THE INFLUENCE OF TEACHER COMMITMENT AND SCHOOL PRINCIPAL VISIONARY LEADERSHIP ON WORK CLIMATE

Tuti Robiatul HASANAH[1], FETRIMEN[2], Moh. Suryadi SYARIF[3]

SMAN 87 Jakarta[1], Universitas Muhammadiyah Prof. DR. HAMKA

tutirobiatul@gmail.com [1], fetrimen@uhamka.ac.id [2], suryadi_syarif@uhamka.ac.id [3]

ABSTRACT

This research aims to examine the influence of the principal's commitment and visionary leadership on the work climate of State High Schools in Pesanggrahan District, South Jakarta. The method used is a quantitative method using a causal survey method with a path analysis approach. The population in this study was 218 public high school teachers in Pesanggrahan District, South Jakarta. The sample amounted to 141 using the formula developed by Slovin. Data analysis techniques using SPSS. The conclusions in this research are: 1) There is a positive and significant influence of Teacher Commitment on the Organizational Climate of Public High School teachers in Pesanggrahan District, South Jakarta, 2) There is a positive and significant influence of Visionary Leadership on the Organizational Climate of Public High School teachers in Pesanggrahan District, South Jakarta and 3) There is a positive and significant influence of Teacher Commitment on the Visionary Leadership of State High School Principals in Pesanggrahan District, South Jakarta. The implications of the research are that the aspects that need to be improved are: 1) Teacher commitment shows an influence on the organizational climate of state high school teachers in Pesanggrahan District, South Jakarta. 2) Visionary Leadership shows influence on the Organizational Climate of Public High School teachers in Pesanggrahan District, South Jakarta. It is important to improve Visionary Leadership by: 1) Direction setter, 2) Agent of change, 3) Spokesperson, and 4) Coach.

Keywords: Teacher Commitment, Principal Visionary Leadership, Work Climate

INTRODUCTION

Organizational climate is a characteristic of an organization that leads to the perceptions of organizational members regarding the conditions and atmosphere of the work environment in the organization. A good organizational climate that meets teacher expectations will certainly create more enthusiasm for work. The workload previously felt heavy, but if social relations between teachers are harmonious, the workload will become lighter. The creation of a good and conducive organizational climate in an organization will trigger a feeling of comfort when working so that someone will be

motivated to improve their performance.

There are many work climates experienced by lecturers at private universities in Aceh, with various types of work climates, such as; 1) open climate; which describes an organization full of enthusiasm and vitality, providing satisfaction to group members in meeting their needs; 2) free climate, describes the organizational atmosphere, leadership actions come first from the group, little job satisfaction; 3) controlled climate, characterized by being impersonal and prioritizing tasks, while the needs of organizational members are not considered; 4) familiar (familial) climate as a climate that is too human and uncontrolled; 5) paternal climate as an organization that places greater emphasis on the emergence of leadership activities from members of the organization; and 6) closed climate, its members usually act indifferent or indifferent (Aisyatur, 2013).

The results of interviews with several teachers revealed that teachers still do not feel comfortable when they are at school, this is evidenced by the atmosphere in the classroom and teacher's room which is not yet conducive for teachers to carry out tasks related to teaching and administration, recently also Many teachers feel unsafe because there are several incidents that make the mood unstable, the level of concern between teachers has not yet emerged, the classroom atmosphere has not fostered motivation within the teacher to be able to work more enthusiastically.

Teachers are a very important and influential main element in the education and teaching process. Therefore, it is necessary to receive serious attention from all parties regarding the duties and responsibilities, especially the issue of teacher commitment to work. Teacher commitment is a teacher's awareness in carrying out teaching and learning activities at school which is demonstrated by attitudes, values and habits or behavior at work.

This teacher commitment is related to the teacher's work performance and is also closely related to student achievement because teachers stimulate and encourage students to excel. Law Number 14 of 2005 concerning Teachers and Lecturers in article 7 paragraph 1b states that teachers must have a commitment to improving the quality of education, faith, piety and noble morals. This article emphasizes that the role and function of teachers in improving the quality of education should be based on teacher commitment, and the government requires teachers to have a commitment to carrying out teacher duties, which are generally explained in the article and paragraph above, namely improving the quality of education, faith, piety and noble morals.

Teachers' commitment to professionalism can be seen from the low achievement of teacher competency. Teachers as the spearhead for the success of quality education are very strategic. The role of teachers is important in improving quality. A teacher must have high commitment. Teachers who have high commitment tend to be more persistent and have good loyalty. Teachers with high commitment are those who have high work enthusiasm in carrying out responsibilities, and vice versa. High morale is indicated by the existence of a good work climate in the school. Teachers with low work morale will show indisciplined behavior, lack commitment, lack creativity, and lack motivation.

The school principal's visionary leadership proves the leader's ability to create, formulate, communicate, socialize, transform and implement ideal thoughts that originate from him or herself or as a result of social interactions between organizational members and stakeholders which are believed to be the organization's ideals in the future. Visionary leadership generates ideas and ideas for a vision, then through critical dialogue with other leadership elements formulates the future of the organization through a process of socialization, transformation, and implementation of ideal ideas by the leadership of the organization.

Visionary leaders must have the right vision as a guide for staff to work in a given direction, including the capacity to have innovation that leads to change in the future. Leaders must have pedagogical competence in defining their vision so that it is clearly understood by others. Leaders must express their vision verbally and in practical behavior, and have pedagogical competence in applying different explanations. The requirements for visionary leaders are communication of vision, open

minded, competent in creating networks and team work and competent in developing interactions and able to develop good personal habits. reliable.

The results of initial interviews on 28 May 2022 with several teachers revealed that the principal had not yet focused on the vision so that it could not be reduced to strategic missions conducive to realizing the vision, strategic activity programs had not been designed by the principal, the principal had not been able to prepare facilities. -facilities needed by the school community, the principal has not been able to create a comprehensive environment and the principal has not been able to overcome the threats experienced by the school.

Based on the results of observations, interviews and supported by previous research, the researcher felt interested in conducting research on "The Influence of Teacher Commitment and Visionary Leadership of School Principals on the Work Climate of Public High Schools in Pesanggrahan District, South Jakarta

METHOD

In this research, the method used is a causal survey method with a path analysis approach. The form of research in this thesis is quantitative research. Relevant data is collected using questionnaire techniques. A list of questions was distributed to respondents to obtain data on answers or opinions of respondents related to research variables including integrated quality management, teacher self-efficacy and principal transformational leadership. The type of data collected in this research includes primary data obtained from respondents.

This research uses a questionnaire as a tool to collect data. Data were analyzed descriptively and inferential analysis. Descriptive analysis consists of presenting data with histograms, polygons, calculating the mean, median, mode, standard deviation, variance and theoretical range for each variable. Inferential analysis (hypothesis testing) using path analysis previously needs to be tested for data analysis requirements, namely normality, homogeneity and regression linearity tests. The entire hypothesis testing analysis was carried out using SPSS (Statistical Package for Social Science) software version-24

FINDINGS AND DISCUSSION

1. Direct positive influence of Teacher Commitment on Organizational Climate

Based on the research results above, it can be concluded that Teacher Commitment has a direct positive effect on the Organizational Climate of SMAN teachers in Pesanggrahan District, South Jakarta. This is proven by the results of the t test statistical test for Teacher Commitment with a calculated t value of 3.783 with a significant value of 0.000 which is smaller than 0.05, and $\beta = 0.297$. This means that Teacher Commitment has a direct positive effect on Organizational Climate. The results of this research provide implications for teachers to increase their commitment to improving the Organizational Climate.

A work climate will be achieved if human commitment can be implemented consistently and continuously. Teachers who are highly committed will carry out all duties and roles as well as possible with a full sense of responsibility. If all teachers in the school are highly committed to educational learning outcomes and carry out all tasks in accordance with the school's vision, mission and goals, work effectiveness will be obtained with maximum results.

It further strengthens that one way to improve the work climate is by providing employee commitment. This is because commitment means providing stimulation for all employees to be able to work appropriately to achieve goals. Achieving the goals referred to here is both

organizational goals and individual goals, so that individuals will play an active role in carrying out work, so that individual work effectiveness will increase, and at the same time will also increase organizational effectiveness.

2. Direct positive influence of Visionary Leadership on Organizational Climate

Based on the research results above, it can be stated that Visionary Leadership has a direct positive influence on the Organizational Climate of Public High School Teachers in Pesanggrahan District, South Jakarta. This is proven by the results of the t test statistical test for Visionary Leadership with a calculated t value of 3.484 with a significant value of 0.001 which is smaller than 0.05, and $\beta = 0.274$. This means that Visionary Leadership has a direct positive effect on the Organizational Climate. The results of this research provide implications for school principals to improve their Visionary Leadership to improve the organizational climate of teachers.

A visionary leadership style has the following characteristics: a. Commitment to Spiritual Values is the most prominent characteristic of a visionary leader. The principal embodies personal integrity, exuding energy, vitality, and a strong will to act. b. Inspirational Vision Having a vision that is able to provide inspiration in the form of the ability to realize the vision that has been set by the school, supported by positive inspiration from the future, as well as clear direction on how to achieve the school's vision, c. Good relationships A visionary school principal respects good relationships with everyone, which is manifested in the form of caring for other people and considering them to be the greatest asset for the school. Leader. Visionaries promote a partnership approach and create a shared vision and meaning with others. d. Innovative. Visionary school principals dare to take innovative steps. He is able to change paradigms, which are no longer in line with current developments, then create innovative strategies with conceptual, systemic, strategic and applicable thinking.

At this stage, good communication activities are needed between leaders and members. How to communicate is very important for a leader because it will influence the success of his subordinates in carrying out their duties. The leader's way of communicating, in this case the principal, will have an influence on the teacher's work motivation to carry out their duties as well as possible. Based on this description, it can be understood that it is assumed that each of the three variables to be studied has a relationship that influences each other and has a very important role in learning and educational activities as well as a role in improving the quality of education (Jabir et al., 2014).

3. Direct positive influence of Teacher Commitment to Visionary Leadership

Based on the results of the research above, it can be stated that Teacher Commitment has a direct positive effect on the Visionary Leadership of State High School principals in Pesanggrahan District, South Jakarta. This is proven by the results of the t test statistical test for Teacher Commitment with a calculated t value of 3.166 with a significant value of 0.002 which is smaller than 0.05, and $\beta = 0.259$. This means that Teacher Commitment has a direct positive effect on Visionary Leadership. The results of this research provide implications for teachers to implement Teacher Commitment so that they can increase the Visionary Leadership of school principals.

A teacher who has high commitment will always maintain the organization by fully participating in the organization. One of the participations carried out by teachers is by maintaining existing infrastructure at the school. Maintenance of infrastructure carried out by various parties will add to the list of the age of the infrastructure. Infrastructure facilities will be utilized as efficiently as possible and avoid purchasing infrastructure which results in wasting the budget. Leaders must work to communicate the vision that must be achieved by themselves, and achieved

by others. Leaders must know aspects related to the vision, and be able to convey it to others. Some of the competencies that a visionary leader must have are: having an idea of what you want to achieve and when it will be achieved, thinking about the current position of the business and the desired position in the future, considering what you want to do, technology, procedures, organization and other factors that might influence plans, setting specific goals and strategies to achieve targets, being able to anticipate/consider potential obstacles and developing emergency plans to overcome those obstacles, trying to find new alternative solutions by paying attention to issues, opportunities and problems, having the courage to take risks, and considers failure as an opportunity rather than a setback, knows how to connect one's goals with the organization's goals, can align the duties and work of each department throughout the organization, that in achieving one's goals, one must create harmonious relationships, inside and outside the organization. Actively seeks collaboration opportunities with various individual departments and groups. Visionary leaders are able to regularly take part in training and other types of development, inside and outside the organization, are able to test interactions, negative/positive, so are able to study situations, pursue collaboration opportunities and take part in projects that expand knowledge. Leaders who have visionary abilities can recognize change, which is important for growth and development. The visionary leadership model is a responsible and accountable alternative in fostering committed behavior

CONCLUSION

Based on the research results, it can be concluded as follows: 1) There is a positive and significant influence of Teacher Commitment on the Organizational Climate of Public High School teachers in Pesanggrahan District, South Jakarta, 2) There is a positive and significant influence of Visionary Leadership on the Organizational Climate of Public High School teachers in Pesanggrahan District, Jakarta. South and 3) There is a positive and significant influence of Teacher Commitment towards the Visionary Leadership of State High School Principals in Pesanggrahan District, South Jakarta

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