

Analysis of Organizational Structure and Transactional Leadership on Teacher Performance with Work Motivation Mediation as an Intervening Variable (Study on SDI Sahabat Ilmu)

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Abstract

This study aims to analyze the influence of organizational structure and transactional leadership on teacher performance at SDI Sahabat Ilmu, with work motivation as a mediating variable. An explanatory quantitative method was used in this study, with a census sampling method involving all 30 teachers who were active in the school. Data analysis was carried out using Structural Equation Modeling (SEM) based on SmartPLS software. The research instruments were compiled based on organizational structure theory, transactional leadership concepts, work motivation, and teacher performance indicators, using a five-point Likert scale. The findings of the study show that organizational structure has a positive impact on work motivation, but the effect is indirect on teacher performance. Meanwhile, transactional leadership has been proven to have a positive and significant impact on teachers' performance and work motivation. However, the results of the analysis showed that work motivation did not mediate the relationship between organizational structure and transactional leadership and teacher performance. This study makes an important contribution to the development of human resource management and leadership strategies in educational institutions, especially in an effort to increase teacher productivity.

Keywords: Organizational Structure, Transactional Leadership, Work Motivation, Teacher Performance, SmartPLS.

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INTRODUCTION

The quality of education is the main foundation of the progress of a nation, and the role of teachers is an essential element in achieving these goals. Dedicated teachers are not only responsible as a distributor of information, but also have a crucial role in shaping character and developing students' potential. Thus, they are a determining factor for the success of the learning process and the realization of the vision of educational institutions.

It is important to understand the various factors that affect teacher performance as part of efforts to improve the quality of education. The capabilities of educators are very relevant to the mandate of the constitution. Based on Article 28H and Article 34

Paragraph 3 of the 1945 Constitution, proper education is a human right that must be guaranteed by the state, including the provision of public facilities that support the capacity development of productive human resources.

Human resources (HR) are the most crucial asset for an organization. This is because the operational system and the success of the organization in achieving its targets are highly dependent on the competence and dedication of the individuals who work in it (Hawasyi *et al.*, 2019). To increase efficiency and results, effective human resource management is crucial (Bendesa, 2014). It includes the collective knowledge, expertise, and capabilities of a group. In the context of educational institutions, human resource management (HRM)

focuses on the arrangement of teachers and staff to ensure their optimal contribution to the educational goals as well as the personal goals of the teachers. In schools, the main target of MSDM is to optimize educational outcomes.

According to Muis *et al.* (2018), performance is the result of work achieved by individuals, which must be aligned with roles and responsibilities in the organization in order to achieve the set goals. Therefore, teacher performance can be defined as the achievement of all activities that teachers carry out to teach, educate, and support students within a certain period of time to meet the goals of educational institutions. Teacher performance is influenced by various individual and organizational aspects. To achieve maximum performance, teachers with skills, pedagogical abilities, and a high sense of responsibility are needed as educators (J. S. Hasibuan & Silvya, 2019). Various studies have indicated that individual performance in an organization is influenced by a series of factors, both internal and external (Siregar *et al.*, 2023). Within the scope of educational institutions, two macro elements that are crucial in shaping a teacher's work environment are leadership and organizational structure (Wibowo *et al.*, 2022). In addition, it is undeniable that teachers' work motivation plays a role as an essential variable that bridges the influence of these organizational factors on individual performance (Asbari *et al.*, 2021b; Utami *et al.*, 2022). This study highlights SDI Sahabat Ilmu, an educational institution in Telukjambe, West Java, Indonesia. As a school that continues to strive to improve the quality of graduates, SDI Sahabat Ilmu displays organizational dynamics that are interesting to examine, especially regarding how the leadership style applied and its organizational structure affect the enthusiasm and productivity of its teaching staff.

Theoretical And Empirical Gaps

In the management and organizational literature of the last decade, there is a strong trend that recommends transformational leadership as the ideal style to drive innovation, creativity, and optimal employee performance (Asbari *et al.*, 2021a). Many recent publications have extensively discussed how transformational leaders inspire, motivate, and empower their followers, making them a major focus in academic discourse and managerial practice (Purba *et al.*, 2020; Haryono *et al.*, 2023). However, beyond this dominating narrative, this study identified a significant gap between theory and practice.

In fact, transactional leadership styles are still very prevalent and functional in many organizations, including educational institutions such as SDI Sahabat Ilmu. In school settings, which often have a clear hierarchical structure as well as a defined reward and punishment system, a transactional approach with a focus on exchange, standards, and management based on

exceptions remains a relevant and actively applied leadership style (Wibowo *et al.*, 2022).

Therefore, there is a discrepancy between the theoretical discourse dominated by transformational leadership and the reality of field practice. The impact and ongoing mechanisms of transactional leadership in specific contexts such as schools have often not been explored in depth, especially considering the role of crucial mediating variables such as work motivation (Utami *et al.*, 2022). The limitations of studies that specifically examine how transactional leadership interacts with organizational structures and influences teacher performance through work motivation in the primary school environment is a research gap that needs to be filled.

Problem Formulation

Based on the observation of the phenomenon and the study gaps found, this study formulates the following main questions:

1. How does the organizational structure affect teacher performance at SDI Sahabat Ilmu?
2. How does transactional leadership impact teacher performance?
3. How does organizational structure affect teachers' work motivation?
4. How does transactional leadership affect teachers' work motivation?
5. How does work motivation affect teacher performance?
6. Does work motivation serve as a mediating variable that links the influence of organizational structure to teacher performance?
7. Whether work motivation serves as a mediating variable that links the influence of transactional leadership to teacher performance.

Research Objectives

In accordance with the research questions that have been formulated, the objectives of this study are:

1. Analyze the impact of organizational structure on teacher performance.
2. Analyze the impact of transactional leadership on teacher performance.
3. Analyze the influence of organizational structure on teachers' work motivation.
4. Analyzing the influence of transactional leadership on teachers' work motivation at SDI Sahabat Ilmu.
5. Analyze the influence of work motivation on teacher performance.
6. Analyzes the role of work motivation in mediating the relationship between organizational structure and teacher performance.
7. Analyzes the role of work motivation in mediating the relationship between

transactional leadership and teacher performance.

Research novelty

This study presents several significant novelties: First, this study specifically examines the transactional leadership mechanisms that have proven to be empirically dominant at SDI Sahabat Ilmu. This approach fills a gap in the literature that tends to ignore the relevance of this leadership style in the context of contemporary education (Asbary *et al.*, 2021a). Second, this study explicitly integrates organizational structure as an independent variable that is parallel to transactional leadership. This methodology allows for a more comprehensive analysis of how structural aspects of educational institutions interact with certain leadership styles. Third, this study carefully examines the function of work motivation as a mediating variable in the complex relationship between transactional leadership and organizational structure and teacher performance in elementary schools. It provides a deeper understanding of how external leadership and structural factors affect teacher performance through their internal drives; more research is needed (Utami *et al.*, 2022).

Research Benefits

This research is expected to contribute to two main areas:

a. Theoretical Benefits

The results of this study are expected to enrich the literature in the field of education management and leadership theory, especially related to the relevance and how transactional leadership works in the context of school institutions in Indonesia. The findings of this study will offer a deeper understanding of how work motivation plays a role as a link between leadership and structural factors and teacher performance achievement.

b. Practical Contribution

1. For SDI Sahabat Ilmu:

This research can provide practical recommendations regarding optimizing organizational structure, implementing effective leadership styles, and developing programs to increase teachers' work motivation that has a positive impact on performance. In addition, this study can also be used as a basis for evaluating human resource management policies that are more data-based and psychological considerations.

2. For Leaders or Managers of Educational Institutions:

This study is useful in identifying the essential components that affect teacher performance, especially considering work motivation as a key psychological variable. With this understanding, leaders can formulate policies, training programs, or guidelines that are aligned with teachers' aspirations and productivity.

3. For Other Practitioners:

This study presents practical insights for human resource management professionals in the education sector regarding the implementation strategies of HR quality improvement policies, the formation of adaptive organizational structures, and the implementation of appropriate leadership styles in other educational institutions.

4. For Other Educational Institutions:

The findings of this study can serve as a model or reference for the adaptation of policies to improve the quality of human resources, by integrating psychological aspects such as work motivation in performance planning and staff development.

LITERATURE REVIEW

Organizational Structure

Organizational structure is a formal framework that regulates tasks, responsibilities, and ways of communication within an organization to ensure good coordination (Robbins & Judge, 2017). This structure affects work relationships, employee behavior, and productivity, according to Robbins and Judge (2017).

A clear structure can help reduce role conflicts and improve work efficiency (Sulistyowati & Susanto, 2022), but an ineffective structure can reduce performance. The organizational structure in schools is indicated by the management hierarchy (such as principals, vice principals, subject coordinators, classroom teachers), the division of departments or class levels, and the proper reporting and coordination system (Gusrianto & Afriza, 2024).

According to this perspective, an organizational structure can be defined as a formal arrangement that outlines the roles, authorities, and workflows required to effectively achieve organizational goals. An Operational Organizational Structure is a formal collection that organizes roles, authorities, and workflows to effectively achieve organizational goals.

Organizational Structure Indicators:

Task division

1. Activity grouping
2. Hierarchy of authority
3. Surveillance range
4. Concentration of decision-making
5. Standardization of rules

Transactional Leadership

Transactional leadership refers to the system of rewards and sanctions used by leaders and their subordinates (Bass, 1985; Burns, 1978). Bass (1985) emphasized that this leadership style is effective in directing performance to meet standards through explicit supervision and rewards. Principals can apply transactional leadership to increase teacher compliance and motivation in achieving work targets (Asbary *et al.*,

2021a; Siregar, 2023). Thus, transactional leadership can be interpreted as a leadership pattern that emphasizes compliance and work results through control mechanisms, clear rules, and awarding awards based on achievements.

Operational Definition of Transactional Leadership: A leadership pattern that emphasizes compliance and the results of teachers' work through control mechanisms, clear rules, and awarding rewards based on target achievement.

Transactional Leadership Indicators:

1. Contingent Awards
2. Management Based on Active Exceptions
3. Management Based on Passive Exclusion
4. Teachers' Work Motivation

Motivation that comes from within a person or from external sources that influences their behavior in the workplace to achieve organizational goals is known as work motivation (Robbins & Judge, 2017). This motivation determines the level of effort, perseverance, and commitment of teachers in carrying out teaching tasks (Utami *et al.*, 2022). Teacher motivation is influenced by conducive leadership and organizational structure (Asbari *et al.*, 2021b). Based on this description, work motivation can be understood as a driving force that encourages teachers to work optimally and are committed to achieving the expected performance (Robbins & Judge, 2017; Utami *et al.*, 2022).

Operational Definition of Work Motivation: A driving force that spurs teachers to work optimally and are committed to achieving expected performance.

Teacher Work Motivation Indicators:

1. Kemajuan (Growth)
2. Recognition
3. Responsibility
4. Achievement
5. Supervision
6. Remuneration
7. Company Policy
8. Working Conditions

Teacher Performance

Teacher performance is the realization of the duties and responsibilities of educators, covering pedagogical, professional, personality, and social dimensions. This performance is evaluated based on the standards set by the school. Basically, teacher performance reflects a combination of ability, effort, and environmental support that contributes to the quality of learning.

Teacher Performance Indicators:

1. Mastery of educational theory and practice
2. Implementation of the teaching-learning process.

3. Self-capacity development as an educator.
4. Innovation in the development of teaching materials.
5. Maintain authority and authority.
6. Become an exemplary figure for students.
7. Readiness to adapt to the environment.
8. Effective communication skills.

Relationship Between Variables and Hypothesis Development

The Influence of Organizational Structure on Teacher Performance

Organizational structures organize roles, responsibilities, and working relationships to ensure effective coordination (Robbins & Judge, 2017). A clear structure facilitates the division of tasks, reduces potential conflicts, and can improve teacher performance. According to a study by Gusrianto and Afriza (2024), there is a positive relationship between organizational structure and teacher performance, which shows that a more effective and organized organizational structure correlates with higher levels of teacher performance. Hypotheses proposed:

H1: Organizational structure has a positive and significant effect on teacher performance.

The Influence of Transactional Leadership on Teacher Performance

Transactional leadership is characterized by an exchange relationship between leaders and subordinates through a system of rewards and sanctions (Bass, 1985). This leadership style can improve employee performance due to the clarity of the rules and targets set (Siregar, 2023). In addition, research by Asbari *et al.* (2021b) supports that performance can be improved through the application of transactional leadership. Hypotheses proposed:

H2: Transactional leadership has a positive and significant effect on teacher performance.

The Influence of Organizational Structure on Teachers' Work Motivation

An effective organizational structure can increase work motivation because individuals feel their roles and responsibilities are clearly defined (Robbins & Judge, 2017). Good coordination also makes it easier to achieve work targets, which in turn fosters motivation. Hypotheses proposed:

H3: Organizational structure has a positive and significant effect on teachers' work motivation.

The Influence of Transactional Leadership on Teachers' Work Motivation

Through clear supervision and rewards, transactional leadership can increase teacher motivation (Asbari *et al.*, 2021a). Siregar's research (2023) also emphasizes the positive influence of this leadership on work motivation. A hypothesis is made:

H4: Transactional leadership has a positive and significant effect on teachers' work motivation.

The Effect of Work Motivation on Teacher Performance

According to Robbins & Judge (2017), motivation is a major driver that contributes to improved performance. Findings from the Rahmayati study (2023) show that a high level of work motivation is significantly related to improving employee quality and productivity. These results are particularly relevant when applied to the context of teacher performance. Hypotheses proposed:

H5: Work motivation has a positive and significant effect on teacher performance.

The Role of Work Motivation Mediation

The influence of structural and leadership factors on performance is often mediated by work motivation (Utami *et al.*, 2022). High motivation will

help teachers optimize their potential which is influenced by leadership and organizational structure. A supportive organizational structure and transactional leadership that provides results-based rewards can improve clarity of roles and expectations. This will then increase the teacher's motivation to meet the standards, and ultimately contribute to improved performance. Therefore, the hypothesis of this study is:

H6: Work motivation does not mediate the relationship between organizational structure and teacher performance.

H7: Work motivation does not mediate the relationship between transactional leadership and teacher performance.

Based on the description above, an empirical model can be made as follows as seen in figure 1

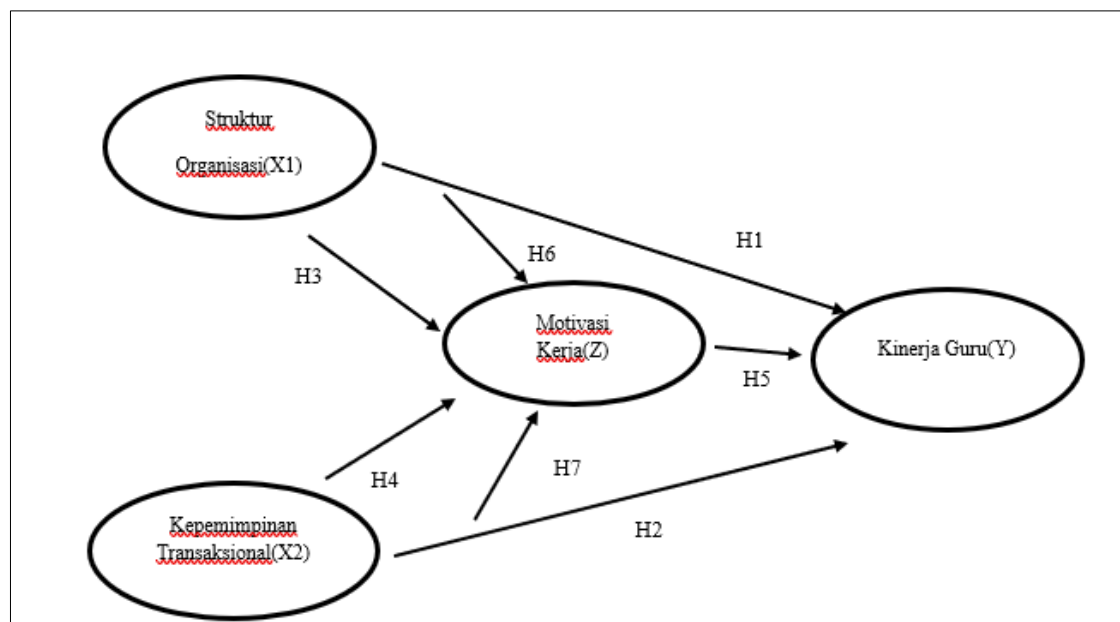


Figure 1: empirical model

RESEARCH METHODS

3.1 Research Types and Design

Research Type:

The type of research used is quantitative. This approach was chosen because the research focuses on hypothesis testing as well as measuring relationships between variables. Through statistical analysis of numerical data, the findings can be generalized to represent a larger population.

RESEARCH APPROACH

The approach used in this study is deductive. The deductive approach starts from a theory or general concept, then formulates a hypothesis that will be tested empirically through data collection and analysis. This allows researchers to confirm or reject existing theories based on the evidence found.

RESEARCH DESIGN

This study adopts an ex post facto or causal-comparative design. This method was chosen because the researcher did not directly manipulate independent variables. Rather, the main goal is to find out how independent and dependent variables interact with each other as cause and effect, by observing the impact of a variable that has already occurred and then looking for the cause. This design was used to analyze the influence of organizational structure and transactional leadership on teacher performance, where work motivation serves as a mediating factor.

The stages carried out are: (1) determining the research variables; (2) Identify populations and samples; (3) designing data collection instruments; and (4) collect data. All of the data will be analyzed using statistical techniques.

3.2 Research Location and Time

Research Location:

This research was carried out at SDI Sahabat Ilmu, Telukjambe, West Java. The selection of this location is based on the availability of data and accessibility to the research subject.

Research Time

This study is planned and implemented within three months, the beginning of implementation, namely January to March 2025.

SUBJECTS AND OBJECTS OF RESEARCH

Research Subject

The subject of the study is an individual or party that is the source of data and information related to the study problem. The main focus of this research is active teachers at SDI Sahabat Ilmu.

Population and Sample

The population of this study includes 30 teachers who are actively teaching at SDI Sahabat Ilmu, Telukjambe, West Java. Because the population is small, researchers used the census method, which is also known as saturated samples. Through this method, all members of the population are used as samples. The data collected is expected to represent the overall condition of the population.

3.4 Data Sources

Data Type:

The data used in this study is primary data. Primary data is data collected directly from the original source (respondent) for the specific purpose of this study, not from pre-existing sources.

Data Sources:

The primary data in this study was collected directly from the source, namely the teachers at SDI Sahabat Ilmu. This data collection was carried out by distributing research instruments in the form of questionnaires to them.

3.5 Data collection techniques

Data Collection Methods:

Methods for Gathering Information: One of the main methods for data collection is a questionnaire, also called a questionnaire, which is a list of written questions given to respondents to obtain the necessary information about the research variables. This method was chosen because it is effective in collecting data in a structured manner from a number of respondents.

Research Methods:

The research tool used was a questionnaire that measured variables of organizational structure (X1), transactional leadership (X2), work motivation (Z), and teacher performance (Y). This questionnaire is designed on a five-point Likert scale and has the following answer options:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = strongly disagree

3.6 Data Analysis Techniques

Data Processing and Analysis

To test the hypothesis and analyze the relationships between variables, this study adopts the Structural Equation Modeling (SEM) method with the Partial Least Squares (PLS) approach. This method was chosen because it is effective in processing data with a small sample ($N = 30$) and is suitable for complex research models with mediation variables.

The data analysis process will be divided into two main stages:

1. Evaluation of Measurement Models (Outer Model)

This stage focuses on the evaluation of instruments and variables. The tests carried out include:

- a. Convergent Validity: Measured Each indicator is tested to ensure convergent validity by analyzing the value of the loading factor and the Average Variance Extracted (AVE). This testing is important to guarantee each indicator truly represents the construct being studied
- b. Discriminant Validity: Using Fornell-Larcker or Cross-Loadings criteria to ensure each construct differs from each other.
- c. Composite Reliability: Measured with Composite Reliability and Cronbach's Alpha to ensure the internal consistency of the instrument.

2. Evaluation of Structural Models (Inner Model)

This stage evaluates the relationships between variables. The tests carried out include:

- a. Relationships between variables: Analyze direct or indirect influences.
- b. R-squared value: Assesses how much an independent variable can explain a dependent variable.
- c. Hypothesis Testing: Using t-statistics and p-values from bootstrapping results to determine the significance of the relationship.

Data Validity Test Techniques

To guarantee the validity of the data, two main tests were performed:

a. Validity Test

The purpose of this test is to ensure that the research instrument is valid in measuring the intended construct. The validity test in SmartPLS is carried out through the evaluation of convergent validity (loading factor and AVE values) and discriminant validity for the entire construct.

b. Reliability Test

This test measures the consistency and stability of the instrument. Reliability will be assessed using Composite Reliability and Cronbach's Alpha values.

Values above 0.70 (or 0.60 for exploratory research) are generally considered to indicate good reliability.

Variable Operational Definition

The following table shows the operational definitions of the research variables:

Table 3.1 Definition of Variable Operationalization

Variabel	Variable Operational Definition	Indicator
Organizational Structure (X1)	Organizational Structure is a formal structure that regulates roles, authorities, and workflows in order to achieve effectiveness in achieving organizational goals.	<ol style="list-style-type: none"> 1. Task division 2. Activity grouping 3. Hierarchy of authority 4. Surveillance range 5. Concentration of decision-making 6. Standardization of rules
Transactional Leadership (X2)	Transactional Leadership is a pattern that emphasizes compliance and teacher work outcomes through control mechanisms, clear rules, and awarding rewards based on target achievement.	<ol style="list-style-type: none"> 1. Contingent Awards 2. Management Based on Active Exceptions 3. Management Based on Passive Exceptions
Employee Performance (Y)	Teacher performance is a manifestation of the ability, effort, and support of the environment that results in a real contribution to the quality of education.	<ol style="list-style-type: none"> 1. Mastery of educational theory and practice. 2. Implementation of the teaching-learning process. 3. Self-capacity development as an educator. 4. Innovation in the development of teaching materials. 5. Maintain authority and authority. 6. Become an exemplary figure for students. 7. Readiness to adapt to the environment. 8. Effective communication skills.
Work Motivation (Z)	As the main driver, work motivation is an internal force that encourages teachers to perform at their best and show a strong commitment to achieve the set targets.	<ol style="list-style-type: none"> 1. Progress 2. Confession 3. Responsibility 4. Achievements 5. Supervision 6. Work Rewards 7. Company Policy 8. Working Conditions

Source: Developed for research, 2025

RESULTS OF RESEARCH AND DISCUSSION

4.2. Inferential Analysis

4.2.1. Measurement Model (*Outer Model*)

For data analysis, the Partial Least Squares (PLS) approach is used because it can test the predictive

relationship between latent variables (constructs). The test begins by evaluating the measurement model (outer model) to ensure the validity and reliability of the research instrument. Here are the results of the PLS analysis:

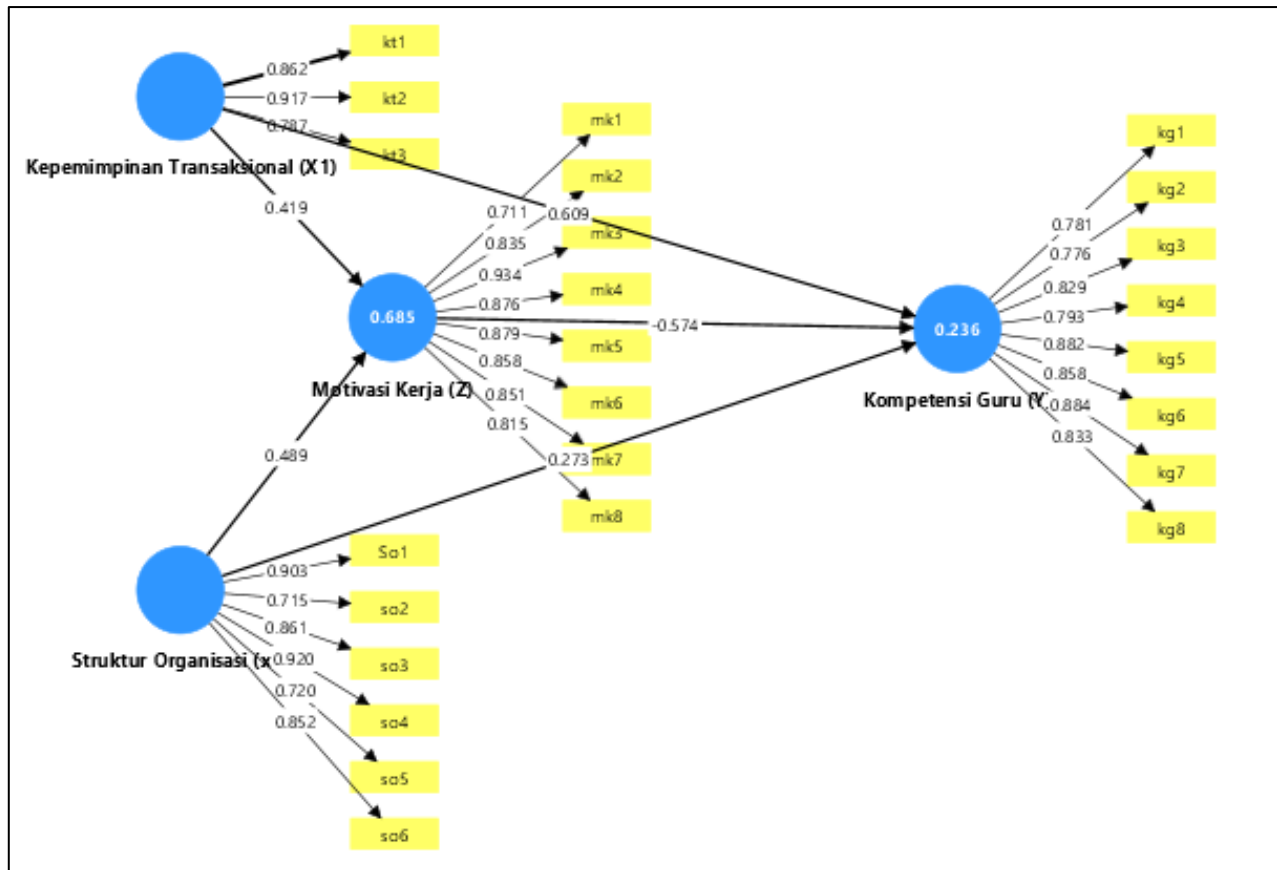


Figure 4.1: Outer Model
 Source: Primary data processed, 20225

4.2.1.1. Validitas Convergent

Convergent validity testing for each indicator can be done in several ways. The first step is to check the loading factor value for each indicator on each variable.

The validity criterion is the value of the loading factor which is in the range of 0.6 to 0.7 or higher. The results of outer loading for variable indicators are as follows:

Table 4.6: Outer Loading Results

	Kepemimpinan Transaksi...	Kinerja Guru (Y)	Motivasi Kerja (Z)	Struktur Organisasi(X1)
So1				0.903
kg1		0.781		
kg2		0.776		
kg3		0.829		
kg4		0.793		
kg5		0.882		
kg6		0.858		
kg7		0.884		
kg8		0.833		
kt1	0.862			
kt2	0.917			
kt3	0.787			
mk1			0.711	
mk2			0.835	

mk3			0.934	
mk4			0.876	
mk5			0.879	
mk6			0.858	
mk7			0.851	
mk8			0.815	
so2				0.715
so3				0.861
so4				0.920
so5				0.720
so6				0.852

Source: Initial data is processed in 2025.

Based on the results of the external loading, the value of the loading factor for each variable indicator exceeds 0.70, as shown in Table 4.6. This shows that all metrics used to measure factors such as career development, member performance, leadership, and work motivation are quite valid.

The Average Variance Extracted (AVE) value will be tested as an additional test for convergent validity. The AVE value must be greater than 0.5 for validity to be met. The AVE values can be seen in the following table:

Table 4.7: Average Variant Extracted (AVE) Test Results

	Average variance extracted (AVE)
Transactional Leadership (X2)	0.734
Teacher Performance (Y)	0.690
Work Motivation (Z)	0.717
Organizational Structure(X1)	0.693

Source: Primary data processed, 2025.

Based on the results of the analysis in Table 4.7, all variables such as organizational structure, transactional leadership, work motivation, and teacher performance have an Average Variance Extracted (AVE) value greater than 0.5. These findings indicate that any of these variable measures can be considered valid.

4.2.1.2. Validity of Discrimination

To test the validity of discriminators, two methods were applied. The first method is the Fornell-Larcker criterion, in which the square root value of the Average Variance Extracted (AVE) of each variable is compared to the correlation value between variables in the model. This criterion is met if the square root value of a variable is greater than the value of the variable's correlation with other variables

Table 4.8: Hasil Fornell-Larcker Criterion

	Transactional Leadership (X2)	Teacher Performance (Y)	Work Motivation (Z)	Organizational Structure(X1)
Transactional Leadership	0.857			
Teacher Performance	0.363	0.830		
Work Motivation	0.742	0.087	0.847	
Organizational Structure	0.662	0.236	0.766	0.832

Source: Primary data processed, 2025.

Discriminating Validity Analysis

Based on Table 4.8, the results of the test with the Fornell-Larcker criteria show that all the Average Variance Extracted (AVE) square root values for each variable are greater than their correlation values with the other variables. For example, the square root value of AVE for Organizational Structure is 0.857, which is higher than its correlation with other variables. The same pattern was observed in the variables of transactional leadership, work motivation, and teacher performance.

These results confirm that the requirements for the validity of the discriminant model have been met.

Pengujian Cross-Loading

In addition, the validity of the discriminator was also evaluated through cross-loading values. An indicator is considered discriminatically valid if the loading value of the latent variable itself is higher than the loading value of other latent variables. The results of

the cross-loading test supporting these findings can be seen in the following table.

Table 4.9: Outer Loading Results

	Kepemimpinan Transaksi...	Kinerja Guru (Y)	Motivasi Kerja (Z)	Struktur Organisasi(X1)
So1	0.657	0.335	0.631	0.903
kg1	0.347	0.781	0.083	0.293
kg2	0.392	0.776	0.220	0.306
kg3	0.374	0.829	0.125	0.163
kg4	0.181	0.793	0.015	0.040
kg5	0.207	0.882	-0.007	0.081
kg6	0.263	0.858	0.047	0.215
kg7	0.308	0.884	0.041	0.252
kg8	0.240	0.833	0.003	0.071
kt1	0.862	0.354	0.738	0.638
kt2	0.917	0.244	0.719	0.666
kt3	0.787	0.356	0.355	0.310
mk1	0.508	0.061	0.711	0.638
mk2	0.537	0.094	0.835	0.750
mk3	0.698	0.175	0.934	0.779
mk4	0.652	-0.030	0.876	0.586
mk5	0.741	0.013	0.879	0.583
mk6	0.738	0.192	0.858	0.671
mk7	0.558	0.075	0.851	0.693
mk8	0.560	-0.061	0.815	0.410
so2	0.422	0.138	0.667	0.715
so3	0.622	0.039	0.707	0.861
so4	0.491	0.155	0.684	0.920
so5	0.572	0.211	0.511	0.720
so6	0.542	0.305	0.601	0.852

Source: Primary data processed, 2025.

The cross-loading value for each variable indicator is greater than the correlation value between variable indicators, as shown in Table 4.9. Based on the results of this analysis, it can be concluded that the indicators used have adequate validity. **4.2.1.3. Composite Reliability.**

To evaluate the reliability of variables, we will look at Cronbach's Alpha and Composite Reliability values. The criteria used is that the value must be greater than 0.7. The following table presents the results of composite reliability tests:

Table 4.10: Composite Reliability Test Results

	Cronbach's alpha	Composite reliability
Transactional Leadership	0.823	0.892
Organizational Structure	0.909	0.931
Teacher Performance	0.936	0.947
Work Motivation	0.943	0.953

Source: Primary data processed, 2025.

Based on the results of the analysis in Table 4.10, Cronbach's Alpha and Composite Reliability values for the variables of career development, leadership, work motivation, and member performance exceeded 0.70. These findings indicate that each variable in this study has adequate reliability. Thus, the data that has been collected is considered consistent and valid to be processed at the next stage of analysis.

4.2.2. Structural Model Test (Inner Model)

4.2.2.1. R-Square

The R-Square value is a statistical indicator that reflects the proportion of variability in a dependent variable that can be explained by an independent variable in a regression model. Values approaching 1 indicate that the model has strong predictive power, while values approaching 0 indicate that independent variables have minimal or insignificant contributions to explaining the variation.

Table 4.11: R-Square Results

	R-square	R-square adjusted
Teacher Performance (Y)	0.236	0.147
Work Motivation (Z)	0.685	0.662

Source: Primary data processed, 2025.

The analysis in Table 4.11 shows the R-Square value for the first model to be 0.236. This means that 23.6% of the variation in Teacher Performance can be explained by model-independent variables: its low value indicates that the model is considered weak.

In the second model, the R-Square value was recorded at 0.685, indicating that the independent variables in the model had the ability to explain 68.5% of the variation that occurred in Work Motivation. This significant R-Square value indicates the model's

substantial predictive power. The remaining variation (31.5%) can be attributed to other variables that are not included in the scope of this study.

4.2.2.4. Q-Square

From the results of data processing, Q2 values were obtained for both endogenous constructs, namely member performance and work motivation, which are greater than zero. These findings show that the two endogenous constructs have good predictive capabilities for the model.

Table 4.12. Q2 Results

	SSO	SSE	Q ² (=1-SSE/SSO)
Kepemimpinan...	90.000	90.000	
Kinerja Guru (Y)	240.000	240.476	-0.002
Motivasi Kerja (...)	240.000	130.428	0.457
Struktur Organi...	180.000	180.000	

Source: Primary data processed, 2025.

4.2.3. Equation Model

To analyze the relationships between variables, a regression model is used. The main objective of this analysis was to identify the influence of career development and leadership on work motivation. In

addition, the analysis also measures the impact of the three variables (career development, leadership, and work motivation) on member performance. The details of this linear regression model can be seen in the table below:

Table 4.15: Equation Model Results

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Transactional Leadership -> Teacher Performance	0.609	0.625	0.304	2.000	0.046
Transactional Leadership -> Work Motivation	0.419	0.436	0.174	2.409	0.016
Work Motivation - Teacher Performance >	-0.574	-0.653	0.427	1.343	0.179
Organizational Structure -> Teacher Performance	0.273	0.361	0.282	0.968	0.333
Organizational Structure -> Work Motivation	0.489	0.477	0.170	2.873	0.004

Source: Primary data processed, 2025.

Based on Table 4.15, the first model of the equation can be written as follows:

$$Z = \beta_0 + \beta_1 X_1 + \beta_2 X_2$$

Based on the equation of the first model, it can be explained:

The analysis showed that the value of the Transformational Leadership coefficient (β_2) was 0.436 and was positive. These findings conclude that there is a positive influence between transformational leadership

and work motivation. In other words, if the value of Transformational Leadership increases by one unit (and the variable of Organizational Structure is considered constant), Work Motivation will also increase by 0.436.

In addition, the value of the Organizational Structure coefficient (β_1) is also positive, which is 0.477. This indicates a positive influence of organizational structure on work motivation. If the value of the Organizational Structure increases by one unit (assuming Transformational Leadership remains constant), then the Work Motivation will increase by 0.477.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 Z$$

Based on the equation of the second model, it can be explained:

The analysis showed that the Transformational Leadership coefficient (β_2) was 0.625 and had a positive value. This indicates the positive influence of transformational leadership on teacher performance. Assuming the variables of Organizational Structure and Work Motivation are constant, a one-unit increase in Transformational Leadership will increase Teacher Performance by 0.625.

The value of the Organizational Structure coefficient (β_1) is also positive, which is 0.361. It concludes that organizational structure has a positive influence on teacher performance. If the value of the Organizational Structure increases by one unit (and the other variables are constant), the Teacher Performance will increase by 0.361.

However, the Work Motivation coefficient (β_3) showed a negative value, which was -0.653. These results show that work motivation has a negative influence on teacher performance. Assuming the variables of Transformational Leadership and Organizational Structure are constant, a one-unit increase in Work Motivation will lead to a decrease in Teacher Performance by 0.653.

4.2.4. Uji Hypothesis

To test the research hypothesis, we analyzed the partial influence between variables using the t-statistical and p-value criteria of the bootstrapping results. A hypothesis is considered significant if the t-value exceeds the threshold of 1.96 and the p-value is below 0.05. Under these conditions, an alternative hypothesis (H_a) is acceptable. Conversely, if the t-value is less than 1.96 and the p-value is more than 0.05, then the null (H_0) hypothesis is accepted. A summary of the results of this hypothesis test is presented in the table below.

Table 4.16: Hypothesis Test Results

	T statistics (O/STDEV)	P values
Transactional Leadership -> Teacher Performance	2.000	0.046
Transactional Leadership -> Work Motivation	2.409	0.016
Work Motivation - Teacher Performance >	1.343	0.179
Organizational Structure-> Teacher Performance	0.968	0.333
Organizational Structure-> Work Motivation	2.873	0.004

Source: Primary data processed, 2025.

Based on the test results in Table 4.16, the direct influence of independent variables on dependent variables can be described as follows:

Influence of Transactional Leadership:

The results of the statistical test showed that transactional leadership had a positive and significant influence on both teacher performance ($t = 2,000$, $p = 0.046$) and work motivation ($t = 2,409$, $p = 0.016$). Since both t-statistical values exceed 1.96 and p-values are less than 0.05, alternative hypotheses for both relationships are accepted.

Influence of Organizational Structure:

The test proved that organizational structure had a positive and significant influence on work motivation ($t = 2.873$, $p = 0.004$). However, its direct influence on teacher performance was not proven to be statistically significant, with a t-statistical value (0.968)

lower than 1.96 and a p-value (0.333) higher than 0.05. Therefore, an alternative hypothesis for this relationship is rejected.

The Effect of Work Motivation on Teacher Performance:

The test results showed that work motivation did not have a significant influence on teacher performance. This is because the t-value (1.343) is smaller than 1.96, and the p-value (0.179) is greater than 0.05, so the alternative hypothesis is rejected.

4.2.5. Mediation Test

To test the role of the mediation variable, we used the path coefficient values of the Specific Indirect Effects analyzed through the Smart-PLS software. This analysis will provide an idea of whether work motivation really mediates the relationship between independent variables and teacher performance.

Table 4.17: Mediation Test Results

	T statistics (O/STDEV)	P Values
Transactional Leadership -> Work Motivation -> Teacher Performance	0.981	0.327
Organizational Structure -> Work Motivation -> Teacher Performance	1.201	0.230

Source: Primary data processed, 2025.

Table 4.17 presents the results of the analysis of specific indirect effects to test the mediating role of Work Motivation.

Transactional Leadership Mediation: The results of the analysis show that the influence of Transactional Leadership on Teacher Performance through Work Motivation is not significant. This is supported by a t-statistical value (0.981) that is smaller than the t-table (1.688) and a p-value (0.327) that is greater than 0.05. Thus, the H6 hypothesis that states the existence of mediation is rejected.

Organizational Structure Mediation: The test also showed that Work Motivation did not mediate the relationship between Organizational Structure and Teacher Performance. This is evident from the t-statistical value (1.201) which is lower than the t-table (1.688) and the p-value (0.230) which is greater than 0.05. Therefore, the H7 hypothesis is also rejected.

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