



Transformational Leadership and Organizational Culture in Influencing Member Performance in Educational Organizations: The Moderating Effect of Person-Organization Fit

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Abstract

Purpose—This study aims to examine the influence of transformational leadership and organizational culture on members' performance within the Indonesian Teachers Association in Lamongan Regency while analyzing the moderating role of person–organization fit in these relationship.

Methodology – A quantitative explanatory research design was applied using a structured questionnaire which distributed to 327 members through an online survey. Some data were analyzed using structural equation modeling to test the measurement and structural models, ensuring the validity and reliability of the constructs before hypothesis testing.

Findings – The results indicated that transformational leadership and organizational culture significantly and positively affect members' performance. Moreover, person–organization fit strengthens these effects by linking individual and organizational values, leading to higher involvement, motivation, and performance. The model demonstrates a strong explanatory power or analytical power, confirming that leadership, culture, and value congruence are key factors of members' performance.

Originality – This study offers a original contribution by exploring value congruence and leadership effectiveness within a professional educational organization. It provides contextual understanding into how leadership and culture operate synergistically to strengthen performance in teacher associations, contributing to the theoretical and practical understanding of organizational performance in education-based institutions.

1. Introduction

Improving members' performance within professional educational organizations such as the Indonesian Teachers' Association (PGRI) is a main objective in strengthening the quality of national education and advancing teacher professionalism. PGRI is a nationwide professional organization that unites teachers and education personnel throughout various levels and regions. As a well established organization deeply rooted in educational landscape of Indonesia (Aidi *et*

al., 2023), PGRI functions as a collective platform for advocacy, professional development, and promotion of educational quality. Nevertheless, challenges remain, particularly regarding limited active participation of members in organizational programs and varying levels of members' performance in supporting regional educational initiatives.

Transformational leadership plays an important role in strengthening the performance and participation of PGRI members. Transformational leaders inspire and motivate members to pursue shared organizational goals by fostering collaboration and innovation (Lin, 2023; Li *et al.*, 2019). Previous studies had transformational leadership improves organizational performance by promoting learning and innovation by strengthening members' dynamic capabilities (Agazu *et al.*, 2025) and cultivating an organizational culture that values collaboration and readiness to change (Kareem Salim *et al.*, 2025). Moreover, organizational culture significantly influences both organizational effectiveness and performance, which is crucial for the sustainable achievement of institutional goals (Savić *et al.*, 2023). Teoh *et al.* (2022) further found that only two dimensions of transformational leadership, idealized influence and inspirational motivation, significantly impact employees' performance. In PGRI organization, transformational leadership promotes members' participation and strengthens members' sense of ownership, responsibility, and collective commitment toward the organization.

An organizational culture that emphasizes collaboration, innovation, and mutual support highlighting active members participation, promotes innovative behavior, and enhances organizational adaptability and long-term performance (Khan *et al.*, 2025; Ismail *et al.*, 2024). Such culture also cultivates a strong sense of belonging, strengthening member loyalty, increasing motivation to contribute positively, and deepening emotional attachment to the organization (Khoa *et al.*, 2024; Wan, 2024). Moreover, by encouraging participation and continuous learning, a supportive organizational culture strengthens members participation, improves adaptability, and facilitates the sustainable achievement of organizational goals (Abduraimi *et al.*, 2023; Zhang *et al.*, 2023).

Recent studies indicate that Person–Organization Fit (POF) is a crucial moderating variable influencing the relationship between transformational leadership, organizational culture, and members performance. POF reflects the compatibility between individual values and organizational goals, reinforcing members' commitment, emotional involvement, and innovative behavior (Naiboğlu and Özgenel, 2023; Margaretha *et al.*, 2025). Members who perceive a high level of POF tend to demonstrate greater motivation, stronger organizational citizenship behavior, and higher performance in achieving collective goals (Jufrizen *et al.*, 2023).

Research examining the moderating role of Person–Organization Fit (POF) in the relationship between transformational leadership, organizational culture, and member performance remains scarce, particularly within professional educational organizations, such as PGRI in Indonesia. Most existing studies have concentrated on cooperation and governmental environment. (Firmansyah *et al.*, 2022; Lee & Shin, 2023; Başak Coşkun *et al.*, 2022), whereas empirical evidence from teacher professional associations is still underdeveloped. Therefore, this study aims to analyze the effects of transformational leadership and organizational culture on the performance of PGRI members, while investigating the moderating role of POF in these relationships. The findings are expected to contribute theoretically by enriching the literature on educational management and organizational behavior, and practically by offering actionable insights for PGRI administrators to members participation and performance sustainability

This study contributes to the theoretical development of Person–Organization Fit (POF) by examining its moderating role within the context of a professional teachers' organization. Unlike business or government institutions, where POF is typically associated with alignment toward

profit orientation, task performance, or strategic efficiency, POF in professional educational organizations emphasizes value congruence, altruism, and shared pedagogical missions. This theoretical distinction underlines how aligning individual and organizational values in nonprofit, service-oriented contexts such as PGRI fosters the effectiveness of transformational leadership and organizational culture in supporting members performance and sustained engagement. Therefore, this study provides theoretical originality by extending the application of Person–Organization Fit moderation to a nonprofit educational context, highlighting how value-based alignment strengthens the effects of transformational leadership and organizational culture beyond traditional business-oriented models.

1.1. Transformational Leadership

Transformational leadership emphasizes a leader's ability to inspire, motivate, and empower organizational members to achieve shared goals. According to Bass and Riggio (2006), transformational leaders can transform followers' values, needs, aspirations, and priorities by fostering a shared vision and intrinsic motivation that leads to higher performance. This leadership style consists of four key dimensions: (1) idealized influence, where leaders have role model and demonstrate integrity to encourage members to align with the organizational vision; (2) inspirational motivation, where leaders articulate a compelling and meaningful vision that energizes members; (3) intellectual stimulation, where leaders promote creative and critical thinking in solving problems; and (4) individualized consideration, where leaders recognize and support member's personal and professional development.

Numerous studies have demonstrated the significant role of transformational leadership in enhancing organizational performance. Sari et al. (2024) found a positive relationship between transformational leadership and members performance through increased intrinsic motivation. Similarly, Datti and Inuwa (2023) reported that transformational leadership significantly improves lecturers' performance by fostering intrinsic motivation. Wardana and Anisah (2023) also confirmed that transformational leadership improves intrinsic motivation, subsequently improving members performance. Moreover, Grah et al. (2024) stated that intrinsic motivation moderates the relationship between transformational leadership and work engagement, indicating that members become more committed when transformational leadership is accompanied by high intrinsic motivation.

In Indonesian education, transformational leadership has also been identified as a critical factor influencing teachers' professional behavior and organizational commitment. A research written by Aidi *et al.* (2023) and Firmansyah et al. (2022) emphasized that leadership practices grounded in inspiration and value alignment strengthen teachers' sense of belonging and enhance their contribution to professional organizations, such as PGRI. Similarly, Nguni et al. (2006) found that transformational leadership positively impacts teachers' job satisfaction and organizational citizenship behavior, suggesting that this leadership style fosters emotional engagement and long-term motivation within educational institutions.

Comparatively, while global studies (e.g., Bass and Riggio, 2006; Grah et al., 2024) highlight the universal mechanisms of inspiration and intellectual stimulation, Indonesian findings stress the importance of moral integrity, collectivism, and social harmony as culturally embedded transformational leadership. This distinction indicates that transformational leadership in Indonesian teacher organizations operates through vision articulation, motivation, and nurturing shared values rooted in professionalism and social responsibility.

Therefore, synthesizing global and local findings suggests that transformational the effectiveness of leadership is determined by its cultural and organizational context. In

organizations, such as PGRI, leaders who balance global leadership competencies with local values of cooperation and service orientation are more likely to support members participation and performance. However, empirical studies focusing explicitly on this alignment remain limited, highlighting the need for further examination within Indonesian professional teacher organizations.

1.2. Organizational Culture

Organizational culture includes the shared values, beliefs, and norms that guide how members think and behave within the organizational environment. Schein (2010) defines organizational culture as a pattern of basic assumptions that has been developed by a group or learned while solving problems of external adaptation and internal integration. These assumptions are subsequently taught to new members as right way to perceive, think, and feel about these issues.

Organizational culture can be viewed through three primary dimensions: (1) artifacts, which represent visible elements, such as logos, office layouts, dress codes, and observable behaviors; (2) espoused values, which include the beliefs and principles that shape members' attitudes and actions; and (3) basic assumptions, which are deeply embedded, unconscious beliefs that influence how members interpret and respond to organizational realities. A cohesive culture shapes daily interactions of members and determines the adaptability of members and resilience in achieving its strategic goals.

A substantial body of research has confirmed critical role of organizational culture in enhancing members' performance. Khajeh (2018) found a positive relationship between organizational culture and employees' performance, indicating that a supportive work environment fosters higher productivity and engagement. Similarly, Pham et al. (2024) demonstrated that a collaborative and positive organizational culture significantly improves work engagement and employees' performance in multinational contexts, emphasizing role of culture in promoting productivity and sustainability. Furthermore, Abduraimi et al. (2023) revealed that several components of organizational culture are closely linked to dimensions employees' commitment,, such as passion, dedication, and absorption, highlighting substantial positive impact of culture on organizational outcomes.

In Indonesian education, organizational culture shapes teachers' professionalism and collective behavior. A study done by Aidi *et al.* (2023) and Firmansyah et al. (2022) emphasized that a culture promoting collaboration, trust, and professional ethics strengthens teachers' commitment within organizations, such as PGRI. Similarly, Khan et al. (2025) also highlighted that a culture of innovation and shared responsibility increased members' motivation and loyalty in Indonesian institutions integrating, organizational goals with educational values. These findings show that within teacher associations, organizational culture functions not only as a system of norms but also as a moral foundation that fosters long-term commitment and service orientation.

Comparatively, global and local research suggest that the effectiveness of organizational culture depends on its contextual and value-based alignment. While global studies (Khajeh, 2018; Pham et al., 2024) emphasized collaboration and productivity as universal outcomes, Indonesian evidence (Aidi *et al.*, 2023; Khan et al., 2025) highlighting collective harmony and altruism as culturally embedded motivators of engagement. This synthesis indicates that organizational culture in professional teacher organizations like PGRI reflects performance- and community-oriented values. However, empirical research directly linking these cultural dimensions to members' performance in educational associations which remains limited, warranting further investigation.

1.3. Person-Organization Fit

Person–Organization Fit (POF) refers to the alignment between an individual's values, beliefs, and norms and those supported by the organization. Kristof (1996) defined POF as the compatibility between individual and organizational characteristics, particularly regarding shared values, goals, and cultural orientations. A high level of POF indicates that individuals feel a sense of belonging and comfort in the organization, which fosters more substantial commitment and performance.

Empirical studies have consistently highlighted the significance of POF in enhancing employees' outcome. Liu and Xie (2023) found that a high degree of POF significantly improved researchers' work performance among ten countries during the COVID-19 pandemic, particularly in research productivity and cross-team collaboration. Similarly, Chen et al. (2024) demonstrated that career adaptability is positively related to work engagement, POF mediates the relationship between career adaptability and participation. These findings suggest that POF not only influences individual attitudes and behaviors but also plays a mediating and moderating role in linking personal and organizational factors that determine performance.

Studies have shown that POF is a critical factor bridging organizational values and performance of employees in the Indonesian context. Jufrizen et al. (2023) found that POF positively affects job satisfaction and organizational commitment, enhancing employees' performance in various institutional environment. Margaretha et al. (2025) further revealed that POF acted as mediator the relationship between perceived organizational support and innovative work behavior, indicating that value congruence encourages employees to contribute creatively and productively. These findings Show that, POF shapes individual motivation and supports broader organizational effectiveness through increased engagement and loyalty in Indonesia.

Within professional educational organizations, such as PGRI, POF reflects the consistency between members' pedagogical values and collective mission of organization. When teachers recognize that PGRI's values, such as professionalism, collaboration, and education service, align with their personal principles, they are more likely to participate actively in organizational activities and display high levels of commitment. This alignment fosters emotional attachment, strengthens professional identity, and promotes sustained participation in organizational programs.

Synthesizing global and local findings, POF emerges as a dynamic construct that strengthens performance by bridging personal and organizational values. While international studies (Liu & Xie, 2023; Chen et al., 2024) emphasize its role in improving adaptability and productivity, Indonesian research (Jufrizen et al., 2023; Margaretha et al., 2025) highlights its contribution to loyalty and innovative behavior. In teacher organizations, PGRI, this alignment becomes particularly crucial, as members are not motivated by profit motives but by professional and social missions. However, empirical research directly examining how POF moderate leadership and cultural effects in professional teacher associations which remain limited, emphasizing the significance of this study in filling that gap.

1.4. Performance

Performance in an organizational context refers to individual behavior and actions that directly contribute to achieve organizational goals. Campbell (2022), in his multidimensional model, emphasizes that performance encompasses a range of measurable behaviors that support organizational objectives and should be distinguished from effectiveness, representing the outcomes of those behaviors. This model highlights that employees' performance includes

technical proficiency, effort, personal discipline, leadership, and teamwork, collectively determining the success of the organization in achieving its mission.

Several empirical studies reinforce the critical role of performance as a key indicator of organizational effectiveness. For instance, Mousa et al. (2024) examined 360 managers in manufacturing sector of Iraq and found that strategic planning significantly enhances both financial and non-financial aspects of organizational performance. Similarly, Muriuki and Wanyoike (2021) reported that performance evaluation mechanisms significantly improve employee productivity and efficiency, particularly goal setting, regular feedback, and continuous training. These findings suggest that performance is a multidimensional concept which influenced by managerial systems, leadership practices, and organizational support mechanisms.

In Indonesian context, performance is often linked to organizational values and collective responsibility rather than purely individual achievements. A research of Aidi et al. (2023) emphasized that teachers' performance in PGRI is shaped by their professional commitment and participation in organizational activities that promote educational quality. Likewise, Jufrizen et al. (2023) found that performance improvement among Indonesian employees is strongly mediated by job satisfaction and organizational commitment factors which closely related to person–organization fit and leadership style. These findings underline the importance of harmony between personal motivation and institutional vision in determining performance outcomes.

In professional educational organizations such as PGRI, performance goes beyond task accomplishment to include contributions to collective learning, innovation, and advancing pedagogical standards. Members actively participate in collaborative programs, sharing best practices, and supporting organizational initiatives contribute to personal and institutional development. Thus, performance in this context reflects operational efficiency, professional growth, and communal contribution.

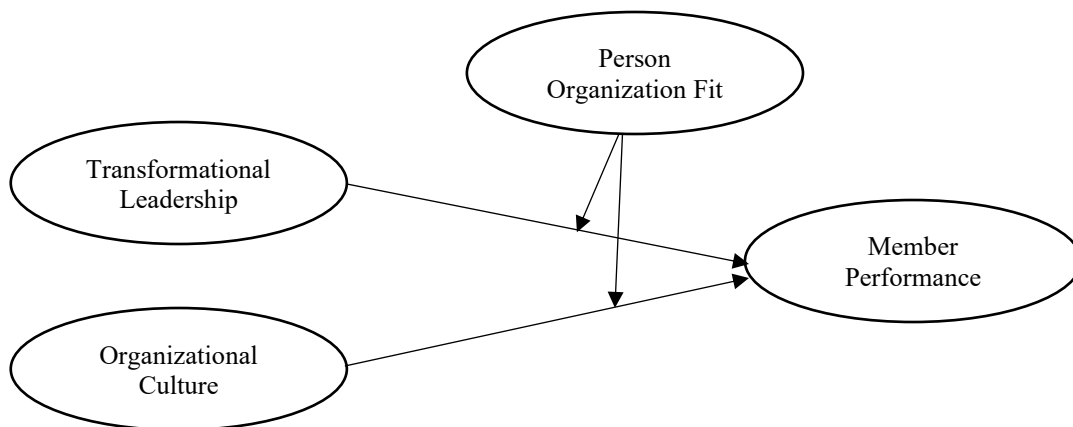


Figure 1. Research Framework

Synthesizing previous findings, performance can be viewed as a product of the dynamic interaction between transformational leadership, organizational culture, and person–organization fit. Transformational leaders strengthen intrinsic motivation of members, a supportive culture sustains collaboration and innovation, and a strong value congruence ensures lasting commitment. This integrated perspective highlights that, in organizations such as PGRI, performance should be understood holistically, not merely as output, but as the realization of shared professional values that strengthen the mission of organization.

1.5. Transformational Leadership and Member Performance

Transformational leadership is a leadership style that is able to motivate and inspire members to achieve higher performance through providing vision, individualized support, and intellectual stimulation. Bass and Riggio (2006) explained that transformational leadership could increase the intrinsic motivation of members thereby to encourage them to achieve optimal performance within organization. Maizatullah et al. (2024) showed that transformational leadership significantly positively affected the operational performance of members. Therefore, the hypothesis is formulated:

H₁: Transformational Leadership affects Member Performance

1.6. Organizational Culture on Member Performance

A positive organizational culture can support members' behavior to contribute optimally in achieving organizational goals. Schein (2010) stated that organizational culture guided behavior and mindsets that could influence the way members work in the organization. Involvement is an important determinant of influence of organizational culture on company performance, while training showed the strongest relationship with organizational culture (Tulcanaza-Prieto et al., 2021). Based on this, a hypothesis is proposed:

H₂: Organizational Culture affects Member Performance

1.7. Transformational Leadership moderated Person-Organization Fit on Member Performance

Person-Organization Fit (P-O Fit) describes the level of congruence between individual values and organizational values that can strengthen the relationship between transformational leadership and performance. Kristof (1996) explained that the consistency of values and goals between individuals and organizations encourages individuals to be more involved in work and achieve better performance. Junaedi and Wulani (2021) PO Fit has a moderating effect on the relationship between job stress and front-line deviance; the lower the PO Fit, the stronger the relationship between job stress and front-line deviance. PO Fit does not moderate the relationship between job stress and organizational deviance. Therefore, the hypothesis is written:

H₃: Transformational Leadership moderated by Person-Organization Fit affects Member Performance

1.7. Organizational Culture moderated Person-Organization Fit on Member Performance

P-O Fit can also strengthen the relationship between organizational culture and member performance. When individual values are consistent with organizational culture, members will feel more comfortable and motivated to contribute optimally, resulting in improved performance. Edwards and Shipp (2012) explained that the fit of individual values with the organization could increase job satisfaction and performance. Zhang et al., (2023) also showed that P-O Fit strengthened the relationship between organizational culture and performance, because individuals felt that their personal values were aligned with organizational values, thus increasing their involvement and contribution. Based on this, the hypothesis is as follows:

H₄: Organizational Culture moderated by Person-Organization Fit affects Member Performance

2. Research Methods

Quantitative explanatory research design was used in this research to examine the effects of transformational leadership and organizational culture on members' performance, with Person–Organization Fit (POF) as a moderating variable among members of the Indonesian Teachers Association (PGRI) in Lamongan Regency. This study's population comprised all 1,632 registered members of PGRI Lamongan Regency. A sample of 327 members was selected using a probability random sampling technique, ensuring that every member of population had an equal opportunity to be included in the sample. This sampling approach strengthens the external validity of the findings. The data collection technique in this study was carried out by distributing questionnaires online via Google Form to PGRI members in Lamongan Regency. The questionnaire instrument was prepared based on indicators of each research variable, using a Likert scale of 1-5 to facilitate data quantification.

Table 1. The Operational Definition of Variables

Variables	Operational Definition
Transformational Leadership	Transformational leadership refers to a leader's ability to influence and inspire members through a clear vision, intellectual stimulation, and individualized consideration, motivating them to go beyond personal interests to pursue collective organizational goals (Bass & Riggio, 2006).
Organizational Culture	Organizational culture refers to shared values, norms, and practices that shape members' behavior, attitude, and ways of working toward common goals (Schein, 2010).
Performance	Member performance refers to the outcomes of a member's work in fulfilling assigned duties and responsibilities in accordance with the organization's standards and expectations (Negara, 2004).
Person Organization Fit	Person–Organization Fit (POF) refers to the compatibility between an individual's values, goals, and beliefs and those of the organization, resulting in a sense of comfort, belonging, and consistency within the organizational environment (Kristof, 1996).

Source: processed data

Each variable in this study was measured using several indicators adapted from previously validated studies and contextualized to the characteristics of PGRI members. Specifically, Transformational Leadership (TL1–TL8) which was adapted from Bass and Riggio (2006), representing four key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Organizational Culture (OC1–OC8) was derived from Denison (2001), covering involvement, consistency, adaptability, and mission. Person–Organization Fit (POF1–POF7) was also adapted from Kristof (1996), assessing the congruence between members' personal values and the goals of organization, beliefs, and norms. Finally, Member Performance (MP1–MP8) was developed from Koopmans et al. (2011), focusing on task performance, contextual performance, effort, and teamwork. Thus, the questionnaire consisted of 31 items distributed among four constructs. The operational definitions and measurement indicators for each variable are summarized in Table 1 above.

All indicators for each construct (i.e., TL_1–TL_4, OC_1–OC_4, POF_1–POF_4, and MP_1–MP_4) were treated as observed variables in the Structural Equation Modeling (SEM–AMOS) analysis. Before testing the structural model fit, construct validity was evaluated to ensure that the indicators forming each latent variable, demonstrating adequate consistency and

discriminant capability. Construct validity comprised two dimensions: convergent validity and discriminant validity. Convergent validity was examined using the Standardized Loading Factor (SLF), Average Variance Extracted (AVE), and Composite Reliability (CR), with acceptable criteria of $SLF > 0.5$, $AVE > 0.5$, and $CR > 0.7$. Discriminant validity was evaluated by comparing the square root of of AVE of each construct with the inter-construct correlations, where the square root of the AVE must exceed the corresponding correlation coefficients.

After confirming both convergent and discriminant validity, a model fit assessment test (Goodness-of-Fit Index) was conducted using the following criteria: Chi-Square ($p > 0.05$), GFI (> 0.90), AGFI (> 0.90), RMSEA (< 0.08), TLI (> 0.90), CFI (> 0.90), and PNFI (> 0.60). The model showed good fit if most of these indices met the recommended thresholds. Moderating role of Person–Organization Fit (POF) was analyzed using the interaction term approach within SEM–AMOS. Each interaction term (TL \times POF and OC \times POF) was computed by multiplying the standardized scores of independent and moderating variables, then entered into the structural model to evaluate its effect on members' performance. A significant path coefficient for interaction term indicated the presence of a moderating effect.

An additional multi-group analysis was performed to ensure robustness by dividing respondents into two groups (high vs. low POF) based on the mean split. The path coefficients of those two models were compared to determine whether the relationships between transformational leadership, organizational culture, and member performance differed significantly among groups. The consistency of results between the interaction-term and multi-group models confirmed the validity of moderating effects identified. Subsequently, hypothesis testing was performed by examining the Critical Ratio (CR) and P-value from the AMOS output. A CR greater than 1.96 and a P-value less than 0.05 indicated statistically significant relationships among the constructs at the 5% significance level.

3. Results and Discussions

Before conducting further data analysis, the profile of respondents is given to provide a comprehensive understanding of the participants. The profile of respondents includes information on gender, age, institutional level, and length of membership in PGRI Lamongan Regency. Providing these characteristics helps to contextualize and interpret the subsequent analytical results. The detailed profile of respondents is shown in Table 2 below.

Table 2. The Profile of Respondents

Profile	Category	Frequency (N)	Percentage (%)
Gender	Male	138	42.4
	Female	189	57.8
Age	< 30 years old	72	22.0
	30 - 45 years old	173	52.9
	> 45 years old	82	25.1
Origin of Institution	Preschool/Kindergarten	49	15.0
	Elementary School	151	46.2
	Junior High School	81	24.8
	Senior / Vocational High School	46	14.1
Length of Membership	< 1 year	23	7.0
	1 - 10 years	194	59.3
	> 10 years	110	33.7

Source: processed data

Based on Table 2, among the 327 PGRI members in Lamongan Regency who participated as respondents, the majority of them were female (57.8%), with a dominant age range of 30–45 years (52.9%), indicating that most respondents were within the productive working age. The most significant proportion came from elementary schools (46.2%), followed by junior high schools (24.8%), preschool/kindergarten (15.0%), and senior/vocational high schools (14.1%). Furthermore, most respondents had been PGRI members for 1–10 years (59.3%), suggesting they generally have sufficient organizational experience.

The measurement model was evaluated before testing the structural model to ensure the validity and reliability of construct. Convergent validity was assessed using the Standardized Loading Factor (SLF), Average Variance Extracted (AVE), and Composite Reliability (C.R.). The analysis results indicated that all indicator loadings exceeded 0.70, AVE values were greater than 0.50, and C.R. values were above 0.70, showing strong convergent validity (Hair et al., 2019).

Discriminant validity was examined by comparing the square root of each construct of AVE with its inter-construct correlations. The results showed that the square root of AVE for each construct was greater than corresponding correlations, confirming satisfactory discriminant validity (Fornell & Larcker, 1981). These findings indicate that the measurement items used in this study were valid and reliable in representing transformational leadership, organizational culture, person–organization fit, and member performance, thereby providing a robust foundation for subsequent structural model testing.

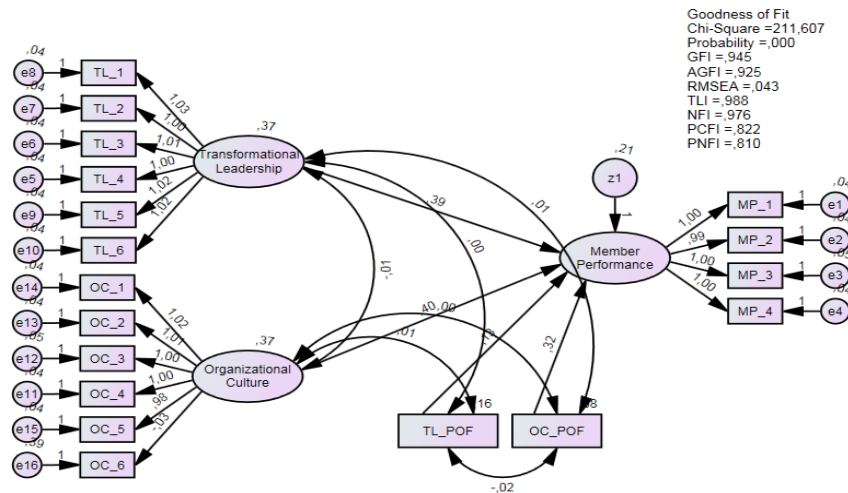


Figure 2. Path Diagram Construction

To better understand the relationships among the variables of study, Figure 2 presents the path diagram illustrating the structural model developed using SEM–AMOS analysis. The diagram shows expected relationships between transformational leadership, organizational culture, person–organization fit, and member performance, along with the estimated path coefficients that indicate the strength and direction of each relationship.

Based on the results of data analysis, the model achieved a Chi-Square value of 211.607 ($p < 0.05$). Although the Chi-Square test produced a significant p-value (< 0.05), this is because of large sample than poor model fit, as even minor variations could produce statistically significant results in large datasets. This interpretation aligned with methodological recommendations, since other fit including (CFI, TLI, RMSEA) confirmed that the model fits the data well. The other fit indices further showed satisfactory model adequacy: GFI (0.945) and AGFI (0.925) exceeded the recommended threshold of 0.90, indicating good model fit. The RMSEA value (0.043) was below the maximum acceptable limit of 0.08, reflecting a low level of approximation error. Similarly,

TLI (0.988) and NFI (0.976) values above 0.90 indicated an excellent model fit, while PCFI (0.822) and PNFI (0.810) showed strong model parsimony. Although the Chi-Square test produced a significant p-value, this did not signify model misfit, as the result was influenced by large sample and remains consistent with the acceptable fit indices reported in the Results section.

Table 3. The Results of Goodness of Fit Test

Goodness of Fit Index	Result Value	Value of Cut-off	Description
Chi-Square	211.607	$p > 0.05$	Reasonable
GFI (Goodness of Fit Index)	0.945	> 0.90	Good
AGFI (Adjusted Goodness of Fit Index)	0.925	> 0.90	Good
RMSEA (Root Mean Square Error of Approximation)	0.043	< 0.08	Good
TLI (Tucker Lewis Index)	0.988	> 0.90	Good
NFI (Normed Fit Index)	0.976	> 0.90	Good
PCFI (Parsimony Comparative Fit Index)	0.822	> 0.60	Good
PNFI (Parsimony Normed Fit Index)	0.810	> 0.60	Good

Source: processed data

Overall, these indices showed that the proposed research model met recommended goodness-of-fit criteria and it was suitable for further hypothesis testing. This finding was consistent with prior methodological literature emphasizing that Structural Equation Modeling (SEM) was a robust approach to examine latent variable relationships in organizational and management research (Ketchen, 2014; Kline, 2016).

Table 4. The Results of Structural Model Testing

Path of Influence	Estimate (β)	CR	P Value	Description
Performance \Leftarrow TL_POF	0.11	1.997	0.046	Significant
Performance \Leftarrow OC_POF	0.18	3.678	< 0.001	Significant
Performance \Leftarrow Transformational Leadership	0.42	9.418	< 0.001	Significant
Performance \Leftarrow Organizational Culture	0.44	9.563	< 0.001	Significant

Source: processed data

The squared multiple correlation (R^2) value for Member Performance was 0.71, indicating that 71% of variance in member performance was jointly explained by transformational leadership, organizational culture, and person–organization fit. This demonstrated that the model had a strong explanatory power and selected variables were relevant predictors of performance within context of PGRI in Lamongan Regency.

The results showed that transformational leadership and organizational culture strongly and significantly affected member performance, with standardized estimates (β) of 0.42 and 0.44, respectively. These findings confirmed that leadership and culture were critical determinants of performance within professional teacher organizations. However, beyond theoretical confirmation, these relationships had deeper contextual meaning within PGRI environment.

In PGRI of Lamongan Regency, transformational leadership manifested as strategic influence, moral and inspirational leadership. Leaders were often as senior educators or school principals who were as mentors and motivators. They built trust, model integrity, and articulated shared educational ideals that inspired members to dedicate themselves to collective goals. This is to explain why transformational leadership significantly boosted performance, as members

perceived their work as part of a shared mission to improve educational quality, consistent with the values of professionalism and service rooted in the PGRI ethos.

Similarly, organizational culture strongly affected performance ($\beta = 0.44$) because PGRI's culture was grounded in collectivism and social solidarity. The principle of *gotong royong* cooperation was deeply embedded in teacher organizations throughout Indonesia. This collective spirit encouraged peer support, collaboration, and shared responsibility, all of which enhanced members' involvement and willingness to contribute beyond formal duties. A positive and cohesive culture thus became a foundation for sustained organizational effectiveness.

Moderating role of Person–Organization Fit (POF) adds additional nuance. The significant interaction effects ($\beta = 0.11$ for TL \times POF and $\beta = 0.18$ for OC \times POF) indicated that when personal values of members align with the mission of PGRI itself, the influence of leadership and culture on performance became even stronger. In Indonesia's community-oriented value congruence fosters loyalty, commitment, and intrinsic motivation traits vital in professional voluntary organizations like PGRI. Members who feel that their values and goals resonate with those of the association are more likely to participate actively, innovate, and support the educational programs of organization.

These results were consistent with previous international studies (Afsar et al., 2019; Nguni et al., 2006; Heenan et al., 2023) but also revealed unique contextual insights from the Indonesian educational environment. In contrast with corporate organizations, where performance is often individualistic and reward-driven or incentive-based, PGRI emphasizes collective contribution, shared learning, and community impact. Therefore, leadership and culture function through shared values and professional identity rather than transactional incentives. This distinction highlights that effective leadership in teacher organizations requires moral example and participative involvement, not merely formal authority. The findings also reinforced that value congruence was a critical mechanism linking leadership and culture to performance. Practically, they suggested that strengthening *person–organization fit* through mentorship programs, collaborative learning, and recognition systems emphasizing shared goals could enhance their engagement and performance.

In summary, this high explanatory power model ($R^2 = 0.71$) and significant path coefficients showed that transformational leadership, organizational culture, and person–organization fit were not only statistically but also contextually powerful motivators of member performance in PGRI organization, Lamongan Regency. This emphasized that leadership and culture, when grounded in shared educational values, form the pillar of sustainable organizational success in professional teacher association in Indonesia. All hypothesized paths in the structural model were found to be statistically significant. No non-significant relationships, control variables, or secondary analyses were identified in this study, confirming the consistency and reliability of the proposed model.

4. Conclusions

Based on the results of this study, it can be concluded that the research model developed using SEM–AMOS demonstrated a good model fit, as evidenced by the goodness-of-fit indices meeting the recommended thresholds. The hypothesis testing results showed that transformational leadership and organizational culture had a significant positive influence on members' performance, while the moderating role of Person–Organization Fit (POF) significantly strengthened these relationships, highlighting the importance of value congruence between individuals and the organization. All hypothesized relationships in the structural model were statistically significant, with no non-significant effects identified, confirming the robustness and consistency of the proposed model. These findings indicate that integrating transformational

leadership practices, a strong and adaptive organizational culture, and value congruence among members are effective strategies for enhancing the performance of PGRI members, which in turn contributes to the overall effectiveness and quality of education in Lamongan Regency. From a policy and practical perspective, PGRI administrators should implement structured leadership development and cultural alignment programs through mentoring, leadership workshops, and regular assessments emphasizing the four pillars of transformational leadership, while simultaneously fostering collaboration, innovation, transparent communication, and feedback-based organizational culture. Periodic evaluations of organizational culture through member surveys or focus group discussions focusing on teacher ethics, pedagogical values, and community commitment will further strengthen PGRI as a value-based professional organization that enhances member performance and supports educational transformation in Indonesia. Nevertheless, this study was limited to a single regional branch of PGRI, relied on self-reported questionnaire data that may introduce response bias, and therefore future research should involve broader regional samples, adopt mixed-method or longitudinal designs, and examine additional moderating or mediating variables to provide a deeper understanding of the relationships among leadership, organizational culture, and member performance.

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