

# THE INFLUENCE OF PARTICIPATORY LEADERSHIP PRINCIPLES AND ORGANIZATIONAL COMMITMENT TO TEACHER PERFORMANCE SENIOR HIGH SCHOOL

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## ABSTRACT

This study aimed to determine the effect of the principal's participatory leadership and organizational commitment to the teacher performance. The population in this study were all high school teachers in Koja District, North Jakarta. The population chosen was a random sampling technique from 7 schools consisting of 148 teachers. Then calculated using the Slovin formula, 108 teachers were obtained as the research sample. The data collection technique used a questionnaire instrument with a survey method, the instrument was made using a Likert scale model. Then the instrument was calibrated using the item validation test and the reliability coefficient with the Alpha Croanbach formula. The data analysis requirements were tested by normality of Kolmogorov Smirnov (Liliefors). Data analysis using simple regression techniques and linearity test and finally with path analysis. In view of the exploration results, it tends to be presumed that the chief's participatory initiative has a positive and huge impact on educator execution. Authoritative responsibility additionally has a positive and critical impact on educator execution. Lastly there is a critical and positive impact of the central's participatory authority on authoritative responsibility.

**Keywords:** *Principal's Participatory Leadershi; Organizational Commitment; Teachers Performance.*

## INTRODUCTION

Quality education is a need that must be met and is a shared responsibility. Education for human life is one of the basic needs that must be met throughout life. With quality education, a student is expected to be able to reach his future properly as a good citizen. In order to create the quality of students as the expected human resources of the Indonesian state, schools as educational institutions are entrusted with formal education. Therefore, schools must be able to provide education with a qualified quality so that the goals of national development can be achieved.

Teachers are one of the most important elements in schools to help prepare Indonesia's young generation as the nation's successors. Teachers must have good performance in order to be able to produce quality students who are ready to face various changes and challenges of globalization. The educator is one component that incredibly impacts the accomplishment of instructive objectives. The accomplishment of schooling is generally controlled by the preparation of educators in setting up their understudies through instructing and learning exercises. So that in doing their obligations educators are needed to have great execution.

According to (Rivai and Basri, 2005) the word performance is a translation of the word performance which is defined as the outcome or level of achievement of an individual in general during a specific period in doing errands contrasted with different conceivable outcomes, for example, work norms, targets or targets or foreordained measures. ahead of time and settled upon. Meanwhile, according to (Arikunto, 2002) performance is something that can be observed by others. Something that refers to a person's actions or behavior that can be observed in a group.

Furthermore, (Ivancevich, et al, 2013) state about performance, namely "A set of employee work-related behaviors designed to accomplish organizational goals" which means that performance is employee behavior related to work designed to achieve organizational goals.

Good teacher performance can be influenced by several factors, namely external factors and internal factors. In fact, external factors have a major contribution in influencing the performance of teachers in carrying out their duties in schools. These external factors include leadership and environmental conditions that make how much commitment the teacher has to the organization in his school which has an impact on the teacher's efforts in achieving the school's goals that have been determined. External factors in the form of leadership and commitment to the organization in their schools are a need for teachers as drivers of internal factors that can support improving the performance of teachers themselves.

Leadership in every organization is very necessary, because leadership is an important element in an organization. The existence of support from the principal in implementing participatory leadership can provide efficient direction to teachers as their partners. With open work coordination, there is a sense of self-responsibility and good cooperation because the principal as a leader involves teachers as members in the organization in the school. The influence of the power of participatory leadership can be seen from how much active participation of all teachers and all school members is led by a principal. Thus, this external support can also optimize the performance of teachers as partners of principals.

(Dessler, 2013) says that to be a participative pioneer intends to include colleagues in dynamic. This is particularly significant when imaginative reasoning is needed to tackle complex issues or settle on choices that will affect colleagues.

The definition of participatory leadership according to (Hasibuan, 2006) is if an innovator in completing initiative is done powerfully, making agreeable collaboration, cultivating devotion and participatory subordinates. Leaders and subordinates are both involved in decision making and problem solving or in other words if the leader will make decisions after suggestions and opinions from subordinates. In addition, (Bangun, 2012) states that participatory leadership is when the leader consults and uses suggestions from subordinates before making decisions. Meanwhile, (Zainal and Rivai, 2014) said that participatory leadership style is a leadership style in which a superior has strong interaction with subordinates, all planning, implementation and problem solving are carried out together.

To achieve educational goals in schools, teachers must carry out their duties based on a good organizational commitment to achieve good performance as well. The existence of good performance from teachers can make schools have better quality, so that in the end it will support the achievement of the goals and vision and mission of the school. Without good and effective organizational commitment from teachers, it will be difficult to achieve organizational goals. The commitment to the organization of the teachers can improve the performance of teachers in achieving educational goals in schools.

(Madjid, 2016) argues that responsibility is the capacity and eagerness to adjust individual conduct to the necessities, needs and objectives of the association. While (Mathis and Jackson, 2012) say that "Organizational Commitment is the degree to which employees believe in and accept organizational goals and desire to remain with in organization." Which means that organizational commitment is the degree to which employees believe and accept the goals of the organization, and want to stay with the organization.

Organizational commitment according to (Widiana, 2015) is a state of psychological attachment of an individual to an organization where the individual is partial, loyal, identified and involved in a particular organization. While hierarchical responsibility as indicated by (Luthans, 2011) is a demeanor that reflects representative devotion to their association and is a continuous cycle wherein authoritative members express their anxiety for the association and its organization for supportable achievement and success.

Based on the assumptions of researchers, it is still found in the field that teachers do not have a good enough performance in their schools. There are still many teachers who do not carry out lesson plans properly, such as not preparing learning tools before carrying out learning and not bringing learning administration when teaching in class. Even because the quantity of teachers is limited, there are also many teachers who teach not according to their educational background, and many teachers have teaching assignments in more than one school, so that it will have an impact on their performance.

In addition, the authors also see that the principal's participatory leadership is still lacking, because the implementation of the principal's participatory leadership is not yet optimal, the teacher believes that the principal works alone and rarely involves the teacher in making decisions; School policies and programs that have been prepared and planned have not all been realized, in fact there are often changes to an activity that was not previously planned; lack of direct supervision and supervision of the principal of the teacher. Even though the supervision itself is needed by teachers as input from the principal in the teaching process, and the ideal supervision for teachers with civil servant status is once a year for Teacher Performance Assessment (PKG), and the principal does not involve the teacher's role in determining school policies through deliberation, this results in the implementation of these policies there are still some teachers who run them half-heartedly. This condition causes teachers to be less enthusiastic about their work. If these things are allowed to drag on, it will affect the performance of teachers and will have an impact on the low quality of education in the school.

## **METHOD**

In this study, survey research methods will be used using a causality approach, which is a way of collecting information from the population with the aim of explaining and explaining the phenomena that occur by examining the influence between variables. While the form of this research is quantitative research, seen from the way of data collection by using survey method using path analysis technique approach.

According to (Ridwan and Kuncoro, 2006) the motivation behind utilizing way investigation is to dissect the example of connections between factors determined to know the immediate or roundabout impact of a bunch of autonomous factors (exogenous) on the reliant variable (endogenous). So this sort of examination includes causal correlational research (cause and effect) which is used to examine or analyze the relationship between research variables, as well as measure the influence of one variable with other variables.

The data collection technique in this study used a questionnaire or a questionnaire with the use of a Likert Model Scale for the variables of teacher performance, participatory leadership of school principals and organizational commitment. In this scale the statements submitted are equipped with five alternative answers, namely Always (SL) with a value of 5, Often (SR) with a value of 4, Sometimes (KD) with a value of 3, Rarely (JR) with a value of 2, and Never (TP). value 1.

The Likert model scale as an exploration instrument depends on a hypothetical system completed as theoretical definitions and functional definitions which are then introduced as an examination instrument network. From the network, it is further elaborated in the form of question items and then calibrated (validity test and reliability test) before being used for research.

Information examination utilizing SPSS form 22 programming with five phases. In the first place, clear insights. The subsequent stage, testing the information investigation prerequisites. The third stage, perform a simple regression analysis. The fourth stage, performs a simple correlation analysis, and the fifth stage performs hypothesis testing.

## FINDINGS AND DISCUSSION

	N	Me	Med	Mo	Std. Dev	Min	Max
Kepemimpinan Partisipatif Kepala Sekolah	108	108.602	106.5	104	13.88	80	145
Organizational Commitment	108	103.157	103	109	13.49	74	134
Teacher Performance	108	128.917	131	136	13.37	90	150

From the data above, it is found that the highest score from the Principal's Participatory Leadership data is 145 and the lowest score is 80. The average value (Me) is 108,602 with a standard deviation score or standard deviation of 13.88, mode of 104 and median of 106.5. Organizational Commitment data is the highest score of 134 and the lowest score of 74. The average value (Me) is 103,157 with a standard deviation score or standard deviation of 13.49, Mode of 109 and Median of 103. Teacher Performance Data is the highest score of 150 and the lowest score of 90 The average value (Me) is 128,917 with a standard deviation score or standard deviation of 13.37, Mode of 136 and Median of 131.

### Normality test

Testing the ordinairness prerequisites of the reliant variable on the autonomous variable was completed utilizing the Klmogorov Smirnov test. The measures in this test are determined through Ho is acceptable, if it has the possibility that it will be equal to or smaller than the value at the predetermined alpha ( $\alpha$ ) significance level, namely = 0.05, with L table (Lt) of 0.0852 for n totaling 108 then Ho is accepted and it is concluded that the research data comes from a normally distributed population.

Tabel 2. Data Normality Test Using Kolmogorov Smirnov

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Principal's Participatory Leadership	.074	108	.178	.968	108	.011
Organizational Commitment	.084	108	.057	.984	108	.233
Teacher Performance	.083	108	.065	.962	108	.003

a. Lilliefors Significance Correction

From the calculation of Kolmogorov Smirnov's normality test variable X1 Principal Participatory Leadership obtained the results  $L_h = 0.074$  which means  $L_h < L_t$  so it can be concluded that the data is normally distributed. For the X2 variable Organizational Commitment, the result is  $L_h = 0.084$ , which means  $L_h < L_t$ , so it can be concluded that the data is normally distributed. Furthermore, for the variable X3 Teacher Performance, the result is  $L_h = 0.083$  which also means  $L_h < L_t$  so it can be concluded that the data is normally distributed.

### The Influence of Principal Participatory Leadership (X1) on Teacher Performance (X3)

Regression calculation X3 over X1 shows that the regression equation =  $60.349 + 0.631 X1$  is very significant,  $F_{count} = 79.953 > F_{table} = 0.05 = 3.93$ . And linear because  $F_{count} = 0.980 < F_{table} = 0.05 = 1.57$ . Thus the regression equation =  $60.349 + 0.631 X1$  can be accounted for to draw conclusions about the influence of Principal Participatory Leadership with Teacher Performance is directly positive and significant. From this equation, it can be interpreted that an increase in the Principal's Participatory Leadership score causes an increase in the score of 0.631 Teacher Performance at a constant 60.349. This means that the more the Principal's Participatory Leadership increases, the Teacher's Performance will increase.

Furthermore, the strength of the relationship between Principal Participatory Leadership (X1) and Teacher Performance (X3) is indicated by the product moment correlation coefficient  $r_{13} = 0.656$ . Meanwhile, based on the significance test of the correlation coefficient, it can be concluded that the correlation coefficient of Principal Participatory Leadership (X1) with Teacher Performance (X3) obtained at 0.656 is very significant, meaning that it can be said that there is a direct positive influence of Principal Participatory Leadership on Teacher Performance with a coefficient of determination of  $r^2_{13} = 0.430$ . This means that 43% of the variation in Teacher Performance (X3) is influenced by Principal Participatory Leadership (X1).

Based on the results of statistical testing, it can be seen that the hypothesis of a positive direct influence on Principal Participatory Leadership on Teacher Performance is acceptable, this can be seen from the results of the t test calculation where  $t_h > t_t$  ( $8.942 > 1.98$ ). And based on the results of the calculation of the product moment correlation coefficient formula, it can be seen that the path coefficient ( $\rho_{31} = 0.339$ ) at  $\alpha = 0.05$ , that  $r_h > r_t$  ( $0.656 > 0.195$ ) means that it can be said that there is a direct positive influence of Principal Participatory Leadership on Teacher Performance.

### The Effect of Organizational Commitment (X2) on Teacher Performance (X3)

Regression calculation of X3 over X2 shows that the regression equation =  $59.434 + 0.674 X2$  is very significant,  $F_{count} = 90.953 > F_{table} = 0.05 = 3.93$ . And linear because  $F_{count} = 0.626 < F_{table} = 0.05 = 1.58$ . Thus the regression equation =  $59.434 + 0.674 X2$  can be accounted for to draw conclusions about the effect of Organizational Commitment with Teacher Performance is directly positive and significant. From this equation, it can be interpreted that an increase in one score of Organizational Commitment causes an increase in the score of 0.674 Teacher Performance at a constant 59.434. This means that the more the Organizational Commitment increases, the Teacher's Performance will also increase.

Furthermore, the strength of the relationship between Organizational Commitment (X2) and Teacher Performance (X3) is shown by the product moment correlation coefficient  $r_{23} = 0.680$ . Meanwhile, based on the significance test of the correlation coefficient, it can be concluded that the correlation coefficient of Organizational Commitment (X2) with Teacher Performance (X3) obtained at 0.680 is very significant, meaning that it can be said that there is a direct positive effect of Organizational Commitment on Teacher Performance, with a coefficient of determination of  $r^2_{23} = 0.462$ . This means that 46.2% of the variation in Teacher Performance (X3) is influenced by Organizational Commitment (X2).

Based on the results of statistical testing, it can be seen that the hypothesis of a positive direct influence on Organizational Commitment on Teacher Performance is acceptable, this can be seen from the results of the t-test calculation where  $t_h > t_t$  ( $9.537 > 1.98$ ). And based on the results of the calculation of the product moment correlation coefficient formula, it can be seen that the path coefficient ( $\rho_{32} =$

0.431) at = 0.05, that  $r_h > r_t$  ( $0.680 > 0.195$ ) means that it can be said that there is a direct positive effect of organizational commitment on teacher performance.

#### The Influence of Principal Participatory Leadership (X1) on Organizational Commitment (X2)

Regression calculation of X2 over X1 shows that the regression equation =  $25.427 + 0.716 X_1$  is very significant, because  $F_{count} = 125.874 > F_{table} = 0.05 = 3.93$ . And linear because  $F_{count} = 0,501 < F_{table} = 0,05 = 1.58$ . Thus the regression equation =  $25.427 + 0.716 X_1$  can be accounted for to draw conclusions about the effect of Organizational Commitment with Principal Participatory Leadership is directly positive and significant. From this equation, it can be interpreted that an increase in one score of Organizational Commitment causes an increase in the score of 0.716 Principal Participative Leadership at a constant 25,427. This means that the more the Principal's Participatory Leadership increases, the Organizational Commitment will also increase.

Furthermore, the strength of the relationship between Principal Participatory Leadership (X1) and Organizational Commitment (X2) is shown by the product moment correlation coefficient  $r_{12} = 0.737$ . Meanwhile, based on the significance test of the correlation coefficient, it can be concluded that the correlation coefficient of Principal Leadership Style (X1) with Organizational Commitment (X2) obtained at 0.737 is very significant, meaning that it can be said that there is a direct positive influence of Principal Participatory Leadership on Organizational Commitment, with a coefficient of determination of  $r^2_{12} = 0.543$ . This means that 54.3% of the variation in Organizational Commitment (X2) is influenced by the Principal's Participatory Leadership (X1).

Based on the results of statistical testing above, it can be seen that the hypothesis of the influence of Principal Participative Leadership on Organizational Commitment is acceptable, this can be seen from the results of the t test calculation where  $t_h > t_t$  ( $11,219 > 1.98$ ). And based on the results of the calculation of the product moment correlation coefficient formula, it can be seen that  $r_h > r_t$  ( $0.737 > 0.195$ ) means that it can be said that the path coefficient ( $\rho_{21} = 0.737$ ) at = 0.05, that there is a direct positive influence of Principal Participatory Leadership on Organizational Commitment.

Based on the results of the analysis above, the three path coefficients in the constructed model have been empirically tested to meet the testing standards. Thus the path analysis model can be classified as a good and correct model and has not changed. From the results of the above calculation, the path diagram of the three variables of Principal Participatory Leadership, Organizational Commitment, and Teacher Performance can be described as follows:

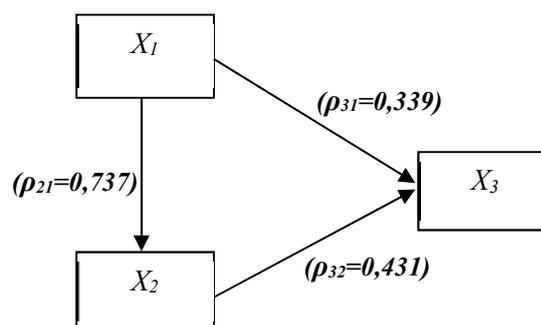


Figure 1. Path Constellation Between Variables X1, X2 and X3

## CONCLUSIONS

Principal's Participatory Leadership has a positive and significant direct influence on Teacher Performance. This means that if the Principal's Participatory Leadership is good, the teacher's performance will increase. Organizational Commitment has a positive and significant direct effect on

Teacher Performance. This means that if the Organizational Commitment is good, the teacher's performance will increase. Principal's Participatory Leadership has a positive and significant direct influence on Organizational Commitment. This means that if the Principal's Participatory Leadership is good, the Organizational Commitment will also increase.

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