



Accelerating The Mission Of Education: Testing The Power Of Transformational Leadership And Group Cohesiveness In The Organization

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Abstract. Achieving the mission of educational institutions is a crucial factor in the progress of education in Indonesia. Researchers often encounter obstacles in mission achievement due to leadership deficiencies, poor human resource quality, and insufficient support from surrounding groups. Therefore, this research aims to determine the influence of transformational leadership and human resource quality on mission achievement, moderated by group cohesiveness. This study employs a quantitative method, with data collected via Google Form questionnaires, which were distributed through WhatsApp and analyzed using SmartPLS 4. The results indicate that transformational leadership and group cohesiveness have a significant effect on the effectiveness of mission achievement in educational institutions, whereas other variables showed no significant effect. The implications of this research suggest that to enhance mission achievement effectiveness, educational institutions must prioritize the development of transformational leadership character and build a solid and cohesive work climate. This implies that institutional success depends more on the leader's vision and team cohesion than merely on staff qualifications.

Keywords: educational institutions, group cohesiveness, mission achievement, quality of human resources, transformational leadership.

Abstrak. Pencapaian misi lembaga pendidikan menjadi salah satu faktor yang penting dalam kemajuan pendidikan di Indonesia. Peneliti seringkali menemui terhambatnya pencapaian misi lembaga karena kekurangan sosok pemimpin, kualitas sumber daya manusia yang kurang baik, serta kurangnya dukungan dari kelompok sekitar. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui pengaruh kepemimpinan transformasional dan kualitas sumber daya manusia dalam mencapai misi sebuah lembaga pendidikan yang dimoderasi oleh kohesivitas kelompok. Penelitian ini menggunakan metode kuantitatif dengan teknik pengumpulan data melalui kuesioner Google Form yang disebarluaskan melalui WhatsApp, kemudian data dianalisis menggunakan SmartPLS 4. Hasil penelitian menunjukkan bahwa kepemimpinan transformasional dan kohesivitas kelompok berpengaruh signifikan terhadap efektivitas pencapaian misi lembaga pendidikan, sedangkan variabel lainnya tidak memberikan pengaruh yang signifikan. Implikasi dari penelitian ini menunjukkan bahwa untuk meningkatkan efektivitas pencapaian misi, lembaga pendidikan harus memprioritaskan pengembangan karakter kepemimpinan yang transformasional dan membangun iklim kerja yang solid (kohesif). Hal ini mengisyaratkan bahwa keberhasilan lembaga lebih ditentukan oleh visi pemimpin dan kekompakan tim daripada sekadar kualifikasi individu staf secara terpisah.

Kata Kunci: kepemimpinan transformasional, kualitas sumber daya manusia, kohesivitas kelompok, lembaga pendidikan, pencapaian misi.

INTRODUCTION

Leadership has long attracted public attention and is frequently associated with narratives of renowned military commanders, prominent political figures, and admired religious leaders (Septinilia & Bustami, 2025).

Admiration for intelligent and courageous leaders frequently gives rise to heroic legends that leave a profound impression on the hearts of their followers (Ahmad *et al.*, 2023). In the context of modern organizations, the achievement of educational institutions' missions is not only influenced by external factors but is highly dependent on the quality of transformational leadership and the quality of human resources (HR) within the organization (Nasukah dan Maunah, 2021).

Transformational leadership plays a crucial role in creating vision, motivating members, and shaping a climate of innovation and collaboration (Sugandi *et al.*, 2023). However, the effectiveness of this leadership style is highly dependent on the quality of human resources. Human resources with strong skills and positive attitudes can be more effectively directed toward achieving organizational goals (Pradana *et al.*, 2022). In addition, group cohesiveness the degree of cohesion among team members is an important factor that strengthens cooperative relationships within organizations (Putra *et al.*, 2020).

This study Urgency is critically important for at least three main reasons. First, in the post-pandemic era, educational institutions face disruptive challenges that require rapid adaptation, in which transformational leadership determines whether institutions are able to survive or fall behind (Caharian dan Cabanlit, 2024). Second, there remains a gap between the academic qualifications of human resources and the actual achievement of institutional missions, which are often misaligned (R dan K, 2025). Third, although group cohesiveness is commonly viewed as a supporting factor, its role as a moderating variable in strengthening the influence of leadership on mission achievement in educational institutions has rarely been empirically examined using comprehensive quantitative models (Gao *et al.*, 2024). Without a deeper understanding of the interaction among these variables, educational institutions risk remaining in stagnant management practices and failing to achieve their strategic missions.

RESEARCH METHODS

This study employed a quantitative approach with a correlational design to statistically examine the relationships among variables. The quantitative approach was selected because the study aimed to test hypotheses and generalize findings based on measured sample data (Sugiyono, 2019). Data were analyzed using a variance-based structural equation modeling technique, namely Partial Least Squares Structural Equation Modeling (PLS-SEM), with the assistance of SmartPLS 4 software (Hair *et al.*, 2021).

Four main variables were examined using indicators derived from established theoretical frameworks:

1. Transformational Leadership (X1)

This variable assesses leaders' ability to inspire and empower organizational members (Roesminingsih dan Windasari, 2025). The indicators include idealized influence, inspirational motivation,

intellectual stimulation, and individualized consideration (Bismoko *et al.*, 2023).

2. Quality of Human Resources (X2)

This variable refers to the competencies of individuals within the organization (Rizky *et al.*, 2025). The indicators include educational level/academic qualifications, technical skills (hard skills), behavioral competencies (soft skills), and work motivation (Mustofa *et al.*, 2021).

3. Effectiveness of Mission Achievement (Y)

This variable represents the institution's level of success in achieving its strategic vision and targets. It is measured through indicators such as vision–mission understanding, timeliness of target achievement, quality of graduates/outcomes, and stakeholder satisfaction (Limon dan Dilekçi, 2022).

4. Group Cohesiveness (Z)

This variable serves as a moderating variable that measures the strength of bonds among members. Its indicators include interpersonal attraction, teamwork strength, commitment to shared tasks, and unity of group sentiment (Wai *et al.*, 2021).

The research population consisted of teachers and educational staff with varying lengths of service (ranging from less than one year to more than ten years). A simple random sampling technique was employed. Data were collected using a Likert-scale questionnaire distributed via social media (WhatsApp) to 96 respondents who met the predefined inclusion criteria, as presented in Table 1.

Table 1. Respondent Characteristics

Dimension	Characteristics	Total	Percentage
Gender	Male	68	71%
	Female	28	29%
Length of Employment	Less than 1 year	21	21.9%
	1–3 years	44	45.8%
	4–6 years	15	15.6%
	7–10 years	4	4.2%
	More than 10 years	12	12.5%

Source: Processed data, 2025

Table 2. Operationalization Of Research Variables

Variable	Conceptual Definition	Indicators	Measurement Scale
Transformational Leadership (X1)	A leadership style that inspires and empowers members to achieve a shared vision (Bismoko <i>et al.</i> , 2023).	1. Idealized Influence 2. Inspirational Motivation 3. Intellectual Stimulation 4. Individual Consideration	Likert 1–5
Human Resource Quality (X2)	Competencies, skills, and attitudes of individuals that	1. Academic Qualifications 2. Technical Skills (Hard Skills) 3. Behavioral	Likert 1–5

	contribute to organizational goals (Mustofa et al., 2021).	Competencies (Soft Skills)4. Work Motivation
Mission Achievement Effectiveness (Y)	The extent to which an institution is able to realize its vision and strategic targets (Limon & Dilekçi, 2022).	1. Understanding of Vision and Mission2. Timeliness of Target Achievement3. Quality of Outputs/Graduates4. Stakeholder Satisfaction
Group Cohesiveness (Z - Moderating Variable)	The strength of social bonds and commitment among group members (Wai et al., 2021).	1. Interpersonal Attraction2. Strength of Teamwork3. Commitment to Tasks4. Unity of Feelings (Cohesion)

Source: Processed data, 2025

Based on Table 2, the operationalization of these variables summarizes the research measurement framework by detailing four main variables, namely transformational leadership, quality of human resources, effectiveness of mission achievement, and group cohesiveness, into measurable empirical indicators. Each variable is conceptually defined based on recent references (2020–2023) to ensure theoretical validity, which is then operationalized into specific indicators such as inspirational motivation, academic qualifications, and levels of team cohesiveness. The use of the Likert scale of 1–5 in this table serves as a standardization instrument to convert respondents' perceptions into objective quantitative data, thus facilitating the statistical analysis process using SmartPLS 4 in testing the relationship between these variables.

RESULTS AND DISCUSSION

Before testing the hypothesis, the first stage in the analysis using PLS-SEM is to evaluate the measurement model or outer model. This evaluation aims to ensure that the research instruments used have met the scientific criteria in accurately measuring each construct (Masaong, Aneta, & Masaong, 2023). This test includes two main aspects, namely a validity test to see the accuracy of the statement items, and a reliability test to see the consistency of respondents' answers (Hair et al., 2021).

The validity test in this study was carried out by looking at the value of outer loading and Average Variance Extracted (AVE). Instrument items are declared valid and eligible if they have an outer loading value of > 0.7 . However, according to the criteria of (Hair et al., 2021), items with values between 0.4 and 0.7 are still acceptable if the AVE value of the construct is greater than 0.5.

The results of the analysis through the calculation of the SmartPLS 4 algorithm show that all 20 statement items across the variables have an outer loading value above 0.7. This is supported by the acquisition of AVE values

for all variables that have exceeded the threshold of 0.5, so that it is concluded that all data meet the required convergent validity criteria.

In addition to validity, the researcher also evaluated the reliability of the data to ensure the consistency of the instrument. Reliability is measured by Cronbach's Alpha and Composite Reliability (CR). The provision is that all instrument items are declared reliable if they have a value of > 0.7 . Based on these standards, the results of the analysis showed that the four variables in this study (Transformational Leadership, Human Resource Quality, Mission Achievement Effectiveness, and Group Cohesiveness) have met the reliability requirements because Cronbach's Alpha and Composite Reliability values are consistently above 0.7.

Table 3. Outer Loading

Dimension	Outer Loading	Cronbach's Alpha	Composite Reliability (α)	Composite Reliability (pc)	AVE
M1	0.823	0.884	0.897	0.914	0.681
M2	0.809				
M3	0.845				
M4	0.828				
M5	0.821				
X1.1	0.891	0.895	0.903	0.923	0.708
X1.2	0.716				
X1.3	0.837				
X1.4	0.860				
X1.5	0.889				
X2.1	0.764	0.857	0.865	0.897	

Source: Processed data, 2025

Structural Model Analysis (Inner Model). After the measurement model was valid, the researcher conducted an internal model test through the Bootstrapping process on SmartPLS 4. The significance criteria used refer to the standard (Hair et al., 2021), where the relationship between variables is declared significant if they have P-values of less than 0.05 (< 0.05). Based on the results of data processing, the following is a discussion of the hypotheses proposed:

1. The Influence of Transformational Leadership on Mission Achievement.

The test results showed that transformational leadership had a positive and significant influence on the achievement of educational institutions' missions (P-Value 0.003; Original Sample 0.325). This means that an inspiring and visionary leadership style is able to move the organization towards its strategic targets. These findings are in line with the research of (Nasukah dan Maunah, 2021) which states that transformational leaders in schools are able to create a culture of innovation that accelerates the achievement of the institution's vision. Compared to the research of (Limon dan Dilekçi, 2022), these results reinforce the

theory that leadership is the most dominant predictor in the effectiveness of educational organizations.

2. The Effect of Group Cohesiveness on Mission Achievement.

The analysis on the second hypothesis shows a significant direct influence of group cohesiveness on mission achievement (P-Value 0.004; Original Sample 0.346). This indicates that the solidity and cohesiveness of the team independently can increase the success of the mission without having to depend on other variables. These findings support the research results of (Putra et al., 2020) who found that cohesive work groups have higher levels of productivity and task commitment. However, this study provides different insights from classic studies that often only place cohesiveness as a support for individual performance, rather than the organization's mission on a macro level.

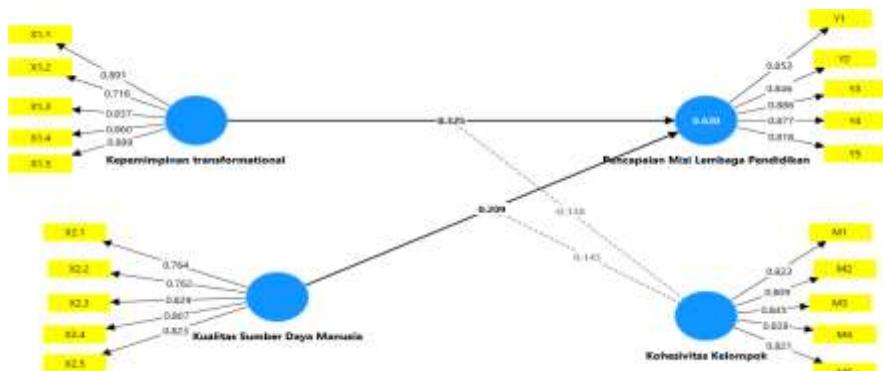


Figure 1. Results Of The Analysis Using Smartpls 4

The results of the third hypothesis test showed that the quality of human resources (HR) did not have a significant influence on the achievement of the mission of educational institutions (P-Value $0.106 > 0.05$; Original Sample 0.209). This indicates that the high qualifications or competencies of individual staff do not necessarily guarantee the success of the organization's mission if it is not accompanied by an integrated management system. This finding is different from the research of (Mustofa et al., 2021) which stated that human resources are the main driver of effectiveness. However, these results are in line with the argument of (Cabrera dan Cabrera, 2002) who stated that the quality of human resources often only has an impact on the performance of individual technical tasks, not on the achievement of the organization's strategic mission on a macro level, especially if there are obstacles in aligning the vision between individuals and institutions.

Furthermore, Group Cohesiveness as Transformational Leadership Moderation. Based on the results of the moderation test (Hypothesis 4), group cohesiveness was found not to moderate the relationship between transformational leadership and mission achievement (P-Value $0.201 > 0.05$). This means that the influence of leadership style on mission success is

constant and does not depend on how strong the social bonds are within the group. These findings contradict the theory of (Gully *et al.*, 2002) which assumes that solid groups will amplify leadership impact. This may happen because in these educational institutions, transformational leadership already has a very strong influence directly, so that the existence of team cohesiveness no longer plays a role as a strengthening factor.

Group Cohesiveness as a Moderation of Human Resources Quality. The analysis of the fifth hypothesis shows that group cohesiveness also does not moderate the relationship between human resource quality and mission achievement (P-Value $0.241 > 0.05$; Original Sample -0.138). These results show that although the group has high cohesiveness, it is not able to help the quality of human resources in increasing mission effectiveness. These findings are in line with research by (Pradana dan Rahardjo, 2022) which shows that in highly technical professional environments, individual competencies often work independently of the social dynamics of their group. The negative original sample value (-0.138) even gives a small signal that too high cohesiveness can sometimes trigger the phenomenon of groupthink which actually hinders the effectiveness of human resource competencies in achieving mission innovation.

Table 4. Results Of SEM Hypothesis Testing

Hypothesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ($ O/STDEV $)	P Values
Transformational Leadership → Achievement of Educational Institution Mission	0.325	0.333	0.110	2.945	0.003
Group Cohesiveness → Achievement of Educational Institution Mission	0.346	0.333	0.122	2.849	0.004
Human Resource Quality → Achievement of Educational Institution Mission	0.209	0.224	0.129	1.618	0.106
Group Cohesiveness × Human Resource Quality → Achievement of Educational Institution	0.145	0.123	0.114	1.279	0.201

Mission						
Group Cohesiveness		-0.138	-0.123	0.118	1.172	0.241
Transformational Leadership	→					
Achievement of Educational Institution	of					
Mission						

Source: Processed data, 2025

Overall, the results of the evaluation of the measurement model (outer model) showed that all research instruments met the criteria of validity and reliability, with the values of outer loading, Cronbach's Alpha, and Composite Reliability consistently exceeding the threshold of 0.7.

Furthermore, in the testing of the structural model (inner model) of the five hypotheses proposed, it was found that only two hypotheses had a direct and significant influence on Mission Achievement (Transformational Leadership and Group Cohesiveness) because they had a P-value < 0.05. Meanwhile, the other three hypotheses were declared insignificant, which included the direct influence of human resource quality and the role of group cohesiveness as a moderation variable, because the P-value was greater than the significance standard of 0.05.

Table 5. R-Square Values

Dependent Variable	R-Square	Adjusted R-Square
Achievement of Educational Institution Mission	0.620	0.599

Source: Processed data, 2025

The R-Square value is a value that shows how much influence all independent variables have on the dependent variable. Based on Table 5, the R-Square value is 0.620. This shows that the variables of Transformational Leadership, Human Resource Quality, and Group Cohesiveness together contribute 62% to the achievement of the mission of educational institutions. Meanwhile, the remaining 38% was explained by other factors outside the research model. The findings of the study show a significant direct influence of transformational leadership and group cohesiveness. Interestingly, group cohesiveness has not been shown to play a role as a moderation variable, but rather stands alone as a direct determinant factor.

The relevance of Transformational Leadership reinforces the theory that visionary leadership is the key to organizational effectiveness. This is evidenced by a path coefficient value of 0.325 and a P-value of 0.003. These results are in line with the research of (Nasukah dan Maunah, 2021) which states that in the era of disruption, transformational leaders are more effective in directing school residents towards strategic targets. Research by (Masaong et al. 2023) also confirms that inspiration from leaders directly

optimizes the achievement of the vision of educational institutions in Indonesia.

The data showed that group cohesiveness had a significant effect directly (P -value = 0.004) but failed to moderate. This is supported by research by (Putra *et al.*, 2020) which found that team cohesiveness in the educational environment often works as a main (independent) driver rather than simply reinforcing the relationship of other variables. Research by (Wai *et al.* 2021) also shows that strong social bonds within educational teams automatically improve organizational performance without the need to rely on certain moderation factors.

The finding that HR quality had no significant effect (P = 0.106) supported the results of the research of (Suhardono *et al.*, 2022) which explained that high individual competence would not have an impact on the organization's grand mission if there was no systemic alignment and strong leadership direction. In line with that, (Mustofa *et al.*, 2021) stated that HR qualifications often only improve the performance of routine tasks, but to achieve the strategic mission of the institution, more than just individual qualities are needed, namely team collaboration and leadership.

CONCLUSION

Based on the above research, it can be concluded that transformational leadership and group cohesiveness are the main predictors that directly and significantly determine the effectiveness of the achievement of the mission of educational institutions, with a total influence contribution of 62% (R^2 = 0.620). Although group cohesiveness fails to play a role as a moderation variable, its strength as an independent factor confirms that the success of the organization depends more on the leader's vision and team solidarity than on the quality of individual human resources. Implicitly, educational institutions must prioritize the development of an inspiring leadership style and the development of a collaborative work climate to overcome strategic obstacles. Given that there are still 38% of other factors outside the model, future research is recommended to explore additional variables such as organizational culture or work commitment to broaden the horizons of leadership management science.

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