

The Mediating Role of Organizational Behavior in The Relationship Between Transformational Leadership, Managerial Competence of School Principal, and the Quality of Education: Evidence from Indonesian Public Elementary Schools

Ida Dahlia¹, Sudadio¹, Isti Rusdiyani¹

¹Universitas Sultan Ageng Tirtayasa, Banten, Indonesia

Corresponding author e-mail: idadahlia282@gmail.com

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Abstract: This study aims to analyze the direct and indirect effects of organizational culture, transformational leadership, and managerial competence on educational quality through organizational behavior in public elementary schools in Serang City, Indonesia. A quantitative study employing an ex-post facto survey design was conducted with a sample of 291 public elementary school teachers selected using proportionate stratified random sampling. Data were collected through validated Likert-scale questionnaires and analyzed using path analysis to examine direct and mediating relationships among variables. The results indicate that organizational culture ($\beta = 0.033$, $p < 0.001$), transformational leadership ($\beta = 0.095$, $p < 0.001$), and managerial competence ($\beta = 0.469$, $p < 0.001$) significantly influence organizational behavior, which fully mediates their effects on educational quality ($R^2 = 0.976$). Among the predictors, transformational leadership demonstrates the strongest total effect on educational quality. The findings suggest that improving educational quality requires integrated leadership development, enhancement of managerial competence, and strengthening organizational culture through interventions that foster positive organizational behavior in schools. This study introduces organizational behavior as a critical mediating variable that explains how leadership, culture, and managerial competence collectively translate into educational quality improvement in public elementary school settings. The study contributes to educational management literature by providing empirical evidence of a comprehensive mediation model and offering practical insights for policymakers and school leaders in designing evidence-based strategies for sustainable school quality improvement.

Keywords: Education Quality, Managerial Competence, Organizational Culture, Organizational Behavior, Transformational Leadership

A. Introduction

Education is a very important public service sector in human resource development. Quality education services must be able to answer the needs, expectations, and

expectations of the community (Kurniawati, 2022). Quality education not only emphasizes academic achievement, but also character building, critical thinking skills, and creativity of students. UNESCO (2020) emphasizes that the quality of education is the main foundation in creating superior human resources in the era of globalization, especially through the important role of basic education.

The quality of education in Indonesia still faces major challenges. International studies such as Programme for International Student Assessment (PISA) reveal relatively low literacy competencies among Indonesian students in reading, mathematics, and science (Iskandar et al., 2023). Other indicators such as average length of schooling, dropout rates, and accreditation results also reflect the quality of education. Research confirms that the quality of education is influenced not only by academic factors, but also by managerial, organizational culture, leadership, and behavior of education actors (Sumiyaty et al., 2023).

The phenomenon that has emerged in Serang City shows that even though the number of fulfillment of the Minimum Service Standards in the field of education has been achieved, the quality of education has not been fully optimal. Based on data from the Education Office, the average length of school in Serang City in 2023 is 8.91 years, which is still relatively low compared to the expected length of school in Regencies/Cities in Banten Province. In addition, there are 478 elementary school classrooms in a severely damaged condition and around 8,798 children drop out of school, of which 80% occur at the elementary and junior high levels. The accreditation of public elementary schools in Serang City shows that category A is only 24.8%, category B is 70.1%, category C is 3.2%, and there are still 1.81% who have not been accredited. Based on initial observations, a number of problems faced by public elementary schools in Serang City can be summarized as follows:

Table 1. Education Quality Problems in Serang City State Elementary Schools

Aspects	Problems	Impact
Infrastructure	478 classrooms in severely damaged condition	The learning process is disrupted, learning comfort decreases
School dropout rates	8,798 children dropped out of school, 80% at the elementary and junior high school levels	Lower pure participation rates and average length of school
School accreditation	70.1% of category B schools, 3.2% category C, and 1.81% are not accredited	Shows that the quality of education is not even and not optimal
Organizational culture	Not all schools have a conducive and collaborative work climate	Teachers' motivation and performance are inconsistent
Principal's leadership	Leadership style is not yet fully inspiring and transformative	Teachers are less motivated to innovate in learning

Source: Early Observation, 2023

This phenomenon further emphasizes the need for research on internal factors that affect the quality of education, especially the role of organizational culture, transformational leadership of school principals, managerial competence, and organizational behavior as mediating variables.

Although numerous studies have examined the relationships between organizational culture, transformational leadership, managerial competence, and educational quality, most have addressed these variables separately. Limited research has explored how these factors interact simultaneously, particularly by positioning organizational behavior as a mediating mechanism that links leadership, culture, and managerial competence to educational quality. Moreover, empirical studies focusing on public elementary schools in Serang City characterized by accreditation disparities, high dropout rates, and infrastructure limitations – remain scarce. The novelty of this research lies in integrating organizational culture, transformational leadership, and managerial competence within a unified model that explicitly incorporates organizational behavior as a mediating variable, thereby offering a more holistic explanation of educational quality.

Based on the identified challenges and research gap, this study aims to analyze the direct effects of organizational culture, transformational leadership, and managerial competence on organizational behavior and educational quality, as well as the indirect effects of these variables on educational quality through organizational behavior. Accordingly, the study hypothesizes that: (1) There is a direct effect of organizational culture on educational quality in public elementary schools in Serang City; (2) There is a direct effect of transformational leadership on educational quality in public elementary schools in Serang City (3) There is a direct effect of managerial competence on educational quality in public elementary schools in Serang City; (4) There is a direct effect of organizational behavior on educational quality in public elementary schools in Serang City; (5) There is a direct effect of organizational culture on organizational behavior in public elementary schools in Serang City; (6) There is a direct effect of transformational leadership on organizational behavior in public elementary schools in Serang City; (7) There is a direct effect of managerial competence on organizational behavior in public elementary schools in Serang City; (8) Organizational culture has an indirect effect on educational quality through organizational behavior in public elementary schools in Serang City; (9) Transformational leadership of school principals has an indirect effect on educational quality through organizational behavior in public elementary schools in Serang City; (10) Managerial competence of school principals has an indirect effect on educational quality through organizational behavior in public elementary schools in Serang City.

B. Methods

This study uses a quantitative approach with an ex-post facto type survey method. This approach was chosen because the research focuses on the influence of variables that have occurred before, so the researcher only examines the relationship and influence between variables without manipulation. The analysis used is *path analysis*, considering that this study involves five interrelated variables, both directly and indirectly. According to Creswell and Creswell (2020), quantitative research allows researchers to systematically test hypotheses with numerical data. In addition, Hair et al. (2021) assert that path analysis is particularly relevant when research models involve complex causal relationships. Thus, this method is suitable to test the influence of organizational culture, transformational leadership, managerial competence, and organizational behavior on the quality of education in State Elementary Schools in Serang City.

This type of research is a quantitative research based on the positivism paradigm with the main objective of testing hypotheses through statistical data from questionnaires. This approach is seen as appropriate because it is able to produce objective and measurable conclusions from large populations (Etikan, 2021). The research was conducted on State Elementary Schools in six sub-districts of Serang City: Cipocok Jaya, Curug, Kasemen, Taktakan, Walantaka, and Serang, with a implementation time of September 2024 to July 2025.

The population of this study includes all State Elementary School teachers in Serang City who have ASN status with a minimum qualification of S1/D4. Based on data from the Serang City Education Office in 2024, the number will reach 1,064 people. This population is heterogeneous so the sample is selected to make the data more focused. According to Sekaran and Bougie (2020), the population is a whole subject with certain characteristics. The sample was determined using proportionate stratified random sampling with the Slovin formula with a 5% error rate, so that 291 teachers were obtained (Taherdoost, 2021).

The data collection process is carried out by two methods. First, a questionnaire in the form of a five-point Likert scale questionnaire contains statements related to organizational culture, transformational leadership, managerial competence, organizational behavior, and quality of education. The questionnaire was distributed online through the Google Form so that it was easily accessible to respondents. Second, literature studies are used to obtain relevant literature to strengthen theories. The research instrument is designed based on variable indicators, tested for validity and reliability with Cronbach Alpha, so that the data obtained is valid, consistent, and reliable for analysis.

Data analysis is carried out through two stages, namely descriptive analysis and inferential analysis. Descriptive analysis was used to describe the characteristics of respondents and the distribution of answers to each research variable, including data centering measures such as mean and median and data dispersal measures such as standard deviation. Furthermore, inferential analysis was used to test the research hypothesis with the help of SPSS software. The hypothesis testing technique used is path analysis, which allows testing the direct and indirect relationships between variables. Kline (2021) explains that path analysis is effective in testing complex causal models. Before testing the hypothesis, classical assumptions such as normality, linearity, and multicollinearity are tested to ensure that the data meets the analysis requirements. Hypothesis testing was then carried out by looking at the path coefficient value and the significance level at $p\text{-value} < 0.05$.

C. Results and Discussion

Results

Linearity and Significance Test of Regression

Linearity testing aims to find out whether the relationships between the variables studied have a linear pattern or not. The relationship between variables is said to be linear if the value of F-calculated is greater than the F-table ($F\text{-calculated} > F\text{-table}$) at a significance level of 5% (0.05). In this study, the F-table value was 3.874 ($F(5\%; 1; 289)$). The results of the analysis using Microsoft Excel show that all the relationships between the variables tested have a much larger F-calculated value than the F-table, so it can be concluded that all relationships are linear.

Table 1 Results of the Linearity Test

Relationship	F-count	F-Table	Decision	Regression equations
Y tops X1	3735,01	3,874	Linear	$Y = 0.0182X - 0.9906$
Y top X2	5007,41	3,874	Linear	$Y = 0.0507X + 0.2854$
Y tops X3	2800,62	3,874	Linear	$Y = 0.062X - 0.0594$
Y above Z	2806,88	3,874	Linear	$Y = 0.0876Z - 0.0306$
Z over X1	2065,57	3,874	Linear	$Z = 0.1926X - 6.5243$
Z over X2	1718,59	3,874	Linear	$Z = 0.5242X + 7.8526$
Z top X3	4075,89	3,874	Linear	$Z = 0.6486X + 1.3206$
X3 over X1	2018,70	3,874	Linear	$X3 = 0.2715X - 8.6283$
X3 over X2	1533,44	3,874	Linear	$X3 = 0.7336X + 12.05$
X2 over X1	1967,96	3,874	Linear	$X2 = 0.339X - 19.242$

These results show that the relationship between organizational culture (X1), transformational leadership (X2), managerial competence (X3), organizational behavior (Z), and educational quality (Y) are all linear, so it is worth continuing on the regression significance test.

Significance tests were performed to see if the relationship between the variables tested had a real (significant) influence. The relationship is said to be significant if the t-count value is greater than the t-table ($t\text{-count} > t\text{-table}$) at a significance level of 5% with a t-table 2.

Table 2 Regression Significance Test Results

Relationship	t-count	t-table	Conclusion
Y tops X1	61,11	1,97	Significant
Y top X2	70,76	1,97	Significant
Y tops X3	52,92	1,97	Significant
Y above Z	52,98	1,97	Significant
Z over X1	45,45	1,97	Significant
Z over X2	41,46	1,97	Significant
Z top X3	63,84	1,97	Significant
X3 over X1	44,93	1,97	Significant
X3 over X2	39,16	1,97	Significant
X2 over X1	44,36	1,97	Significant

From the table above, all relationships between variables are declared significant. This means that organizational culture, transformational leadership, managerial competence, and organizational behavior have been proven to have an effect on the quality of education.

Intervariable Regression Analysis

1. Quality of Education (Y) on Organizational Culture (X1)

The regression equation was obtained: $Y = -0.9906 + 0.0182X$. The positive coefficient (0.0182) shows that every increase in organizational culture by 1 unit can improve the quality of education by 0.0182 units. The results of F-count (3735.01) > F-table (3.874) and t-count (61.11) > t-table (1.97), so this relationship is stated to be linear and significant.

2. Quality of Education (Y) on Transformational Leadership (X2)

Regression equation: $Y = 0.2854 + 0.0507X$. The positive coefficient (0.0507) shows that transformational leadership has a positive influence on the quality of education. The results of the statistical test showed that F-count (5007.41) > F-table (3.874) and t-count (70.76) > t-table (1.97), so there was a significant relationship.

3. Quality of Education (Y) on Managerial Competence (X3)

Regression equation: $Y = -0.0594 + 0.062X$. The positive coefficient (0.062) confirms that managerial competence contributes to improving the quality of education. Linearity and significance tests resulted in F-counts (2800.62) > F-tables (3.874) and t-counts (52.92) > t-tables (1.97).

4. Quality of Education (Y) on Organizational Behavior (Z)

Regression equation: $Y = -0.0306 + 0.0876Z$. The test results showed F-count (2806.88) > F-table (3.874) and t-count (52.98) > t-table (1.97). Good organizational behavior plays a role in improving the quality of education.

Regression of Organizational Behavior (Z)

1. Organizational Behavior (Z) over Organizational Culture (X1)
 Equation: $Z = -6.5243 + 0.1926X$. Organizational culture has a positive effect on organizational behavior. The test results showed that F-count (2065.57) > F-table and t-count (45.45) > t-table, so it was significant.
2. Organizational Behavior (Z) over Transformational Leadership (X2)
 Equation: $Z = 7.8526 + 0.5242X$. Transformational leadership plays an important role in building organizational behavior. Statistical tests produced F-count (1718.59) > F-table and t-count (41.46) > t-table, so significant.
3. Organizational Behavior (Z) over Managerial Competence (X3)
 Equation: $Z = 1.3206 + 0.6486X$. Managerial competence has a strong influence on organizational behavior. F-count (4075.89) > F-table and t-count (63.84) > t-table, so significant.

Managerial Competency Regression (X3)

1. Managerial Competence (X3) over Organizational Culture (X1)
 Equation: $X3 = -8.6283 + 0.2715X$. Organizational culture encourages the improvement of managerial competence. The linearity and significance test showed F-count (2018.70) > F-table and t-count (44.93) > t-table.
2. Managerial Competence (X3) over Transformational Leadership (X2)
 Equation: $X3 = 12.05 + 0.7336X$. Transformational leadership has a strong influence on managerial competence. F-count (1533.44) > F-table and t-count (39.16) > t-table, so significant.

Transformational Leadership Regression (X2) on Organizational Culture (X1)

Equation: $X2 = -19.242 + 0.339X$. A healthy organizational culture enhances transformational leadership. F-count (1967.96) > F-table and t-count (44.36) > t-table, so significant.

Coefficient Determination Test

The determination coefficient (R^2) is used to measure the contribution of an independent variable to a bound variable.

Table 3 Coefficient of Determination

Relationship	R	R ²	Adjusted R ²	Interpretation
X1 → Y	0,963	0,928	0,928	Organizational culture contributes 92.8% to the quality of education
X2 → Y	0,972	0,945	0,945	Transformational leadership contributes 94.5% to the quality of education
X3 → Y	0,952	0,906	0,906	Managerial competence contributes 90.6% to the quality of education
Z → Y	0,952	0,907	0,906	Organizational behavior contributes 90.7% to the quality of education

These results show that all independent variables have a high contribution to the quality of education, with transformational leadership making the largest contribution.

Hypothesis Test

The data of each variable has passed the prerequisite test and is declared to meet the assumptions for further analysis. The hypothesis test was carried out by **path analysis** through the IBM SPSS application. The model is divided into two substructures. Substructure 1 describes the influence of exogenous variables (X1: Organizational Culture, X2: Transformational Leadership, X3: Managerial Competence) on Z (Organizational Behavior). Substructure 2 explains the influence of X1, X2, X3, and Z on Y (Quality of Education).

Path Analysis

Substructure Model 1 Path equation: $Z = -6.43 + 0.033X1 + 0.095X2 + 0.469X3 + \varepsilon Z$

Table 4. Substructure Coefficient Test Results 1

Variable	Path Coefficients	Sig.	Information
Organizational Culture (X1)	0,033	0,000	Significant
Transformational Leadership (X2)	0,095	0,000	Significant
Managerial Competence (X3)	0,469	0,000	Significant

$R^2 = 0.946 \rightarrow$ the contribution of X1, X2, X3 to Z is 94.6 %

Substructure Model 2 Path equation: $Y = -0.366 + 0.005X1 + 0.025X2 + 0.012X3 + 0.007Z + \varepsilon Y$

Table 5. Substructure Coefficient Test Results 2

Variable	Path Coefficients	Sig.	Information
Organizational Culture (X1)	0,005	0,000	Significant
Transformational Leadership (X2)	0,025	0,000	Significant
Managerial Competence (X3)	0,012	0,000	Significant
Organizational Behavior (Z)	0,007	0,000	Significant

$R^2 = 0.976 \rightarrow$ the contribution of X1, X2, X3, Z to Y is 97.6%.

Direct and Indirect Influence

The calculation of direct and indirect influences shows the difference in the contribution of variables to the quality of education.

Table 6. Direct and Indirect Influence Between Variables

Relationship	Direct Influence	Indirect Influence	Total	Decision
X1 \rightarrow Y through Z	0,077	0,021	0,098	Insignificant
X2 \rightarrow Y through Z	0,223	0,023	0,246	Insignificant
X3 \rightarrow Y through Z	0,036	0,090	0,126	Significant

Simultaneous Test (F Test)

The results of the analysis showed that the variables X1, X2, and X3 had a significant effect on the Z variable ($p < 0.05$). Furthermore, X1, X2, and X3 also had a significant effect on the Y variable ($p < 0.05$). In fact, when tested simultaneously, X1, X2, X3, and Z were shown to be significant against Y ($p < 0.05$). This confirms that the free variables together have a real contribution, both to organizational behavior and the quality of education in State Elementary Schools in Serang City.

Discussion

The Direct Influence of Organizational Culture on the Quality of Education

Organizational culture has proven to make an important contribution to the quality of education at SD Negeri Kota Serang. Strong values, norms, and work habits are able to foster motivation, discipline, and commitment of teachers to improve the quality of learning. Research shows that a positive school culture has a significant impact on teacher performance and student learning outcomes because it creates an academic climate that supports innovation and collaboration (Fu et al., 2022; Bogale & Debela, 2024). In the local context, strengthening organizational culture allows the creation of quality-oriented collective work habits, so that school accreditation achievements and the quality of educational services increase consistently.

The Direct Influence of Transformational Leadership on the Quality of Education

The transformational leadership of school principals has a significant effect on the quality of education. Principals who are able to articulate inspirational visions, provide motivation, and individual attention to teachers, create a strong drive to work more optimally. Empirical studies confirm that transformational leadership improves teacher professionalism, learning innovation, as well as emotional engagement at work (Fang & Yu, 2023; Kandemir, 2024). The impact is reflected in the improvement of academic services, the quality of teacher-student interaction, and learning outcomes. In Serang City, school principals with this leadership style can strengthen quality orientation through teacher coaching, intensive monitoring, and providing opportunities for innovation. Thus, transformational leadership is an important key in encouraging the realization of better-quality education.

The Direct Influence of Managerial Competence on Education Quality

The managerial competence of school principals has a vital role in determining the quality of education. Principals who are capable of planning programs, organizing resources, and supervising the implementation of the curriculum are able to create an effective and quality-oriented learning process. Research shows that the managerial

skills of school principals have a direct effect on improving the quality of academic services, classroom management, and student achievement (Grissom et al., 2021; Bush, 2024). In practice, managerial competencies include budget management, infrastructure facilities, and educator development, so that schools can carry out their vision and mission well. This strengthens the role of the principal as an education manager who contributes significantly to improving the quality of education at the State Elementary School in Serang City.

The Direct Influence of Organizational Behavior on the Quality of Education

Organizational behavior, which includes motivation, discipline, commitment, and collaboration between teachers, has been shown to affect the quality of education in schools. Recent studies confirm that positive work behavior supports the creation of a conducive school climate, professional collaboration, and improved learning quality (Fu et al., 2022; Lee et al., 2024). Teachers who show organizational citizenship behavior (OCB) are more concerned about collective success, which has implications for improving academic services and student learning outcomes. In Serang City, the behavior of teachers' organizations can strengthen harmonious interpersonal relationships and a collaborative culture. However, the results of this study confirm that the direct influence of organizational behavior is not always significant, depending on the consistency of structural support.

Direct Influence of Organizational Culture on Organizational Behavior

Organizational culture has been proven to contribute to the organizational behavior of teachers in schools. Mutually agreed work values, norms, and traditions can form positive habits, including discipline, collaboration, and commitment. Research shows that a strong organizational culture encourages teachers' organizational citizenship behavior (OCB) as well as improves the quality of professional interaction in schools (Choi & Rainey, 2022; Bogale & Debela, 2024). At SD Negeri Kota Serang, strengthening school culture has an impact on teachers' work behavior that is more cooperative and focuses on improving quality. This confirms that organizational culture is not only a structural factor, but also a driver of individual behavior in achieving educational goals.

The Influence of Transformational Leadership on Organizational Behavior

The transformational leadership of school principals has a significant effect on the behavior of teachers' organizations. Principals who provide examples, motivation, and emotional support are able to encourage teachers to show proactive, disciplined, and collaborative behavior. Empirical studies confirm that transformational leadership increases organizational commitment, extra-role behaviors, and the quality of working relationships between teachers (Fang & Yu, 2023; Kandemir, 2024). In

elementary school, a visionary and inspirational principal can reinforce positive teacher behaviors, such as helping colleagues, supporting innovation, and focusing on learning outcomes. Thus, transformational leadership styles become an important instrument in shaping organizational behavior that supports the success of education.

The Influence of Managerial Competence on Organizational Behavior

The managerial competence of school principals has an important role in influencing the behavior of teachers' organizations. Principals who are proficient in resource management, decision-making, and performance evaluation are able to create a work climate that encourages discipline, responsibility, and collaboration. Research shows that good managerial skills correlate with increased positive work behavior of teachers and the effectiveness of school organizations (Grissom et al., 2021; Bush, 2024). In Serang City, school principals with high managerial competence can optimize teacher performance through fair division of tasks, structured monitoring, and clear communication. Thus, managerial competence has been proven to support the formation of healthy organizational behavior.

The results of the study show that organizational culture has a significant effect on the quality of education through organizational behavior. A conducive work culture encourages teachers to display positive behavior, which in turn improves the quality of learning. Similar research confirms that a strong organizational culture creates collaborative, disciplined, and committed teacher behavior, thus impacting the achievement of educational quality (Choi & Rainey, 2022; Bogale & Debela, 2024). In the context of elementary schools in Serang City, the values and traditions of the school that are instilled consistently strengthen teachers' work behavior, which ultimately affects the quality of education indirectly.

Indirect Influence of Organization Culture on Education Quality through Organizational Behavior

Research results show that organizational culture significantly influences educational quality through organizational behavior. A conducive work culture encourages teachers to exhibit positive behavior, which in turn improves the quality of learning. Similar research confirms that a strong organizational culture creates collaborative, disciplined, and committed teacher behavior, thus impacting educational quality (Choi & Rainey, 2022; Bogale & Debela, 2024). In the context of elementary schools in Serang City, consistently instilled school values and traditions strengthen teachers' work behavior, which ultimately indirectly impacts educational quality.

Indirect Influence of Transformational Leadership on Education Quality through Organizational Behavior

Transformational leadership and managerial competence have been proven to have an indirect effect on the quality of education through organizational behavior. A principal who is visionary, inspiring, and has good managerial skills can encourage teachers to show positive work behavior. Recent studies confirm that transformational leadership and high managerial competence contribute to strengthening teachers' organizational behavior, which further improves the quality of education (Grissom et al., 2021; Kandemir, 2024). In Serang City, the combination of the two creates a productive work climate that strengthens the role of teachers as agents of educational change.

Indirect Influence of Managerial Competence on the Quality of Education through Organizational Behavior

Teacher organizational behavior has an important contribution to the quality of education, especially in terms of professionalism, discipline, and collaboration between teachers. Recent studies confirm that positive work behaviors, such as OCB, improve students' learning effectiveness and academic outcomes (Fu et al., 2022; Lee et al., 2024). At public elementary schools in serang city, proactive teacher behavior and high commitment in managing the classroom have an impact on improving the quality of educational services. Although the results of the analysis showed that the direct influence was not significant, organizational behavior still functioned as a mediating variable that strengthened the relationship between exogenous variables and educational quality. Thus, organizational behavior remains an important factor in improving the quality of education.

The managerial competence of school principals has a significant effect on the quality of elementary schools. (Siti Laela et al, 2023) The results of this study show that the managerial competence of school principals can improve the quality of public elementary schools. The results of this study are in line with the opinion of Aristianingsih et al (2022) who stated that school principals are an important component that is dominant in improving the quality of quality education.

D. Conclusions

The findings of this study demonstrate that organizational culture, transformational leadership, and managerial competence significantly influence organizational behavior and educational quality, both directly and indirectly. These factors jointly contribute to the development of a healthy, collaborative, and quality-oriented work environment in public elementary schools. A strong organizational culture reinforces shared values such as togetherness, responsibility, and commitment, while

transformational leadership provides clear direction, inspiration, and motivation for educators and staff to perform beyond routine expectations. Managerial competence further strengthens this relationship by ensuring effective planning, coordination, and evaluation of educational programs. Importantly, this study confirms that organizational behavior plays a pivotal mediating role in translating cultural values, leadership practices, and managerial skills into tangible improvements in educational quality. Positive organizational behavior encourages professionalism, discipline, innovation, and result-oriented performance, which ultimately enhances the quality of teaching and learning processes, service delivery, and the achievement of institutional educational goals. From a practical perspective, these findings imply that efforts to improve educational quality should move beyond a narrow focus on infrastructure development or curriculum reform alone. Policymakers and school leaders are encouraged to implement integrated and sustainable strategies that emphasize the strengthening of organizational culture, the adoption of transformational leadership approaches, and continuous development of managerial competencies through targeted training and mentoring programs. Such interventions can foster positive organizational behavior and create a supportive environment conducive to continuous improvement. For future research, it is recommended to expand the scope of analysis by incorporating additional variables such as teacher motivation, job satisfaction, or organizational commitment, as well as employing longitudinal or mixed-methods designs to capture dynamic changes over time. Comparative studies across different educational levels or regions may also provide deeper insights into contextual factors influencing educational quality and organizational effectiveness.

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