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THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND THE ORGANIZATIONAL CLIMATE ON PERFORMANCE THROUGH INCREASING THE LOYALTY OF EDUCATION STAFF

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ABSTRACT

This study aims to analyze the influence of transformational leadership and organizational climate on the performance of education personnel, focusing on the role of loyalty as a mediating variable. The research method used was a survey through a questionnaire of 30 education personnel who were randomly sampling, while the data analysis used SEM-PLS, which was processed using the Smart PLS application. The results of the study show that: 1) transformational leadership variables have a positive and significant effect on the performance of education personnel, 2) organizational climate variables have a positive and significant effect on the performance of education personnel, 3) transformational leadership has a positive but insignificant effect on loyalty, 4) organizational climate shows a positive and significant influence on loyalty, 5) employee loyalty has a negative and significant effect on performance, 6) transformational leadership and organizational climate have a direct effect on employee performance, and 7) loyalty does not play a role in mediating the relationship between transformational leadership and organizational climate on performance.

Keywords: *transformational leadership, organizational climate, loyalty, performance.*

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan transformasional dan iklim organisasi terhadap kinerja tenaga kependidikan, dengan fokus pada peran loyalitas sebagai variabel mediasi. Metode penelitian yang digunakan adalah survei melalui kuesioner terhadap 30 tenaga kependidikan yang diambil secara acak, sedangkan analisis data menggunakan SEM-PLS yang diolah menggunakan aplikasi Smart PLS. Hasil penelitian menunjukkan bahwa: 1) variabel kepemimpinan transformasional berpengaruh positif dan signifikan terhadap kinerja tenaga kependidikan, 2) variabel iklim organisasi berpengaruh positif dan signifikan terhadap kinerja tenaga kependidikan, 3) kepemimpinan transformasional berpengaruh positif tetapi tidak signifikan terhadap loyalitas, 4) iklim organisasi menunjukkan pengaruh positif dan signifikan terhadap loyalitas, 5) loyalitas pegawai berpengaruh negatif dan signifikan terhadap kinerja, 6) kepemimpinan transformasional dan iklim organisasi berpengaruh langsung terhadap kinerja karyawan, dan 7) loyalitas tidak berperan dalam memediasi hubungan antara kepemimpinan transformasional dan iklim organisasi terhadap kinerja.

Kata kunci: kepemimpinan transformasional, iklim organisasi, loyalitas, kinerja.

INTRODUCTION

In an era of globalization and increasingly fierce competition, universities are required not only to produce qualified graduates but also to create a conducive work environment for all employees. Pekalongan University, as one of the higher education institutions, has a great responsibility to create competent and loyal human resources. Education personnel have a very important role in creating a conducive learning environment, supporting the academic and professional development of students, and

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helping to achieve the educational goals of the institution. The loyalty and performance of education staff greatly affect the quality of education provided and the success of the institution as a whole.

According to Law number 20 of 2003 concerning the National Education System, education personnel are defined as all individuals involved in the implementation of education, either directly or indirectly. Education personnel not only function as operational supporters, but also as agents of change that contribute to the achievement of the institution's vision and mission. Therefore, an in-depth understanding of the factors that affect their loyalty is essential to improve overall performance.

According to Bintoro & Daryanto (2017) "Performance is the result of work in terms of quality and quantity achieved by an employee". This is also in line with the opinion Mangkunegara (2017) that defines that "performance is the result achieved by an employee in carrying out duties in accordance with the responsibilities that have been given to him". This definition was later reinforced by Mulyadi (2016) that "Performance is the result of work achieved by workers or employees in quality and quantity in accordance with the task and their responsibilities".

Performance in this study is considered relevant because it can be measured through the achievement of targets, the accuracy of task completion, and the quality of administrative services. Thus, the concept of performance is not only theoretical, but also implemented in indicators that are in accordance with the role of education personnel.

According to Robbins and Judge (2017) There are 5 (five) performance indicators as follows: 1) Quantity, which is the amount that must be completed or achieved in terms of work units or the number of activity cycles produced, 2) Quality, which is the level at which the final results achieved are close to perfect in the sense of meeting the goals expected by the company. The quality of work is measured from the employee's perception of the quality of the work produced and the perfection of the task to the employee's skills and abilities, 3) Punctuality, which is the level of activity that the work is completed at the beginning of the stated time, seen from the point of view of coordination with the output results and maximizing the time available for other activities, 4) Effectiveness, namely the level of use of organizational resources (labor, money, technology, and raw materials), 5) Independence, which is the degree to which an employee can perform his work functions without asking for help from others where he works.

Leadership style is one of the factors that can affect performance. "Transformational leadership is a leadership style that can motivate followers to carry out and manage their own interests for the benefit of the organization with individualized hospitality, intellectual stimulation, and ideal influence will all result in extra effort from workers for better organizational effectiveness" (Robbins, 2017). This means that a transformational leadership style is a leadership style that is able to change (*transforming*) subordinates become using their interests to prioritize the interests of the organization as well.

According to Suwatno (2019:107), "transformational leadership is leadership that influences employees to make employees feel confident, proud, loyal and respectful to their leaders and also have the motivation to do more than expected". This indicates that transformational leadership does not only change one aspect of motivation or *mindset* but the change is expected to occur in all aspects holistically in order to be able to provide the best for the interests of the organization. It can be concluded that transformational leadership is a leadership style that is able to change, influence, and guide members to not only care about their personal interests but also participate in the interests of the organization by becoming more confident, having *sense of owning*, loyal, and proud of the organization.

According to Bass & Avolio in Suwatno (2019) explains that transformational leadership has four main dimensions known as *Four I's* that is *idealized influence, inspirational motivation, intellectual stimulation,* and *individualized consideration*. These four

dimensions emphasize that a transformational leader plays a role as a role model, is able to motivate, foster innovative thinking, and pay attention to individual needs. In this study, transformational leadership is broken down into five indicators, namely: 1) vision, which reflects the leader's ability to formulate and convey the future direction of the organization; 2) inspirational communication, which is the ability to convey motivation through meaningful messages; 3) supportive leadership, namely attention to the welfare and needs of subordinates; 4) intellectual stimulation, which is the encouragement for subordinates to think creatively, critically, and innovatively; and 5) personal awareness, which is the leader's concern for the development of individuals in a more personal way.

In addition to the transformational leadership style, the organizational climate is also a factor that can affect the performance of education personnel. The organizational climate is one of the important factors that affect employee performance in an institution, including in an academic environment such as universities. “Organizational climate is the perception of the members of the organization (individually or in groups) and those who are in constant contact with the organization about what exists or happens in the internal environment of the organization on a regular basis, which affects the attitude and behavior of the organization and the performance of the members of the organization which then determines the performance of the organization." (Wirawan, 2015:122)

Organizational Climate Indicators according to Stuart (2015:128) as follows: 1) Responsibility, is the feeling of being a leader for oneself, not always having to double-check all the decisions taken, when the employee gets a job, the employee in question knows that it is his job, 2) Identity, is the feeling of belonging *(sense of belonging)* to the company and accepted in groups within the work environment, 3) Warmth, is a feeling of a friendly working atmosphere and more emphasis on the conditions of friendliness or friendship in informal groups, as well as good relations between co-workers, emphasis on the influence of friendship and informal social groups, 4) Support, are things related to support and relationships between fellow colleagues, namely the feeling of mutual help between managers and employees, more emphasis on mutual support between superiors and subordinates, 5) Conflict, is a situation where there is a conflict or difference of opinion between subordinates and leaders and subordinates and subordinates. It is emphasized on conditions where managers and workers are willing to listen to different opinions. Both sides are willing to put the problem openly and find a solution rather than avoid it.

Pekalongan University has implemented the IKHLAS values which are used as a moral and spiritual guide in thinking, speaking, behaving, acting and working for all its members. The IKHLAS value system, which consists of Integrity, Collaborative, Humanist, Loyal, Adaptive, and Spiritual, serves as the foundation in carrying out every activity at the university. The loyal values embedded in IKHLAS are the foundation for education personnel to develop a sense of belonging and responsibility towards the institution. High loyalty can reinforce a sense of belonging and responsibility, which ultimately has a positive impact on performance.

According to Saydam in Riyanti (2015), work loyalty is the determination and ability to obey all rules, implement, and practice everything that is obeyed with full responsibility, good attitudes and behavior in carrying out their daily duties. The attitude and behavior of loyal employees will be reflected when they perform their duties by devoting their abilities and expertise, providing good relationships with superiors and colleagues, and maintaining all the company's investments. So this is where the actual roles and duties that must be carried out by a leader, because all the attitudes, decisions, and actions of a leader are very influential in terms of motivation so that employees will have a positive attitude and job satisfaction and even encourage employee loyalty.

Saydam in Sutanto and Perdana (2015) mentioning four indicators

contained in employee loyalty, namely: 1) Compliance, is the ability of employees to comply with every applicable regulation, carry out duties and responsibilities given by their superiors, and not violate the rules that have been set, 2) Responsibility, is the ability of employees to complete tasks well, on time, and dare to bear all risks that occur due to the actions they have taken, 3) Dedication, is the contribution of ideas and energy that employees sincerely give to their company. If an employee has a high sense of dedication, the higher his loyalty, 4) Integrity, is the ability of employees to provide information, speak, and be able to admit mistakes appropriately according to the reality that occurs.

Several studies that discuss transformational leadership, organizational climate, loyalty, and performance have shown mixed results. The difference in these findings is interesting to look at further. For example, in terms of the influence of transformational leadership on performance, Roni (2023) found a positive and significant influence, while Asbari (2020) It actually shows that although the effect is positive, it is not significant. The same thing also happens with the influence of the organizational climate on performance. Mayasari (2018) stating that there is a positive and significant influence, while Taqiyah (2023) found that the influence was insignificant even though the direction remained positive. The difference is also seen in the influence of transformational leadership on loyalty. Rianopita Ridito (2016) mention the existence of positive and significant influences, but The & Edalmen (2020) only found a negative influence that was not significant, even Stuart (2018) concluding that there is no influence at all. Meanwhile, the influence of organizational climate on loyalty also shows different findings. Prayoga & Astuti (2021) reveals the existence of positive and significant influences, but Prang *et al.* (2023) found that although the effect was positive, the results were not significant. Finally, loyalty to performance is also a debate. Wibowo, *et.al* (2022) found positive and significant influences, while Aryana & Winata (2017) stating that the influence is insignificant.

The difference in the results of these studies shows that there is still room for further research, in order to gain a deeper and contextual understanding of the relationship between these variables. This study aims to examine the influence of transformational leadership and organizational climate on performance through increasing the loyalty of education staff at the University of Pekalongan.

Research Model

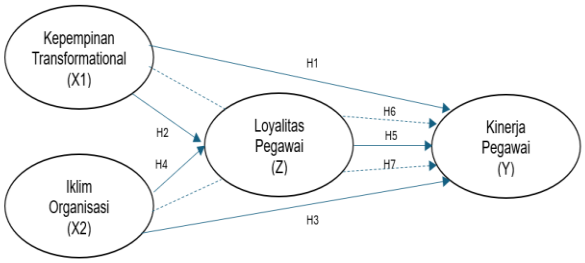

Figure 1. Research Model

Based on the image of the research model, the following hypotheses can be taken:

H1 : Transformational leadership has a positive and significant effect on employee performance

H2 : Transformational leadership has a positive and significant effect on employee job loyalty.

H3 : The organizational climate has a positive and significant effect on employee performance

H4 : The organizational climate has a positive and significant effect on employee loyalty

H5 : Employee loyalty has a positive and significant effect on employee performance

H6 : Transformational Leadership has an indirect effect on Employee Performance through Employee Loyalty as an intervening variable

H7 : Organizational Climate has an indirect effect on Employee Performance through Employee Loyalty as an intervening variable

RESEARCH METHODS

This research is a correlational research. Correlation research is a type of descriptive research that describes the relationship between two or more variables (Hasanah, 2021). The population and

sample in this study are 30 Pekalongan University Education Personnel who were taken with the technique *accidental sampling*. The data collection technique used is a distributed questionnaire. Scoring/scoring of the answers to questions on the questionnaire using the Likert scale (Sugiyono 2018). The score and answer category for each question in the questionnaire were a score of 1: Strongly Disagree (STS) and a score of 5: Strongly Agree (SS). Meanwhile, the data analysis method used in this study is the Partial Least Square (PLS) approach, and data processing uses the help of the Smart PLS version 3 program.

RESULTS AND DISCUSSION

1. Uji Measurement Model / Outer Model

External model testing is a process to measure the extent to which the indicators or variables used in the study are reliable and valid.

Convergent Validity

The purpose of this test is to find out the extent to which the questionnaire instrument is able to accurately describe the variables studied. An indicator is declared valid if it has *an outer loading* value above 0.5. Based on Figure 2 below, it can be seen that the *outer loading value* of all variable indicators X1, X2, Z and Y is greater than 0.5 so that it is said to be valid and meets the criteria of convergent validity.

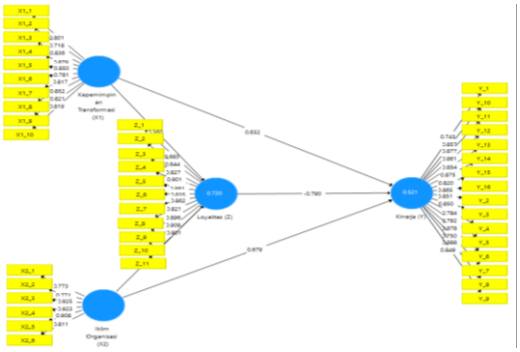

Figure 2. Outer Model

Discriminant Validity

Discriminant validity *testing* aims to ensure that each latent construct or variable in the model has a clear and unique difference compared to other variables. The assessment of discriminant validity can be done by looking at the *Average Variance Extracted* (AVE) value and the square root of the AVE value. A variable is declared valid if its AVE value exceeds 0.50 and the square root of AVE for each variable is greater than its correlation with the other variable.

The results of the discriminant validity test are presented in Table 1.

Table 1. Reliability and Validity

Variabel	Cronbach's Alpha	Rho_A	Composite Reliability	AVE
Organizational Climate (X2)	0.924	0.926	0.942	0.730
Transformational Leadership (X1)	0.945	0.947	0.953	0.670
Performance (Y)	0.972	0.973	0.974	0.703
Loyalty (Z)	0.952	0.958	0.959	0.682

Source : Primary data processed, 2024

Based on the above results, it can be seen that the AVE value of each variable is greater than 0.5 so that the discriminant validity is met.

Table 2. AVE Root Values (Fornell Larcker Criterion)

Variabel	Organizational Climate (X2)	Transformational Leadership (X1)	Performance (Y)	Loyalty (Z)
Organizational Climate (X2)	0.854			
Transformational Leadership (X1)	0.838	0.819		
Performance (Y)	0.557	0.570	0.838	
Loyalty (Z)	0.826	0.799	0.276	0.826

Source : Primary data processed, 2024

Based on table 2 above, it can be seen that the root value of each variable is greater than the root of the AVE correlation with other variables so that the discriminant validity is met.

Reliability

The research instrument is said to have good reliability if *Cronbach's Alpha*, *rho_A*, and *Composite Reliability* values are greater than 0.7 each. Based on the data shown in Table 1 above, it can be seen that the Cronbach Alpha, Composite Reliability and rho-A values of each variable are at the threshold of 0.7 so that they are eligible to be said to be reliable.

2. Uji Structural Model / Inner Model

R Square

R Square is a measure of the proportion of the variation in the value of the affected (endogenous) variable that can be carried out by the variable that affects it (exogenous). In general, the interpretation of the R Square value is divided into three categories: a value of 0.75 indicates a strong (substantial) influence, a value of 0.50 indicates a moderate influence, and a value of 0.25 indicates a weak influence

Table 3. R Square Value

Variabel	R Square	R Square Adjusted
Performance (Y)	0.521	0.466
Loyalty (Z)	0.720	0.699

In the table above, it can be seen that the path I model, the R Square value of 0.521 shows that the variables of transformational leadership (X1) and organizational climate (X2) are able to explain the performance variable (Y) of 52.1%. This value falls into the medium or moderate category.

Meanwhile, in the path II model, an R Square value of 0.720 was obtained, which means that transformational leadership and organizational climate through the loyalty variable (Z) were able to explain the performance of 72.0%. This value indicates a near-strong influence and indicates an increase in the explanation of endogenous variables when loyalty mediating variables are involved.

F Square

F Square (F^2) is a measure used to evaluate the relative impact of an exogenous variable on the endogenous variable in the research model. The value of F^2 helps to know the contribution strength of each independent variable to the bound variable. The interpretation criteria are as follows: an F^2 value of 0.02 indicates a small or weak influence, a value of 0.15 indicates a moderate influence, and a value of 0.35 or more indicates a large or strong influence.

Table 4. F Square

Variabel	F2	Result
Organizational climate (X2) versus Performance (Y)	0.222	The effect is moderate
Organizational climate (X2) vs. Loyalty (Z)	0.292	The effect is moderate
Transformational Leadership (X1) to Performance (Y)	0.219	The effect is moderate
Transformational Leadership (X1) to Loyalty (Z)	0.138	The effect is small/weak
Loyalty (Z) to Performance (Y)	0.364	The influence is large/strong

3. Uji Hypothesis

Direct Effect

Direct effect analysis is useful for testing the hypothesis of the direct influence of an affecting variable (exogenous) on the affected variable (endogenous).

The criteria are:

Path coefficient

a. If the value of the path coefficient is positive, then the influence of an exogenous variable on the endogenous variable is unidirectional. If the value of an exogenous variable increases, then the value of the endogenous variable also increases.
b. If the value of the path coefficient is negative, then the influence of an exogenous variable on the endogenous is in the opposite direction. If the value of an exogenous variable increases upwards, then the value of the endogenous variable decreases
c. The probability of significance value (*P Value*) is used to determine whether a relationship between variables in the model is significant or not. The interpretation is as follows: if the *P Value* is less than 0.05, then the relationship is considered statistically significant. Conversely, if the *P value* is more than 0.05, then the relationship is declared insignificant.

Indirect Effect

Indirect *effect* analysis is useful to test the hypothesis of the indirect influence of an influencing variable (exogenous) on the affected variable (endogenous) that is mediated by an intervening variable (mediator variable)

The criteria are:

a. If the P-value < 0.05, then significant (the effect is indirect) means that the intervening variable "plays a role" in mediating the relationship of an exogenous variable to an endogenous variable
b. If the P-value is > 0.05, then it is insignificant (the effect is direct), meaning that the intervening variable "does not play a role" in mediating the relationship of an exogenous variable to an endogenous variable.

Tabel 5. *Path Coefficient* dan *Specific Indirect Effect*

Influence between variables	Original Sample (O)	P Values	Information
Transformational Leadership (X1) to Performance (Y)	0.632	0.021	Transformational leadership has a positive and significant effect on performance, so H1 is accepted.
Transformational Leadership (X1) to Loyalty (Z)	0.360	0.102	Transformational Leadership has a positive and insignificant effect on Loyalty, so H2 is rejected.
Organizational Climate (X2) vs. Performance (Y)	0.679	0.010	Organizational Climate has a positive and significant effect on Performance, so H3 is accepted
Organizational Climate (X2) vs. Loyalty (Z)	0.524	0.009	Organizational Climate has a positive and significant effect on Loyalty, so H4 is accepted
Loyalty (Z) to Performance (Y)	-0.790	0.002	Loyalty has a negative and significant effect on Performance, so H5 is rejected
Transformational Leadership (X1) to Performance (Y) through Loyalty (Z)	-0.284	0.164	Transformational Leadership has a direct effect on Performance, but Loyalty does not act as an intermediary in the relationship between transformational leadership and performance, so H6 is rejected.
Organizational Climate (X2) to Performance (Y) through Loyalty (Z)	-0.414	0.076	Organizational climate has a direct effect on Performance, but Loyalty does not act as an intermediary in the relationship between organizational climate and performance, so H7 is rejected.

CONCLUSION

Based on the results of the research analysis on the influence of transformational leadership and organizational climate on the performance of education personnel, it was found that transformational leadership and organizational climate have a positive and significant influence on performance. These findings are in line with previous research conducted by Roni (2023) and Mayasari (2018). Meanwhile, although transformational leadership has a positive influence on loyalty, this influence is not significant, as revealed by Ang & Edalmen (2020). In contrast, the organizational climate has been shown to have a positive and significant influence on loyalty, in line with research by Prayoga & Astuti (2021). This study found that loyalty actually has a negative and significant effect on performance. This means that the higher the loyalty of education staff, the performance produced does not necessarily increase, and even tends to decrease. This may happen because passive loyalty is simply obedience without an urge to achieve. There is also loyalty that is emotional, more due to personal closeness, rather than a real contribution to work. Emotional loyalty can trigger a sense of complacency, so performance does not develop.

The study also shows that loyalty does not play a mediator role in the relationship between transformational leadership and the organizational climate on performance. This condition may be influenced by several factors, including the limited sample size, which is only 30 respondents, making the results of the analysis vulnerable to differences in individual characteristics so that the loyalty effect becomes less prominent. In addition, the loyalty indicators used tend to focus on the aspects of loyalty and compliance, not on loyalty that encourages contributions and work achievements. Another factor that plays a role is the context of private universities such as Pekalongan University, where employee loyalty is more directed towards maintaining organizational sustainability and harmony between employees than improving individual performance.

The implications of these findings underscore the importance of improvements in leadership and management of the organizational climate to improve performance. Educational institutions need to consider more effective strategies in building loyalty that do not harm performance. This research also has several limitations that need to be considered. First, the sample size is relatively small, namely only 30 respondents, so the results of the analysis may be less representative of the condition of all education personnel. Second, the use *of the accidental sampling* method can cause bias because respondents are selected based on availability, not randomly or proportionally. Third, the variables studied were limited to transformational leadership, organizational climate, loyalty, and performance, while there were still many other factors that had the potential to affect the performance of education personnel. Therefore, the results of this study need to be interpreted carefully and cannot be generalized widely. For further research, it is recommended to dig deeper into other factors that can influence performance, as well as explore the more complex relationship between leadership, organizational climate, and performance in the context of higher education.

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