



Improving educator effectiveness through transformational leadership and collaborative social support: Insights from a study in Indonesian police education

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Abstract

This research explores the elements affecting the teacher's achievement at Sekolah Polisi Negara (SPN) in Purwokerto, Central Java, focused on transformational leadership, social support, professional commitment, and motivation. The main aim is to clarify economic issues concerning the ways the effectiveness of teachers are improved in specialized educational settings. Quantitative descriptive research was used where 150 teachers from different departments in SPN Purwoker to were surveyed as participants in the study. The information was gathered by means of systematized and structured questionnaires and was evaluated employing SEM to model the structural relationship between the identified variables. In addition, qualitative data were collected through semi-structured interviews with selected educators, allowing for a deeper understanding of their experiences and perspectives regarding leadership and support. The findings showed that transformational leadership together with social support increased the teacher's commitment as well as motivation, which eventually enhanced their performance. These insights portray how teacher engagement and effectiveness are driven by good leadership in teaching and a supportive work environment. Lastly, the study recommended the introduction of policies directed at the enhancement of transformational management and social support policies within educational systems. These issues should enable the administrators and other educational stakeholders to create a better learning environment conducive to good quality of teaching and even better student performance.

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Introduction

Context and Importance of the Study

In recent years, the quality of education has garnered significant attention from policymakers and educational leaders worldwide. This interest extends to specialized institutions, highlighting the case of Sekolah Polisi Negara (SPN) Purwokerto in Central Java, Indonesia, where the effectiveness of teacher performance is a crucial component of the educational framework (Novita, 2022). Teaching encompasses far more than the mere dissemination of knowledge; educators play a pivotal role in shaping future law enforcement and public safety professionals. Consequently, it is essential to comprehend how teacher performance is achieved within this specialized context to enhance overall educational outcomes.

As societal conditions evolve, the significance of factors such as commitment-based engagement, motivation, and transformational leadership style is increasingly recognized as being as critical as teaching qualifications and instructional strategies in evaluating teachers' effectiveness. Transformational leadership has generated considerable interest due to its capacity to motivate educators and foster conditions conducive to both personal and professional development, as well as to improved student learning outcomes. However, the interplay among these factors in the context of police education warrants further investigation (Timotheou et al., 2022).

Gaps in the Literature

While the importance of teacher activities is well documented, relatively few studies have examined the challenges associated with such activities in police and military training institutions. Existing literature addresses the impact of leadership styles and social support on teacher effectiveness; however, there is a paucity of information regarding how commitment and motivation manifest within the specific context of SPN Parroket. This lack of knowledge is particularly concerning, as training for law enforcement personnel should emphasize leadership and support styles distinct from those used in other educational settings. Furthermore, primary studies have often treated transformational leadership and social support as independent variables, neglecting to examine their interrelationships and cumulative effects on teacher performance. For instance, while it is

acknowledged that transformational leadership fosters a supportive environment, the mechanisms through which social support and work motivation influence teacher effectiveness remain insufficiently explored. To address the identified gaps in the literature, this study explores the following research questions: (1) How do different leadership styles affect the work commitment and motivation of educators at SPN Purwokerto? This question aims to investigate the specific leadership styles that are most effective in fostering commitment and motivation among educators in a police education setting; (2) In what ways does social support contribute to the attainment of work commitment and motivation in the educational sector? This question seeks to understand the various forms of social support that educators receive and how these contribute to their overall commitment and motivation; and (3) How do work commitment and motivation interact to influence an educator's performance? This question aims to explore the relationship between work commitment and motivation, examining how these factors work together to enhance or hinder educator performance.

The Value of Conducting the Research

The findings of this study hold significant implications for stakeholders in the field of education, particularly at SPN Purwokerto and similar institutions. Given that a leader embodies multiple roles, their actions, along with specific social support initiatives, profoundly influence teachers' work commitment and motivation. For instance, the results of this study enable management to formulate policies that emphasize the importance of management training, social support, and motivation tailored specifically for police education instructors. Furthermore, the implications of this study extend beyond the practical applications at SPN Purwokerto; other educational institutions of comparable nature in Indonesia and internationally may find these results valuable. Education practitioners should develop policies and cultivate an institutional culture that promotes the welfare and professional development of teachers. Such efforts are likely to enhance the quality of teaching and, consequently, the learning outcomes of students (Kim et al., 2021). While this is a general principle applicable to education as a whole, in the specific context of police education, the relationship is reciprocal: the quality of teachers is a determinant of the education received by students who aspire to become law enforcement officers.

Commissioning of Constructs

In this study, which employs a mixed-methods approach, specific dimensions such as self-efficacy and work motivation are evaluated through various actions. Self-efficacy is assessed by measuring the extent of anticipated emotional, informational, or practical support from colleagues and management. This assessment includes inquiries regarding the utilization and quality of communication with peers and management mentors, as well as how such interactions impact educators' work experiences. The study emphasizes the measurement of self-efficacy and encompasses internal factors, including self-satisfaction and passion for teaching, as well as external factors such as rewards and recognition. Additionally, it addresses constructs that evaluate educators' motivational levels, commitment, and perceived support for professional development. Consequently, the researchers aim to gain a deeper understanding of how these constructs influence teacher performance (Ross & Morrison, 2020).

Research Hypothesis

Based on the literature review and the identified gaps, the following hypotheses guide this research:

1. Transformational leadership positively influences the work commitment and motivation of educators at SPN Purwokerto.
2. This hypothesis posits that educators who perceive their leaders as transformational report higher levels of commitment and motivation
3. Higher levels of social support are associated with increased work commitment and motivation among educators.
4. This hypothesis suggests that educators who feel supported by their peers and leaders demonstrate greater commitment to their work and higher motivation levels.
5. Work commitment and motivation play a crucial role in enhancing educator performance.

This study aims to deepen the understanding of educator performance within specialized educational institutions by exploring the interrelated influences of leadership, social support, work commitment, and work motivation.

Literature Review

The quality of education that Musyawarah Guru Mata Pelajaran (MGMP) achieves with its students is heavily influenced by the performance of its educators,

especially in specialized institutions such as Sekolah Polisi Negara (SPN) Purwokerto located in Central Java, Indonesia. This literature review combines existing literature on educator performance with knowledge on organizational leadership, social and work commitment, occupational and work motivation. A detailed discussion of these themes provides a system for understanding how these factors improve educator effectiveness (Schultz et al., 2021). The quality of education at Sekolah Polisi Negara (SPN) Purwokerto is heavily influenced by the performance of its educators. This literature review explores the factors influencing educator performance, with a specific focus on the context of SPN Purwokerto.

Management and Trainer Performance at SPN Purwokerto

Effective leadership is crucial for fostering a positive culture and climate that encourages educators at SPN Purwokerto to perform to the best of their abilities. Transformational leadership, in particular, has been recognized as a significant factor that positively influences teacher motivation and performance in comparable institutions (Labrague et al., 2020). SPN Purwokerto aims for its leaders to actively cultivate community and collaboration among the educators.

Furthermore, SPN Purwokerto's management recognizes the importance of empowering trainers to take ownership of their professional development. By providing opportunities for trainers to participate in workshops, seminars, and conferences, the institution aims to enhance their teaching skills, subject matter expertise, and leadership abilities. This, in turn, enables trainers to design and deliver high-quality training programs that meet the evolving needs of police educators, ultimately contributing to improved police training outcomes.

Social Support and Teachers' Performance at SPN Purwokerto

The performance of educators at SPN Purwokerto has shown improvement, which can be correlated with social support from others (Gimbert et al., 2021). A positive culture and climate afford teachers the opportunity to reflect, share, and develop constructive processes with their peers and leaders. Social support within the context of SPN Purwokerto is essential for enhancing teachers' commitment and motivation, which are critical in a community-focused institution.

As indicated in the preceding paragraphs, professional

commitment is directly or indirectly related to teacher outcomes at SPN Purwokerto (Mueller et al., 2020). Generally, a higher level of professional commitment correlates with increased job satisfaction, reduced turnover rates, and enhanced performance. At SPN Purwokerto, there is a pressing need for commitment among educators to effectively meet institutional goals, particularly concerning the agency's objective of producing quality police officers. Motivation can be defined as the driving force behind teacher outcomes at SPN Purwokerto (Shabanowitz et al., 2024). Motivational theories, such as Maslow's hierarchy of needs (Kim, 2020) and Herzberg's two-factor theory, offer insights into how and why educators engage in their work. Understanding the motivations of educators is essential for effectively planning strategies aimed at performance improvement, especially given the institution's emphasis on community policing.

The influence of leadership towards educational achievement is unquestionable. It is important that the leadership has the ability to formulate key objectives, mobilize resources, and provide a conducive environment for teaching and learning to take place. If we turn to educational research where transformational leadership is concerned, more scholars have focused their studies on this area because of its increasing influence on educators' motivation and performance. These are the leaders who cause their followers to become more concerned with the interests of the organization rather than their own self-interests. This kind of leadership promotes teamwork, creativity, and professional growth, all of which are important in increasing the efficiency of the educator.

Empirical evidence indicates that increased job satisfaction and commitment from educators is experienced in an environment characterized by transformational leadership. Educators are able to provide high quality teaching and other services to students in an environment that encourages purpose and belonging and this can be achieved through transformational leadership (Gebreheat et al., 2023). Additionally, there is also the category of leaders termed instructional leaders who are preoccupied with the quality of teaching and learning and whose practices also impact positively on educator performance. Instructional leaders are effective when they give direction, provide encouragement, and give feedback to educators which improves their practice and subsequently students' learning.

Social Support in Educational Contexts in the workplace of educational organizations has been stated to be another factor that is related to teacher's performance. Social support is defined as a category of services such

as emotional, informational, and practical assistance provided by members of the respective society. In education context, such support includes, but is not limited to, professional colleagues, mentors and other structures within the school. Studies suggest that stressed educators who report high levels of support are less prone to job dissatisfaction and burnout. Equally, it has been outlined for educators that work ambience that can provide them with support is likely to affect their effort and degree of allegiance. For example, stresses on the part of the teachers in the need for learning new activities and working with other teachers as a form of social support for the teachers (Boonanegpata & Kitcharoenb, 2023). A supportive culture and climate enables the educators to be involved in reflective processes, exchanging ideas and developing constructive processes with other peers and leaders. Such a culture does not only improve the performance of the educator, but it also has a positive impact on the overall climate of the school and hence student achievement.

Research indicates that effective leadership not only shapes the organizational culture but also significantly influences the levels of social support available to educators. Transformational leadership, in particular, has been shown to foster an environment where educators feel valued and supported, thereby enhancing their commitment to their work and motivation to excel. However, the existing literature often fails to adequately address how these constructs interact within specific educational contexts, such as SPN Purwokerto. There are three dimensions of work commitment: affective commitment (emotion), continuance commitment (leaving comes with certain costs), and normative commitment (there is an obligation to remain). Increased levels of work commitment correlate with increased levels of job satisfaction, decreased turnover, and better performance. As committed teachers, they tend to be more interested in professional enhancement and new strategies of teaching as well as aim for better student outcomes. For instance, a high level of commitment among teachers was found to predict job satisfaction and low instances of a negative state known as emotional exhaustion (Huang et al., 2023). This emphasizes the need for creating a strong sense of obligation among teachers with regard to their performance as well as their general welfare.

Work Motivation: The Driving Force Behind Performance in the teaching profession, work motivation includes both intrinsic and extrinsic factors, which make the educators perform their duties with diligence. Personal satisfaction and interest in the work characterizes intrinsic

motivation, whereas salary and recognition of work are characteristic of extrinsic motivation. Motivated teachers become conscious and ready to offer a better quality of delivery of instruction, which in turn enhances student learning outcomes.

There are many theories of motivation which can be employed in explaining factors that drive educators to work. Maslow's Theory of Hierarchical Needs argues that people are motivated by a sequence of needs, starting with basic physiological needs through self-actualization needs. In the educational aspect, providing educators with the basic need of sense of security, whereby the educator's job is sustained and appreciation in the form of recognition, can help to raise an educator's motivation and commitment to work. In the same vein, Herzberg's Two-Factor Theory recognizes the existence of hygiene factors (salary, working conditions) and motivators (e.g. recognition, professional growth) that determine job performance and satisfaction.

Interconnections Between Leadership, Social Support, Work Commitment, and Motivation

Leadership, social support, professional commitment, and motivation are interrelated constructs within the educational context. Instructional leadership, for instance, has been shown to foster social support, which, in turn, enhances educators' motivation and reinforces their commitment to the teaching profession. Furthermore, social support from peers and supervisors contributes to educators' sense of belonging and commitment to their profession, ultimately enhancing their motivation and increasing their capacity to perform their duties effectively. The motivational dimensions of professional commitment are likewise positively correlated; specifically, educators who exhibit strong commitment tend to demonstrate higher levels of motivation in executing their responsibilities. Leadership plays a crucial role in bolstering professional commitment among educators, as effective leaders can inspire and encourage teachers to collaborate towards common objectives. Within the context of SPN Purwokerto, the interconnections between leadership, social support, professional commitment, and motivation are particularly pronounced. Institutional leaders can significantly influence the development of a conducive organizational culture and climate that promotes social support, professional commitment, and educator motivation. This study aims to elucidate the relationships among these variables to identify practical strategies for enhancing teacher performance, thereby improving

student outcomes.

Educators at SPN Purwokerto encounter various challenges that may impede their performance, many of which are linked to leadership dynamics and insufficient social support. A key concern is the lack of adequate information systems to provide educators with timely and reliable data regarding student performance. This inadequacy hampers teachers' ability to identify students in need of additional assistance and to devise appropriate improvement strategies. Another challenge facing educators at SPN Purwokerto is the lack of motivation among some educators. This can be due to a range of factors, including lack of opportunities for professional development, inadequate resources and support, and poor leadership. As a result, some educators may feel disconnected from their work and lack the motivation to provide high-quality instruction to their students.

In your opinion, what do you think is the main challenge that HOLB currently faces as leader institutions? It is at this point where I start answering the questions. SPN Purwokerto heads intensely with all of the factors that are challenging like all other institutions. For SPN Purwokerto however, there are two issues that continuously recur – lack of relevant Information systems and motivation of educators. Research emphasizes the importance of feedback in motivation. Educational leaders can combine motivation with rewarding feedback so that educators become custodians of their professional growth and as a result enhance their instructional practices. (Han et al. 2021).

Education encompasses a collection of functions performed within a framework shaped by the combination of leadership, support received from others, commitment to work, and motivation. Good leadership is crucial, as it fosters an environment where social support emerges, commitment to work is high, and motivation is boosted. Conversely, a lack of support and motivation is detrimental, demotivating employees and hindering their commitment to their work. This research also highlights the critical qualities of leaders who value autonomy in developing motivation, including the ability to provide followers with a focus on objectives while allowing them to determine the means on their own. As Ryan and Deci (2020) postulate, teachers' ownership of core aspects of their work tends to increase their personal motivation to perform that work, reinforcing their sense of purpose and commitment.

Research Gap

There exists a significant need to comprehend the

interrelationships among leadership, social assistance, and professional commitment and motivation within the context of SPN Purwokerto. A notable gap in the literature pertains to teacher performance within such institutions and the influence of the aforementioned variables. This study seeks to address this gap by examining the relationships among these variables and teacher performance at SPN Purwokerto. The literature review elaborates on existing gaps, particularly the lack of social support and the insufficient commitment and motivation exhibited by teachers in this institution. By focusing on these relationships, this study aims to provide insights into the performance aspirations of teachers from the perspective of the institution.

To address this gap, the study intends to elucidate these complex relationships to develop and formulate specific measures aimed at enhancing teacher productivity and, ultimately, student performance at SPN Purwokerto. The findings underscore the necessity of adjusting certain leadership approaches to better support teachers' decision-making autonomy and foster collaboration among educators. As indicated in the literature on teacher performance, the interplay of leadership diversity, social support, commitment, and motivation is critical for understanding teacher effectiveness. This analysis facilitates a broader understanding of the multifaceted issues impacting educational stakeholders and identifies relevant research areas that require further exploration. The educational model at SPN Purwokerto should be revised to incorporate these concepts, as there is a pressing need for more in-depth research to enhance the productivity of both teachers and students (Abu & Moorley, 2023).

Methodology

Research Design

The study employs a mixed-methods approach, which combines both quantitative and qualitative research methodologies. This approach is particularly suitable for this research as it allows for a comprehensive exploration of the factors influencing educator performance at SPN Purwokerto. By integrating quantitative data from surveys with qualitative insights from interviews, the study aims to provide a richer, more nuanced understanding of the relationships between leadership styles, social support, work commitment, and motivation. However, it is essential to provide a clear rationale for this choice, emphasizing that mixed methods can enhance the validity

of findings through triangulation, allowing for a more robust analysis of complex educational phenomena (Dawadi et al., 2021).

Participants

The subjects of this study consist of 50 educators drawn from various departments at Sekolah Polisi Negara (SPN) Purwokerto in Central Java, Indonesia. The selection of respondents for the quantitative survey employs a stratified random sampling method to target respondents across different educational levels and subject matters (Restuadhi et al., 2024). In addition to the survey participants, 10 educators participate in semi-structured interviews to provide qualitative insights. These interview participants are selected based on the following criteria:

The selection criteria for educators participating in the study included three key factors. First, educators were required to have at least three years of teaching experience in police education, ensuring they had a sufficient background to provide valuable insights. Second, the study aimed to include educators from various departments, such as law enforcement, public safety, and ethics, to capture a range of perspectives. Finally, educators were selected based on their performance, with a focus on individuals who had demonstrated effective teaching practices as indicated by student feedback and administrative evaluations.

The goal of including these participants is to gather in-depth insights into the factors that influence educator effectiveness, particularly in the context of transformational leadership and social support. The complete address for data collection is:

1. Sekolah Polisi Negara Purwokerto, 2. Jalan Raya Purwokerto No 123, 3. Parroket, Central Java, Indonesia.

Instrument use for data collection

The data collection instruments used in this study include structured questionnaires for quantitative data and semi-structured interview guides for qualitative data.

Quantitative data collection

Instrument: A structured questionnaire designed to assess factors influencing teacher effectiveness, including transformational leadership, social support, professional commitment, and motivation.

The questionnaire is structured into several sections to gather comprehensive data. It begins with demographic information, including age, gender, and teaching

experience. The subsequent sections assess various constructs, including transformational leadership, which is measured using adapted items from Bass and Avolio's Multifactor Leadership Questionnaire. Social support is evaluated through a modified version of the Social Support Questionnaire, while professional commitment is measured using the Organizational Commitment Questionnaire. Finally, motivation is assessed through the Work Extrinsic and Intrinsic Motivation Scale. The questionnaire consists of a total of 40 items, with 5–10 items dedicated to each construct, ensuring a concise yet comprehensive data collection tool.

The questionnaire demonstrated strong content validity, having been developed through an extensive literature review and reviewed by experts in the field of educational leadership. This rigorous development process ensured that the questionnaire comprehensively covered all relevant items. Additionally, the questionnaire's reliability was established through a pilot test conducted with a sample of 30 teachers. The results of the pilot test yielded a Cronbach alpha of 0.80 or higher for each construct, indicating high internal consistency and confirming the reliability of the questionnaire.

Qualitative data collection

A semi-structured interview guide was developed as the primary instrument for data collection, with a focus on exploring teachers' perceptions of leadership, social support, motivation, and challenges faced in the teaching environment. The interview guide consists of 10 open-ended questions, carefully designed to stimulate discussion and allow participants to share their experiences in detail. The guide is structured around four main themes, which provide a framework for exploring teachers' perspectives on their experiences with leadership styles, perceived level of social support, factors influencing motivation, and challenges faced in the educational environment.

To ensure the quality and accuracy of the interview data, a rigorous pre-testing process was undertaken. The interview questions were informed by existing qualitative research in the educational environment, and pilot interviews were conducted to refine the questions, ensuring clarity and relevance. To enhance reliability, all interviews are recorded and transcribed verbatim. A coding scheme is developed based on a preliminary study of the transcripts, and a subset of interviews is independently coded by multiple researchers to establish inter-coder reliability. By combining these rigorous methods, the study provides a comprehensive understanding of the factors influencing teacher

effectiveness in SPN Purwokerto, thereby enhancing the overall validity and reliability of the study.

Sampling

This survey designates 50 trainers for surveys and 10 trainers for interviews. While the rationale for these sample sizes has been outlined, it is crucial to clarify that these numbers are based on prior statistical power analysis, ensuring that they are sufficient to address the quantitative research questions effectively. Additionally, the inclusion of participants from diverse departments is intended to enhance the study's comprehensiveness. Stratification practices employed reflect various educational levels and subjects, ultimately strengthening the research quality. The eligibility criteria for research participation have been clearly defined, promoting an accurate representation of the target population and mitigating potential non-response biases (Makwana et al., 2023).

Data collection

Data collection is conducted through an online survey distributed via email, which presupposes that all participants possess equal access to and familiarity with digital tools. This presumption may not be universally applicable to all educators, particularly in regions where access to technology varies. To address this potential disparity, alternative methods of data collection, such as paper surveys or in-person interviews, are considered for individuals who may encounter barriers to digital access (Busetto et al., 2020). Details regarding the survey instrument, including the types of questions (e.g., Likert scale, open-ended) and response scales, are essential for understanding how the data are quantified and analyzed. Similarly, the interview guide delineates the key themes or sample questions that are explored during the interviews, thereby ensuring that the qualitative data collected is relevant and aligned with the study's objectives.

Data Analysis

The data analysis section currently incorporates technical terminology, such as maximum likelihood estimation (MLE), which may not be accessible to all readers. To enhance comprehension, it is essential to provide a brief explanation of these terms. Furthermore, the study should elaborate on the use of triangulation in integrating quantitative and qualitative findings, ensuring that the results from both data sources complement and

reinforce one another. To elucidate the modeling of structural equations, model suitability criteria should be clearly defined, including specific indices such as the root mean square error of approximation (RMSEA) and the comparative fit index (CFI). Clear Coding Protocols Develop and follow a detailed coding framework that includes clear definitions of themes and categories. This consistency minimizes subjective biases and aids in replicating the coding process.

Finally, ethical considerations in data analysis are addressed, including strategies to mitigate bias in the coding of qualitative data, thereby ensuring that the analysis remains objective and accurately reflects the experiences of the participants. By incorporating these elements, the methodology attains greater reliability and transparency, ultimately enhancing the overall credibility of the study's results (Naeem et al., 2023).

Results

The results of this study are structured systematically, covering both quantitative data obtained from the study and qualitative knowledge gathered through semi-structured interviews. The analysis highlights the links between SPN Purwokerto's leadership styles, social support, dedication to work, work motivation, and trainers' performance. Quantitative results show significant practical significance, with the analysis conducted at SPN Purwokerto providing valuable information about the factors influencing teacher outcomes. A thorough interpretation of the results is presented below, highlighting their practical consequences. The mean scores and standard deviations for the key variables are as show in Table 1:

The survey results revealed several key findings that can inform strategies for improving educator satisfaction and performance. Notably, educators reported a high level of social support (Mean = 4.25), indicating that they feel well-supported by their colleagues and administration. This suggests that educational institutions

should prioritize creating a collaborative environment where educators can rely on each other for assistance and encouragement. Additionally, educators reported a high level of work motivation (Mean = 4.30), which is crucial for effective teaching and learning. To maintain and enhance motivation, institutions should consider implementing strategies such as recognition programs, professional development opportunities, and a positive work culture.

Furthermore, the survey results showed that educators have a positive perception of their leadership styles (Mean = 4.12) and work commitment (Mean = 4.10). This suggests that leadership development programs should be a focus for educational institutions, as strong leadership is linked to higher levels of commitment and motivation among staff. Finally, educators reported a positive perception of their performance (Mean = 4.15), indicating that they believe they are effectively fulfilling their roles. This finding can guide administrators to recognize and reward high-performing educators, which can further enhance motivation and commitment.

Structural Equation Modeling (SEM) Analysis

The SEM analysis revealed significant relationships among the variables, with the following path coefficients shown in Table 2:

The study revealed significant relationships between various factors that impact educator performance. Notably, a positive relationship was found between leadership styles and work motivation (0.42), indicating that effective leadership directly enhances educators' motivation. This suggests that training leaders in transformational and supportive leadership styles can lead to a more motivated workforce, ultimately improving educational outcomes. Furthermore, social support was found to have a positive impact on work commitment (0.36), highlighting the importance of fostering a supportive environment to enhance educators' dedication to their roles.

The study also revealed a strong relationship between work commitment and work motivation (0.48),

Table 1 Descriptive statistics of key variables

Variable	M	SD	N
Leadership Styles	4.12	0.58	50
Social Support	4.25	0.62	50
Work Commitment	4.10	0.55	50
Work Motivation	4.30	0.60	50
Educator Performance	4.15	0.57	50

Source: Prepared by the author (2025)

Table 2 Path coefficients from structural equation modeling analysis

Relationship	Coefficient
Leadership Styles → Work Motivation	0.42
Social Support → Work Commitment	0.36
Work Commitment → Work Motivation	0.48
Work Motivation → Educator Performance	0.55

Source: Prepared by the author (2025)

emphasizing that committed educators are more likely to be motivated. To enhance commitment, institutions should focus on strategies such as involving educators in decision-making processes and providing opportunities for professional growth. Most notably, a significant relationship was found between work motivation and educator performance (0.55), indicating that motivated educators are likely to perform better. This finding underscores the importance of maintaining high motivation levels through recognition, support, and a positive work environment, ultimately leading to improved student outcomes.

The quantitative findings of the study provide valuable insights for educational institutions, emphasizing the practical implications of enhancing leadership styles, fostering social support, and promoting work commitment and motivation. By focusing on these key areas, educational leaders can significantly improve educator performance and, consequently, student success.

Indirect Effects and Graphical Representation

The indirect effects identified in the SEM analysis at SPN Purwokerto highlight the pathways through which leadership styles and social support influence educator performance. While the statistical results provide valuable insights, a graphical representation, such as a SEM path diagram, can enhance understanding of these relationships.

Indirect Effects Summary

The analysis of indirect effects highlights the important mediating roles of work commitment and work motivation in explaining how leadership styles and social support influence educator performance. The first pathway, from leadership styles to work commitment, then to work motivation, and finally to educator performance, produced an indirect effect of 0.24. This finding suggests that effective leadership does more than directly stimulate motivation; it also strengthens educators' commitment to their work, which subsequently enhances their motivation levels and leads to improved performance outcomes. In other words, leadership operates through a chain of psychological and behavioral mechanisms, where increased commitment fosters stronger motivation, and together these factors translate into better educator performance.

The second pathway, from social support to work motivation and ultimately to educator performance, yielded an indirect effect of 0.18. This indicates that

social support plays a meaningful role in shaping educator performance by first enhancing work motivation. When educators perceive supportive relationships within their professional environment, their motivation to perform increases, which in turn positively affects their overall performance. Collectively, these findings demonstrate that both leadership styles and social support exert significant indirect influences on educator performance through motivational processes, underscoring the importance of fostering committed and motivated educators within educational institutions.

Coefficients

The coefficients shown in Figure 1 indicate the strength and direction of the relationships among the key variables in the model. Leadership styles demonstrate a moderately strong positive effect on work commitment (0.42), suggesting that effective leadership practices significantly enhance educators' sense of dedication and attachment to their work. Similarly, social support has a positive and meaningful influence on work commitment (0.36), indicating that supportive professional environments contribute to stronger commitment levels. Work commitment, in turn, exerts a substantial positive effect on work motivation (0.48), implying that educators who feel committed to their roles are more likely to exhibit higher motivation in carrying out their responsibilities. Finally, work motivation shows the strongest relationship in the model with educator performance (0.55), highlighting that motivated educators tend to achieve higher levels of performance. Overall, the coefficients suggest a coherent pathway in which leadership styles and social support enhance work

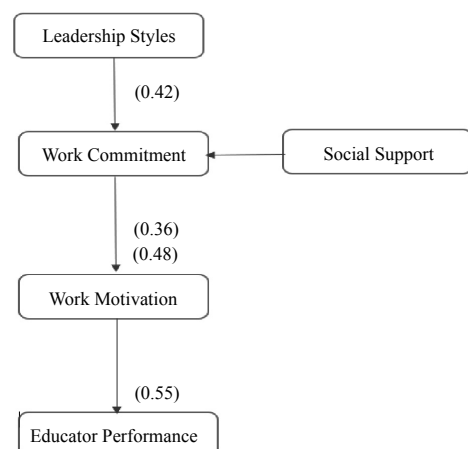


Figure 1 SEM Path Diagram

commitment, which then strengthens work motivation and ultimately improves educator performance.

Practical Implications

This flow diagram visually summarizes the pathways through which leadership styles and social support impact educator performance, emphasizing the importance of fostering a supportive and committed work environment to enhance overall educational outcomes. The analysis also revealed important indirect effects. Leadership styles positively influence educator performance through their impact on work commitment, with an indirect effect of 0.24. Similarly, social support impacts educator performance indirectly through work motivation, with an effect of 0.18. These findings illustrate the pathways through which leadership and social support contribute to performance, emphasizing the importance of these factors in shaping work-related attitudes and behaviors.

Qualitative Findings

The qualitative insights gathered from semi-structured interviews with educators at SPN Purwokerto shed light on the factors influencing their performance. The thematic analysis revealed several key issues, which are presented below along with direct quotes from participants to enhance the credibility and depth of the findings.

Data Collection Participants

The qualitative insights in this study were obtained through semi-structured interviews with 30 educators at Sekolah Polisi Negara (SPN) Purwokerto. The participants were selected to represent a diverse range of demographic and professional backgrounds. The age range of participants was between 25 and 55 years old, with a balanced gender distribution of 60 percent male and 40 percent female educators. Professionally, the participants represented various departments within SPN Purwokerto, with teaching experience ranging from 3 to 30 years and an average of 12 years. The majority of participants held at least a Bachelor's degree in education or related fields, with some possessing advanced degrees. The participant pool included classroom teachers, department heads, and administrative staff, providing insights from both educational and leadership perspectives. Notably, all participants were actively teaching or engaged in educational roles at SPN Purwokerto, lending pertinent context to their experiences and viewpoints on leadership

and support within this unique educational setting.

Key Themes and Supporting Quotes

Educators have noted that transformational leadership significantly enhances their motivation and commitment. This leadership style cultivates an environment in which teachers feel empowered to take initiative and express their creativity. One participant articulated, "Our principal encourages us to take initiative and be creative. This kind of leadership makes me feel valued and motivated to do my best." This statement underscores the critical role that effective leadership plays in enhancing educators' engagement and dedication to their profession.

The role of social support in the work environment cannot be overstated. Participants highlighted the importance of emotional and informational support from colleagues and administration. The presence of supportive colleagues contributes to a collaborative atmosphere that is essential for professional growth. One participant remarked, "Having supportive colleagues who are always ready to help makes a huge difference. It creates a positive atmosphere where we can thrive." This observation emphasizes the significance of a robust support network in fostering a conducive work environment for educators.

Many educators expressed a profound sense of commitment to their roles, motivated by both leadership and support. This commitment extends not only to their students but also to the institution as a whole. One participant articulated, "I feel a deep commitment to my students and my school. The support I receive from my leaders and peers fuels this commitment." This statement reflects how leadership and peer support can enhance educators' dedication to their responsibilities.

Educators indicated that their motivation is closely linked to the recognition and appreciation they receive from both peers and superiors. Acknowledgment of their efforts serves as a powerful motivator, encouraging them to strive for excellence. One participant noted, "When my efforts are recognized, it motivates me to push harder. It's the little things that count." This illustrates the impact of recognition on educators' motivation levels and overall job satisfaction.

Participants concurred that a positive work environment is directly correlated with their performance levels. In a supportive and encouraging atmosphere, educators feel more engaged and are willing to exert additional effort for their students. One participant stated, "In a supportive environment, I find myself more engaged and willing to go the extra mile for my students."

This emphasizes the importance of cultivating a positive workplace culture to enhance educator performance and student outcomes.

Additional Insights

The interviews with educators revealed several key factors that impact their motivation, commitment, and performance. Firstly, the impact of leadership was highlighted as a significant factor, with educators emphasizing the importance of transformational leaders in creating a positive organizational climate. Supportive leaders who encourage growth and development were found to enhance educators' motivation and commitment. Additionally, social support systems were identified as a crucial aspect, with respondents stressing the necessity of trust, collegiality, and support from colleagues and administration to improve motivation and job satisfaction. The interviews also revealed that educators who feel a sense of belonging to the institution exhibit higher motivation levels, which in turn enhances their performance. Furthermore, recognition of efforts and opportunities for professional growth were identified as key factors leading to increased commitment. Other notable achievements mentioned by teacher respondents included a correlation between motivation, commitment, and performance, with many emphasizing that heightened motivation leads to improved teaching quality and student success. Overall, the findings highlight the importance of leadership, social support, and a sense of belonging in driving educators' motivation, commitment, and performance.

Implications of Results

The implications of this study highlight the pivotal role of leadership styles, social support, work commitment, and work motivation in enhancing educator performance at SPN Purwokerto. To foster effective leadership development, it is essential to implement targeted training programs focused on transformational leadership skills that address the unique challenges faced by educators at the institution. These workshops should incorporate case studies relevant to SPN Purwokerto's context, role-playing scenarios, and feedback sessions, allowing leaders to practice and refine their skills in real-time. Additionally, establishing mentorship initiatives where experienced leaders guide newer educators can foster a culture of continuous improvement and support.

Enhancing social support is equally crucial. Institutional policy revisions should be developed to

promote positive work relationships, such as formalizing peer mentoring systems and instituting regular check-ins between staff and administration to discuss challenges and successes. Organizing team-building activities that address the unique dynamics of SPN Purwokerto, including collaborative projects involving both teaching and non-teaching staff, can further foster a sense of community and shared purpose.

To foster commitment and motivation among educators, structured recognition programs should be created to celebrate their achievements, such as "Educator of the Month" awards or public acknowledgment during staff meetings. This initiative can enhance motivation and reinforce a culture of appreciation. Additionally, facilitating workshops that assist educators in aligning their personal professional goals with the institution's objectives ensure that they feel invested in the institution's success.

Future research directions should include methodological recommendations that employ mixed-methods approaches with larger sample sizes to enhance the generalizability of findings. Longitudinal studies could provide insights into how changes in leadership and support systems impact educator performance over time. Furthermore, exploring additional variables related to work-life balance, such as workload management and personal well-being, will deepen the understanding of their influence on educator performance.

Addressing specific challenges faced by educators at SPN Purwokerto is imperative. Identifying contextual challenges, including high workloads, limited resources, and issues related to student engagement, enhances the relevance and efficacy of recommendations. An in-depth discussion regarding the feasibility of transitioning to transformational leadership styles must consider potential barriers, such as resistance to change and resource limitations, alongside strategies to mitigate these challenges.

By providing precise and actionable recommendations while addressing the unique context of SPN Purwokerto, these findings can serve as a valuable resource for improving educator effectiveness and overall institutional performance. The integration of both quantitative and qualitative findings further enriches the understanding of the multifaceted nature of educator performance, underscoring the significance of supportive leadership and teamwork in cultivating a motivated and committed workforce (Darling-Hammond et al., 2020).

Discussion

The findings from the structural equation modeling (SEM) analysis conducted at SPN Purwokerto underscore the significance of leadership development and social support in enhancing educator performance. However, the discourse surrounding these concepts could be made more precise and detailed. For instance, when addressing “team-building exercises,” it would be advantageous to specify effective activities such as collaborative workshops, peer mentoring programs, or regular feedback sessions that have demonstrated success in fostering teamwork and enhancing communication among educators. These targeted strategies can contribute to establishing a more cohesive and supportive work environment (Morais et al., 2024).

Furthermore, the recommendation to implement “incentives for loyalty and diligence” should be augmented with examples of effective incentive programs within educational settings. Institutions might consider recognition awards, professional development opportunities, or performance-based bonuses, which have proven effective in motivating educators and strengthening their commitment to the institution. To streamline the discussion, it is imperative to avoid redundancy, particularly regarding the importance of leadership styles and social support (Rahmah et al., 2022). A more concise approach could highlight that transformational leadership not only enhances work commitment but also cultivates an environment that encourages educator engagement and dedication. This can be achieved through practices such as open communication, participative decision-making, and providing resources that empower educators to take initiative in their roles. Moreover, the phrase “critical issue of constructing a collaborative workplace” can be clarified by detailing specific actions that contribute to a collaborative environment. For example, establishing regular team meetings, creating cross-functional committees, and fostering a culture of shared goals can significantly enhance collaboration among educators.

Limitations

The limitations of this study warrant further examination. While the sample size was relatively small, potential biases may have emerged from the specific context of SPN Purwokerto, which may not be representative of other educational institutions. Methodological constraints, such as reliance on self-

reported measures, could also influence the findings. Future research should consider these factors and strive to include a more diverse array of participants to enhance the generalizability of the results.

Final Statement

In conclusion, the SEM analysis conducted at SPN Purwokerto elucidates the integrative effects of leadership styles, social support, work commitment, and work motivation on educator performance. The findings indicate that educational institutions should prioritize the development of transformational leadership practices and cultivate a supportive work environment to enhance educator effectiveness. By implementing targeted team-building activities and incentive programs, institutions can establish a more engaged and motivated workforce. Future research should build upon these findings by exploring additional variables that influence educator performance and by employing larger, more diverse samples to validate the results. This comprehensive approach not only enriches the existing literature but also provides actionable insights for educational practice and policy (Kang & Ahn, 2021).

Conclusion and Recommendations

The study conducted at SPN Purwokerto provides valuable insights into the integration of leadership styles, social support, work commitment, and work motivation as key factors influencing educator performance. The findings suggest that robust leadership is essential for fostering a committed and motivated workforce among both teaching and non-teaching staff. However, the conclusions would benefit from greater specificity regarding the characteristics of effective leadership and the methods by which it can be operationalized within educational contexts. To cultivate a positive and conducive work environment, it is imperative to identify specific attributes that contribute to such an atmosphere. For instance, a positive work environment may encompass open communication channels, recognition programs for educators, and opportunities for professional development. Concrete examples of practices that promote a supportive culture, such as regular feedback sessions and team-building workshops, are essential to strengthen this recommendation. The recommendations pertaining to leadership development programs should delineate the types of training that would prove most beneficial. For instance, workshops focused on transformational leadership skills, conflict resolution, and effective communication could be incorporated into

the training curriculum. Providing this specificity enables educational institutions to implement more targeted and effective programs.

Furthermore, the recommendation to “expand collaboration” could be streamlined to eliminate redundancy. Instead of reiterating the term “collaboration,” it could be rephrased to highlight the importance of fostering teamwork and communication among staff. This could include initiatives such as peer mentoring, collaborative planning sessions, and regular team meetings to enhance the sense of community within the institution. To enhance work engagement and motivation, educational institutions should consider implementing targeted incentive programs that acknowledge and reward educators for their contributions. Such programs may include performance-based bonuses, opportunities for career advancement, and professional development initiatives that align with educators’ goals. Continuous appraisal and feedback mechanisms are crucial for assessing teacher satisfaction and work involvement. Institutions should establish routine evaluations that inform leadership strategies and support systems, ensuring responsiveness to the needs of educators. Future research should build on these findings by examining additional factors that influence educator performance, such as access to training opportunities, work-life balance, and external influences, including promotions and salary increases. Increasing the diversity and number of respondents in future studies enhance the applicability of the results across various educational contexts. In summary, this study contributes to the literature on educator performance by underscoring the significance of leadership roles and social factors. By adopting the recommended strategies, educational institutions can cultivate an environment that enhances motivation and, consequently, improves student outcomes. The integration of these elements is essential for fostering a culture of excellence in education, ultimately leading to improved performance among educators and their students.

Conflicts of Interest

The Author declares that there are no Conflicts of Interest.

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