The Direct Influence of Leadership on the Commitment of State Madrasah Aliyah Teachers in West Sumatera

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Abstract

This study aims to examine the direct influence of leadership on the commitment of teachers at State Madrasah Aliyah in West Sumatra. The research employs a descriptive quantitative method, involving a sample of 252 teachers selected using multistage cluster stratified random sampling techniques. Data were collected through questionnaires and analyzed using descriptive statistical analysis. Prerequisite tests for the analysis included the effect of the leadership variable on the organizational commitment variable. Data analysis was conducted using SPSS software. The results indicate that there is a direct influence of leadership on organizational commitment, contributing 4.88%. This suggests that the leadership variable has a significant effect on the organizational commitment variable, with a significance level of 0.00, thus the hypothesis regarding the leadership effect on organizational commitment is accepted.

Keywords: *Kepemimpinan, Komitmen Organisasi.*

Introduction

The role of teachers plays a crucial strategy in managing education, as quality education results in human resources that are the main capital for the advancement of a nation. Teachers have an irreplaceable role in the process of delivering effective education (Majid, 2016). Therefore, the issues and challenges faced by teachers today are important and crucial to address. One critical aspect that requires attention is the organizational commitment of teachers, which is still not aligned with expectations (Hakim, 2018). In fact, the World Bank has included this topic in special discussions involving parties such as the Ministry of National Education (Diknas), the National Development Planning Agency (Bappenas), and the World Bank itself (Bank Dunia, 2019). The issue of teachers' organizational commitment is vital because the quality of higher education is highly dependent on the dedication of teacher organizations (Kemendikbud, 2019).

Educational institutions require instructors with a strong organizational commitment in order to remain sustainable and improve the quality of both the educational process and the graduates it produces. As demonstrated by (Princy & Rebeka, 2019); (Visanh & Xu, 2018); (Bogler & Berkovich, 2020); (Özgenel & Özgenel, 2020); (Batugal & Tindowen, 2019), high levels of employee/teacher commitment can enhance organizational effectiveness.

Organizational commitment is defined by several researchers as a measure of employees' identification with and involvement in the goals and values of the organization (Fred, 2012); (Princy & Rebeka, 2019). Teachers who exhibit strong commitment to their organization tend to be more emotionally stable, diligently work to fulfill their duties, and are well-acquainted with the organization's goals, striving to achieve them. This, in turn, triggers the accomplishment of organizational objectives, including those within educational organizations (Memari et al, 2013); (McInerney et al., 2015)

Further, Selamat et al. (2013) assert that teachers with high organizational commitment work optimally, demonstrate concern for their tasks, show full attention to their responsibilities, take accountability, love their work, prioritize the organization's interests over personal ones, thus ensuring that assigned tasks are

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completed on time and yield maximum results (Selamat et al., 2013); .

In contrast, teachers with low commitment are more likely to be absent from work (Shapira-Lishchinsky, 2012); (Selamat et al., 2013), (Alwi et al., 2021)are primarily motivated by personal success rather than organizational success (Selamat et al., 2013), exhibit low performance (Madjid, 2016), produce lower-quality graduates (Aziz, 2015), arrive late or delay entering the classroom for various reasons (Sunarno & Liana, 2015). Such conditions undoubtedly result in the ineffectiveness of schools.

Based on the information above, organizational structure plays a crucial role in the success of institutions such as schools, which require strong teacher commitment to the organization. In other words, teacher commitment is one of the most important factors in a school's ability to achieve its goals (Chew & Chan, 2008); (Satata et al., 20920).

Research conducted in various regions and educational levels in Indonesia has shown that teachers' organizational commitment does not meet expectations (Akmaluddin & Haqiqi, 2019); (Hutapea, 2012); (Megawanti, 2014); (Manullang & Pakpahan, 2019). From the initial observations by the author in several State Madrasah Aliyah (MAN) schools in West Sumatera, it appears that organizational commitment among teachers in these institutions is problematic. This is evident from the presence of teachers who feel compelled to carry out their duties. Furthermore, on average, graduates of State Madrasah Aliyah (MAN) schools in West Sumatra have not been able to compete for spots at reputable higher education institutions, especially in popular programs, either locally or nationally, as shown in the table below.

Table 1. Data of Graduates from State Madrasah Aliyah (MAN) Across West Sumatera

No	Higher Education Institution	2020/2021	%	2021/2022	%
1.	Reputabel State Higher Education Institution	52	0,73885	150	2,04778
2.	Other Reputabel State Higher Education Institution	3506	49,8153	4054	55,3447
3.	Private Higher Education Institution	3784	53,7653	3373	46,0478

Source: Processed data derived from the Madrasah Education Division, Regional Office of the Ministry of Religious Affairs, West Sumatra Province, 2022/2023.

This is suspected to be partly due to the suboptimal organizational commitment of teachers. This condition certainly cannot be allowed to persist if State Madrasah Aliyah (MAN) in West Sumatra aims to become more effective and produce graduates who are better able to compete for spots at reputable higher education institutions. Based on the issues raised above, a more detailed discussion on the organizational commitment of teachers at State Madrasah Aliyah (MAN) in West Sumatra is needed. Therefore, this study is designed to explore in depth the organizational commitment of teachers at State Madrasah Aliyah (MAN) in West Sumatra and the factors influencing it.

Literature Review

Northouse (2020) defines leadership as the process of influencing a group of individuals to achieve common goals. In his perspective, leadership is not only about an individual's influence over others but also about building reciprocal relationships to achieve greater objectives (Northouse, 2020).

Bass and Bass (2020) define leadership as the ability to influence a group or organization to achieve shared goals through the influence exerted by a leader. They also state that leadership involves two main aspects: influence and inspiration, which can motivate individuals to perform actions beyond their own capabilities. Yukl (2020) explains that leadership is the ability to influence the behavior of individuals or groups within an organization to achieve common goals. A good leader should possess skills in managing change, solving problems, and

motivating and guiding teams (Yukl Gary. A, 2020).

As a leader, the school principal has the following duties: (1) developing plans; (2) organizing, directing, coordinating, and evaluating activities; (3) establishing policies and conducting supervision; (4) managing the teaching and learning process; and (5) fostering relationships between the school, the community, and the business world.

According to Sutrisno (2016: 218), leadership is the process of directing and influencing task-related activities of group members (Sutrisno, 2016). Furthermore, (Fahmi, 2016)states that leadership is a comprehensive science that examines how to direct, influence, and supervise others to perform tasks as planned. Hasibuan also defines leadership as the way a leader influences subordinates' behavior to work productively to achieve organizational goals (Hasibuan, 2010).

Clark et al. (1992) conducted a literature review on leadership and organizational performance. They identified several leadership indicators (Wheelwright & Clark, 1992), including.

- Vision and Mission: Effective leaders have a clear vision and mission for their organization, providing direction and purpose and guiding members to work diligently to achieve these goals.

- Motivational Skills: Effective leaders can motivate members to work hard and achieve organizational goals by understanding their needs and motivations and creating a positive and supportive work environment.

- Communication Skills: Effective leaders communicate effectively with members, superiors, and stakeholders by conveying ideas and information clearly and listening to and understanding others' perspectives.

- Problem-Solving Skills: Effective leaders can identify and resolve problems through critical and creative thinking to find effective solutions.

- Relationship-Building Skills: Effective leaders build strong relationships with members, superiors, and stakeholders by fostering trust and collaboration and creating a positive and supportive work environment.

- Adaptability: Effective leaders adapt to change, handling it calmly and wisely, and make necessary adjustments to ensure organizational success.

Based on the above, the indicators used in this study are derived from Clark et al. (1992), namely: (1) directing, (2) motivating, (3) guiding, (4) problem-solving, (5) building relationships, and (6) supervising.

Organizational commitment is defined as employees' willingness to remain members of the organization (Wibowo, 2017). Gibson et al. (in Wibowo, 2017: 430) describe organizational commitment as employees' feelings of identification, loyalty, and involvement with their organization or organizational units.

Mathis & Jackson (Busro, 2018) explain that organizational commitment is the degree of trust and acceptance employees have toward organizational goals, accompanied by their desire to remain part of the organization. Meyer and Allen propose that organizational commitment is a psychological process comprising three components: affective commitment, calculative commitment, and normative commitment. Affective commitment relates to employees' emotional attachment and love for the organization, calculative commitment involves rational considerations of the costs and benefits of remaining in the organization, and normative commitment reflects a sense of obligation to stay in the organization (Allen & Meyer, 2004).

According to Kreitner and Kinicki (2014), as cited in Kaswan, organizational commitment comprises three dimensions and indicators (Kaswan, 2017):

- Affective Commitment: Emotional attachment, identification, and involvement in the organization.

- Normative Commitment: A sense of obligation to remain in the organization, demonstrating a positive relationship between organizational commitment and desirable outcomes such as high performance, low employee turnover, and low absenteeism.

- Continuance Commitment: Commitment arising from unfavorable conditions associated with leaving the organization, such as losing development opportunities and benefits.

Research Methodology

This study adopts a quantitative approach. The population consists of 1,357 teachers distributed across 48 madrasahs. The sample was selected using a multistage stratified cluster random sampling technique, resulting in a sample size of 252 teachers. The study employs a Likert scale with two variables: the leadership variable (X1) and the organizational commitment variable (Y). Data collection was conducted through a questionnaire distributed via Google Forms. Data analysis was performed using SPSS 21, involving data verification and reviewing the responses submitted by participants. The analysis adhered to the prerequisite tests for the leadership and organizational commitment variables to ensure validity and reliability (Yusuf, 2014).

Reesult and Discussion

The results of the analysis based on the leadership variable and the organizational commitment variable are described as follows:

Table 1. Organizational Commitment (Y)

N	Valid	252
	Invalid	0
Average		127.03
Median		127.00
Modus		104[a]
Standard Deviation		17.689
Variation		312.907
Range		75
Minimum		95
Maximum		170

The results of Table 1 are explained based on the frequency distribution of the Organizational Commitment tendencies in Table 2.

No	Interval	Frequency	Relative Frequency (%)
1	95 – 103	22	8.73
2	104 – 112	45	17.86
3	113 – 121	31	12.30
4	122 – 130	51	20.24
5	131 – 139	35	13.89
6	140 – 148	42	16.67
7	149 – 157	11	4.37
8	158 – 166	11	4.37
9	167 – 170	4	1.59

	Total	252	100.00

Table 2 illustrates the tendencies in the distribution of organizational commitment, which are further depicted in Table 3.

Table 3. Description of the Average Achievement Level of Organizational Commitment

Indicator	Average	Total Responden Achievement	Conclusion
Affective Commitment	3,18	63,58	Low
Continuance Commitment	3,93	78,63	Moderate
Normative Commitment	3,60	71,93	Moderate
Average	3,55	71,04	Moderate

The data in Table 3 indicate that the average level of organizational commitment falls within the moderate category. Furthermore, each indicator shows the following categories: affective commitment in the low category, continuance commitment in the moderate category, and normative commitment in the moderate category. Overall, the average organizational commitment is categorized as moderate. The following presents the results of the analysis for the leadership variable

Table 4. Leadership Variable

N	Valid	252
	Invalid	0
Average		191.91
Me$dian		192.50
Modus		179
Standard Deviation		16.228
Variation		263.342
Range		85
Minimum		140
Maximum		225

The results of Table 4 are explained based on the frequency distribution of leadership tendencies shown in Table 5.

Table 5. Description of the Frequency Distribution of Leadership Tendencies

No	Interval	Frequency	Relative Frequency (%)
1	140 – 148	1	0.40
2	149 – 157	0	0.00
3	158 – 166	5	1.98
4	167 – 174	43	17.06

5	175 – 183	40	15.87
6	184 – 192	37	14.68
7	193 – 201	52	20.63
8	202 – 210	41	16.27
9	211 – 255	33	13.10
	Total	252	100.00

Table 5 illustrates the distribution tendencies of organizational commitment, which are further depicted in Table 6.

Table 6. Description of the Average Achievement Level of Leadership

Indicator	Range	Total Responden Achievement	Ke$simpulan
Directing	4,64	92,72	Very High
Guiding	4,25	84,98	High
Motivating	3,73	74,68	Moderate
Building Relationships	4,49	89,76	High
Problem-Solving	4,42	88,33	High
Supervising	4,22	84,49	High
Average	4,26	85,28	High

Table 6 explains the achievement level of respondents based on each indicator of the leadership variable. The indicator "directing" is categorized as very high, "guiding" as high, "motivating" as moderate, "building relationships" as high, "problem-solving" as high, and "supervising" as high. The average leadership level is categorized as high.

Thus, the leadership tendencies of the school principals at MAN West Sumatra are generally high. Based on the data above, there is still one indicator, motivating ability, that falls within the moderate category. Therefore, efforts should be made to improve leadership, particularly in the motivating indicator.

No	Variable	Kolmogorov Smirniv	Sign.	Conclusion
1.	Leadership (X1)	1,301	0,068	Normal
2.	Organizational Commitment (Y)	1,3315	0,063	Normal

Description: $\alpha = 0,05$)

Table 7 shows the results of the normality test calculations. It is evident that all significance values are above $\alpha = 0.05$ for the leadership variable (X1) and organizational commitment variable (Y), meaning that in this study, the population is normally distributed. Therefore, it can be concluded that all data from each variable are normally distributed and can be used in the analysis of this research.

The results of this normality test are supported by the findings from the multicollinearity test, as shown in Table 8.

Table 8. Results of the Multicollinearity Test for Organizational Commitment Data

Mode$l		Colline$arity Statistics	
		Tole$rance$	VIF
1	(Constant)		
	X1	.578	1.730

Table 8 indicates that the results suggest no significant correlation between the independent variables in the model, which strengthens the interpretation of the regression analysis as being more accurate. Therefore, it can be concluded that this regression model meets the assumption that there is no multicollinearity affecting the regression parameter estimates.

Linear Regression Model Between Leadership and Organizational Commitment

Based on the analysis results, it can be described that the F-statistic = 1.221, with a significance value = 0.159, which is greater than 0.05. Thus, the null hypothesis is accepted, and the regression model can be considered linear at the 0.05 significance level. This means that the regression model used for the leadership variable (X1) in relation to organizational commitment (Y) is categorized as linear. The results can be seen in Table 9.

Table 9. Results of the Linear Influence Test of Leadership on Organizational Commitment Using the F-test Technique

No.	Type of Calculation	F-Value	Sign	Conclusion
1.	Leadership (X1) with organizational Commitment (Y)	1,221	0,159	Linear

Table 9 shows that there is a linear relationship between the leadership variable and organizational commitment. In other words, the analysis results represent the data theoretically, meeting the requirements of the hypothesis testing in the study.

The following are the results of the significance test for the regression coefficient of the leadership variable in relation to organizational commitment, as shown in Table 10.

Table 10. Results of Regression Significance Testing

No	Type of Relevant	F-Value	Sign	Conclusion
1	Leadership (X1) with organsizational Commitment (Y)	191,871	0,000	Very Significant

Table 10 shows the results of the significance test for the regression equation. Based on the path analysis, it can be concluded that the path relationship between the leadership variable and organizational commitment meets the requirements for hypothesis testing. The results of testing the conceptual model are explained in the following Table 11.

Table 11. Correlation (Analysis of the Relationship Between Variables)

		X1	Y
X1	Pearson Correlation	1	.659**
	Sig. (2-tailed)		.000
	N	252	252
	Sig. (2-tailed)	.000	.000
	N	252	252
Y	Pearson Correlation	.659**	1
	Sig. (2-tailed)	.000	
	N	252	252

Based on the results of the analysis of the relationship between variables, it was found that there is a direct effect of leadership on organizational commitment of 0.659 with a significance of 0.00. Based on the analysis above, the leadership effect on organizational commitment is consistent with the hypothesis testing results, which show that leadership has a positive and significant effect on the organizational commitment of teachers at Madrasah Aliyah Negeri in West Sumatra. This positive effect indicates that the better the leadership practiced, the higher the organizational commitment of the teachers. This is demonstrated by consistently providing appreciation for teachers who work hard, satisfaction with the salary/wages provided, valuing teachers' hard work, and always encouraging teachers to prioritize their duties over other matters.

The results of this study support research conducted by (Colquitt et al., 2021), which stated that leadership has a positive effect on organizational commitment. Several studies have proven that leadership significantly influences organizational commitment. Other opinion explains that the term "commitment," which is important in an organization, is closely related to the sustainability aspect of the organization (Mee Choo et al., 2016). This is supported by the explanation from Robbins (2006), who stated that leadership is a key factor in fostering organizational commitment (Northouse, 2018).

Conclusions

The results of the study indicate that the analysis of the effect of leadership (X1) on organizational commitment (Y) produced a t-value of 4.808 with a significance of 0.000. Therefore, the hypothesis is accepted at the 0.01 level, and it can be categorized as highly significant in this study. Based on the significance level of 0.01, it can be concluded that there is a direct effect of leadership (X1) on organizational commitment (Y). This result shows that leadership (X1) contributes directly to organizational commitment (Y) by 4.88%. Efforts to improve leadership in relation to organizational commitment can be built with a clear vision for the organization, ensuring that teachers understand the common goals and are inspired through intrinsic motivation to prioritize organizational needs over personal interests. Additionally, fostering emotional connections between leaders and teachers can strengthen the teachers' affective commitment to the organization.

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