

The Influence of Transformational Leadership and Organizational Commitment on Organizational Performance through Human Resource Quality in Private Junior High Schools in Bogor Regency

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Abstract. *This study aims to analyze the effects of Transformational Leadership and Organizational Commitment on Organizational Performance through Human Resource Quality at private junior high schools in Bogor Regency. This research employed a quantitative approach involving 82 respondents, with data analyzed using PLS-SEM through SmartPLS. The results show that Transformational Leadership has a positive and significant effect on Organizational Performance ($\beta=0.584$; $p=0.000$), while Organizational Commitment also has a positive and significant effect on Organizational Performance ($\beta=0.248$; $p=0.022$). Organizational Commitment has a positive and significant effect on Human Resource Quality ($\beta=0.596$; $p=0.000$), whereas Transformational Leadership does not significantly affect Human Resource Quality ($\beta=0.017$; $p=0.910$). Human Resource Quality does not significantly affect Organizational Performance ($\beta=0.086$; $p=0.377$) and does not mediate the effects of Transformational Leadership or Organizational Commitment on Organizational Performance. The R^2 values are 0.370 for Human Resource Quality and 0.678 for Organizational Performance. Thus, Organizational Performance is more directly influenced by Transformational Leadership and Organizational Commitment.*

Keywords: *Human Resource Quality; Organizational Commitment; Organizational Performance; PLS-SEM; Transformational Leadership.*

1. Introduction

The success of an educational organization is determined not only by the availability of physical resources and curriculum, but also by the quality of human resource (HR) management and the effectiveness of leadership in directing the organization toward its stated goals. From a modern management perspective, educational organizations are required to adapt to the dynamics of environmental change and continuously improve service quality (Robbins & Judge, 2022; Northouse, 2018). School organizational performance is a key indicator in assessing the success of educational management, reflecting the degree to which goals are achieved effectively and efficiently. Organizational performance is measured not only by final results but also by work processes, service quality, and stakeholder satisfaction (Bernardin & Russell, 2013). However, many private schools face various challenges such as limited resources, high teaching staff workloads, and suboptimal human resource management, which ultimately impacts organizational performance (Moerdyk & van Aardt, 2019).

This phenomenon also occurs in private junior high schools (SMP) in Bogor Regency, which are faced with the challenges of increasingly fierce competition, demands for improved educational quality, and limited resources. Under these conditions, not all schools are able to achieve their full potential able to maintain optimal organizational performance. However, some schools continue to perform well despite limited resources, indicating the presence of non-material internal factors that play a significant role in improving organizational performance (Rivai & Sagala, 2022).

No	Indicator Problems of Private Middle Schools in Bogor Regency	Condition/Phenomenon
1	Competition with Public Middle Schools	Many private junior high schools are experiencing a decline in the number of students because people prefer public schools which have lower fees.

2	Quality of Teacher Human Resources	Some teachers have not received optimal ongoing training and competency development.
3	School Organization Performance	There are still schools whose work effectiveness and quality of educational services are not yet optimal.
4	Adaptation to Digitalization of Education	Not all private junior high schools are able to adapt quickly to technology-based learning systems.
No	IndicatorProblems of Private Middle Schools in Bogor Regency	Condition/Phenomenon
5	Organizational Commitment	The level of loyalty and attachment of some educational staff to the organization still varies.
6	Quality of Education	There are still differences in the quality of accreditation and stakeholder satisfaction between private junior high schools.

This phenomenon also occurs in private junior high schools (SMP) in Bogor Regency. Some private SMPs still face various obstacles, such as low competitiveness with public schools, limited human resource development, and suboptimal quality of educational services. These conditions are reflected in the following educational indicators:

This condition shows that improving organizational performance in private junior high schools in Bogor Regency is still an important challenge that requires strengthening aspects of transformational leadership, organizational commitment, and human resource quality.

One strategic factor that influences organizational performance is transformational leadership. Transformational leadership emphasizes the leader's ability to inspire, motivate, and transform the values and behaviors of organizational members to achieve higher goals (Bass & Avolio, 1994). In the educational context, the principal as a leader plays a crucial role in creating

a conducive work environment, increasing teacher professionalism, and encouraging innovation in the learning process (Northouse, 2018). Besides leadership, organizational commitment is also a crucial factor influencing organizational performance. Organizational commitment reflects an individual's level of psychological attachment to an organization, demonstrated through loyalty, involvement, and a desire to remain a member (Allen & Meyer, 1990). Individuals with high levels of commitment tend to demonstrate better performance, lower absenteeism, and high levels of organizational loyalty (Robbins & Judge, 2022).

2. Research Methods

This study uses a quantitative approach with an explanatory research design that aims to explain causal relationships between variables through hypothesis testing. The quantitative approach was chosen because this study focuses on objectively measuring variables and analyzing relationships between variables using statistical methods (Sugiyono, 2019). An explanatory method was used to examine the influence of transformational leadership and organizational commitment on organizational performance, with human resource quality as a mediating variable. Thus, this study not only explains the relationship between the variables but also examines the direct and indirect mechanisms of influence (Hair et al., 2021). The analysis approach used is Partial Least Squares–Structural Equation Modeling (PLS-SEM), which is a variance-based analysis method and is suitable for complex research models with latent variables and mediation relationships (Henseler et al., 2015).

3. Results and Discussion

3.1. Overview of Research Object

This research was conducted on teachers and educational staff working at private junior high schools in Bogor Regency. The research subjects were chosen because private schools play a crucial role in providing education, and the success of school organizations is greatly influenced by the quality of leadership, organizational commitment, human resource quality, and organizational performance.

Bogor Regency is a region with high educational activity. According to data included in the research paper, there are 1,159 educational institutions at the junior high school (SMP) and equivalent levels. This situation indicates that junior high school education in Bogor Regency

takes place within a broad and diverse environment, making human resource and organizational management crucial.

Private junior high schools generally have management characteristics involving the principal, teachers, educational staff, and the foundation. Therefore, the principal's ability to implement transformational leadership, build organizational commitment, and develop human resource quality is relevant for analysis in relation to the school's organizational performance.

3.2. Respondent Characteristics

The study respondents were teachers and educational staff at private junior high schools in Bogor Regency who met the sample criteria. The data used in the analysis was 82 respondents. Respondent characteristics are presented based on gender, age, length of service, position, and school of origin.

a. Respondent Characteristics Based on Gender

Table Respondent Characteristics Based on Gender

No	Gender	Frequency	Percentage (%)
1	Man	60	73.17
2	Woman	22	26.83
	Total	82	100.00

Source: Processed primary data (2026).

Based on Table, the study respondents were predominantly male, representing 60 people (73.17%), while female respondents comprised 22 people (26.83%). This composition indicates that both genders were represented in the study, thus ensuring that the data did not come from just one respondent group.

b. Respondent Characteristics Based on Age

Table Respondent Characteristics Based on Age

No	Age	Frequency	Percentage (%)
1	< 25 Years	2	2.44
2	25–35 Years	18	21.95
3	36–45 Years	44	53.66
4	>45 Years	18	21.95
	Total	82	100.00

Source: Processed primary data (2026).

Based on Table, the 36–45 age group constitutes the largest group, with 44 respondents, or 53.66%. This indicates that most respondents are in a relatively mature age group with extensive work experience, and are therefore expected to have an adequate understanding of leadership, organizational commitment, human resource quality, and organizational performance.

c. Respondent Characteristics Based on Length of Service

Table Respondent Characteristics Based on Length of Service

No	Length of work	Frequency	Percentage (%)
1	<1 Year	2	2.44
2	1–5 Years	27	32.93
3	6–10 Years	28	34.15
4	>10 Years	25	30.49

	Total	82	100.00
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Source: Processed primary data (2026).

Based on Table, respondents with 6–10 years of service constitute the largest group, namely 28 respondents or 34.15%, followed by respondents with 1–5 years of service, amounting to 27 respondents or 32.93%. Respondents with more than 10 years of service numbered 25 people or 30.49%, while respondents with less than one year of service numbered 2 people or 2.44%. Thus, most respondents have sufficient work experience to provide an assessment of the condition of the school organization.

Note: The percentage for the group with more than 10 years of service is calculated based on the frequency of 25 of the 82 respondents, which is 30.49%, to add up to 100%. The previous draft listed 20.49%, which is inconsistent with the frequency.

3.3. Respondent Characteristics Based on Position

Table Respondent Characteristics Based on Position

No	Position	Frequency	Percentage (%)
1	Teacher	68	82.93
2	Educational Personnel	14	17.07
	Total	82	100.00

Source: Processed primary data (2026).

Based on Table, the majority of respondents were teachers, namely 68 people or 82.93%, while educational staff numbered 14 people or 17.07%. This composition is in accordance with the characteristics of the school organization because teachers are a group who are directly involved in the learning process, while educational staff support the administration and provision of school services.

a. Respondent Characteristics Based on School of Origin

Table Distribution of Respondents Based on School of Origin

No	School name	Amount	Percentage (%)
1	HEPI SCHOOL JUNIOR HIGH SCHOOL	68	82.93
2	AL Wildan Islamic School	2	2.44
3	House of Tahfidz Hadiqotul Qur'an	2	2.44
4	At Taufiq Integrated Islamic School	4	4.88
5	AL MINHAI JUNIOR HIGH SCHOOL	2	2.44
6	Ciomas Junior High School	2	2.44
7	Al Minhaj Islamic Junior High School, Bogor	2	2.44
	Total	82	100.00

Source: Processed primary data (2026).

Based on Table, respondents came from several educational institutions. The majority came from HEPI SCHOOL Middle School (68 respondents, or 82.93%), while respondents from other schools ranged from 2–4 people. The distribution of respondents from more than one school suggests that the study does not solely reflect the condition of one school organization, although the largest contribution of respondents came from HEPI SCHOOL Middle School.

b. Summary of Respondent Characteristics

Overall, the study involved 82 respondents, predominantly male, aged 36–45, with 6–10 years of work experience, and teaching positions. This profile indicates that the majority of respondents had relatively adequate work experience to assess the study variables. The

diverse educational backgrounds also provided a variety of organizational contexts in the research data.

c. Descriptive Statistical Analysis of Variables

Descriptive statistical analysis was used to provide an overview of the respondents' responses to each research indicator. Data were collected from 82 respondents using a five-point Likert scale. The mean values were interpreted using intervals of 1.00–1.80 = very low; 1.81–2.60 = low; 2.61–3.40 = moderate; 3.41–4.20 = high; and 4.21–5.00 = very high.

Table Categories of Mean Value Interpretation

Mean Interval	Category
1.00–1.80	Very Low
1.81–2.60	Low
2.61–3.40	Currently
3.41–4.20	Tall
4.21–5.00	Very high

Source: Adapted from Sugiyono (2023) as used in the research manuscript.

d. Descriptive Analysis of Transformational Leadership Variable (X1)

Descriptive Statistics of Transformational Leadership Variable (X1)

Indicator	Minimum	Maximum	Mean	Std. Deviation	Category
X1.10	1	5	4,524	0.773	Very high
X1.2	1	5	4,524	0.707	Very high

X1.3	1	5	4,354	0.791	Very high
X1.4	1	5	4,512	0.671	Very high
X1.5	1	5	4,305	0.765	Very high
X1.7	1	5	4.195	0.793	Tall
X1.8	2	5	4,317	0.768	Very high
X1.9	1	5	4,524	0.757	Very high
X1.1	1	5	4,573	0.667	Very high
Average Variables			4,425		Very high

Source: Primary data processed using SmartPLS output (2026).

Based on the table, the Transformational Leadership variable has an average value of 4.425 and is included in the very high category. The indicator with the highest average value is X1.1 at 4.573, while the lowest average value is found in indicator X1.7 at 4.195. These findings indicate that in general, respondents' perceptions of transformational leadership are at a very high level, although there are differences in strength between indicators.

3.4. Descriptive Analysis of Organizational Commitment Variable (X2)

a. Descriptive Statistics of Organizational Commitment Variable (X2)

Indicator	Minimum	Maximum	Mean	Std. Deviation	Category
X2.1	2	5	4,585	0.608	Very high
X2.10	1	5	4,451	0.740	Very high

X2.2	3	5	4,488	0.633	Very high
X2.3	2	5	4,390	0.766	Very high
X2.7	3	5	4,634	0.533	Very high
X2.9	1	5	4,402	0.700	Very high
Average Variables			4,492		Very high

Source: Primary data processed using SmartPLS output (2026).

Based on the table, the Organizational Commitment variable has an average value of 4,492 and is included in the very high category. The indicator with the highest average value is X2.7 at 4,634, while the lowest average value is found in indicator X2.3 at 4,390. These findings indicate that in general, respondents' perceptions of organizational commitment are at a very high level, although there are differences in strength between indicators.

b. Descriptive Analysis of Human Resource Quality Variables (Z)

Descriptive Statistics of Human Resource Quality Variable (Z)

Indicator	Minimum	Maximum	Mean	Std. Deviation	Category
Z1	3	5	4,573	0.522	Very high
Z10	4	5	4,659	0.477	Very high
Z2	3	5	4,402	0.585	Very high
Z3	4	5	4,463	0.502	Very high
Z4	3	5	4,549	0.570	Very high

Z5	4	5	4,720	0.452	Very high
Z6	3	5	4,427	0.545	Very high
Z7	3	5	4,427	0.667	Very high
Z8	4	5	4,610	0.491	Very high
Z9	4	5	4,610	0.491	Very high
Average Variables			4,544		Very high

Source: Primary data processed using SmartPLS output (2026).

Based on the table, the HR Quality variable has an average value of 4,544, categorized as very high. The indicator with the highest average score was Z5 at 4,720, while the lowest average score was found in indicator Z2 at 4,402. These findings indicate that respondents' perceptions of human resource quality are generally very high, despite differences in strength between indicators.

c. Descriptive Analysis of Organizational Performance Variables (Y)

Descriptive Statistics of Organizational Performance Variable (Y)

Indicator	Minimum	Maximum	Mean	Std. Deviation	Category
Y1	1	5	4.110	0.720	Tall
Y10	1	5	4,171	0.843	Tall
Y2	1	5	4,171	0.681	Tall
Y3	1	5	4,085	0.849	Tall

Y4	1	5	4,207	0.662	Tall
Y5	1	5	4,061	0.759	Tall
Y6	1	5	4,305	0.732	Very high
Y7	1	5	4,012	0.729	Tall
Y8	1	5	4,378	0.660	Very high
Y9	1	5	4,183	0.739	Tall
Average Variables			4,168		Tall

Source: Primary data processed using SmartPLS output (2026).

Based on the table, the Organizational Performance variable has an average value of 4.168 and is included in the high category. The indicator with the highest average value is Y8 at 4.378, while the lowest average value is found in indicator Y7 at 4.378.4.012. This finding indicates that in general, respondents' perceptions of organizational performance are at a high level, although there are differences in strength between indicators.

d. Recapitulation of Descriptive Statistics of All Variables

Table Recapitulation of Descriptive Statistics of Research Variables

Variables	Minimum	Maximum	Mean	Std. Deviation	Category
Leadership Transformational (X1)	1	5	4,425	0.752	Very high
Commitment	1	5	4,492	0.671	Very

Organization (X2)					Tall
Organizational Performance (Y)	1	5	4,168	0.744	Tall
Human Resources Quality (Z)	3	5	4,544	0.541	Very Tall

Source: Primary data processed using indicator data in SmartPLS output (2026).

Based on Table, the highest average score was found in the Human Resources Quality variable at 4.544, followed by Organizational Commitment at 4.492 and Transformational Leadership at 4.425. Meanwhile, Organizational Performance had an average score of 4.168, falling into the high category. This descriptive analysis indicates that respondents gave relatively positive assessments of all research constructs.

e. Evaluation of Measurement Model (Outer Model)

Outer model evaluation was conducted to ensure that the indicators used were able to measure the constructs validly and reliably. In this study, the evaluation included examining outer loadings, convergent validity using Average Variance Extracted (AVE), construct reliability using Cronbach's Alpha, rho_A, and Composite Reliability, and discriminant validity using the Fornell-Larcker Criterion and Heterotrait-Monotrait Ratio (HTMT).

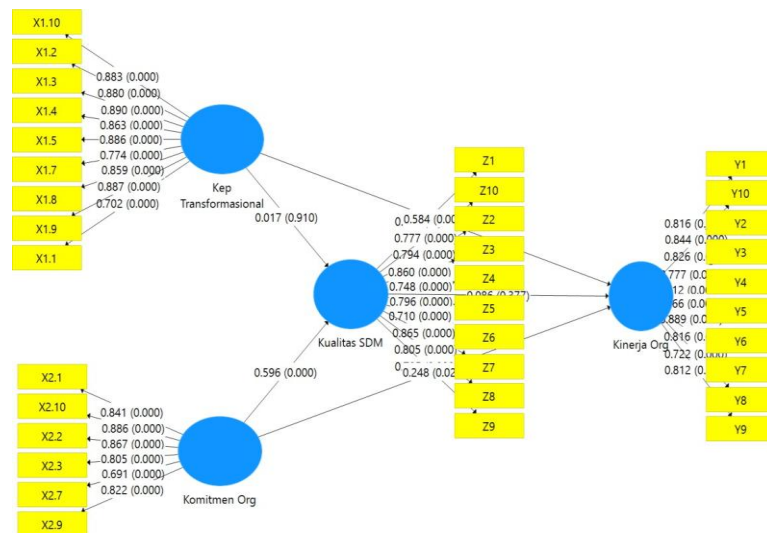


Figure Estimation Results of Outer Model and Structural Model

Source: SmartPLS 4 output (2026).

4. Conclusion

This study aims to analyze the influence of Transformational Leadership and Organizational Commitment on Organizational Performance with Human Resource Quality as a mediating variable in Private Junior High Schools in Bogor Regency. Based on the results of the analysis using Structural Equation Modeling–Partial Least Squares (SEM-PLS) and bootstrapping testing, several main conclusions were obtained.

1. **First, Transformational Leadership has a positive and significant influence on Organizational Performance.** The path coefficient was 0.584 with a T-statistic of 4.211 and a P-value of 0.000. These results indicate that the better the principal's implementation of transformational leadership, the better the school's organizational performance. Leadership that provides direction, inspiration, role models, intellectual stimulation, and attention to organizational members is an important direct factor in achieving school goals. This finding is consistent with the results of Wang et al.'s (2011) meta-analysis, which showed a positive relationship between transformational leadership and performance at the individual, team, and organizational levels.
2. **Second, Organizational Commitment has a positive and significant effect on Organizational Performance.** The path coefficient was 0.248 with a T-statistic of 2.306 and a P-value of 0.022. This means that increased engagement, loyalty, responsibility, and willingness of teachers and education personnel to contribute to the school are

related to improved organizational performance. This finding is also in line with the perspective of organizational commitment, which distinguishes between affective, continuance, and normative components; Meyer et al.'s (2002) meta-analysis showed that organizational commitment affective has the most beneficial relationship with organizational outcomes, while continuance commitment does not always produce positive results.

3. **Third, Transformational Leadership does not have a significant effect on HR Quality.** The path coefficient was 0.017 with a T-statistic of 0.113 and P-values of 0.910. Thus, respondents' perceptions of high transformational leadership practices were not statistically followed by an increase in HR quality. This finding indicates that inspirational leadership alone is not enough to produce changes in HR competency, professionalism, and capacity if it is not translated into a concrete, systematic, and sustainable HR development program.
4. **Fourth, Organizational Commitment has a positive and significant influence on HR Quality.** The path coefficient is 0.596 with a T-statistic of 4.526 and a P-value of 0.000. This relationship is the strongest influence in explaining Human Resource Quality in the research model. These results indicate that teachers and education personnel who have a stronger attachment and responsibility to the school tend to be motivated to maintain professionalism, improve their abilities, carry out their duties with discipline, and make better contributions.
5. **Fifth, HR quality does not have a significant effect on organizational performance.** The path coefficient is 0.086 with a T-statistic of 0.884 and P-values of 0.377. Although respondents' perceptions of HR Quality were in the very high category with an average score of 4.544, this condition has not been proven to produce a significant direct influence on Organizational Performance in this research model. This finding indicates that good individual quality does not automatically improve organizational performance if it is not supported by an effective work system, governance, coordination, facilities, policies, organizational culture, and performance evaluation mechanisms.
6. **Sixth, HR quality has not been proven to mediate the influence of Transformational Leadership on Organizational Performance.** The indirect effect has a coefficient of 0.001 with a T-statistic of 0.055 and a P-value of 0.956. Thus, the relationship between Transformational Leadership and Organizational Performance in this study is more accurately understood as a direct influence, rather than through HR Quality. This finding is significant because it demonstrates that the success of transformational leadership in the research context is more evident in the principal's ability to directly drive organizational performance.

7. **Seventh, HR quality has not been proven to mediate the influence of Transformational Leadership on Organizational Performance.** The results of the indirect effect test showed a coefficient of 0.001, a T-statistic of 0.055, and a P-value of 0.956. These results indicate that the path Transformational Leadership → Human Resource Quality → Organizational Performance is not significant. The inconclusiveness of the mediation role is related to the insignificant influence of Transformational Leadership on Human Resource Quality ($\beta = 0.017$; $p = 0.910$) and the insignificant influence of Human Resource Quality on Organizational Performance ($\beta = 0.086$; $p = 0.377$). Thus, in the context of this study, Human Resource Quality has not been proven to be a mechanism that transmits the influence of Transformational Leadership on Organizational Performance. On the contrary, the influence of Transformational Leadership on Organizational Performance is more visible through a direct path with a coefficient of $\beta = 0.584$. This finding indicates that the role of the principal as a director, inspirer, vision builder, and organizational driver is more real in improving Organizational Performance directly than through improving Human Resource Quality.
8. **Eighth, HR quality has not been proven to mediate the influence of Organizational Commitment on Organizational Performance.** Although Organizational Commitment is proven to have a positive and significant effect on Human Resource Quality ($\beta = 0.596$; $p = 0.000$), as well as a positive and significant effect on Organizational Performance, the indirect effect through Human Resource Quality remains insignificant, with a coefficient of 0.051, T-statistics of 0.873, and P-values of 0.383. This finding indicates that an increase in Organizational Commitment is related to an increase in Human Resource Quality, but the formed Human Resource Quality has not been empirically proven to translate into an increase in Organizational Performance. Thus, in this research model, Human Resource Quality has not functioned as an effective transmission mechanism in continuing the influence of Organizational Commitment on Organizational Performance.

Overall, the results of the mediation test indicate that Human Resource Quality has not been proven to be an effective connecting variable in explaining how Transformational Leadership and Organizational Commitment produce Organizational Performance. The lack of evidence for this mediating role cannot be interpreted as meaning that Human Resource Quality is unimportant for school organizations. The research findings are more accurately interpreted as meaning that individual quality reflected through competence, discipline, responsibility, work ethic, and professionalism has not automatically resulted in increased Organizational Performance at the school level. Organizational mechanisms are needed that are able to convert individual quality into organizational achievements, including through clear work systems, coordination, supervision, appropriate division of tasks, work procedures, performance management, support facilities and infrastructure, and consistent managerial policies. Thus, the findings of this study show that the organizational performance of private junior high schools in Bogor Regency is more strongly explained through leadership. Transformational Leadership and Organizational Commitment directly,

compared through Human Resource Quality as a mediating variable. Human Resource Quality in this research model is more accurately understood as an outcome of Organizational Commitment, but has not been proven to be a transmission mechanism (transmitter) that transmits this influence to Organizational Performance. This finding provides an understanding that improving individual quality alone is not enough to improve organizational performance if it is not accompanied by organizational systems and mechanisms capable of transforming individual capacity into organizational achievements.

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