

VISIONARY LEADERSHIP AND THE SELF EFFICACY WITH ORGANIZATIONAL COMMITMENT

JURNAL KEPEMIMPINAN PENDIDIKAN

2019, Vol. 2(2) 308-327

© Author, 2019

p-ISSN 2086-2881

e-ISSN 2598-621X

Suryadi SYARIF¹, Lina HERLINA²,
SMPN 281 Jakarta¹, MUHAMMADIYAH UNIVERSITY PROF. DR. HAMKA²
suryadi_syarif@uhamka.ac.id ¹, lherlina381@gmail.com²

ABSTRACT

The aims of this study is to identify and analyze the relationship between school principal visionary leadership and teacher's self-efficacy toward teacher's organizational commitment. The study used a survey method. Population of 223 teachers, and a sample of 143 teachers. Data collected by questionnaire technique. Data analyzed with correlation and regression techniques. The results showed that: 1) there is a positive and significant relationship between the visionary leadership of the head teacher of the school with organizational commitment; 2) there is a positive and significant relationship between self-efficacy with organizational commitment of teachers; and 3) there is a positive and significant relationship between the visionary leadership of the principal and teacher self-efficacy simultaneously with organizational commitment of teachers. Its impliaction, the teacher organizational commitment can be enhanced through the visionary leadership of the principal and teacher self-efficacy.

Keywords: Visionary leadership; Self-efficacy; Organizational commitment

ABSTRAK

Penelitian ini bertujuan untuk mengetahui dan menganalisis hubungan antara kepemimpinan visioner kepala sekolah dan efikasi diri guru dengan komitmen organisasional guru. Penelitian menggunakan metode survei. Populasi berjumlah 223 guru, dan sampel sebanyak 143 guru. Data dihimpun melalui kuesioner skala Likert dengan 5 alternatif jawaban, dan dianalisa dengan teknik korelasi dan regresi. Hasil penelitian menunjukkan bahwa: 1) terdapat hubungan positif dan signifikan antara kepemimpinan visioner kepala sekolah dengan komitmen organisasional guru; 2) terdapat hubungan positif dan signifikan antara efikasi diri dengan komitmen organisasional guru; dan 3) terdapat hubungan positif dan signifikan antara kepemimpinan visioner kepala sekolah dan efikasi diri guru secara simultan dengan komitmen organisasional guru. Implikasinya, komitmen organisasional guru dapat ditingkatkan melalui kepemimpinan visioner kepala sekolah dan efikasi diri guru.

Kata kunci: Kepemimpinan visioner; Efikasi diri; Komitmen organisasional

INTRODUCTION

Education in Indonesia from elementary level to high, has not been able to produce human resources (HR) quality. It is an issue that is very precarious for the people of Indonesia. Human Development Index (HDI) reported by UNDP in the year 2013 mentioned that Indonesia is ranked 108 out of 186 countries. HUMAN resources is not qualified not only to make the Indonesian nation not able to compete with other nations, but individually also potentially result in residents experiencing difficulties in producing goods and services that are of superior quality, even also difficult to show the best performance in work. This certainly does not provide benefits for the nation and state of Indonesia, collectively and individually.

Therefore education provides a great contribution on the progress of the nation, then among the many development agenda of the nation, education became one of important agenda and strategic demands serious attention from all parties. It is this which prompted the government together with the community carry out the construction of education as an effort to realize national ideals, namely the intellectual life of the nation. A quality education is one form of investment in human capital, and that determines the quality of HUMAN resources of a nation. If Indonesia is able to implement the national education with the good, then its contribution will be very large on the progress in the other areas. Education quality is a key factor for the country to win the global economic competition.

However, the development of education in Indonesia has not been able to realize quality HUMAN resources, at least judging based on the HDI of Indonesia is always in the top 100 ranking in the last 5 years. The development of education in Indonesia has not succeeded in creating HUMAN resources that can compete in the international world. This phenomenon comes from lack of the failure of the implementation of formal education in schools, including organizational commitment of teachers support efforts to achieve quality education.

The law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers, said that teachers and lecturers has the function, role, and a very strategic position in the development of the field of education, so that needs to be developed as a dignified profession. A professional teacher are required to meet a number of requirements, among other things, have the education qualification of the profession and the scientific competence, have the ability to communicate well, has the soul of a creative and productive, have a work ethic and a high commitment to his profession and always do self-development.

This is due to teacher is one of the factors that will determine high and low of the quality of education. Thus the enactment of such legislation demands teachers to improve their professionalism and do self-development through training, writing scientific papers, and so on. Teachers are also required not only as an educator who is able to transform the values of science, but also as moral guardians for students. Even not rarely the teacher is considered as the second person after the parents of the students in the educational process. Therefore, when organizational commitment of teachers is inadequate, then it can have a serious

impact on the provision of education, at least teaching and learning process. Organizational commitment is related to self-identification of values, goals, and objectives of the organization; the involvement and willingness of the self to seek optimal as possible for the sake of the interests of the organization; and a strong desire to remain a member of the organization. Essence organizational commitment is total involvement and active participation of a person against the organization. This can be interpreted, if there is no organizational commitment of teachers then there will be no activity, including the activity of learning in school.

Therefore, when organizational commitment of teachers is inadequate, it can have a serious impact on education, especially on the PBM. Organizational commitment is related to self-identification of values, goals, and objectives of the organization; the involvement and willingness of the self to seek optimal as possible for the sake of the interests of the organization; and a strong desire to remain a member of the organization. Essence organizational commitment is total involvement and active participation of a person against the organization. That is, if there is no organizational commitment of teachers then there will be no activity, in particular TEACHING and learning activities in school.

The conditions of the organizational commitment is always fluctuating. At the time of a certain high, but at other times low. These conditions don't just happen, but rather is influenced by many factors, internal and external. The two factors include visionary leadership and the efficacy of the self. Visionary leadership is the effort to influence others to achieve organizational goals based on the vision that has been set effectively. The head of school has a role most decisive in a school organization. In running his leadership, the principal must have the ability required of the organization and the members, one of which is to have a vision far into the future. The principal should be visionary, so that it can inspire subordinates to build a better future. How leaders influence subordinates that right, in accordance with the vision that has been set and in accordance with the actual condition of the subordinate will be perceived and is perceived positively by subordinates, so that it can increase the organizational commitment of subordinates. The existence of visionary leadership in the school environment is very necessary to build a shared vision that can encourage teachers to improve their commitment on the organization of the school. But in reality not all the principal can fulfill the expectations of the teacher, including the visionary leadership that is applied. Not all the vision of the head of school in accordance with the vision of the teachers, both in preparing the standard featured and brilliant ideas, clarify the purpose and direction of the school in the future, inspire enthusiasm and maintain the commitment of the school community, ensures the uniqueness of the organization with different competencies, and implement ambition realistically.

Similarly, the efficacy of the self as one's belief over the ability to run a specific task, can also increase organizational commitment, because in the efficacy of the self-contained strong belief of the teacher to drive the motivation, cognitive resources, and a way of acting necessary to carry out the work successfully.

Teachers have efficacy higher self will tend to do a good job. This trend will encourage teachers to be ready-ready to perform tasks and work as best as possible for the sake of and on behalf of the achievement of the goals of the organization as a tangible manifestation of dri's commitment to the organization.

The above description clearly shows the importance of the role of organizational commitment of teachers in the dynamics of school organization, particularly related to the learning activities. But in reality in the field there are still many teachers who lack organizational commitment in teaching and educating for a variety of reasons. This tendency, among others, also occur among teachers of junior high Schools in Kecamatan Kramat Jati, East Jakarta, which is planned to be the object of this research. The indication, among others, appear in kekurangseriusan in carrying out the task, use work hours for personal purposes, use school facilities for personal benefit, less heed to the command or supervision of superiors, and not able to achieve the employment targets according to the standard and time specified.

Based on the exposure at the top, then research is done to determine, analyze and test:

1. The positive relationship between visionary leadership the Head of School with the organizational commitment of Secondary School teachers the First Country in the District of Kramat Jati, East Jakarta.
2. The positive relationship between teacher self efficacywith organizational commitment of Secondary School teachers the First Country in the District of Kramat Jati, East Jakarta.
3. The positive relationship between visionary leadership the Head of School and the efficacy of the teacher self together with the organizational commitment of Secondary School teachers the First Country in the District of Kramat Jati, East Jakarta.

LITERATURE REVIEW

Organizational Commitment

Organizational commitment, Mowdey, et. al. (Slocum, et. al. 2007:328) reflects the strength of employees in identifying the involvement of the self into parts of the organization, characterized by acceptance of the values and goals of the organization, readiness and willingness to strive earnestly on behalf of the organization, and desire to maintain membership in the organization. Darmawan (2013:171): the desire of the employee to maintain membership in the organization and are willing to do business for the achievement of organizational goals. Porter (Yusof. 2007:106): the relative strength than the individual in identifying his involvement in the organization. Kreitner et. al. 2014:165), is the degree to which someone knows the company and its objectives. Newstrom, et. al. 207:207), the level/degree of self-identification of employees with the organization and his desire to continue their active participation in the organization. Luthan (2008:147), a strong desire to remain a member of the organization; a desire to show the business a high level on behalf of the organization; and a strong belief in accepting the values and goals of the organization. Hunt, et. al. (Tsai, et. al. 2008:565-581): interest and relationship of employees to the

organization. Mathieu, et. al. (Silverthorne. 2004); a work attitude that is directly related to employee participation and the desire to stay within the organization and be clearly associated with performance. McDonald, et. al. (2008:84-91): “organizational commitment as a psychological treaty signed between the person and the organization.” A knot of words, organizational commitment is related to the strong desire of employees in the form of the involvement and the active participation to the organization, cognitive and affective. Meyer, et. al. (Luthan. Op. cit.:148): there are three dimensions of commitment organisasional: 1) Affective commitment. 2) basis of continuance commitment. 3) Normative commitment. Buchanan (Gibson, et. al. 2010:186): employee commitment to the organization includes: (a) self-identification of employees with organizational goals, (b) the psychological attachment of employees in the tasks of the organization, and (c) loyalty of employees to the organization indicated by the lack of desire of employees to leave the organization. Moore (Ivancevich, et. al. 2008:184) divide organizational commitment into three: 1) a sense of identification with the organization's goals, 2) a feeling of involvement in organizational duties, and 3) a feeling of loyalty for the organization.

Visionary Leadership

Leadership (Greenberg, et. al. 2008:85): the process of a person influences the group members towards the achievement of organizational goals. Robbins, et. al. (2009:585-586): ability to influence a group toward the achievement of a vision or set of goals. Daft, et. al. (2008:479): ability to influence people toward the achievement of organizational goals. Affect means the relationship between people is not passive and the influence is designed to achieve the goal. Taylor (Drafke. 2009:460): “the ability to influence the activities of others, through the process of communication, toward the attainment of goal.” Kinicki, et. al. (2008:479) “leadership is the ability to influence people toward attainment of goals.” Northouse (2013:5): the process of individual influences a group of individuals to achieve a common goal. Rivai. et al. (2012:3-4) leadership is essentially a:

(1) The process of affecting the followers in achieving organizational goals; (2) The art of influencing and directing people ... in achieving a common goal; (3). The ability to influence, inspire and direct the actions of a person ... to achieve the expected goals; (4). It involves three things, namely leader, followers, and situation specific; (5). The ability to influence a group to achieve the goal.

Visionary, according to Bennis (Sinamo, et al. 2012:217): ”the first basic ingredient of leadership is a guiding vision.” Every leader must have a clear view about what it wants to do. Bennis (Sinamo, et al. Ibid.:), all effective leaders have the ability to initiate and create the vision, and translate it so true. Vision life it is important for anyone who leads an education, like a torch lights in the darkness of the cave life. But, according to Danim, et al. (2012:3), torch torch is not useful for people who are afraid to pursue the trip in the cave. Management education needs to be vision. Without vision, according to Bush (2008:35-36), the organization and the people in it have no clear direction, no right way in step into the future and

have no commitment. The vision was the hallmark of a leadership role. Goleman (2004:65), visionary leadership is a pattern of leadership that seek to move people towards the dreams together with the impact of climate emotions are most positive and most appropriate to be used when change requires new vision or when it takes a clear direction. Joseph (2007:25-28), there are ten competencies that need to be possessed by a leader are: 1) Self direction. 2) Flexibility. 3) Team work. 4) Strategy. 5) Decision making. 6) Managing change. 7) Delegation. 8) Communication. 9) Negotiation. and 10) Power and influence. Yukl (2010:115119) formulate a taxonomy that contains the 14 categories of leadership behavior, including:

1) Planning and organizing: 2) problem Solving: 3) Explain the role and objective: 4) provide information: 5) Monitoring: 6) Motivating and inspiring: 7) consultation: 8) Delegate: 9) Support: 10) to Develop and guide: 11) Managing conflict and team building: 12) Build network: 13) Gives the recognition: and 14) Give the award:

Gomez-Meija, et. al. (Op. cit.:504) mentions five bases of power of a leader, namely: 1) Coercive power. 2) Reward power. 3) Legitimate power. 4) Expert power. 5) Reference power. Node lata, visionary leadership is the effort to influence others in achieving organizational goals based on the vision that has been set effectively with the dimensions of: drawing up of superior standards and reflect the high ideas, clarify purpose and direction, inspire enthusiasm and maintain commitment, have effective communication, reflect the uniqueness of organizations and different competencies, and ambitious.

Self Efficacy

The efficacy of the self (English, self efficacy). Self efficacy was introduced by Bandura that serves one of the main aspects of the theory of social cognitive. Everyone has the efficacy of self. Efficacy-self, for Bandura (Feist, et. al. (2010:212): shape of a person's beliefs on the ability to control the functioning of the person itself and events in the environment. Myers (Zulkaida et. al. 2007:2): the ability associated with how individuals feel able to do something. Myers (2012:72): the feeling that he was competent and effective, in contrast to self-esteem, i.e. the feeling will be the value itself. Bandura et. al. for Myers (Ibid.) argued that trust in the competence and effectiveness of the self as a result of the granting of gratifikasi. Baron and Byrne (2004:183), the efficacy of the self that a person's beliefs will be their competence on the performance of a given task, reach a goal, or overcome an obstacle. Efficacy self (Ormrod. 2008:20): the assessment of a person about his own ability to execute certain behaviors or reach certain goals. Baron, et. al. (2003:205): "self efficacy is a relatively new topic in the study of organizational behavior, but have been identified have important implications that could affect performance on many different tasks." Robbins, et. al. (Stephen, et. al. Op. cit.:180) the efficacy of the self is also the belief of the individual that he is able to perform a task. Schultz, et. al. (2006:360) the efficacy of the self as a belief in one's ability to complete a task. George, et. al. (2008:104) says:

A high self-efficacy, can help motivate employee to attempt to achieve a difficult target. According to them, self-efficacy is capability owned by someone in order to conduct his or her duty successfully. Employee with a high self-efficacy has capability to achieve a difficult goal, and this capability strengthens support that they gain in forms of agreement and motivation in order to achieve a goal of organization.

Kreitner, et. al. (2000:195): the efficacy of high self-esteem encourage actions that build and goal-oriented, while the efficacy of the lower self to encourage activity and emotions that are passive and leads to failure. Branden (2001:128), someone will always defend the metaphysical efficacy of his with the continuous development of the particular-ized efficacy of his throughout his life. Cox (2002), self-confidence is an essential part and characteristic of one's personality that can facilitate a person's life. Knot words, the efficacy of the self is one's belief in their ability to carry out a specific task, with the dimensions: magnitude, generality, and strength.

METHODS

Research conducted at State junior high School in the District of Kramat Jati, East Jakarta, starting the month of October 2014 s/d. March 2015. Research using the survey method (Kerlinger. 2004:660), with a correlational design (Fraenkel, et. al. 2012:49-50). The target population is teachers at the school, while the population of affordable amount to 223 people, sample as many as 143 people obtained with the technique of proportionate random sampling from the 5 schools according to the formula of Slovin (Umar. 2006:108). Data collected with the questionnaire (Hadi. 2002:46), scale of Likert with 5 options of answers. In the validate (Azwar. 2003:5) instruments used the formula of correlation Product Moment Pearson, and in calculating the reliability used Cronbach Alpha formula. The results of the normality test instruments organizational Commitment, from 30 items of the statement there are 3 items that are not valid (1, 7 and 21), to the instruments of visionary Leadership, of the 30 questions, there are 4 items that are not valid (3, 7, 20 and 26), to instrument the efficacy of the self, from 30 items of questions, there are 3 items that are not valid (9, 17 and 30). The results of the calculation of the reliability for the instrument Kokmitmen organizational obtained Alpha coefficient of 0,933; for the instruments of visionary leadership obtained a coefficient Alpha of 0,951; and, for instruments of the efficacy of self-obtained coefficient Alpha amounted to 0,946, which means the third instrument had a high reliability. Data were analyzed with the techniques of descriptive and inferential statistical analysis. Before that, the first test of the requirements analysis, namely: test of normality test with a Lilliefors test of homogeneity with the test of Bartlett, and test linearity by ANOVA.

FINDINGS and DISCUSSION

A. Data Description

1. Organizational Commitment Of Teachers

Based on the results of the calculation of validity is known, there are 27 item statement is valid. Thus in theory the score of organizational commitment of teachers is in the range between 27 – 135. From the results of the calculation of descriptive statistics known value for this variable is 81 and the highest was 134, so the range of the data 53. Also known mean value, me, and mo, namely 111; 112; and 108, sd = 11,543 and var = 133,249.

From the data it is known the frequency distribution of the score variable of organizational commitment of teachers the majority of which is in the interval 116 - 122 = 32 respondents (22,38%), 102 – 108 and 109 – 115 each = 26 respondents (18,18%), 123 – 129 = 24 respondents (16,78%), 95 – 101 = 17 respondents (11,89%), 88 – 94 = 11 respondents (7,69%), 81 – 87 = 5 respondents (3,50%), and the interval 129 – 134 = 2 respondents (2,04%). The score of the smallest on the interval 130 – 136 = 2 respondents (1.40 percent).

2. Visionary Leadership The Head Of School

Based on the results of the calculation of the validity of the known amount of the statement is valid as many as 26 items. With such theoretically score visionary leadership the principal is in a range between 26 – 130. From the data of these variables are known the lowest score of 73 and a high of 130, so that the range of data 57. The value of the mean, me, and mo in a row 108; 110; and 104, sd = 13 and 13,885; and var = 192,802.

From the above data is known data that is in the interval 113 - 120, i.e., 32 respondents (22,38%), followed 105 – 112 = 31 respondents (21,68%), 97 – 104 = 23 respondents (16,08%); 121 - 128 = 19 respondents (13,29%); 89 - 96 = 16 respondents (11,19%); 129 - 136 = 8 respondents (5,59%); and the smallest on the interval 73 – 80 and 81 – 88, each of the 7 respondents (4,90%).

3. Teacher Self Efficacy

The amount of the statement is valid for the variable teacher self efficacy is 27, so a score of teacher self efficacy in theory is in a range between 27 – 135. From the data it is known that the score of min. for these variables = 81 and max. = 135, so the range of the data = 54. While the value of the mean, me and mo, respectively 114; sd = 10,310; and var = 106,302.

From the above data, visible data that most is in the interval 109 – 115, which is 40 respondents (27,97%), followed 116 – 122 = 26 respondents (18,18%), 102 – 108 = 25 respondents (17,48%); 123 – 129 = 22 respondents (15,38%); 95 – 101 = 16 respondents (11,19%); 130 – 136 = 10 respondents (6,99%); 88 – 94 = 3 respondents (2,10%) and 81 – 87 = 1 respondents (0,70%).

B. Testing Requirements Data Analysis

1. Normality Test

From the results of the normality test of the error estimate \hat{Y} of top X1, X2 and X3 as it turned out, H0 is accepted and it can be concluded that the error estimate \hat{Y} of top X1, X2 and X3 come from a population with normal distribution.

2. Test Of Homogeneity Of Variance

From the results of the test of homogeneity of variances-the variance of Y over the grouping of X1, X2 and X3 can be concluded that the groups of data come from a population homogeneous.

C. Hypothesis Testing

1. The relationship between Visionary Leadership the Head of School with the Organizational Commitment of Teachers

From the results of calculation of simple regression for the relationship between visionary leadership the head of school with the organizational commitment of teachers obtained constants (a) of 52,159 and the regression coefficient (b) 0,540. Based on the constants and coefficient of regression, then it can be compiled regression equation $\hat{Y} = 52,159 + 0,540X_1$. The results of the calculation of the significance test and the linearity of the above regression equation are presented in table ANOVA below.

Tabel 1. ANOVA Significance Test dan Linearity Regression $\hat{Y} = 52.159 + 0.540X_1$

Source Varians	dk	Jk	RJK	F-Count	F-table	
					0,05	0,01
Total	142	250.272.400.000				
Regression (a)	1	1.750.156,643				
Regressi (b/a)	1	7.989,370	7.989,370	103,046**	3,908	6,818
Sisa (S)	141	10.931,986	77,532			
Tuna Cocok (TC)	47	3.716,036	79,065	1,030 ^{ns}	1,945	1,765
Galat (G)	94	7.215,950	76,765			

Description:

** = Peramaan regresi sangat signifikan ($F_{hitung} = 103.046 > F_{tabel} = 6,818$) pada $\alpha = 0,01$

* = Regresi berbentuk linier ($F_{hitung} = 0,903 < F_{tabel} = 1,030$) pada $\alpha = 0,05$

JK = Jumlah Kuadrat

dk = Degree of Freedom

RJK = Rata-rata Jumlah Kuadrat

From the table above, look to the regression equation $\hat{Y} = 52,159 + 0,540X_1$ is very significant. This is indicated by the calculated F value (103,046) that is greater than the value of F table at $\alpha = 0,01$, i.e. 6,818. While to test the linearity of regression values obtained F count of 1,030, while the value of F-table at $\alpha = 0.05$ with dk numerator 47 and dk denominator 94 1,495. The value of F-count is smaller than the value of F-table, so that the regression equation of organizational commitment of teachers over the leadership of a visionary head of school is linear. From the results of tests of significance and linearity of the regression above, it can be concluded that the regression equation $\hat{Y} = 52,159 + 0,540X_1$ very significant and linear. The value of the constants in that equation shows that when the variable of visionary leadership the principal has the value 0, then the organizational commitment of teachers value 52,159. Also gives the meaning that each increase of one score variable of visionary leadership the head of school will be followed by an increase in the score of organizational commitment of teachers of 0,540 on the constants 52,159.

The strength of the relationship between visionary leadership the head of school with the organizational commitment of teachers can be seen from the correlation coefficient. The results of the calculation of the coefficient of correlation and t test can be seen in table 2 below.

Table 2. Significancy Test Corellation Coefficient Effect Between Principal Visionary Leadership and Teacher Organizational Commitment

J Ob (n)	Ko Kor (r_{y1})	t_{hitung}	t_{tabel}	
			$\alpha = 0,05$	$\alpha = 0,01$
143	0,650	13,318**	1,977	2,704

Description:

** = Koefisien korelasi sangat signifikan ($t_{hitung} = 13,318 > t_{tabel} = 2,704$) pada $\alpha = 0,01$

Based on the results of the calculation of the significance test of the correlation coefficient, it is known $t = 13,318$ greater than $t_{table} = 2,704$ at the $\alpha = 0,01$. With such results it can be said that the correlation coefficient between the leadership of a visionary principal with the organizational commitment of teachers (r_{y1}) of 0,650 is very significant. This means the first hypothesis that states there is a positive relationship between visionary leadership the head of school with the organizational commitment of teachers, is accepted. By other terms, the more effective the leadership of a visionary principal, then the higher the organizational commitment of teachers. The results of determination coefficient of 0,422. This means 42,2% of the variation in organizational commitment of teachers can be explained by the variation of the visionary leadership of the head of school through the regression equation $\hat{Y} = 52,159 + 0,540X_1$. As for the rest of 57.8% is influenced by other variables.

The relationship between visionary leadership the head of school with the organizational commitment of teachers if the controlled variable efficacy teacher self-obtained partial correlation coefficient $r_{y1.2} = 0,470$. Testing the significance of the coefficient of partial correlation with control variable teacher self efficacy can be seen in the table below.

The results of the calculation as shown in table 3 is unknown if the controlled variable efficacy teacher self-obtained partial correlation coefficient $r_{y1.2} = 0,470$. The test of significance of the coefficient of partial correlation is performed with the t test obtained the value of $t_{count} = 7,138$, while the value of t_{table} with $df = 140 (n-3)$ at $\alpha = 0,01$ is 2,704. The value of $t_{count} (7,138) > t_{table} (2,704)$, so that the visionary leadership of the head of school has a positive and significant relationship with organizational commitment of teachers which is controlled by the efficacy of the teacher self.

Table 3. Test of Significance of the Partial Correlation Coefficient between the Leadership of a Visionary principal with the Organizational Commitment of Teachers controlled Teacher Self Efficacy

Job (n)	Koefisien Korelasi ($r_{y1.2}$)	t_{hitung}	t_{tabel}	
			$\alpha = 0,05$	$\alpha = 0,01$
143	0,470	7,138**	1,977	2,704

Description:

** = Koefisien korelasi sangat signifikan ($t_{hitung} = 7,138 > t_{tabel} = 2,704$) pada $\alpha = 0,01$

The relationship between the Self Efficacy of the Teacher with the Organizational Commitment of Teachers

The results of calculation of simple regression for the relationship of teacher self efficacy with organizational commitment of teachers obtained constants (a) of 39,567 and the regression coefficient (b) 0,627. Thus the relationship between the efficacy of the self of the teacher with the organizational commitment of teachers obtained the regression equation $\hat{Y} = 39,567 + 0,627X_2$. The results of the calculation of the significance test and the linearity of the above regression equation are presented in the table ANOVA below.

Tabel 4 ANOVA Test of Significance and the Linearity of the Regression $\hat{Y} = 39.567 + 0.627X_2$

Sumber Varians	dk	Jk	RJK	F-hitung	F-tabel	
					0,05	0,01
Total	142	250.272.400.000				
Regresi (a)	1	1,750,156.643				
Regresi (b/a)	1	6,305.366	6,305.366	70.471**	3,908	6,818
Sisa (S)	141	12,615.991	89.475			
Tuna Cocok (TC)	40	3,323.412	83.085	0,903 ^{ns}	1,514	1,795
Galat (G)	101	9,292.579	92.006			

Description:

** = The regression equation is very significant ($F_{hitung} = 70,471 > F_{tabel} = 6,818$) pada $\alpha = 0,01$

* = Regression-shaped linear ($F_{hitung} = 0,903 < F_{tabel} = 1,514$) pada $\alpha = 0,05$

JK = The Sum Of The Squares

dk = Degrees Of Freedom

RJK = The average Sum of Squared

In the table 4 above shows the test of significance of the regression, we obtained the value of Fcount 70,471, while the Ftable at $\alpha = 0,01$ is 6,818. From the results of these calculations it is known that the value of Fcount (70,471) > than the value of Ftable (6,818), thus indicating that the regression equation $\hat{Y} = 39,567 + 0,627X_2$ is very significant. To test the linearity of regression of known value Fcount obtained (0,903) is smaller than the value of Ftable at $\alpha = 0,05$ with dk numerator of 40 and dk denominator 101 (1,514). It can therefore be concluded that the regression equation $\hat{Y} = 39,567 + 0,627X_2$ is linear. Of testing significance and testing the linearity of regression it can be concluded that the regression equation $\hat{Y} = 39,567 + 0,627X_2$ very significant and linear. Constant value that indicates when the variable teacher self efficacy is 0, then the organizational commitment of teachers has a score of 39,567.

The regression equation it also shows that each increase of one score efficacy teacher self-will be followed by the increase in the score of organizational commitment of teachers by 0,627 on the constants 39,567.

The closeness of the relationship between the efficacy of the self of the teacher with the organizational commitment of teachers can be seen from the magnitude of the correlation coefficient. A summary of the results of the calculation of the coefficient of correlation and t test can be seen in the table below.

Table 5. Significance Test of the Correlation Coefficient of the Relationship between Visionary Leadership the Head of School with the Organizational Commitment of Teachers

Observation (n)	The Correlation Coefficient (r_{y2})	t_{hitung}	t_{tabel}	
			$\alpha = 0,05$	$\alpha = 0,01$
143	0,577	10,235**	1,977	2,704

Description:

** = Koefisien korelasi sangat signifikan ($t_{hitung} = 10,235 > t_{tabel} = 2,704$) pada $\alpha = 0,01$

As seen in table 5, the results of the calculation of the significance test of correlation coefficient is known $t = 10,235$ greater than $t_{table} = 2,704$ at the $\alpha = 0,01$. These results indicate that the correlation coefficient of the relationship between the efficacy of the self of the teacher with the organizational commitment of teachers is very significant. Thus the second hypothesis, that there is a positive relationship between the efficacy of the self of the teacher with the organizational commitment of teachers, is accepted. Other terms, the good efficacy teacher self-the higher the organizational commitment of teachers.

The results of the determination coefficient 0,333, or the variation of the coefficient of determination by 33.3%. That is, 33.3% of the variation in organizational commitment of teachers can be explained by the variation of teacher self efficacy through the regression equation $\hat{Y} = 39,567 + 0,627X_2$. As for the rest of 66.7% is influenced by other variables.

The relationship between the efficacy of the self with the organizational commitment of teachers if the controlled variable of visionary leadership the principal obtained partial correlation coefficient $r_{y1.2} = 0,318$. Testing the significance of the coefficient of partial correlation with control variable teacher self efficacy can be seen in the table below.

Table 6. Significance Test of the Coefficient of Partial Correlation between the Leadership of a Visionary principal with the Organizational Commitment of Teachers controlled by Self Teacher Efficacy

Jumlah Observasi (n)	Koefisien Korelasi ($r_{y1.2}$)	t_{hitung}	t_{tabel}	
			$\alpha = 0,05$	$\alpha = 0,01$
143	0,318	4.186**	1,977	2,704

Keterangan:

** = Koefisien korelasi sangat signifikan ($t_{hitung} = 4,186 > t_{tabel} = 2,704$) pada $\alpha = 0,01$

The results of the calculation as shown in table 6 be aware if the controlled variable of visionary leadership the principal obtained partial correlation coefficient $r_{y1.2} = 0,318$. The test of significance of the coefficient of partial correlation is performed with the t test obtained the value of $t_{count} = 4,186$, while the value of t_{table} with $df = 140$ ($n-3$) at $\alpha = 0,01$ is 2,704. The value of $t_{count} (4,186) > t_{table}$

(2,704), so that the efficacy of the teacher self has a positive and significant relationship with organizational commitment of teachers that is controlled by the visionary leadership of the principal.

The relationship of Visionary Leadership principals and Teacher self efficacy Together with the Organizational Commitment of Teachers.

From the calculation results of multiple regression for the relationship of visionary leadership principals and teacher self efficacy simultaneously with the organizational commitment of teachers obtained the value of the constant (a) of 31,157, the regression coefficient for the leadership of a visionary head of school (b1) 0,394 and the regression coefficient for the efficacy of the self of the teacher (b2) of 0.325. Then the relationship between visionary leadership the head of school and the efficacy of the teacher self simultaneously with the organizational commitment of teachers obtained the regression equation $\hat{Y} = 31,157 + 0,394X_1 + 0,325X_2$. The results of the calculation of the significance test of the regression equation presented in the table below.

Table 7 ANOVA Significance Test of the Regression $\hat{Y} = 31.157 + 0.394X_1 + 0.325X_2$

Source Of Variance	dk	Jk	RJK	F-hitung	F-tabel	
					0,05	0,01
Total	142	250.272.400.000				
Regression (b)	2	9,096.761	4.548,381	70.471**	3,908	6,819
Sisa (S)	140	9.824,596	70,176			

Description:

** = The regression equation is very significant ($F_{hitung} = 64.814 > F_{tabel} = 6,819$) pada $\alpha = 0,01$

JK = The Sum Of The Squares

dk = Degree of Freedom

RJK = The average Sum of Squared

From the table test the significance of regression equation can be concluded that the equation of the multiple regression $\hat{Y} = 31,157 + 0,394X_1 + 0,325X_2$ very significant. Such conclusion is based on the value of Fcount (64,814) is greater than Ftable (6,819). The regression equation is shown when the leadership of a visionary principal and the efficacy of the teacher self is 0, then the organizational commitment of teachers value 31,157. While the value of the regression coefficient is positive indicating the influence of which is directly proportional between the leadership of a visionary principal and the efficacy of self of teachers on the organizational commitment of teachers. Therefore, every increase of one unit of the variable of visionary leadership the head of school then the organizational commitment of teachers increases 0,394 and each increase of one score efficacy teacher self-then the organizational commitment of teachers increases 0,325 at constant 31,157.

The results of the calculation of the correlation coefficient of the relationship between visionary leadership the head of school and the efficacy of the teacher self together with the organizational commitment of teachers is shown by $R_{y.12} = 0,693$. The results of testing the significance of the correlation coefficient of the relationship between visionary leadership the school principal, efficacy self teacher self together with the organizational commitment of teachers can be seen in the table below.

Table 8 Test of Significance of the Correlation Coefficient of the Relationship between Visionary Leadership the Head of School and the Efficacy of the Teacher Self Together with the Organizational Commitment of Teachers

Observation (n)	Correlation Coefficient ($R_{y.12}$)	t_{hitung}	t_{tabel}	
			$\alpha = 0,05$	$\alpha = 0,01$
143	0,693	42,941**	3,909	6,819

Keterangan:

** = Correlation Coefficient sangat signifikan ($t_{hitung} = 42,941 > t_{tabel} = 6,819$) pada $\alpha = 0,01$

From the results of the calculation of the significance test of multiple correlation coefficient, known $F_{count} = 42,941$ greater than the $F_{table} = 6,819$, so it can be concluded that the correlation coefficient of the relationship between visionary leadership the head of school and the efficacy of the teacher self together with the organizational commitment of teachers has correlation coefficient ($R_{y.12}$) = 0,693 is very significant. Thus, the third hypothesis: there is a positive relationship between visionary leadership the head of school and the efficacy of the teacher self simultaneously with the organizational commitment of teachers, is accepted. In other words, the more effective the leadership of a visionary head of school and the better efficacy self teacher, then the higher the organizational commitment of teachers.

From the correlation coefficient can then be aware of the determination coefficient ($R_{y.122}$), that is equal to 0,481 or variation of the coefficient of determination is 48,1%. This means by 48.1% of the variation in organizational commitment of teachers can be explained by the visionary leadership of the head of school and the efficacy of teacher self through the regression equation $\hat{Y} = 31,157 + 0,394X_1 + 0,325X_2$.

DISCUSSION

The results showed that the visionary leadership of the head of school and the efficacy of the self-teacher has a significant relationship with organizational commitment of teachers. This means that the leadership of a visionary principal and the efficacy of the teacher self to be a variable that has an important influence in determining the level of organizational commitment of teachers. The results of the research showed the visionary leadership of the head of school contribute to the organizational commitment of

teachers 42,2%, is to the efficacy of the self-the teacher gives a positive contribution on organizational commitment of teachers of 33.3%. While simultaneously, the leadership of a visionary principal and the efficacy of the teacher self-contribute to the organizational commitment of teachers by 48.1%.

The relationship between visionary leadership the head of school with the organizational commitment of teachers among others, related to the position of head of school as the holder of the highest authority in the school who have a central position in various school activities, including in determining the vision and mission and goals of the school. The principal is a manager in the dynamics of organizational life of the school, whose role is to manage the students as the main input of the education process together with other inputs such as curriculum, teachers, employees, references are available in the school, parents, society, the environment, infrastructure and also the funds as operational support, so as to produce the output and come out as expected by the stake holders. With conditions like that then the leadership of the head of the school encourages the school community want to move, do the activity enthusiastically and strive to individually and collectively achieve the goal of school and education. The principal charge of affect, motivate and awaken the spirit as well as enthusiasm which then enables the school community to contribute to the effectiveness and success of the school organization. The vision of the leadership of the head of school as appropriate or consider the vision and the actual condition of the teacher can encourage the commitment of teachers to the school, so teachers want to identify the self-involvement and their active participation in the organization of the school which is reflected in the identification of the goals of the organization, involvement in fulfilling the obligations on the organization, and loyalty to the organization.

Thus, the findings of this suit and at the same time supports the results of previous studies which concluded that leadership is significantly related to organizational commitment. The results of the research of Walumbwa, et. al. (2005:235-256), states that a leader which plays transformative leadership has strong influence on the organizational commitment of employees. This shows that the leadership of a visionary principal influence on organizational commitment of teachers.

Related to the existence of a positive and significant relationship between the efficacy of the self of the teacher with the organizational commitment of teachers implies the meaning that the efficacy of the self-the teacher will give impact on increasing the organizational commitment of teachers. As has been explained, that the efficacy of the teacher self-reflects the teacher's belief in his ability in performing a specific task. It becomes the wealth of the individual that can arouse the potential of individual other, especially organizational commitment of teachers. The efficacy of high self-esteem, which allows a teacher to complete his work quickly and with quality, be a capital important for teachers to be able to build commitment in the organization of the school. With a strong belief in the ability of the self to complete a task-the task of teaching, the teacher becomes easy to do what is best for the organization and achieve

organizational goals. When teachers feel light do the best for the organization, then the teacher has the organizational commitment is high.

According to the results of research Gillham, et. al. (2002:121) that: individuals with efficacy higher self has a commitment in solving the problem and will not give up when they find that the strategy that is being used was not successful. In the context of the dynamics of organizational life, a commitment like this is very needed, especially to solve various problems of organization, including for the achievement of organizational goals. Thus, the efficacy of the self has an influence on organizational commitment. Research Yu (2011:68-81) showed that the efficacy of self has a significant influence on organizational commitment. These results are also supported by research Brown III, et. al. (2002:1) proving that the efficacy of self has a significant influence on affective commitment and normative. This suggests that the efficacy of the self has influence on the organizational commitment of teachers. With that result, then the findings in this study expand the theory and results of previous research that shows the importance of the efficacy of the self in influencing organizational commitment.

Visionary leadership and the efficacy of the self simultaneously is also shown to have a significant relationship with organizational commitment. This can happen especially if a visionary leadership which portrayed the head of school supports the establishment of teacher self efficacy and vice versa visionary leadership to support the implementation of the visionary leadership of the head of the school in realizing the organizational commitment of teachers.

The results of the research above, the implications as follows:

1. Implications related to Visionary Leadership: a) Head of school improve skills in running leadership visionernya. With a lot of study material is visionary leadership, especially in drawing up the standard featured and ideas are brilliant, clarifying the purpose and direction of the organization school of the future that is promising of progress, inspire the spirit and keep the commitment of the school community on the progress of the school, have ability of effective communication, demonstrate the uniqueness of the organization with different competencies and promising progress of the school, as well as build ambisiusitas realistic to be achieved, so that these conditions can stimulate organizational commitment of teachers at a high level. b) the Head of the school is open to input and criticism from the school community related to leadership that is portrayed, especially from the teacher. Input and criticism can be used as a tool to improve the leadership, so that the behavior of its leadership to be accepted and supported by the school community.
2. The implications related to the Efficacy of the Self: a) the Head of the school trying to foster awareness in teachers about the importance of the efficacy of the self, by encouraging teachers to be proactive to improve the efficacy of himself, in the magnitude, generality and strength. Teachers are also trying to improve the efficacy of the self, through learning and following the activities and training on improved

efficacy self. b) the Head of the school trying to foster the efficacy of the teacher self in a proactive way to improve teaching competence of teachers. With a good mastery in the field of work, then the teacher will be ready and have faith in the face of various challenges of working with a scale that is widespread and common. In this way the expected efficacy of the self increases, so that it can encourage the increase of organizational commitment of teachers.

This study still has a number of limitations, both methodological and material, among others: 1). The respondents involved in the study is relatively limited, so that less promising a broad generalization. 2). This study is not discusses in detail the answers of respondents, so may not be aware of the indicators-the indicators that the implementation is still weak and indicators-what indicators are already implemented well. As a result can not be given more specific advice related to the deficiencies that are still there. 3). Research involves only the variables visionary leadership the head of school and the efficacy of the teacher self. In fact, there are other factors associated with the organizational commitment of teachers is not examined so it is not obtained more comprehensive information. 4). There is no control against other variables associated with organizational commitment of teachers.

CONCLUSIONS

1. There is a positive and significant relationship between the efficacy of the self of the teacher with the organizational commitment of Secondary School teachers the First Country in the District of Kramat Jati, East Jakarta. These findings meaningful higher efficacy self teacher, the higher the organizational commitment of teachers. On the contrary, the low efficacy teacher self-the lower the organizational commitment of teachers.
2. There is a positive and significant relationship between visionary leadership the head of school and the efficacy of the teacher self together with the organizational commitment of Secondary School teachers the First Country in the District of Kramat Jati, East Jakarta. These findings are meaningful, the more effective the leadership of a visionary principal and the high efficacy teacher self, then the higher the organizational commitment of teachers. Conversely, the ineffective leadership of a visionary head of school and the lower the efficacy of the self, then the lower the organizational commitment of teachers.

REFERENCES

- Andre, Rae, 2008, *Organizational Behavior: An Introduction to Your Life in Organizations*, New Jersey: Pearson-Prentice Hall.
- Baron, Robert A., dan Donn Byrne, 2004 (Edisi ke-10). *Psikologi Sosial* Jilid 1 (Terj, Ratna Djuwita dkk.). Jakarta. Erlangga.

- Branden, Nathaniel, 2001, *The Psychology of Self-Esteem: A Revolutionary Approach to Self-Understanding that Launched a New Era in Modern Psychology*, San Fransisco: Josse-Bass.
- Brown dan Keeping, 2005, "Elaborating The construct of transformational leadership: the role of affect," *The Leadership Quarterly*, 16: 247.
- Bush, Tony dan Marianne Coleman, 2008, *Manajemen Strategis Kepemimpinan Pendidikan*, Jogjakarta: IRCiSoD.
- Colquitt, Jason A., Jeffery A. LePine dan Michael J. Wesson, 2009, *Organizational Behavior: Improving Performance and Commitment in the Workplace*, New York: McGraw-Hill.
- Danim, Sudarwan dan Suparno, 2012, *Menjadi Pemimpin Besar Visioner Berkarakter; Visi, Transaksi, Transformasi, dan Karakter Kepemimpinan dan Manajemen Satuan Pendidikan Era Pergolakan Otoritas Negara*. Bandung: Alfabeta.
- Darmawan, Didit, 2013, *Prinsip-prinsip Perilaku Organisasi*, Surabaya: Pena Semesta.
- Drafke Michael, 2009, *The Human Side of Organizations*, New Jersey: Pearson Prentice Hall.
- Feist, Jess dan J. Feist, Gregory. 2010. *Teori-teori Kepribadian* (Terj. Smita Prathita Sjahputri). Jakarta: Salemba Humanika.
- Fraenkel, Jack R., Norman E. Wallen, and Helen H. Hyun. 2012. *How to Design and Evaluate Research in Education*, New York: McGraw-Hill Inc.
- George, Jennifer M., and Gareth R. Jones, 2008, *Understanding and Managing Organizational Behavior*, New Jersey: Pearson Prentice-Hall.
- Gibson, James L., John M. Ivancevich dan James H. Donnelly, Jr, 2010, *Organizations: Behavior, Structure, Processes*, USA: Richard D. Irwin.
- Gillham, J.E., K.J. Reivich and A.J. Shatté, 2002, "Positive youth development, prevention and positive psychology: Commentary on Positive youth development in the United States". *Prevention and Treatment*, 5, Article 18: 121.
- Gomez, Luis R. Mejia, David B. Balkin, dan Robert L. Cardy, 2007, *Managing Human Resources*, New Jersey: Pearson Education Inc.
- Hughes, Richard L., Robert C. Ginnett, dan Gordon J. Curphy, 2012 (Edisi 7). *Leadership: Enhancing the Lessons of Experience; Leadership; Memperkaya Pelajaran dari Pengalaman*, Penterjemah Putri Iva Izzati. Jakarta. Salemba Humanika.
- Ivancevich, John M., Robert Konopaske & Michael T. Matteson, 2008, *Organizational Behavior and Management*, Boston: McGraw-Hill.
- McDonald, D. J., and P. J. Makin, 2008, "The psychological contract, organizational commitment and job satisfaction of temporary staff." *Leadership & Organizational Development Journal*, 21: 84-91.
- Ormrod, Jeanne Ellis, 2008 (Edisi 6). *Psikologi Pendidikan; Membantu Siswa Tumbuh dan Berkembang* (Alih Bahasa Amitya Kumara). Jilid 2, Jakarta: Erlangga.

- Rivai, Veithzal, dan Deddy Mulyadi, 2012 (Edisi 3). *Kepemimpinan dan Perilaku Organisasi*. Jakarta: PT. Rajagrafindo Persada.
- Robbins, Stephen P., and Timothy Judge, 2009, *Organizational Behavior*, New Jersey: Pearson Prentice Hall.
- Silverthorne, Colin. 2004. "The impact of organizational culture and person-organization fit on organizational commitment and job satisfaction in Taiwan." *Leadership & Organization Development Journal*, 25. 7/8; ABI/INFORM Global.
- Tsai, Ming-Tien and Chun-Chen Huang. 2008. "The relationship among ethical climate types, facets of job satisfaction, and the three components of organizational commitment: a study of nurses in Taiwan." *Journal of Business Ethics*: 565–581.
- Walumbwa, Fred O., Bani Orwa, Peng Wang, John J. Lawle, 2005, "Transformational leadership, organizational commitment, and job satisfaction: a comparative study of Kenyan and U.S." *Financial Firms Human Resource Development Quarterly*, vol. 16, no. 2, Summer, Wiley Periodicals, Inc: 235-256.
- Yu, Bo. 2011. "Test of the mediating effects of self-regulation between transformational leadership and organizational commitment", *Business and Management Review*, Vol. 1(6): 68-81.
- Yukl, Gary. 2010, *Leadership in Organizations*. New York: Pearson Prentice Hall.