

# THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON TEACHER PERFORMANCE THROUGH WORK MOTIVATION AND ORGANIZATIONAL COMMITMENT: A SYSTEMATIC LITERATURE REVIEW

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## Abstrak

*Kepemimpinan kepala sekolah memiliki peran penting dalam menentukan arah kebijakan, budaya organisasi, serta kualitas pendidikan di sekolah. Dalam konteks organisasi pendidikan, kepemimpinan transformasional dipandang mampu meningkatkan motivasi kerja dan memperkuat komitmen organisasi guru sehingga berdampak pada peningkatan kinerja guru dalam melaksanakan tugas profesionalnya. Penelitian ini bertujuan untuk mensintesis berbagai hasil penelitian mengenai pengaruh kepemimpinan transformasional terhadap kinerja guru melalui motivasi kerja dan komitmen organisasi. Kajian dilakukan menggunakan metode Systematic Literature Review (SLR) dengan model Barbara Kitchenham yang mencakup tiga tahapan yaitu planning, conducting, dan reporting. Sebanyak 10 artikel penelitian dianalisis secara deskriptif-tematik untuk mengidentifikasi pola temuan, hubungan antarvariabel, serta kontribusi teoritis dan praktis dari penelitian sebelumnya. Hasil sintesis menunjukkan bahwa kepemimpinan transformasional memiliki peran penting dalam meningkatkan kinerja guru baik secara langsung maupun melalui peningkatan motivasi kerja dan komitmen organisasi. Efektivitas kepemimpinan transformasional juga dipengaruhi oleh lingkungan kerja yang kondusif serta dukungan organisasi dalam mengembangkan profesionalisme guru. Dengan demikian, kepala sekolah perlu menerapkan gaya kepemimpinan transformasional yang mampu membangun motivasi dan komitmen guru sehingga tercipta lingkungan kerja yang produktif, profesional, dan berorientasi pada peningkatan mutu pendidikan.*

**Kata kunci :** Kepemimpinan transformasional, motivasi kerja, komitmen organisasi, kinerja guru.

## Abstract

*School leadership plays a crucial role in determining policy direction, organizational culture, and the quality of education in schools. In the context of educational organizations, transformational leadership is seen as capable of enhancing work motivation and strengthening teachers' organizational commitment, thereby improving their performance in carrying out their professional duties. This study aims to synthesize various research findings regarding the impact of transformational leadership on teacher performance through work motivation and organizational commitment. The review was conducted using the Systematic Literature Review (SLR) method with Barbara Kitchenham's model, which includes three stages: planning, conducting, and reporting. A total of 10 research articles were analyzed using a descriptive-thematic approach to identify patterns, relationships between variables, and the theoretical and practical contributions of previous studies. The synthesis results show that transformational leadership plays an important role in improving teacher performance both directly and through the enhancement of work motivation and organizational commitment. The effectiveness of transformational leadership is also influenced by a supportive work environment and organizational support in developing teachers' professionalism. Thus, school leaders need to apply transformational leadership styles that can foster teachers' motivation and commitment, creating a productive, professional, and quality-oriented work environment.*

**Key words:** Transformational Leadership, Work Motivation, Organizational Commitment, Teacher Performance.

## INTRODUCTION

Transformational leadership has become a central focus in educational leadership studies due to its strategic role in influencing the quality of human resources in schools, particularly teacher performance, which is a crucial factor in the learning process and achieving educational goals<sup>1</sup>. In the context of education, transformational leadership of school principals is seen as capable of inspiring and empowering teachers, thereby enhancing both individual and collaborative motivation, which ultimately influences the quality of teaching practices<sup>2</sup>.

Although many studies report a positive relationship between transformational leadership and teacher performance, variations in findings have been observed, indicating significant differences in the magnitude and direction of the impact depending on the research context and the mediating variables analyzed<sup>3</sup>. Therefore, this phenomenon of varied findings points to the need for further evaluation of the relationship between transformational leadership and teacher performance in educational settings.

This study chose the title “The Impact of School Principals' Transformational Leadership on Teacher Performance through Work Motivation and Organizational Commitment” because transformational leadership is considered relevant to the demands of modern education, which requires school principals not only to serve as administrators but also as inspirers and motivators for teachers to achieve optimal performance<sup>4</sup>. Work motivation, as a psychological condition that influences the direction, intensity, and persistence of individual actions toward organizational goals, is viewed as one of the main mechanisms through which transformational leadership can affect teachers' work behavior<sup>5</sup>. Meanwhile, organizational commitment reflects the psychological attachment of individuals to the values and goals of the organization, which affects loyalty, stability, and consistency in professional work behavior, ultimately positively impacting performance<sup>6</sup>. Therefore, both of these constructs are chosen as potential mediators in the relationship between transformational leadership and teacher performance.

Conceptually, transformational leadership is understood as a leadership style where leaders seek to inspire and instill shared values among members of the organization

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<sup>1</sup> Rona Elviliza et al., “Pengaruh Kepemimpinan Transformasional Kepala Sekolah Terhadap Kinerja Guru Di Sekolah Dasar,” *Jurnal Kepemimpinan & Pengurusan Sekolah* 10, no. 4 (2025): 1973–82, <https://doi.org/10.34125/jkps.v10i4.1082> ABSTRAK.

<sup>2</sup> Rahmat Nawawi and Eva Dianawati Wasliman, “Kepemimpinan Transformasional Kepala Sekolah Dalam Mengembangkan Kinerja Guru Sekolah Menengah Pertama,” *Jurnal Tahsinia* 7, no. 1 (2026): 62–78, <https://jurnal.rakeyansantang.ac.id/tahsinia/article/view/946/737>.

<sup>3</sup> Muhtasor et al., “The Effect Of Organizational Commitment On Teacher Performance In Junior High Schools,” *IMProvement Journal* 12, no. 2 (2025): 108–14, <https://doi.org/10.21009/improvement.v12i2.61518>.

<sup>4</sup> Ismawati Syamsul and Universitas Negeri Makassar, “Kepimpinan Transformasional Kepala Sekolah Dalam Peningkatan Kinerja Guru Di Sekolah Dasar,” *Jurnal Pendidikan Kreativitas Pembelajaran* 08, no. 1 (2026): 262–69, doi: <https://doi.org/10.55338/jpkmn.v6i4>.

<sup>5</sup> Nurmeisyah Hasibuan, Fajar Pasaribu, and Hasrudy Tanjung, “Pengaruh Gaya Kepemimpinan Transformasional , Motivasi Dan Fasilitas Sekolah Terhadap Kinerja Guru Di SMK Siti Banun Rantauprapat,” *Journal of Business and Economics Research (JBE)* 4, no. 1 (2023): 9–17, <https://doi.org/10.47065/jbe.v4i1.2848>.

<sup>6</sup> Yenni Aulia, Hadiyanto, and Sulastri, “Kontribusi Kepemimpinan Dalam Meningkatkan Komitmen Organisasi Pegawai,” *Jurnal Niara* 17, no. 3 (2025): 181–91, <https://journal.unilak.ac.id/index.php/nia/article/view/25513/7251>.

through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration<sup>7</sup>. Principals who apply the principles of transformational leadership not only provide direction but also facilitate the professional development of teachers by offering reflective opportunities, creative encouragement, and individualized support based on needs<sup>8</sup>.

Work motivation in this context is not only extrinsically motivated by material rewards but also intrinsically motivated by the sense of meaning, purpose, and appreciation for the learning process itself<sup>9</sup>. Meanwhile, organizational commitment, as a manifestation of emotional attachment and the depth of individual identification with the values and goals of the school, is recognized as an important factor that strengthens internal cooperation, loyalty, and professional responsibility<sup>10</sup>. The combination of these three constructs forms an important theoretical framework to be analyzed in this study. Several empirical studies suggest that work motivation can act as an important mediator in the relationship between transformational leadership and teacher performance, where principals who are effective in their transformational leadership increase teachers' motivation, which in turn positively impacts their performance<sup>11</sup>.

However, other findings show that the direct effects of leadership on teacher performance can occur without strong mediation by work motivation, indicating inconsistencies in research results<sup>12</sup>. On the other hand, organizational commitment has also been identified as a mediating factor in the relationship between transformational leadership and teacher performance because teachers with strong commitment to the school tend to exhibit greater loyalty and consistency in their work behavior<sup>13</sup>. These diverse results highlight the ongoing research gap, particularly in understanding how both mediators, work motivation and organizational commitment, function together in influencing teacher performance.

Another research gap arises from the numerous studies that focus on a single mediator or use samples from general secondary schools, which fail to provide a comprehensive picture of how transformational leadership works through dual mediation mechanisms to influence teacher performance in Islamic-based kindergartens or other

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<sup>7</sup> B. M. Bass and B. J. Avolio, *Transformational Leadership*, 2nd ed. (Mahwah, NJ: Lawrence Erlbaum Associates., 2006).

<sup>8</sup> Franciscus Xaverius Gamaliel and Sigit Bambang Widodo, "Kepemimpinan Transformasional Kepala Sekolah Dalam Upaya Peningkatan Mutu Profesionalisme Guru," *Jurnal Dinamika Manajemen Pendidikan* 8, no. 2 (2024): 100–110.

<sup>9</sup> Futhri Raudhatul Kabry et al., "Peran Motivasi Kerja Dalam Meningkatkan Kinerja Guru Di SMP Bina Siswa Laud Dendang," *Jurnal Manajemen Dan Pendidikan Agama Islam* 3, no. 1 (2025): 249–64, doi: <https://doi.org/10.61132/jmpai.v3i1.857>.

<sup>10</sup> Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior*, 15th ed. (Pearson, 2013).

<sup>11</sup> Saiful Anwar and Siti Zubaidah, "Pengaruh Kepemimpinan Transformasional, Motivasi Guru Dan Komunikasi Interpersonal Terhadap Kinerja Guru Sekolah Dasar Negeri Di Kecamatan Pamulang Kota Tangerang Selatan," *JURNAL MANAJEMEN PENDIDIKAN* 11, no. 1 (2026): 579–94, doi: <https://doi.org/10.34125/jmp.v11i1.1562%0AABSTRACT>.

<sup>12</sup> Djoko Soelistya and Selamat, "The Influence of Transformational Leadership Style and Compensation on Teacher Performance through Organizational Commitment as an Intervening Variable," *Jurnal Pendidikan, Sosial, Dan Agama* 16, no. 2 (2024): 1115–32, doi: [10.37680/qalamuna.v16i2.5741](https://doi.org/10.37680/qalamuna.v16i2.5741).

<sup>13</sup> Munirul Abidin et al., "PENGARUH KEPEMIMPINAN TRANSFORMASIONAL TERHADAP KINERJA GURU: PERAN MEDIASI KOMITMEN ORGANISASI," *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan* 13, no. 3 (2025): 105–10.

early childhood educational institutions. Previous studies often used cross-sectional research designs with heterogeneous samples, limiting their ability to capture the dynamics of changes in motivation and commitment over longer periods. The lack of research integrating both mediators into one comprehensive model creates significant space for research, especially in specific local contexts such as religious-based early childhood education.

Therefore, this study aims to fill this gap through a more comprehensive and contextual causal relationship analysis. Thus, this research is directed to empirically examine how the transformational leadership of school principals influences teacher performance through both work motivation and organizational commitment simultaneously, using a suitable quantitative approach, such as path modeling or structural equation modeling (SEM), to capture the relationships between variables comprehensively<sup>14</sup>. It is expected that the findings from this study will not only contribute to the theoretical expansion of educational leadership literature but also provide practical policy recommendations related to effective school leadership strategies for enhancing teachers' professional capacities.

## METHOD

This study employs the Systematic Literature Review (SLR) method, adapting Barbara Kitchenham's model, which consists of three main stages: planning, conducting, and reporting<sup>15</sup>. This model was chosen because it provides a systematic and transparent framework for identifying, selecting, and synthesizing relevant research findings related to the study topic. The SLR approach allows the researcher to gain a comprehensive understanding of the relationships between transformational leadership, work motivation, organizational commitment, and teacher performance based on empirical findings from various previous studies.

In the planning stage, the researcher defines the study focus and formulates research questions regarding the impact of transformational leadership on teacher performance through work motivation and organizational commitment. The researcher then establishes a search strategy, defining relevant keywords and setting inclusion and exclusion criteria. The inclusion criteria consist of articles published in scientific journals that discuss the variables of transformational leadership, work motivation, organizational commitment, and teacher performance, published between 2020 and 2025, and available in full-text format. The exclusion criteria eliminate articles that are not relevant to the research focus, such as conceptual studies without empirical data, articles outside the field of education, and articles not available in Indonesian or English.

The conducting phase involves searching various academic databases such as Google Scholar, ResearchGate, and the Directory of Open Access Journals (DOAJ). The search is conducted using keywords such as "transformational leadership," "teacher performance," "work motivation," and "organizational commitment." The results of the search are then selected according to the established criteria, leading to 10 relevant research articles for analysis. These articles are then analyzed using a descriptive-

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<sup>14</sup>Sutono, Azainil, and Laili Komariyah, "PENGARUH KEPEMIMPINAN TRANSFORMASIONAL, DAN KOMPETENSI DIGITAL TERHADAP KINERJA GURU MELALUI MOTIVASI KERJA," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 10, no. 10 (2025): 4.

<sup>15</sup>Barbara Kitchenham, "Procedures for Performing Systematic Reviews, Version 1.0. Empirical Software Engineering," 2004, 1–26.

thematic approach to identify the research design, focus, and main findings related to the relationship between the study variables.

In the reporting phase, the analysis results from the selected articles are synthesized and presented narratively. The purpose of this presentation is to describe the pattern of research findings, trends in variable relationships, and the contribution of transformational leadership to improving teacher performance through work motivation and organizational commitment. Therefore, the results of this study are expected to provide both conceptual and empirical insights into the importance of applying transformational leadership to enhance teacher performance in educational settings.

## RESULT AND DISCUSSION

### Results

This study applies the Systematic Literature Review (SLR) method by adapting Barbara Kitchenham's model. Articles were sourced from Google Scholar, ResearchGate, and DOAJ according to the established selection criteria, resulting in 10 relevant articles for analysis. These articles were then reviewed to identify the impact of transformational leadership on teacher performance through work motivation and organizational commitment. The analysis results are presented in the following table:

**Table 1.** List of Articles Analyzed

No	Authors (Year)	Journal/Article Title	Research Method	Focus	Key Findings
1	Hasan et al. (2023)	The Impact of Transformational Leadership on Teacher Performance at SMP Negeri 5 Gorontalo	Quantitative (Regression)	Transformational leadership → Teacher performance	Transformational leadership significantly impacts teacher performance with a contribution of 79.8%.
2	Windiawan et al. (2024)	The Impact of Transformational Leadership and Work Motivation of the Principal on Teacher Performance	Quantitative (Survey, Multiple Linear Regression)	Transformational leadership, motivation → Teacher performance	Transformational leadership has a positive and significant effect on teacher performance, while work motivation does not have a partial effect.
3	Miharja & Aryanto (2023)	The Impact of Transformational Leadership, Work Motivation, and Work Culture on Teacher Performance	Quantitative (SmartPLS)	Leadership, motivation, work culture → Teacher performance	Work motivation and work culture significantly impact teacher performance, while transformational leadership does not have a direct effect.
4	Norlatifah, Aslamiah & Wahyu (2024)	The Impact of Principal's Transformational Leadership, Creativity, and Work Motivation on Teacher Performance	Quantitative (Correlation)	Leadership, creativity, motivation → Teacher performance	Transformational leadership and work motivation have a direct effect on improving teacher performance.

5	Balela & Aslamiah (2024)	The Impact of Transformational Leadership, Work Culture, and Commitment on Teacher Performance	Quantitative (Path Analysis)	Leadership, organizational commitment → Teacher performance	Organizational commitment plays a role in improving teacher performance both directly and indirectly.
6	Suarni et al. (2024)	The Influence of Leadership and Organizational Commitment on Teacher Performance with Motivation as an Intervening Variable	Quantitative (SEM-PLS)	Leadership, commitment, motivation → Teacher performance	Work motivation acts as an intervening variable that strengthens the influence of leadership and commitment on teacher performance.
7	Djoko & Selamet (2024)	The Influence of Transformational Leadership Style and Compensation on Teacher Performance through Organizational Commitment	Quantitative (Path Analysis)	Leadership, organizational commitment → Teacher performance	Organizational commitment mediates the impact of transformational leadership on teacher performance.
8	Yohanes et al. (2024)	The Influence of Transformational Leadership on Work Motivation and Its Impact on Teacher Performance	Quantitative (PLS-SEM)	Leadership, motivation → Teacher performance	Transformational leadership directly impacts work motivation and teacher performance.
9	Khofifah & Banin (2023)	The Influence of Transformational Leadership, Work Environment, and Work Motivation on Teacher Performance	Quantitative (Multiple Linear Regression)	Leadership, motivation → Teacher performance	Transformational leadership and work motivation significantly impact teacher performance.
10	Amalia et al. (2025)	The Impact of Principal's Transformational Leadership and Organizational Commitment on Teacher Performance	Quantitative (Multiple Linear Regression)	Leadership, organizational commitment → Teacher performance	Transformational leadership and organizational commitment significantly impact teacher performance.

*Source: Researcher data processing results*

## Discussion

The analysis of the research results was conducted based on the three main stages of the Systematic Literature Review (SLR) model proposed by Barbara Kitchenham,

which are planning, conducting, and reporting<sup>16</sup>. In the planning stage, the researcher formulates the study focus, which aims to identify the influence of transformational leadership on teacher performance through work motivation and organizational commitment. This includes defining the research problem, selecting search keywords, and establishing inclusion and exclusion criteria to ensure that the selected articles are relevant to the study variables. Based on this focus, the researcher formulates the research problem: How does transformational leadership affect teacher performance through work motivation and organizational commitment?

The next step involves selecting the search keywords used in the process of identifying literature in various academic databases such as Google Scholar, ResearchGate, and DOAJ. The keywords used include “transformational leadership,” “teacher performance,” “work motivation,” and “organizational commitment.” These keywords are combined using logical operators such as AND and OR to expand or narrow the search results. For example, the combination “transformational leadership AND teacher performance AND work motivation AND organizational commitment” is used to obtain the most relevant articles to the research context. The inclusion criteria include articles published in scientific journals focusing on transformational leadership, work motivation, organizational commitment, and teacher performance, published between 2020 and 2025, and available in full-text format. Meanwhile, the exclusion criteria are used to eliminate articles that do not meet the expected relevance and quality, such as conceptual studies without empirical data, studies outside the field of education, and articles not available in Indonesian or English.

The conducting stage involves reviewing the content of each selected journal to identify the research design, context, and main findings. Most of the studies use a quantitative approach, which use regression analysis, path analysis, and Structural Equation Modeling to examine the direct and indirect relationships between transformational leadership, work motivation, organizational commitment, and teacher performance. The research results indicate a significant impact of transformational leadership on teacher performance. A study by Hasan shows that transformational leadership significantly influences teacher performance, contributing 79.8%, indicating that the principal's leadership style plays an important role in improving the quality of teacher performance.<sup>17</sup>

The study by Windiawan & Hartinah also shows a positive and significant effect of transformational leadership on teacher performance through multiple linear regression analysis. Meanwhile, the study by Miharja & Aryanto reveals that work motivation significantly influences teacher performance, although transformational leadership does not have a direct effect, suggesting that work motivation plays an important role in improving teacher performance.<sup>18</sup>

Other research by Norlatifah indicates that the principal's transformational leadership has a direct impact on teacher performance and influences teacher work

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<sup>16</sup>Kitchenham.

<sup>17</sup>Nasib Rianto Hasan et al., “Pengaruh Kepemimpinan Transformasional Terhadap Kinerja Guru SMP Negeri 5 Kota Gorontalo,” *Jurnal Ilmiah Manajemen Dan Bisnis* 6, no. 2 (2023): 962–69.

<sup>18</sup>Thalita Salsabila Miharja, Vincent Didiek, and Wiet Aryanto, “Pengaruh Kepemimpinan Transformasional, Motivasi Kerja, Dan,” *Journal of Trends Economics and Accounting Research* 4, no. 2 (2023): 406–14, <https://doi.org/10.47065/jtear.v4i2.1088>.

motivation.<sup>19</sup> Suarni shows that work motivation acts as an intervening variable that strengthens the relationship between leadership and organizational commitment to teacher performance<sup>20</sup>. This is in line with Djoko and Selamat, which states that organizational commitment mediates the impact of transformational leadership on teacher performance, thus improving teacher performance through enhanced organizational commitment.<sup>21</sup> Research by Yohanes also shows that transformational leadership directly influences work motivation and teacher performance, indicating that inspiring leadership can enhance teachers' work enthusiasm in carrying out their professional duties.<sup>22</sup>

The study by Khofifah & Banin states that both transformational leadership and work motivation significantly influence teacher performance.<sup>23</sup> Amalia shows that transformational leadership and organizational commitment simultaneously contribute significantly to improving teacher performance.<sup>24</sup> Additionally, the study by Balela & Aslamiah shows that transformational leadership supported by organizational commitment can enhance teacher performance by creating a collaborative and responsible work environment. These findings indicate that transformational leadership not only directly influences teacher performance but also impacts psychological variables such as work motivation and organizational commitment, which ultimately leads to improved teacher performance.<sup>25</sup>

The analysis of the ten articles reveals several consistent thematic patterns regarding the impact of transformational leadership on teacher performance. *First*, work motivation emerges as a significant mediating variable between transformational leadership and teacher performance. School principals who can provide inspiration, support, and individual attention to teachers have proven effective in increasing teachers' work motivation, which ultimately results in improved performance.

*Second*, organizational commitment becomes an important factor that strengthens the relationship between transformational leadership and teacher performance. Teachers with high organizational commitment tend to show greater loyalty, responsibility, and involvement in their professional duties. Third, transformational leadership also plays a

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<sup>19</sup>Elmah Norlatifa, Aslamiah, and Wahyu, "PENGARUH KEPEMIMPINAN TRANSFORMASIONAL KEPALA SEKOLAH, KREATIVITAS, MOTIVASI KERJA TERHADAP KINERJA GURU DI LEMBAGA PAUD DI KECAMATAN AMUNTAI TENGAH," *Jurnal Pendidikan Anak Usia Dini* 8, no. 2 (2024): 325–38, <https://doi.org/10.29313/ga>.

<sup>20</sup>Suarni Norawati et al., "The Influence of Leadership and Organizational Commitment on Teacher Performance with Motivation as an Intervening Variable," *Jurnal Pendidikan Dan Kewirausahaan* 12, no. 2 (2024): 519–37, doi: <https://doi.org/10.47668/pkwu.v12i2.1213>.

<sup>21</sup>Soelistya and Selamat, "The Influence of Transformational Leadership Style and Compensation on Teacher Performance through Organizational Commitment as an Intervening Variable."

<sup>22</sup>Yohanes Umbu Lede et al., "The Influence of Transformational Leadership on Work Motivation Has an Impact on Teacher Performance in Senior High Schools in Southwest Sumba Regency," *International Journal of Religion* 3538, no. 3 (2024): 366–76, doi: <https://doi.org/10.61707/sf310r03>.

<sup>23</sup>D A N Motivasi et al., "PENGARUH KEPEMIMPINAN TRANSFORMASIONAL , LINGKUNGAN," *Jurnal Ilmiah Manajemen Dan Bisnis* 2, no. 1 (2023): 55–69.

<sup>24</sup>Kota Medan and Provinsi Sumatera Utara, "Indonesia Pengaruh Kepemimpinan Transformasional Kepala Sekolah Dan Komitmen Organisasi Terhadap Kinerja Guru SMK Swasta Madani Marindal 1," *QISTINA : Jurnal Multidisiplin Indonesia* 4, no. 2 (2025): 1046–57.

<sup>25</sup>Gusti Salma Assyifa Balela, Aslamiah, and Sulaiman, "Pengaruh Kepemimpinan Transformasional Kepala Sekolah , Budaya Kerja , Dan Komitmen Organisasi Terhadap Kinerja Guru Di SMP Negeri Kecamatan Banjarmasin Utara Pendahuluan," *Jurnal Studi Guru Dan Pembelajaran* 7, no. 3 (2024): 1034–48, <https://doi.org/10.30605/jsgp.7.3.2024.4318>.

role in creating a work environment that supports the enhancement of teachers' professionalism. Principals who apply transformational leadership are able to build effective communication, provide motivation, and encourage teachers to improve the quality of teaching.

In the reporting stage, the synthesized research results are presented narratively and thematically to identify common patterns and theoretical contributions from the analyzed studies. The synthesis results show that transformational leadership plays an important role in improving teacher performance through increased work motivation and organizational commitment. Leaders who can provide inspiration, support, and attention to the individual needs of teachers will create a conducive work environment and motivate teachers to work more effectively.

According to the transformational leadership theory proposed by Bernard M. Bass and Bruce J. Avolio, dimensions such as idealized influence, inspirational motivation, and individualized consideration are crucial in shaping leadership effectiveness. This finding shows that transformational leadership can enhance work motivation and organizational commitment, leading to improved teacher performance in the learning process. Therefore, the results of this study reinforce the relevance of transformational leadership theory in the context of educational organizations and provide practical implications for school principals to develop leadership styles that can improve teacher motivation and commitment in achieving educational goals.

## **CONCLUSION**

Based on the analysis of the ten articles reviewed in this Systematic Literature Review (SLR), which adapted Barbara Kitchenham's model (2004), it can be concluded that transformational leadership has a significant impact on teacher performance, both directly and through the variables of work motivation and organizational commitment. Transformational leadership, demonstrated through the leader's ability to inspire, motivate, support, and provide individual attention to teachers, helps create a positive work environment and drives increased teacher motivation. This leadership style also encourages teachers to be more responsible, proactive, and engaged in their professional duties, ultimately improving the quality of performance in the learning process.

Moreover, the study also shows that work motivation and organizational commitment play important roles as variables that strengthen the relationship between transformational leadership and teacher performance. Teachers with high work motivation tend to show greater dedication, discipline, and effort in fulfilling their educational duties. On the other hand, strong organizational commitment makes teachers feel a sense of responsibility and loyalty toward the institution they work for. Both of these factors have been proven to enhance the influence of transformational leadership in improving teacher performance.

Thus, the effectiveness of transformational leadership in improving teacher performance depends not only on the principal's ability to lead but also on efforts to build work motivation and strengthen organizational commitment among teachers. School leaders must create a supportive work environment, provide recognition for teachers' work, and encourage continuous professional development. Through the effective application of transformational leadership, it is expected that a productive, collaborative, and professional work environment will be created, enabling educational goals to be achieved optimally.

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