

The Mediating Mechanisms of Good School Governance and Adaptability in Inclusive Dedication in the Relationship Between Adaptive Leadership, Organizational Culture, and Motivation on Elementary School Teachers' Performance

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ABSTRACT:

This study aims to analyze the influence of adaptive leadership, organizational culture, and work motivation on elementary school teachers' performance, with novelty in the form of testing the mediating roles of two new constructs, Good School Governance (GSG) and Adaptability Inclusive Dedication (AID), which were synthesized from Social Exchange Theory and the Resource-Based View. Method: The study employed an explanatory quantitative approach involving 340 public elementary school teachers in Temanggung Regency, selected via simple random sampling from a population of 2,248 teachers. Data were analyzed using Partial Least Squares - Structural Equation Modeling (PLS-SEM) via SmartPLS 4.1. The study's results indicate that work motivation, AID, and GSG have a positive and significant effect on teacher performance, whereas adaptive leadership and organizational culture do not have a direct, significant impact. However, GSG fully mediates the effects of adaptive leadership and organizational culture on teacher performance, whereas AID partially mediates the relationship between organizational culture and work motivation on performance.

Keywords: Adaptability, Inclusive Dedication, Organizational Culture, Good School Governance, Adaptive Leadership.

1. Introduction

Teacher performance is the most fundamental pillar in realizing the effectiveness of the learning process and the success of educational transformation, particularly at the elementary school level (Khrisfison, 2023; Murwaningsih, 2022). As professionals, teachers are expected to demonstrate comprehensive competencies encompassing pedagogical, personal, social, and professional aspects in planning, implementing,

and evaluating learning (Nugrahaini & Biantoro, 2024; Seniwati et al., 2022; Subekti et al., 2024). Although the government has implemented various policy interventions, such as certification allowances and the provision of digital facilities, data from national and regional elementary school education reports still indicate that the quality of learning and classroom management largely fall into the "moderate" (yellow) category. In Temanggung Regency, for example, the learning quality score at the elementary school

level declined by 63.6% between 2023 and 2024, with only 22.78% of schools achieving the “good” category. This phenomenon indicates a fundamental gap between the demands of process standards and teachers’ capacity to execute their performance in the field.

Both theoretically and empirically, teacher performance is influenced by a constellation of internal and external factors, such as principal leadership, school culture, work motivation, compensation, and academic supervision (Asiah et al., 2022; Dasti, 2022; Devi & Wiyasa, 2021; Ismiarti, 2023; Novita & Kale, 2023; Penawan, 2022; Septiyana, 2022). Supportive principal leadership is considered capable of fostering creativity and work discipline (Abidin, 2021; Amirudin & Bakar, 2023; Rizki, 2023). However, previous research findings reveal a significant level of inconsistency (empirical research gap). On the one hand, a number of studies confirm that leadership and organizational culture have a positive and significant effect on performance (Aini, 2018; Firmansyah et al., 2023; Nurwiyanto et al., 2022; Yuliani et al., 2024). On the other hand, studies by Johanes et al. (2022), Norawati et al. (2024), and Siringoringo et al. (2023) found that leadership style and school culture do not have a significant direct impact on employee performance but rather require mediating variables, such as work motivation, to mediate the relationship.

This inconsistency in empirical findings suggests that the causal relationship between organizational antecedents (leadership and culture) and teacher performance is not simply linear but rather complex and mediated by both structural and psychosocial mechanisms. To bridge this research gap, this study proposes two primary mediating variables. The first mediating variable is Good School Governance (GSG), which refers to the implementation of school governance that is clean, transparent, accountable, responsive, and fair (Palupi et al., 2024; Setyawan, 2020). A robust GSG system provides clarity in workflows, certainty in evaluations, and emotional fairness, which facilitate the translation of leadership directives

into concrete operational actions (Abdullah et al., 2024; Untung et al., 2023).

The second mediating variable that constitutes the theoretical novelty in this study is Adaptability Inclusive Dedication (AID). This synthetic construct was developed by integrating two major grand theories: the Resource-Based View (RBV) developed by Barney (1991) and Social Exchange Theory (SET) by Blau (1964). From the RBV perspective, teachers are viewed as valuable human capital (intangible assets) possessing the individual adaptability capacity () to respond to changes in curriculum and technology (Haq et al., 2023; Iku et al., 2024). Meanwhile, from the SET perspective, Organizational Citizenship Behavior (OCB) manifests in the dimensions of conscientiousness and inclusive dedication to all students without discrimination (Rondo & Moku, 2021; Tridora et al., 2021; Suci et al., 2023). This synthesis gave rise to the AID concept, which refers to teachers’ resilience and commitment to adapt and remain open to the dynamics of change in order to support a learning environment conducive to all students.

Based on this background, this study aims to comprehensively test and analyze the influence of adaptive leadership, organizational culture, and work motivation on the performance of elementary school teachers in Temanggung Regency, with Good School Governance and Adaptability Inclusive Dedication serving as mediating variables. The results of this study are expected to provide a theoretical contribution to the literature on educational management as well as practical contributions to the formulation of school governance policies at the regional level.

2. Methodology

2.1 Design: This study employed an explanatory quantitative research design using a survey method. The relationships among constructs were tested simultaneously using Partial Least Squares Structural Equation Modeling (PLS-SEM).

2.2 Participants/Sample: The study's target population comprises all public elementary school teachers in Temanggung Regency, Central

Java Province, totaling 2,248 teachers across 434 schools. The sample size was calculated using the Slovin formula with a 5% margin of error:

$$n = \frac{N}{1 + N(e)^2} = \frac{2248}{1 + 2248(0,05)^2} \approx 339,57$$

To ensure data representativeness, the sample was rounded to 340 civil servants (ASN). Sampling was conducted using proportional *simple random sampling*. Respondents comprised 307 classroom teachers (90.29%) and 33 subject teachers (9.71%), with the majority falling within the productive age group of 31–40 years (50.29%) and having a teaching tenure of 9–16 years (42.65%).

2.3 Instruments: Primary data were collected using a structured questionnaire with a 4-point Likert scale (1 = Very Poor/Strongly Disagree to 4 = Very Good/Strongly Agree) distributed digitally via a *Google Forms* link. The instrument included 6 latent variables broken down into operational indicators:

1. Adaptive Leadership (X_1): Openness to new ideas ($X_{1.1}$), learning/technology orientation ($X_{1.2}$), understanding of organizational dynamics ($X_{1.3}$), and management of uncertainty ($X_{1.4}$).
2. Organizational Culture (X_2): Norms ($X_{2.1}$), dominant values ($X_{2.2}$), rules ($X_{2.3}$ —re-evaluated during *the outer model*), and organizational climate ($X_{2.4}$).
3. Motivation (X_3): Stimuli ($X_{3.1}$), responses ($X_{3.2}$), and behavior ($X_{3.3}$).
4. Adaptability, Inclusivity, and Dedication (Z_1): Resilience ($Z_{1.1}$), adaptability ($Z_{1.2}$), and empathy toward differences ($Z_{1.3}$).
5. Good School Governance (Z_2): Transparency ($Z_{2.1}$), accountability ($Z_{2.2}$), responsibility ($Z_{2.3}$), and *fairness* ($Z_{2.4}$).

6. Teacher Performance (Y_1): Instructional planning ($Y_{1.1}$), instruction delivery ($Y_{1.2}$), instructional assessment ($Y_{1.3}$), and performance of additional duties ($Y_{1.4}$).

The instrument evaluation was conducted in two stages: an initial *pilot test* on 40 respondents outside the main sample using IBM SPSS Statistics, followed by testing *the Measurement Model (Outer Model)* on the entire sample using SmartPLS v4.1.

2.4 Data Analysis: Quantitative data analysis used the PLS-SEM method with the following evaluation stages:

- a. Outer Model Evaluation: Assessing *convergent validity* through *outer loadings* ($> 0,70$) and *Average Variance Extracted* ($AVE \geq 0,50$), *discriminant validity* through the *Fornell-Larcker* criterion and *cross-loadings*, and *internal consistency reliability* through *Cronbach's Alpha* ($> 0,70$) and *Composite Reliability* ($> 0,70$).
- b. Inner Model Evaluation: Checking for multicollinearity among independent variables (*Inner VIF* $< 5,0$), testing the coefficient of determination (R^2), measuring *effect size* (f^2), and conducting hypothesis testing (direct and indirect effects) using a *non-parametric bootstrapping* procedure with 5,000 resamples at a significance level of $\alpha = 5\%$ (*t*-statistic $> 1,96$; *p*-value $< 0,05$).

3. Results

3.1 Outer Model Evaluation (Validity and Reliability)

The results of *the modified outer model* testing show that all indicators meet the criteria for convergent validity, discriminant validity, and internal reliability. The “Rules” indicator ($X_{2.3}$) in the Organizational Culture variable was removed from the model due to discriminant validity issues in the initial *Fornell-Larcker* matrix.

Table 1. Output Outer Model Evaluation

Latent Variables	Indicator	Outer Loading	AVE	Cronbach's Alpha	Composite Reliability
X_1	$X_{1.1}$	0.787	0.758	0.892	0.926
	$X_{1.2}$	0.893			
	$X_{1.3}$	0.892			
	$X_{1.4}$	0.904			
Organizational Culture (X_2)	$X_{2.1}$	0.873	0.776	0.856	0.912
	$X_{2.2}$	0.883			
	$X_{2.4}$	0.888			
Motivation (X_3)	$X_{3.1}$	0.868	0.735	0.819	0.893
	$X_{3.2}$	0.879			
	$X_{3.3}$	0.824			
Adaptability, Inclusivity, Dedication (Z_1)	$Z_{1.1}$	0.893	0.734	0.818	0.892
	$Z_{1.2}$	0.897			
	$Z_{1.3}$	0.775			
Good School Governance (Z_2)	$Z_{2.1}$	0.884	0.747	0.886	0.922
	$Z_{2.2}$	0.920			
	$Z_{2.3}$	0.880			
	$Z_{2.4}$	0.767			
Teacher Performance (Y_1)	$Y_{1.1}$	0.908	0.847	0.940	0.957
	$Y_{1.2}$	0.933			
	$Y_{1.3}$	0.933			
	$Y_{1.4}$	0.907			

Note: Validity criteria: Outer Loading > 0,70 ; AVE > 0,50 ; Cronbach's Alpha > 0,70 ; Composite Reliability > 0,70 .

Based on the table above, the AVE values for all latent variables are above 0.50 (range 0.734–0.847), and the Composite Reliability values are above 0.80 (range 0.892–0.957). The results of

the discriminant validity test using the *Fornell-Larcker* criteria are presented in the following table:

Table 2. Output Fornell Larcker

Construct	X1	X2	X3	Y1	Z1	Z2
X_1 (Adaptive Leadership)	0.870					
X_2 (Organizational Culture)	0.819	0.881				
X_3 (Motivation)	0.683	0.762	0.857			
Y_1 (Teacher Performance)	0.647	0.722	0.809	0.920		
Z_1 (AID)	0.605	0.690	0.784	0.841	0.857	
Z_2 (GSG)	0.725	0.784	0.842	0.830	0.761	0.864

Note: Values on the bold diagonal indicate the square root of AVE ($\sqrt{AVE}$). Values off the diagonal indicate correlations between variables.

The square root of the AVE ($\sqrt{AVE}$) for each latent variable is greater than the correlation between that construct and other constructs. This confirms that all constructs in the modified model have met the criteria for discriminant validity

3.2 Inner Model Evaluation and Hypothesis Testing

An examination of the *Inner VIF* values shows a range of 2.443–4.505 ($< 5,0$), indicating that the model is free from multicollinearity issues. The

coefficient of determination (R^2) indicates that the predictor variables in the model simultaneously explain 76.5% of the variance in GSG (Z_2) ($R^2 = 0,765$; high category), 63.5% of the variance in AID (Z_1) ($R^2 = 0,635$; moderate category), and 80.0% of the variance in Teacher Performance (Y_1) ($R^2 = 0,800$; very high category).

The hypothesis tests for *direct effects* and *indirect effects* are presented in Table 3 and Table 4.

Table 3. Direct Effect Results

Direct Effect (Path)	Path Coefficient (β)	T-Statistics	P-Values	Notes
$X_1 \rightarrow Y_1$ ($\rightarrow$ n Adaptive Leadership on Teacher Performance)	0.002	0.047	0.963	Rejected (Not Significant)
$X_2 \rightarrow Y_1$ (Organizational Culture $\rightarrow$ Teacher Performance)	0.040	0.775	0.438	Rejected (Not Significant)
$X_3 \rightarrow Y_1$ (Motivation $\rightarrow$ Teacher Performance)	0.152	2.843	0.004	Accepted (Significant)
$Z_1 \rightarrow Y_1$ (AID $\rightarrow$ Teacher Performance)	0.437	9.042	0.000	Accepted (Significant)
$Z_2 \rightarrow Y_1$ (GSG $\rightarrow$ Teacher Performance)	0.336	6.203	0.000	Accepted (Significant)

Direct Effect (Path)	Path Coefficient (β)	T-Statistics	P-Values	Notes
$X_1 \rightarrow Z_1$ (Adaptive Leadership $\rightarrow$ AID)	0.012	0.175	0.861	Rejected (Not Significant)
$X_2 \rightarrow Z_1$ (Organizational Culture $\rightarrow$ AID)	0.212	2.386	0.017	Accepted (Significant)
$X_3 \rightarrow Z_1$ ($\rightarrow$ AID Motivation)	0.614	9.624	0.000	Accepted (Significant)
$X_1 \rightarrow Z_2$ ($\rightarrow$'s Adaptive Leadership GSG)	0.150	2.696	0.007	Accepted (Significant)
$X_2 \rightarrow Z_2$ ($\rightarrow$ al Organizational Culture of GSG)	0.233	3.872	0.000	Accepted (Significant)
$X_3 \rightarrow Z_2$ ($\rightarrow$ al Motivation of GSG)	0.563	10.867	0.000	Accepted (Significant)

Table 4. Indirect Effect (Mediation) Results

Mediation Path	Path Coefficient (β)	T-Statistics	P-Values	Type of Mediation	Notes
$X_1 \rightarrow Z_1 \rightarrow Y_1$	0.005	0.172	0.863	No Mediation	Rejected
$X_2 \rightarrow Z_1 \rightarrow Y_1$	0.093	2.380	0.017	Full Mediation	Accepted (Significant)
$X_3 \rightarrow Z_1 \rightarrow Y_1$	0.268	6.465	0.000	Partial Mediation	Accepted (Significant)
$X_1 \rightarrow Z_2 \rightarrow Y_1$	0.051	2.511	0.012	Full Mediation	Accepted (Significant)
$X_2 \rightarrow Z_2 \rightarrow Y_1$	0.078	3.199	0.001	Full Mediation	Accepted (Significant)
$X_3 \rightarrow Z_2 \rightarrow Y_1$	0.189	5,095	0.000	Partial Mediation	Accepted (Significant)

4. Discussion

4.1 Non-Significant Direct Effects of Adaptive Leadership and Organizational Culture

The results of the structural equation modeling reveal a crucial empirical finding: Adaptive Leadership ($\beta = 0,002; p = 0,963$) and

Organizational Culture ($\beta = 0,040; p = 0,438$) do not have a significant direct effect on the performance of elementary school teachers in Temanggung Regency. This finding clarifies inconsistencies in the previous literature (Devi & Wiyasa, 2021; Firmansyah et al., 2023) and provides a new theoretical argument in elementary education management.

The absence of a direct effect of adaptive leadership on teacher performance demonstrates that a principal's flexibility, openness to ideas, and responsive style do not automatically translate into improved teachers' daily instructional productivity. At the elementary school level, teachers operate within a framework of formal regulations, administrative workload indicators, and strict teaching schedules (Subekti et al., 2024). Adaptive leadership policies that are not institutionalized through systemic mechanisms will be viewed merely as rhetoric or external demands for innovation, disconnected from the execution of teachers' core duties. These findings align with studies by Johanes et al. (2022) and Norawati et al. (2024), which suggest that leadership does not influence teacher performance in a linear manner without the involvement of motivational factors and managerial reinforcement.

A similar pattern holds for the organizational culture variable. The values of collectivism, kinship, and prevailing social norms within the elementary school environment indeed help maintain a harmonious work climate (Abdullah et al., 2024; Khoiriyah et al., 2024). However, if these cultural values are merely normative and not technically integrated with teacher performance evaluation criteria (such as the development of teaching modules, differentiated assessments, and analysis of learning outcomes), then the school culture lacks *the operational drivers* to directly improve the quality of teaching. This finding supports the conclusions of Aini (2018) and Siringoringo et al. (2023), who assert that even a strong school culture will not impact work performance if it stands alone without clear mechanisms for performance control and evaluation.

4.2 The Direct Role of Work Motivation, GSG, and AID

Unlike Organizational Antecedents, three other variables were found to have a significant direct impact on Teacher Performance. Work Motivation ($\beta = 0,152; p = 0,004$) was found to be a vital intrinsic psychological driver (Asiah et al., 2022; Penawan, 2022; Suci et al., 2023).

Teachers with a high achievement orientation demonstrate a self-directed commitment to completing lesson planning and evaluation on time despite facing limitations in facilities and infrastructure.

Meanwhile, the two mediating variables—*Good School Governance* ($\beta = 0,336; p = 0,000$) and *Adaptability, Inclusivity, and Dedication* ($\beta = 0,437; p = 0,000$) exhibit highly dominant influence coefficients on teacher performance. *Good School Governance* (GSG) provides structural certainty (*support structures*). When schools implement financial accountability (e.g., BOS), transparency in decision-making, and *fairness* in task distribution (Palupi et al., 2024; Setyawan, 2020), teachers feel they are treated fairly (*organizational justice*). This sense of psychological security and role clarity reduces task ambiguity, allowing teachers to devote their energy to the quality of classroom learning.

The *Adaptability Inclusive Dedication* (AID) construct proves to be the strongest predictor ($\beta = 0,437$) in the model. This construct confirms the synthesis of *the Resource-Based View* and *Social Exchange Theory*: when teachers combine resilience and adaptability (*individual capability*) toward technological/curricular changes (Haq et al., 2023) with a commitment to inclusive service without discriminating against students (Tridora et al., 2021; Untung et al., 2023), their teaching performance improves dramatically. Adaptive and inclusive teachers no longer view the demands of the new curriculum as a burden but rather as a form of professional dedication.

4.3 Mediating Mechanisms of GSG and AID

Testing for *indirect effects* confirmed the strategic role of GSG and AID as mediating variables:

a. Full Mediation of GSG on Adaptive Leadership and Organizational Culture:

GSG was found to *fully* mediate the effects of Adaptive Leadership ($\beta = 0,051; p = 0,012$) and Organizational Culture ($\beta = 0,078; p = 0,001$) on Teacher Performance. This finding addresses a *research gap*: adaptive leadership and organizational culture can improve teacher

performance only if they successfully establish a transparent, accountable, and equitable school governance system. Adaptive school principals must translate their ideas into operational governance standards, and a positive school culture must be institutionalized into transparent work rules.

b. Full Mediation of AID in Organizational Culture:

AID fully mediates the relationship between Organizational Culture and Teacher Performance ($\beta = 0,093; p = 0,017$). Collaborative cultural values in schools act as a nurturing environment that fosters teachers' adaptive attitudes and inclusive dedication, which in turn concretely improve teachers' pedagogical performance (Fahlevi et al., 2023; Salehudin, 2022).

c. Partial Mediation in Work Motivation:

GSG ($\beta = 0,189; p = 0,000$) and AID ($\beta = 0,268; p = 0,000$) have been shown to be *partial mediators* in the relationship between Motivation and Teacher Performance. Teachers' intrinsic motivation directly drives performance improvement, but its effect is amplified when supported by transparent school governance (GSG) and manifested in adaptive and dedicated attitudes toward students (AID).

d. Insignificant Mediation of AID in Adaptive Leadership:

The mediation path $X_1 \rightarrow Z_1 \rightarrow Y_1$ is not significant ($\beta = 0,005; p = 0,863$) because adaptive leadership does not have a significant direct effect on AID ($\beta = 0,012; p = 0,861$). This indicates that the development of teachers' adaptive attitudes and inclusive dedication is not triggered by direct leadership guidance but rather stems from teachers' internal motivation and a supportive school culture.

4.4 Theoretical and Practical Implications

Theoretically, the results of this study enrich the development of *the Resource-Based View* (RBV) and *Social Exchange Theory* (SET) within the field of educational management. This study demonstrates that *human capital* (teachers) cannot be managed through instructional means alone—

—but requires *an enabling structure* in the form of institutional governance (GSG) and the strengthening of internal psychosocial capacity (AID).

In practical terms, the implications of this study are directed at stakeholders:

a. For School Principals: School principals are advised not to focus solely on the discourse of adaptive leadership but to prioritize the institutionalization of *Good School Governance* through transparent school budgeting, teacher involvement in decision-making, and the formulation of objective performance evaluation criteria.

b. For the Department of Education: Teacher development programs and school leadership selection processes need to integrate *the Adaptability, Inclusivity, and Dedication* (AID) indicators as new competency standards that evaluate flexibility in adapting to the digital curriculum and commitment to inclusive student services.

5. Conclusion

This study successfully demonstrated and explained the structural mechanisms linking organizational and personal antecedents to elementary school teachers' performance. The main conclusions of this study are:

1. Adaptive leadership and organizational culture do not have a significant direct effect on teacher performance; rather, they require governance mechanisms (*Good School Governance*) and the institutionalization of professional teacher attitudes (*Adaptability, Inclusivity, and Dedication*) to act as *full mediators*.

2. Work motivation, *Good School Governance*, and *Adaptability Inclusive Dedication* have a direct, positive, and significant effect on improving elementary school teachers' performance.

3. *Adaptability, Inclusivity, and Dedication* (AID), as a *novelty* variable, proved to be the most dominant predictor in driving teacher performance, while also effectively mediating the effects of organizational culture and work motivation on teacher performance.

Recommendations for Future Research:

This study was limited to a population of public elementary schools in a single district using a quantitative approach. Future research is recommended to expand the sample scope across

districts/provinces, include private elementary schools, and adopt a mixed-methods approach to qualitatively explore the dynamics of resistance to adaptation and transparency practices in governance at the school level.

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7. Author Declaration

We declare that this manuscript is an original research article and has not been published or submitted to any other media outlet or journal.

All authors declare that they have no conflict of interest—whether financial, personal, or professional related to this research and publication.