

THE INFLUENCE OF LEADERSHIP, ORGANIZATIONAL CULTURE, AND TRAINING ON TEACHER PERFORMANCE OF THE AL ISHLAH GORONTALO FOUNDATION MEDIATED BY EMPLOYEE ENGAGEMENT

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ABSTRACT

This study aims to analyze the influence of leadership, organizational culture, and training on teacher performance at the Al Ishlah Gorontalo Foundation, with employee engagement as a mediating variable. Using a quantitative approach with 136 teachers selected through saturated sampling, data was analyzed using Structural Equation Modeling (SEM) with LISREL software. The findings revealed that organizational culture and training significantly influenced employee engagement, while leadership had no significant effect. Organizational culture directly impacted teacher performance, while training did not significantly affect performance. Employee engagement was proven to significantly affect teacher performance, but leadership, organizational culture, and training did not significantly influence performance through employee engagement as a mediator. The implications of these results suggest that fostering a positive organizational culture is crucial for improving teacher engagement and performance. Training programs should be more tailored to teachers' needs to effectively enhance their performance, while leadership approaches should be reassessed to ensure they align with teachers' motivations. Furthermore, future studies could explore other factors, such as intrinsic motivation and peer support, to better understand their roles in enhancing teacher performance in educational settings.

KEYWORDS

Leadership Influence, Organizational Culture, Training, Performance, Employee Engagement



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INTRODUCTION

Today, companies face the challenge of shifting from an industrial to a knowledge-based economy. These changes affect all aspects of an organization's management, including operations management, marketing, human resources (HR), and even company structure, which is expected to increase business profits (Kaswan, 2012; Kulkarni & St Louis, 2003; Pillai et al., 2019; Saied et al., 2023; Schnackenberg & Tomlinson, 2016). Among these aspects, human capital plays a crucial role because in management, human resources are the main source of knowledge, innovation, and renewal (Mahendro Sumardjo, 2018).

A company's success depends on its human resources (HR) quality. In the face of increasingly fierce business competition due to changes in customer preferences, technology, and the business landscape, companies must have competent and high-performing human resources. This means that companies must not only provide services that satisfy customers, but must also be oriented towards creating customer value. Therefore, companies need not only to build and focus on employee performance and productivity, but also ensure a reliable performance and productivity creation process through employee development that meets their needs (Mahendro Sumardjo, 2018).

Similar to companies, to improve the quality of education, an educational institution needs support from various components that can support the achievement of educational goals effectively and efficiently. One of the key components is human resources, including educators and education personnel. Human resources, in this case educators and education personnel, are an important factor that determines the success of educational institutions in achieving their goals (Farhana, 2019).

Human resource development is essentially a process of improving employee performance, which reflects the ability of members of the organization to carry out their duties. The performance of each employee will be assessed and measured based on the criteria that the organization has set (Kristanti et al., 2021).

Performance is a manifestation of the work done or handled by employees. The results of this work are carefully documented, allowing for an effective evaluation of the extent to which the expected performance is achieved compared to the actual results (Mahendro Sumardjo, 2018).

Organizations expect high employee performance. The more employees who show superior performance, the more the organization's overall productivity increases, which allows the organization to carry out its duties more effectively. Therefore, organizations need effective leaders because leadership plays a crucial role in achieving organizational goals. With a competent leader, the organization can achieve its goals, while without a good leader, the organization has the potential to fail. The success of employees in achieving performance is also often influenced by the leadership style of their superiors (Azizi, 2019).

In addition to leadership, organizational culture also affects employee performance. It provides principles and identification that guide behavior in the organization and influence the development of methods, decisions, and rewards for achievements. This culture also supports the reinforcement and reward system implemented in the organization.

Another thing that needs to be considered is job training. Employees are important assets that need to be nurtured and retained by the company. Therefore, training is necessary to help employees develop their skills as well as acquire new skills. With training, companies can benefit from increased productivity and work ethic from their employees. So when the company provides effective training, it will provide knowledge, skills, new abilities and appropriate behaviors where this will increase employee contributions in the form of optimal performance for the company to achieve its goals.

In addition, employees who are intellectually and emotionally enthusiastic about their work and fully committed to advancing the company's interests can make a significant contribution to the organization and are referred to as engaged individuals. Individuals involved have high interest levels, motivation, attachment, and participation. They demonstrate loyalty, compliance, and responsibility towards the organization, as well as improve their performance (Megananda et al., 2023).

Employee engagement is an extra behavior that shows concern for the job and the organization, with performance exceeding standards, contributing to effectiveness and competitive advantage. This behavior is influenced by leadership, organizational climate, and employee perception of fairness. Strong emotional and rational attachment encourages employees to perform at their best and increase their motivation towards the organization (Juliassa et al., 2022).

In the survey results released by Pricewaterhouse Coopers International (PwC) in June 2023, as many as 75 percent of employees in Indonesia admitted that they were satisfied with their current jobs. This figure is above the average percentage of employee job satisfaction in Asia Pacific, which is 57 percent. Based on this data, Indonesia is ranked second as a country in the Asia Pacific with the highest level of job satisfaction. Thailand occupies the first place with a percentage of 79 percent, while the Philippines, China, and India achieve the third place with 70 percent.

The Al Ishlah Gorontalo Foundation is an institution dedicated to managing education. Starting by running an Integrated Islamic Play Group (KBIT) with a total of 12 students with 3 teaching staff, located in the garage of one of the foundation's administrators. In 2001 the location of the Al Ishlah Integrated Islamic Play Group was moved to Jl. Kalimantan, Wumialo Village, with the number of students increasing to 46 children and the number of teachers 5. Furthermore, in 2004 the Al Ishlah Foundation established an Integrated Islamic Elementary School, the Integrated Ibtidaiyah Madrasah (MIT) Al Ishlah.

As time and community demands and abilities developed, the Al Ishlah Foundation established the Integrated Islamic Tsanawiyah Madrasah in 2010 and in 2021 established the Integrated Islamic High School level. To optimize services in the education sector, in 2021 the Al Ishlah Gorontalo Foundation made structural improvements, including changing the directorate of education into an education sector in charge of quality assurance, Quran institutions and school implementation units. To balance the needs and quality of the foundation's human resources in the school implementation unit in 2021, career development for educators is also carried out through the change of principals in 5 units, namely the Play Group,

Raudhatul Athfal, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Senior High School.

Entering 26 years, the workforce of the Al Islah Gorontalo Foundation consists of 170 teachers and employees who serve at the Al Ishlah Foundation with a total of 1283 students spread across 5 school units. Every year we conduct New Student Admissions (PPDB), for the play group and SMAIT level units fluctuate, while for Integrated RA, Integrated MIT, and Integrated MTs change every year, with the data for the last 3 years as follows:

Table 1. Student Conditions Based on Education Levels in 2021-2023

UNIT	SCHOOL YEAR		
	2021-2022	2022-2023	2023-2024
Play Groups	30	15	24
Integrated RA	102	113	120
Integrated MI	110	111	112
Integrated MTs	76	76	103
Integrated Islamic High School	12	9	11

Source: Al Islah Foundation, 2024

Based on the data of Table 1, there are 2 school units, namely the playgroup and SMAIT, which have experienced fluctuations in the number of students. This condition can concern the Al Islah Foundation as an education organizer. In 2019, 10 State Elementary Schools in Gorontalo City were threatened with closure due to a lack of students. The decrease in students at the school is because many local residents register their children in other schools. They see its advantages and adequate facilities.

Based on BPS 2024 data, the number of schools in Gorontalo City in 2021-2023 is as follows:

Table 2. Number of Schools by Level in 2021-2023

		2021	2022	2023	
1	Private Vocational	4	4	4	Remain
	State Vocational	5	5	5	Remain
	Sum	9	9	9	Remain
2	Private High School	2	2	3	Climb
	SMA Negeri	7	7	8	Climb
	Sum	9	9	11	Climb
3	BUT	6	7	7	Climb
4	Private Junior High	6	6	6	Remain
	SMP Negeri	16	16	16	Remain
	Sum	22	22	22	Remain
5	Private MTs	11			
	State MTs	1			
	Sum	12			

5	Private Elementary	11	11	16	Climb
	State Elementary	99	99	95	Turku
	Sum	110	110	111	Climb
6	Private Kindergarten	87	93	93	Climb
	State Kindergarten	22	18	18	Turku
	Sum	109	111	111	Climb
7	Private RA				
	RA State				
	Sum	5	4	4	Turku

BPS Gorontalo City 2024, Processed

The large number of schools in Gorontalo City at various levels, and some schools are closed (the number is down) is a challenge for the Al Ishlah Gorontalo Foundation to continue to improve in all aspects, so that the schools it manages become an option for the community.

To map the condition of employees who can respond to the challenges and demands that are developing in the community, at the end of the 2023/2024 school year, through the Quality Assurance Institute of the Al Ishlah Foundation, a leadership satisfaction survey was carried out for school principals, and the following results were obtained:

Table 3. Leadership Satisfaction Survey in the Al Ishlah Gorontalo Foundation School Unit in 2023

NO Unit of Satisfaction		
1	PPIT	81
2	RAT	88
3	WIT	78
4	MTST	95
5	WATS	93

Source : LPMI Al Ishlah Foundation

This survey uses the categories Very Good (>95), Good (84-94), Fair (73 - 83), Less (62 – 72), Very Less (<61). From these results, it was found that the PPIT unit had a sufficient satisfaction level, the RAT unit had a good satisfaction level, the MIT unit had a sufficient satisfaction level, the MTsT unit had a very good satisfaction level and the SMAIT unit had a good level of satisfaction with the principal. There are 2 units that are categorized as Adequate, 2 units that are categorized as Good and 1 unit that is categorized as Very Good.

The Al Ishlah Foundation, in this case a quality assurance institution, also conducts a performance assessment based on the results of the supervision of teacher teaching and learning activities, with the following results:

Table 4. Performance Based on the Results of Supervision of Teacher Teaching and Learning Activities

Commendable (91-100)	Skillful (81-90)	Clever (71-80)	Proper (61-70)	Development/mentorship Special (<60)
5 people	17 orang	20 orang	14 orang	-

Source : LPMI Al Ishlah Foundation

This data provides an overview of the performance of 5 new teachers in the Commendable category, 17 in the Advanced category, 20 in the Capable category and 14 in the Decent category.

The phenomenon in education is not only related to the closure of educational institutions. A total of 19 teachers at Al Azhar 43 Gorontalo School resigned in congregation as of Thursday 16/11/2023. The resignation of dozens of teachers was triggered by protests against the termination of employment (PHK) against 3 previous teachers. This condition certainly needs to be addressed not only by the institution where the 19 teachers are sheltered. However, educational institutions whose management is managed by the private sector also need to make efforts so that this condition does not occur in these institutions, which impacts the sustainability of the educational services they manage. Employee engagement is the most important and valuable part that describes how much enthusiasm and dedication employees have in the organization, not only in completing work, but also helping to achieve organizational goals with wholehearted awareness.

Educational institutions worldwide face an increasing challenge in adapting to the evolving dynamics of the knowledge economy. Human resources, specifically educators, are key drivers in improving the quality of education. Teachers' performance directly influences the educational outcomes, and this performance is often shaped by multiple organizational factors such as leadership, organizational culture, and the training they receive. However, a gap exists in understanding how these factors interact and influence teacher performance in Indonesian educational settings. This research investigates the combined effects of leadership, organizational culture, and training on teacher performance at the Al Ishlah Gorontalo Foundation, with employee engagement as a mediating variable.

Moreover, the fluctuating performance and retention of teachers at the Al Ishlah Gorontalo Foundation highlight the need for an in-depth analysis of how leadership practices and organizational culture can be leveraged to improve teacher performance. This situation is compounded by ongoing challenges such as teacher dissatisfaction and turnover, particularly in the foundation's fluctuating student enrollment numbers, and concerns over leadership and performance assessment strategies. Understanding the relationship between these organizational components will provide valuable insights into how schools can enhance teacher motivation, engagement, and overall performance, strengthening the institution's educational delivery.

The urgency of this research lies in addressing the critical need for improved teacher performance in educational institutions. As schools strive to meet the demands of a rapidly changing educational landscape, ensuring the engagement and performance of teachers is paramount. The Al Ishlah Gorontalo Foundation, with its diverse educational units, faces significant challenges in maintaining consistent teacher engagement and performance levels. By investigating the impact of leadership, organizational culture, and training on these outcomes, the study can inform educational leaders on strategically addressing these challenges, fostering a more productive and motivated teaching staff.

Several studies have explored the effects of leadership, organizational culture, and training on employee performance in different sectors, including education. For example, Azizi (2019) and Hamzah (2021) discuss the role of leadership in influencing employee performance, highlighting the importance of leadership styles in promoting employee engagement and performance. However, leadership's direct influence on performance remains a debated issue, with some studies showing minimal or no effect. These findings suggest that other factors, such as organizational culture or intrinsic motivation, may play more substantial roles in shaping employee outcomes.

Research by Priyasmimana et al. (2015) and Febriani et al. (2023) reveals that a supportive and inclusive organizational culture can significantly impact employee satisfaction and performance. A positive organizational culture encourages collaboration, enhances job satisfaction, and strengthens employee engagement, all factors that contribute to better overall performance. This body of research underscores the importance of cultivating a strong organizational culture to improve teacher effectiveness and student outcomes.

Training programs have also been shown to influence employee performance, with studies by Megananda et al. (2023) confirming the positive effects of continuous professional development. Effective training programs equip employees with the necessary skills and knowledge to perform their tasks effectively, thus enhancing their performance. However, training programs' impact on performance can vary based on the quality and relevance of the training, with some studies suggesting that misaligned or inadequate training may fail to improve employee performance significantly.

Despite extensive research on leadership, organizational culture, and training within various organizational contexts, there is a noticeable gap in studies focusing on their combined influence on teacher performance in Indonesian educational institutions. The unique role of employee engagement as a mediator in these relationships remains underexplored. Specifically, the dynamic between leadership, organizational culture, and training in enhancing teacher engagement and performance in private educational foundations like the Al Ishlah Gorontalo Foundation has yet to be sufficiently addressed, presenting an opportunity for this research to contribute valuable insights to both academic theory and practical applications in education management.

This research introduces a novel approach by integrating leadership, organizational culture, and training as independent variables and employee engagement as a mediating factor, specifically in a private educational institution in Indonesia. While previous studies have separately examined these variables, the innovative aspect of this study lies in its holistic analysis of how these elements collectively affect teacher performance. Furthermore, it explores the role of employee engagement in mediating these influences, offering new perspectives on how engagement can potentially amplify or diminish the effects of leadership, organizational culture, and training on teacher performance.

This study aims to determine the role of leadership, organizational culture, and training on the performance of Al Ishlah Gorontalo foundation teachers mediated by employee engagement. To test the influence of leadership on employee

engagement. To test the influence of organizational culture on employee engagement. To test the impact of employee engagement training. To test the influence of leadership on teacher performance. To test the influence of organizational culture on teacher performance. To test the effect of teacher performance training. To test the influence of leadership on teacher performance mediated by employee engagement. To test the influence of organizational culture on teacher performance mediated by employee engagement. To test the effect of teacher performance training mediated by employee engagement. To test the influence of employee engagement on employee performance

The benefit of this research is to contribute ideas or add information to the development of management science about leadership roles, organizational culture, and training on the performance of Al Ishlah Gorontalo foundation teachers mediated by employee engagement. This research is expected to be a reference and input for the Al Ishlah Gorontalo Foundation in the implementation of studies related to leadership roles, organizational culture, and training on the performance of Al Ishlah Gorontalo Foundation teachers mediated by employee engagement.

RESEARCH METHOD

This study applies an explanatory quantitative approach, which is used to explain the causes or reasons behind a symptom or event. Explanatory research aims to describe the influence or relationship between one variable and another variable (Bungin, 2017).

Referring to the definition above, explanatory quantitative research is a type of research that aims to investigate a population or sample by producing data in the form of numbers. This data is used to understand the relationship or influence between the variables being studied.

This explanatory quantitative research aims to examine the influence of leadership, organizational culture, and training on performance, with employee engagement as a mediating variable.

Population and Sample

This study's population consists of all teachers of the Al Ishlah Gorontalo Foundation, totaling 136 respondents. The sampling technique used in this study is saturated sampling, in which all population members are sampled.

Population is the total accumulation of research subjects and objects in accordance with the research criteria that have been set. Meanwhile, the sample is a representation of the respondent population included in the research criteria (Nalendra et al., 2021).

The sample is a small part of the population but it can represent the character of the entire study population (Alhamda, 2018). Furthermore, the research sample is part of the research that provides a broad representation of the population. The characteristics of the study sample are the same or almost similar to those of the population, allowing the sample to reflect the observed population.

RESULT AND DISCUSSION

A. Research Results

1. Respondent Demographics

In this study, 136 teachers from the Al Ishlah Gorontalo Foundation were involved with the following demographics:

Table 6. Respondent Characteristics by Gender

No	Gender	F	%
1	Man	29	21
2	Woman	107	79
Total		136	100

Source: Primary data processed, 2024

From the table above, it can be seen that the majority of respondents in this study are women, namely as many as 107 people, or 79% of the total 136 teachers were involved. Meanwhile, the number of male respondents was much smaller, namely 29 people or 21%. This shows that women dominate the composition of the teaching staff at the Al Ishlah Gorontalo Foundation.

Table 7. Characteristics of Respondents Based on Work Units

No	Work Unit	F	%
1	WITH	50	37
2	Mts	32	24
3	PPIT	30	22
4	RAT	19	14
5	WATS	5	4
Total		136	100

Source: Primary data processed, 2024

Table 7 shows that the majority of respondents came from Madrasah Ibtidaiyah Terpadu (MIT), with 50 people (37%), while the work unit with the fewest respondents was SMA Islam Terpadu (SMAIT), with 5 people (4%).

Table 8. Characteristics of Respondents Based on Employment Period

No	Working Period	F	%
1	16 years	1	1
2	< 1 year	14	10
3	> 10 years	25	18
4	1 - 5 years	61	45
5	12 years	1	1
6	15 years	1	1
7	16 Years	1	1
8	19 years	2	1

9	6 - 10 years	30	22
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Source: Primary data processed, 2024

From Table 8, the majority of respondents had a working period between 1 and 5 years, with 61 people, or 45% of the total respondents. In contrast, a small percentage of respondents, i.e., 1% of the total, had 12, 15, 16, and 19 years of service. This indicates that most teachers at the foundation are relatively new to their jobs, with most having less than 10 years of experience.

2. Inferential Statistics

This study analyzes the data using the Structural Equation Modeling (SEM) method. It was conducted using the LISREL 10.2 (2019) software developed by Karl G. Jöreskog and Dag Sörbom. The data obtained will be analyzed based on the theoretical model depicted in the path diagram.

1) Uji Model Measurement

a. Validity Test and Reliability Test

The measurement model test aims to assess the validity and reliability of indicator variables, to ensure that these indicators reflect the construct or latent variables well, also known as convergent validity. The three main measures tested were Standardized Loading Factor (SLF), Construct Reliability (CR), and Average Variance Extracted (AVE). SLF measures how well each indicator describes its construction, with the recommended SLF value ≥ 0.5 which is according to (Hair et al., 2014) to indicate good convergence validity. Construct Reliability (CR) assesses the internal consistency of indicators in reflecting constructs, with a CR value of ≥ 0.7 indicating good reliability, while values between 0.6 and 0.7 are considered acceptable, provided the indicators show sufficient validity. The CR size is calculated using a formula described by Hair (2014:678).

$$CR = \frac{(\sum_{i=1}^n SLF_i)^2}{(\sum_{i=1}^n SLF_i)^2 + (\sum_{i=1}^n e_i)}$$

Finally, the Average Variance Extracted (AVE) measures the proportion of construct variance that can be explained by the indicator. All of these measures serve to ensure that the indicator variables accurately represent the construct being measured. Meanwhile, Hair (2014:678) stated that an AVE value ≥ 0.5 indicates adequate convergence. The following formula calculates the size of the average variance extracted (AVE).

$$AVE = \frac{\sum_{i=1}^n SLF_i^2}{\sum_{i=1}^n SLF_i^2 + \sum_{i=1}^n e_i}$$

The results of the measurement model test using LISREL for the variables of leadership, organizational culture, training, employee engagement, and performance can be seen in the following figure. This test shows the extent to which each variable's indicators accurately and consistently reflects the intended construct. The following figure provides a visual overview of the validity and reliability of each variable in the proposed model. This analysis helps ensure that the developed model meets the quality standards required for further research.

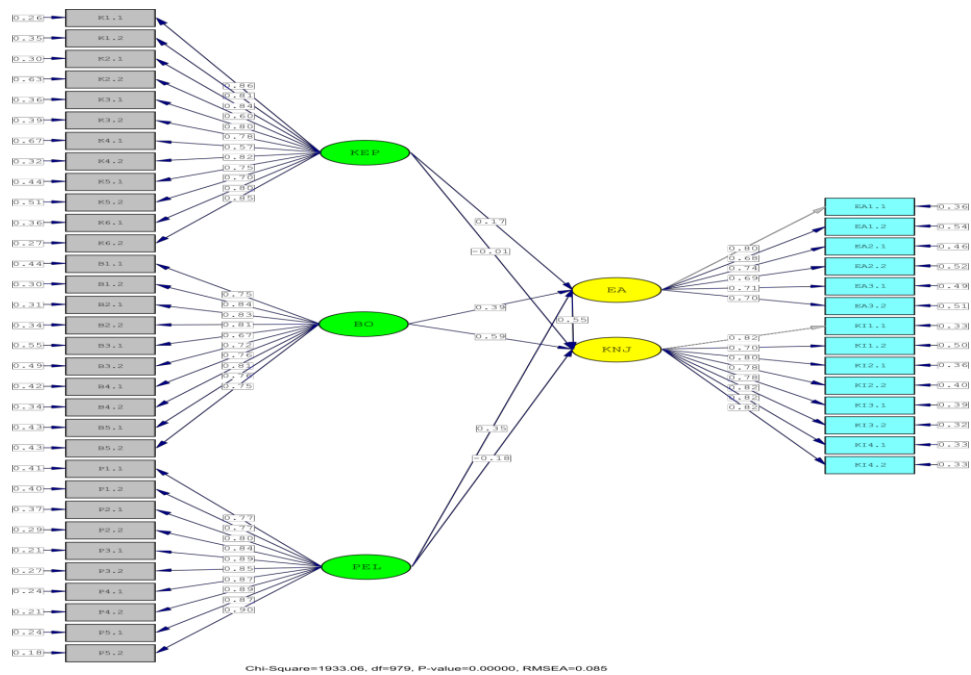


Figure 1. Test Measurement Model

Source: Primary Data processed with LISREL 10.2, 2024

From the test results through the measurement model test, it can be seen that the Standardized Loading Factor (SLF) value for each indicator is in the following table:

Table 9. SLF Value Based on the Indicator of Each Latent Variable

Variable	Indicator	Standard Loading Factor
Leadership (X1)	K1.1	0.86
	K1.2	0.81
	K2.1	0.84
	K2.2	0.60
	K3.1	0.80
	K3.2	0.78
	K4.1	0.57
	K4.2	0.82
	K5.1	0.75
	K5.2	0.70
	K6.1	0.80
	K6.2	0.85
	B1.1	0.75
	B1.2	0.84
	B2.1	0.83

Organizational Culture (X2)	B2.2	0.81
	B3.1	0.67
	B3.2	0.72
	B4.1	0.76
	B4.2	0.81
	B5.1	0.76
	B5.2	0.75
Training (x3)	P1.1	0.77
	P1.2	0.77
	P2.1	0.80
	P2.2	0.84
	P3.1	0.89
	P3.2	0.85
	P4.1	0.87
	P4.2	0.89
	P5.1	0.87
	P5.2	0.90
<i>Employee Engagement</i> (Y)	EA1.1	0.80
	EA1.2	0.68
	EA2.1	0.74
	EA2.2	0.69
	EA3.1	0.71
	EA3.2	0.70
	Indicator	Standard Loading Factor
	K11.1	0.82
	K11.2	0.70
	K12.1	0.80
	K12.2	0.78
	K13.1	0.78
	K13.2	0.82
	K14.1	0.82
	K14.2	0.82

Source: Primary Data processed with LISREL 10.2, 2024

From the table above, it can be seen that for the Leadership variable (X1), the highest Standard loading factor (SLF) is 0.86 (K1.1), which indicates that K1.1 has the strongest relationship with 'Leadership'. Meanwhile, K4.1, with the lowest Standard Loading Factor (SLF) of 0.57, shows the weakest relationship.

In the Organizational Culture variable (X2), B1.2 with a Standard loading factor (SLF) of 0.84 had the strongest relationship with 'Organizational Culture'. On the other hand, B3.1, which has the lowest Standard loading factor (SLF), 0.67,

has the weakest relationship. For Training (X3), P5.2 with the highest Standard loading factor (SLF) of 0.90 indicates the strongest relationship with 'Training'. Meanwhile, P1.1 and P1.2, each with a Standard loading factor (SLF) 0.77 has the weakest relationship.

In the context of Employee Engagement (Y), EA1.1 with a Standard loading factor (SLF) of 0.80 indicates the strongest relationship with Employee Engagement. Meanwhile, EA1.2 has the lowest Standard Loading Factor (SLF) 0.68 indicates the weakest relationship. Finally, for the performance variable (Z), KI1.1, KI4.1, and KI4.2, each with a Standard loading factor (SLF) of 0.82, have the strongest relationship with 'Performance'. On the other hand, KI1.2, with the lowest Standard loading factor (SLF) of 0.70, has the weakest relationship.

A lower standard loading factor (SLF) does not necessarily mean that the indicator is less important. It only indicates that the indicator has a weaker relationship with the latent variable compared to other indicators.

Overall, all indicators of the Leadership, Organizational Culture, Training, and Performance variables showed an SLF above 0.5, indicating good convergent validity. Thus, it can be interpreted that this model meets the convergence validity testing criteria.

Furthermore, the following table presents the results of validity testing using Average Variance Extracted (AVE) and reliability testing with Construct Reliability (CR).

Table 10. Pengujian Validitas Average Variance Extracted (AVE) dan Construct Reliability (CR)

Indicator	SLF	Error	SLF ²	Total SLF	Total Error	Total SLF ²	AVE	CR
K1.1	0.86	0.26	0.7396	9.18	4.86	7.12	0.59	0.65
K1.2	0.81	0.35	0.6561					
K2.1	0.84	0.3	0.7056					
K2.2	0.60	0.63	0.3600					
K3.1	0.80	0.36	0.6400					
K3.2	0.78	0.39	0.6084					
K4.1	0.57	0.67	0.3249					
K4.2	0.82	0.32	0.6724					
K5.1	0.75	0.44	0.5625					
K5.2	0.70	0.51	0.4900					
K6.1	0.80	0.36	0.6400					
K6.2	0.85	0.27	0.7225					
B1.1	0.75	0.44	0.5625					
B1.2	0.84	0.3	0.7056					
B2.1	0.83	0.31	0.6889					
B2.2	0.81	0.34	0.6561					
B3.1	0.67	0.55	0.4489					

B3.2	0.72	0.49	0.5184
B4.1	0.76	0.42	0.5776
B4.2	0.81	0.34	0.6561
B5.1	0.76	0.43	0.5776
B5.2	0.75	0.43	0.5625
P1.1	0.77	0.41	0.5929
P1.2	0.77	0.4	0.5929
P2.1	0.80	0.37	0.6400
P2.2	0.84	0.29	0.7056
P3.1	0.89	0.21	0.7921
P3.2	0.85	0.27	0.7225
P4.1	0.87	0.24	0.7569
P4.2	0.89	0.21	0.7921
P5.1	0.87	0.24	0.7569
P5.2	0.90	0.18	0.8100
EA1.1	0.80	0.36	0.6400
EA1.2	0.68	0.54	0.4624
EA2.1	0.74	0.46	0.5476
EA2.2	0.69	0.52	0.4761
EA3.1	0.71	0.49	0.5041
EA3.2	0.70	0.51	0.4900
KI1.1	0.82	0.33	0.6724
KI1.2	0.70	0.5	0.4900
KI2.1	0.80	0.36	0.6400
KI2.2	0.78	0.4	0.6084
KI3.1	0.78	0.39	0.6084
KI3.2	0.82	0.32	0.6724
KI4.1	0.82	0.33	0.6724
KI4.2	0.82	0.33	0.6724

Source: Primary Data processed with Lisrel 10.2: 2024 107

Table 10. Demonstrate the results of validity and reliability testing for each variable and indicator. The Leadership variable has an Average Variance Extracted (AVE) of 0.59 and a Construct Reliability (CR) of 0.65, which indicates sufficient convergent validity but with slightly low reliability. Organizational Culture has an AVE of 0.60 and a CR of 0.66, indicating convergent validity and good reliability. The Training variable shows an AVE of 0.72 and a CR of 0.75, which reflects convergent validity and excellent reliability. Employee engagement has an AVE of 0.52, which is adequate for convergent validity, but a CR of 0.60 indicates rather low reliability. Finally, the AVE 0.63 and CR 0.68 performance variables show good validity and reliability. Overall, the model meets the criteria for convergent validity and reliability testing.

b. Goodness of Fit Index

The measurement test shows that the goodness of fit measures the extent to which the proposed model is in accordance with the data obtained. The results of the goodness of fit test are shown in the following table.

Table 11. Leaving the Goodness of Fit Index (GOFI) variable

GIVEN	Value of Results Count	Good Kecocokan Standard Value	Model Compatibility Against Data
<i>Chi Square</i>	0.000	> 0.05	<i>Marginal Fit</i>
RMSEA	0.0847	< 0.1	<i>Good Fit</i>
CFI	0.837	> 0.9	<i>Marginal Fit</i>
YOUTH	0.838	> 0.9	<i>Marginal Fit</i>
NFI	0.719	> 0.9	<i>Marginal Fit</i>
NNFI	0.827	> 0.9	<i>Marginal Fit</i>
RFI	0.703	> 0.9	<i>Marginal Fit</i>

Source: Primary Data processed with LISREL 10.2: 2024

Overall, the goodness of fit test results show that this model shows a marginal fit in several indices and a good fit in RMSEA. Although this model requires further adjustment to achieve a better standard of match on other indices, research or testing can still be carried out.

c. Data Normality Test

The evaluation of the normality of the data was carried out by examining the value of the critical ratio skewness, which must be below ± 2.58 at a significance level of 0.01 (1%) to be considered normally distributed. The data is stated to follow a normal distribution if the critical ratio skewness value is within that range (Ghozali, 2013). The following are the results of the normality test:

Variable	Mean	St. Dev.	Skewness	Kurtosis	Minimum	Freq.	Maximum	Freq.
K1.1	4.221	0.663	-0.277	-0.753	3.000	18	5.000	48
K1.2	4.221	0.674	-0.296	-0.805	3.000	19	5.000	49
K2.1	4.184	0.586	-0.054	-0.283	3.000	13	5.000	38
K2.2	4.110	0.674	-0.135	-0.783	3.000	24	5.000	39
K3.1	4.184	0.658	-0.213	-0.713	3.000	19	5.000	44
K3.2	4.066	0.658	-0.070	-0.661	3.000	25	5.000	34
K4.1	3.949	0.659	0.054	-0.667	3.000	32	5.000	26
K4.2	4.162	0.599	-0.073	-0.322	3.000	15	5.000	37
K5.1	4.287	0.583	-0.138	-0.538	3.000	9	5.000	48
K5.2	4.191	0.650	-0.210	-0.674	3.000	18	5.000	44
K6.1	4.176	0.631	-0.156	-0.553	3.000	17	5.000	41
K6.2	4.154	0.607	-0.086	-0.367	3.000	16	5.000	37
B1.1	4.096	0.582	-0.009	-0.063	3.000	17	5.000	30
B1.2	4.103	0.575	0.004	-0.003	3.000	16	5.000	30
B2.1	3.949	0.659	0.054	-0.667	3.000	32	5.000	26
B2.2	4.118	0.572	0.008	-0.007	3.000	15	5.000	31
B3.1	4.346	0.522	0.173	-0.959	3.000	3	5.000	50
B3.2	4.154	0.582	-0.027	-0.183	3.000	14	5.000	35
B4.1	3.934	0.599	0.023	-0.183	3.000	29	5.000	20
B4.2	4.088	0.564	0.023	-0.131	3.000	16	5.000	28
B5.1	4.147	0.565	0.024	-0.022	3.000	13	5.000	33
B5.2	4.184	0.560	0.033	-0.110	3.000	11	5.000	36
P1.1	4.191	0.565	0.016	-0.114	3.000	11	5.000	37
P1.2	4.221	0.567	-0.007	-0.281	3.000	10	5.000	40
P2.1	4.140	0.611	-0.082	-0.371	3.000	17	5.000	36
P2.2	4.147	0.578	-0.012	-0.129	3.000	14	5.000	34
P3.1	4.088	0.626	-0.065	-0.436	3.000	21	5.000	33
P3.2	4.176	0.582	-0.037	-0.237	3.000	13	5.000	37
P4.1	4.287	0.570	-0.077	-0.521	3.000	8	5.000	47
P4.2	4.221	0.567	-0.007	-0.281	3.000	10	5.000	40
P5.1	4.213	0.563	0.012	-0.236	3.000	10	5.000	39
P5.2	4.206	0.598	-0.105	-0.402	3.000	13	5.000	41
EA1.1	4.088	0.602	-0.036	-0.235	3.000	19	5.000	31
EA1.2	3.993	0.672	0.009	-0.754	3.000	31	5.000	30
EA2.1	4.287	0.571	-0.052	-0.425	3.000	9	5.000	44
EA2.2	4.110	0.652	-0.113	-0.637	3.000	22	5.000	37
EA3.1	4.221	0.580	-0.058	-0.344	3.000	11	5.000	41
EA3.2	4.184	0.669	-0.230	-0.773	3.000	20	5.000	45
KI1.1	4.132	0.568	0.015	-0.013	3.000	14	5.000	32
KI1.2	4.221	0.497	0.394	0.002	3.000	5	5.000	35
KI2.1	4.096	0.582	-0.009	-0.063	3.000	17	5.000	30
KI2.2	3.868	0.630	0.108	-0.504	3.000	37	5.000	19
KI3.1	3.846	0.607	0.086	-0.367	3.000	37	5.000	16
KI3.2	3.963	0.601	0.014	-0.186	3.000	27	5.000	22
KI4.1	4.147	0.524	0.168	0.348	3.000	10	5.000	30
KI4.2	4.140	0.560	0.038	0.041	3.000	13	5.000	32

Figure 2. Univariate Normality Test (n=136)

Source: Primary Data processed with LISREL 10.2, 2024

Based on the data above, it can be seen that the critical ratio skewness value for all variables is in the range of -2.58 to 2.58; therefore, it can be concluded that the data for all these variables is considered to be normally distributed at a significance level of 0.01 (1%).

2) Structural Model Analysis

Structural model analysis is concerned with the evaluation of coefficients or parameters that describe causal relationships or influences between latent variables. In this analysis, the main focus is on the t-value of the coefficient, the value of the coefficient itself, and the coefficient of Determination (R^2). The results of this analysis provide an idea of how well the complete structural model represents the relationship between latent variables, and its interpretation is presented in the figure below. Thus, structural model analysis not only evaluates the strength and direction of the relationship between variables but also measures the extent to which the model explains the variation in the data. This evaluation is important to ensure that the model used is accurate and reliable in describing the relationship between variables in the study.

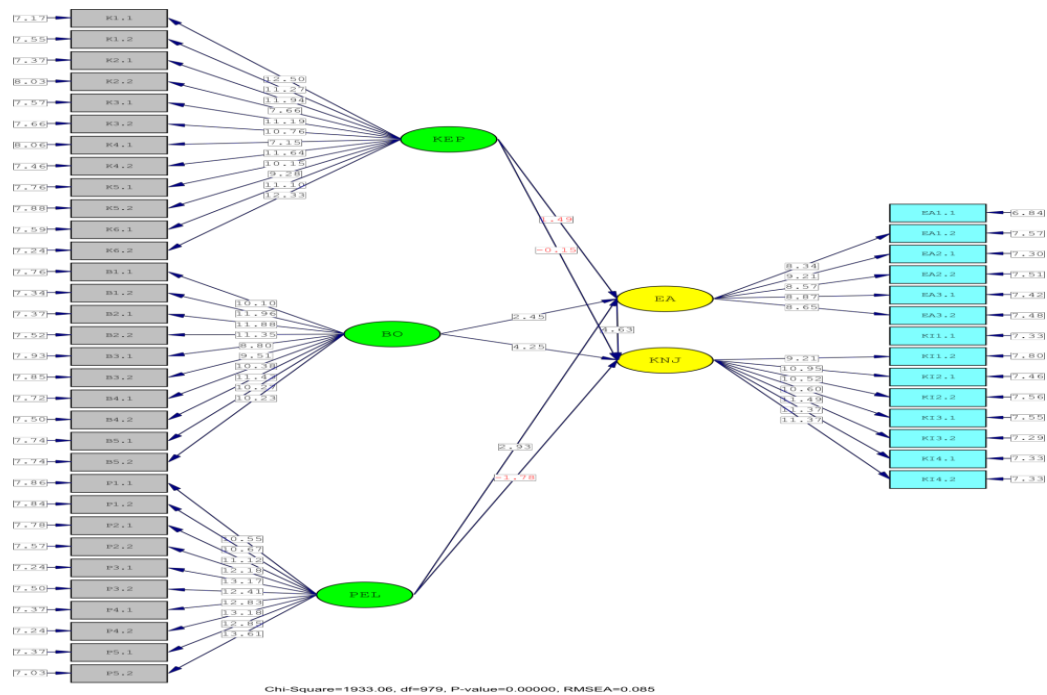


Figure 3. Structural Model Analysis

Source: Primary Data processed with LISREL 10.2, 2024

Based on the figure above, hypothesis testing analysis can be carried out as follows:

Structural Equations

EA = 0.166*KEP + 0.392*BO + 0.351*PEL, Errorvar.= 0.284 , R² = 0.716

Standerr	(0.111)	(0.160)	(0.120)	(0.0648)
Z-values	1.490	2.450	2.931	4.375
P-values	0.136	0.014	0.003	0.000

KNJ = 0.549*EA - 0.0132*KEP + 0.593*BO - 0.178*PEL, Errorvar.= 0.133 , R² = 0.867

Standerr	(0.118)	(0.0882)	(0.140)	(0.100)	(0.0367)
Z-values	4.633	-0.150	4.246	-1.777	3.626
P-values	0.000	0.881	0.000	0.076	0.000

Figure 4. Results of Hypothesis Test 1 to Hypothesis 7

Source: Primary data processed with LISREL 10.2, 2024

Indirect Effects of KSI on ETA			
	KEP	BO	PEL
EA	---	---	---
	- -	- -	- -
KNJ	0.091	0.215	0.193
	(0.065)	(0.092)	(0.080)
	1.398	2.332	2.424

Figure 5. Hypothesis Test Results 8 to 10

Source: Primary data processed with LISREL 10.2, 2024

The output of Structural Equations is used as the main reference to test hypotheses 1 to 10 in this study. The test results for all the hypotheses proposed in this study are presented as follows:

1. The path coefficient for leadership influence on Employee Engagement is 0.166 with a t-value of 1.490 and a p-value of 0.136. Because the t-value is smaller

- than the t-table (1,978) and the p-value is greater than 0.05, the influence of leadership on Employee Engagement is not significant. Therefore, H1 was rejected.
2. The path coefficient for the influence of organizational culture on Employee Engagement is 0.392 with a t-value of 2,450 and a p-value of 0.014. Because the t-value is greater than the t-table (1,978) and the p-value is less than 0.05, the influence of organizational culture on employee engagement is significant. Therefore, H2 is accepted.
 3. The path coefficient for the effect of training on employee engagement was 0.351 with a t-value of 2.931 and a p-value of 0.003. Because the t-value is greater than the t-table (1,978) and the p-value is less than 0.05, the effect of training on employee engagement is significant. Therefore, H3 is accepted.
 4. The path coefficient for the influence of leadership on performance is -0.0132 with a t-value of -0.150 and a p-value of 0.881. Because the t-value is smaller than the t-table (1,978) in absolute values and the p-value is greater than 0.05, the influence of leadership on performance is not significant. Therefore, H4 was rejected.
 5. The path coefficient for the influence of organizational culture on performance is 0.593 with a t-value of 4.246 and a p-value of 0.000. Because the t-value is greater than the t-table (1,978) and the p-value is less than 0.05, the influence of organizational culture on performance is significant. Therefore, H5 is accepted.
 6. The path coefficient for the effect of training on performance was -0.178 with a t-value of -1.777 and a p-value of 0.076. Since the t-value is smaller than the t-table (1,978) in absolute values and the p-value is greater than 0.05, the effect of training on performance is not significant. Therefore, H6 is rejected.
 7. The indirect path coefficient for the influence of leadership on performance through employee engagement is 0.091 with a t-value of 1.398 and a p-value of 0.065. Because the t-value is smaller than the t-table (1,978) and the p-value is greater than 0.05, the indirect influence of leadership on performance through employee engagement is not significant. Therefore, H7 was rejected.
 8. The indirect path coefficient for the influence of organizational culture on performance through employee engagement is 0.215 with a t-value of 0.092. Because the t-value is greater than the t-table (1,978) but the p-value is greater than 0.05, the indirect influence of organizational culture on performance through employee engagement is not significant. Therefore, H8 was rejected.
 9. The indirect path coefficient for the effect of training on performance through employee engagement is 0.193 with a t-value of 2.424 and a p-value of 0.080. Because the t-value is greater than the t-table (1,978), but the p-value is greater than 0.05, the indirect effect of training on performance through employee engagement is not significant. Therefore, H9 was rejected.
 10. The path coefficient for the influence of employee engagement on performance was 0.549 with a t-value of 4.633 and a p-value of 0.000. Since the t-value is greater than the t-table (1,978) and the p-value is less than 0.05, the effect of employee engagement on performance is significant. Therefore, H10 is accepted.

Discussion

1. The Influence of Leadership on Employee Engagement

The results of the study show that leadership does not have a significant influence on Employee Engagement at the Al Ishlah Gorontalo Foundation. This finding aligns with research (Juliasa et al., 2022), which states that leadership does not affect employee engagement.

Several possibilities can explain this. First, other factors such as organizational culture, work environment, or coworker support may influence employee engagement more than the leadership style itself. Additionally, there may be differences in the way leadership is implemented that don't resonate with how employees shape their engagement in the workplace. For example, while a leader may be effective in strategy and operations, their leadership style may not always motivate employees to engage more deeply with their work.

The findings also underscore the importance of not relying on just one aspect, such as leadership, to increase employee engagement. Conversely, a more holistic approach that includes a variety of factors may be more effective in increasing employee engagement.

2. The Influence of Organizational Culture on Employee Engagement

Organizational culture has proven to have a significant influence on Employee Engagement. These findings are in line with the results of research by Hamzah (2021), Megananda et al. (2023), which shows that organizational culture has a positive influence on employee engagement. A positive and supportive organizational culture can create a more motivating work environment and strengthen employee engagement. This shows the importance of culture in building high employee engagement at the Al Ishlah Gorontalo Foundation.

3. The Effect of Training on Employee Engagement

Training also significantly influenced employee engagement. These results are consistent with research by Septiyana (2022), which found that effective training can increase employee motivation and engagement. A relevant and ongoing training program can improve employees' skills and confidence, increasing their engagement at work.

4. The Influence of Leadership on Performance

The results of the analysis showed that leadership did not have a significant influence on teacher performance. This research is in line with research conducted by Azizi (2019) that leadership does not have a significant effect on performance. However, this study contradicts the findings Hamzah (2021) that leadership affects performance.

The analysis's results, showing that leadership does not significantly influence teacher performance at the Al Ishlah Gorontalo Foundation, indicate that other factors may be more dominant in influencing teacher performance in this institution.

Several reasons may underlie this result. First, other factors may have a greater influence on teacher performance, such as intrinsic motivation, peer support, or work environment conditions. For example, if teachers already have a high level of motivation or the support of fellow colleagues, the direct influence of leadership may become less significant.

Second, the leadership style applied may not be relevant or in accordance with the specific needs of the teachers at the Al Ishlah Gorontalo Foundation. If the leadership applied focuses more on the administrative aspect than on the professional development of teachers, then the impact on performance can be insignificant.

The findings also highlight the importance of revisiting the leadership approach used. A more participatory or transformational leadership approach that involves teachers more in decision-making and that better supports their ongoing professional development may be needed.

5. The Influence of Organizational Culture on Performance

Organizational culture has a significant influence on teacher performance. These findings are in line with research by Basuki et al. (2022), which revealed that a positive organizational culture can improve employee performance. A culture that supports and creates a productive work atmosphere can directly improve teacher performance at the foundation.

6. The Effect of Training on Performance

The training did not show a significant effect on teacher performance. This research is in line with research conducted by Septiyana (2022), which suggests that training does not significantly affect employee performance. In this context, the results indicate that the training may not be appropriate or effective enough to improve teacher performance. Another possibility is that other factors, such as intrinsic motivation, organizational culture, or quality of supervision, are more dominant in influencing teacher performance than the training itself.

From an analytical point of view, these findings emphasize the importance of thoroughly evaluating existing training programs. It may be necessary to make adjustments so that the training is more relevant to the needs and challenges faced by teachers in the learning process. Additionally, it is important to consider a more holistic approach to professional development, which relies on training and includes mentoring, collaboration-based learning, and ongoing support. These findings suggest that training may need to be combined with other, more comprehensive and integrated strategies to achieve significant performance improvements.

7. The Influence of Leadership on Employee Engagement-Mediated Performance

The influence of leadership on teacher performance through employee engagement is not significant. This finding is different from research Cahyani (2019) which reveals that employee engagement mediates the relationship between transformational leadership and employee performance. This indicates that employee engagement does not effectively mediate the relationship between leadership and performance. It is possible that factors such as inappropriate leadership style or lack of support from management can affect these results.

8. The Influence of Organizational Culture on Employee Engagement-Mediated Performance

Organizational culture does not affect teacher performance through employee engagement as a mediator. These results show that employee engagement does not mediate the relationship between organizational culture and performance, as found in the study (Febriani et al., 2023), that employee

engagement cannot mediate between organizational culture and employee performance. The direct relationship between organizational culture and performance is possibly stronger than the indirect influence through employee engagement at the Al Ishlah Gorontalo Foundation.

9. The Effect of Training on Employee Engagement-Mediated Performance

The effect of training on teacher performance through employee engagement is also insignificant. This may be due to a lack of training relevance or a mismatch between the training provided and the employee's needs.

10. The Effect of Employee Engagement on Performance

Employee engagement has a significant influence on teacher performance. This finding is in line with the findings Cahyani (2019), the existence of employee engagement drivers on employee performance. In this context, the level of teacher involvement in their work directly affects their performance in the classroom. Teachers who feel actively involved in their work tend to perform better, are more innovative in teaching methods, and are more committed to educational goals. To improve teacher performance, the Al Ishlah Gorontalo Foundation must focus on strategies that increase employee engagement.

CONCLUSION

The results of this study indicate that leadership does not significantly influence employee engagement, possibly due to the way leadership is applied not resonating with how employees engage in their work. However, organizational culture and training were found to significantly impact employee engagement, meaning that stronger cultural values and more intensive training contribute to greater teacher involvement in their roles. The study also revealed that leadership does not significantly affect teacher performance, with factors such as intrinsic motivation, peer support, and the work environment playing a larger role. Organizational culture, however, significantly impacted performance by creating a supportive and productive atmosphere. The effect of training on performance was not significant, possibly due to the training being insufficient or poorly aligned with teacher needs. Furthermore, the indirect influence of leadership on performance through employee engagement was not significant, nor was employee engagement able to mediate the relationship between organizational culture and teacher performance. The study suggests that the direct relationship between organizational culture and performance may be stronger than its indirect effect through employee engagement. In addition, training did not significantly affect employee performance through engagement, likely due to a mismatch between the training provided and the actual needs of the teachers. Finally, employee engagement was found to significantly influence teacher performance, indicating that increased teacher engagement leads to better performance outcomes. For future research, it is recommended to explore the role of intrinsic motivation and peer support in enhancing teacher performance and the design and effectiveness of training programs in meeting the specific needs of teachers in educational organizations.

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