

The Influence of Transformational Leadership Style and Work Culture on Employee Performance Mediated by Pancasila Discipline Attitude at SMK Angkasa 1 Jakarta

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Abstract

This study investigates the influence of transformational leadership and work culture on employee performance, with Pancasila disciplinary attitude as a mediating variable at SMK Angkasa 1 Jakarta. Using a quantitative survey approach, data were collected from 47 employees through questionnaires and analyzed using Partial Least Squares (PLS) via Smart PLS 4. The analysis included validity, reliability, and hypothesis testing. The findings reveal that transformational leadership and work culture do not directly influence employee performance. However, Pancasila disciplinary attitude positively and significantly affects performance. While transformational leadership does not significantly affect disciplinary attitude, work culture does. Furthermore, work culture indirectly improves employee performance through Pancasila discipline, while transformational leadership does not. These results suggest that strengthening a work culture aligned with Pancasila values—such as mutual cooperation and responsibility—is essential. Managerial recommendations include promoting a supportive culture, implementing fair discipline systems, modeling good behavior, encouraging active participation, and providing ongoing training and communication. This approach can enhance employee responsibility and performance within the school environment.

1. Introduction

In the world of education, human resources (HR) are an important component that determines the success of educational institutions in achieving their goals. Human resources in schools, especially teachers as educators and education personnel, have a big responsibility in forming a competent and characterful generation. The productivity of human resources is greatly influenced by their performance. Therefore, managing human resource performance in the school environment is very important to provide a positive impact on students, which ultimately contributes to the progress of the nation (Winarti, 2018).

Almasri's research (2016), effective HR management can maintain and improve the performance of educational staff such as teachers. The performance of educational staff includes three main aspects: performance practices, work behavior, and competency development. Based on the Performance Report

of the Directorate General of Teachers and Education Personnel (2023) , there was an increase in the percentage of teachers and education personnel who experienced increased competence, from a plan of 48.83% to a realization of 52.69%. In addition, the percentage of increasing teacher career levels also exceeded the target, from a plan of 19.39 % to a realization of 21.13%. Although the realization was higher than the plan, the report showed that only 50% and 20% of teachers felt this increase, while almost 50% and 80% of other teachers in Indonesia had not met the performance increase. This emphasizes the importance of improving teacher performance in Indonesia more evenly.

Table 1.1 Performance of SMK Angkasa 1 Jakarta Teachers

Performance Predicate	Number of Teachers
Very good	17
Good	25
Need Improvement	5
Amount	47

At Angkasa 1 Vocational High School (SMK) Jakarta, there is a similar problem. Based on the teacher performance assessment report, it was found that out of a total of 47 teachers, 5 teachers had a performance rating of "Needs Improvement," 25 teachers received a "Good" rating, and only 17 teachers received a "Very Good" rating. This situation indicates a need to improve the performance of the teaching staff at the school. Therefore, it is necessary to conduct research to identify factors that can influence teacher performance in order to achieve significant improvement.

This research is very important to conduct because SMK Angkasa 1 Jakarta has various departments that focus on vocational skills that are important for the nation, such as Light Vehicle Engineering, Electrical Power Installation Engineering, Mechanical Engineering, Hospitality, Airframe and Powerplant, and Software Engineering. Optimal performance of human resources in this vocational school is an important factor in ensuring that students get an effective learning experience and good character building for the advancement of this nation in the future.

According to research by Budiwibowo (2016), Oupen et al (2020) and Rifa'i (2020) there are several potential factors that can influence teacher performance. The factors are transformational leadership style, work culture, and disciplinary attitude.

The first potential factor is transformational leadership style. According to Budiwibowo (2016), Transformational leadership style is one approach that is considered capable of improving performance through inspiration, motivation, and development of individual potential. Previous research from Prahesti et al (2017), Budiwibowo (2016), Kurniawati (2023), and Idris (2024) showed that transformational leadership style has a positive and significant influence on teacher performance. This means that if this leadership style is implemented well, teacher performance tends to increase. However, research by Nurhuda et al. (2020) and

Insani et al (2020) found that the influence of transformational leadership style was not significant on performance.

The second potential factor is work culture. According to Adha et al. (2019), Work culture is an important factor in creating a conducive, collaborative, and productive work environment. Previous research from Sukartini & Gaol (2022) and Wati et al (2024) revealed that a positive work culture has a significant effect on employee performance. However, there is also research from Hafulyon et al. (2021) and Mewahaini & Sidharta (2022) which shows that work culture does not have a significant influence on performance. The author uses this work culture as an independent variable in this study, to find out whether the work culture of SMK Angkasa 1 Jakarta which prioritizes religious, national and state aspects can significantly improve Teacher Performance or not.

The third potential factor is discipline. According to Arif et al (2020), in an office environment or workplace, discipline is an obligation to ensure that employees comply with the rules and act regularly. If employees act regularly, their performance will be good. In previous research by Vallennia et al (2020), Aulia & Trianasari (2021), and Princess et al (2022) that Discipline has a positive and significant effect on Performance. However, there is research by Tannady et al (2022) and Irawan et al (2021) that Discipline has no effect on Performance.

To add novelty to the research, the Discipline variable will be more focused on the Pancasila-based Disciplinary Attitude. The Pancasila-based Disciplinary Attitude includes values such as responsibility, hard work, divinity, mutual cooperation, and integrity (Juliani & Bastian, 2021). These values not only reflect commitment and discipline towards tasks but also strengthen work ethics and morals.

2. Research Methods

This study employs a quantitative

approach with a survey design. Data were collected using questionnaires that had been tested for both validity and reliability to ensure accurate measurement of the variables involved. The purpose of this study is to examine the influence of transformational leadership style, work culture, and Pancasila discipline attitude on employee performance at SMK Angkasa 1 Jakarta.

There are four main variables in this research. The first is Transformational Leadership Style, which refers to a leader's ability to inspire and motivate subordinates through a clear vision, personal attention, and intellectual stimulation, as well as setting a good example. This variable is measured by indicators such as the leader's ability to provide clear direction about the school's vision and goals, motivate staff to innovate and reach high standards, and build trustful relationships with employees.

The second variable is Work Culture, which reflects the shared norms, values, and beliefs within the school that influence employee behavior and interaction. This is measured through indicators such as the level of compliance with organizational norms and procedures, collaboration between departments, and perceptions of the values upheld by the organization.

The third variable, Pancasila Discipline Attitude, represents the level of employee commitment to Pancasila-based values, including rule adherence, cooperation, and moral integrity. This is reflected through employees' compliance with workplace rules, participation in school and teamwork activities, and demonstration of integrity in carrying out responsibilities.

The final variable is Employee Performance, which is evaluated based on the achievement of expected work outcomes. Key indicators include productivity (the amount of work completed), quality of output, attendance and punctuality, as well as overall contribution to the school's goals and activities.

3. Results and Discussion

This study was conducted on employees of SMK Angkasa 1 Jakarta. The questionnaire survey data was created using a google form distributed online via whatsapp and the results of the questionnaire that had been answered by respondents would automatically be stored in a spreadsheet document. The questionnaire was distributed and filled out to 47 respondents.

Table 4.1. Employee population at SMK Angkasa 1 Jakarta

Criteria	Amount
Total Number of Employees	47
Gender	
Man	28
Woman	19
Age	
< 30 years	14
30-40 years	9
> 40 years	24
Level of education	
SENIOR HIGH SCHOOL	14
D1	1
D3	2
D4	1
S1	29
Length of work	
< 5 years	19
5-10 years	12
> 10 years	16

Source : SMK Angkasa 1 Jakarta, 2024

The total number of employees at SMK Angkasa 1 is 47 people, consisting of 28 men and 19 women. Based on age, there are 14 employees under 30 years old, 9 employees aged 30-40 years, and 24 employees over 40 years old. In terms of education level, 14 employees have a high school education, 1 employee has a D1 education, 2 employees have a D3 education, 1 employee has a D4 education, and the majority, namely 29 employees, have completed a Bachelor's degree. Judging from the

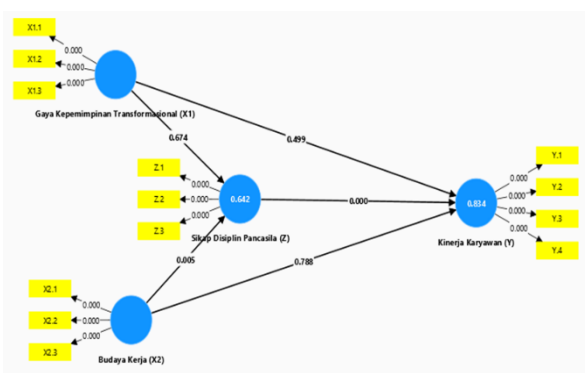
length of service, there are 19 employees with a service period of less than 5 years, 12 employees with a service period of between 5-10 years, and 16 employees with a service period of more than 10 years. This data reflects diversity in demographic aspects, education, and work experience in the school environment.

Table 4.2. Convergent Validity Test

Indicator	Outer loading
X1.1 <- Transformational Leadership Style (X1)	0.961
X1.2 <- Transformational Leadership Style (X1)	0.976
X1.3 <- Transformational Leadership Style (X1)	0.952
X2.1 <- Work Culture (X2)	0.955
X2.2 <- Work Culture (X2)	0.927
X2.3 <- Work Culture (X2)	0.925
Y.1 <- Employee Performance (Y)	0.934
Y.2 <- Employee Performance (Y)	0.951
Y.3 <- Employee Performance (Y)	0.903
Y.4 <- Employee Performance (Y)	0.956
Z.1 <- Pancasila Disciplinary Attitude (Z)	0.942
Z.2 <- Pancasila Disciplinary Attitude (Z)	0.946

Z.3 <- Pancasila Disciplinary Attitude (Z) 0.958

Table 4.2. shows the results of all questionnaire items on each variable above are declared valid. Indicators that are proven valid can be relied on to measure the relevant variables quite accurately. Thus, each indicator on the variables of transformational leadership style, work culture, Pancasila discipline attitude, and employee performance can be continued to the next testing stage.



Construct Reliability Test

Reliability is an index that shows the extent to which a measuring instrument (list of statements) can be trusted or relied upon. Reliability is met if the value of Cronbach's Alpha or composite reliability, ρ_A , $\rho_C > 0.7$ and or AVE > 0.5 .

Table 4.3. Reliability Test

Variables	Cronbach's alpha	Composite reliability (ρ_a)	Composite reliability (ρ_c)	Average variance extracted (AVE)
Work Culture (X2)	0.929	0.932	0.955	0.875
Transformational Leadership Style (X1)	0.961	0.963	0.975	0.928
Employee Performance (Y)	0.953	0.954	0.966	0.876
Pancasila Disciplinary Attitude (Z)	0.944	0.945	0.964	0.9

Source: Data Processing on SmartPLS 4, 2024

The given hypothesis must be measured for its significance. This can be obtained by looking at the t-statistic > 1.65 (one tailed) and

P-value < 0.05 because this study uses a 95% confidence level. The following is a table of the results of the direct effect hypothesis test as

follows:

Table 4.4.
Path Coefficients

Variables	Original sample	Sample mean	Standard deviation	T statistics	P values
Transformational Leadership Style (X1) -> Employee Performance (Y)	0.108	0.084	0.16	0.67	0.499
Work Culture (X2) -> Employee Performance (Y)	0.047	0.061	0.175	0.26	0.788
Pancasila Discipline Attitude (Z) -> Employee Performance (Y)	0.796	0.802	0.186	4.27	0.000
Transformational Leadership Style (X1) -> Pancasila Disciplined Attitude (Z)	0.102	0.104	0.242	0.42	0.674
Work Culture (X2) -> Pancasila Disciplinary Attitude (Z)	0.717	0.706	0.257	2.78	0.005

Source: Author's Data Processing, 2024

The following is an explanation based on the table above:

- Hypothesis 1 states that there is an influence of transformational leadership on employee performance at SMK Angkasa 1 Jakarta. The results of the analysis show a t-statistic value of 0.67, with a p-value of 0.499, which is greater than the significance level of 0.05. In addition, the Original Sample value shows a positive number of 0.108. Therefore, this hypothesis is rejected, because there is no significant influence of transformational leadership on employee performance.
- Hypothesis 2 states that there is an influence of work culture on employee performance at SMK Angkasa 1 Jakarta. The results of the analysis show a t-statistic value of 0.26, with a p-value of 0.788, which is greater than the significance level of 0.05. The Original Sample value of 0.047 also shows a very weak influence. Therefore, this hypothesis is rejected, because there is no significant influence of work culture on employee performance.
- Hypothesis 3 states that there is an influence of Pancasila discipline attitude on employee performance at SMK Angkasa 1 Jakarta. The results of the analysis show a t-statistic value of 4.27, with a p-value of 0.000, which is smaller than the significance level of 0.05. The Original Sample value of 0.796 shows a strong influence. Therefore, this hypothesis is accepted, because there is a positive and significant influence of Pancasila discipline attitude on employee performance.
- Hypothesis 4 states that there is an influence of transformational leadership on the attitude of Pancasila discipline at SMK Angkasa 1 Jakarta. The results of the analysis show a t-statistic value of 0.42, with a p-value of 0.674, which is greater than the significance level of 0.05. The Original Sample value of 0.102 also shows a weak influence. Therefore, this hypothesis is rejected, because there is no significant influence of transformational leadership on the attitude of Pancasila discipline.
- Hypothesis 5 states that there is an influence of work culture on the attitude of Pancasila discipline at SMK Angkasa 1 Jakarta. The results of the analysis show a t-statistic value of 2.78, with a p-value of 0.005, which is smaller than the significance level of 0.05. The Original Sample value of 0.717 shows a strong influence. Therefore, this hypothesis is accepted, because there is a positive and significant influence of work culture on the attitude of Pancasila discipline.
- Hypothesis 6 states that there is an influence of transformational leadership on

employee performance through Pancasila discipline as an intervening variable at SMK Angkasa 1 Jakarta. The results of the analysis show a t-statistic value of 0.4, with a p-value of 0.689, which is greater than the significance level of 0.05. In addition, the Original Sample value shows a positive number of 0.081. Therefore, this hypothesis is rejected, because there is no significant influence of transformational leadership on employee performance through Pancasila discipline as an intervening variable.

7. Hypothesis 7 states that there is an

influence of work culture on employee performance through Pancasila discipline as an intervening variable at SMK Angkasa 1 Jakarta. The results of the analysis show a t-statistic value of 2.503, with a p-value of 0.012, which is smaller than the significance level of 0.05. In addition, the Original Sample value shows a positive number of 0.571. Therefore, this hypothesis is accepted, because there is a positive and significant influence of work culture on employee performance through Pancasila discipline as an intervening variable.

Hypothesis	Original sample (O)	T statistics (O/STDEV)	Sig value	P-	Hypothesis Analysis
H6: Transformational Leadership Style has a significant effect on Employee Performance with Pancasila Discipline Attitude as an intervening variable at SMK Angkasa 1 Jakarta	0.081	0.4	0.689		Hypothesis Rejected
H7: Work Culture has a significant influence on Employee Performance with Pancasila Discipline Attitude as an intervening variable at SMK Angkasa 1 Jakarta	0.571	2,503	0.012		Hypothesis Accepted

Source: Author's Data Processing, 2024

4. Conclusion

4.1 Conclusion

This study empirically examined the influence of transformational leadership style and work culture on employee performance, with Pancasila discipline attitude as a mediating variable at SMK Angkasa 1 Jakarta. The findings demonstrate that **Pancasila discipline attitude is the only variable with a direct and significant effect on employee performance**, while transformational leadership and work culture do not show direct effects. Transformational leadership also does not significantly shape Pancasila discipline attitude, whereas work culture positively contributes to strengthening this disciplinary attitude. Furthermore, **work culture indirectly improves employee performance through Pancasila discipline**, confirming the mediating mechanism. These results highlight that performance improvement within the school

environment is primarily determined by the internalization of Pancasila-based values—such as responsibility, cooperation, integrity, and adherence to rules—rather than leadership inspiration or organizational cultural climate alone.

4.2 Implications

Theoretically, this study enriches the human resource management and educational leadership literature by demonstrating that in educational institutions with strong normative foundations, employee discipline rooted in Pancasila values plays a more decisive role than leadership style in shaping performance outcomes.

Practically, the results emphasize the importance of **strengthening work culture and institutional norms** that support Pancasila-based discipline. Schools can improve employee performance by reinforcing clear

regulations, cultivating collaborative values, and promoting integrity-driven work behavior. Management should also develop structured discipline systems, encourage consistent value internalization, and establish communication routines that reinforce shared commitments to national character values. These findings provide strategic direction for school leaders seeking to improve teacher and staff performance in vocational education settings.

4.3 Limitations

This study has several limitations. First, the sample size is relatively small (47 respondents), which may limit the generalizability of the findings to larger educational settings. Second, all variables were measured using self-reported questionnaires, which may introduce response bias. Third, the cross-sectional design does not capture changes in behavior or performance over time. The study also focuses on a single institution, so contextual factors specific to SMK Angkasa 1 Jakarta may influence the results. Future studies should expand the sample, incorporate multi-institutional comparisons, and employ longitudinal or mixed-method approaches to validate and deepen the findings.

4.4 Recommendations for Future Research

Future research could explore the following directions:

1. **Develop longitudinal models** to observe how leadership, work culture, and discipline evolve and influence performance over time.
2. **Compare multiple vocational schools or different educational levels** to identify whether Pancasila discipline consistently mediates performance across contexts.
3. **Examine additional mediators or moderators**, such as work motivation, job satisfaction, organizational commitment, or psychological empowerment.
4. **Incorporate qualitative data**, such as interviews or observations, to capture the deeper mechanisms through which Pancasila values shape work behavior.

5. **Investigate the role of digital work culture** and technological adaptation in strengthening discipline and performance in the era of Education 5.0.

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