and the VIF value is less than 10. Based on these results, the two independent variables in this study had a Tolerance value far above 0.10 and a VIF value far below 10. Thus, it can be concluded that the regression model in this study does not experience symptoms of multicollinearity.

These results show that the transformational leadership variables of principals and school committees do not have a high linear relationship with each other. This means that each independent variable is able to contribute and influence independently to the teacher's performance variables. In the absence of symptoms of multicollinearity, the regression model used in the study on the influence of transformational leadership of school principals and school committees on the performance of State Elementary School teachers in Air Kumbang District was declared to meet the classical assumption of regression. Therefore, multiple linear regression analysis can be continued to test the influence of independent variables on dependent variables partially or simultaneously

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Data Autocorrelation Test

Data Autocorrelation Test Table

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,837a	,700	,694	5,898	2,039

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a. Predictors: (Constant), School Committee, Principal Transformational Leadership
Source : SPSS processing results version 26 of 2026
b. Dependent Variable: Teacher Performance

Based on the results of multiple linear regression analysis in the Model Summary table, a correlation coefficient value (R) of 0.837 was obtained. This value shows that the relationship between the transformational leadership variables of the principal and the school committee on teacher performance is in the very strong category. This indicates that the two independent variables have a close relationship with the improvement of the performance of State Elementary School teachers in Air Kumbang District. The value of the determination coefficient (R Square) of 0.700 indicates that 70.0% variation in teacher performance can be explained by the transformational leadership variables of the principal and the school committee together. Meanwhile, the remaining 30.0% was influenced by other factors outside the research variables, such as work motivation, work environment, teacher competence, organizational culture, infrastructure, and other factors that were not studied in this study.

Furthermore, the Adjusted R Square value of 0.694 shows that after adjusting for the number of independent variables and the number of research samples, the ability of the regression model to explain the teacher's performance variables remains at a high level, which is 69.4%. This shows that the regression model used has a good level of accuracy in explaining the relationship between research variables. The Std. Error of the Estimate value of 5.898 indicates that the rate of regression model prediction errors for teacher performance variables is relatively small. The smaller the standard error value of the estimate, the better the ability of the regression model to predict dependent variables.

In addition, the Durbin-Watson test result was obtained at 2,039. The value is around the number 2, so it can be concluded that the regression model does not experience symptoms of autocorrelation. Thus, the residuals in regression models are independent and meet one of the classical assumptions of linear regression. Based on these results, it can be concluded that the regression model in the study on the influence of transformational leadership of school principals and school committees on the performance of State Elementary School teachers in Air Kumbang District has a good ability to explain the influence of independent variables on dependent variables. In addition, the regression model used was also declared feasible and met statistical assumptions for use in testing research hypotheses.

Uji Hypothesis

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International Journal of Education, Vocational and Social Science
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E-ISSN : 2963 4954
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T Test Results

Table of Results of the T Test (Partial Hypothesis)

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,714	7,516		1,026	,307
	Transformational Leadership of the school principal	,461	,047	,540	9,754	,000
	School Committee	,499	,044	,627	11,328	,000
Dependent Variable: Teacher Performance Source : SPSS processing results version 26 of 2026						

The results of this study prove that the Transformational Leadership of School Principals and School Committees partially has a positive and significant influence on the Performance of State Elementary School Teachers in Air Kumbang District. The better the transformational leadership of the principal and the more optimal the role of the school committee, the teacher performance will also increase.

Test Results -F (Simultaneous)

Table of Test Results -F (Simultaneous)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7959,722	2	3979,861	114,416	,000b
	Residual	3408,833	98	34,784		
	Total	11368,554	100			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), School Committee, Principal Transformational Leadership

Source : SPSS processing results version 26 of 2026

The results of this F test prove that the regression model used in the study is feasible and can be used to predict the influence of Transformational Leadership of Principals and School Committees on Teacher Performance. Thus, the better the implementation of transformational leadership of the principal and the more optimal the role of the school committee, the

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performance of teachers also tends to increase significantly.

Simple Linear Regression Analysis

The Influence of Principal Leadership (X1) on Teacher Performance (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,555a	,308	,301	8,917

a. Predictors: (Constant), Principal Transformational Leadership

Source : SPSS processing results version 26 of 2026

The value of the determination coefficient (R Square) of 0.308 shows that the Principal Transformational Leadership variable is able to contribute an influence of 30.8% to Teacher Performance. Meanwhile, the remaining 69.2% was influenced by other variables outside the study, such as work motivation, work discipline, school environment, teacher competence, infrastructure, and other factors that were not studied in this study.

The Influence of School Committee (X2) on Teacher Performance (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,640[a]	,409	,403	8,238

a. Predictors: (Constant), Komite Sekolah

Source : SPSS processing results version 26 of 2026

The value of the determination coefficient (R Square) of 0.409 shows that the School Committee variable contributes 40.9% to Teacher Performance. Meanwhile, the remaining 59.1% was influenced by other factors outside the study, such as teachers' work motivation, professional competence, work environment, infrastructure, school organizational culture, and other factors that were not studied in this study. The Std. Error of the Estimate value of 8.238 indicates the level of error prediction of the regression model to the Teacher Performance variable. The smaller the standard error value of the estimate, the better the ability of the regression model to predict dependent variables.

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E-ISSN : 2963 4954
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Multiple Linear Regression Analysis

Tabel Multiple Linear Regression Analysis

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,714	7,516		1,026	,307
	Principal's Transformational Leadership	,461	,047	,540	9,754	,000
	School Committee	,499	,044	,627	11,328	,000
a. Dependent Variable: Teacher Performance						

Source : SPSS processing results version 26 of 2026

The results of this multiple linear regression analysis prove that the Transformational Leadership of the Principal and School Committee partially has a positive and significant effect on the Performance of State Elementary School Teachers in Air Kumbang District. The better the implementation of the principal's transformational leadership and the more optimal the role of the school committee, the better the performance of teachers in carrying out their professional duties in the school.

DISCUSSION

The Influence of Principal Transformational Leadership (X_1) on Teacher Performance (Y)

Based on the results of simple linear regression analysis, a correlation coefficient value (R) of 0.555 was obtained, which showed that the relationship between the principal's transformational leadership and teacher performance was in the Medium category. Meanwhile, the determination coefficient value (R Square) of 0.308 shows that the transformational leadership of the school principal contributes 30.8% to the performance of State Elementary School teachers in Air Kumbang District. The remaining 69.2% were influenced by other factors outside the study. The results of the t-test showed a calculated t-value of 6.631 with a significance level of 0.000 < 0.05. Thus, the hypothesis that there is a positive and significant influence of the transformational leadership of the principal on teacher performance is acceptable. This means that the better the principal implements transformational leadership, the better the performance of teachers will be.

Transformational leadership of a school principal is a form of leadership that is able to

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provide inspiration, motivation, and encouragement to teachers to work more optimally in carrying out their professional duties. School principals who have a transformational character tend to be able to create a conducive work atmosphere, build effective communication, set an example, and encourage teacher professional development. The results of the study show that the transformational leadership of school principals has a positive and significant effect on the performance of State Elementary School teachers in Air Kumbang District. These findings indicate that the better the implementation of transformational leadership by the principal, the better the performance of teachers in carrying out their professional duties. This influence is reflected in the increase in teachers' ability to plan, implement, and develop the learning process effectively.

The findings of this study show that school principals who are able to provide inspiration, motivation, example, and attention to teachers' needs can create a work environment that is conducive to improving performance. Teachers feel supported in carrying out their duties so that they are more motivated to improve the quality of learning. In addition, leadership that encourages innovation and teacher professional development contributes to building a productive work culture in schools. The results of this study are in line with the transformational leadership theory put forward by Bass and Avolio, which states that transformational leaders are able to influence subordinates through four main dimensions, namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.(Bass & Bass Bernard, 1985) In the context of education, principals who apply these four dimensions will be able to increase teacher motivation, commitment, and performance through coaching that is oriented towards individual and organizational development of the school. The findings of this study are also supported by the theory of educational organizations which states that the success of schools is largely determined by the effectiveness of leadership in managing human resources. According to Yukl, effective leadership is able to create changes in organizational behavior that have an impact on improving the performance of organizational members, including teachers. (Santoso & Selwen, 2023).

The results of this study are consistent with the research of Slamet Wijayanto et al. (2021) which concluded that the transformational leadership of school principals has a positive effect on the performance of elementary school teachers. Savira Maharani's research (2023) also shows that transformational leadership based on self-efficacy contributes to improving the quality of teachers' work. However, the results of this study are not entirely in line with some studies that state that the influence of transformational leadership on teacher performance is not always direct. Research published in Education Management Media found that teachers' pedagogic

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competence and work ethic have a more dominant influence than the leadership of school principals. Other research has also shown that the influence of transformational leadership will be more effective when supported by work motivation, school organizational culture, and teachers' professional competence. These differences in results show that teacher performance is a multidimensional phenomenon influenced by various internal and external factors.

The Influence of School Committee (X_2) on Teacher Performance (Y)

Based on the results of simple linear regression analysis, a correlation coefficient (R) value of 0.640 was obtained which showed that the relationship between the school committee and teacher performance was in the strong category. The value of the determination coefficient (R Square) of 0.409 showed that the school committee contributed 40.9% to teacher performance, while the remaining 59.1% was influenced by other factors outside the study. The results of the t-test showed a calculated t-value of 8.278 with a significance level of 0.000 < 0.05. This shows that the school committee has a positive and significant influence on the performance of State Elementary School teachers in Air Kumbang District. Thus, the research hypothesis that states the influence of school committees on teacher performance is acceptable.

The school committee is one of the important elements in supporting the management of education in schools. The school committee has the function of being a consideration, supporter, controller, and mediator between the school and the community. The existence of an active school committee can help create more transparent, accountable, and participatory school management. The results of the study show that the school committee has a positive and significant effect on the performance of State Elementary School teachers in Air Kumbang District. These findings show that the more optimal the role of school committees in supporting the implementation of education, the better the performance of teachers in carrying out their professional duties. The findings of the study show that active school committees are able to provide support to various educational programs, help supervise the implementation of school activities, and bridge communication between schools and communities. This support creates a more conducive work environment so that teachers can carry out learning tasks more effectively and in a more targeted manner.

The results of this study are in line with the theory of School-Based Management (SBM) which places the school committee as one of the important components in improving the quality of education (Andriyan & Yoenanto, 2022). According to Mulyasa, school committees have functions as advisory agencies, supporting agencies, controlling agencies, and mediators between

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schools and the community (Mariani et al., 2024). The optimization of these functions will have a positive impact on the effectiveness of education implementation and improve the quality of teacher performance. In addition, the theory of community participation in education explains that community involvement through school committees can improve accountability, transparency, and quality of educational services. The support of the school committee for the provision of educational facilities and infrastructure can also help teachers carry out the learning process more optimally. The findings of this study are supported by the research of Siti Nurhayati (2021) who states that the active role of school committees has a positive effect on improving teacher performance. Muhammad Arifin's research (2022) also found that the involvement of school committees in planning and evaluating educational programs is able to increase teacher professionalism. Furthermore, Rina Oktaviani's research (2023) shows that school committee support for the provision of educational facilities contributes to the effectiveness of teachers' work.

However, some studies show that the influence of school committees on teacher performance can differ in each school. In a number of cases, school committees still carry out limited administrative functions so that their contribution to improving the quality of education has not been optimal. This condition is generally influenced by low community participation, lack of coordination between schools and school committees, and limited understanding of the functions and duties of school committees.

Pengaruh Kepemimpinan Transformasional Kepala Sekolah (X_1) dan Komite Sekolah (X_2) terhadap Kinerja Guru (Y)

Based on the results of multiple linear regression analysis, a correlation coefficient (R) value of 0.837 was obtained, which shows that the relationship between the transformational leadership of the principal and the school committee on teacher performance is in the very strong category. The value of the determination coefficient (R Square) of 0.700 shows that the two independent variables together contribute an influence of 70.0% to the performance of State Elementary School teachers in Air Kumbang District, while the remaining 30.0% is influenced by other factors outside the study. The results of the F test showed an F value of 114.416 with a significance level of 0.000 < 0.05. This shows that the transformational leadership of the principal and the school committee simultaneously has a positive and significant effect on teacher performance. Thus, the research hypothesis is accepted. The results of the study show that the transformational leadership of the principal and the school committee simultaneously has a

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positive and significant effect on the performance of State Elementary School teachers in Air Kumbang District.

These findings suggest that teacher performance improvement is not only determined by individual teachers' abilities, but is also influenced by the quality of principal's leadership and the institutional support provided by school committees. An important finding in this study is the synergy between the transformational leadership of the principal and the role of the school committee in creating an educational environment that supports the improvement of teacher professionalism. The principal acts as a director, motivator, and agent of change, while the school committee acts as a strategic partner who provides support, supervision, and participation in the implementation of education. Theoretically, the results of this study are supported by the theory of educational organization which explains that the effectiveness of school organization is determined by the collaboration of all school components. According to Sergiovanni, the success of schools is the result of interaction between educational leadership, organizational culture, and community participation. Therefore, the existence of an effective school principal must be supported by the active participation of the school committee so that educational goals can be achieved optimally.

The results of this study are also in accordance with the theory of School-Based Management, which emphasizes the importance of school autonomy and community involvement in education management. In this perspective, the principal and the school committee are two complementary components in realizing effective school governance and oriented towards improving the quality of education. This research is supported by the results of research by Rudi Hartono (2021) who concluded that the leadership of school principals and the role of school committees together have a positive effect on teacher performance. The findings explain that effective communication, harmonious cooperation, and support for school programs are able to create working conditions that support improving the quality of learning.

However, several studies show that there are still other factors that affect teacher performance, such as work motivation, organizational culture, pedagogic competence, work discipline, educational facilities and infrastructure, and school climate. This shows that improving teacher performance requires a comprehensive approach and does not rely solely on one or two factors. Based on the overall results of the study, it can be affirmed that successful teacher performance improvement requires a combination of effective transformational leadership of the principal and optimal school committee involvement. The synergy of these two factors is able to create an educational environment that supports the professional development of teachers,

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improves the quality of learning, and achieves educational goals in a sustainable manner.

CONCLUSION

Based on the results of the research on the Influence of Transformational Leadership of School Principals and School Committees on the Performance of State Elementary School Teachers in Air Kumbang District, the following conclusions can be drawn: Based on the results of the research on the influence of transformational leadership of school principals and the role of school committees on the performance of State Elementary School teachers in Air Kumbang District, it can be concluded that the transformational leadership of school principals has a positive influence to improve teacher performance. Leadership that is able to provide motivation, example, support, and encouragement to develop contributes to creating a conducive work environment so that teachers can carry out their professional duties more optimally. In addition, the role of the school committee also has a positive influence on teacher performance. The involvement of the school committee in supporting education programs, supervision, and cooperation with the school is able to strengthen the implementation of educational activities and encourage the improvement of the quality of teachers' work in the learning process. Simultaneously, the transformational leadership of the principal and the role of the school committee show a mutually supportive relationship in improving teacher performance. The synergy between effective school leadership and the active participation of school committees is an important factor in creating a better quality education delivery. Thus, the results of this study can be generalized to public elementary schools that have organizational, management, and educational environment characteristics that are relatively similar to the research conditions

FUTURE DIRECTIONS

School principals are advised to further optimize the implementation of transformational leadership in a real and sustainable manner, especially in the aspects of leadership communication, motivation, strengthening cooperation, and professional development of teachers. The principal not only plays the role of a school administrator, but must also be able to be a motivator, innovator, and agent of change in improving the quality of education. Improving the quality of leadership can be done through transformational leadership training, more intensive academic supervision, strengthening the school organizational culture, and improving interpersonal communication skills with teachers. School principals also need to build a more participatory leadership pattern by involving teachers in decision-making, evaluating school

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programs, and developing learning policies. School principals need to pay special attention to fostering classroom management and improving teachers' pedagogic competence, because these indicators are also one of the weaknesses in teacher performance variables. The support of the principal in the form of mentoring, monitoring, and appreciation for teacher performance will be very influential in increasing teacher motivation and professionalism. By consistently strengthening the transformational leadership of school principals, it is hoped that the quality of teacher performance can be improved more optimally, so that the educational goals and quality of learning at SD Negeri Air Kumbang District can be achieved more effectively. The school committee is expected to further improve the transparency of information and communication with school residents, especially in the delivery of policies, programs, and the use of the school budget. Increasing openness is important to strengthen teacher and community trust in school management. In addition, school committees need to be more active in supporting academic activities and the development of learning facilities so that teachers can carry out the learning process more effectively. Teachers are expected to continue to improve professional and pedagogic competence, especially in classroom management and create more active, innovative, and student-centered learning interactions. Teachers also need to take advantage of the support of the principal and school committee as motivation to improve the quality of learning and learning outcomes of students. Schools need to create a collaborative work culture between principals, teachers, and school committees to support the creation of a conducive educational environment. Schools also need to hold training, academic supervision, and periodic evaluations related to classroom management and learning strategies so that the quality of teacher performance increases. The researcher is further expected to develop this research by adding other variables that affect teacher performance, such as work motivation, organizational culture, work discipline, professional competence, and work environment. In addition, further research can be carried out at different levels of education or regions in order to obtain broader and more comprehensive research results.

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