

The Effect of Transformational Leadership and Organizational Culture on the Performance of Educational Staff: The Mediating Role of Self-Efficacy at Universitas Muhammadiyah Yogyakarta

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Keywords:	Abstract
Transformational Leadership; Organizational Culture; Self-Efficacy; Performance of Educational Staff; SEM-PLS.	This study aims to examine the effects of Transformational Leadership and Organizational Culture on the Performance of Educational Staff, with Self-Efficacy serving as a mediating variable at Universitas Muhammadiyah Yogyakarta. A quantitative survey approach was employed involving 186 educational staff selected using proportionate stratified random sampling. Data were collected through a five-point Likert scale questionnaire and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS 4 software. The findings indicate that Transformational Leadership does not have a significant effect on either Self-Efficacy or the Performance of Educational Staff. In contrast, Organizational Culture has a positive and significant effect on both Self-Efficacy and the Performance of Educational Staff. Furthermore, Self-Efficacy significantly improves the Performance of Educational Staff. The mediation analysis reveals that Self-Efficacy does not mediate the relationship between Transformational Leadership and the Performance of Educational Staff, whereas it significantly mediates the relationship between Organizational Culture and the Performance of Educational Staff. These findings suggest that strengthening organizational culture and fostering employees' self-efficacy are important strategies for improving the performance of educational staff in higher education institutions.

INTRODUCTION

The success of an organization in achieving its goals, both in the short and long term, is greatly influenced by the quality of its human resources (Agustian et al., 2023; Georgescu et al., 2024; Mohiuddin et al., 2022). Therefore, human resources are seen as strategic assets that play an important role in increasing organizational effectiveness (Dessler, 2020). In the context of higher education, attention to institutional quality is often more focused on lecturers and curriculum. However, the sustainability of academic and administrative services is also highly dependent on the role of education personnel in supporting the institution's operations. Education personnel are directly involved in various administrative activities, student services, and technical support that allow the education system to run consistently. This position makes the performance of education personnel an inseparable part of the quality of services and the overall image of the institution (Armstrong, 2020).

The focus on education personnel is interesting because its role is at the intersection between organizational policies and implementation in the field (Brankovic & Cantwell, 2022; Capano & Lepori, 2024; García-López et al., 2025; Kenny et al., 2023; Parker et al., 2022). In contrast to lecturers who have academic autonomy, education staff interact more with systems, procedures, and service demands that are direct. This condition makes their performance relatively more sensitive to the conditions of the work environment and the readiness of

individuals to carry out their duties. At the University of Muhammadiyah Yogyakarta (UMY), this position is increasingly important because education personnel are at the forefront of the implementation of digital-based service systems as well as the internalization of the organization's Islamic values, so that the difference in performance shown by education personnel is not solely influenced by individual abilities, but also by the dynamics of organizational management.

In recent years, colleges have faced changes that are not simple. The digitization of academic services is growing faster, integrated information systems are becoming a necessity, and the demands on the speed and accuracy of services continue to increase (Brunetti et al., 2023; Fauzi et al., 2024; Halqim, 2024; Sava & Tirsu, 2024). At the University of Muhammadiyah Yogyakarta (UMY), these changes are in line with the target of institutional development towards a world-class university based on progressive Islamic values. This development direction is also followed by efforts to strengthen technology-based governance, improve the quality of academic and student services, and encourage to create an adaptive work culture.

This condition has consequences for the increasing demands on education personnel. They are not only required to be able to carry out administrative tasks, but also must master digital systems, understand increasingly integrated workflows, and be able to respond to increasingly dynamic service needs. External policies such as the Independent Learning-Independent Campus (MBKM) program, as well as guidance from LLDIKTI Region V, also encourage universities to strengthen the competence of education personnel through a performance assessment system, training, and service quality standardization.

Universitas Muhammadiyah Yogyakarta (UMY) makes organizational culture the main foundation in carrying out work activities through ISLAMIC values which include integrity, sustainability, leading, accountability, modernity, innovation, and commitment. These values are not only the identity of the institution, but also the guidelines for the behavior of education personnel in carrying out their daily duties. The implementation of organizational culture is evaluated periodically through employee behavior assessments. However, the results of the evaluation show that the application of these values is not completely evenly distributed among all education personnel, so there are still differences in work behavior and performance achievement.

The performance of education personnel at UMY is measured using the Employee Performance Unit (SKP) which includes the indicators of Main Tasks, Al-Islam and Muhammadiyah (AIK), as well as Support. Data for 2025 shows that most education personnel are in the good to very good category, but there are still a number of employees who get a category of less in each assessment indicator. This condition shows that even though the work system, standards, and organizational culture are applied in the same way, performance achievements between employees still vary. These differences indicate that in addition to organizational factors, there are individual factors that also affect the success of education personnel in achieving optimal performance.

One of the factors that is thought to affect performance variation is self-efficacy, which is an individual's belief in his or her ability to complete tasks and face job challenges. UMY actively encourages the improvement of the competence of education personnel through various trainings, certifications, and strengthening digital capabilities. However, each

individual's readiness to face the demands of the job is not always the same. The results of the pre-survey of ten education personnel also showed that there was a variation in perceptions of transformational leadership styles, organizational culture, self-efficacy, and performance. Although respondents generally gave a good assessment, there were still neutral and disagreeable answers on some indicators, which showed that each individual's work experience is different even though they are in the same organizational environment.

In addition to self-efficacy, transformational leadership style and organizational culture are also seen as important factors that affect the performance of education personnel. Transformational leaders are expected to be able to provide inspiration, motivation, individual attention, and encourage the development of employee potential so that they can work optimally. Meanwhile, organizational culture serves as a value guideline that shapes employee work behavior. However, the results of previous research still show mixed findings. Some studies have found that transformational leadership and organizational culture have a positive effect on performance, while other studies show that these influences become stronger when mediated by self-efficacy. These differences in results show that there is a research gap that still needs to be studied further.

The urgency of this research is underscored by the empirical conditions at UMY. The performance of education personnel at UMY is measured using the Employee Performance Unit (SKP) which includes the indicators of Main Tasks, Al-Islam and Muhammadiyah (AIK), as well as Support. Data for 2025 shows that most education personnel are in the good to very good category, but there are still a number of employees who get a category of less in each assessment indicator. This condition shows that even though the work system, standards, and organizational culture are applied in the same way, performance achievements between employees still vary. These differences indicate that in addition to organizational factors, there are individual factors that also affect the success of education personnel in achieving optimal performance. Dwinarniyati et al. (2025) similarly found that although transformational leadership and organizational culture affect teacher performance, self-efficacy mediates only the relationship between achievement motivation and performance, not the effects of transformational leadership or organizational culture in elementary schools in Temanggung District.

The novelty of this research lies in examining the mediating role of self-efficacy in the relationship between transformational leadership and organizational culture on educational staff performance specifically within the context of Universitas Muhammadiyah Yogyakarta, a private Islamic university in Indonesia. While previous studies have examined these relationships in various organizational settings (Dewi et al., 2025; Dwinarniyati et al., 2025; Osman et al., 2024), limited research has focused on educational staff in Indonesian higher education institutions, particularly those with Islamic organizational cultures. Furthermore, this study contributes to resolving the inconsistent findings regarding the mediating role of self-efficacy by testing this mechanism in a context where standard operating procedures and structured work systems are well-established. The study also addresses the call by Ren and Cha (2025) for further research on the complex interplay between leadership, organizational support, and self-efficacy in university settings.

Based on the empirical conditions at UMY, the results of the pre-survey, and the differences in findings in the previous research, this study aims to analyze the influence of

transformational leadership style and organizational culture on the performance of education personnel with self-efficacy as a mediating variable. This research is expected to contribute to the development of Human Resource Management science, especially regarding the factors that affect the performance of education personnel in universities, as well as an input for the University of Muhammadiyah Yogyakarta in formulating a more effective human resource management strategy to improve organizational performance.

METHOD

Research Design

This study used a quantitative approach with an explanatory research design to test the causal relationship between research variables. Independent variables consist of transformational leadership style and organizational culture, while the performance of education personnel is a dependent variable. Self-efficacy acts as a mediating variable that explains the influence of the two independent variables on performance. Data was collected using a questionnaire and statistically analyzed using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method using the SmartPLS 4 application.

The research objects include transformational leadership style, organizational culture, self-efficacy, and performance of education personnel at the University of Muhammadiyah Yogyakarta (UMY). The subjects of the study are education personnel (non-lecturer staff) who are active and have a minimum working period of one year. The research was carried out during the period from December 2025 to June 2026, which included the preparation of proposals, proposal seminars, data collection, data analysis, report preparation, and thesis exams.

Population and Sample

The research population is all education staff of the University of Muhammadiyah Yogyakarta which totals 349 people. The sample was determined using the proportionate stratified random sampling technique based on the work unit so that each unit had a proportionate opportunity as a respondent. The number of samples was calculated using the Slovin formula with an error rate of 5%, so that 186 respondents were obtained. Furthermore, the number of samples was distributed proportionally in each work unit, then respondents were randomly selected according to the predetermined allocation.

Data Type

This study uses primary data and secondary data. Primary data was obtained through the distribution of questionnaires to education personnel who met the research criteria. Meanwhile, secondary data was obtained from documents from the University of Muhammadiyah Yogyakarta, such as data on the number of education personnel, organizational structure, and data on the Employee Performance Unit (SKP) in 2025 which includes the value of Main Tasks, AIK, and Support.

Data Collection Techniques

The research data was collected using questionnaires that were compiled based on the indicators of each research variable, namely transformational leadership style, organizational culture, self-efficacy, and performance of education personnel. All statements were measured using a five-point Likert scale. The questionnaire was distributed online through Google Form to respondents. Before use, the research instrument is first tested for validity and reliability to make it suitable for use in data collection.

Data Analysis Techniques

Data analysis was carried out using the SEM-PLS method with the help of the SmartPLS 4 application. The stages of analysis include descriptive analysis, evaluation of measurement models (outer models), evaluation of structural models (inner models), and hypothesis testing. Descriptive analysis is used to describe the characteristics of respondents and the distribution of answers of each variable. The outer model was evaluated through convergent validity (outer loading ≥ 0.70 and AVE ≥ 0.50), discriminant validity (HTMT < 0.90 and Fornell-Larcker), and reliability using Cronbach's Alpha and Composite Reliability (≥ 0.70).

Furthermore, the inner model was evaluated using the determination coefficient (R^2) to see the model's ability to explain the dependent variables, effect size (F^2) to measure the magnitude of the influence of each variable, and the path coefficient to determine the direction of the relationship between variables. The significance of the relationship was tested through a bootstrapping procedure, with the T-statistic criteria > 1.96 and the P-value < 0.05 .

RESULTS AND DISCUSSION

Measurement Model Test Results (*Outer Model*)

Evaluation of the measurement model (*outer model*) is carried out to ensure that each research construct meets the criteria of validity and reliability. According to Hair et al. (2021), *outer model testing* includes convergent validity, discriminant validity, and construct reliability to ensure that each indicator is able to measure the research construct appropriately and consistently.

1. Validity Testing

Validity testing is one of the stages in the evaluation of the measurement model (*outer model*) which aims to ensure that each indicator is able to measure the constructed measured precisely. In the *Structural Equation Modeling-Partial Least Squares* (SEM-PLS) method, the validity of the construct is evaluated through two approaches, namely *convergent validity* and *discriminant validity*. *Convergent validity* is used to assess the suitability of indicators in representing the same construct, while *discriminant validity* is used to ensure that each construct has different characteristics so that it can be distinguished from other constructs.

a. Convergent Validity

Convergent validity testing is performed using outer loading values and Average Variance Extracted (AVE) values to ensure that each indicator is able to represent the measured construct. Based on the results of the analysis, almost all indicators have an outer loading value above 0.70, namely in the variables Transformational Leadership Style (X1) of 0.714–0.871, Organizational Culture (X2) of 0.741–0.892, Self-Efficacy (Z) of 0.719–0.930, and Performance of Education Personnel (Y) of 0.678–0.851. Although there are two indicators in the performance variable (Y.6.1 and Y.6.2) that have a value slightly below 0.70, both are still maintained because their values are close to the recommended limit and are still acceptable in the PLS-SEM analysis. Overall, the results show that all indicators have met the criteria of convergent validity and are suitable for use in the analysis.

In addition to outer loading, convergent validity is also evaluated through AVE values, with a minimum criterion of 0.50. The test results showed that all constructs had AVE values above this limit, namely Transformational Leadership Style (0.661), Organizational Culture (0.666), Education Personnel Performance (0.593), and Self-Efficacy (0.710). This value

shows that each construct is able to explain more than 50% of the variance of the indicators that make it up, so that all variables meet the convergent validity requirements. Thus, the research instrument is considered valid and able to adequately measure the research construct.

b. Discriminant Validity

Discriminant validity testing is carried out using the Heterotrait-Monotrait Ratio (HTMT) method to ensure that each construct has a clear difference from the other constructs. Based on the test results, all HTMT values were below the recommended limit of 0.90, with values ranging from 0.365 to 0.679. These values include the relationship between Transformational Leadership Style (X1) and Organizational Culture (X2) of 0.679, Performance of Education Personnel (Y) of 0.514, and Self-Efficacy (Z) of 0.365. Meanwhile, the HTMT value between Organizational Culture (X2) and Education Personnel Performance (Y) was 0.654, with Self-Efficacy (Z) of 0.476, and between Self-Efficacy (Z) and Education Personnel Performance (Y) of 0.657. These results show that all constructs have met the discriminant validity criteria based on the HTMT method.

In addition to using HTMT, discriminant validity is also evaluated through the Fornell-Larcker Criterion by comparing the square root value of Average Variance Extracted (AVE) to the correlation between constructs. The results of the analysis showed that the square root values of each construct, namely Transformational Leadership Style (0.813), Organizational Culture (0.816), Performance of Education Personnel (0.770), and Self-Efficacy (0.843), were all greater than the correlation values with other constructs. Thus, each variable is able to represent a different concept and not overlap with other constructs. Based on the results of the HTMT and Fornell-Larcker Criterion tests, all variables in this study were declared to meet the requirements of discriminant validity and were suitable for use at the next stage of analysis.

Reliability Testing

Table 1. Value *Cronbach's Alpha* and *Composite Reliability*

	<i>Cronbach's alpha</i>	<i>Composite reliability (rho a)</i>	<i>Composite reliability (rho c)</i>	<i>Average variance extracted (AVE)</i>
X1	0.978	0.979	0.979	0.661
X2	0.964	0.966	0.968	0.666
Y	0.923	0.928	0.936	0.593
Z	0.932	0.946	0.945	0.710

Source: primary data, 2026

Cronbach's Alpha

Reliability testing is carried out to determine the level of consistency of indicators in measuring each research construct. One of the sizes used is *Cronbach's Alpha*. According to Hair et al. (2019), a construct is declared reliable if it has a *Cronbach's Alpha* value ≥ 0.70 . The higher the *Cronbach's Alpha* value, the better the level of internal consistency between the indicators in measuring the same construct.

Based on the test results in Table 4.11, all research variables have a *Cronbach's Alpha* value above 0.70. The variable of Transformational Leadership Style (X1) obtained a value of 0.978, Organizational Culture (X2) of 0.964, Performance of Education Personnel (Y) of 0.923, and *Self-Efficacy* (Z) of 0.932. The value indicates that the entire construct has met the reliability criteria and has an excellent level of internal consistency.

The Transformational Leadership Style variable had the highest *Cronbach's Alpha* value, which was 0.978, while the Performance of Education Personnel had the lowest value, which was 0.923. However, all values are still above the recommended minimum, so all variables are declared reliable.

Based on these results, it can be concluded that all research variables have met the reliability requirements based on *Cronbach's Alpha* value, so that the indicators used have a good level of consistency and can be used at the next stage of analysis.

Composite Reliability

In addition to *Cronbach's Alpha*, construct reliability is also evaluated using *Composite Reliability*. According to Hair et al. (2019), a construct is declared to have good reliability if the *Composite Reliability* value ≥ 0.70 . In this study, the test was carried out using two measures, namely rho_A and *Composite Reliability* (rho_C).

Based on the test results in Table 4.11, all variables have a rho_A value and a *Composite Reliability* (rho_C) above 0.70. The Transformational Leadership Style variable (X1) obtained a rho_A value of 0.979 and a rho_C of 0.979. The Organizational Culture variable (X2) has a rho_A value of 0.966 and a rho_C of 0.968. Furthermore, the variable Performance of Education Personnel (Y) obtained a rho_A value of 0.928 and a rho_C of 0.936, while the variable *Self-Efficacy* (Z) had a rho_A value of 0.946 and a rho_C of 0.945.

The results show that the entire construct has an excellent level of internal consistency. The Transformational Leadership Style variable obtained the highest reliability score, while the Performance of Education Personnel had the lowest rho_C value, which was 0.936. However, all values remain above the recommended minimum limit so that all constructs are declared reliable.

Thus, all variables in this study have met the reliability criteria based on the rho_A and *Composite Reliability* (rho_C) values. These results show that the research instrument has a good level of reliability so that it is suitable for use at the next stage of analysis.

Structural Model Test Results (*Inner Model*)

Structural model evaluation (*inner model*) was carried out to analyze the relationship between latent variables in the research model and assess the ability of exogenous variables to explain endogenous variables. In this study, the *evaluation of the inner model* includes testing the Determination Coefficient (R^2), *Effect Size* (F^2), *Path Coefficients*, and hypothesis testing that includes direct and indirect influences. Through these stages, it can be known the relationship between Transformational Leadership Style, Organizational Culture, *Self-Efficacy*, and Performance of Education Personnel at the University of Muhammadiyah Yogyakarta.

The *internal evaluation of the model* was carried out in stages through the analysis of R^2 , F^2 , *Path Coefficients*, and hypothesis testing to determine the strength of the relationship between variables in the research model.

1. Coefficient of Determination (R^2)

Table 2. Value of Determination Coefficient

	<i>R-square</i>	<i>R-square adjusted</i>
Y	0.549	0.541
Z	0.225	0.216

Source: primary data, 2026

The coefficient of determination (R^2) is used to show the magnitude of the variation of endogenous variables that can be explained by exogenous variables in the research model. According to Hair et al. (2019), the R^2 value of 0.75 belongs to the strong category, 0.50 belongs to the moderate category, while 0.25 belongs to the weak category.

Based on the results of data processing in Table 4.12, the variable of Education Personnel Performance (Y) obtained an R^2 value of 0.549 with an *Adjusted R^2* of 0.541. These results show that Transformational Leadership Style (X1), Organizational Culture (X2), and *Self-Efficacy* (Z) are able to explain 54.9% of the variation in Education Personnel Performance, while the remaining 45.1% are influenced by other variables outside the research model. Based on these values, the model's ability to explain the variation in the performance of education personnel is in the moderate category.

Meanwhile, the *Self-Efficacy* (Z) variable obtained an R^2 value of 0.225 with an *Adjusted R^2* of 0.216. These values showed that Transformational Leadership Style (X1) and Organizational Culture (X2) were able to explain 22.5% of the variation in *Self-Efficacy*, while the remaining 77.5% were influenced by factors outside the research model. Based on the classification of Hair et al. (2019), the model's ability to explain variations in *Self-Efficacy* is still in the weak category.

Overall, the research model has a moderate ability to explain the variation in the performance of education personnel, while the model's ability to explain *self-efficacy* is still relatively weak. This shows that there are still other factors outside the research model that have the potential to affect the *Self-Efficacy* of education staff at the University of Muhammadiyah Yogyakarta.

2. Effect Size (F square)

Table 3. Value *Effect Size (F Square)*

	X1	X2	Y	Z
X1			0.012	0.007
X2			0.136	0.117
Y				
Z			0.333	

Source: primary data, 2026

Effect size (f^2) is used to measure the magnitude of the contribution of each exogenous variable to the endogenous variable in the structural model. The *value of f^2* indicates a change in the value of R^2 when an exogenous variable is excluded from the research model. According to Hair et al. (2019), an f^2 value of 0.02 indicates a small influence, 0.15 indicates a moderate influence, and 0.35 indicates a large influence.

Based on the results of the analysis in Table 3, the variable of Transformational Leadership Style (X1) has an F^2 value of 0.012 for Education Personnel Performance (Y) and 0.007 for *Self-Efficacy* (Z). Both values were below 0.02, indicating that the contribution of the Transformational Leadership Style to the two endogenous variables was very small.

The Organizational Culture variable (X2) obtained an F^2 value of 0.136 for Education Personnel Performance (Y) and 0.117 for *Self-Efficacy* (Z). Both values are in the *small* category, but higher than the F^2 value in the Transformational Leadership Style. These findings show that Organizational Culture makes a relatively greater contribution in explaining

the variation in Education Personnel Performance and *Self-Efficacy*, although it has not reached the medium category.

Meanwhile, the *Self-Efficacy* (Z) variable has an F^2 value of 0.333 against the Performance of Education Personnel (Y). This value is in the medium category and is the highest *effect size* value in the research model. These results show that *Self-Efficacy* contributes more to the variation in Education Personnel Performance than other variables.

Based on the results of the test, *Self-Efficacy* is the variable that contributes the most to the Performance of Education Personnel in the research model. In addition, Organizational Culture makes a greater contribution than Transformational Leadership Style in explaining the variation in *Self-Efficacy* and Performance of Education Personnel.

Path Coefficients

Table 4. *Path Coefficient*

	<i>Original sample (O)</i>	<i>Sample mean (M)</i>	<i>Standard deviation (STDEV)</i>	<i>T statistics (O/STDEV)</i>	<i>P values</i>
X1 -> Y	0.099	0.112	0.085	1.170	0.242
X1 -> Z	0.100	0.117	0.134	0.748	0.454
X2 -> Y	0.350	0.344	0.082	4.255	0.000
X2 -> Z	0.402	0.394	0.129	3.112	0.002
Z -> Y	0.440	0.439	0.076	5.807	0.000

Source: primary data, 2026

Path coefficients are used to describe the direction and magnitude of the relationship between variables in the research model. A coefficient value marked positive indicates a unidirectional relationship, while a negative value indicates an opposite relationship. The magnitude of the coefficient value reflects the strength of the relationship between exogenous and endogenous variables in the research model.

Based on the results of data processing in Table 4, all relationships between variables have a positive path coefficient value. These results show that an increase in one variable tends to be followed by an increase in another variable that has a relationship with it.

The influence between Transformational Leadership Style (X1) and Education Personnel Performance (Y) has a path coefficient value of 0.099. These values indicate a positive relationship, although the strength of the relationship is relatively lower than the relationship between other variables in the research model.

The influence between Transformational Leadership Style (X1) and *Self-Efficacy* (Z) has a path coefficient value of 0.100. These results show that Transformational Leadership Style has a positive relationship with *Self-Efficacy*, although the magnitude of the coefficient is still relatively low.

Furthermore, the influence between Organizational Culture (X2) and Education Personnel Performance (Y) showed a path coefficient value of 0.350. This value is higher than the relationship between Transformational Leadership Style and Education Personnel Performance, thus indicating a relatively stronger positive relationship.

On the influence between Organizational Culture (X2) and *Self-Efficacy* (Z), a path coefficient value of 0.402 was obtained. These results show that Organizational Culture has a

positive relationship with *Self-Efficacy*, with greater relationship strength than the relationship between Transformational Leadership Styles and *Self-Efficacy*.

Meanwhile, the influence between *Self-Efficacy* (Z) and Education Personnel Performance (Y) had a path coefficient value of 0.440, which was the largest value in the research model. The findings show that *Self-Efficacy* has the strongest positive influence on the Performance of Education Personnel compared to the relationship between other variables.

Overall, the results of the path *coefficients analysis* show that all influences in the research model have a positive direction. The largest coefficient value is found in the influence of *Self-Efficacy* on the Performance of Education Personnel, followed by the influence of Organizational Culture on *Self-Efficacy* and Organizational Culture on the Performance of Education Personnel. In contrast, the influences involving the Transformational Leadership Style had a relatively lower coefficient value compared to other relationships in the research model.

Structural Tests (Influence Tests/Hypothesis Tests)

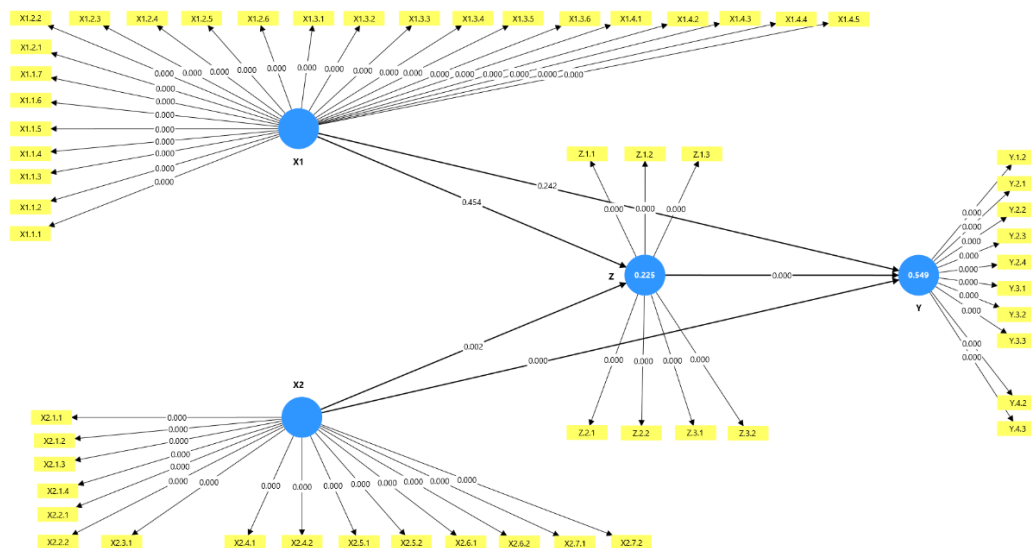


Figure 1. Hypothesis Testing

Based on the visualization of the PLS structural model in Figure 4.1, it can be seen that the variables Transformational Leadership Style (X1) and Organizational Culture (X2) have a direct influence path on *Self-Efficacy* (Z) and Education Personnel Performance (Y). In addition, *Self-Efficacy* (Z) also has a direct influence path on the Performance of Education Personnel (Y). Each path in the model shows the relationship tested in the study, while the coefficient value in each path describes the direction and magnitude of the relationship between variables.

The model visualization also shows the model's ability to explain endogenous variables through the *value of R²*. The Education Personnel Performance variable (Y) has an *R²* value of 0.549, which indicates that the model is able to explain 54.9% of the variation in Education Personnel Performance. Meanwhile, the *Self-Efficacy* (Z) variable obtained an *R²* value of 0.225, which means the model is able to explain 22.5% of the *Self-Efficacy* variation.

In general, all paths in the research model have a positive relationship direction. However, the path coefficient value only shows the direction and magnitude of the relationship

between variables so it cannot be used to determine statistical significance. Therefore, further testing is needed through the analysis of direct *effects* and indirect effects to determine the significance of each relationship in the research model.

1. Direct Effect

Table 5. Testing the Direct Influence Hypothesis

	<i>Original sample (O)</i>	<i>Sample mean (M)</i>	<i>Standard deviation (STDEV)</i>	<i>T statistics (O/STDEV)</i>	<i>P values</i>	<i>Remarks</i>
X1 ->Y	0.143	0.158	0.115	1.244	0.214	Rejected
X1 -> Z	0.100	0.117	0.134	0.748	0.454	Rejected
X2 -> Y	0.527	0.522	0.103	5.117	0.000	Accepted
X2 -> Z	0.402	0.394	0.129	3.112	0.002	Accepted
Z -> Y	0.440	0.439	0.076	5.807	0.000	Accepted

Source: primary data, 2026

Direct effect testing aims to determine the influence of exogenous variables on endogenous variables in the research model. The test was carried out using a *bootstrapping* procedure by paying attention to the *path coefficient*, *T-statistic*, and *P-value*. The hypothesis is stated to be supported if it meets the *criteria of P-value* < 0.05 or *T-statistic* > 1.96.

Based on the test results in Table 5, the influence between Transformational Leadership Style (X1) and Education Personnel Performance (Y) has a path coefficient value of 0.143, *T-statistic* of 1.244, and *P-value* of 0.214. Although the direction of the relationship is positive, a *P-value* that exceeds 0.05 indicates that the effect is not statistically significant. Therefore, H1 which states that the Transformational Leadership Style has a positive and significant effect on the Performance of Education Personnel is declared rejected.

The influence between Transformational Leadership Style (X1) and *Self-Efficacy* (Z) also showed insignificant results with a path coefficient value of 0.100, a *T-statistic* of 0.748, and a *P-value* of 0.454. This value shows that the Transformational Leadership Style has not been shown to have a significant influence on *Self-Efficacy*, so H3 is declared rejected.

In contrast to these results, the influence between Organizational Culture (X2) and Education Personnel Performance (Y) showed significant results. This is shown by the path coefficient value of 0.527, *T-statistic* of 5.117, and *P-value* of 0.000. Thus, H2 which states that Organizational Culture has a positive and significant effect on the Performance of Education Personnel is declared accepted.

The influence between Organizational Culture (X2) and *Self-Efficacy* (Z) also met the significance criteria with a path coefficient value of 0.402, *T-statistic* of 3.112, and *P-value* of 0.002. These results show that Organizational Culture has a positive and significant effect on *Self-Efficacy*, so H4 is declared accepted.

Furthermore, the effect between *Self-Efficacy* (Z) and Education Personnel Performance (Y) obtained a path coefficient value of 0.440, *T-statistic* of 5.807, and *P-value* of 0.000. These results show a positive and significant influence so that H5 is declared accepted.

Overall, the *direct effect* results show that Organizational Culture has a positive and significant effect on *Self-Efficacy* and Performance of Education Personnel. In addition, *Self-Efficacy* has also been proven to have a positive and significant effect on the Performance of

Education Personnel. In contrast, the Transformational Leadership Style did not show a significant influence on both endogenous variables in this study.

2. Indirect Effect

Table 6. Indirect Influence Hypothesis Testing

	<i>Original sample (O)</i>	<i>Sample mean (M)</i>	<i>Standard deviation (STDEV)</i>	<i>T statistics (O/STDEV)</i>	<i>P values</i>	<i>Remarks</i>
X1 -> Z -> Y	0.044	0.046	0.056	0.791	0.429	Rejected
X2 -> Z -> Y	0.177	0.179	0.078	2.262	0.024	Accepted

Source: primary data, 2026

Indirect *effect testing* was conducted to evaluate the role of *Self-Efficacy* (Z) as a mediating variable in the influence between Transformational Leadership Style (X1) and Organizational Culture (X2) on the Performance of Education Personnel (Y). The analysis was carried out using a *bootstrapping procedure* with the criterion that the hypothesis is stated to be supported if it meets the *P-value* of < 0.05 and the *T-statistical* value of > 1.96 .

Based on the test results in Table 6, the indirect influence between Transformational Leadership Style (X1) and Education Personnel Performance (Y) through *Self-Efficacy* (Z) obtained a coefficient value of 0.044, *T-statistic* of 0.791, and *P-value* of 0.429. The value indicates that the indirect influence tested is not statistically significant. Thus, *Self-Efficacy* was not proven to mediate the relationship between Transformational Leadership Style and Education Personnel Performance, so H6 was rejected.

In contrast, the indirect influence between Organizational Culture (X2) and Education Personnel Performance (Y) through *Self-Efficacy* (Z) showed significant results. This is shown by the coefficient value of 0.177, the *T-statistic* of 2.262, and the *P-value* of 0.024. Therefore, *Self-Efficacy* has been proven to mediate the relationship between Organizational Culture and Education Personnel Performance, so H7 is declared accepted.

Overall, the results of the indirect effect show that *Self-Efficacy* does not play a mediating variable in the relationship between Transformational Leadership Style and Education Staff Performance. On the contrary, *Self-Efficacy* has been shown to mediate the relationship between Organizational Culture and Educational Personnel Performance.

The discussion in this study is prepared based on the results of hypothesis testing that have been obtained through quantitative analysis using PLS-SEM. Each test result is interpreted by linking it to relevant theories and comparing it with previous research findings to gain a deeper understanding of the relationships between variables. The discussion focused on the influence of Transformational Leadership Style and Organizational Culture on the Performance of Education Personnel, both directly and through *Self-Efficacy* as a mediating variable. Through this discussion, this research is expected to provide a more comprehensive understanding of the relationship between variables as well as an input in human resource management at the University of Muhammadiyah Yogyakarta.

The Influence of Transformational Leadership Style on the Performance of Education Personnel (H1)

The results of the hypothesis test showed that the Transformational Leadership Style did not have a significant effect on the Performance of Education Personnel. This is shown by the

path coefficient value of 0.143 with a *P-value* of 0.214, which is greater than 0.05. Thus, the first hypothesis (H1) that states that the Transformational Leadership Style has a positive and significant effect on the Performance of Education Personnel is rejected. These findings indicate that the application of the Transformational Leadership Style does not have a significant influence on the performance of education personnel at the University of Muhammadiyah Yogyakarta.

These findings do not support the concept of Bass and Riggio (2006) who stated that the Transformational Leadership Style is able to increase motivation, commitment, and performance of subordinates through the dimensions of *idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration*. In addition, Bandura (1997) through *Social Cognitive Theory* explains that support from the environment, including the role of leaders, can strengthen *self-efficacy*, which further has the potential to improve performance. However, in this study, the relationship was not proven to be significant in the education staff of the University of Muhammadiyah Yogyakarta.

This condition is allegedly related to the characteristics of the work system at the University of Muhammadiyah Yogyakarta. The implementation of the duties of education personnel has been supported by standard operating procedures (SOPs), clear division of duties, and a structured work system. In addition, performance appraisal refers to indicators that have been set by the institution, so that performance achievement is influenced more by adherence to work procedures and individual responsibilities than by the leadership style of superiors. With these conditions, education personnel can still carry out their duties and achieve performance targets even though the Transformational Leadership Style is not the main factor that affects performance.

The findings are also strengthened by the results of interviews conducted by researchers with several education staff of the University of Muhammadiyah Yogyakarta. Most respondents revealed that the implementation of daily work is more influenced by the work system, work culture, work experience, and the clarity of SOPs than by the leadership style of the superiors. One of the respondents said that, "no matter who the leader is or whatever the leadership style, we still have to complete the work according to the standards and deadlines set by the work unit." Another respondent also stated that, "our performance is measured by administrative targets and punctuality. So, whether the leader is very visionary or ordinary, the daily service target must still be completed according to the standard." The statement shows that the implementation of the duties of education personnel is more oriented to the work system and procedures that have been established by the institution rather than relying on a transformational leadership style. However, there were other respondents who were of the view that "a leadership style that is communicative, open to input, and provides clear direction makes me better understand my work priorities." This indicates that the influence of transformational leadership is still felt by some individuals, but overall it has not become a dominant factor in improving the performance of education personnel.

The results of this study are not in line with the research of Dewi et al. (2025), Pillai et al. (2023), Sabila et al., and Putra et al. (2023) which concluded that the Transformational Leadership Style has a positive and significant effect on employee performance. The difference in results is suspected to be influenced by the characteristics of the organization, type of work, and the characteristics of different respondents in each study. Thus, the results of this study

show that the Transformational Leadership Style has not been proven to have a significant influence on the Performance of Education Personnel at the University of Muhammadiyah Yogyakarta.

The Influence of Organizational Culture on the Performance of Education Personnel (H2)

The results of the hypothesis test show that Organizational Culture has a positive and significant effect on the Performance of Education Personnel. This is shown by the path coefficient value of 0.527 with a *P-value* of 0.000, which is smaller than 0.05. Thus, the second hypothesis (H2) which states that Organizational Culture has a positive and significant effect on the Performance of Education Personnel is accepted. These results show that the implementation of an improved Organizational Culture is followed by an improvement in the Performance of Education Personnel.

The findings of this study support the opinion of Robbins and Judge (2019) who explain that Organizational Culture is a guideline for the behavior of organizational members through shared values, norms, and beliefs. In line with that, Armstrong (2020) stated that organizational culture that is consistently applied helps employees understand organizational expectations so that they can support work effectiveness and performance improvement. Thus, Organizational Culture acts as a guideline for education personnel in carrying out their duties and responsibilities.

At the University of Muhammadiyah Yogyakarta, Organizational Culture that emphasizes professionalism, discipline, cooperation, service, and institutional values creates a work environment that supports the implementation of the duties of education personnel. This condition is in line with the results of research that show a positive influence on the Performance of Education Personnel. Therefore, Organizational Culture can be seen as one of the factors that contribute to improving the performance of education personnel.

The results of this study are in line with the research of Shaikh et al. (2025), Putra et al. (2019), Yuxin et al. (2021), and Simbolon et al. (2022) which concluded that Organizational Culture has a positive and significant effect on employee performance. The similarity of these findings reinforces that the consistent implementation of organizational culture contributes to improving employee performance.

The Influence of Transformational Leadership Styles on *Self-Efficacy* (H3)

The results of the hypothesis test showed that the Transformational Leadership Style did not have a significant effect on *the Self-Efficacy* of education personnel. This is shown by the path coefficient value of 0.100 with a *P-value* of 0.454 or greater than 0.05. Thus, the third hypothesis (H3) which states that Transformational Leadership Style has a positive and significant effect on *Self-Efficacy* is rejected. These results indicate that the application of Transformational Leadership Style has not been proven to have a significant influence on *the Self-Efficacy* of education personnel at the University of Muhammadiyah Yogyakarta.

The findings of this study do not support the opinion of Bass and Riggio (2006) who stated that transformational leaders are able to increase *the self-efficacy* of subordinates through the provision of motivation, emotional support, individual attention, and empowerment. In addition, Bandura (1997) through *Social Cognitive Theory* explains that *self-efficacy* is influenced by social environmental factors, including the support provided by

leaders. However, this relationship was not proven to be significant in the education staff of the University of Muhammadiyah Yogyakarta.

The results of the study show that *the Self-Efficacy* of education personnel is in the very high category. This condition indicates that confidence in one's abilities may be more influenced by work experience, competencies, and experience in completing tasks than by Transformational Leadership Styles. This is suspected to be one of the reasons why there is no significant influence between Transformational Leadership Style and *Self-Efficacy* in this study.

The findings are also strengthened by the results of interviews conducted by researchers with several education staff of the University of Muhammadiyah Yogyakarta. Most respondents revealed that confidence in work is formed more through work experience, mastery of tasks, and understanding of standard operating procedures (SOPs) than by the leadership style of superiors. One of the respondents stated that "my *self-efficacy* is more influenced by work experience, understanding of procedures, and flight hours during service." Another respondent also said that "the feeling of 'confidence' that we are able to solve the problem of work arises because we have faced it often and understand the rules of the game." The statement shows that education staff's confidence in their abilities develops more through experience and mastery of work than through direct influence from the leadership. However, there are respondents who are of the view that "the role of the boss is to provide trust, direction, and feedback that can increase confidence in making decisions". This shows that the role of transformational leadership is still felt by some individuals, but overall it has not become a dominant factor in shaping *the self-efficacy* of education personnel.

The results of this study are not in line with the research of Yunita et al. (2024), Herlambang et al. (2020), Pillai et al. (2023), Khaskhelly (2023), and Suliati et al. (2025) which concluded that the Transformational Leadership Style has a positive and significant effect on *Self-Efficacy*. The difference in results is suspected to be influenced by the characteristics of the respondents and the different organizational environment in each study. Therefore, the results of this study show that the Transformational Leadership Style has not been proven to have a significant influence on *the Self-Efficacy* of education personnel at the University of Muhammadiyah Yogyakarta.

The Influence of Organizational Culture on *Self-Efficacy* (H4)

The results of hypothesis testing show that Organizational Culture has a positive and significant effect on the *Self-Efficacy* of education personnel. This is shown by the path coefficient value of 0.402 with a *P-value* of 0.002, which is smaller than 0.05. Thus, the fourth hypothesis (H4) which states that Organizational Culture has a positive and significant effect on *Self-Efficacy* is declared accepted. These results show that the better the implementation of Organizational Culture, the higher *the Self-Efficacy* of education personnel.

The findings of this study support the opinion of Bandura (1997) who explained that *Self-Efficacy* is influenced by various factors, one of which is social support and work environment conditions. A positive organizational culture is able to create a conducive work environment and provide a sense of psychological security, so that individuals have greater confidence in their abilities to face job demands.

At the University of Muhammadiyah Yogyakarta, Organizational Culture that emphasizes cooperation, professionalism, discipline, and commitment to institutional values

creates a work environment that supports the implementation of the duties of education personnel. This condition is in line with the results of research that shows that Organizational Culture makes a positive contribution to increasing *the Self-Efficacy* of education personnel.

The results of this study are in line with the research of Shaikh et al. (2020) and Yuxin et al. (2021) which concluded that Organizational Culture has a positive and significant effect on *Self-Efficacy*. The similarity of these results shows that a conducive organizational culture plays a role in shaping an individual's confidence in his ability to carry out work.

The Effect of *Self-Efficacy* on the Performance of Education Personnel (H5)

The results of the hypothesis test show that *Self-Efficacy* has a positive and significant effect on the performance of education personnel. This is shown by the path coefficient value of 0.440 with a *P-value* of 0.000, which is smaller than 0.05. Thus, the fifth hypothesis (H5) which states that *Self-Efficacy* has a positive and significant effect on the Performance of Education Personnel is accepted. These results show that the higher *the Self-Efficacy* that education personnel have, the better the performance of education personnel is shown.

The findings of this study support the opinion of Bandura (1997) who explains that *Self-Efficacy* is an individual's belief in his ability to organize and carry out the actions necessary to achieve certain goals. Individuals with high levels of *Self-Efficacy* tend to be more motivated, more persistent in facing obstacles, and able to complete work challenges effectively. In line with that, Robbins and Judge (2019) stated that individuals who have high confidence in their abilities will be encouraged to achieve more optimal work results.

At the University of Muhammadiyah Yogyakarta, education staff who have high *self-efficacy* tend to be more confident in carrying out administrative tasks, completing work according to targets, and facing various job demands. This condition is in line with the results of research that show the positive and significant influence of *Self-Efficacy* on the Performance of Education Personnel.

The results of this study are in line with the research of Yunita et al. (2024), Herlambang et al. (2020), Shaikh et al. (2020), Hadi (2023), and Pillai et al. (2023) which concluded that *Self-Efficacy* has a positive and significant effect on employee performance. The similarity of these findings shows that an individual's confidence in his or her abilities is one of the factors that contribute to improved performance.

The Role of *Self-Efficacy* in Mediating the Influence of Transformational Leadership Styles on Education Staff Performance (H6)

The results of the hypothesis test show that *Self-Efficacy* has not been proven to mediate the influence of Transformational Leadership Style on the Performance of Education Personnel. This is shown by the value of the indirect influence coefficient of 0.044 with a *P-value* of 0.429, which is greater than 0.05. Thus, the sixth hypothesis (H6) which states that *Self-Efficacy* mediates the influence of Transformational Leadership Style on the Performance of Education Personnel is rejected.

Theoretically, *the Social Cognitive Theory* put forward by Bandura (1997) explains that the social environment, including the role of leaders, can affect individual *self-efficacy* which in turn has an impact on behavior and performance. In line with that, Bass and Riggio (2006) stated that transformational leaders are able to increase self-confidence, motivation, and subordinate trust through support, empowerment, and the delivery of a clear vision. Based on the theoretical foundation, *Self-Efficacy* is estimated to play a mediating variable in the

relationship between Transformational Leadership Style and Education Personnel Performance.

However, the results of this study show that the mediation mechanism is not proven in the education staff of the University of Muhammadiyah Yogyakarta. This condition is suspected to be related to the fact that *the Self-Efficacy* of education personnel is more influenced by work experience, competence, and experience in completing tasks than by the Transformational Leadership Style. In addition, the results of previous tests also showed that the Transformational Leadership Style did not have a significant effect on *Self-Efficacy*, so the mediation pathway did not meet the criteria of statistical significance.

The findings are also strengthened by the results of interviews conducted by researchers with several education staff of the University of Muhammadiyah Yogyakarta. Most respondents revealed that their confidence in work is more shaped by work experience, mastery of tasks, work culture, and understanding of standard operating procedures (SOPs) than by support or motivation from leaders. One of the respondents said that "the support of the leadership is certainly a positive response, but it does not automatically increase our confidence or performance significantly". Another respondent also explained that "the support of the leadership is pleasant and makes the work climate positive. But if asked if it immediately makes us more confident and then the performance explodes, I don't think so". The statement shows that although the support of the leadership has a positive impact on the work atmosphere, the factor is not strong enough to increase *self-efficacy* which then has an impact on improving performance. On the other hand, there are respondents who argue that "support and motivation from leaders can increase confidence at work". These differences of views indicate that the influence of transformational leadership on *self-efficacy* is still felt by some individuals, but in general it has not been able to form a significant mediation mechanism between transformational leadership styles and the performance of education personnel.

The results of this study are not in line with the research of Yunita et al. (2024), Herlambang et al. (2020), Khaskhelly (2023), and Dewi et al. (2025) which concluded that *Self-Efficacy* is able to mediate the influence of Transformational Leadership Style on employee performance. The difference in results is suspected to be influenced by the characteristics of the organization, work environment, and different characteristics of respondents in each study. Therefore, this study shows that *Self-Efficacy* is not proven to play a mediating variable in the influence between Transformational Leadership Style and Performance of Education Personnel at the University of Muhammadiyah Yogyakarta.

The Role of *Self-Efficacy* in Mediating the Influence of Organizational Culture on the Performance of Education Personnel (H7)

The results of the hypothesis test show that *Self-Efficacy* is proven to mediate the influence of Organizational Culture on the Performance of Education Personnel. This is shown by the value of the indirect influence coefficient of 0.177 with a *P-value* of 0.024 or less than 0.05. Thus, the seventh hypothesis (H7) which states that *Self-Efficacy* mediates the influence of Organizational Culture on the Performance of Education Personnel is declared accepted. These findings indicate that the influence of Organizational Culture on the Performance of Education Personnel does not only occur directly, but also through the improvement of *Self-Efficacy*.

The findings of this study support *the Social Cognitive Theory* put forward by Bandura (1997), which explains that the work environment plays a role in shaping an individual's belief in his or her abilities. A positive organizational culture is able to create a supportive work environment so that individuals have a higher level of *Self-Efficacy* in carrying out their work. In line with that, Armstrong (2020) explained that a strong organizational culture helps employees understand organizational goals, job expectations, and applicable behavior standards so that it can support the formation of *Self-Efficacy*.

At the University of Muhammadiyah Yogyakarta, Organizational Culture that emphasizes professionalism, cooperation, discipline, service, and institutional values creates a conducive work environment for education personnel. The work environment is in line with the results of research that shows that Organizational Culture contributes to the increase of *Self-Efficacy*, which in turn is related to the improvement of the Performance of Education Personnel.

The results of this study are in line with the research of Shaikh et al. (2020) and Yuxin et al. (2021) which concluded that *Self-Efficacy* mediates the relationship between Organizational Culture and employee performance. The similarity of these results strengthens that Organizational Culture not only has a direct influence on the Performance of Education Personnel, but also through increasing *Self-Efficacy*. Thus, *Self-Efficacy* plays the role of partial *mediator* in the relationship between Organizational Culture and the Performance of Education Personnel at the University of Muhammadiyah Yogyakarta.

CONCLUSION

Based on the results of the analysis and discussion, this study shows that transformational leadership style does not have a significant effect on the performance or self-efficacy of education personnel, and self-efficacy is also not able to mediate the relationship between transformational leadership style and performance. On the other hand, organizational culture has been proven to have a positive and significant effect on the performance and self-efficacy of education personnel. In addition, self-efficacy also has a positive and significant effect on performance, so the higher the confidence of education staff in their abilities, the better the performance produced. The results of the study also prove that self-efficacy is able to partially mediate the influence of organizational culture on the performance of education personnel, which shows that a good organizational culture not only improves performance directly, but also through increasing self-efficacy of education personnel.

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