LEADERSHIP, ORGANIZATIONAL CULTURE, WORK MOTIVATION, ORGANIZATIONAL COMMITMENT, AND JOB SATISFACTION AS DETERMINANTS OF TEACHER PERFORMANCE

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Leadership, Organizational Culture, Work Motivation, Organizational Commitment, Teacher Performance

ABSTRACT
There are many factors that influence teacher performance, not only because of the lack of teacher competence as many are addressed at this time. This study aims to analyse the influence of leadership, organizational culture, work motivation, organizational commitment, and job satisfaction on teacher performance in State Aliyah Madrasah in Malang Raya. This study uses quantitative methods, with data collection through questionnaires and data analysis using Structural Equation Modeling. The research shows that effective leadership is characterized by the ability to create a conducive work environment. Organizational culture is influenced by integration, work motivation by achievement needs, organizational commitment by continuance commitment, job satisfaction by job fit with personality, and teacher performance by lesson planning. Good leadership helps teachers understand the institution's goals and promotes active and effective learning. Factors such as management closeness, affective commitment, and job satisfaction improve teacher performance. Recommendations are given to the Heads of State Madrasah Aliyah in Malang Raya and the Ministry of Religious Affairs to consider the importance of effective leadership in improving teacher performance. This research has implications for improving teacher performance.

KATA KUNCI:
Kepemimpinan, Budaya Organisasi, Motivasi Kerja, Komitmen Organisasi, Kinerja Guru

ABSTRAK
Ada banyak faktor yang mempengaruhi kinerja guru, tidak hanya karena kurangnya kompetensi guru seperti yang banyak dibicarakan saat ini. Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan, budaya organisasi, motivasi kerja, komitmen organisasi, dan kepuasan kerja terhadap kinerja guru di Madrasah Aliyah Negeri di Malang Raya. Penelitian ini menggunakan metode kuantitatif, dengan pengumpulan data melalui kuesioner dan analisis data menggunakan Structural Equation Modeling. Hasil penelitian menunjukkan bahwa kepemimpinan yang efektif ditandai dengan kemampuan menciptakan lingkungan kerja yang kondusif. Budaya organisasi dipengaruhi oleh integrasi, motivasi kerja oleh kebutuhan berprestasi, komitmen organisasi oleh komitmen berkelanjutan, kepuasan kerja oleh kesesuaian pekerjaan dengan kepribadian, dan kinerja guru oleh perencanaan pembelajaran. Kepemimpinan yang baik membantu guru memahami tujuan institusi dan mendorong pembelajaran yang aktif dan efektif. Faktor-faktor seperti kedekatan manajemen, komitmen afektif, dan kepuasan kerja meningkatkan kinerja guru. Rekomendasi diberikan kepada Kepala Madrasah Aliyah Negeri di Malang Raya dan Kementerian Agama untuk mempertimbangkan pentingnya kepemimpinan yang efektif dalam meningkatkan kinerja guru. Penelitian ini berimplikasi pada peningkatan kinerja guru.

INTRODUCTION

Madrasahs are faced with the challenges of globalization that affects various aspects of life, such as economy, technology, and cultural values. Globalization integrates politics, social, culture, and science, and accelerates communication through information technology. Information technology has become a vital tool in various fields, including education. However, Muslims have experienced several stages of globalization before, starting from the classical era, followed by the takeover of knowledge by the West, to the return of knowledge from the West to the Islamic world (Chaer, 2016; Pewangi, 2016)..

Facing this challenge, Muslims need to improve various competencies, including conceptual, technical, management, emotional, moral, and spiritual abilities. At the crossroads of globalization, Islamic education must balance external influences with an internal mission to create whole human beings (Susanto, 2016). Therefore, there needs to be adjustments in educational components such as vision, mission, and curriculum.

In the dynamics of Islamic education, pesantren are now developing with various models, from traditional to modern, accompanied by madrasah. Madrasahs are increasingly accepted by the community because they provide balanced religious education and general knowledge. In addition, some excellent madrasahs, such as Madrasah Aliyah Insan Cendikia, have succeeded in producing graduates who are able to enter leading public universities (Syahr, 2016).

One of the key factors in improving the quality of education is teacher performance. Teachers have an important role in shaping quality human resources. However, teacher performance in Indonesia is still low, as seen from the results of the teacher competency test which only reached an average of 4.25 on a scale of 10. The low competency of teachers affects the quality of education and the Human Development Index. Indonesia ranks at the bottom of the global Human Development Index report, indicating a lag in education compared to other countries (Setianigsih & Kader, 2019).

Low teacher performance is caused by several factors, including limited knowledge in managing students, unstable personalities, low ability to write scientific papers, and lack of mastery of subject matter. These problems result in teachers' weak ability to relate the subject matter to students' daily lives. This finding is reinforced by research that shows the degradation of teacher exemplarity in the community (Nasution, 2024).

In educational organizations, good leadership is essential to achieve goals. The madrasah head plays a role in determining the future of the institution and must be able to direct subordinates towards achieving the mission and vision (Mukti, 2018). Effective leadership not only affects the success of the organization, but also ensures the sustainability

of quality education amid the challenges of globalization (Hidayat & Ibrahim, 2023). The effectiveness of madrasah principals' leadership is instrumental in achieving madrasah goals, as stated by experts such as Burton, Blumberg, Greenfield, Lipham, Hoeh, and Sergiovanni. They emphasize that the main tasks of madrasah principals include helping teachers understand the goals of the madrasah, improving the quality of teaching, creating a conducive work environment, providing facilities, and building relationships with the community. The success of the leader in carrying out these tasks determines the performance of the madrasah (Basri et al., 2023)..

Research by Koesmono, Mulyana et.al, Kairiah and Zakaria, also shows that organizational culture has a positive effect on performance. In addition, Safri Kamaria's research states that motivation has a significant impact on improving performance. Job satisfaction, which is affected by the effectiveness of performance and success at work, is very important. If job satisfaction is low, it can lead to decreased morale, increased absenteeism, and job stress (Khairiah & Zakaria, 2019; Koesmono, 2014; Mulyana et al., 2021).

In the context of education, despite the challenges faced, madrasahs have a great opportunity to continue to grow. Therefore, madrasahs must strive to improve the quality of their graduates so that they can compete with the changing demands of society. In this case,

the role of teachers is very important, especially to support the business sector as a driver of development. Leadership style and attitude also affect teacher job satisfaction and commitment. If the leadership style of the madrasah head is good, then teachers will be more satisfied and committed to the organization, which has a positive impact on their performance (Basuki & Pranata, 2023).

According to Arifin, the success of an organization largely depends on how able and willing members are to work hard, innovatively, disciplined, and responsible. A positive work attitude is also influenced by many factors, such as perception and motivation (Arifin, 2015). Organizational commitment, which reflects employee loyalty, is also an important factor in improving performance. As stated by Luthans, this commitment reflects employees' concern for the success of the organization and encourages them to continue to contribute.

Effective leadership plays a key role in influencing teacher attitudes and performance. Somprach asserts that leader behavior has a significant impact on subordinate performance. A leader who is able to motivate and empower employees can increase their competence in facing challenges at work. (Somprach et al., 2015).. According to Husen Umar, employee performance can be seen from two sides: internal, through individual work motivation, and external, from the culture or work environment (Umar, 2021).

Leadership effectiveness also relates to the executive's ability to harmonize organizational and individual needs. Individuals can meet organizational needs through their commitment, while organizations can meet individual needs by increasing job satisfaction (Hasan, 2017; Pratami & Muryatini, 2022; Sukaryaditisna, 2015). Examples from madrasahs such as Madrasah Aliyah Negeri in Malang, Batu City, Gondanglegi, Turen, and Sumberoto demonstrate the various strategies they employ to create a conducive and quality learning environment. Each of these madrasahs is committed to producing students who are faithful, devoted, knowledgeable and outstanding through different approaches, such as research development, creative learning and strong religious guidance.

In order to achieve the vision and mission of the madrasah, the madrasah head plays an important role in building a strong organizational culture, motivating teachers, and creating high job satisfaction. With good leadership, teachers will have better performance, which ultimately has an impact on the quality of madrasah graduates. Along with the decentralization of education policy in Indonesia, schools are expected to be more independent in managing the quality of education. Therefore, effective leadership is needed to face this challenge. The study of teacher performance in madrasahs is important to ensure the success of education delivery.

Teacher performance is not only determined by individual aspects, but also influenced by external factors such as leadership effectiveness, organizational culture, work motivation, organizational commitment, and job satisfaction. Effective leadership plays an important role in guiding and supporting teachers to reach their full potential. A good leader will be able to create a positive work environment, provide clear direction, and build harmonious relationships between teachers, students and all school components. In the context of madrasah, strong leadership can drive improvements in teaching quality and overall teacher performance.

The organizational culture in madrasah also plays a significant role in shaping teacher behavior and performance. A supportive, open and quality-oriented culture will encourage teachers to work better and more efficiently. A positive culture can facilitate collaboration, innovation and the implementation of effective learning practices. In addition, teachers' work motivation, which can come from internal factors such as the desire to achieve, as well as external factors such as recognition and rewards, has a direct influence on how well they perform their duties (Alexander, 2023; Mustolihudin & Khotimah, 2021).

Organizational commitment is another important aspect. Teachers who have high commitment tend to be more loyal and dedicated in carrying out their roles and responsibilities. This commitment is often

influenced by the level of job satisfaction teachers feel, both from the financial aspect, the work environment, and interpersonal relationships within the madrasah. High job satisfaction will increase morale and motivation, so teachers are more motivated to give their best in the learning process. The combination of effective leadership, conducive organizational culture, high work motivation, organizational commitment, and job satisfaction is the main determinant in improving teacher performance in madrasah (Yaacob, 2024; Yusrizal et al., 2022; Zulher et al., 2023).

The results of the researcher's initial observations in the State Aliyah Madrasahs in the Greater Malang area, which include Madrasah Aliyah Negeri Malang 1, Madrasah Aliyah Negeri Kota Batu, Madrasah Aliyah Negeri Gondanglegi, Madrasah Aliyah Negeri Turen and Madrasah Aliyah Negeri Donomulyo, show that the low quality of education in madrasahs is caused by the lack of leadership effectiveness of madrasah principals in carrying out their strategic roles. The effectiveness of the madrasah principal's leadership as a planner who sets the goals, vision, mission, and ideals of the madrasah needs to be tested empirically as a factor that influences organizational culture - which has an impact on organizational commitment - and teacher work motivation - which affects their job satisfaction. Optimal teacher performance is strongly influenced by the madrasah principal's ability to create a conducive work environment and motivate

teachers to contribute better. With good teacher performance, madrasahs will more easily achieve their vision, mission, goals and objectives. This study seeks to find a model of the influence of the effectiveness of madrasah principals' leadership on these factors in the specified research locations, as an important step in improving the quality of education in madrasah.

Based on the above, the purpose of this study is to analyze and find the effect of leadership effectiveness, organizational culture, work motivation, organizational commitment, job satisfaction on teacher performance at the State Aliyah Madrasah in Malang Raya. This research certainly has a distinction from previous research, especially in the focus and results of the study. Some previous studies such as those conducted by Ma'murotus Sa'diyah, who found that leadership and organizational culture have a positive effect on the performance of health centers through motivation. Sudarma's research results confirm that organizational culture, transformational leadership, and career development affect organizational performance in private universities through organizational commitment. Risambessy showed that transformational leadership and motivation improve employee performance. Picollo and Colquitt found transformational leadership has a significant impact on task performance through intrinsic motivation and job characteristics. Ida Ayu Brahmasari examined the influence of work motivation, leadership, and organizational

culture on job satisfaction and performance at PT Pei Hai Internasional Wiratama Indonesia. Meanwhile, other studies by Chi, Yeh, and Yu, as well as Tokhibin & Wuradji, corroborate that transformational leadership and organizational culture significantly affect performance in various educational institutions.

This study focuses on the influence of leadership effectiveness, organizational culture, work motivation, organizational commitment, and job satisfaction on teacher performance in the State Aliyah Madrasah (MAN) Malang Raya. The originality of the research lies in emphasizing these variables as independent factors that have not been widely discussed before, with teacher performance as the dependent variable. This study aims to test and find a model of the influence of these variables on teacher performance in Madrasah Aliyah Negeri Malang Raya.

This study makes an important contribution by identifying the determinant factors that affect teacher performance, namely leadership, organizational culture, work motivation, organizational commitment, and job satisfaction. By exploring the relationships between these variables, this study helps understand how each factor affects teacher performance directly and indirectly. The findings can be used to design more effective interventions to improve teacher performance, whether in developing leadership, improving organizational culture, or increasing motivation and job satisfaction. This research also offers new insights for managerial policies and practices in the education sector.

THEORY DESCRIPTION

Leadership effectiveness relates to a leader's ability to motivate, influence, and guide team members towards achieving organizational goals. According to Yusrizal et.al, effective leadership includes transformational leadership styles that inspire and empower employees, as well as transactional leadership that focuses more on task management and rewards (Yusrizal et al., 2022).

Operationally, leadership effectiveness is related to five indicators, namely the ability to help teachers understand madrasah goals, the ability to help improve teaching, the ability to create a conducive work climate, the ability to provide facilities and financing, and the ability to establish relationships with the community (Kusmiati, 2022).

Organizational culture refers to the system of values, beliefs, and norms that shape the way an organization operates and how its members behave. Organizational culture influences the way employees interact and affects the overall effectiveness and performance of the organization. A positive culture encourages collaboration and innovation. Operationally, organizational culture variables include several indicators, namely professionalism, closeness to management, trust in colleagues, order, and integration (Budiono &

Sinaga, 2022; Nuryadi et al., 2023; Suseno et al., 2023)..

Work motivation is an internal and external drive that affects the intensity and direction of employee effort in achieving work goals. (Kurroman & Ilhami, 2024; Nasrul et al., 2021).. Work motivation is influenced by motivating factors (such as achievement and recognition) and maintaining factors (such as working conditions and salary). High motivation has a positive impact on performance and job satisfaction. Operationally, work motivation variables include several indicators, namely the need for achievement, the need for power, the need for affiliation (Avisiena et al., 2021). (Avisiena et al., 2024; Mujahidin, 2021; Sari et al., 2021)..

Organizational commitment refers to the extent to which employees feel attached and loyal to the organization they work for. Meyer and Allen mention three components of organizational commitment: affective (emotional attachment), normative (moral obligation), and continuance (dependence on the organization) (Allen & Meyer, 2000). High commitment encourages greater involvement and reduces the intention to leave the organization. Operationally, the indicators of organizational commitment are *affective commitment, continuance commitment, and normative commitment* (Hadi & Tentama, 2020).

Job satisfaction is the extent to which individuals are satisfied with aspects of their jobs, including the work environment, compensation, and relationships with coworkers. Job satisfaction is directly related to productivity and motivation. High job satisfaction can improve performance and reduce staff turnover rates. Operationally, the indicators of job satisfaction are satisfaction with the job itself, satisfaction with the suitability of the job with personality, satisfaction with wages and promotions, satisfaction with coworkers and superiors, satisfaction with the work environment (Utomo & Nugroho, 2022; Yaacob, 2024)..

Teacher performance refers to the extent to which teachers achieve set learning objectives as well as their effectiveness in the teaching process. (Susanto, 2016). Teacher performance is measured based on student outcomes, pedagogical skills, and contributions to the school environment. Operationally in this study, the research indicators of teacher performance include lesson planning; implementation of active and effective learning activities; and learning assessment (Aji & Khasanah, 2022; Sari et al., 2021)..

METHODS

This research uses a quantitative approach, where the data obtained is in the form of numbers and analyzed using statistical formulas (Creswell, 2014). The type of research used is *explanatory research*, which aims to explain the theory based on previous research findings, either to strengthen, reject, or perfect it. This research also includes expost facto research,

because it deals with variables that have occurred without giving treatment to the variables under study. This study examines the effect of leadership effectiveness, organizational culture, work motivation, organizational commitment and job satisfaction on teacher performance as shown in the following figure.
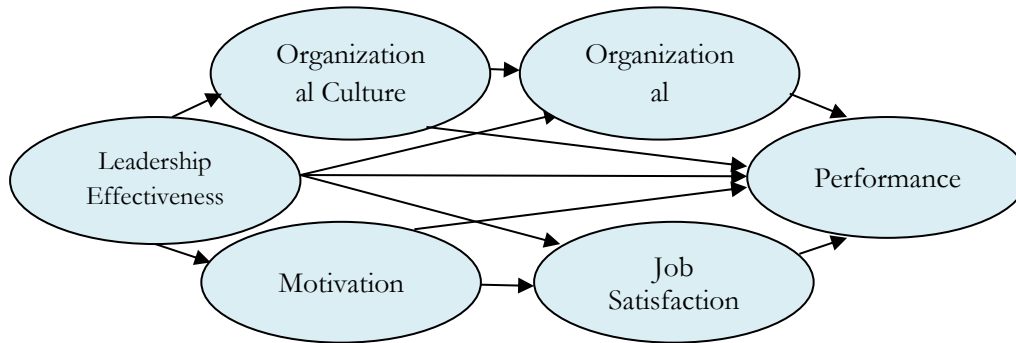

Figure 1: Research design

The population of this study includes all permanent teachers in five State Aliyah Madrasahs in Greater Malang, namely MAN Malang 1, MAN Kota Batu, MAN Gondanglegi, MAN Turen, and MAN Donomulyo. MAN 3 Malang was excluded because it has different characteristics and is an integrated madrasah. MAN was chosen as the research location for several reasons. First, the issue of institutional privatization due to decentralization and education autonomy policies creates new challenges for education management in State Madrasah Aliyah compared to private Madrasah Aliyah, so it is important to understand the leadership needed to improve teacher performance in the face of these changes. Secondly, Madrasah Aliyah Negeri are secondary education institutions that have only been under regional authority since Law No. 22 of 1999. Third, Madrasah Aliyah Negeri have a significant role in preparing students to enter higher education, which requires optimal teacher performance.

The total population is 212 permanent teachers, who are civil servants in the five Madrasah Aliyah Negeri. The sample was taken using proportional random sampling technique, with the number of samples determined based on the Krejcie & Morgan formula, resulting in a sample of 136 people.

Table 1. Sample Distribution

No.	Madrasah Name	Population	Sample
1	MAN Malang 1	60	60 : 212 X 136 = 38,49 ~ 39
2	MAN 2 Batu	66	66 : 212 X 136 = 42,34 ~ 42
3	MAN Gondanglegi	62	62 : 212 X 136 = 39,77 ~ 40
4	MAN Turen	16	16 : 212 X 136 = 10,26 ~ 10
5	MAN Sumberoto	8	8 : 212 X 136 = 5,13 ~ 5
	Total	212	135,99 ~ 136

This study used primary data through a Likert scale questionnaire and secondary data from relevant documents. The closed questionnaires were distributed and retrieved directly by the researcher with the help of teachers at the research site to ensure objectivity. The focus of the study was leadership effectiveness, organizational culture, work motivation, organizational commitment, job satisfaction, and teacher performance in the State Aliyah Madrasahs in Greater Malang. Quantitative data were collected from 136 teachers who rated the madrasah head and their own performance. Incomplete questionnaires were considered invalid and only complete ones were processed for further analysis.

The data collection technique used is a closed questionnaire. The instrument used to measure all variables in this study consists of 95 question items, where each item has gradations of answers strongly agree, agree, doubt, disagree, strongly disagree.

To measure the validity of this instrument, *product moment correlation* was used at the significance level with a predetermined probability value of 0.05. While the reliability of the instrument of leadership effectiveness, organizational culture, work motivation, organizational commitment, job satisfaction, and teacher performance with a *verbal frequency estimation scale* uses the Cronbach's Alpha formula.

Data analysis consists of descriptive analysis. *Structural Equation Modeling* analysis with AMOS 4.0 statistical software package in modeling and hypothesis assessment. For complete modeling, the steps include: (1) Theoretical Model Development: Conducting a literature review to justify the theoretical model and using SEM to confirm the model with empirical data; (2) Path Diagram development: Depicting the theoretical model in a path diagram to test causal relationships. This diagram distinguishes between exogenous constructs (independent variables) and endogenous constructs (dependent variables) through arrows and curved lines.

RESULTS AND DISCUSSION
Validity and Reliability Test Results

The results of the validity test of the leadership effectiveness instrument consisting of 30 statement items obtained the Product Moment Correlation coefficient (r count) on all statement items greater than r table (0.361) indicating that all statement items are valid and can be used in the next analysis process.

Table 2. Validity Test Results of Leadership Effectiveness Instrument

Item	r count	Description	Item	r count	Description
KE.1	0.574	Valid	KE.16	0.610	Valid
KE.2	0.591	Valid	KE.17	0.656	Valid
KE.3	0.669	Valid	KE.18	0.776	Valid
KE.4	0.552	Valid	KE.19	0.488	Valid
KE.5	0.548	Valid	KE.20	0.519	Valid

KE.6	0.410	Valid	KE.21	0.552	Valid
KE.7	0.713	Valid	KE.22	0.419	Valid
KE.8	0.677	Valid	KE.23	0.688	Valid
KE.9	0.691	Valid	KE.24	0.702	Valid
KE.10	0.731	Valid	KE.25	0.550	Valid
KE.11	0.714	Valid	KE.26	0.547	Valid
KE.12	0.667	Valid	KE.27	0.499	Valid
KE.13	0.781	Valid	KE.28	0.579	Valid
KE.14	0.510	Valid	KE.29	0.664	Valid
KE.15	0.589	Valid	KE.30	0.595	Valid

The results of the organizational culture instrument validity test consisting of 10 statement items obtained the Product Moment Correlation coefficient (r count) on all statement items greater than r table (0.361) indicating that all statement items are valid and can be used in the next analysis process.

Table 3. Organizational Culture Instrument Validity Test Results

Item	r count	Description	Item	r count	Description
BO.1	0.583	Valid	BO.6	0.752	Valid
BO.2	0.385	Valid	BO.7	0.790	Valid
BO.3	0.720	Valid	BO.8	0.691	Valid
BO.4	0.768	Valid	BO.9	0.529	Valid
BO.5	0.593	Valid	BO.10	0.656	Valid

The results of the validity test of the work motivation instrument consisting of 19 statement items obtained the Product Moment Correlation coefficient (r count) on all statement items greater than r table (0.361) indicating that all statement items are valid and can be used in the next analysis process. The details of the results of the validity test of the research instrument in question, as follows:

Table 4. Validity Test Results of Work Motivation Instrument

Item	r count	Description	Item	r count	Description
MK.1	0.778	Valid	MK.11	0.783	Valid
MK.2	0.754	Valid	MK.12	0.375	Valid
MK.3	0.477	Valid	MK.13	0.726	Valid
MK.4	0.787	Valid	MK.14	0.744	Valid
MK.5	0.737	Valid	MK.15	0.613	Valid
MK.6	0.584	Valid	MK.16	0.370	Valid
MK.7	0.807	Valid	MK.17	0.592	Valid
MK.8	0.821	Valid	MK.18	0.486	Valid
MK.9	0.515	Valid	MK.19	0.721	Valid
MK.10	0.415	Valid			

The results of the validity test of the organizational commitment instrument consisting of 12 statement items obtained the Product Moment Correlation coefficient (r count) on all statement items greater than r table (0.361) indicating that all statement items are valid and can be used in the next analysis process.

Table 5. Organizational Commitment Instrument Validity Test Results

Item	r count	Description	Item	r count	Description
KO.1	0.655	Valid	KO.7	0.512	Valid
KO.2	0.809	Valid	KO.8	0.544	Valid
KO.3	0.684	Valid	KO.9	0.381	Valid
KO.4	0.733	Valid	KO.10	0.428	Valid
KO.5	0.799	Valid	KO.11	0.660	Valid
KO.6	0.753	Valid	KO.12	0.506	Valid

The results of the validity test of the job satisfaction instrument consisting of 10 statement items obtained the Product Moment Correlation coefficient (r count) on all statement items greater than r table (0.361) indicating that all statement items are valid and can be used in the next analysis process.

Table 6. Results of the Job Satisfaction Instrument Validity Test

Item	r count	Description	Item	r count	Description
KP.1	0.760	Valid	KP.6	0.442	Valid
KP.2	0.828	Valid	KP.7	0.891	Valid
KP.3	0.884	Valid	KP.8	0.827	Valid
KP.4	0.841	Valid	KP.9	0.874	Valid
KP.5	0.586	Valid	KP.10	0.831	Valid

The results of the validity test of the teacher performance instrument consisting of 14 statement items obtained the Product Moment Correlation coefficient (r count) on all statement items greater than r table (0.361) indicating that all statement items are valid and can be used in the next analysis process.

Table 7. Teacher Performance Instrument Validity Test Results

Item	r count	Description	Item	r count	Description
KG.1	0.677	Valid	KG.8	0.552	Valid
KG.2	0.673	Valid	KG.9	0.402	Valid
KG.3	0.593	Valid	KG.10	0.762	Valid
KG.4	0.550	Valid	KG.11	0.522	Valid
KG.5	0.699	Valid	KG.12	0.384	Valid
KG.6	0.539	Valid	KG.13	0.646	Valid
KG.7	0.470	Valid	KG.14	0.479	Valid

The results of the reliability test of the leadership effectiveness, organizational culture, work motivation, organizational commitment, job satisfaction, and teacher performance instruments consisting of 10-30 statement items obtained a Cronbach's Alpha value greater than 0.600 indicating that the instrument is reliable and can be used in the next analysis process.

Table 8. Instrument Reliability Test Results

No.	Variables	Cronbach's Alpha	Description
1	Leadership Effectiveness	0.951	Reliable
2	Organizational Culture	0.838	Reliable
3	Work Motivation	0.915	Reliable
4	Organizational Commitment	0.853	Reliable
5	Job Satisfaction	0.914	Reliable
6	Teacher Performance	0.824	Reliable

Structural Equation Modeling Results

In accordance with the results of research data collection, the results of processing the information obtained can be presented as shown below.

Path Diagram Development

Structural Equation Modeling (SEM) analysis was used to examine the influence between variables such as leadership effectiveness, organisational culture, motivation, commitment, job satisfaction, and teacher performance. SEM allows modelling of complex causal relationships, providing an in-depth understanding of the contribution of each factor to teacher performance. Path diagrams from SEM visualise the theoretical model, helping to identify the most influential variables and interactions between variables.
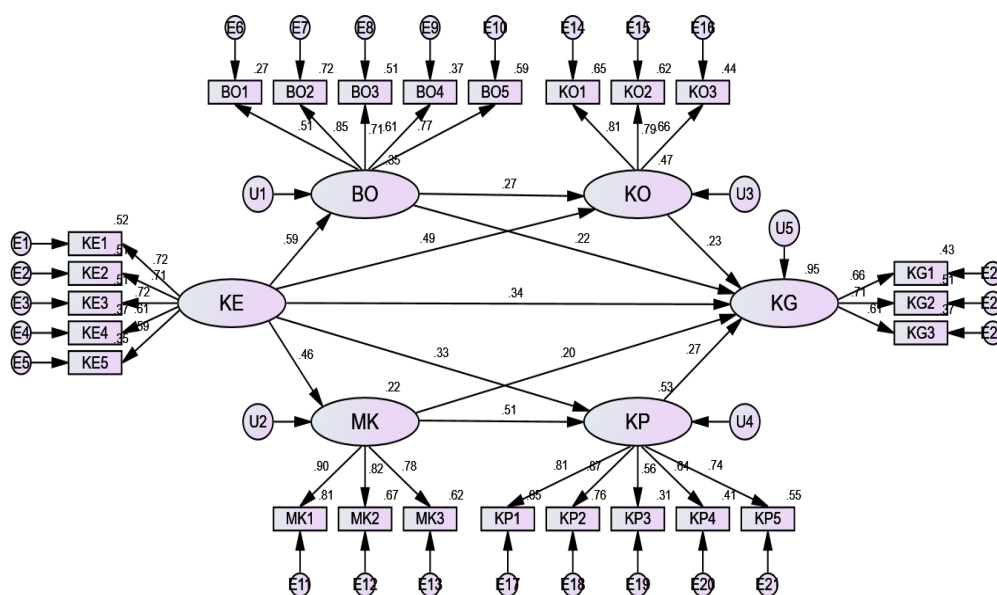

Figure 2. Path Diagram Development

Structural Equation Modeling Assumptions

1. Normality and Linearity Assumptions

Testing the assumption of normality is done with the C.R value on skewness and kurtosis univariate (each indicator) and multivariate (overall). The results are as shown in the table below

Table 8. Normality Assumption

Variable	min	max	skew	c.r.	kurtosis	c.r.
KG3	3	5	-0.034	-0.162	-0.326	-0.776
KG2	3	5	0.045	0.216	-1.298	-3.091
KG1	4	5	-0.147	-0.702	-1.978	-4.709
KP5	3	5	-0.800	-3.808	-0.542	-1.290
KP4	3	5	-0.392	-1.865	-0.699	-1.665
KP3	2	5	-0.172	-0.821	-0.310	-0.738
KP2	3	5	-0.827	-3.937	-0.349	-0.831
KP1	3	5	-0.735	-3.497	-0.486	-1.156
KO3	2	5	-0.089	-0.422	-0.386	-0.918
KO2	2	5	-0.371	-1.768	-0.688	-1.637
KO1	2	5	-0.387	-1.841	-0.503	-1.197
MK3	2	5	-0.723	-3.440	0.329	0.784
MK2	2	5	-0.982	-4.675	1.544	3.675
MK1	2	5	-0.849	-4.041	1.046	2.490
BO5	3	5	-1.188	-5.654	0.420	1.000
BO4	2	5	-0.391	-1.863	0.123	0.292
BO3	3	5	-0.453	-2.157	-0.721	-1.715
BO2	3	5	-0.599	-2.849	-0.584	-1.390
BO1	3	5	-0.188	-0.893	-1.108	-2.638
KE5	3	5	-0.291	-1.387	-0.890	-2.119
KE4	3	5	-0.267	-1.272	-1.064	-2.533
KE3	3	5	-0.357	-1.700	-1.043	-2.482
KE2	2	5	-0.472	-2.246	0.204	0.485
KE1	2	5	-0.302	-1.439	0.120	0.286
Multivariate					69.347	11.446

The results of the analysis indicate that most indicators obtained C.R values between -2.58 and +2.58 when tested univariately, which means that the assumption of normality for each variable individually is satisfied. However, when tested multivariately, the C.R value exceeds +2.58, indicating that the assumption of normality for the combined variables is not fully met. Despite this, the normality assumption is still considered valid due to the large sample size, which exceeds 100 respondents. In SEM, large sample sizes can compensate for minor deviations from normality, making the model robust and the results reliable.

The linearity assumption was tested using a curve test, where the p-value of the relationships between each pair of variables was examined. This p-value provides insights into whether the relationship between the variables is linear. If the p-value is within an acceptable

range, it supports the assumption that the relationships between variables are linear, a critical factor in ensuring that the SEM model can accurately predict and analyze the interactions. Meeting the assumptions of normality and linearity is crucial for the validity of the model, ensuring that the structural relationships between the tested variables, such as leadership effectiveness, organizational culture, and performance, are accurately represented.

Table 9. Linearity Assumption

Influence	F-count	p-value	Description
KE → BO	60.863	0.000	Linear
KE → MK	24.942	0.000	Linear
KE → KO	50.098	0.000	Linear
KE → KP	52.505	0.000	Linear
KE → KG	108.047	0.000	Linear
BO → KO	52.596	0.000	Linear
BO → KG	85.084	0.000	Linear
MK → KP	40.436	0.000	Linear
MK → KG	79.112	0.000	Linear
KO → KG	90.290	0.000	Linear
KP → KG	82.755	0.000	Linear

2. Outlier Assumptions

Testing the assumption of outliers is done using the Mahalanobis Distance test to assess how far a data is from the center of a particular point. Evaluation criteria are carried out by paying attention to the Mahalanobis D-Square (MD) value. Data with a high MD value indicates potential outliers, as the value reflects how extreme the data is compared to other data distribution centers.

Table 9. Assumption of Outliers

Observation number	Mahalanobis d-squared	p1	p2
110	61.094	0.000	0.006
107	57.912	0.000	0.000
76	50.341	0.001	0.001
44	47.612	0.003	0.001
127	45.470	0.005	0.001
22	40.644	0.018	0.039
126	39.797	0.022	0.035
79	39.749	0.023	0.013
55	39.339	0.025	0.008
11	39.326	0.025	0.002
133	37.533	0.039	0.017
109	37.258	0.041	0.011
59	36.999	0.044	0.007

6	36.908	0.045	0.003
47	36.744	0.046	0.002
121	35.662	0.059	0.007
108	35.606	0.060	0.003
116	35.354	0.063	0.002
134	34.500	0.076	0.008
98	34.328	0.079	0.005
42	32.577	0.113	0.088
87	32.525	0.115	0.060
1	32.427	0.117	0.044
103	32.427	0.117	0.026
74	32.359	0.118	0.017

The results of the analysis obtained the Mahalanobis d-squared value is less than the chi-square value of 117.632, indicating that there are no observations including outliers so that the assumptions are met.

3. **Confirmatory Factor Analysis (CFA)**

The analysis was carried out using *confirmatory* factor analysis. In this analysis, the validity level of each indicator is tested by comparing the amount of C.R with T-Table based on an alpha error rate of 5% (0.05),

namely if C.R is greater than T-Table (1.960), it can be concluded that the lambda coefficient of the indicator is valid, and vice versa. The lambda coefficient of each indicator that is greater than 0.500 indicates that the indicator is valid. The results of the analysis of each latent variable obtained the loading factor of each indicator is more than 0.500 and the t-statistic value is less than 0.050, which means that each indicator has the ability (valid) to form latent variables properly.

Confirmatory Factor Analysis

Variables	Indicator	Loading	S.E	t-statistic	p-value
Leadership Effectiveness	KE1	0.719	-	Fixed	Fixed
	KE2	0.711	0.135	7.473	***
	KE3	0.716	0.107	7.520	***
	KE4	0.611	0.142	6.476	***
	KE5	0.593	0.135	6.287	***
Organizational Culture	BO1	0.515	-	Fixed	Fixed
	BO2	0.848	0.305	5.943	***
	BO3	0.711	0.269	5.519	***
	BO4	0.606	0.294	5.057	***
	BO5	0.766	0.267	5.717	***
Work Motivation	MK1	0.899	-	Fixed	Fixed
	MK2	0.821	0.081	11.568	***
	MK3	0.785	0.085	10.874	***
Organizational	KO1	0.807	-	Fixed	Fixed

Commitment	KO2	0.786	0.113	8.559	***
	KO3	0.664	0.110	7.377	***
Job Satisfaction	KP1	0.809	-	Fixed	Fixed
	KP2	0.871	0.095	11.186	***
	KP3	0.556	0.110	6.535	***
	KP4	0.637	0.103	7.658	***
	KP5	0.742	0.106	9.218	***
Teacher Performance	KG1	0.657	-	Fixed	Fixed
	KG2	0.711	0.156	7.264	***
	KG3	0.612	0.179	6.380	***

4. Conformance Index and *Cut-Off Value*

If the assumptions have been met, then the model can be tested in various ways, in SEM analysis there is no single statistical test tool. The following are some fit indices and *cut-off values* to test whether a model is acceptable or not. Testing is done using several criteria, including chi-square value, p-value, CMIN/df, RMSEA, GFI, AGFI, TLI, and CFI.

Table 11. *Goodness of Fit of the* Initial Model

Goodness of Fit	Test Value	Criteria	Description
Chi-square $(\chi)^2$	720.798	Small	Poor Fit
p-value	0.000	> 0.050	Poor Fit
CMIN/DF	2.991	< 2.000	Poor Fit
RMSEA	0.121	< 0.080	Poor Fit
GFI	0.707	> 0.900	Poor Fit
AGFI	0.636	> 0.900	Poor Fit
TLI	0.707	> 0.950	Poor Fit
CFI	0.744	> 0.950	Poor Fit

The results of the analysis show that none of the goodness of fit criteria are met, so it is necessary to adjust the model by making *modifications* with *modification indices*.

Table 11. Goodness of Fit Modified Model

Goodness of Fit	Test Value	Criteria	Description
Chi-square $(\chi)^2$	144.036	Small	Good Fit
p-value	0.622	> 0.050	Good Fit
CMIN/DF	0.960	< 2.000	Good Fit
RMSEA	0.000	< 0.080	Good Fit
GFI	0.924	> 0.900	Good Fit
AGFI	0.848	> 0.900	Marginal Fit
TLI	1.006	> 0.950	Good Fit
CFI	1.000	> 0.950	Good Fit

Construct Reliability Test and _Variance Extract_

There are two ways that can be used, namely by looking at _construct reliability_ and _variance extracted_, both of which have a _Cut Off Value of_ at least 0.70 and 0.50 respectively. However, these _cut off_ values are not a dead number

Table 12. Construct Reliability Test and _Variance Extract_

Variables	Construct Reliability	Variance Extract
Leadership Effectiveness	0.902	0.649
Organizational Culture	0.930	0.731
Work Motivation	0.933	0.822
Organizational Commitment	0.870	0.692
Job Satisfaction	0.929	0.729
Teacher Performance	0.888	0.726

Hypothesis Testing

1. Hypothesis 1 tested the effect of leadership effectiveness on organizational culture. The test results show the t-statistics value exceeds 1.960, proving this hypothesis true. The positive path coefficient of 0.590 indicates that leadership effectiveness has a positive effect on organizational culture, meaning that the leadership effectiveness of madrasah principals improves the organizational culture of madrasah.

2. Hypothesis 2 tested the effect of leadership effectiveness on work motivation. The test results show the t-statistics value exceeds 1.960, proving that leadership effectiveness affects work motivation. The path coefficient of 0.465, which is positive, indicates that leadership effectiveness is directly related to increased work motivation.

3. Hypothesis 3 tested the effect of leadership effectiveness on organizational commitment. The results show the t-statistics value exceeds 1.960, proving the hypothesis to be true. The positive path coefficient of 0.490 indicates that leadership effectiveness has a positive effect on organizational commitment, meaning that good leadership increases organizational commitment.

4. Hypothesis 4 examines the effect of leadership effectiveness on job satisfaction. The test results show that the t-statistics value exceeds 1.960, so hypothesis 4 is proven correct. The path coefficient of 0.333 is positive, indicating that leadership effectiveness has a unidirectional effect on job satisfaction-the more effective the leadership of the madrasah head, the higher the job satisfaction.

5. Hypothesis 5 tested the effect of leadership effectiveness on teacher performance. The test results show that the t-statistics value is more than 1.960, so hypothesis 5 is proven correct. The path coefficient of 0.336 is positive, indicating that leadership effectiveness has a positive effect on teacher

performance-the more effective the madrasah principal's leadership, the better teacher performance.

6. Hypothesis 6 Organizational culture affects organizational commitment. The t-statistics value exceeds 1.960, proving hypothesis 6 to be true. The path coefficient of 0.271 is positive, indicating that a good organizational culture increases organizational commitment.

7. Hypothesis 7 Organizational culture affects teacher performance. The t-statistics value exceeds 1.960, proving hypothesis 7 to be true. The path coefficient of 0.215 is positive, indicating that a good organizational culture improves teacher performance.

8. Hypothesis 8 Work motivation affects job satisfaction. The t-statistics value exceeds 1.960, proving hypothesis 8 to be true. The path coefficient of 0.513 is positive, indicating that increasing work motivation increases job satisfaction.

9. Hypothesis 9 Work motivation affects teacher performance. The t-statistics value exceeds 1.960, proving hypothesis 9 correct. The path coefficient of 0.204 is positive, indicating that increasing work motivation improves teacher performance.

10. Hypothesis 10 Organizational commitment affects teacher performance. The t-statistics value exceeds 1.960, proving hypothesis 10 true. The path coefficient of 0.226 is positive, indicating that increasing

organizational commitment improves teacher performance.

11. Hypothesis 11 Job satisfaction affects teacher performance. The test results show that the t-statistics value exceeds 1.960, so hypothesis 11 is proven correct. The path coefficient of 0.274 is positive, indicating that an increase in job satisfaction improves teacher performance.

12. Hypothesis 12 Leadership effectiveness affects organizational commitment through organizational culture. The t-statistics value exceeds 1.960, proving hypothesis 12 to be true. The path coefficient of 0.160 is positive, indicating that leadership effectiveness increases organizational commitment through organizational culture.

13. Hypothesis 13 Leadership effectiveness affects job satisfaction through work motivation. The t-statistics value exceeds 1.960, proving hypothesis 13 true. The path coefficient of 0.239 is positive, indicating that leadership effectiveness increases job satisfaction through work motivation.

14. Hypothesis 14 Organizational culture affects teacher performance through organizational commitment. The t-statistics value exceeds 1.960, proving hypothesis 14 true. The path coefficient of 0.061 is positive, indicating that organizational culture improves teacher performance through organizational commitment.

15. Hypothesis 15 Work motivation affects teacher performance through job

satisfaction. The t-statistics value exceeds 1.960, proving hypothesis 15 true. The path coefficient of 0.141 is positive, indicating that work motivation improves teacher performance through job satisfaction.

16. Hypothesis 16 Leadership effectiveness affects teacher performance through organizational culture and organizational commitment. The t-statistics value exceeds 1.960, proving hypothesis 16 true. The path coefficient of 0.036 is positive, indicating that leadership effectiveness improves teacher performance through organizational culture and organizational commitment.

17. Hypothesis 17 Leadership effectiveness affects teacher performance through work motivation and job satisfaction. The t-statistics value exceeds 1.960, proving hypothesis 17 true. The path coefficient of 0.065 is positive, indicating that leadership effectiveness improves teacher performance through work motivation and job satisfaction.

Discussion Analysis

Leadership effectiveness is measured by the leader's ability to carry out tasks with high quantity and appropriate quality standards to achieve organizational goals. This study identified five main elements that make up leadership effectiveness in madrasah: (1) helping teachers understand the goals of the madrasah, (2) supporting teaching improvement, (3) creating a conducive work climate, (4) providing facilities and financing, and (5) establishing

relationships with the community. This finding is in line with Burton's theory, which emphasizes understanding the curriculum, implementing teaching and learning activities, and connecting with the community as keys to effective leadership. (Burton & Obel, 2012). In addition, Irvansyah added the importance of developing school programs and staff, as well as providing physical facilities. (Irvansyah, 2022). Kimbrough and Burkett also highlighted the role of leaders in developing goals, balancing human relationships with work tasks, and creating a comfortable environment.

This study revealed that creating a conducive work climate is the main thing that shapes leadership effectiveness. The madrasah principal at MAN in Malang succeeded in encouraging cooperation among teachers to achieve madrasah goals. However, improvement is still needed in establishing relationships with the community. This finding is in line with Abadi and Annur's research, as well as Syaikhu et.al who highlighted five important elements of leadership effectiveness (Abadi & Annur, 2023; Syaikhu et al., 2021), as well as reinforcing the theories of Burton, Burton, and Syaikhu et al.The findings are in line with Abadi and Annur's research, as well as reinforcing theories from Burton, Blumberg and Greenfield, Lipham and Hoeh, Roe and Drake, Sergiovanni, and Kimbrough and Burkett.

Organizational culture includes values, beliefs, and patterns of behavior that shape the identity and behavior of organizational

members. This study found that organizational culture in madrasahs is shaped by five factors: (1) professionalism, (2) closeness in management, (3) trust in coworkers, (4) regularity, and (5) integration. The main factor that shapes organizational culture is integration, where organizational members try to maintain a good name and blend well within the organization. In MAN in Malang Raya, teachers are able to adjust to the values and behaviors of the organization. However, it is necessary to improve the culture of regularity, as there are still shortcomings in the application of discipline. Regularity takes time to materialize through example, habituation, and assignment. Consistency in carrying out tasks also needs to be improved.

This research is consistent with the findings of Haryati et.al., Nasution, Sari et.al, regarding the five elements of organizational culture. Organizational culture in madrasah consists of values, norms, rituals, symbols, and language. Values include Islamic principles that guide teachers and students. Norms regulate behavior in accordance with Islamic ethics and manners. Rituals, such as celebrations of Islamic holidays and routine activities, strengthen the identity of the madrasah. Symbols such as uniforms and logos reflect the madrasa's identity. Language includes Islamic terms and communication that reinforces togetherness. These elements form an environment that supports the achievement of Islamic education goals in madrasahs. (Haryati et al., 2024;

Nasution, 2024; Sari et al., 2021)These results strengthen the theory of organizational culture according to Robbins, Glaser et al., Geert Hofstede, Michael Harris Bond, and Chung-Leung Luk.

Work motivation is the drive to perform actions that direct behavior toward goals. This research identifies three main factors of work motivation: (1) the need for achievement, (2) the need for power, and (3) the need for affiliation. The need for achievement is the main factor, where teachers strive to be educators who motivate students to learn actively. However, some teachers are less challenged by new tasks due to their already many responsibilities. In addition, the need for affiliation also needs to be improved so that teachers feel valued and admired by their colleagues.

This finding is in line with previous research that mentions three factors of work motivation, namely work motivation in madrasas is influenced by a conducive Islamic environment, rewards for achievement, and opportunities for self-development. A fair and respectful environment boosts teachers' morale, while rewards and training keep them motivated to improve their performance and competence according to the demands of Islamic education. (Antariksa & Chun, 2022; Setyocahyono et al., 2021; Shofia & Adawiyah, 2024)In addition, McClelland and Gibson, Ivancevick, and Donelly's theories reinforce these findings.

Organizational commitment reflects an individual's trust and willingness to contribute

more to the organization. This study found three elements of organizational commitment: (1) *affective commitment, (2) continuance commitment, and (3) normative commitment*. The main factor is continuance commitment, where teachers consider working in madrasah as a necessity, creating a strong bond with the organization. However, normative commitment still needs to be improved, as some teachers are interested in moving to other more attractive institutions.

This research is in line with the findings of Syaikhu et.al and Yaacob who highlighted the three elements of organizational commitment, namely affective commitment is seen when teachers feel emotionally attached to the madrasah, love their work, and contribute more. Normative commitment arises from a sense of moral obligation to educate according to Islamic values. Continuance commitment is related to the consideration to stay in the madrasah due to job stability and benefits. These three elements are important in maintaining teachers' dedication to the vision and mission of the madrasah. (Syaikhu et al., 2021; Yaacob, 2024).. This finding also reinforces Meyer and Allen's theory (Allen & Meyer, 2000).

Job satisfaction is a positive feeling towards work based on an assessment of various aspects of the job. This research shows that job satisfaction is shaped by five factors: (1) satisfaction with the job itself, (2) job compatibility with personality, (3) satisfaction with pay and promotion, (4) satisfaction with coworkers and superiors, and (5) satisfaction with the work environment. The main factor is the suitability of the job with personality, where teachers are satisfied working at MAN in Malang Raya because of the harmony between their work and personality. However, it is necessary to pay attention to the suitability of promotions with teacher skills.

This finding is consistent with previous research, namely Basuki and Pranata, which revealed that teacher job satisfaction factors are very important for creating a positive learning environment. (Basuki & Pranata, 2023; Suseno et al., 2023)..

Teacher performance refers to success in the learning process. This study found three main factors that shape teacher performance: (1) lesson planning, (2) active and effective learning implementation, and (3) learning assessment. The main factor is lesson planning, where teachers develop lesson plan objectives by taking into account student characteristics to achieve effective learning outcomes. However, the ability in learning assessment still needs to be improved, especially in the use of diverse assessment methods.

This finding is in line with several relevant studies, namely Kurroman, Nasution, Setianisngsih, which state that learning planning, active and effective learning implementation, and learning assessment are important for learning. (Kurroman & Ilhami, 2024; Nasution, 2024; Setianigsih & Kader, 2019)

This study makes a significant contribution by identifying and linking various

factors that influence leadership effectiveness, organizational culture, work motivation, organizational commitment, job satisfaction, and teacher performance. The novelty of this study lies in the emphasis on the integration of organizational culture as a major factor shaping an effective organizational culture and job satisfaction related to job-personality fit. In addition, the study highlights the need for improvement in several aspects such as community relations, work discipline, and learning assessment methods. The findings enrich the understanding of internal dynamics in madrasahs and provide practical insights for the development of leadership and management strategies of educational organizations.

CONCLUSION

The description of the results shows that the effectiveness of the madrasa principal's leadership at MAN Malang forms a conducive work climate, encourages teachers to work together to achieve madrasah goals, and facilitates management and guidance. Organizational culture is formed by integration, where teachers are able to blend and adapt to the organization, creating a strong culture of integration. Work motivation is driven by the need to achieve, with teachers trying to encourage students to actively learn. Organizational commitment is characterized by continuance commitment, where teachers feel working at the madrasah is a necessity. Job satisfaction is influenced by job suitability with personality, making teachers feel comfortable from the start of work. Teacher performance is formed from lesson planning in accordance with student characteristics. Leadership effectiveness affects organizational culture, work motivation, organizational commitment, job satisfaction, and teacher performance. Effective leadership helps teachers understand the madrasah's goals, creates a conducive work climate, and improves cooperation among teachers. Organizational culture also improves teacher commitment and performance. Work motivation affects satisfaction and performance, with achievement drive increasing satisfaction and learning effectiveness. Organizational commitment affects performance by creating a high sense of belonging to the madrasah. Job satisfaction improves teacher performance through feeling good about work. There is an indirect effect of leadership effectiveness on commitment and satisfaction through organizational culture and work motivation. Organizational culture affects teacher performance through commitment, while work motivation improves performance through job satisfaction. Effective leadership contributes indirectly to improving teacher performance through the pathways of organizational culture, commitment, motivation, and job satisfaction.

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