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Analysis of the Principal's Quality Leadership on the Teacher's Work Commitment

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ABSTRACT

This study aims to describe the level of quality leadership effectiveness of the principal, the level of the teacher work commitment, and to find out whether there is an effect of the principal's quality leadership on teacher work commitment. The research method uses explanatory surveys. The technique of collecting data using a questionnaire. The respondents were 105 teachers. The data analysis technique uses simple regression. The results showed that the principal's quality leadership had a significant and significant influence on the teacher's work commitment. Thus, the teacher's work commitment can be increased through Increasing Principal Leadership.

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1. INTRODUCTION

Education for a nation that is building like the Indonesian nation today is an absolute necessity that must be developed in line with the demands of the development step by step. Education that is managed in an orderly, orderly, and efficient manner can lead to something that can speed up the process of cultivating geese based on the principle of the creation of general welfare and intelligence of the life of the nation, according to the purpose of education itself (Ng et al., 2015).

If education is one of the most important things in the development of human resources, then educators and education staff certainly have a very large responsibility in carrying out this task (Goldring et al., 2009). Thus, the quality standards of education and education personnel need to be improved to achieve a quality education system (Kaso, 2021).

In the institution of education, the role of the leader can affect the quality of the school. The principal is a leader in an educational institution who must be responsible for the back and forth of the school he leads and has a strong foundation of leadership. Leadership is oriented toward an activity to influence and direct people to work voluntarily to achieve a common goal. In other words, the leader can also influence the work process of a teacher. One of the outcomes of leaders influencing teachers is the teacher's work commitment. High teacher work commitment is very necessary for a school organization, with the formation of a high commitment, will affect the professional work situation.

The phenomenon that occurs is still not optimal for teacher work commitments or commonly known as organizational commitments. Organizational commitment is not only loyal to the organization but can provide everything to the organization to help the organization in achieving its goals of the organization itself (Piaw et al., 2014). Every teacher must have an organizational commitment.

The presence of teachers can be used as a basis to see an overview of the extent of teacher work commitment (Brown, 2006; Gurr et al., 2006). Based on the results of interviews in the general section, there are still teachers who are late in starting work and absenteeism teachers for no reason. Kaplan et al. (2005) states that: "Employees who have low commitment will have an impact on turnover, high absenteeism, increased inaction and lack of intensity to survive as employees in an organization".

Teacher attendance rates experienced a fluctuating state, where from the 2016/2017 School Year to the 2017/2018 School Year it increased by 5.2% from 74.9% to 80.1%, then from the 2017/2018 School Year to the 2018/2019 School Year it decreased by 1.2% from 80.1% to 78.9%, then from the Year The 2018/2019 School Year to the 2019/2020 School Year again experienced an increase of 6.38% from 78.9% to 85.28% and from the 2019/2020 School Year to the 2020/2021 School Year again decreased by 4.5% from 85.28% to 80.78 %.

Thus, based on the analysis of the attendance data above, it can be concluded that the highest number of attendances was found in the 2016/2017 School Year, which was 85.28% and the lowest teacher attendance data was in the 2017/2018 School Year at 74.9%.

According to Mrs. Rodiah in the HR department, the reason for the 2016/2017 School Year number of teacher attendance decreased because of teacher awareness of increasing competence and work quality which was not based on a strong work commitment to schools as the organization in which they work and put their knowledge into practice.

This shows that the work commitment of the guru is still not optimal, one of the contributing factors is the decrease in teacher attendance rates. If the teacher is often absent, it is identified that the learning process will be reduced.

Based on the background described above, the problem that is the subject of the study is the low commitment to teachers' work. This can be caused by several factors, both from the inside and from the outside. Factors from within can be motivation. Thus, teachers have motivation in work and external factors can be leadership. Where one of the successes of an organization comes from the leader himself in carrying out the goals of the organization.

If the leadership of an organization is less than optimal, then the teacher will be less enthusiastic about doing his work. Thus, it can affect the teacher's work commitment.

Based on this, the formulation of the research problem is "how to describe the level of effectiveness of the principal's leadership, how to describe the level of teacher work commitment and whether there is an influence of the principal's quality leadership on the teacher's work commitment". Thus, the purpose of this study is to determine the effectiveness of the principal's quality leadership on teacher work commitment.

2. LITERATURE REVIEW

2.1. Principal quality leadership

Leadership is a form of domination based on the personal ability to be able to encourage and invite others to do something to achieve common goals. Such leadership is also based on acceptance by the group and ownership of specific skills in specific situations. This is in line with that stated by [Hadjithoma-Garstka \(2011\)](#). "Leadership is an interaction between two or more members of the group that often involves a structuring or restructuring of the situation and the perceptions and expectations of member".

According to [Özgenel et al. \(2020\)](#) "Leadership is the ability that a person has to influence others to work towards goals". Meanwhile, according to [\(Eres, 2011\)](#) "Leadership is a process of directing and exerting influence on the activities of a group of interconnected members".

In the perspective of TQM, leadership is based on the philosophy of continuously improving work methods and processes that will be able to improve quality, cost, productivity, ROI, and in turn also increase power competitive". To be able to achieve this philosophy requires leadership that is oriented towards continuous quality improvement. Proper leadership in the context of TQM is the dream of quality (quality). The application of effective quality leadership, supported by situational variables will present intervention variables, which will further affect the variables of the final result according to which expected in the dynamics of quality management improvement.

According to [Printy \(2010\)](#) "quality leadership is a process of influence for quality improvement, in which the leader tries to influence subordinates to do what the leader wants to do". The purpose of quality leadership is to improve human and machine performance, improve existing quality, increase output and productivity and simultaneously be able to create pride in workmanship for employees.

A quality leader is defined as a person who measures his success by the success of individuals within the organization. Quality leadership is leadership that ensures the communication of the vision and values of the institution to other parties, as well as mingling with staff and customers.

[Behar-Horenstein \(1995\)](#) states that "quality leadership is based on the philosophy that improvements in work methods and processes will be able to improve quality, cost, and competitiveness".

"Leadership that leads to quality includes three managerial functions, namely planning, controlling, and improving quality in a sustainable manner" [\(Dinham, 2005\)](#).

Quality leadership is not only to record the failures of the worker and then punish the worker but to identify and then eliminate the cause of the failure and then equip the worker

to be able to do the work in a way. It is better to pay attention to the effectiveness (achievement of goals) and efficiency (use of costs) in each activity carried out.

It can be concluded that quality leadership is a process of influence for the improvement of quality, cost, and competitiveness and has specific goals.

The leadership of the principal is an important aspect of realizing quality education. Without the leadership of the principal, the quality improvement process cannot be carried out periodically, because to improve quality, it is necessary to have a leader's commitment to quality. Leadership that pays primary attention to quality, is called quality leadership. Many opinions expressed by expert's state that there is a connection between improving the quality of education and the leadership of the principal.

Three characteristics of quality leadership are:

- (i) Communicating the Vision
- (ii) Developing a culture of quality
- (iii) Empowering teachers.

2.2. Teacher work commitment

According to [Mansor et al. \(2021\)](#) "Commitment is a person's willingness to bind themselves and appoint loyalty to the organization because they feel that they are involved in organizational activities".

Work commitment is another term for organizational commitment. Organizational commitment is an important behavioral dimension that can be used to assess the tendency survive or not employees in an organization. Organizational commitment is a person's involvement that is relatively strong in the organization that overshadows them ([Thien et al., 2014](#)).

A teacher's commitment is something that has a relationship or bond between himself and the task that he carries out consciously as a teacher and can be responsible by directing and guiding in learning activities ([Mart, 2013](#)). High teacher work commitment san gat is necessary for a school organization because the creation of a high commitment will affect the professional work situation. Talking about teacher work commitment cannot be separated from a word loyalty term that often follows the word commitment.

The success of a teacher in carrying out his work is determined by the level of competence, professionalism, and commitment to the field he is engaged in. A person's commitment to the organization in which he or she works demonstrates the power of a person in identifying involvement in that organization ([Firestone & Pennell, 1993](#)).

Teacher Work Commitment is the teacher's desire to maintain his membership in the school organization and is willing to strive harder for the achievement of the school organization and a better quality of education ([Mohammadtaheri, 2011](#)).

[Abd Razak et al., 2010](#) said that work commitment is a feeling of interconnectedness or physical psychological attachment of an employee to the organization in which he works or the organization of which he is a member.

Based on the opinions above, it can be concluded that the teacher's work commitment in a school organization is a process to maintain his membership and be professional and responsible for the work he is engaged in an organization.

Three components of teacher / organizational work commitment are:

- (i) Affective commitment occurs if the teacher wants to be part of the school organization because of the emotional bond with the school.

- (ii) Continuance commitment occurs when the teacher stays in a school organization because he needs a salary and other benefits, or because the teacher finds no other job than to stay in the organization.
- (iii) Normative commitment arises from the values that exist in the teacher. Teachers remain, members of school organizations, because there is an awareness that commitment to school organization is what should be done.
- (iv) Based on the literature review as described above, the frame of mind can be described in **Figure 1**.



Figure 1. Thinking Framework.

3. METHODOLOGY

The research method used in this study is the explanatory survey method with respondents all teachers totaling 105 teachers. Instruments Data collection in the form of a questionnaire with an ordinal scale consisting of two parts. The first part consists of 14 question items which are questionnaires to measure respondents' perceptions of principal quality leadership which is described in 3 dimensions, namely communicating vision, developing quality culture, and empowering teachers. The second part consists of 13 question items which are questionnaires to measure respondents' perceptions of teacher work commitments which are described from three dimensions, namely affective, continuous, and normative.

The researcher used descriptive statistics to obtain an overview of respondents' perceived levels of principal quality leadership and teacher work commitment. Inferential statistics using simple regression analysis are used for hypothesis testing and analyzing influences between variables.

4. RESULTS AND DISCUSSION

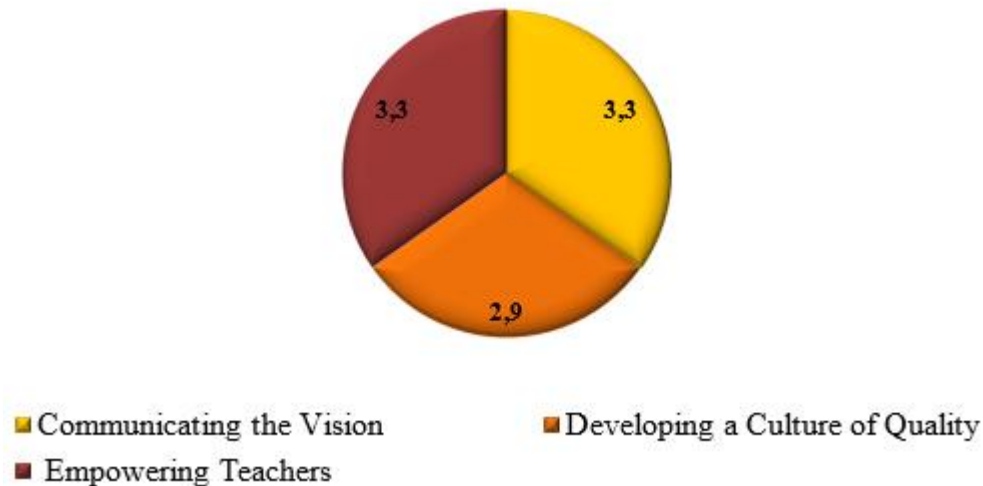
4.1. Principal quality leadership and Teacher Work Commitment

Based on **Table 1**, management that has been carried out with the distribution of questionnaires to 105 respondents, the effectiveness of the principal's quality leadership at SMK Negeri 11 Bandung is in the category of quite effective. This is evidenced by the average score of 3.159 with the interpretation scale being in the fairly effective category, namely in the range of 2.612 – 3.417, which can mean that the quality leadership of the principal teacher in the category is quite effective.

To get results on the quality leadership variables of the principal, teachers are measured through three dimensions, namely: communicating vision, developing a culture of quality, and empowering teachers. In all three dimensions, it is categorized as quite effective (see **Figure 2**).

Table 1. Recapitulation of respondents' responses to principal quality leadership variables (X).

Category	Principal Quality Leadership (Variable Intervals)	Frequency	Average	Interpretation
Highly Ineffective	1.000 – 1.805	102		
Ineffective	1.806 – 2.611	421		
Quite Effective	2.612 – 3.417	212	3.159	Quite Effective
Effective	3.418 – 4.223	472		
Highly Effective	4.224 – 5.030	263		

**Figure 2.** Principal quality leadership.

The dimension of developing a quality culture is categorized as quite effective, this is because the fact that occurs is found that the implementation is not optimal because every activity carried out rarely provides evaluation and does not give awards to outstanding teachers, and in the dimension of empowering teachers It has not been implemented optimally because the principal is still lacking in asking for opinions from teachers on various matters. Meanwhile, the dimension of communicating the vision is in the effective category, which is following the fact that the principal realizes the vision and has set policies following the vision but has not been optimal.

Meanwhile, [Wong et al., 2010](#) said that "Quality leadership is leadership that attaches importance to communicating the vision and values of the institution to others, as well as mingling with staff and customers".

Based on the above understanding, it can be explained that quality leadership is leadership that prioritizes vision communication to blend in with staff/teachers to improve the quality of the organization.

Based on the results of the research and theory that has been presented (see **Table 2**), effective quality leadership will increase teacher work commitment because it can maintain loyalty and dedication to the organization. Thus, the quality of the organization becomes better.

Based on **Table 2**, management that has been carried out with the distribution of questionnaires to 105 respondents, it can be seen that the work commitment of teachers at Vocational School 11 Bandung is in the moderate category. This is evidenced by the average score of 3.216 with an interpretation scale in the medium category, namely in the range of

2.556 – 3.334, which can mean that the teacher's work commitment at SMK Negeri 11 Bandung is in the medium category.

To get results on the variables of teacher work commitment, it is measured through three dimensions, namely: effective, sustainable, and normative. The three dimensions are categorized in the medium category (see **Figure 3**).

Table 2. Recapitulation of respondents' responses to teacher work commitment variables (Y).

Category	Teacher Work Commitment (Variable Intervals)	Frequency	Average	Interpretation
Very Low	1.000 – 1.777	81		
Low	1.778 – 2.555	369		
Keep	2.556 – 3.334	177	3.216	Effective
Tall	3.335 – 4.114	436		
Very High	4.115 – 4.892	273		

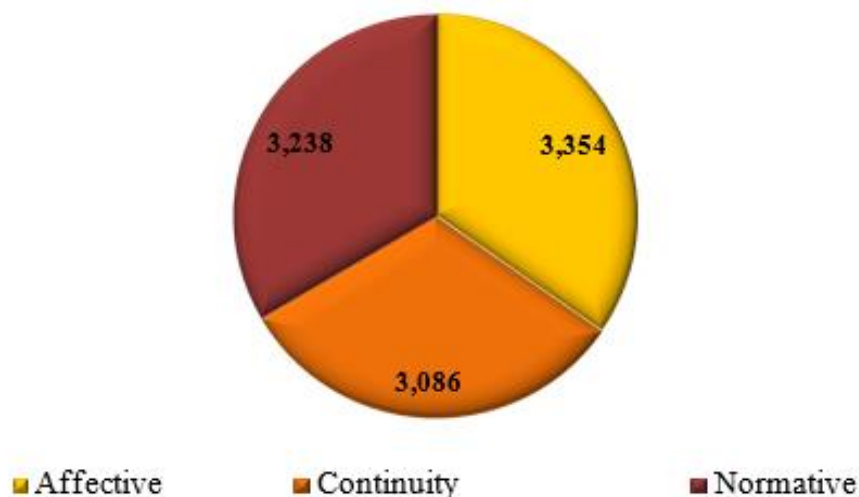


Figure 3. Teacher work commitment.

The affective dimension categorized as high, this is because occurs it is found that teachers feel happy to spend the rest of their careers in school and become an important part of the development of school quality, while the continuity dimension is categorized as moderate because several teachers do not mind leaving the school and on the normative dimension is categorized as moderate because of the lack of optimal level of teacher loyalty to the school.

Mowday in [Sopiah \(2008\)](#) defines work commitment as another term for organizational commitment. Organizational commitment is an important behavioral dimension that can be used to assess the tendency of employees to survive as members of the organization.

Based on the above opinion, it can be explained that the teacher's work commitment in a school organization is a process to maintain his membership and be professional and responsible for the work he is engaged in an organization.

Based on the results of research and theories that have been presented, teacher work commitment must be improved. Thus, the quality of teacher work becomes better, one of which is by increasing the effectiveness of the principal's quality leadership. Thus, the teacher becomes more attractive to the organization. Thus, teachers have a higher desire to stay in the organization. Thus, the quality of the organization will also improve.

4.2. The effect of principal quality leadership on teacher work commitment

The authors used statistical tests in conducting the study. After collecting and processing data, the results were obtained that this study was homogeneous and linear, so the authors continued to test the hypothesis with parametric statistics. The hypothesis testing carried out aims to conclude that the principal's quality leadership variables influence the variables of teacher work commitment.

Based on **Table 3**, processing in SPSS version 23.0, t Calculate> t table with a value of 2.944 >1.659 and a significance of <0.05 (0.000<0.05) was obtained where H₀ was rejected and H₁ was accepted. With the rejection of H₀ a conclusion can be drawn in the form of "There is an influence between the Principal's Quality Leadership on Teacher Work Commitment at SMK Negeri 11 Bandung".

A simple regression equation for the hypothesis of the influence of Principal Quality Leadership (X) Teacher Work Commitment (Y) is $\hat{Y} = 7.833 + 0.768 (X)$. Positive (+) indicates the relationship between a free variable and a bound variable going one way, which means that any increase or decrease at one level of the variable, will be followed by an increase or decrease in one other variable. Thus, if it is more effective the principal's quality leadership will be higher than the teacher's work commitment and vice versa.

Table 3. Test the hypothesis of variable X against Variable Y.

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	7.833	2.660	0.784	2.944	0.004
Leadership Quality	0.768	0.060		12.837	0.000

The result of the correlation calculation value obtained is 0.784, this means that the correlation value is in the range between 0.600 - 0.799 which is in the strong category. This indicates that there is a strong influence of the principal's quality leadership variable (X) on teacher work commitment (Y) (see **Table 4**).

The result of the correlation calculation value (R Square / R²) is 0.615 or if presented it is 61.5%. Therefore, it can be seen that the influence of the principal quality leadership variable (X) on teacher work commitment (Y) is 61.5%. Meanwhile, 38.5% were influenced by other factors that were not studied in this study.

This shows that the principal's quality leadership is needed to achieve a good teacher work commitment. The overall results of the research above can be concluded that "There is an influence of the principal's quality leadership on the work commitment of teachers".

Table 4. The correlation coefficient of variable X to variable Y (Model Summaryb).

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.784 ^a	0.615	0.612	2.953

a. Predictors: (Constant), Quality Leadership

b. Dependent Variable: Work Commitment

5. CONCLUSION

The principal's quality leadership picture measured by three dimensions communicates the vision, develops a culture of quality, and empowers teachers. In all three dimensions, it is

categorized as quite effective. The one with the highest average is in the dimension of developing a quality culture and empowering teachers, while the lowest average is in the dimension of developing a quality culture. This is because the principal has not been optimal in providing information about the quality targets that must be achieved and the implementation of evaluations in any activities that are not comprehensive.

Picture Teacher work commitment measured by effective, sustainable, and normative dimensions is in the moderate category. Those with the highest average are in the affective dimension, while the lowest average is in the continuity dimension. This is because there is still a lack of desire for teachers to stay in the school organization, which affects the commitment of teachers to carrying out their duties.

The principal's quality leadership is influential and significant with a moderate commitment to teacher work. The relationship between variables goes one way, which means that any increase or decrease in a variable, will be followed by an increase or decrease in one other variable. Thus, the more effective the principal's quality leadership, the higher the teacher's work commitment, and vice versa.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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