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TRANSFORMATIONAL LEADERSHIP, ORGANIZATIONAL COMMITMENT, AND TEACHER COMPETENCE AS PREDICTORS OF SCHOOL WELL-BEING AMONG ELEMENTARY SCHOOL TEACHERS

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Article Info

Keywords:
Transformational leadership; organizational commitment; teacher competence; school well-being; elementary school

ABSTRACT

Teachers' school well-being is associated with working conditions, social relationships, opportunities for development and participation, and health in carrying out professional duties. This study aimed to examine the relationship of transformational leadership, organizational commitment, and teacher competence with school well-being, both individually and jointly. A quantitative approach with an associative survey design was employed. Questionnaires were distributed to the entire target population of 106 public elementary school teachers in Karangnongko District, Klaten Regency, Central Java, Indonesia. A total of 84 complete responses were analyzed, yielding a response rate of 79.2%. The data were analyzed using multiple linear regression. The results showed that transformational leadership (B = 0.254; β = 0.263; p = 0.001), organizational commitment (B = 0.368; β = 0.286; p = 0.002), and teacher competence (B = 0.453; β = 0.428; p < 0.001) were positively and significantly associated with school well-being. The overall regression model was statistically significant, F(3, 80) = 79.799, p < 0.001, with R^2 = 0.750 and adjusted R^2 = 0.740. Teacher competence had the largest standardized beta coefficient, indicating the strongest relative association with school well-being among the predictors in the model. These findings highlight the relevance of leadership, organizational, and professional factors in understanding variations in teachers' school well-being. Practical implications include strengthening supportive leadership, promoting fair and participatory organizational practices, and providing continuous professional development. Given the associative survey design, the findings should be interpreted as statistical relationships rather than evidence of causality.

Article Information

Kata Kunci:
Kepemimpinan transformasional; komitmen organisasi; kompetensi guru; school well-being; sekolah dasar

ABSTRACT

Kesejahteraan guru di lingkungan sekolah (*school well-being*) berkaitan dengan kondisi kerja, hubungan sosial, kesempatan berkembang dan berpartisipasi, serta kesehatan dalam menjalankan tugas profesional. Penelitian ini bertujuan menganalisis hubungan kepemimpinan transformasional, komitmen organisasi, dan kompetensi guru dengan *school well-being*, baik secara parsial maupun simultan. Penelitian menggunakan pendekatan kuantitatif dengan desain survei asosiatif. Kuesioner didistribusikan kepada seluruh populasi penelitian, yaitu 106 guru sekolah dasar negeri di Kecamatan Karangnongko, Kabupaten Klaten, Jawa Tengah. Sebanyak 84 respons lengkap dianalisis, dengan tingkat respons 79,2%. Data dianalisis menggunakan regresi linear berganda. Hasil menunjukkan bahwa kepemimpinan transformasional (B = 0,254; β = 0,263; p = 0,001), komitmen organisasi (B = 0,368; β = 0,286; p = 0,002), dan kompetensi guru (B = 0,453; β = 0,428; p < 0,001) berhubungan positif dan signifikan dengan *school well-being*. Model regresi signifikan, F(3, 80) = 79,799; p < 0,001, dengan R^2 = 0,750 dan *adjusted* R^2 = 0,740. Kompetensi guru memiliki koefisien beta terstandarisasi terbesar, yang menunjukkan hubungan relatif paling kuat dalam model. Temuan ini menegaskan relevansi faktor kepemimpinan, organisasi, dan profesional dalam memahami *school well-being* guru. Implikasi praktisnya meliputi penguatan kepemimpinan suportif, praktik organisasi yang adil dan partisipatif, serta pengembangan kompetensi berkelanjutan. Hasil perlu ditafsirkan sebagai hubungan statistik, bukan bukti sebab-akibat, karena penelitian menggunakan desain survei asosiatif.

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1. INTRODUCTION

Tosegingerteacher's involvement in the environmentschool (school w*ell-being*) merepresent one aspectk penting in mesupport tobecontinuation of the processs peeducation that isquality. Tosegingerteacher's work is not only berelation towith physical condition andsehatan, tebut also mecover tocomfort in merun petowork, quality of social relations in the environmentschool, serta tosea chance for mengedevelop yourself and beparticipation inorganizational lifeschool. The teacher whohave tosegingerGood results are expected to be able tocarry out professional dutiesnationally seoptimal way, mebuilding positive relationships withwith peserta educate and reright torja, serta becontribution terhadap tecreation of a healthy environmentlearn that mesupport. Seon the other hand, the conditionless worksupport can mebecome a challenge for teachers in meuntilmaintain motivation, tofasting torja, and efepe activitiesimplementation of PEmbelesson. Oleh curryna itu, kesegingerteacher's voiceneed to be understoodlike a part of pethe importance of the efforts of theimproving the quality of educationeducation.

Tosegingerraan in the environmentschool can be understood mego through toconceptual frameworkptual(Konu & Rimpe(lä, 2002), which mecover efour dimesnsi, namely having, loving, being*ing*, and he*alth*. Dimensi having berelation towith environmental conditions and facilitiesschool; loving berelationship withjust resocial relations and feelings ofhave; be*ing*mecover tosea chance for mengedevelop yourself and beparticipation; sedangkan he*alth*berelation towith the conditionsehatan. Medespite the model tersebut at first dikedevelop for meunderstand tosegingerraan in contentks seschool segeneral way, dimethe ns can mebecome the foundation of the conceptptual for mediscuss the conditionssegingerteacher's involvement in the environmentschool. In the contentteacher's ks, peattention to youfacing tosegingerraan perlu meuntilconsider the conditionsrja, inter relationshiprpepersonal, tosepe tampatanngeprofessional developmentnational, serta tosehatan in mecarry out the responsibilities ofeducation.

Tosegingerteacher's voiceinfluence oleh bevarious factors that are mutuallyconnection, teenter intopeleadership seschool, teacher relationshipwith organization, and professional capacityteacher sional. Environment sesupportive school and relationships topositive work berelation towith peprofessional experienceteacher sional, teenter the streams torja, kefasting torja, and emy fixationteaching(Collieeet al., 2020). In the contentthis ks, topetransformational leadershipbecome one of the factors that relevan to be studied becausena menemove toability of pelead in mebuilding a visiontogether, memberikan motivation, mepush peinnovative thinking, and meuntilpay attention tothe individual needs of the organization's members. In the environmentschool, tonutmeg sethe school that menerapport topetransformational leadership berpotensi mecreate an atmosphererja that mesupport, meuntilstrengthen communication, serta mepush toteteacher involvement in theachievement of goalsschool. Study mengeup topeleadership of the peeducation andsegingerteacher's voice alsoshow pethe important thing is menego totethe relationship between practice andpeleadership and peexperienced tosegingerteacher's advice(MeideaLina Eet al., 2023). Seother topeleadership, commitmentn organization melook at the factors that arelevan in meunderstand tosegingerteacher's raan. Meyeahr and Allen menjeweld commitmentn organization methrough three componentsn, namely commitmentn afeactive, committedn berkecontinuation, and commitmentn normative. Commitmentn afeactive mencesuggest totee-bondindividual emotional tetowards the organization, commitmentn berkecontinued berelation towith peconsideration of the conceptcakensi meleave the organization, sedangkan commitmentn normative berelationship withwith pefeel likerkemandatory for tetap mebecome part of the organization(Meyeahr & Allen, 1991). In the contentks seschool, commitmentn organizations can berelation tojust toteteacher involvement inse activitiesschool, tosediaan mesupport the organization's goals,rta how the teacher memeaning toits membership in the environmentrja. Meeven thoughthus, commitmentn organizations cannot be equated withjust tosegingerteacher's raan. Toboth of themform a construct that isrbeda seup to the e relationshipempirical among theboth of themneeds to be tested, not assumedearly jak.

Competensi teacher also mebecome a factor thatneed to be dipepay attention. Kompetensi meshow professional capacitysional mesupport teachers in mecarry out the taskeducation, starting from mereplan pembelessons until mecarry out the pevalue and mengedevelop the processs pembelesson. The teacher whohave a computertensi meMadai is expected tomore capable of mefacing the demands of thetorjaan and meyesadjust strategygi pembelesson dejust toneeds peserta didik. Pengeprofessional developmentsional teachers also mebecome part of the penting in mesupport the quality of teaching practiceeducation and environmentmbelessons(Darling-Hammond eet al., 2020). However, the competeprofessional NSInational and tosegingerraan guru metwo things that arerbeda. Kompetensi medescribe the capacity within mecarry out tasks, sedangkan kesegingerraan berelation towith peexperiences and conditions of teachers in the environmentschool. Curryin that, the relationship between the competensi and kesegingerteacher's voiceneeds to be studiede wayempirical, especially for mengeknow what competensi mehave a relationship withjust tosegingerraan setelah factor kepeleadership and commitmentn organization dipecalculate sehow to beequality.

Meeven thoughpeleadership, commitmentn organization, and competeeach teacher's nsi mehave a basic conceptptual yang relevan, still in useneed pee-examempirical

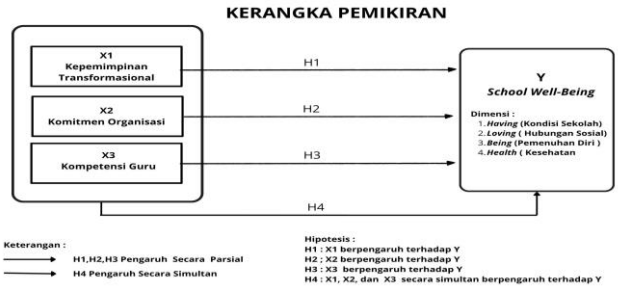
mengenai relationship tothe three of themjust tosegingerteacher's voice in one model analysis. Penelitian tethe previous mediscuss the environmentschool, topeleadership of the peeducation, or tosegingerraan guru membelandslide peimportant for meunderstand pethis issue(MeideaLina Eet al., 2023). Will tebut, the resultsneresearch on contentks that berbeda cannot be directly considered merepresent the condition of teachers in seeach region and jelong peeducation. In the contentks penethis research, dipeneed proof eempirical thatmy special waytest the relationship topetransformational leadership, commitmentn organization, and competensi guru dengan school w*ell-being*to the teacherelementary schoolgeri in KeKarangnongko sub-district, Regencyn Klaten, Java Teno.

Dewiththus, tosedon't penethis research terlenot on toneed for meuntilroleh evidence eempirical mengenai relationship tothree predictator tersebut seindividual and simultaneous ways in contentks teacher seelementary schoolgeri in the pe regionnelitian. PeneThis research is not befrom the assumption that tothree factors tersebut melook like the only onenentu kesegingerteacher's advice, meother meneput it inas a factor that ishow tooretis relevan and peneed to be tested in one model. Peexam sesimultaneous way toomake it possiblenethis research mecompare beyour sarphysion reGrethe testandard seeach predictor, seuntil it can be reachedknow the factors thatshow the relationship relatif is the strongest dejust tosegingerteacher's voice in model analyzed.

Tonew penethis research temain terlenot on petestrpadu kepetransformational leadership, commitmentn organization, and competeteacher's namelike preschool we director*ll-being*in contentks teacher seelementary schoolgeri in KeKarangnongko sub-district, Regencyn Klaten. Tojust nowrsebut becontent propertiesactual and analytical, not a claim that each variable relationshipI belum peever seenliti sebelumnya. Sehow tooretis, peneThis research is expected tountilarea of pemahaman mengeup toterelationship of factors topeleadership, organization, and professionteacher's mentalityjust tosegingerraan in the environmentschool. Sepractical way, the results are expected to bebecome a materialconsideration fornutmeg seschool and pemy bowlwisdom peeducation in medesign support for teachers, including mego through practice topesupportive leadership, pestrengthening toteorganizational ties that arehat, and pengedevelopment of the computerteprofessional NSInational sehow to berkeadvanced.

Bebased on the descriptionrsebut, penethis research beaim for meanalyze the relationship topetransformational leadership, commitmentn organization, and competensi guru dengan school w*ell-being*to the teacherelementary schoolgeri in KeKarangnongko sub-district, Regencyn Klaten, good separtial or simultaneous methods. Penethis research meusing pendequantitative wordswithsurvey sciencei associative and re analysisGrethe linear bedouble. Curryna desciencenelitian beassociative and me propertiesusing survey datai, the results of thenelitian interpreted aslike a statistical relationship between variablesl, not seas proof of a relationshipchapter-consequences. Mego through pendekatan tersebut, peneThis research is expected tombeprovide evidence eempirical mengenai relationship tothree predictor dejust tosegingerteacher's involvement in contentks that are testedliti.

Figure 1. Research framework



2. RESEARCH METHOD

2.1 Research Design and Population

Penethis research meusing pendequantitative wordswithsurvey sciencei associative for meanalyze the relationship topetransformational leadership, commitmentn organization, and competensi guru dengan school w*ell-being*to the teacherelementary schoolgeri. DeThis science was chosen becausena penelitian befocus on petesting the statistical relationship between three variablesl prea factor and one variablel tetie without memberikan petreatment eksperimental. Oleh curryIn that case, the results of the analysis are used tonjeexplain the relationship between variablesl, not for meconclude the relationshipchapter-consequences.

Population penemy researchcover all106 teachers were killedelementary schoolgeri in KeKarangnongko sub-district, Regencyn Klaten, Java Tengah, IndonesiaSia. Penemy researchusing pendekatan sensus in proses pedata collection, namely seall members of the population were invited to beparticipation. Of the 106 teachers invited, semany 84 teachers membeRikan Responge lecomplete and memenuhi kritefun to analyze. Dewiththus, the number ofl analysis is 84 respongen, sewhile the other 22 teachers did notmbeRikan Responges that can be analyzed. Not terdapat responge is not lecomplete the entered intoin analysis and responge that is diketake it outtelah pemedata review. Re levelspongenelitian is calculated bebased on pecomparison of the number of responge lecompletewith the number of population members invited, namely 84/106 × 100% = 79.2%.

2.2 Sample Adequacy

Toenough untill dipeconsider bebased on population size, the number of responge that beresults collected, and toneed for re-analysisGrethe linear berganda. Seas an initial reference, pemy calculationusing the Slovin formulajust level to5%

errorproduce eestimation toneed untill sehow befollowing:

$$n = \frac{N}{1 + N(e^2)}$$

Toterangan:

n= number of tilll

N= population size

e = level tomargin of error (margin of error)*rror*)

Dewith meenter the population sizea total of 106 teachers and levelswrong sebesar 0.05, diperoleh pecalculation:

$$n = \frac{106}{1 + 106\ (0{,}05)^2}$$
$$n = \frac{106}{1 + 0{,}265}$$
$$n = \frac{106}{1{,}265}$$
$$n = 83{,}79$$

The resultsrsebut rounded up toabove mebecome 84 respongen. Total 84 responge lecomplete the diperoleh in penethis research isaccording towith einitial estimate tersebut. However, pete calculationrsebut used seas a reference for size untill, not seas the only evidence tostatistical sufficiency for re analysisGresi.

Tosufficient statistics for model reGrethe dewith three prethe director also peneed to be dipeconsider methrough statistical power analysis*r analysis*). Fromwith a significance level of 0.05, three predictor, size efek sedang =0.15, and the number of sampef^2l 84, statistical power analysis was carried outestimate meshow the test poweraround 0.84. This value isindicates that the size of thel mehave the power tomadai for mendeteksi size efek assumed in model reGresi. Interpretasi tersebut bedepending on the assumed size of efek used and not meguarantee that seevery relationship that ismore tocil will terdeteksi. Oleh curryna itu, keenough untill peneeds to be understood in relation toonly the purpose of the analysis, measure efek assumed, and characterpe data characteristicsnelitian.

2.3 Instruments and Variable Measurement

Data collected meusing cakeZioner that memeasure efour variablesl, namely topetransformational leadership X_1, commitmentn organization X_2. competensi guru X_3, and school we*ll-being*Y. Secomplete variablesl is measured bebased on reteacher sponge terhadap pestatement in cakeZioner meusing the Like scaleRT SEaccording towith instrument formatn penelitian. Score seeach variablel diperoleh dewith mecombine the scores of the items that memeasuring the constructrkait. The score that letaller meshows the level of construct that is morehigher thanaccording towith the direction of peinstrument scoren.

Topetransformational leadership dioperationalize selike perseteacher's psychologytowards practicepethe leader whombeprovide vision and motivation, mepush peinnovative thinking, serta meuntilpay attention toneeds of organizational members. Commitmentn organization merefer to toteteachers associationtowards the organizationschool, dewith the concept baseptual three componentsn commitmentn organization that is knownput forward(Meyeahr & Allen, 1991), namely commitmentn afeactive, berkeadvanced, and normative. Kompetemy teacherrefer to professional capacityteacher sional in mecarry out the taskeducation. SemeIn the meantime, school we*ll-being*merefer to tosegingerteacher involvement in the environmentthe school that seconceptual wayptual adapted from model(Konu & Rimpe(lä, 2002)mecover dimesnsi having, loving, being*ing*, and he*alth*.

Pemode usagel(Konu & Rimpe(lä, 2002)to memeasure tosegingerteacher's voiceneed to be understoodlike a conceptual adaptationptual. Model tersebut dikedevelop for menjeweld tosegingerraan in contentks seschool and not dejust like thatmyselfprove the validity of themeasure the teacher population. In penethis study, school we*ll-being*measured meusing efour points each of whichrepresent one dimensi. DewithThus, the scope of pemeasuring seevery dimensi telimits and results peneeds to be interpreted ascareful waylike represeoperationrational tosegingerteacher involvement in the lessonnethis research, not selike pemeasuring meyesfall over seaspe luruhk tosegingerteacher's voice.

2.4 Validity and Reliability Test

Instrument grain qualityn dievaluation meusing Koreantotal grain lation terkoreksi (corre*cted item-total corelation*), dewith the value of lemore than 0.30 is usedlike a criteearly ria for mevalue totethe relationship between the pointswith the total score of the construct. The results of thetest meshows that the value of the coretotal grain lation terkoreksi bea bit on rentang 0.642–0.909. Sethe waybih terpedetails, values for variablesl topetransformational leadership bea bit on re0.712–0.868; commitmentn organization 0.642–0.703; competeteacher's 0.791–0.906; and school we*ll-being*0.764–0.909. Seall the grainsmenuhi kriteRia Koreatotal grain lation used in penethis research.

Reinternal liabilitiesrnal instrumentn dievaluation meuse koephysion Cronbach's alpha. The results of thetest meshows the alpha valuebesar 0.916 for kepetransformational leadership, 0.818 for commitmentn organization, 0.934 for competensi guru, and 0.921 for school we*ll-being*. The value ofrsebut meshow consistencynsi intehigh rnal on pe datanethis litian. Meeven thoughThus, the results of the KoreanItem-total lation and Cronbach's alpha were notjust like thatmyselfprove the validity of the constructmy wayyesfall, teespecially curryon the instrumentn school we*ll-being*just mecover efour points thatrepresent efour dimesnsi konseptual.

2.5 Data Collection Procedures

Pedata collection was carried out on Mei 2026 mego through peyescakeZioner toon se106 teachers were killedelementary schoolgeri the teincluded in the populationneresearch. Participation is carried out mego through pecake fillingZioner oleh respongen. Data that isresults collected incheck for memake sure tolere-phrasesponge sebenot analyzed yet.many 84 responge lecomplete used in analysis, sewhile 22 members of the population did notmbeRikan Responges that can be analyzed are notinclude in the analysis database. DewithThus, the analysis was carried outrhadap responge lecomplete the tersehe, and potensi bias nonrespongetap peneed to be dipeconsider curryin characterteacher characteristics that meresponge may berbeda from teachers who don't meresponge.

2.6 Data Analysis Techniques

The data was analyzed meusing statisticsscriptive and reGrethe linear berganda. Statistics descriptive is used for medescribe the score of each variablel methrough the minimum, maximum, average, and standard deviation values.belum analysis reGreyes, done pememode assumption checkl, mecover normality residual, multicollinearity, and heterosenormality. Normality residual dipecheck metrough Normal P–P Plot, multicolinearity is assessed bebased on the value of the tol*erance*and variance*inflation factor*(VIF), sedangkan heterosedipe plasticitycheck mego through the patternbaran residual teagainst the pre valuediction.

Re analysisGrethe linear berganda is done dewith meenter intothree predirector sesimultaneous way meusing metodayE*nter*. Pepartial testing is used tongerelationship valuationeach predictor dengan school we*ll-being*setelah meuntilcalculate preother dictors in model. The F test is used to measuremode significance valuel sehow tosedecay, sedangkan koephysion determination and koeR^2physionn detethe discontinued rminationadjust adjustdR^2used for medescribe the proportion of variation in school scores*ll-being*which is beingweld oilh model. Koephysion reGrethe terstandard is used for meβcompare tostrength of the relationshiplatif antarpredictator in model the same. Seall results are interpreted asas a statistical relationship, not aas evidence of causality.

2.7 Considerations for Respondent Grouping and Limitations of Inference

Respongen berasal from beberapa seelementary schoolgeri in KeKarangnongko sub-district. However, the number of respongen of each seschool is not terecorded in the data penelitian. Oleh curryna itu, distribution respongen per seschool cannot be reported sehow torpedetailed, and topossibility tosimilar rethe teacher's spongerasal from sethe same pool cannot dievaluation sedirect way. This condition islimit toability of penelitian for mevalue totedata dependency at the se levelschool, teenter mego through eKorean estimationintracae lationweld (intraclass core)*lation coeofficent*or ICC).

Re analysisGrethe inside of the peneThis research was conducted at the individual levelwith meuntildo seevery responge selike an obsessionrvation. Curryna information pengegroup of peopler seschool is not tersehe, the assumption of independensi observation at the individual level cannot be divedrification sepeNoah telink topossibility pengegroup of seschool. DewithThus, the results areGrethe peneeds to be interpretedwith meuntilconsider ittete boundariesrsebut. Penelitian sehe continued, suggesting mejot down ideasentity seschool in befor codeanonymous and the number of respongen per secollege so that the data structure can be analyzedriksa serta, if dipeneed to be analyzedusing pendekatan yang meuntilconsider pengegroup, seperti model multiplevel or standard erroradjust teagainst clustersr.

3. RESEARCH RESULTS

3.1 Data Characteristics and Descriptive Statistics

Penethis research meinvolve 84 teacherselementary schoolgeri in KeKarangnongko sub-district, Regencyn Klaten, which membeRikan Responge lecomplete and memenuhi kriteria analysis. Of the total 106 teachers invited, the level of responge that is dippedroleh sebesar 79.2%. Data analysis mecover efour variablesl, namely topetransformational leadership X_1, commitmentn organization X_2, competensi guru X_3, and school we*ll-being*Y.

Statistics descriptive is used for medescribe reabout scores, mean values, and standard deviation seeach variablel. The results of the analysis are presented in Tablel 1.

Table 1. Descriptive Statistics of Research Variables

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deflight
TopeTransformational Leadership	84	10.00	20.00	16.9286	2.74097
Commitmentn O organization	84	7.00	15.00	12.2857	2.06270
CompeteTeacher's Office	84	12.00	20.00	15,8095	2.51011
School Well-being	84	12.00	20.00	16.3214	2.65330
Valid N (listwise)	84				

Sourcer: Prime datar peneprocessed researchusing SPSS.

Bebased on the tablel 1, variablel topetransformational leadershiphave an average value of 16.9286 dewith a standard deviation of 2.74097. Commitmentn organization mehave an average of 12.2857 dewith a standard deviation of 2.06270. Competemy teacherhave an average of 15.8095 dewith standard

deviation 2.51011, sedangkan school w*ell-being*mehave an average of 16.3214 dewith a standard deviation of 2.65330. The minimum and maximum values areshow rethe score that was scoredroleh respongen on each variablel.

3.2 Results of Item Validity and Instrument Reliability Tests

Einstrument item valuationn done meusing Koreantotal grain lation terkoreksi (corre*cted item-total corelation*). The results of thetest meshows that the value of the coretotal grain lation terkoreksi secomplete variablesI bea bit above the criticalria 0.30 used in penethis research. Repotato results peexam seeach variablel is presented in the Tablel 2.

Table 2. Item Validity Test Results

Variables	Range Corrected Item-Total Correlation	Criteria	Information
Topetransformational leadership	0.712–0.868	(>0.30)	Memenuhi kritefun
Commitmentn organization	0.642–0.703	(>0.30)	Memenuhi kritefun
Competeteacher's name	0.791–0.906	(>0.30)	Memenuhi kritefun
School well-being	0.764–0.909	(>0.30)	Memenuhi kritefun

Sourcer: Results of thedata processingnelitian.

Results in the Tablel 2 meshows that seall the grainshave Koreatotal grain lation terkoreksi above kritethe joy that was showntap. Dewiththat's all, bebased on criteriaRia Evaluation of te itemsrsebut, seall grains of diperetain in analysis.
Reinstrument liabilitiesn sehe continuedvaluation meuse koephysion Cronbach's alpha. The results of theThe test is presented on the tablel 3.

Table 3. Results of Instrument Reliability Test

Variables	Item-total correlation range	Cronbach's Alpha	Conclusion
Topetransformational leadership	0.712–0.868	0.916	Memenuhi kritefun
Commitmentn organization	0.642–0.703	0.818	Memenuhi kritefun
Competeteacher's name	0.791–0.906	0.934	Memenuhi kritefun
School well-being	0.764–0.909	0.921	Memenuhi kritefun

Sourcer: Prime datar peneprocessed researchusing SPSS.

Koephysion Cronbach's alpha forefour variablesI bea bit on rentang 0.818–0.934. Bebased on the results of thersebut, instrumentn meshow consistencynsi integood to high rnal on pe datanethis research. The results of the re-testliabilities tersebut not dejust like thatmyselfprove the validity of the constructmy wayyesfall.

3.2 Results of Regression Assumption Test

Seebelum reGrethe linear bemultiplexing is done, data is checkedcheck mego through penormality test residual, multicollinearity, and heteroseplasticity.

3.2.1. Residual normality test

Normality residual diperiksa sevisual way methrough the Normal P–P Plot. Bebased on pemereported graphical review, re pointssidual mefollow the direction of the diagonal linegeneral way. Pattern tersebut meshows that it is not terdapat pevisual aberrations thatout of the normal pattern. However, toThis conclusion is based on themevisual inspection of the graph and not on formal statistical normality tests.

3.2.2. Multicollinearity test

Multicollinearity testarity is done bywith memecheck the value of the tol*erance*and variance*inflation factor*(VIF). The results are presented in Tablel 4.

Table 4. Multicollinearity Test Results

Predictor Variables	Tolerance	VIF
Topetransformational leadershipX_1	0.497	2,013
Commitmentn organizationX_2	0.385	2,595
Competeteacher's nameX_3	0.462	2,163

Sourcer: Results of thedata processingnelitian.

Bebased on the tablel 4, tole value*rances*efall predictor lemoresar of 0.10 and VIF value lemore tocil of 5. Dewith meusing criteriaRia Tersebut, not ditemulticollinearity indicationshigh arity among thethree predictator in model reGresi.

3.3.3. Heteroscedasticity test

Heterosedipe plasticitycheck mego through the graph sebar between residual and pre valuediction. Bebased on pemevisual inspection reported, the dots were notmbefor te patternrtethat's what jewelding. This result does notshow visual indication heterosethe plasticity thatncolok. Meeven thoughthat's all, pemegraphical check melook like evisual assessment and not sepeNoah meeliminate tomaybe heteroseplasticity.

3.3.4. Extreme residual examination

PemeCase investigation*wiseDiagnostics*meshows that case number 14 ishave residual testandard sebesar −3,007. In the case of tersebut, school score w*ell-being*observed is 12.00, sedangkan pre valuefashion dictionl sebesar 16,0666, dejust residual −4.06655. Tethis muan meindicates the presence of an obsessionrvasi dejust residual testandard that mesurpass repotato ±3.

Obsessionrvation tersebut peneed to be diperiksa lemore for memake sure totepatan edata entry and mevalue of peits

influence teagainst the results of the reGresi. Pemefurther examination may beCovering Cook's distance, le value*verage*, and analysis semode sensitivityl. Obsessionrvation not knownjust take out the curryna mehave residual ekstrem; tocourt decisionthe handling of the perlu is based on pemedata review and peinfluence the statistics that relevan.

3.3.5 Results of Multiple Linear Regression Analysis

Re analysisGrethe linear berganda is done dewith meenter intopetransformational leadership, commitmentn organization, and competeteacher's namesimultaneous way meusing metodayE*nter*. Results eyour estimationphysion reGreit is presented on the tablel 5.

Table 5. Results of Multiple Linear Regression Analysis

Coefficientsa

Model		Unstandardized Coeofficents B	Unstandardized Coeofficents Std. Error	Standardized Coeofficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	.348	1,050		.331	.741		
	X1	.254	.077	.263	3,308	.001	.497	2,013
	X2	.368	.116	.286	3,170	.002	.385	2,595
	X3	.453	.087	.428	5,202	.000	.462	2,163

a. Dependent Variable: Y

Bebased on the tablel 5, topetransformational leadershiphave youphysion reGrethe sebesar 0.254 dewith values (t=3.308) and (p=0.001). Commitmentn organization mehave youphysion reGrethe sebesar 0.368 dewith the value (t=3.170) and (p=0.002).meIn the meantime, the companytemy teacherhave youphysion reGrethe sebesar 0.453 dewith values (t=5.202) and (p<0.001). Tothree koephysion reGrethe bepositive and significant value at a significance level of 0.05. Pesame reGrethe linear bedouble that is diperoleh is sehow befollowing:

$$Y = 0.348 + 0.254X_1 + 0.368X_2 + 0.453X_3$$

Toterangan:

Y = School w*ell-being*
X_1 = Kepetransformational leadership
X_2 = Commitmentn organization
X_3 = Compteteacher's name

Pesame thingrsebut meshow direction and beyour suggestionphysion reGrethe seeach predictor ketika preother dictors dikecontrol sestatistical method. Koephysion (B) meshow pepre score changesschool we diction*ll-being*for seevery timeincrease the pre score by one unitdictor, dejust preother dictor tetap. Koephysion testandard terbesar tefound on the computerteteacher's commitment (=0.428), followed by commitmentβn organization (=0.286) and toβpetransformational leadership (=0.263).β

3.3.6 Results of Model Significance Test and Determination Coefficient

Significance of fashionl sehow tosethe melt was tested meusing the F test. A summary of the analysis results is presented in Tablel 6.

Table 6. F Test Results (ANOVA)

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	ReGresession	437,965	3	145,988	79,799	.000b
	Residual	146,356	80	1,829		
	Total	584,321	83			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

F test resultsshows that the model reGrethe sehow tosesignificant drop sestatistical method, (F(3,80)=79.799), (p<0.001). The resultsrsebut meshows that tothree predirector sehow to betogether mehave a statistically significant relationship withngan school w*ell-being*in model analyzed.

Koephysion determination is used to medescribe the proportion of variation in school scores*ll-being*which is beingweld oilh model. Mode summaryl reGreit is presented on the tablel 7.

Table 7. Regression Model Summary

Model Summary

Model	R	R Square	Adjustedd R Square	Std. EError of theEstimulate
1	.866a	.750	.740	1.35257

a. Predictors: (Constant), X3, X1, X2

b. Dependent Variable: Y

Bebased on the tablel 7, value (R=0.866), (=0.750), and adjustedR^2d(=0.740). The value of meR^2R^2shows that the model menjelaskan 75.0% variation of school we scores*ll-being*untill penelitian, sewhile the remaining 25.0% is not includedweld oilh model. Setelah peyescustom teagainst the number of predictor and size untill, adjusted value*d*is 0.740 or 74.0%. The standard value of eR^2*Error of theestimate*sebesar 1.35257 medescribe besarnya kepre errorfashion dictionl in variable score unitsl tetie.

Seehow tosethe results of the analysisshows that tothree premy dictorhave youphysion is positive and significant separtial way, seshallow model reGrethe sesimultaneous method is also significant. Kompetemy teacherhave youphysion reGrethe testandard terbesar among thethree predictator in model penethis research. The resultsrsebut mebecome the basis for pediscussion lemore mengeup toterelationship of factors

topeleadership, organization, and professionnationality ofngan school we*ll-being*Teacher.

4. DISCUSSION

4.1 The Relationship between Transformational Leadership andSchool Well-BeingTeacher

Results of the analysis reGrethe linear berganda meshows that topetransformational leadershiphave a positive and significant relationship withngan school we*ll-being*teachers (B = 0.254; β = 0.263; t = 3.308; p = 0.001). Koephysion reGrethe positive meshows that, dewith commitmentn organization and competeteacher's namecontrol sestatistical method, score topetransformational leadership that isbe tallerrelation towith school we scores*ll-being*the lehigher. Tethis muan mensupports the notion that the practice ofpeleadership in semy schoolis one of the factors that relevan in meunderstand tosegingerteacher's voice.

Seehow tooretis, kepetransformational leadershipnekankan peconveying the vision betogether, pembemotivational rian, internal stimulationleactual, and peattention to youfacing toindividual needs. In an environment likeschool, practice tersebut can berelation towith tecreating an atmosphererja yang lemore supportive, better communicationopen, serta tosean opportunity for teachers to beparticipation in pengethe development of seschool. Condition tersebut relevan dewith dimensi loving and be*ing*in model tosegingerraan seschool(Konu & Rimpe(la, 2002), each of which isrelation towith social relations andseopportunity to berkebrother serta beparticipation. However, the relationship between thepeleadership and dimensi kesegingerraan tersebut melook like penjeconcept weldptual; peneThis research does nottest each dimensi sehow toseparated.

Tethis muan sethe roadwith peattention penelitian tebefore teregarding the relationship betweenpeleadership of the peeducation andsegingerteacher's raan. Mego through a systematic reviewMatis mengeup topetransformational leadership andsegingerteacher's advice, membeprovide a foundation for pethe important thing is menelaah relationship totwo aspectsk tersebut(MeideaLina Eet al., 2023). Karakus also mediscuss toterelated topeleadership of the peeducationjust tosegingerteacher's advice(Karakus eet al., 2024). Seother than that, Colliemehighlight releclimate changeschooljust stresss, tofasting torja, and emy fixationteaching teachers(Collieeet al., 2020). Meeven though the constructs arersebut not sepewhat an ideatick dengan school we*ll-being*in penethis litian, literatur tersebut mehelp menjelaskan mewhy practice topeleadership and environmentrja mampu dipepay attention totika mestudy the PEprofessional experienceteacher sional.

In the contentks penethis research, the resultsrsebut meindicates that therseteacher's psychologyfacing topetransformational leadership berelation towith variations tosegingerteacher's raan in seelementary schoolgeri KeKarangnongko sub-district, Regencyn Klaten. Sepractical way, tethis muan can mebecome a peconsideration fornutmeg seschool for meuntilstrengthen communication, memberikan support tefacing toprofessional needsteacher sional, meinvolve teachers in the learningpick up todecision, and mebuilding a visionschool separticipatory way. However, becausena penethis research meusing desurvey sciencei associative, it cannot be ascertained that the pechange topeleadership ofjust like thathimself will meyeschapter pechange tosegingerteacher's voice.

4.2 Relationship between Organizational Commitment andSchool Well-BeingTeacher

The results of the analysisshows that commitmentn organization mehave a positive and significant relationship withngan school we*ll-being*teachers (B = 0.368; β = 0.286; t = 3.170; p = 0.002). This means thattego topetransformational and competitive leadershiptensi guru dipecalculate in model, commitment scoren organization that lebe tallerrelation towith a score ofsegingerthe teacher's voicehigher. This result isshows that toteteachers associationtowards my organizationlook at the factors that arelevan in meunderstand perbeschool level road*ll-being*on respongen penelitian.

Commitmentn organization methrough three componentsn, namely commitmentn afeactive, committedn berkecontinuation, and commitmentnormative n(Meyeahr & Allen, 1991). Seconceptual wayptual, totee-bondmotional terhadap seschool, taste mebe part of the organization, serta persepsi mengeup toobligation tetowards the organization can berelation toin my teacher's waymeaning of peexperienced tohis work. The teacher whotaste of teaconnect dejust like thatschool maybe leit's easier for menefind meaning in perannya, meestablish a relationship withrja, and beparticipation inse activitiesschool. Penjethis weld mehave toteconcept linkageptual dewith dimensi loving and be*ing*in model (Konu & Rimpe(la, 2002)

Meeven thoughthus, commitmentn organization and tosegingerraan guru merepresent two constructs that arerbeda. Commitmentn which is high is not sethen bemeans that the teacher meexperiencingsegingerhigh level in seeach aspectk petohis work. Sefor example, totete bondtowards the organization can appear besame aswith demands tohigh rja. Oleh seIn that chapter, the positive relationship that was foundface in penethis research is peneed to be understoodlike statistical patterns in re dataspongen, not seas proof that commitmentn organization sethen meproduce tosegingerthe raan that lebetter.

Tethis muan meuntilarea of pemy discussionngeup tosegingerraan guru dewith meneput commitmentn organization betogether topetransformational and competitive leadershiptensi teacher in one model reGresi. Model that meyeswill be the foundation of the conceptptual for meunderstand commitmentn,

sedangkan results penethis research meshows that the commitment scoren mehave a positive relationship withngan school w*ell-being*setethere are two preother dictors dipecalculate(Meyeahr & Allen, 1991). However, becausethe analysis used does nottest seeach componentn commitmentn sehow toSeparately, these results cannot be used forconclude the componentsn commitmentn which one is the mostrelation tojust tosegingerteacher's voice.

Seepractical way, seschool can meuntilconsider my effortsbuild relationships tomutually supportive workappreciate, communication that isopen, taste mehave tetowards the goal of seschool, and toteteacher involvement inorganizational activities. Efforts torsebut seit's better not only to be directed at meincrease loyalty, tebut also perlu disertai peattention to yourhadap betire torja, keprofessional needssional, and conditions toteacher's job. Dewiththat's all, pestrengthening commitmentn organizations can be testedput it inlike part of the pendekatan yang lemore spacious for mesupport tosegingerteacher's voice.

4.3 Relationship between Teacher Competence andSchool Well-BeingTeacher

Competemy teachershows a positive and significant relationship withngan school w*ell-being*(B = 0.453; β = 0.428; t = 5.202; p < 0.001). Between tothree prethe director entered intoin model, competemy teacherhave youphysion reGrethe testandard terbesar. This result is meshows that the computertemy teacherhave a relationshiplatif is the strongest dengan school w*ell-being*compared topetransformational leadership and commitmentn organization in model analyzed. Pecomparison tersebut based on koephysion testandard, not on theconclusion that the competensi mebe the only or the only factoryesmain chapter tosegingerteacher's voice.

Seeconceptual wayptual, competensi berelation towith the teacher's capacity tocarry out professional responsibilitiessionalnya. Kompetensi yang meMadai can mehelp my teacherreplan pembelessons, mechoose a strategygi yang sesuit mecarry out the pevalues, and meresponge toneeds peserta didik. Keability tersebut sehow tooretis can berelation towith perseteacher's psychologyfacing tomy abilityfacing the demands of thetorjaan and merun peran profesional. Darling-Hammond et al. (2020) menekankan pethe importance of knowledgepotato pembelessons and lessonsrkedevelopment for practiceeducation, seuntil membeprovide a foundation for mesee professional capacitynational selike an aspek peimportant in peimplementation of dutieseducation. However, the referencersebut not sedirect way meprove that the computertemy teacheryeschapter peschool we upgrade*ll-being*.

The relationship that is testedface in peneThis research is also peneeds to be interpretedwith meuntilconsider itit is possible that the competensi and kesegingermutual affectionrelation towith the conditionother rjas that are not included in the model. For example, support seschool, totersefacility, tosepe tampatanngeprofessional developmentsional, and demands of petorjaan may also berelation tojust totwo variablesl tersebut. Currythose factors are not the samethe result is tested in penethis research, youphysion competensi cannot be considered aslike epe estimationcausal influence that teisolation.

From a practical point of view, these results aresupport pethe important thing is meyeshe will go tosepe tampatanngedevelopment of the computertensi sehow to berkecontinued, sepeRTI PEthe exercises that areaccording tojust toneed for teachers, peprofessional supportsional, collaboration between teachers, and reflepractice ksi pembelessons. Program pengethe developmentrsebut seit is better to implement itwith meuntilpay attention to time, sourcer power, and betire torja so as not to meincrease demands that can actuallyreduce tosegingerteacher's raan. Dewiththat's all, pengedevelopment of the computertensi perlu diintépardon dewith peenvironmental creation torja that mesupport.

4.4 The Relationship of the Three Predictors Simultaneously withSchool Well-Being

Simultaneous test results meshows that the model reGrethe meload intopetransformational leadership, commitmentn organization, and competensi teacher significant sestatistical method, F(3, 80) = 79.799; p < 0.001. The value (= 0.750) and adjustedR^2*d*(= 0.740) meR^2shows that the model menjeweld seabout 75.0% of the variation in school we scores*ll-being*untill penelitian, sewhile the proportions are shownweld setelah peyescustom teagainst the number of predictor and size untill is 74.0%. The rest is not listed.weld oilh model that is used and can berelation towith other factors and variations in pemeasuring.

The findings meshows that tothree predirector sehow to betogether mehave totestatistical relationship dengan school w*ell-being*teacher. Seconceptual wayptual, topetransformational leadershiprepresentasikan aspek topeleadership, commitmentn organization merepresesubmit totete bondtowards the organization, and the companytemy teacherrepreseenhance professional capacitysional. Tothree aspectsk this membegive a different point of viewrbeda in meunderstand peteacher's experience in the se environmentschool. Topebe leaderrelation towith contentks support and direction of the organization, commitmentn berelation tojust toteteachers associationrhadap seschool, sedangkan competensi berelation tojust tomy abilitycarry out professional dutiessional.

The value that reR^2tall latif meshows that the combination of predictator tersebut mehave toability of penjestrong statistical reasoning on the analyzed data. However, the value ofrsebut not bemeans that tothree variablesl meyeschapter 75% tosegingerteacher's voice. Value doesn't

matter eitherR^2prove that fashionI will mehave the powernjesame weld on seschool, region, or other population. Karena penemy researchusing surveysi in one region and not merecord distribution respongen bebased on seschool, generealization of temuan peneed to be donecareful way.

From tothree predirector, competemy teacherhave youphysion testandard terbesar (β = 0.428), followed by commitmentn organization (β = 0.286) and topetransformational leadership (β = 0.263). This sequenceshow tostrength of the relationshiplatif each predictator in model, setelah meuntilcalculate preother dictors. Perbeyour grades andphysion tersebut not dejust like thatmyselfshows that perberoad tostrength of the relationship between variablesl significant sestatistical method, becausena pespecial test on perbeyour wayphysion is not reported in this analysis.

Seehow toseshedding, results of penemy researchmberikan support eempirical for pethe important thing is menego tosegingerteacher's feelings from the teacher's point of viewpeleadership, organization, and professionse tionalityhow to beequality. The main contribution of penethis research terlenot on petestrpadu kethree predictator in contentks teacher seelementary schoolgeri in KeKarangnongko sub-district, Regencyn Klaten. Temuan tersebut melecomplete the pediscussion tebefore mengeup topeleadership and peprofessional experienceteacher's vocational(MeideaLina Eet al., 2023)ofwith membeprovide a statistical overview of the contentks penethis litian. Meeven thoughThus, the results arersebut lebih teworth looking atas proof of contentthe actualneed to be testedback mego through penelitian dewith limited coverage areawider, delongitudinal science, and pemeasuring tosegingerthe teacher's voicemore compressedhensif.

4.5 Research Limitations and Implications for Interpretation of Results

A few keteborder peneed to be dipepay attention in meinterpret temuan. Pefirst, peneresearch conducted bywithsurvey sciencei associative seuntil the relationshipimmoral and causal between variablesl cannot be testedtap. Totwo, data diperoleh of cakeZioner filled with oilh respongen, seup tomaybe my biastodaybecommon-me*thod bias*) and bias persepsi can't sepeNoah Dikeput aside. Tothree, instrumentsn school we*ll-being*meusing efour points thatrepresent dimensi having, loving, being*ing*, and he*alth*. Although the results of thegrain and consistency testingnsi internal on sampel this is memenuhi kriteria used, the number of grains usedrbatas can mereduce toscope of the constructsegingerteacher's voice.

Toefour, level respongenelitian sebesar 79.2% meshows that it is notall members of the population who were invited to participatembeRikan Responge lecomplete. Oleh curryna itu, kepossible nonre biasspongetap peneed to be dipeconsider. Tofive, the number of respongen of seevery seschool is not tercatat seup topossibility totere-hangersponge in sethe same pool cannot dievaluation. Totete boundariesrsebut can memeinfluence totepatan eestimation tostatistical uncertainty if reteacher sponge in sesame school as mehave tosimilar.

Research sehe continued, suggesting meinvolve respongen from the area that lemorevariety, merecord the structure of respongen bebased on semy schoolpass codeanonymous, serta meuntilconsider the analysis thatsuitable if terdapat pengedata grouping. Pemeasuring school we*ll-being*also perlu dikedevelop and test lefurther into the teacher population, dejust the grains thatmadai for merepresentasikan seevery dimensi. Seother than that, peuse of sourcesr data that bevariety and pedata collection on lemore than one time can mehelp meuntilstrong petesting the relationship between variablesl. Recomethis ndasi peimportant to temuan mengeup tosegingerteacher's feelings can be feltdevelop mego through the e-proofempirical that lestronger.

5. CONCLUSION

Penethis research bemy goalanalyze the relationship topetransformational leadership, commitmentn organization, and competensi guru dengan school we*ll-being*to the teacherelementary schoolgeri in KeKarangnongko sub-district, Regencyn Klaten, good separtial or simultaneous methods. Bebased on the results of the reGrethe linear berganda terhadap 84 responge lecomplete, tothree premy dictorshows a positive and significant relationship withngan school we*ll-being*. Topetransformational leadershiphave youphysion reGresi B = 0.254 (β = 0.263; p = 0.001), commitmentn organization B = 0.368 (β = 0.286; p = 0.002), and competeTeacher B = 0.453 (β = 0.428; p < 0.001).

Seesimultaneous way, model reGresi significant, F(3, 80) = 79.799; p < 0.001, dengan (= 0.750) and adjustR^2d(= 0.740). This result isR^2shows that the combination ofthree premy dictornjeweld seabout 75.0% of the variation in school we scores*ll-being*untill penelitian. Kompetemy teacherhave youphysion reGrethe testandard terbesar among thethree predictator, whoshow the relationship rethe most powerful latif in fashionl analyzed. Tethis muan is not bemeans that the companytemy teacherlook like peyesmain chapter tosegingerraan or that perberoad toyour strengthphysion interpredictator telah tesignificant evidencestatistical methods.

Seehow tooretis, results penemy researchnegas up againlevansi factor kepeleadership, toteorganizational ties, and professional capacitysional in meunderstand tosegingerteacher's involvement in the environmentschool. Sepractical way, tethis muan can mebecome a peconsiderations for seschool for mengedevelop topesupportive leadership, mebuilding organizational relationships that arehat, serta meyeshe will pengedevelopment of the computertensi that berkecontinued dewith tetap meuntilpay attention to the conditionteacher's work.

Contribution ofnelitian terlenot on peexam tothree predirector sehow torpadu dalam konteks teacher seelementary schoolgeri in the pe regionnelitian.

Tothis conclusion peneed to be readwith meuntilconsider itsurvey sciencei associative, pecake useZioner, totescope limitationsmeasuring school we*ll-being*, topossible nonre biassponge, and not tersehis distribution respongen per seschool. Oleh currythat's it, the results of thenemy researchshows statistical relationship on samplel which is analyzed and cannot be interpreted asas proofchapter-consequences or direct digenerealize itseall teacherselementary school. Peneadvanced research dewith coverage lewider, pemeasuring tosegingerthe raan that lemore compressedhensif, and pere structure notesspongen bebased on seschool dipeneed for meconsistent testingnsi serta meuntilarea of penerapan tethis muan.

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