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## **Improving Job Performance by Strengthening Work Motivation, Organizational Climate, Transformational Leadership, and Growth Mindset**

**Empirical Study on Regular Teachers of Private Junior High School  
Associations in Depok City**

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### **ABSTRACT**

*Education will proceed well when it is supported by adequate teacher competence, able to improve their performance, have discipline and be able to provide exemplary for their students. If teachers do not provide a good performance, the implementation of education will not be as expected. The role of teachers is very important in achieving the success of the education and learning process. The function and role of teachers cannot be replaced by technological advances such as advanced media. The objectives of this research are to find out the strategies and methods in improving teachers' performance through strengthening the organizational climate, transformational leadership, growth mindset, and work motivation. This research used quantitative research with survey method. While the data analysis techniques used in this research used path analysis techniques and SITOREM analysis. This research was conducted in private junior high schools in Depok, West Java. There are 109 private junior high schools in Depok City distributed in 11 sub-districts, which are Sukmajaya, Tapos, Pancoran Mas, Cimanggis, Sawangan, Cilodong, Bojong Sari, Cipayung, Beji, Limo, and Cinere. Based on the research results and discussion, the general conclusion of this research is that there are several strategies for improving teacher performance, which is strengthening the variables of organizational climate, transformational leadership, work motivation, and growth mindset, such as ongoing professional development; supportive feedback mechanisms; and integrating technology tools and resources into teaching practices.*

**Keywords:** *Growth Mindset, Improved Performance, Organizational Climate, Transformational Leadership*

## INTRODUCTION

Teachers are educational personnel who are tasked to educate, teach, train and encourage students to be prepared to compete with other nations because education is very important for all countries to be able to compete internationally. Therefore, the government reformed national education through independent learning policies, teacher mobilizers, school mobilizers, and Pancasila student profiles. Education will proceed well when it is supported by adequate teacher competence, able to improve their performance, have discipline and be able to provide exemplary for their students. According to Government Regulation No. 19/2005 on National Education Standards, the competencies that teachers must have include pedagogical competence, social competence, professional competence, and personality competence. Furthermore, it is stated in Law No. 20/2003 on the national education system that teachers as educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service. Many teachers have not been able to make good learning plans, weak mastery of material, poor classroom management, use of less varied learning methods and strategies, less comprehensive assessment, lack of guidance to students, and weak decision making. Improving teacher performance can be accomplished, among other things, by analyzing the influencing factors.

Based on research results, organizational climate, transformational leadership, and work motivation affect teacher work performance directly. Organizational climate and transformational leadership also have a direct effect on teacher work motivation (Kartini et al., 2017). If the climate is good, teachers will have high performance so that they can do their best work with good quality, quantity and do their work effectively and efficiently (Kartini et al., 2017; R. Rivai et al., 2019; Shanti et al., 2020). Teachers who have a growth mindset will be responsible for improving their performance, recognize their failures and feedback as opportunities to learn and improve their skills, they actively look for learning opportunities and new challenges, and they have high and positive expectations of their learners (Wahidah et al., 2022). Teacher work motivation will strengthen work activities in order to cause a teacher to know that there are relevant purposes between organizational goals and personal goals (Dewi, 2015). Work motivation has a positive and significant direct impact on teacher performance (Agiawati et al., 2020; Andriani et al., 2018; Kartini et al., 2017; Rahmah et al., 2022; R. Rivai et al., 2019).

Therefore, this research was conducted to determine and analyze the direct effect of organizational climate on teacher performance; direct effect of transformational leadership on teacher performance; direct effect of work motivation on teacher performance; direct effect of growth mindset on teacher

performance; direct effect of organizational climate on teacher work motivation; direct effect of transformational leadership on teacher work motivation; direct effect of organizational climate on teacher growth mindset; direct effect of transformational leadership on teacher growth mindset; indirect effect of organizational climate on performance through teacher work motivation; indirect effect of transformational leadership on performance through teacher work motivation; indirect effect of organizational climate on performance through teacher growth mindset; and indirect effect of transformational leadership on performance through teacher growth mindset.

## **LITERATURE REVIEW**

### **Job Performance**

Job performance means a set of employee behaviors that contribute either positive or negative to the achievement of organizational goals. These behaviors include behaviors that can be controlled and out of the employee's control. In addition, Colquitt, J., LePine, J. A., & Wesson (2020) also divides this behavior into 3 categories, which include task performance, citizenship behavior, and counterproductive behavior that has a negative contribution to the organization. Performance indicators consist of (1) quality (work quality is measured by employee perceptions of both work quality produced and task perfection against employee skills and abilities); (2) quantity (represents the amount produced expressed through terms such as number of units, number of activity cycles completed); (3) timeliness (represents the level of activity completed at the beginning of the stated time, considered from the angle of coordination with output results and maximizing the time available for other activities); and (4) effectiveness (represents the level of organizational resource use (manpower, money, technology, raw materials) maximized with the intention of increasing the results of each unit in resource use). However, we have to distinguish between behavior and achievement; behavior is the work that employees do in the organization, but achievement is the impact or result that remains after the work stops, while performance is the interaction between behavior and achievement, it is the sum of the results and behavior achieved together (Abualoush et al., 2018).

In education management, teacher performance is a topic that is always popular to be discussed and researched. Teacher performance is the sum of activities that have been or will be conducted by teachers in accordance with their profession as teachers (Normianti et al., 2019). Teacher performance indicators consist of these abilities planning, implementing, and evaluating learning. A teacher's performance can be seen based on a teacher's achievement in implementing learning and evaluating learning outcomes, and following up on evaluation results and work results obtained by a teacher. Teacher performance

indicators consist of implementing learning tasks, evaluating learning outcomes, and following up on evaluation results.

### **Work Motivation**

Motivation is an important consideration as high performance often requires both skills and motivation. Motivation can be an internal boost such as personal goals or self-confidence, or an external one such as incentives. Motivation determines the direction of a person's efforts, where his actions and efforts will be directed. Some of the drives that come from within are enjoyment, pleasure, interest, achievement, the benefits of acquiring knowledge, developing skills, personal expression, low anxiety, boredom and frustration. While external motivation is salary, bonus, promotion, benefits and allowances, appreciation, praise, job security, support, free time, lack of disciplinary supervision, low demotion and dismissal. In addition, Nisa (2018) suggests that motivation is something that begins a movement, something that makes people act or behave in certain ways. Motivating people is getting them to show a certain direction and taking the necessary steps to ensure that they get to a goal. Motivation is derived from various theoretical concepts such as need theory, equity theory, and expectancy theory.

High work motivation is needed for a teacher. A teacher's work motivation is a condition that makes the teacher have a willingness or desire to achieve certain goals through the implementation of teacher duties. Teacher work motivation will provide the strength to do work activities so that it causes a teacher to know that there are relevant goals between organizational goals and personal goals (Dewi, 2015). There are two dimensions of teacher motivation, such as intrinsic motivation, which includes indicators of hard work encouragement in doing work, encouragement to achieve work, and enthusiasm for success. While the extrinsic dimension consists of indicators of cooperation with personnel in the work environment, appreciation from the environment, and leadership support (Suharyati et al., 2016). Highly motivated teachers will see various shortcomings in schools as challenges. Teachers will make every effort to overcome these shortcomings. Good attention to teachers will be able to motivate teachers to do their best in performing their duties, thus fostering commitment in doing quality work and being responsible for organizational progress (Dewi, 2015).

### **Growth Mindset**

Dweck (2006) divides mindset into two types, these are fixed mindset and growth mindset. A person with a fixed mindset assumes that their talents and abilities are something that is already settled and certain. A person has been born with certain talents and abilities and cannot change. Meanwhile, someone with a growth mindset thinks of talents and abilities as something that can be developed,

as potential that will produce results if pursued. Growth mindset is a mindset that believes that intelligence is something that can be developed continuously and assumes failure as a stepping stone for the future. Growth mindset can make strength in maintaining and increasing the motivation of members and work in the company itself (Kusuma, 2018). Growth mindset indicators consist of (1) the belief that intelligence, talent and character can be developed; (2) the belief that challenges or difficulties and failures are important for self-development; (3) effort and hard work contribute to success; (4) criticism and feedback from others can be used as feedback to overcome limits. Teachers who have a growth mindset will take responsibility for improving their performance, see failures and feedback as opportunities to learn and improve their skills, actively seek learning opportunities and new challenges, and have high and positive expectations of their learners (Wahidah et al., 2022).

### **Organizational Climate**

Organizational climate is a set of organizational characteristics that are closely related to the quality of an organization's internal environment and distinguish it from other organizations characterized by structure, individual responsibility, rewards, performance standards, support, and identity (Suandi et al., 2014). Climate indicators consist of 4 parts, including (1) structure (this indicator includes regulations; hierarchy in the organization and bureaucracy; clarity of job descriptions; decision-making processes; and controls imposed in the organization); (2) interaction (this indicator relates to the atmosphere of interaction between leaders and subordinates and fellow subordinates); (3) rewards (this indicator relates to the existing reward system); (4) risk (this indicator relates to every activity in the organization that has risk). In addition, Setyaningsih et al (2018) suggested that there are eight indicators or dimensions that affect the climate of an organization, including (1) physical conditions of the workplace; (2) facilities and infrastructure; (3) leadership; (4) relationships between organizational members; (5) relationships between schools and the community; (6) management policies; (7) management practices; (8) reward system for work achievements.

Organizational climate in school organizations, Tan et al (2021) defines organizational climate as all situations (which are not physical) that occur due to the relationship between school management and teachers, teachers and students, or the relationship between management and other school employees in the teaching and learning process. This non-physical situation can be interpreted as a dimension used by some experts with terminology, such as cohesiveness, satisfaction, speed, formality, difficulty, and democracy of the school. Therefore, the higher the cohesiveness, satisfaction, speed, formality, difficulty, and democracy, the higher the relationship between school management and teachers in the school's organizational climate (Suprayitno & Ariati, 2022).

**Transformational Leadership**

The traits inherent in a leader can determine the way the leader behaves. Meanwhile, the fundamental things that make a leader successful are the things that exist within the leader that affect his/her leadership (Wasini & Hutagaol, 2016). Basically, transformational leadership will encourage the achievement of better work results. Sule & Priansa (2018) state that leaders who are not capable of anticipating and responding quickly to changes will cause the organization to be slow to adapt to changes so that organizational performance will never increase and be optimal. Ismail & Mydin (2019) state that transformational leadership is a leadership style that can affect followers to increase involvement in leading the organization to a good level with a high level of success in performance with indicators of ideal influence, inspirational motivation, intellectual stimulation, and individual consideration.

Furthermore, Jakayah et al (2018) disclosed that the transformational leadership of school principals is the behavior of school principals in providing influence, inspiration, understanding subordinates, articulating a vision to make changes, providing greater responsibility for achieving school goals. Transformational leadership in the school environment is represented by the principal's figure in behaving and interacting to influence and inspire subordinates to work optimally as an effort and effort to achieve the vision and mission of the organization optimally.

**RESEARCH METHODOLOGY**

This research used quantitative research with survey methods. Survey method is a quantitative research method used to obtain data on beliefs, opinions, characteristics, variable relationship behavior and to test several hypotheses of sociology and psychology variables collected from certain populations (Sugiyono, 2016). While the data analysis techniques conducted in the research used path analysis techniques and SITOREM Analysis (Scientific Identification Theory to Conduct Operation Research in Education Management). The combination of these two analyses was conducted to provide reinforcement to the research results so that the research could provide benefits that could be perceived by the analysis unit. This research was conducted in private junior high schools in Depok City, West Java. There are 109 private junior high schools in Depok City spread across 11 sub-districts, including Sukmajaya, Tapos, Pancoran Mas, Cimanggis, Sawangan, Cilodong, Bojong Sari, Cipayung, Beji, Limo, and Cinere.

The sampling method in this research uses Multistage Random Sampling which is divided into two stages, which are regional sampling and individual sampling. In the regional sampling, 50% of the 11 sub-districts were taken randomly through a lottery. The selected sub-districts were Sukmajaya (13 schools), Cilodong (10 schools), Beji (8 schools), Limo (8 schools), Cinere (7



schools), and Sawangan (8 schools). In determining individual sampling, 54 schools were taken randomly from the 6 sub-districts so that the total population reached was 298 teachers from 30 schools. The dependent variable in this research is teacher performance (Y) and two independent variables are organizational climate ( $X_1$ ) and transformational leadership ( $X_2$ ), and the intervening variables are work motivation ( $X_3$ ) and growth mindset ( $X_4$ ). Primary data were obtained directly from the research sample, namely quantitative data on organizational climate variables, transformational leadership, growth mindset, work motivation, and teacher performance obtained from instruments in the form of questionnaires filled out by teachers and principals. While secondary data is obtained from other parties in the form of data documents of research results in journals (scientific publications).

## RESULT AND DISCUSSION

### **Organizational Climate ( $X_1$ ) has a Positive Direct Effect on Teacher Performance (Y)**

Based on descriptive data analysis results, although the average performance is relatively good (average of 4), the quantity indicator (average of 3.8) and increasing results (average of 3.74) are performance indicators that need to be improved immediately. On the other hand, the organizational climate variable, the indicators of organizational support (mean 3.8) and organizational policies (mean 3.53) are indicators that need to be improved immediately.

The inferential analysis indicated that the organizational climate variable ( $X_1$ ) has a direct and significant positive effect on teacher performance (Y). It can be proven based on the path coefficient value  $\beta_{y1} = 0.165$  (Sig 0.029 < 0.05), which means that the stronger the organizational climate, the higher the teacher performance. The results of this research are similar to the results of research conducted by Shanti et al (2020) which concluded that organizational climate has a significant relationship to teacher performance ( $r_y=0.353$ ,  $p<0.05$ ). Furthermore, Kartini et al (2017) concluded that organizational climate has a direct positive effect on teacher performance ( $\beta_{y1} = 0.257$ ).

Based on data analysis, the state of the school's physical environment is relatively good, including the comfort and completeness of the workspace, including cleanliness and lighting. There is a need to strive for complete facilities that support teachers' work such as internet channels to access the latest references in preparing lesson plans and improving learning methods so as to achieve the expected performance progress.

### **Transformational Leadership ( $X_2$ ) has a Positive Direct Effect on Teacher Performance (Y)**

Based on the results of descriptive data analysis, there are still indicators of transformational leadership that have not reached the good category, namely

intellectual stimulation (mean 3.89) and individualized consideration (mean 3.36) so that these two indicators become targets that need to be improved immediately considering the weight of the two indicators is quite large.

Based on the results of data processing, it is concluded that there is a direct and significant positive effect of transformational leadership ( $X_2$ ) on teacher performance ( $Y$ ). This is evidenced by the path coefficient value obtained as  $\beta_{y2} = 0.292$  (Sig value  $0.000 < 0.05$ ). The results of this research can be interpreted that the better the transformational leadership implemented by the principal, for the better the teacher performance. The results of this research are similar to the results of research conducted by Kartini et al (2017) which concluded that transformational leadership has a direct positive effect on teacher performance ( $\beta_y = 0.489$ , sign  $< 0.05$ ). Similar results were also expressed by Agiawati et al (2020) that there is a positive effect of transformational leadership on teacher performance ( $\beta_y = 0.168$ , sign  $< 0.05$ ).

Under the data analysis, principals need to further strengthen their actions in stimulating creativity and innovation through discussion and exchange of ideas, and challenging teachers to think both creatively and analytically. Transformational leaders are important in encouraging teachers' creativity and innovation, improving the quality of learning and developing better learning experiences for students. Creativity and innovation are fundamental to improving education.

### **Work Motivation ( $X_3$ ) has a Positive Direct Effect on Teacher Performance ( $Y$ )**

Based on the descriptive data analysis results, there are still indicators of work motivation that have not reached the good category, which are salary (average 3.63), career development (average 3.53), and awards (average 3.21) so that these three indicators become targets that need to be improved immediately.

Based on the data processing results, it is concluded that there is a direct and significant positive effect of work motivation variables ( $X_3$ ) on teacher performance ( $Y$ ) with the strength of the path coefficient value  $\beta_{y3} = 0.192$  (Sig value  $0.007 < 0.05$ ). However, it can be interpreted that the better the teacher's work motivation, the better the performance. The results of this research are similar to the results of research conducted by Kartini et al (2017) which concluded that work motivation has a direct positive effect on teacher performance with a path coefficient ( $\beta_y = 0.261$ ;  $t_{\text{count}} 2.42 > t_{\text{table}} 1.684$ ). Similarly, the research results of A. Rivai (2020) that work motivation has a positive and significant effect on teacher performance (p-value  $0.000 < 0.05$ ).

The results of the research analysis indicate that the salary and incentive components have not maximally motivated teachers. School management needs to create more effective strategies, for example by offering more or varied



incentives. Financial well-being and fair salaries are important in affecting teacher motivation and performance.

#### **Growth Mindset ( $X_4$ ) has a Positive Direct Effect on Teacher Performance (Y)**

Based on the results of data processing, it is concluded that there is a direct and significant positive effect of the growth mindset variable ( $X_4$ ) on teacher performance (Y). This is evidenced by the path coefficient value  $\beta_{y4} = 0.234$  (Sig value  $0.011 < 0.05$ ). This means that the stronger the teacher's growth mindset, the higher the performance. The results of this research are similar with the results of research conducted by Wiguna & Netra (2020) which suggest that growth mindset on performance has a positive and significant influence ( $\beta = 0.395$ ; sign  $< 0.05$ ). Unfortunately, descriptive analysis indicated that several growth mindset indicators still require strengthening, including accepting challenges seriously (mean 3.69), persistence against obstacles (mean 3.63), having a positive view of effort (3.87), belief in the benefits of failure (mean 3.68), and learning from the success of others (3.71).

Teachers' approach with a growth mindset improves learning effectiveness. Teachers who believe in their abilities will provide rich and meaningful learning experiences. Growth mindset is the key to a dynamic and productive learning environment. Using this mindset, teachers help learners reach their potential.

#### **Organizational Climate ( $X_1$ ) has a Positive Direct Effect on Teacher Work Motivation ( $X_3$ )**

Based on data processing results, it is concluded that there is a direct and significant positive effect of organizational climate variables ( $X_1$ ) on teacher work motivation ( $X_4$ ). It can be proven by the path coefficient value  $\beta_{31} = 0.445$  with Sig value  $0.000 < 0.05$  and  $t_{\text{count}} = 6.130$ ; while  $t_{\text{table}}$  at the real level  $\alpha = 0.05$  obtained  $t_{\text{table}} = 1.973$  then  $t_{\text{count}} > t_{\text{table}}$  means  $H_0$  is rejected and accept  $H_1$ . It means that the better the organizational climate, the better the teachers' work motivation. The results of this research are similar to research conducted by Kartini et al (2017) which concluded that organizational climate has a direct positive effect on work motivation as shown ( $\beta = 0.391$ ,  $t_{\text{count}} 3.990 > t_{\text{table}} 1.684$ ).

Management support is important to create a positive work environment, increase job satisfaction, and motivate teachers. When teachers receive sustained support, they are appreciated and have high job satisfaction. Policies that support professional development and reward teachers' achievements can motivate them. Fair and supportive policies also provide an additional boost to motivation.

#### **Transformational Leadership ( $X_2$ ) has a Positive Direct Effect on Teacher Work Motivation ( $X_3$ )**

Based on data processing results, it is concluded that there is a direct and significant positive effect of transformational leadership variable ( $X_2$ ) on teacher

work motivation ( $X_4$ ) with path coefficient of  $\beta_{32} = 0.290$  (Sig 0.000 < 0.05). Therefore, it can be interpreted that the stronger the transformational leadership style applied by the principal, the higher the teacher's work motivation. The results of this research are similar to the research conducted by Kartini et al (2017) which concluded that transformational leadership has a direct positive effect on work motivation ( $\beta = 0.526$ ;  $t_{\text{count}} 5.376 > t_{\text{table}} 1.684$ ). Similarly, the research results of Andriani et al (2018) concluded that there is a positive and significant effect of transformational leadership and work motivation on teacher performance.

Teachers are driven by a clear vision and intellectual stimulation, as well as motivation and attention from school leaders, to achieve high performance in teaching and personal achievement. This encouragement creates a positive and enthusiastic environment in their work.

#### **Organizational Climate ( $X_1$ ) has a Positive Direct Effect on Growth Mindset ( $X_4$ )**

Based on data processing results, it is concluded that there is a direct and significant positive effect of organizational climate variables ( $X_1$ ) on teachers' growth mindset ( $X_4$ ), with the strength of influence  $\beta_{41} = 0.444$  (Sig 0.000 < 0.05). It means that the stronger the organizational climate, the higher the growth mindset. A positive psychological atmosphere in the school environment, including social support, fairness, respect, and trust, supports well-being and confidence. This aids collaboration, creativity and productivity, and the development of a growth mindset for teachers.

#### **Transformational Leadership ( $X_2$ ) has a Positive Direct Effect on Growth Mindset ( $X_4$ )**

Based on data processing results, it is concluded that there is a direct and significant positive effect of transformational leadership variable ( $X_2$ ) on teachers' growth mindset ( $X_4$ ), with the strength of effect  $\beta_{42} = 0.462$  (Sig 0.000 < 0.05). This means that the stronger the transformational leadership, the higher the teacher's growth mindset. Transformational leadership that provides a clear and inspiring vision to teachers can help them see greater potential in themselves. Teachers who are inspired by this vision tend to have a greater belief in their own potential. From the vision provided by the leader to inspirational encouragement, teachers begin to build confidence in their own potential. They begin to see themselves as more than just a position or task at hand, but as an entity capable of growth and development.

#### **Organizational Climate ( $X_1$ ) has a Positive Indirect Effect on Teacher Performance through Work Motivation ( $X_4$ )**

Based on the results of data processing, it is concluded that there is an insignificant direct positive effect of organizational climate variables ( $X_1$ ) on

teacher performance (Y) through teacher work motivation ( $X_4$ ). This is evidenced by the path coefficient value  $\beta_{y31} = 0.0854$ . Based on the calculation of the total direct effect of organizational climate variables, transformational leadership, and achievement motivation on teacher performance is 113%. While the total effect of the indirect effect is only 11.4%. Indirect influence through work motivation occurs in teacher performance. However, other factors such as the work environment outside the school or teachers' personal factors may influence performance more than motivation. Each teacher reacts differently to the organizational climate, so not all teachers are affected by their motivation and their performance.

#### **Transformational Leadership ( $X_2$ ) has a Positive Indirect Effect on Teacher Performance (Y) through Achievement Motivation ( $X_4$ )**

The data processing results obtained the conclusion that there is an insignificant direct positive effect of transformational leadership variables ( $X_2$ ) on teacher innovativeness (Y) through teacher achievement motivation ( $X_4$ ). It is proved by the path coefficient value  $\beta_{y43} = 0.038$  ( $\text{Signf} < 0.05$ ). In examining the relationship between transformational leadership, work motivation and teacher performance, it is important to consider the complexity and specific context of each educational environment. More in-depth analysis and research involving direct observation, interviews or case studies can assist in obtaining a more comprehensive understanding of these dynamics.

#### **Organizational Climate ( $X_1$ ) has an Indirect Effect on Teacher Performance (Y) through Growth Mindset ( $X_4$ )**

Data processing results obtained the conclusion that the positive indirect effect of organizational climate variables ( $X_1$ ) on performance (Y) through growth mindset ( $X_4$ ) is not significant ( $\beta_{y41} = 0.105$ ,  $\text{Signf} < 0.05$ ). It means that growth mindset does not work effectively as a mediator of the indirect effect of organizational climate on performance. Organizational climate is important in developing teachers' growth mindset, but personal support from fellow teachers or mentors also has an important role. Adequate guidance and training are needed to complement the organizational climate's effect on teachers' perceptions and actions related to growth. Further analysis is needed to understand the relationship between organizational climate, growth mindset, and teacher performance.

#### **Transformational Leadership ( $X_2$ ) has an Indirect Effect on Teacher Performance (Y) through Growth Mindset ( $X_4$ )**

Based on data processing results, it is concluded that the positive indirect effect of transformational leadership ( $X_2$ ) on performance (Y) through growth mindset ( $X_4$ ) is not significant ( $\beta_{y42} = 0.109$ ,  $\text{Signf} < 0.05$ ). This means that growth mindset is not effective as a mediator of the indirect effect of transformational leadership on performance. Teachers may resist change if growth

mindset is considered a significant paradigm shift. Individual characteristics and organizational environment can influence the adoption of growth mindset. Transformational leadership will be less effective if teachers have fixed beliefs and the organization does not support growth mindset. Personal support from fellow teachers, mentors, or other school staff has a big impact in shaping a growth mindset. In the absence of such support, the influence of transformational leadership is limited. Factors outside of leadership control, such as exam pressure or education policy, also affect the development of teachers' growth mindset.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the previous discussion, it can be concluded, such as (1) there is a direct and significant positive effect of organizational climate on teacher performance so that strengthening the organizational climate can improve teacher performance; (2) there is a direct and significant positive effect of transformational leadership on teacher performance so that strengthening transformational leadership can improve teacher performance; (3) there is a direct and significant positive effect of work motivation on teacher performance so that strengthening work motivation can improve teacher performance; (4) there is a direct and significant positive effect of growth mindset on teacher performance so that strengthening the growth mindset can improve teacher performance; (5) there is a direct and significant positive effect of organizational climate on teacher work motivation so that strengthening the organizational climate can increase teacher work motivation; (6) there is a direct and significant positive effect of transformational leadership on teacher work motivation so that strengthening transformational leadership can increase teacher work motivation; (7) there is a direct and significant positive effect of organizational climate on teachers' growth mindset so that strengthening organizational climate can improve teachers' growth mindset; (8) there is a direct and significant positive effect of transformational leadership on teachers' growth mindset so that strengthening transformational leadership can improve teachers' growth mindset; (9) the positive indirect effect of organizational climate on teacher performance through work motivation is not significant. This means that work motivation is not effective as a mediator of the effect of organizational climate on teacher performance. Improving teacher performance can be done directly by strengthening the organizational climate; (10) the positive indirect effect of transformational leadership on teacher performance through work motivation is not significant. This means that work motivation is not effective as a mediator of the effect of transformational leadership on teacher performance. Improving teacher performance can be done directly by strengthening transformational leadership; (11) the positive indirect effect of organizational climate on teacher

performance through growth mindset is not significant. This means that growth mindset is not effective as a mediator of the effect of organizational climate on teacher performance. Improving teacher performance can be done directly by strengthening the organizational climate; and (12) the positive indirect effect of transformational leadership on teacher performance through growth mindset is not significant. This means that growth mindset is not effective as a mediator of the effect of transformational leadership on teacher performance. Improving teacher performance can be done directly by strengthening transformational leadership.

### Suggestion

There are several suggestions that can be performed by several parties in the education sector in improving the quality of teacher performance, such as (1) for teachers, teachers need to set goals, monitor work, use educational technology, teaching innovation, understand payroll, and collaborate for career development with support from the principal; (2) for the principal, in order for the principal's transformational leadership to improve, there needs to be intellectual stimulus, open discussion, and training by utilizing technology. Personal relationships with staff are also important for support in their professional development; and (3) for the education department, the education office creates policies to encourage innovation in schools through principal leadership training that supports a dynamic school atmosphere.

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