

**The Effect Of Talent Management And Transformational Leadership On Organizational Performance With Work Engagement And Perceived Organizational Support As Mediation At MAN 1 Jepara**

**Pengaruh Manajemen Bakat dan Kepemimpinan Transformasional terhadap Kinerja Organisasi dengan Keterlibatan Kerja dan Dukungan Organisasi yang Dirasakan sebagai Mediasi di MAN 1 Jepara**

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**ABSTRACT**

*This study was conducted to analyze the influence of talent management and transformational leadership on organizational performance with work engagement and perceived organizational support as mediators at MAN 1 Jepara. Using a quantitative approach by conducting a survey of 92 respondents consisting of educators and education personnel through a questionnaire with a Likert scale of 1-10. Data were analyzed using SmartPLS software to determine the significance and strength of the relationship between variables. The results showed that organizational performance was significantly influenced by perceived organizational support and work engagement. Transformational leadership and talent management did not have a direct effect on performance, but both had an indirect effect through employee psychological mechanisms. Transformational leadership improved performance through perceived organizational support, while talent management through work engagement. These findings confirm that the improvement in madrasah organizational performance occurs through strengthening work engagement and perceived organizational support by employees.*

**Keywords:** Talent Management, Transformational Leadership, Organizational Support, Work Engagement, Perceived Organizational Support

**ABSTRAK**

Penelitian ini dilakukan untuk menganalisis pengaruh manajemen talenta dan kepemimpinan transformasional terhadap kinerja organisasi dengan keterlibatan kerja dan persepsi dukungan organisasi sebagai mediator di MAN 1 Jepara. Pendekatan kuantitatif dilakukan dengan survei terhadap 92 responden yang terdiri dari pendidik dan tenaga pendidik melalui kuesioner dengan skala Likert 1-10. Data dianalisis menggunakan perangkat lunak SmartPLS untuk menentukan signifikansi dan kekuatan hubungan antar variabel. Hasil penelitian menunjukkan bahwa kinerja organisasi dipengaruhi secara signifikan oleh persepsi dukungan organisasi dan keterlibatan kerja. Kepemimpinan transformasional dan manajemen talenta tidak memiliki pengaruh langsung terhadap kinerja, tetapi keduanya memiliki pengaruh tidak langsung melalui mekanisme psikologis karyawan. Kepemimpinan transformasional meningkatkan kinerja melalui persepsi dukungan organisasi, sedangkan manajemen talenta melalui keterlibatan kerja. Temuan ini menegaskan bahwa peningkatan kinerja organisasi madrasah terjadi melalui penguatan keterlibatan kerja dan persepsi dukungan organisasi oleh karyawan.

**Kata Kunci:** Manajemen Talenta, Kepemimpinan Transformasional, Dukungan Organisasi, Keterlibatan Kerja, Persepsi Dukungan Organisasi

**1. Introduction**

Globalization and the acceleration of social and technological change require educational institutions to continuously adapt to maintain organizational performance and the quality of educational services. Curriculum adjustments, the implementation of quality standards, and the strengthening of human resource (HR) competencies are imperative for educational institutions to remain relevant and sustainable. This situation drives the need for strategic organizational and HR management, particularly through adaptive managerial practices and effective leadership (Misu et al., 2022). In the context of Indonesian education,

the quality of HR management has proven to be a determining factor in the success of educational organizations in responding to environmental changes and demands for quality services (Riyoko, 2020).

Organizational performance is a key indicator of successful madrasah management. MAN 1 Jepara demonstrated positive performance, reflected in an increase in its accreditation score from 96 in 2017 to 97 in 2023 (BAN-PDM). This achievement indicates continuous improvement in organizational management, particularly in the development and management of human resources. In this context, talent management is a strategic approach that encompasses the identification, development, and retention of superior educators to support learning effectiveness and educational quality. Previous research has shown that systematic talent management practices positively impact teaching quality and school performance by improving staff motivation and competency (Hoque & Atheef, 2024). Similar findings have also been demonstrated in the context of public sector organizations in Indonesia, where HR competency management significantly contributes to improved organizational performance (Mahfudh; Ismanto; Roosdhani, 2024).

In addition to talent management, transformational leadership also plays a crucial role in improving the performance of educational organizations. Transformational leadership can create a conducive organizational climate through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration for educators. Empirical research in the school context shows that transformational leadership has a positive impact on teacher performance by increasing motivation, commitment, and the quality of working relationships, thereby supporting the achievement and sustainability of educational organizational quality (Saleem et al., 2020). In the Indonesian educational context, the principal's leadership style has also been shown to contribute to improved teacher performance and school effectiveness (Ali et al. 2024; Riyoko et al., 2024).

Theoretically, the Resource-Based View (RBV) views human resources as strategic assets capable of creating sustainable competitive advantage when managed effectively (Barney, 1991). In educational organizations, the quality of teachers and educational staff is a key resource determining organizational performance. However, the influence of talent management and transformational leadership on organizational performance is not always direct. Several studies have shown that this relationship is mediated by employee psychological factors. Perceived organizational support (POS) acts as a social exchange mechanism that encourages employees to reciprocate organizational support through increased commitment and performance (Kurtessis et al., 2017). Furthermore, work engagement (WE) functions as a positive psychological state that channels the influence of management and leadership practices on individual and organizational performance, particularly through increased enthusiasm, dedication, and work involvement (Bakker;Albrecht, 2018). Empirical studies in Indonesia also confirm that work engagement plays a significant role as an intervening mechanism in improving public sector employee performance (Mahfudh; Ismanto; Roosdhani, 2024).

Although the relationship between talent management, transformational leadership, and organizational performance has been extensively researched, previous research remains inconsistent, particularly regarding the mediating mechanisms of psychological factors. Bakker and Albrecht (2018) emphasized that work engagement plays a significant role in improving performance, but this influence is contextual and has not been specifically tested as a mediator in educational organizations. Similarly, Kurtessis et al., (2017) demonstrated a positive relationship between perceived organizational support and employee performance. However, most of the empirical evidence comes from the business sector, so generalization to educational contexts, particularly religious education, is limited. Research in the Indonesian education sector also emphasizes the direct relationship between leadership and performance

without comprehensively examining the role of psychological variables as mediators (Ali, 2024; Riyoko, 2020).

Based on these empirical and contextual gaps, this study aims to analyze the influence of talent management and transformational leadership on organizational performance with perceived organizational support and work engagement as mediating variables at MAN 1 Jepara. This study is expected to provide theoretical contributions in the development of educational organizational performance models as well as practical contributions to the management of madrasah human resources.

## **2. Literature Review**

### **2.1. Organizational Performance (OP)**

Organizational performance in the educational context refers to the level of achievement of institutional goals, reflecting the effectiveness, efficiency, and sustainability of educational institution management. Performance is measured not only by student academic outcomes but also by the quality of the learning process, organizational governance, stakeholder satisfaction, and the institution's ability to adapt to environmental changes (Bush, 2020). In the madrasah context, organizational performance also includes compliance with national education standards and accreditation achievements as indicators of institutional quality.

Several studies confirm that school performance is significantly influenced by the quality of human resources, particularly teachers and education personnel, who play a direct role in the learning process and educational services (Darling et al., 2017). Empirical findings in Indonesia also indicate that strengthening the quality of human resources and their management systems significantly contributes to improving the performance of public and education sector organizations (Mahfudh; Ismanto; Roosdhani, 2024; Riyoko, 2020). Therefore, organizational performance is positioned as the dependent variable in this study.

### **2.2. Talent Management (TM) on Organizational Performance (OP)**

Talent management is a strategic approach to human resource management that focuses on identifying, developing, placing, and retaining individuals with superior potential and performance to support the achievement of organizational goals (Collings & Cascio, 2018). In educational organizations, talent management is directed at developing the pedagogical, professional, social, and personal competencies of educators to enable them to respond to the demands of changing curricula and the needs of students.

Research by Hoque and Atheef (2024) shows that systematic talent management practices contribute significantly to improving teaching quality and school performance by increasing teacher motivation, job satisfaction, and competency. Findings by Lutfianto et al. (2021) reinforce this empirical evidence by demonstrating that planned, competency-oriented training positively impacts employee performance, particularly in the context of public and educational organizations. These findings align with Agarwal et al. (2025) and Jimoh (2022), who assert that talent management positively impacts organizational performance and employee engagement. Similar findings were also presented by Al Ariss et al. (2014), who asserted that effective talent management can create organizational competitive advantage through managing human resources as a strategic asset.

From the Resource-Based View (RBV) perspective, quality human resources are seen as valuable, rare, difficult to imitate, and irreplaceable resources, so that talent management, including investment in training and competency development, is a key prerequisite for building superior organizational performance (Barney, 1991). Thus, talent management in madrasahs plays a strategic role in improving organizational performance by optimizing the potential of teachers and educational staff.

**H1:**Talent management has a positive and significant impact on organizational performance.

### **2.3. Transformational Leadership (TL) on Organizational Performance (OP)**

Transformational leadership is a leadership style that emphasizes the leader's ability to inspire, motivate, and empower organizational members to achieve performance that exceeds expectations (Bass & Riggio, 2006; Wang, 2022). This leadership style is characterized by four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

In the educational context, transformational leadership has been shown to create a positive school climate, increase teacher commitment and motivation, and encourage innovation in the learning process (Saleem et al., 2020; Leithwood & Sun, 2012). Several empirical studies also show that transformational leadership positively influences organizational performance by strengthening working conditions and social relationships in the educational environment (Astuty & Udin, 2020). In the Indonesian educational context, transformational leadership of principals has been shown to improve teacher performance and school effectiveness by strengthening motivation and a positive work climate (Ali., 2024; Riyoko et al., 2024).

**H2:**Transformational leadership has a positive and significant influence on organizational performance.

### **2.4. Perceived Organizational Support (POS)**

Perceived Organizational Support (POS) is defined as employees' perceptions of the extent to which the organization values their contributions and cares about their well-being (Eisenberger et al., 1986). Based on Social Exchange Theory, perceived organizational support encourages employees to reciprocate positive organizational treatment through increased commitment, loyalty, and performance (Blau, 1964; Kurtessis et al., 2017).

In the educational context, POS plays a crucial role in building teachers' sense of security, trust, and attachment to the institution. Studies by Stinglhamber (2015) and Sun et al. (2019) show that teachers with high perceived organizational support tend to demonstrate higher levels of commitment, extra-role behavior, and higher performance. Furthermore, POS has been shown to mediate the influence of transformational leadership on performance and innovation (Wang, 2022). Empirical findings in the public sector in Indonesia also indicate that perceived organizational support plays a significant role in enhancing positive work attitudes and employee performance (Mahfudh; Ismanto; Roosdhani, 2024).

**H3:** Talent management has a positive and significant effect on perceived organizational support.

**H4:** Transformational leadership has a positive and significant influence on perceived organizational support.

**H5:** Perceived organizational support has a positive and significant effect on organizational performance.

### **2.5. Work Engagement (WE)**

Work engagement is a positive psychological state characterized by vigor, dedication, and full involvement in work (Schaufeli et al., 2002). Bakker and Albrecht (2018) emphasized that work engagement plays a crucial role in improving individual and organizational performance by increasing energy, focus, and work commitment.

In educational organizations, teacher work engagement is positively correlated with teaching quality, learning innovation, and job satisfaction (Salanova et al., 2010). Research by Abas et al. (2018) and Pongoh et al. (2024) shows that work engagement mediates the influence of transformational leadership and perceived organizational support on

performance. Therefore, talent management practices and transformational leadership are seen as key antecedents in building work engagement (Scheepers, 2019). In the context of public sector organizations, work engagement has been shown to function as an intervening variable that strengthens the influence of managerial practices on organizational performance (Mahfudh; Ismanto; Roosdhani, 2024).

**H6:**Talent management has a positive and significant impact on work engagement.

**H7:**Transformational leadership has a positive and significant influence on work engagement.

**H8:**Work engagement has a positive and significant impact on organizational performance.

## 2.6. Relationship between variables

Based on previous theoretical studies and empirical findings, the influence of talent management and transformational leadership on organizational performance is not always direct, but rather operates through employee psychological mechanisms. Perceived organizational support (POS) and work engagement (WE) are viewed as mediating variables that bridge the relationship between managerial practices, leadership, and educational organizational performance.

Perceived organizational support serves as a social exchange mechanism that encourages employees to reciprocate organizational support through increased commitment and performance (Kurtessis et al., 2017). Meanwhile, work engagement reflects a positive psychological state that channels the influence of talent management practices and transformational leadership on organizational performance by increasing work enthusiasm, dedication, and involvement (Bakker;Albrecht, 2018). Previous research findings in Indonesia indicate that psychological variables, particularly work engagement, play a significant role as a mediating mechanism in improving organizational performance (Mahfudh et al. 2024; Riyoko, 2020). Based on this description, the mediation hypothesis in this study is formulated as follows:

**H9:**Perceived organizational support mediates the influence of talent management on organizational performance.

**H10:**Perceived organizational support mediates the influence of transformational leadership on organizational performance.

**H11:**Work engagement mediates the influence of talent management on organizational performance.

**H12:**Work engagement mediates the influence of transformational leadership on organizational performance.

## 3. Research Methods

### 3.1. Research Approach and Design

A quantitative approach using a survey method was used because it allows for objective measurement of latent variables through a questionnaire instrument and testing of relationships between variables (Lutfianto et al., 2021). This quantitative approach was chosen because this study focuses on objective measurement of latent variables and testing hypotheses formulated based on theoretical and empirical studies. This approach is consistent with quantitative research practices that emphasize survey instruments and statistical estimation of relationships between constructs (Haji-othman et al., 2024).

The research design is explanatory, explaining the direct and indirect influence of talent management and transformational leadership on organizational performance through work engagement and perceived organizational support as mediating variables. The research model was analyzed using Structural Equation Modeling based on Partial Least Squares (SEM-

PLS), as this method is effective for testing complex structural models with mediating variables and a relatively limited sample size (Albert et al., 2022).

### 3.2. Location, Population, and Research Sample

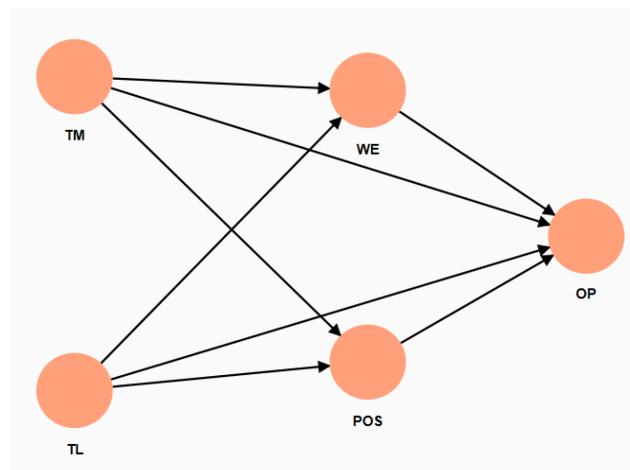
This research was conducted at MAN 1 Jepara. The study population consisted of 92 people, consisting of all teaching staff (teachers) and administrative staff (staff). Considering the relatively small and fully accessible population, this study employed a census sampling technique, in which all members of the population were sampled without taking a subset. This technique was chosen because census sampling increases data representativeness and minimizes sampling bias, especially in limited and homogeneous populations. Census sampling has been widely used in educational and organizational research involving small populations to ensure more accurate generalization of results (Jamil et al., 2025).

### 3.3. Research Variables and Conceptual Model

This study involves five latent variables, namely:

1. Talent Management (TM) as an independent variable
2. Transformational Leadership (TL) as an independent variable
3. Perceived Organizational Support (POS) as a mediating variable
4. Work Engagement (WE) as a mediating variable
5. Organizational Performance (OP) as a dependent variable

The relationships between variables are formulated in a structural model that reflects direct and indirect influences, as shown in the Conceptual Framework of the Research. The model shows that TM and TL influence OP both directly and through POS and WE as mediating mechanisms.



Picture 1. Research model

Source: SEM-PLS

### 3.4. Data Collection Techniques and Research Instruments

Data collection was conducted using a closed-ended questionnaire designed based on variable indicators from previous research and adapted to the context of educational organizations. The Likert-type scale was chosen because it is a psychometric instrument commonly used in quantitative surveys to quantitatively capture respondents' attitudes, opinions, or perceptions, thus enabling the transformation of subjective data into metrics that can be analyzed statistically (Koo & Yang, 2025).

In this study, the instrument uses a 10 point Likert scale, value 1 (strongly disagree), 10 (strongly agree) to increase the sensitivity of responses and answer variations, so that it can

capture more subtle and relevant nuanced differences in respondents' attitudes for measuring latent constructs in SEM-PLS (Alexandra et al., 2023).

### 3.5. Data Analysis Techniques

Data analysis was conducted using Smart Partial Least Square (SmartPLS) version 4.0, a variance based statistical software for Structural Equation Modeling (SEM) analysis (Hoc et al., 2014). The data analysis stages in this study include:

#### 3.5.1. Evaluation of the Measurement Model (Outer Model)

Evaluation outer model conducted to assess the quality of research instruments through convergent validity, which is tested through the value outer loading And Average Variance Extracted (AVE), discriminant validity, which was tested using the Fornell Larcker criteria and cross loading, as well as construct reliability, which is tested through Cronbach's Alpha And Composite Reliability. This evaluation criteria is a standard approach in Partial Least Squares Structural Equation Modeling to ensure the instrument is valid and reliable before structural analysis is carried out (Yarsasi, Sri; Tahyudin, Imam; Hariguna, 2025).

#### 3.5.2. Structural Model Evaluation (Inner Model)

Evaluation inner model conducted to test the relationship between latent variables and the predictive power of the model. This is measured through the value R-square ( $R^2$ ) for endogenous variables, which reflects the proportion of variance explained by exogenous constructs in the structural model, as well as through path coefficient value to assess the direction and strength of the influence between latent variables (Wulandari, 2024). The evaluation of the inner model also includes a test collinearity (VIF) to ensure that there is no multicollinearity between exogenous variables or between latent constructs that could influence the interpretation of the results (Putri, Rizki, S.E.; Munandar, 2024).

#### 3.5.3. Hypothesis Testing and Mediation Effects

Hypothesis testing was conducted using the bootstrapping method with a significance level of  $\alpha = 0.05$  (95% confidence level). Bootstrapping is a nonparametric technique used in PLS-SEM to evaluate the significance of the direct and indirect effects between latent variables through t-statistic and p-value estimation. The evaluation of the direct effect includes testing the direct influence, while the indirect effect involves the mediating role of POS and WE in the relationship between TM and TL on OP. The hypothesis is considered significant if the t-statistic  $> 1.96$  and p-value  $< 0.05$ , in accordance with the bootstrapping procedure in SEM-PLS, as shown in the results of hypothesis testing in previous research using SmartPLS (Safira et al., 2025).

### 3.6. Operationalization of Research Variables and Indicators

To measure the latent variables in this study, a set of indicators adapted from previous research and tailored to the context of madrasah educational organizations was used. All indicators were measured using 10 point Likert scale, with a value range of 1 strongly disagree to 10 strongly agree. The operationalization of the research variables is structured as follows:

**Table 1. research variable indicators**

No.	Variable	Items	Reference
1	Talent Management (TM)	TM3	The organization offers support and resources for development
		TM4	Equal opportunities for training are provided to all employees in this organization
		TM5	Retention strategies are in place to keep top
			(Makumbe, 2025)

No.	Variable	Items	Reference	
2	Transformational Leadership (TL)	TL1	talent engaged and committed to the organization Leaders in our organization are visionary in terms of achieving goals	(Alshehhi et al., 2023 & (Amankwaa et al., 2019)
		TL2	Our organization supports the education of employees to enhance their performance	
		TL3	My manager displays a sense of power and confidence	
		TL4	My manager expresses confidence that goals will be achieved	
			(continued)	
3	Work Engagement (WE)	TL5	My manager talks optimistically about the future of the organisation	(Winner, 2020)
		WE1	At my work, I feel like bursting with energy.	
		WE2	At my job, I feel strong and vigorous.	
		WE3	My job inspires me.	
		WE4	I am proud of the work that I do	
4	Perceived Organizational Support (POS)	WE5	I am immersed in my work	(Eisenberger et al., 2020)
		POS1	My organization really cares about my well-being	
		POS2	My organization would forgive an honest mistake on my part	
		POS3	The organization wishes to give me the best possible job for which I am qualified	
		POS4	The organization takes pride in my accomplishments at work	
5	Organizational Performance (OP)	POS5	The organization values my contribution to its well-being	(Hoai et al., 2022)
		OP1	The quantity or amount of work produced	
		OP3	Reputation of "work excellence"	
		OP4	Attainment of unit production or service goals	

## 4. Results and Discussion

### 4.1. Respondent Demographics

Based on gender characteristics, the respondents in this study were 47 female respondents (51.1%), while 44 male respondents (47.8%). In terms of length of service, 10 respondents (10.9%) had a service period of less than 1 year, 10 respondents (10.9%) had a service period of between 1-3 years, and 21 respondents (22.8%) had a service period of between 4-6 years. From the characteristics of the last educational level, most respondents had a bachelor's degree, and some others had a master's degree. These results indicate that the majority of teaching and administrative staff at MAN 1 Jepara have a higher educational background and varying lengths of service.

**Table 2. Respondent Demographics**

	Category	Total	Percentage
<b>Gender</b>	Man	45	48,9%
	Woman	47	51,1%
<b>Length of Working</b>	< 1 Year	10	10,87%
	1 - 3 Years	10	10,87%
	4 - 6 Years	21	22,83%
	7-10 Years	7	7,61%
	> 10 Years	44	47,83%

	Category	Total	Percentage
			(continued)
<b>Age</b>	< 25 Years	4	4,35%
	25 Years – 34 Years	32	34,78%
	35 Years - 44 Years	27	29,35%
	45 Years - 54 Years	20	21,74%
	> 54 Years	9	9,78%
<b>Education Background</b>	SMA/MA/SMK	7	7,61%
	DIPLOMA	1	1,09%
	S 1	49	53,26%
	S 2	35	38,04%

#### 4.2. Outer Model Test

The outer model test is conducted to evaluate the quality of the measurement model in research based on Partial Least Squares Structural Equation Modeling (PLS-SEM). In the PLS-SEM approach, the outer model evaluation serves to ensure that the indicators used are able to reflect the latent constructs validly and reliably before conducting structural relationship analysis (Hair et al., 2017).

The outer model testing in this study covers three main aspects, convergent validity, discriminant validity, and construct reliability. Convergent validity is assessed through outer loading and Average Variance Extracted (AVE) values, where all indicators have loading values above 0.70 and AVE values for each construct above 0.50, thus meeting the recommended criteria. Discriminant validity is evaluated using the Heterotrait Monotrait (HTMT) ratio, all of which are below the threshold of 0.90, indicating that each construct has clear empirical differences. Furthermore, construct reliability is tested using Cronbach's Alpha and Composite Reliability, where all values are above 0.70, indicating good internal consistency.

##### 4.2.1. Convergent Validity

All indicators across the five variables in this study showed outer loading values above 0.70, indicating a strong correlation with the latent construct being measured. Furthermore, the Average Variance Extracted (AVE) value for each variable was above 0.50, indicating the construct was able to explain more than half of the variance in its indicators. These results confirm the fulfillment of convergent validity, thus the research instrument was deemed capable of adequately representing the theoretical concepts. Thus, the measurement model has good psychometric qualities and is suitable for use in further structural analysis within the PLS-SEM framework (Hair et al., 2017; Fornell, 1981).

**Table 3. Convergent Validity**

Variables	Indicator	Outer Loading	AVE	Results
Talent Management (TM)	TM3	0.808	0.674	Valid
	TM4	0.835		Valid
	TM5	0.819		Valid
Transformational Leadership (TL)	TL1	0.839	0.744	Valid
	TL2	0.778		Valid
	TL3	0.927		Valid
	TL4	0.890		Valid

Variables	Indicator	Outer Loading	AVE	Results
	TL5	0.839		Valid
Work engagement (WE)	WE1	0.873	0.747	Valid
	WE2	0.963		Valid
	WE3	0.842		Valid
	WE4	0.763		Valid
Organizational Support (POS)	POS1	0.800	0.656	Valid
	POS2	0.710		Valid
	POS3	0.855		Valid
	POS4	0.783		Valid
	POS5	0.891		Valid
Organizational Performance (OP)	OP1	0.789	0.642	Valid
	OP3	0.752		Valid
	OP4	0.859		Valid

(continued)

#### 4.2.2. Reliability Test

Reliability testing was conducted to ensure the internal consistency of the measurement instrument using the Cronbach Alpha Instrument and high construct reliability using Composite Reliability. This can be seen in Table 4. below:

**Table 4. Reliability Test Results**

Variables	Cronbach's Alpha	Composite Reliability	Information
Talent Management (TM)	0.759	0,861	Reliable
Transformational Leadership (TL)	0.913	0,935	Reliable
Work engagement (WE)	0.914	0,937	Reliable
Organizational Support (POS)	0.868	0,904	Reliable
Organizational Performance (OP)	0.724	0,843	Reliable

Based on the reliability test results, all constructs in this study demonstrated a good level of internal consistency. The Cronbach's Alpha values for Talent Management (0.759), Transformational Leadership (0.913), Work Engagement (0.914), Perceived Organizational Support (0.868), and Organizational Performance (0.724) were above the minimum limit of 0.70. Similarly, the Composite Reliability values for all variables were above 0.70, ranging from 0.843 to 0.937. These results indicate that the indicators used in the study were able to measure the latent constructs stably and consistently. Thus, the research instrument was declared reliable and suitable for use in further structural model analysis. This finding is in line with the reliability evaluation criteria in PLS-SEM, which states that Cronbach's Alpha and Composite Reliability values above 0.70 indicate an adequate level of construct reliability (Hair et al., 2017).

#### 4.2.3. Discriminant validity

All HTMT values between constructs are below the threshold of 0.90, thus it can be concluded that each construct in this research model has adequate empirical differences and there is no overlap between latent variables. Thus, the model meets the criteria for discriminant validity and is suitable for further structural analysis.

**Table 5. Discriminant validity test**

Construct	TM	TL	WE	POS	ON
Talent Management (TM)	-	0,682	0,711	0,734	0,598
Transformational Leadership (TL)	0,682	-	0,769	0,842	0,621
Work Engagement (WE)	0,711	0,769	-	0,788	0,803
Perceived Organizational Support (POS)	0,734	0,842	0,788	-	0,817
Organizational Performance (OP)	0,598	0,621	0,803	0,817	-

**4.3. Inner Model Test**

**4.3.1. R-square value**

Structural model evaluation (inner model) was conducted to assess the predictive power of the model and the significance of the relationship between latent variables. Based on the analysis results, the R-square (R<sup>2</sup>) value indicates that Perceived Organizational Support (POS) has an R<sup>2</sup> value of 0.626, Work Engagement (WE) of 0.481, and Organizational Performance (OP) of 0.564. This value indicates that the model has moderate to strong explanatory power, as more than 50% of the variation in organizational performance can be explained by exogenous and mediating variables in the model, in accordance with the PLS-SEM evaluation criteria (Hair et al., 2017).

**Table 6. R-square values**

Endogenous Variables	R-Square (R <sup>2</sup> )	Category
Perceived Organizational Support (POS)	0,626	Strong
Work Engagement (WE)	0,481	Moderate
Organizational Performance (OP)	0,564	Moderate - Strong

**4.3.2. path coefficient**

Test results path coefficient shows that the direct influence Talent Management (TM) on Organizational Performance (OP) not significant ( $\beta = -0.202$ ;  $p = 0.105$ ), as is the direct effect Transformational Leadership (TL) towards OP ( $\beta = 0.073$ ;  $p = 0.619$ ). These findings indicate that talent management practices and leadership styles do not directly drive organizational performance improvement. However, TM has a significant positive effect on WE ( $\beta = 0.447$ ;  $p < 0.001$ ) and POS ( $\beta = 0.350$ ;  $p < 0.001$ ), while TL has a significant effect on WE ( $\beta = 0.294$ ;  $p = 0.036$ ) and POS ( $\beta = 0.497$ ;  $p < 0.001$ ). These results indicate that managerial and leadership practices play a role in shaping employee psychological conditions. Furthermore, WE ( $\beta = 0.434$ ;  $p = 0.003$ ) and POS ( $\beta = 0.449$ ;  $p = 0.015$ ) are proven to have a significant effect on OP, which confirms that organizational performance is more influenced by psychological factors than direct structural factors. This pattern is in line with Social Exchange Theory, which explains that the perception of organizational support encourages positive employee responses in the form of performance (Rhoades & Eisenberger, 2002).

**Table 7. Test Path Coefficient (Direct Effect)**

	( $\beta$ )	(M)	(STDEV)	T	P Values	Results
TM → OP	-0.202	-0.192	0.124	1.620	0.105	Rejected
TL → OP	0.073	0.084	0.146	0.497	0.619	Rejected
TM → POS	0.350	0.362	0.096	3.646	0.000	Accepted
TL → POS	0.497	0.494	0.104	4.785	0.000	Accepted
POS → OP	0.449	0.439	0.186	2.422	0.015	Accepted
TM → WE	0.447	0.472	0.128	3.505	0.000	Accepted
TL → WE	0.294	0.281	0.141	2.093	0.036	Accepted
WE → OP	0.434	0.430	0.147	2.948	0.003	Accepted

**Table 8. Test Path Coefficient (Indirect Effect)**

	( $\beta$ )	(M)	(STDEV)	T	P Values	Results
TM $\rightarrow$ POS $\rightarrow$ OP	0.157	0.159	0.083	1.885	0.059	Rejected
TL $\rightarrow$ POS $\rightarrow$ OP	0.223	0.217	0.103	2.174	0.030	Accepted
TM $\rightarrow$ WE $\rightarrow$ OP	0.194	0.205	0.096	2.019	0.043	Accepted
TL $\rightarrow$ WE $\rightarrow$ OP	0.128	0.120	0.075	1.705	0.088	Rejected

Testing the mediation effect showed that WE mediated the influence of TM on OP ( $\beta = 0.194$ ;  $p = 0.043$ ), while POS mediated the influence of TL on OP ( $\beta = 0.223$ ;  $p = 0.030$ ). In contrast, the path of POS mediating the influence of TM on OP and WE mediating the influence of TL on OP was not significant. These results indicate that psychological mechanisms operate specifically: talent management improves performance by increasing work engagement, while transformational leadership improves performance by strengthening perceptions of organizational support. These findings support the view that in educational organizations, especially madrasahs, psychological pathways are a key link between managerial practices and performance outcomes (Bakker;Albrecht, 2018).

Overall, the results of the inner model evaluation confirm that the research model has adequate predictive power and indicate that psychological variables (POS and WE) play a key role in improving organizational performance. These findings extend the educational management literature by demonstrating that the effectiveness of talent management and transformational leadership depends on their ability to foster positive employee psychological well-being.

#### 4.4. Hypothesis Testing

Hypothesis testing is carried out using the method bootstrapping on the PLS-SEM structural model with a significance level of 5% ( $\alpha = 0.05$ ). The hypothesis acceptance criteria are determined based on the value t-statistic  $> 1.96$  and p-values  $< 0.05$ . The results of the hypothesis testing are explained as follows.

##### 4.4.1. The Impact of Talent Management on Organizational Performance

The test results show that talent management does not have a significant effect on organizational performance ( $\beta = -0.202$ ;  $p = 0.105$ ). Thus, H1 is rejected. These findings indicate that talent management practices have not been able to directly improve organizational performance without going through employee psychological mechanisms.

##### 4.4.2. Transformational Leadership Influences Organizational Performance

The results of the analysis show that transformational leadership does not have a significant effect on organizational performance ( $\beta = 0.073$ ;  $p = 0.619$ ). Therefore, H2 is rejected. This indicates that transformational leadership does not directly drive improved organizational performance.

##### 4.4.3. Talent Management Influences Perceived Organizational Support

The test results show that talent management has a positive and significant effect on perceived organizational support ( $\beta = 0.350$ ;  $p = 0.000$ ). Thus, H3 is accepted. This finding indicates that good talent management practices can improve employees' perceptions of organizational support.

##### 4.4.4. Transformational Leadership Influences Perceived Organizational Support

The analysis results show that transformational leadership has a positive and significant effect on perceived organizational support ( $\beta = 0.497$ ;  $p = 0.000$ ). Therefore, H4 is

accepted. This indicates that transformational leadership can strengthen employees' perceptions of organizational support.

#### **4.4.5. Perceived Organizational Support Influences Organizational Performance**

The test results show that perceived organizational support has a positive and significant effect on organizational performance ( $\beta = 0.449$ ;  $p = 0.015$ ). Thus, H5 is accepted. This finding confirms that perceived organizational support is an important factor in improving organizational performance.

#### **4.4.6. Talent Management Influences Work Engagement**

The analysis results show that talent management has a positive and significant effect on work engagement ( $\beta = 0.447$ ;  $p = 0.000$ ). Therefore, H6 is accepted. This finding indicates that effective talent management can increase employee work engagement.

#### **4.4.7. Transformational Leadership Influences Work Engagement**

The test results show that transformational leadership has a positive and significant effect on work engagement ( $\beta = 0.294$ ;  $p = 0.036$ ). Thus, H7 is accepted. This indicates that transformational leadership plays a role in increasing employee work engagement.

#### **4.4.8. Work Engagement Influences Organizational Performance**

The analysis results show that work engagement has a positive and significant effect on organizational performance ( $\beta = 0.434$ ;  $p = 0.003$ ). Therefore, H8 is accepted. This finding confirms that employee work engagement is a major determinant of organizational performance.

#### **4.4.9. Perceived Organizational Support Mediates the Influence of Talent Management on Organizational Performance**

The results of the mediation effect test indicate that perceived organizational support does not mediate the influence of talent management on organizational performance ( $\beta = 0.157$ ;  $p = 0.059$ ). Thus, H9 is rejected. This indicates that the mediation pathway through organizational support is not significant.

#### **4.4.10. Perceived Organizational Support Mediates the Effect of Transformational Leadership on Organizational Performance**

The analysis results show that perceived organizational support significantly mediates the effect of transformational leadership on organizational performance ( $\beta = 0.223$ ;  $p = 0.030$ ). Therefore, H10 is accepted. This finding indicates that transformational leadership improves performance by strengthening perceptions of organizational support.

#### **4.4.11. Work Engagement Mediates the Effect of Talent Management on Organizational Performance**

The test results show that work engagement significantly mediates the effect of talent management on organizational performance ( $\beta = 0.194$ ;  $p = 0.043$ ). Thus, H11 is accepted. This indicates that work engagement is the primary mechanism through which talent management influences organizational performance.

#### **4.4.12. Work Engagement Mediates the Effect of Transformational Leadership on Organizational Performance**

The analysis results show that work engagement does not mediate the effect of transformational leadership on organizational performance ( $\beta = 0.128$ ;  $p = 0.088$ ). Therefore,

H12 is rejected. This finding indicates that work engagement is not yet the primary channel for channeling the influence of transformational leadership on organizational performance.

#### **4.5. Discussion**

This study aims to analyze the influence of talent management and transformational leadership on organizational performance, with perceived organizational support and work engagement as mediating variables in the madrasah context. The results provide important empirical findings regarding the mechanisms for improving the performance of educational organizations, particularly religious educational institutions.

##### **4.5.1. The Impact of Talent Management and Transformational Leadership on Organizational Performance**

The test results show that talent management does not have a direct impact on organizational performance, likewise transformational leadership does not have a direct impact on organizational performance. This finding indicates that HR management practices and leadership styles at MAN 1 Jepara have not been able to directly drive improvements in organizational performance.

Theoretically, these results provide important nuances regarding Resource Based View (RBV) which views HR as a strategic resource of the organization (Barney, 1991). RBV emphasizes that competitive advantage is not only determined by the existence of resources, but by the organization's ability to manage and activate these resources. In the context of madrasas, these findings indicate that talent management and transformational leadership have not automatically translated into organizational performance without psychological mechanisms that strengthen employee work behavior.

This finding also explains inconsistency of previous research results, where some studies found a direct influence of leadership and talent management on performance (Hoque & Atheef, 2024; Saleem et al., 2020), while other studies showed insignificant or contextual results (Bakker;Albrecht, 2018). Thus, the results of this study fill the gap. Research gap which highlights that the relationship indirect and highly contextual, especially in religious educational organizations.

##### **4.5.2. The Role of Talent Management and Transformational Leadership in Shaping POS and WE**

The results of the study show that Talent management has a positive and significant effect on perceived organizational support and work engagement. This finding indicates that fair, transparent, and development oriented talent management practices can increase employees perceptions that the organization values their contributions and encourage work engagement.

This result is in line with Social Exchange Theory (SET) which explains that when organizations provide support and investment in employees, individuals will respond with positive attitudes and behaviors (Blau, 1964; Kurtessis et al., 2017). In the madrasah context, competency development and talent retention policies are perceived as a form of organizational concern, which subsequently increases employees emotional and cognitive engagement with their work.

Likewise, Transformational leadership has been proven to have a positive influence on perceived organizational support and work engagement. This finding supports the views of Bass and Riggio (2006) and Wang (2022), who assert that transformational leaders are able to create a supportive and meaningful work environment through vision, inspiration, and individual attention. In the context of Indonesian education, this finding is consistent with the

findings of Ali et al. (2024) and Riyoko et al. (2024), which show that principal leadership plays a significant role in building a positive psychological climate for teachers.

#### **4.5.3. The Influence of POS and WE on Organizational Performance**

The results of the study show that Perceived organizational support has a positive effect on organizational performance and Work engagement also has a positive effect on organizational performance. This finding confirms that The performance of educational organizations is more determined by the psychological condition of employees compared to structural factors or formal policies alone.

Theoretically, these findings support Social Exchange Theory, which explains that employees who feel supported by their organization will reciprocate through improved performance and positive behavior (Rhoades & Eisenberger, 2002). Furthermore, these results support the concept of work engagement as a psychological energy that drives individual and organizational performance (Schaufeli et al., 2002; Bakker;Albrecht, 2018). In the madrasah context, the work engagement of teachers and educational staff is key to successfully achieving institutional goals.

#### **4.5.4. The Mediation Role of POS and WE**

The main finding of this study lies in the specific role of mediating variables. The analysis shows that work engagement significantly mediates the influence of talent management on organizational performance, and perceived organizational support significantly mediates the influence of transformational leadership on organizational performance. Conversely, perceived organizational support mediates the influence of talent management on organizational performance, and work engagement mediates the influence of transformational leadership on organizational performance, but the results are not significant. This pattern suggests that psychological mechanisms operate selectively, not universally.

This finding directly answers research gap as put forward by Bakker and Albrecht (2018) and Kurtessis et al. (2017), which states that the mediating role of work engagement and POS is contextual and has not been widely tested in religious educational organizations This study extends the literature by showing that in the madrasa context, Talent management improves performance through work engagement, not through the perception of organizational support. Transformational leadership improves performance through perceptions of organizational support, not through work commitments.

Theoretically, these results integrate RBV and SET in one empirical model, where HR as a strategic asset (RBV) will only produce performance when activated through social exchange mechanisms and positive psychological conditions (SET).

## **5. Closing**

### **5.1. Conclusion**

This study aims to examine the influence of talent management and transformational leadership on organizational performance, with perceived organizational support and work engagement as mediating variables in the madrasah context. The results indicate that talent management and transformational leadership do not directly influence organizational performance, confirming that improvements in educational organizational performance do not occur mechanically through HR policies and formal leadership styles.

The main finding of this study is the identification of selective and context specific mediating mechanisms. Talent management was shown to improve organizational performance only through work engagement, while transformational leadership improved organizational performance only through perceived organizational support. Alternative mediating pathways were not found to be significant. These findings suggest that HR practices

and leadership operate through distinct psychological pathways, rather than through a common, uniform mechanism.

Theoretically, this study provides a novel contribution by integrating Resource-Based View and Social Exchange Theory in the context of religious education, and demonstrating that human resources as a strategic asset only impact performance when activated through certain psychological conditions. Empirically, this study fills a gap in previous research that still shows inconsistent results regarding the direct and indirect roles of talent management and transformational leadership on organizational performance, particularly in religious educational institutions in Indonesia.

The strength of this study lies in its ability to explain how and through what channels madrasah organizational performance can be improved, not simply whether talent management and transformational leadership are influential. However, its limitations lie in its limited scope to a single madrasah and its cross sectional design, so generalizations of the findings require caution.

## 5.2. Suggestions

Based on the research findings and limitations, further studies are recommended to expand the research context to various types of educational institutions to test the consistency of the mediation mechanisms found. Future research is also recommended to use a longitudinal design to more deeply observe the dynamics of changes in work engagement, perceived organizational support, and organizational performance.

Furthermore, future research could expand the model by adding other psychological or contextual variables, such as organizational culture, organizational commitment, or job satisfaction, as mediators or moderators. This development is expected to enhance understanding of the mechanisms for improving educational organizational performance more efficiently and sustainably.

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