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The aims of this journal publication is to support the dissemination and sharing of ideas for research in the field of Education and strategic objectives through scientific papers, add sources of references and encourage research in the field of Education. This journal broad scope provides a platform to publish primary research and and non-research (review articles) in areas of:

1. Administration in Education
2. Early Childhood
3. Educational Leadership
4. Gender, Sexualities and Cultural Studies
5. Inclusive Education
6. Motivation and Learning
7. Professional and Higher Education
8. Teacher Education and Research Innovation
9. Technology and Learning

Each submitted article will be reviewed by at least two reviewers. During this post pandemic time we encourage safety and health to researchers at all times. We also thank researchers for supporting JKP UHAMKA. This full paper consists of 8 articles published at December 6th 2023.

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• KEYWORDS: set of English keywords are both formatted in bold type. The keywords should be chosen to be suitable for both an index of the proceedings and for electronic search.

• INTRODUCTION :(contains justification of the importance of research carried out, research problems and briefly illustrates the theoretical review of the research conducted, and the novelty produced by this research essence).

• RESEARCH METHODS

• RESEARCH RESULT

• FINDINGS AND DISCUSSION (analysis of research results and theoretical suitability)

• CONCLUSIONS AND SUGGESTIONS

• REFERENCES

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# THE INFLUENCE OF SCHOOL PRINCIPALS' TRANSFORMATIONAL LEADERSHIP AND TEACHERS' COMMITMENT ON PRIMARY SCHOOL TEACHERS' PROFESSIONAL COMPETENCIES

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## ABSTRACT

The purpose of this study is to investigate: The influence of the principal's transformational leadership on the commitment of teachers of Public Elementary Schools in Prohibition District, Tangerang City. The research approach used in this study is a quantitative approach. The population in this study was all teachers of State Elementary Schools in Prohibition District, Tangerang City with a sample of 211 teachers taken randomly (random sampling). The analysis technique used is the path analysis technique. Based on the analysis, it is known: 1) There is a direct positive and significant influence of Transformational Leadership of Principals on the Professional Competence of Public Elementary School Teachers in Prohibition Distric, Tangerang City. This is evident from the results of the calculated t value > t table (4,373 > 1,652) and the path coefficient value of 0.285. 2) There is a direct positive and significant influence Teacher commitment to the Professional Competence of State Elementary School Teachers in Prohibition District, Tangerang City. This is evident from the results of the calculated t value of the table t > (3,629 > 1,652) and the path coefficient value of 0.237. 3) There is a direct positive, and significant influence of the Principal's Transformational Leadership on the Commitment of Public Elementary School Teachers in Prohibition District, Tangerang City. This is evident from the results of the calculated t value > ttable (3,783 > 1,652) and the path coefficient value of 0.253.

*Keywords: Principal Transformational Leadership, Teacher Commitment, Teacher Professional Competence*

## INTRODUCTION

The current challenges of globalization in a democratic post-industrial information society make a competency-based approach the standard in creating a global educational environment, which will strengthen the global dimension of teachers' professional competency structures (Orazbayeva, 2016). Governments and international organizations are trying to create an institutionalized and functional discourse to collaborate with teachers in redefining the professional role of teachers, to demonstrate teacher commitment that is centered on national development (Chiang & Trezise, 2021). Teachers' pedagogical content knowledge, professional beliefs, work-related motivation, and self-regulation as aspects of teachers' professional competence (Kunter et al., 2013).

Teacher professional competence influences the overall quality of teachers. Based on teacher law no. 14 of 2005 states that teachers have 4 basic competencies, namely pedagogical, professional, personality and social competencies. Of the 4 professional teacher competencies, a teacher must possess them through professional education for one year. Professional competence is one of the elements that teachers must have, namely by mastering learning material widely and in depth. Teachers' professional competence is reflected in the indicators: ability to master subject matter, research ability and preparation of scientific work, professional development ability and understanding of educational insights and foundations.

In this era of globalization, advances in science and technology are increasingly sophisticated and experiencing very rapid changes. Professionalism in the field of education is highly required, especially teacher professionalism. Teachers who are sensitive and responsive to changes, updates and science and technology which continue to develop in line with the needs of society and the times. This is where the teacher's job is to continually improve the quality of education so that what is taught is clear and able to be absorbed by the students (Sulastri et al., 2020).

The principal's transformational leadership has an important role in promoting educational innovation and restructuring by creating a vision for the future, building a culture of collaboration, and empowering others to become leaders themselves. Through a transformational leadership style school principals can inspire and motivate others to work towards shared goals, leading to positive change and growth in the education system (Kareem et al., 2023). The four dimensions of transformational leadership are individual consideration, intellectual, inspiring, and ideal influence (Arokiasamy et al., 2016).

Teachers have an important role in educating the nation's generations through their work in schools. Furthermore, teachers in higher education institutions play an important role in advancing economic and technological development and maintaining societal welfare. As a result, factors that influence the level of teacher commitment in schools and in the broader education system lead to reform and the national education system (Razak et al., 2009). Commitment leads to higher teacher attendance and lower turnover rates (Dee et al., 2006). Committed teachers have a great responsibility to teach and show genuine concern for students (Firestone & Rosenblum, 1988). As the quality of learning continues to increase, policy makers and school principals must consider increasing teacher commitment more seriously. This is especially true during times of change because change often creates feelings of insecurity and confusion for many teachers (Toprak & Summak, 2014).

The professional competence of teachers in State Elementary Schools in Larangan District, Tangerang City still appears to be not optimal. Based on the results of interviews with school principals and several teachers at State Elementary Schools in Larangan District, Tangerang City, which were conducted on March 2 2023, it shows that the professional competence of State Elementary School teachers in Larangan District, Tangerang City is still low. This is caused by several factors, including: 1. The principal has not created an inspiring vision and mission for the future, 2. The principal has not implemented the vision and mission optimally, 3. The principal and teachers have not focused on change, 4. The level of teacher awareness is still low, 5. Teachers have not optimally utilized technology-based learning media.

The factor that causes the low professional competence of teachers in State Elementary Schools in Larangan District, Tangerang City is the transformational leadership of the school principal. From the results of interviews with several teachers on March 6 2023, information was obtained that according to teachers' perceptions: 1. The principal has not yet become an agent of change, 2. The principal has not had a big role in the progress of the school he leads, 3. The principal has not had charismatic behavior- ideal, 4. The principal has not inspired the teachers, 5. The principal does not have a high intellectual level, 6. The principal has not advised individual teachers.

Another factor that causes the low professional competence of teachers in State Elementary Schools in Larangan District, Tangerang City is teacher commitment. Teacher commitment also influences teacher professional competence. Teacher commitment is very necessary and greatly influences the results of work. If this is related to the teacher's duties in teaching and learning activities, the teacher's commitment will greatly influence behavior at work and work results. Teachers who have high commitment to doing their work will be different from teachers who have low commitment. Teachers who have high commitment will try to obtain maximum results in their work, and always try to develop their potential. Meanwhile, teachers who are low in commitment only fulfill their needs and obligations without developing their own potential.

From the results of interviews with several teachers on March 13 2023, information was obtained that:

1. Teachers have not had a positive attitude towards their work, 2. Teachers have not shown commitment to their professional duties, 3. Teachers have not improved their abilities, 4. Teachers have not complied with applicable regulations, 5. Teachers have not worked thoroughly, 6. Teachers have not worked sincerely.

The results of previous research have been carried out in various educational level contexts in several countries. For example, research conducted in Kazakhstan proves that there is the formation of a new education system. In this case, education becomes not a goal, but one of the tools for human intellectual development, including learning how to independently obtain information, identify problems and find ways to solve them, being able to critically analyze and fulfill knowledge and skills (Bayram, 2021). This was done in China proving that teachers need to design their teaching and learning processes in new ways that can attract students' interest and offer the best learning experience (Zhu et al., 2013). This was also done in Malaysia (Asad et al., 2021) and Tanzania (Moses et al., 2019). In Indonesia, research results show that based on previous research results it was found that the transformational leadership of school principals influences teacher professional competence, teacher leadership and commitment to teacher professional competence (Herry et al., 2020).

According to Spencer, competence is a work appearance or situation (Spencer & Spencer, 2008). Spencer's understanding places more emphasis on the form of competence. Competence is the power to do something which is manifested in the form of performance or work results. According to Crow and Crow, in their book Educational Psychology, it is stated that teacher competence in carrying out learning includes: 1) mastery of the subject matter to be taught; 2) physical condition and health; 3) personal traits and emotional control; 4) understanding of the nature and development of humans; 5) knowledge and ability to apply learning principles; 6) sensitivity and aspirations towards cultural, religious and ethnic differences; 7) interest in ongoing professional improvement and cultural enrichment (Crow & Crow, 1990).

In his book entitled Professionalization and Professional Ethics of Teachers, Sudarwan states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal education. This task will be effective if the teacher has a professional degree. certain competencies, skills, abilities or skills that meet certain quality standards or ethical norms (Sudarwan, 2013). Teachers must have academic qualifications, competencies, educational certificates, be physically and spiritually healthy, and be able to realize

national education goals. Teacher professional competence is an ability that must exist in teachers. A teacher is required to have professional competence which includes the ability to plan, implement, evaluate and develop learning (Uno, 2007).

Transformational leadership is a leadership model for improving human resources with the relationship between the leader's effect on subordinates, which can be measured by indicators of trust, admiration, loyalty and respect for the leader, and seeks to motivate subordinates to do something more and do it beyond their own expectations ( Bass & Bass, 2009). It is stated in his book, Bass and Sogdill's Handbook of Leadership (1990), that leadership is "an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members" (Bass & Stogdill, 1990). The definition of leadership according to Stogdill is a focus on group processes, acceptance of one's personality, the art of influencing behavior, a tool for influencing behavior, a behavioral act, a form of persuasion, a form of strong relationships, a tool to achieve goals, the result of interaction, a role that differentials, and structure builders.

A leader is an agent of change, namely someone whose actions influence others more than other people's actions influence him. Leadership occurs when one group member changes the motivation or competence of other people in the group. In another book, "Leadership and Performance Beyond Expectation" (Bass & Bass Bernard, 1985), it also seems to equate leadership with a leader who obtains performance beyond expectations from his followers. According to John R. Schemerhorn, "leadership is the process of inspiring others to work hard to accomplish important tasks". In this case, it can be understood that leadership is a process of inspiring other people to work hard to complete important tasks. Overton believes that "leadership is the ability to get work done with and through others while gaining their confidence and cooperation". This opinion emphasizes the focus of leadership on a person's ability to obtain action from others. In this way, the essence of leadership is also the ability to influence people.

According to (AlJufri & Suprapto, 2014), leadership means the ability and readiness possessed by a person to be able to direct, influence, encourage, invite, guide, mobilize and coordinate those being led to achieve goals together. Increasing teacher professional competence has always been a hot topic in teacher training, in various workshops, training and technical guidance organized by institutions related to the world of education such as the Ministry of Education and Culture and the Education Office. The teacher training process to improve the quality of teaching staff is in the spotlight among education experts. Among the many influencing factors, one element in improving teacher quality and competency is through transformational school principal leadership.

Sarros (2011), states that transformational leadership is a type of leadership that raises the awareness of followers by demonstrating high values and ideals such as freedom, justice and equality. The principal's form of transformational leadership is based on the quality of good education. Considering the importance of improving the quality of students, the leadership of school principals is therefore more emphasized in improving the professional quality of educators and the quality of graduates. If the educators have good quality, students will improve (Sarros et al., 2011).

According to (Coladarci, 1992), teacher commitment is a level of psychological attachment to the teaching profession. This commitment is usually adjusted to look at the level of attrition and the teacher's reasons for asking them about whether they will continue to choose a career as a teacher. Based on this definition, Coladarci emphasizes the teacher's commitment to teaching.

Teacher commitment is also central to improving teacher performance and student learning in order to reduce teacher turnover (Ingersoll, 1997). Improving the status of teaching and building community in schools results in increased teacher commitment which ultimately leads to improved teacher performance and student learning. Teacher commitments consist of commitment to the school, pupils, career, and decision making (Karuppannan & Jalani, 2021). Teachers who are committed to their professional duties will try to improve their abilities through workshops and training activities to

continue their education to a higher level, manage their rank levels, be able to work hard, work thoroughly, and work sincerely.

Colquitt, LePine, & Wesson, also hold the view that commitment can be influenced by factors outside the individual such as organizational culture, organizational climate, job satisfaction, leadership, and group cooperation (Colquitt et al., 2019).

The novelty in this research is that teacher professional competence which is linked to transformational leadership and teacher commitment has never been carried out in state elementary schools, especially in Tangerang City. Teacher professional competence as part of the science of educational administration can be optimized by increasing the transformational leadership of school principals and teacher commitment.

Based on the literature review, the results of previous research and the problems that have been revealed at the research site, research on teacher professional competence remains necessary and important. This will contribute to the overall educational success of the school. Therefore, this research will focus on the influence of the principal's transformational leadership and teacher commitment on the professional competence of State Elementary School teachers in Larangan District, Tangerang City.

**METHOD**

This research is field research. The place and time of research aims to maximize efficiency and effectiveness so that research objectives can be achieved optimally. This research was carried out at State Elementary Schools in Larangan District, Tangerang City. Quantitative research methods are based on data that can be measured or calculated directly, in the form of information or explanations expressed in numbers or in the form of numbers. The subjects of this research were 211 out of 448 state elementary school teachers in Larangan District, Tangerang City, who were taken at random (simple random selection). The sampling process was carried out using a questionnaire or questionnaire. This sampling was based on a formula developed by Slovin with a margin of error of 5% (0.05), in order to obtain the validity of the generalization.

The data used in this research is primary data. Primary data is data obtained directly from the object under study. Primary sources are data sources that directly provide data to data collectors (Sugiyono, 2006). Primary data was obtained through questionnaires distributed to respondents.

Relevant data was collected using questionnaire techniques. a series of questions were given to respondents to obtain information about their responses or views on research factors, which also included teacher professional competence, principal transformational leadership and teacher commitment. Scoring uses a modified Likert scale.

By using a Likert scale, the variables to be measured are broken down into dimensions, the dimensions are broken down into sub variables, then the sub variables are broken down again into indicators that can be measured. Finally, these measurable indicators can be used as a starting point for creating instrument items in the form of questions or statements that need to be answered by respondents.

Teacher professional competencies developed from (Uno, 2007): 1) Planning, with indicators: a) making class administration, b) making programs on an ongoing basis. 2) Carrying out, with indicators: a) carrying out teaching and learning activities, b) using learning methods/strategies, c) using teaching aids. 3) Evaluate, with indicators: a) prepare assessment tools, b) carry out the assessment. 4) Developing learning, with indicators: a) implementing follow-up programs, b) participating in self-development activities, c) utilizing technology.

The principal's transformational leadership is measured based on scores obtained from a questionnaire instrument with dimensions of transformational leadership developed from (Bass & Bass, 2009): 1) Charisma or ideal influence, with indicators: a) sense of pride, b) respect, c) trust . 2)

Inspirational leadership, with indicators: a) providing ideas, b) high expectations, c) ability to express important goals. 3) Intellectual stimulation, with indicators : a) encourage intelligence, b) rationality, c) problem solving. 4) Individual consideration, with indicators: a) personal attention, b) train, c) advise, d) treat individually.

Teacher commitment is measured based on scores obtained from a questionnaire instrument with dimensions developed from (Tyree Jr, 1996): 1) Firmness, with indicators: a) Desire to continue working, b) The desire to be in line with the school's vision, mission and goals. 2) Involvement, with indicators: a) The desire to be actively involved in the workplace, b) The desire to contribute to the success of the workplace. 3) Loyalty, with indicators: a) The desire to remain loyal to the school, b) The desire to remain responsible for the school.

Based on theoretical studies and answering the proposed hypotheses, researchers used path analysis. Path analysis is an extension of multiple regression analysis in that various regression models or equations can be estimated simultaneously, but provides a more effective way to determine direct and indirect influence models. Relationship between Principal Transformational Leadership variables (X1), Teacher Commitment (X2) and Teacher Professional Competence (X3).

**FINDINGS AND DISCUSSION**

In this research, several analyzes were used to process field data in the form of descriptive analysis and multiple regression analysis. Descriptive analysis is used to determine the state of each variable. The analysis carried out includes: average value, median, mode, variance, standard deviation, as well as data visualization in the form of tables and graphs. Multiple regression analysis is an analysis to predict the influence between several independent variables and one dependent variable. To determine the existence of an influence, regression analysis is carried out so that the conclusion of the influence between the independent variable and the dependent variable becomes stronger and statistically significant.

Based on the problem formulation, this research consists of two independent variables, namely the Principal's Transformational Leadership (X1) and Teacher Commitment (X2), as well as one dependent variable, namely Teacher Professional Competence (X3). The samples taken for data in this research were 211 state elementary school teachers in Larangan District, Tangerang City.

Descriptive statistical measurements of this variable need to be carried out to see a general picture of the data such as the average value (Mean), the highest value (Max), the lowest value (Min), and the standard deviation of each variable, namely the Principal's Transformational Leadership (X1). , Teacher Commitment (X2), Teacher Professional Competence (X3). Regarding the results of the research Descriptive Statistics Test, it can be seen in table 1 as follows:

Tabel 1
**Descriptive Statistics**

| | N | Range | Minimum | Maximum | Sum | Mean | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|
| Kepemimpinan Transformasional Kepala Sekolah | 211 | 30 | 85 | 115 | 21038 | 99.71 | 9.060 | 82.085 |
| Komitmen Guru | 211 | 21 | 84 | 105 | 19937 | 94.49 | 6.486 | 42.070 |
| Kompetensi Profesional Guru | 211 | 24 | 86 | 110 | 20711 | 98.16 | 7.302 | 53.323 |
| Valid N (listwise) | 211 | | | | | | | |

Source: SPSS 26 Output, Secondary Data has been processed

Based on the results of the Descriptive Test above, we can describe the data distribution which

can be:

1. Principal Transformational Leadership Variable (X1), from this data it can be described that the minimum value is 85 while the maximum value is 115 and the average variable (X1) is 99.71. The standard deviation of variable data (X1) is 9.060. The general description of the principal's transformational leadership variable data (X1) can be explained using a histogram as follows:
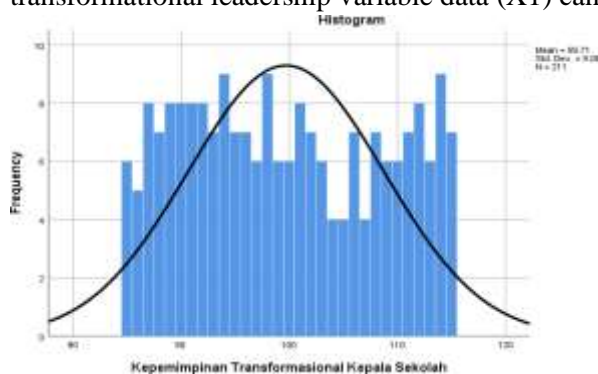


Figure 1. Histogram graph of variable X1

2. Teacher Commitment Variable (X2), from this data it can be described that the minimum value is 84 while the maximum value is 105 and the variable average (X2) is 94.49. The standard deviation of variable data (X2) is 6.486. The general description of the teacher commitment variable data (X2) can be explained with a histogram as follows:
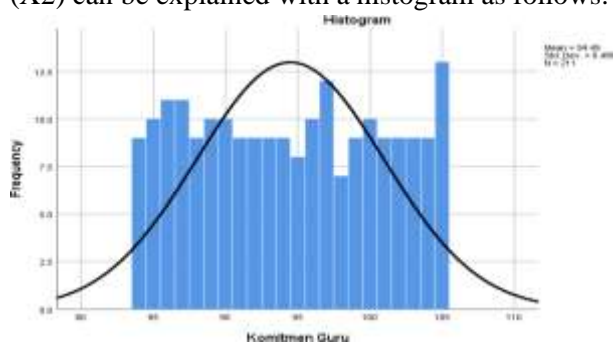


Figure 2. Histogram graph of variable X2

3. Teacher Professional Competency Variable (X3), from this data it can be described that the minimum value is 86 while the maximum value is 110 and the variable average (X3) is 98.16. The standard deviation of variable data (X3) is 7.302. The general description of the teacher professional competency variable data (X3) can be explained using a histogram as follows:
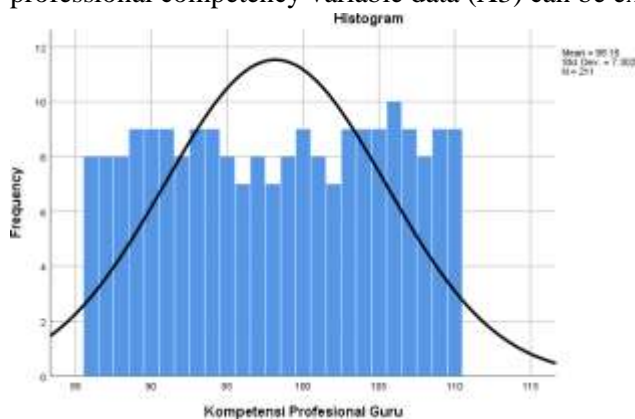


Figure 3. Histogram graph of variable X3

Based on the results of the analysis above, the path analysis equation of variables X1 to X3, X2

to X3, and X1 to X2 can be described as follows:
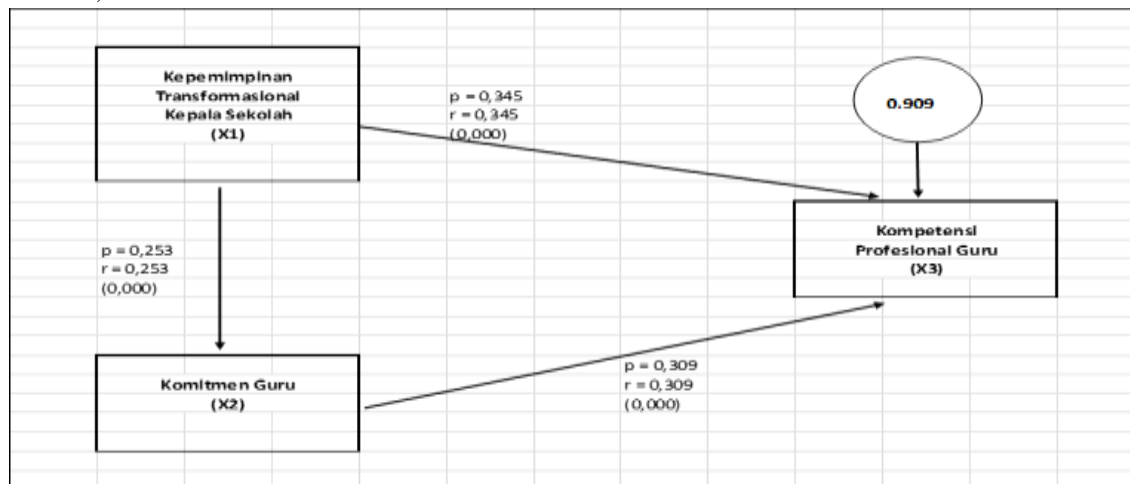


Figure 4. Results of Path Analysis of Variables X1 to X3, X2 to X3, and X1 to X2

Based on the results of the research and discussion, there is a direct and significant positive influence of the Principal's Transformational Leadership on the Professional Competence of State Elementary School Teachers in Larangan District, Tangerang City. This is proven from the results of the tcount value > ttable (4.373 > 1.652) and the path coefficient value is 0.285. Correlation coefficient analysis shows a value of 0.285 with Sig. (2-tailed) of 0.000. This means that the Principal's Transformational Leadership and Teacher Professional Competence have a significant relationship and are in the low category. There is a direct and significant positive influence of Teacher Commitment on the Professional Competence of Public Elementary School Teachers in Larangan District, Tangerang City. This is evident from the results of the tcount > ttable (3.629 > 1.652) and the path coefficient value of 0.237. Correlation coefficient analysis shows a value of 0.237 with Sig. (2-tailed) of 0.000. This means that Teacher Commitment and Teacher Professional Competence have a significant relationship and are in the low category. There is a direct and significant positive influence of the Principal's Transformational Leadership on the Commitment of Public Elementary School Teachers in Larangan District, Tangerang City. This is evident from the results of the tcount > ttable (3.783 > 1.652) and the path coefficient value of 0.253. Correlation coefficient analysis shows a value of 0.253 with Sig. (2-tailed) of 0.000. This means that the Principal's Transformational Leadership and Teacher Commitment have a significant relationship and are in the low category.

**CONCLUSION**

There is a direct positive and significant influence of the Principal's Transformational Leadership on the Professional Competence of Public Elementary School Teachers in Larangan District, Tangerang City. This shows that the better the principal's transformational leadership, the better the teacher's professional competence, and vice versa, the worse the principal's transformational leadership, the lower the teacher's professional competence. For this reason, school principals in leading an educational institution must be able to develop their transformational leadership so that they continue to improve teachers' professional competence to be better than before.

There is a positive and significant influence of Teacher Commitment on the Professional Competence of Public Elementary School Teachers in Larangan District, Tangerang City. This shows that the better the teacher's commitment, the better the teacher's professional competence, and vice versa, the worse the teacher's commitment, the impact it will have on the teacher's lower professional competence. Therefore, school leaders must be able to create a conducive work climate, by providing comfort and good facilities for all school residents.

There is a direct positive and significant influence of the Principal's Transformational Leadership

on the Commitment of Public Elementary School Teachers in Larangan District, Tangerang City. This shows that the better the principal's transformational leadership, the better the teacher's commitment, and vice versa, the worse the principal's transformational leadership school will have a negative impact on teacher commitment. For this reason, effective communication can realize good teacher commitment, especially between school members and also between the school and the community, so that the activities carried out by the school can run well. Providing feedback on the teacher's work, either through praise or giving rewards, will improve the quality of work so that good teacher commitment is created.

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# THE INFLUENCE OF THE PRINCIPAL'S VISIONARY LEADERSHIP AND SCHOOL CULTURE ON TEACHER WORK DISCIPLINE IN MUHAMMADIYAH HIGH SCHOOL

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**ABSTRACT**

This research generally aims to analyze, test and determine the influence of the principal's visionary leadership and school culture on the work discipline of Muhammadiyah High School teachers in South Jakarta. Quantitative research method with data collection techniques using questionnaires. The method used is path analysis. The population in this study were Muhammadiyah high school teachers in South Jakarta. The population of this study was 146 teachers consisting of 3 Muhammadiyah high schools in South Jakarta. The research results can be concluded that there is a positive and significant influence of Visionary Leadership (X1) on Work Discipline (X3) $\square$3.1 = 0.304 (30.4%), there is a positive and significant influence of School Culture (X2) on Work Discipline (X3) $\square$3.2 = 0.242 (24.2%), there is a positive and significant influence of Visionary Leadership (X1) on School Culture (X2) $\square$2.1 = 0.495 (49.5%). Based on these results, there is an influence of Visionary Leadership on Teacher Work Discipline in Muhammadiyah High Schools throughout South Jakarta, there is an influence of School Culture on Teacher Work Discipline in Muhammadiyah High Schools in South Jakarta, and there is an influence of Visionary Leadership on School Culture in Muhammadiyah High Schools in South Jakarta.

*Keywords: Work Discipline, School Culture, Visionary Leadership, Teachers, Muhammadiyah*

## INTRODUCTION

Schools are national educational institutions, in order to realize national goals, schools are required to be able to carry out the process of teaching and learning activities in an orderly, directed manner and must be sustainable. (Yusuf, Hendawati, and Wibowo 2020) To achieve these goals,

schools must have an education system that has components such as students, curriculum, teaching materials, teachers, principals, other education personnel, environment, facilities, learning processes, and results or outputs. Therefore, all these components must develop in accordance with the demands of the times and changes in the existing environment. Development will not be realized without the support of human resources which are assets that can provide more contribution in achieving organizational goals. (Santoso 2017)

Educators/teachers as listed in law number 20 of 2003 concerning the National Education System are one of the components of education in achieving school goals. And the main task of a teacher is to teach and be responsible for the implementation of the learning process starting from planning, implementing and evaluating learning outcomes. (Yusuf, Hendawati, and Wibowo 2020) And it has been explained that Law Number 14 of 2005 mandates teachers as professional educators. with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal primary and secondary education. The teacher's duties will be carried out well if the teacher has high discipline to carry out all the tasks assigned to him. (Widuri, Bernardo, and Wuisan 2020)

School principals need to develop visionary leadership in carrying out their leadership in schools. One of the factors that is thought to influence teacher work discipline is the leadership of the school principal. The success of education in schools is largely determined by the success of the principal's leadership in managing teaching and educational staff. Leadership is the way a leader influences the behavior of his subordinates so they want to cooperate and work productively to achieve organizational goals. (Kurniaty 2021)

In his role as a leader, the principal must pay attention to the needs and feelings of the people who work so that teacher work discipline is always maintained. Good school principal leadership must be able to strive to improve teacher work discipline through a program to develop the abilities of educational staff. The school principal is responsible for organizing other educational activities, and empowering and maintaining existing facilities and infrastructure assets. (Kurniaty 2021)

If a leader is able to move the wheels of the organization well, leading to progress, then the organization will progress. In general, leadership is a process of influencing other people to achieve a goal (Sebastian et al., 2019). Leaders who have a good vision and mission will be able to provide direction to the orientation of their vision and mission to create the competitiveness of their members. So, it is from this competitive process that creative ideas emerge that can develop the school. Creative ideas and thoughts possessed by visionary leaders can influence employee performance if these ideas are deemed capable of improving the school to be even better in the future. (Ihsana and Chidam, 2022) In other words, school principals who have creativity and a futuristic vision will be able to improve teacher work discipline.

Work discipline can also be interpreted as the attitude of a person or group who intends to follow the rules that have been set. Work discipline is an attitude and behavior that shows the teacher's obedience to organizational regulations. Indicators of work discipline consist of punctuality, utilization of facilities, high responsibility, compliance with office rules. (Oupen and Yudana 2020)

The realization is that at Muhammadiyah High School in South Jakarta, teachers must arrive on time at 06.30 and leave promptly at 15.00, use school facilities as best as possible without damaging them, complete assigned tasks according to procedures and be responsible for the results of their work, for example routine evaluation meetings, daily reporting of learning activities, class supervision, checking during coaching, structured assignments, making lesson plans on time and making teaching materials according to competency, teachers must wear uniforms according to daily schedule rules, wear identity cards, and permission if they are not coming in. There is no role for school principals in seeking to improve teacher work discipline, such as through programs to develop the capacity of teaching staff to improve the quality of schools in the future because there are still teachers who are disciplined due to control from the leadership/principal and staff. There are teachers who do not arrive

on time and are still there are teachers who are incomplete in wearing school clothing attributes. Meanwhile, the reflection of a teacher who has implemented work discipline is if the teacher has followed the rules set by the school principal/leader without having to be controlled by the school leader/principal and staff.

The work discipline of a teacher at school in carrying out his duties can also be influenced by school/organizational culture. School/organization culture is a system of values or norms (beliefs), assumptions, which have long been in effect, which are agreed upon and followed by members of the school/organization. (Muis, Jufrizen, and Fahmi 2018) This culture guides behavior and solves school/organizational problems. The application of the concept of school/organizational culture functions to develop, preserve and pass on cultural values to teachers and students. School/organizational culture is a reflection of the framework for achieving quality education in schools. Educational institutions that have a good school/organizational culture are reflected in patterns of policy making, decision making, deliberations with all stakeholders in the school, teacher ethics and respect, and so on (Husnah, Harapan, and Rohana 2021).

Based on this description, this research aims to test two variables which are thought to be very dominant in influencing teacher work discipline, namely the visionary leadership of the school principal and the school's organizational culture. Therefore, this research is entitled "THE INFLUENCE OF THE SCHOOL PRINCIPAL'S VISIONARY LEADERSHIP AND SCHOOL CULTURE ON TEACHER WORK DISCIPLINE IN MUHAMMADIYAH HIGH SCHOOL IN SOUTH JAVA".

**METHOD**

This research uses a quantitative approach with a causal study type of research. Quantitative research is an approach to testing certain theories by examining the relationships between variables. These variables are measured -usually with research instruments. These variables are the independent variable and the dependent variable. (Rukminingsih, Adnan, and Latief 2020)

This research will look for the influence between variables, namely the principal's visionary leadership and school culture on teacher work discipline. After the data is obtained, the results will be presented descriptively, then analyzed to test the hypotheses proposed in this research.

The population in this study was all Muhammadiyah High Schools in South Jakarta. With a total of 3 Muhammadiyah high schools. Meanwhile, the affordable population in this study was the place for sampling, consisting of all teachers from Muhammadiyah High Schools in South Jakarta.

The sample is part of the number and characteristics of the population. If the population is large, and it is not possible for research to study everything in the population, for example due to limited funds, personnel and time, then research can use samples taken from that population. (Anshori 2017) The number of samples used was all Muhammadiyah High School teachers in South Jakarta totaling 107 teachers using random sampling from Muhammadiyah High School teachers in South Jakarta.

In this research, the data collection technique used by the author is a questionnaire. Questionnaire/Questionnaire: If the interview is carried out by asking face to face, the questionnaire is carried out by distributing questions to the respondents to be answered in writing. Research questions in school action research need to be adjusted to the respondents' abilities. As far as questions are concerned students, they need to be structured in a simple, yet measurable way. In this case, the researcher will distribute questions/questionnaires related to the research that will be carried out by the researcher and distribute them to teachers at Muhammadiyah High Schools in South Jakarta.

**FINDINGS AND DISCUSSION**

The data in this research was obtained from distributing questionnaire forms online to

respondents. The objects of this research were all Muhammadiyah High School teachers in South Jakarta with a sample of 107 respondents. The research was conducted on 10 July – 4 September 2023.

Respondents in this study were dominated by female teachers, namely 63 respondents (59%) and the number of male teachers was 44 respondents (41%). In the undergraduate education level category, namely 93 respondents (87%), this category can be said that the teachers who teach have undergraduate education. With S1 education, it is hoped that teachers will have academic competence that meets the criteria set by the government. Next, there are 12 respondents (11%) with Master's education, 1 respondent with D1 (1%), and 1 respondent with MAN (1%). . In the foundation teacher status category, 97 respondents (91%) dominated and with civil servant status 10 respondents (10%).

1. Direct positive and significant influence of Visionary Leadership on Work Discipline

Based on the research results above, it can be stated that the Principal's Visionary Leadership has a direct positive effect on the Work Discipline of Muhammadiyah High School teachers throughout South Jakarta. This is proven by the results of the t test statistical test for Visionary Leadership with a calculated t value of 3.062 with a significant value of 0.003 which is smaller than 0.05, r and $\beta$ values = 0.304. This means that Visionary Leadership has a direct positive effect on Work Discipline. The results of this research have implications for school principals to improve and implement a visionary leadership attitude so that teacher work discipline will also increase.

These results are in accordance with research conducted by (Prawira Jaya Kadek Yudi and Adnyani 2015) which concluded that the role of leadership can influence the level of work discipline. Leaders have a very important role in upholding discipline in an institution or organization. A leader is someone who has the ability to influence other people so that they can do something according to their wishes and in accordance with the goals of the organization. Leadership is not only defined as influencing someone to achieve goals but is also a process of motivating the behavior of employees/teachers in an effort to improve the group as well as employee/teacher work discipline.

2. Direct positive and significant influence of school culture on work discipline

Based on the research results above, it can be stated that school culture has a direct positive effect on the work discipline of Muhammadiyah high school teachers in South Jakarta. This is proven by the results of the t test statistical test for School Culture with a calculated t value of 2.434 with a value significant 0.017 which is smaller than 0.05, the value of r and $\beta$ = 0.242. This means that school culture has a direct positive effect on work discipline. The results of this research have implications for all school members to improve and implement school culture so that teacher work discipline will also increase.

These results are in accordance with research conducted by (Afifullah Nizary and Hamami 2020) which concluded that increasing the implementation of school culture will be able to influence the level of work discipline. School culture is the quality of the school in school life that grows and develops based on the spirit and certain values adhered to by the school. It is further said that school culture is the entire physical background, environment, atmosphere, taste, nature and climate of the school which is productively able to provide good experiences for the growth and development of students' intelligence, skills and activities. School culture can be displayed in the form of relationships between principals, teachers and other educational staff at work, discipline, a sense of responsibility, rational thinking, motivation to learn, habits of solving problems rationally.

3. Direct positive and significant influence of Visionary Leadership on School Culture

Based on the research results above, it can be stated that the Principal's Visionary Leadership has a direct positive influence on the School Culture of Muhammadiyah High Schools throughout

South Jakarta. This is proven by the results of the t test statistical test for Visionary Leadership with a calculated t value of 5.831 with a significant value of 0.000 which is smaller than 0.05, r and β values = 0.495. This means that Visionary Leadership has a direct positive influence on School Culture. The results of this research provide implications for school principals to improve and implement visionary leadership attitudes so that school culture will also improve.

These results are in accordance with research conducted by (Eva 2016) which concluded that school culture is formed from the principal's thoughts which are applied in the school environment, therefore by increasing the visionary leadership role of the principal will be able to influence the level of implementation of school culture by the school community.

School/Madrasah culture is something that is built from the results of a meeting between the values held by the teachers and employees in the school/madrasah. These values are built by human thoughts in the school/madrasah. Meeting of minds-the human mind then produces what is called "organizational thinking". It is from the mind of the organization that these values emerge, which will become the main ingredients in forming school/madrasah culture. This culture then emerges in various symbols and actions that are visible to the senses which can be observed and felt in everyday school/madrasah life.

School/madrasah culture is always built by the thoughts of the individuals within it. The individual's thoughts that have the largest portion of influence are the thoughts of the leader (school principal). School/madrasah principals with the various authorities they have certainly have the opportunity to contribute more of their individual thoughts to organizational thought.

## CONCLUSION

Based on the research results, it can be concluded as follows:

1. There is a positive and significant influence of the Principal's Visionary Leadership on the Work Discipline of Muhammadiyah High School Teachers in South Jakarta, this can be seen from the results of the t test calculation where tcount = 3.062 > ttable = 1.983038. This means that it can be seen that there is a direct positive influence of the Principal's Visionary Leadership on Teacher Work Discipline. As well as the results of the path coefficient analysis calculation □3.1 = 0.304 (30.4%) with a coefficient of determination $R2$ of 0.478. This means that 47.8% of Teacher Work Discipline (X3) is influenced by the Principal's Visionary Leadership (X1). This means that if the Principal's Visionary Leadership style is good, Teacher Work Discipline will increase.

2. There is a positive and significant influence of School Culture on the Work Discipline of Muhammadiyah High School Teachers in South Jakarta, this can be seen from the results of the t test calculation where tcount = 2.434> ttable = 1.983038. This means that it can be seen that there is a direct positive influence of School Culture on Teacher Work Discipline. As well as the results of the calculation of the path coefficient analysis □3.2 = 0.242 (24.2%) with a coefficient of determination $R2$ of 0.478. This means that 47.8% of Teacher Work Discipline (X3) is influenced by School Culture (X2). This means that if the school culture is good, teacher work discipline will increase.

3. There is a positive and significant influence of the Principal's Visionary Leadership on the School Culture of Muhammadiyah High Schools in South Jakarta, this can be seen from the results of the t test calculation where tcount = 5.831 > ttable = 1.983038. This means that it can be seen that there is a direct positive influence of the Principal's Visionary Leadership on School Culture. As well as the results of the calculation of the path coefficient analysis □2.1 = 0.495 (49.5%) with a coefficient of determination $R2$ of 0.245. This means that 24.5% of the Principal's Visionary Leadership (X1) is influenced by School Culture (X2). This means that if the Principal's Visionary Leadership is good then the School Culture will improve.

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# THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP SCHOOL PRINCIPALS AND TEACHERS' EMOTIONAL INTELLIGENCE ON THE PROFESSIONAL COMPETENCE OF PRIMARY SCHOOL TEACHERS

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## ABSTRACT

This research aims to examine the influence of principals' transformational leadership and teachers' emotional intelligence on the professional competence of state elementary school teachers in Beji Depok District. The method used is a quantitative method using a causal survey method with a path analysis approach. The population in this study was 168 public elementary school teachers in Beji Depok District. The sample amounted to 1141 using the formula developed by Slovin. Data analysis techniques using SPSS. The conclusions of this research are: 1) There is a positive and significant influence of the principal's transformational leadership on the professional competence of public elementary school teachers, 2) There is a positive and significant influence of teacher emotional intelligence on the professional competence of public elementary school teachers. and 3) There is a positive and significant influence of the Principal's transformational leadership on the emotional intelligence of state elementary school teachers. The implications of this research are: 1) The implications of increasing teacher professional competence by optimizing the transformational leadership of school principals through: influencing charismatically, inspiring, stimulating and providing individual sensitivity. 2) The implications of increasing teacher emotional intelligence through: providing self-awareness, managing one's emotions, motivating oneself, recognizing other people's emotions and demonstrating social skills. 3) The implications of increasing teachers' emotional intelligence by optimizing the head's transformational leadership, for example by providing: role models for teachers, providing clear direction and instructions for teachers and rewarding teachers who can manage their emotional intelligence better.

*Keywords: Teacher professional competence, school principal transformational leadership, teacher emotional*

*intelligence*

## INTRODUCTION

Teachers are professionals in the field of teaching and education, referring to National Education Law Number 20 of 2003 concerning the National Education System Article 1 Point 14. Effective action as a professional in the field of teaching must have knowledge and expertise, emotional intelligence and motivation as learning objectives . The knowledge and expertise within a teacher has an impact on personality in carrying out professionalism in addition to following technological developments appropriately in responding to current developments and from time to time, especially the use of information technology in this case has helped a lot in improving the quality of developing a teacher's self to adapt with the development of this technology (Nuryani, 2020).

Competency comes from the word competency which means ability, capability, proficiency, qualification, eligibility (meeting requirements), readiness, skill and adequacy (Febriana, 2019 ).On basic abilities, there are several expert views regarding professional competence, as stated by Cooper in (Hatta, 2018), namely: a. have knowledge about learning and human behavior; b. have knowledge and mastery of the subject/field of study being taught; c. have the right attitude about oneself, school, colleagues and the field of study they are studying, and d. have skills in teaching techniques. These professional competencies include: a. mastery of subject matter which consists of mastery of the material that must be taught and the basic scientific concepts taught from the material taught; b. mastery and appreciation of the foundations and insights of education and teaching, and c. mastery of the student learning teacher education process (Hatta, 2018).

Pre-research results dated March 15 2023 through interviews with several teachers show that problems regarding teacher professional competence are caused by various factors, including: 1) low teacher achievement motivation, 2) low teacher interest in reading, 3) teacher welfare is still lacking, 4) learning media which are less functional, 5) teachers' inability to manage the class, 6), teachers do not have optimal creativity and innovation in the learning process, 7) teachers lack mastery of the learning material, 8) teachers are still seen entering and leaving the classroom not on time.

Teachers' professional competence is influenced by several other factors such as leadership style. Problems related to leadership are a problem for every organization, especially in educational institutions, leadership has a central role in the performance of an organization and in creating progressive policies. At this stage, the type of transformational leadership style begins to emerge along with the development of times and changes in the nature of individuals who are more visionary, in the case of leadership, especially the transformational leadership style has been identified as a very different approach. Leaders signal their subordinates to support organizational change so that there is potential for changes in organizational performance in a better and more productive direction. Based on pre-research, the principal has not been able to guide, influence and lead the school community to achieve the school's vision and mission, has not communicated effectively, has not provided optimal enthusiasm, has not wanted to listen to input and has not been able to pay attention to the needs of subordinates.

Leaders who can motivate their subordinates to do better with what the subordinates actually expect by increasing the value of the task, by encouraging subordinates to sacrifice their own interests for the sake of the interests of the organization along with raising the level of subordinates' needs to a better level are called characteristics of transformational leaders (Rivai, 2016) The results of the SITOREM analysis show that the improved priority components of transformational, self-efficacy, and organizational learning and management effectiveness are: 1) Systems Thinking, 2) Team Learning; 3) Individual Considerations, 4) General, 5) Planning, 6) Organizing, and 7) (Trimulyo, Joko, 2021).

Another factor that influences a teacher's professional competence is emotional intelligence, which is one that has an influence on performance. The times with the development of technology and the presence of globalization have created different ideas about work in organizations. Emotional intelligence is an indicator that every human being has, especially a teacher in an educational institution. The teacher's output performance is largely determined by the teacher's psychological factors, namely emotional intelligence. Emotional intelligence is currently an interesting topic of discussion in the field of human resource management (Goleman, 2002). Emotional intelligence is a person's ability to assess emotions in oneself and others, understand the meaning of emotions, and regulate one's emotions regularly (Robbins, Stephen & Judge, 2013).

Based on the results of initial observations at one of the state elementary schools in Beji Depok, it shows that a teacher who has high intellectual intelligence does not guarantee success in learning, but a teacher who has moderate intellectual intelligence but high emotional intelligence has a greater chance of success in learning activities. This teacher's professional competence will affect the entire organization, and therefore, if someone has high emotional intelligence they will do their job well and they will work effectively in a major way by dealing with their own emotions.

At this stage, emotional intelligence is an important indicator that every teacher must have. Apart from that, a transformational leadership style should be owned by a leader of an organization, including a school. Researchers have conducted interviews with teachers at elementary schools in Beji Depok regarding emotional intelligence issues. The results of the interview were that the process of managing one's emotions was dominant at 40% and social skills at 30%. Based on the results of interviews and preliminary observations and supported by previous research, the researcher was interested in conducting research on "the influence of transformational leadership and teacher emotional intelligence on the professional competence of elementary school teachers in Beji Depok District."

**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 teacher professional competence, transformational leadership and emotional intelligence of school principals. 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.  The positive direct influence of Transformational Leadership on Professional Competence

    Based on the research results above, it can be concluded that Transformational Leadership has a direct positive effect on the Professional Competence of Elementary School teachers in Beji District, Depok. This is proven by the results of the t test statistical test for Transformational Leadership with a calculated t value of 4,578 with a significant value of 0.000 which is smaller

than 0.05, and β = 0.349. This means that Transformational Leadership has a direct positive effect on Professional Competence. The results of this research provide implications for teachers to improve Transformational Leadership to increase Professional Competence.

A transformational leadership style has the following characteristics: a. Emotional intelligence towards spiritual values is the most prominent characteristic of transformational leaders. 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 Transformational school principals respect 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. Transformational emphasizes a partnership approach and creates a shared vision and meaning with others. d. Innovative. Transformational 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).

2.  Direct positive influence of Emotional Intelligence on Professional Competence

Based on the research results above, it can be stated that Emotional Intelligence has a direct positive effect on the Professional Competence of Public Elementary School Teachers in Beji Depok District. This is proven by the results of the t test statistical test for Emotional Intelligence with a calculated t value of 6,213 with a significant value of 0.000 which is smaller than 0.05, and β = 0.474. This means that Emotional Intelligence has a direct positive effect on Professional Competence. The results of this research provide implications for teachers to increase their Emotional Intelligence to improve Professional Competence.

Emotional intelligence is a form of alignment with organizational goals, organizational tasks and feelings of loyalty to the organization. This sense of partiality shows his desire to continue working and survive in an organization. A teacher's emotional intelligence towards work will lead to a higher sense of responsibility and loyalty. Teachers are able to produce emotional intelligence, and only with high emotional intelligence can a government agency be able to produce good performance. If teachers have high emotional intelligence towards the organization and are satisfied in doing their work, their work performance and effectiveness will increase.

Teachers' professional competence will be achieved if human emotional intelligence can be implemented consistently and continuously. Teachers with high emotional intelligence will carry out all tasks and roles as well as possible with a full sense of responsibility. If all teachers in a school have high emotional intelligence regarding educational learning outcomes and carry out all tasks in accordance with the vision, mission and goals of the school, work effectiveness will be obtained with maximum results.

It further strengthens that one way to improve teachers' professional competence is by providing employees with emotional intelligence. This is because having emotional intelligence 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.

3. The positive direct influence of Transformational Leadership on Emotional Intelligence

Based on the research results above, it can be stated that Transformational Leadership has a direct positive effect on the Emotional Intelligence of State Elementary School principals in Beji Depok District. This is proven by the results of the t test statistical test for Transformational Leadership with a calculated t value of 5.977 with a significant value of 0.000 which is smaller than 0.05, and $\beta = 0.492$. This means that Transformational Leadership has a direct positive effect on Emotional Intelligence. The results of this research provide implications for teachers to implement Transformational Leadership so that they can increase the Emotional Intelligence of school principals.

A teacher who has high emotional intelligence 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 transformational 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 transformational abilities can recognize change, which is important for growth and development. The transformational leadership model is a responsible and accountable alternative in fostering emotional intelligence behavior.

**CONCLUSION**

Based on the research results, it can be concluded as follows:
1. There is a positive and significant influence of Transformational Leadership on the Professional Competence of Public Elementary School teachers in Beji Depok District
2. There is a positive and significant influence of Emotional Intelligence on the Professional Competence of Public Elementary School teachers in Beji Depok District
3. There is a positive and significant influence of Transformational Leadership on the Emotional Intelligence of State Elementary School Principals in Beji Depok District

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

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## 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 β = 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 β = 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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# THE INFLUENCE OF SCHOOL PRINCIPALS' SITUATIONAL LEADERSHIP AND ORGANIZATIONAL CULTURE ON TEACHER WORK MOTIVATION

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## ABSTRACT

The purpose of this research is to analyze and test: (1) The influence of the principal's situational leadership on teacher work motivation. (2) The influence of organizational culture on teacher work motivation, (3) The influence of the principal's situational leadership on organizational culture. This research is a quantitative survey type research. The population in this study were all teachers in Pancoran District Public Elementary Schools, South Jakarta, with a sample of 124 teachers taken at random (random sampling). The analysis technique used is the path analysis technique. The results of this research show that (1) There is no significant influence of the Principal's Situational Leadership on the Work Motivation of Public Elementary School Teachers in Pancoran District, South Jakarta. (2) There is a direct positive and significant influence of Organizational Culture on the Work Motivation of Public Elementary School Teachers in Pancoran District, South Jakarta. (3) There is a direct positive and significant influence of the Principal's Situational Leadership on the Organizational Culture of Public Elementary Schools in Pancoran District, South Jakarta. The conclusion in this research is that to create teacher work motivation, the principal should understand follower behavior and the situation before using certain leadership behavior. The organizational culture in the school should be able to identify the characteristics of each teacher to create harmonious relationships between members of the school environment and provide mutual motivation between teachers.

*Keywords: Situational Leadership, Organizational Culture, Teacher Work Motivation*

## INTRODUCTION

In this era of globalization, education is one of the things that is very important for achieving success in the future. Apart from that, education can also be used as the main capital to face increasingly fierce competition with other nations in the world. This education can be obtained in various ways and

one of them is through providing quality education in schools.

A school is an institution or formal educational institution which includes teachers, students and administrative staff. According to Law Number 14 of 2005 concerning Teachers and Lecturers, "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal early childhood education, primary and secondary education" . Dewi (2018) stated that there are five factors that influence the educational process, including: (1) teachers and personnel, (2) learning materials, (3) teaching methods and evaluation systems, (4) supporting facilities, and (5) administration system. Teachers are one of the keys to determining the achievement of the goals of educational institutions. Therefore, to achieve this goal requires teachers who excel in carrying out their duties, one of which is motivating teachers to work optimally to achieve satisfaction in carrying out their duties. A job that is not based on work motivation will cause satisfaction

work that is not optimal because it is carried out forcedly and not based on desire or encouragement.

In general, Koniswara (2019) explains that every human being essentially has a number of needs that demand to be satisfied. According to Sutoro (2020) motivation is a condition that encourages or causes someone to carry out an action or activity that occurs consciously. Furthermore, Ardiana (2017) stated that motivation is a condition in a person's personality that encourages the individual's desire to carry out certain activities in an effort to achieve a goal. Apart from that, Hakim (2020) believes that motivation is needed for activities related to improving performance. Then Amalda (2018) defines motivation as a fundamental psychological process and is an element that can explain a person's behavior. Thus, the higher a person's motivation, the higher their performance and vice versa, the lower a person's motivation, the lower their performance. If teachers have high work motivation, they will be encouraged and try to improve their abilities in planning, implementing and evaluating the curriculum that applies at school so as to obtain maximum work results.

Based on the description above, the issue of teacher work motivation is very important to research. Based on field observations, information was obtained that teachers' work motivation was low, both from the school regarding the welfare of teachers' salaries which were still low. Apart from that, the level of welfare is still low, there is a need for job security such as promotion or career advancement and so on. Another problem faced by teachers in schools is the lack of infrastructure to carry out their duties such as projectors, laptops and others. This will directly or indirectly affect teachers' low work motivation. As found in the field, teacher work motivation has an impact on schools, such as being lazy at work, lots of complaints, low work performance and low quality of teaching. Rewards, salaries, attention and infrastructure requirements for teachers are the key drivers of teacher morale, discipline and work performance in supporting the realization of educational goals. Thus, high teacher work motivation can provide a force that encourages, generates and directs behavior based on teacher expectations with rewards provided by the school.

To increase teacher work motivation, the role of school principals as leaders is to be able to consider how their behavior influences teacher motivation so that they can potentially increase teacher motivation through various efforts to improve performance. According to Koniswara (2019), it is difficult to imagine a leader who does not motivate other people. Every leader needs to have a leadership style that can build work motivation so as to produce high levels of productivity. Providing the right motivation can increase work enthusiasm so that subordinates can interpret their duties and carry them out well. One step that can be taken to increase work motivation is to apply situational leadership, because situational leadership is intensive in providing instructions, directing, providing socio-emotional support, paying attention to the readiness and maturity of teachers and education staff (Walean, 2022). Situational leadership can be interpreted as a leader who emphasizes the conditions of his subordinates or followers and is able to adapt to the maturity of his subordinates and the work

environment (Noviani, 2018). Leaders who apply situational leadership will provide direction to their members according to their conditions and level of maturity so that work motivation can increase. Therefore, situational leadership has an important influence on members and the organization because it can create conditions where all members can be motivated so as to maximize all existing potential.

Apart from situational leadership factors, there are other factors that can influence teacher work motivation, namely organizational culture. Organizational culture is a characteristic of an organization. Organizations that have a positive culture will also show a positive image, and vice versa, if the organizational culture does not work well it will give a negative image for the organization (Rosvita et al., 2017). In relation to work motivation, Azizah (2017) believes that organizational culture encourages employees to interact with other people and help carry out tasks to satisfy employees' needs for growth and development. What is meant here are those related to achieving goals, namely: self-actualization, humane respect, and unity. This opinion is supported by other researchers who link organizational culture with work motivation. Sutoro (2020) states that the better the organizational culture, the higher the level of work motivation that employees have. Therefore, organizational culture is very important because a good organizational culture can increase work motivation, which can have an effect on improving teacher performance. A school organizational culture that is less conducive because it does not support each other and communication between the principal and teachers or fellow teachers that is not optimal can also make teachers' work motivation low.

The results of previous research have also been carried out in various schools. For example, the results of research conducted by Murni (2021) show that situational leadership has a positive and significant influence on teacher work motivation. Because teacher work motivation has an impact on the success of the teacher himself in particular and on the success of the school and the school community within it, this research remains important to carry out. Based on a literature review, existing problems at the research location and the results of previous research regarding the impact of leadership and organizational culture on teacher work motivation, this research will focus on the situational leadership style of the principal and school organizational culture and their influence on motivation. working as a teacher at SDN Pancoran District, South Jakarta. The research is expected to make a practical contribution to the study of teacher work motivation and add to the study of previous research results regarding principal leadership and school organizational culture.

## METHOD

The approach used in research is a quantitative approach. A quantitative approach is an approach that in research proposals, processes, hypotheses, going into the field, data analysis and data conclusions up to writing uses aspects of measurement, calculation, formulas and certainty of numerical data (Suharso, 2009) . In this research, researchers conducted a causal survey, where this survey was carried out to determine the causal relationship between the variables studied.

In this research, the population chosen were elementary school teachers in Pancoran District, South Jakarta, who could be reached by researchers. With a population of 180 teachers with an error rate of 5% using the Slovin formula, the sample size was 124 teachers and 30 people were tested who were not included in the sample using Prepositional Random Sampling.

The data collection method in this research used a questionnaire. A questionnaire is a data collection method that is carried out by giving a set of questions or written statements to respondents to be answered on a Likert scale.

## FINDINGS AND DISCUSSION

The characteristics of the respondents in this study were teachers at twelve public elementary

schools in the Pancoran District, South Jakarta, namely SDN Duren Tiga 01, SDN Duren Tiga 05, SDN Duren Tiga 13, SDN Pancoran 01, SDN Pancoran 07, SDN Pancoran 08, SDN Kalibata 01, SDN Kalibata 04, SDN Kalibata 07, SDN Kalibata 11, SDN Rawajati 01 and SDN Rawajati 06 with a total sample of 124 respondents.

1. The Influence of the Principal's Situational Leadership (X1) on Teacher Work Motivation (Y)

Based on the results of the research analysis, it can be seen that the influence of the Principal's situational leadership (X1) on teacher work motivation (Y) shows a t count of 0.648, a P value of 0.518 and a coefficient (beta) of 0.059. The t test results illustrate that the calculated t is smaller than the t table (0.648 < 1.979). Based on P-Value, the calculation results show that the P value is greater than significant (0.518 > 0.05). This result can be explained that the calculated t value is smaller than the t table and the P value is greater than the significant value, so the results have no effect. This shows that the teacher work motivation variable (Y) cannot be explained directly by the Principal's Situational Leadership (X1) or the Principal's Situational Leadership variable (X1) has no effect on teacher work motivation (Y).

According to Nuradhawati (2021) situational leadership is an approach to leadership that encourages leaders to understand follower behavior and situations before using certain leadership behaviors. This approach requires leaders to have diagnostic abilities in relationships between people. The existence of effective leadership can increase teacher work motivation. According to Walean (2022), effective leadership with adaptive and flexible skills is considered as one way to lead an organization that can be done with situational leadership.

The research results show that the hypothesis of the influence of the Principal's Situational Leadership variable (X1) on Teacher Work Motivation (Y) is rejected. The results of this research are supported by several research results conducted by Fitria Nur Azizah, Armanu Thoyib, Dodi W Irawanto (2017) which stated that the situational leadership of the Principal does not have a significant effect on Teacher Work Motivation. Meanwhile, research conducted by Tati Murni (2021) states that principally the leadership of school principals influences teacher work motivation. Koniswara (2019) also stated that there is an influence of situational leadership on employee work motivation. Silaloho (2021) states that there is a significant influence of school principals on the work motivation of honorary teachers. Busairi (2022) states that there is an influence of the principal's leadership on teacher work motivation.

2. Influence of Organizational Culture (X2) on Work Motivation Teacher (Y)

Based on the results of the research analysis, it can be seen that the influence of organizational culture (X2) on teacher work motivation (Y) shows a t count of 3,467, a P value of 0.001 and a coefficient (beta) of 0.299. The t test results illustrate that the calculated t is greater than the t table (3,467 < 1.979). Based on P-Value, the calculation results show that the P value is smaller than significant (0.001> 0.05). This result can be explained that the calculated t value is greater than the t table and the ρ value is smaller than the significant value, so the result is influential. This shows that the teacher work motivation variable (Y) can be explained directly by Organizational Culture (X2) or the Organizational Culture variable (X2) influences teacher work motivation (Y).

According to Solehatin (2022) organizational culture is a social force that is invisible but moves people in an organization to carry out work activities. Unconsciously, each person in an organization learns the culture that applies within their organization. The existence of a good organizational culture can determine the character of members in the organization. According to Fonda (2015), organizational culture is defined as a cognitive framework that contains the

attitudes, values, behavior and expectations shared by all members of the organization.

The research results show that the hypothesis of the influence of the Organizational Culture variable (X2) on Teacher Work Motivation (Y) is accepted. The results of this research are supported by several previous research results conducted by Ruhban Masykur, Septuri and Yeni Setiawati (2019) which stated that organizational culture has a significant effect on teacher work motivation. Murni (2021) stated that partially there is a school culture regarding teacher work motivation. Azizah (2017) stated that organizational culture has a significant influence on employee work motivation. Wicaksono (2022) states that there is an influence of organizational culture on work motivation. Liwan (2019) states that organizational culture has a significant effect on work motivation.

3. The Influence of the Principal's Situational Leadership on Organizational Culture

Based on the results of the research analysis, it can be seen that the influence of the Principal's Situational Leadership (X1) on Organizational Culture (X2) shows a t count of 2.247, a P value of 0.026 and a coefficient (beta) of 0.199. The t test results illustrate that the calculated t is greater than the t table (2,247 > 1.979). Based on P-Value, the calculation results show that the P value is smaller than significant (0.026 < 0.05). This result can be explained that the calculated t value is greater than the t table and the P value is smaller than the significant value, so the result is influential. This shows that the Organizational Culture variable (X2) can be explained directly by the Principal's Situational Leadership (X1) or the Principal's Situational Leadership variable (X1) influences Organizational Culture (X2).

According to Su'ud (2017), Situational Leadership emphasizes that leadership consists of the dimensions of command and providing support. And each of these dimensions is applied appropriately in certain situations. To determine what is required in a particular situation, a leader must evaluate his employees and judge how capable and loyal they are, to carry out the assigned tasks. The Essence of Situational leadership requires the leader to match the skill and commitment style of followers. Effective leaders are those who can identify what employees need, and adapt their style to meet those needs. According to Edy Sutrisno (2018) explains the use of the term organizational culture by referring to the culture that applies within the company, because generally companies are in the form of an organization, namely cooperation between several who form their own group or cooperative unit. Edy Sutrisno believes that organizational culture is a set of values or norms that have been in effect for a relatively long time and are shared by members of the organization.

The research results show that the hypothesis of the influence of the Principal's Situational Leadership variable (X1) on Organizational Culture (X2) is accepted. The results of this research are supported by several previous research results conducted by Tati Murni (2021) which stated that the school principal's situational leadership has a significant effect on organizational culture. Evicasari (2021) stated that the principal's leadership has a significant influence on organizational culture. Fonda (2015) stated that situational leadership has a significant influence on organizational culture. Prasada (2020) stated that there is a significant influence of leadership style on organizational culture. Munawir (2020) stated that there is a significant influence of situational leadership on organizational culture.

## CONCLUSION

Based on the results of data analysis on the Influence of Principal Situational Leadership and Organizational Culture on Teacher Work Motivation in Survey Studies at Elementary Schools in Pancoran District, South Jakarta, the following conclusions were obtained:

1. The principal's situational leadership does not have a significant influence on teacher work motivation.
2. Organizational culture has a significant influence on teacher work motivation.
3. The school principal's situational leadership has a significant influence on organizational culture.

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# THE INFLUENCE OF SCHOOL PRINCIPALS' ACADEMIC SUPERVISION AND ACHIEVEMENT MOTIVATION ON TEACHER WORK CULTURE

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## ABSTRACT

The main objective of this study is to analyze the direct influence of the principal's academic supervision on the teacher's work culture, analyze the direct influence of achievement motivation on the teacher's work culture and analyze the direct influence of the principal's academic supervision on the achievement motivation of public high school teachers in Sukmajaya District. This research uses quantitative approach method. The population in the study amounted to 160 public high school teachers in Sukmajaya sub-district. The sampling technique in this study used purposive sampling techniques and used the Slovin formula with an error rate of 5%, so that a sample of 99 teachers was obtained. The data collection in this study used a questionnaire with a Likert scale. Data testing and analysis using SPSS 25. The results of this study showed that the p-value on the Academic Supervision variable of 0.000<0.05 was smaller than 0.05. This means that Academic Supervision has a positive and significant effect on Teacher Work Culture. If Academic Supervision increases, the Teacher's Work Culture will also increase or vice versa, if the Academic Supervision decreases, the Teacher's Work Culture will also decrease. The p-value result on the Achievement Motivation variable of 0.000<0.05 is less than 0.05. This means that Achievement Motivation has a positive and significant effect on Teacher Work Culture. The p-value result on the Academic Supervision variable of 0.000<0.05 is smaller than 0.05. This means that Academic Supervision has a positive and significant effect on Achievement Motivation.

*Keywords: Academic Supervision, Achievement Motivation, Teacher Work Culture*

## INTRODUCTION

In the context of educational development, the importance of the role of school principals as academic supervisors and bearers of control in educational institutions has been widely recognized. The principal's main focus is improving the quality of teaching, which is expected to have an impact on the overall quality of education. According to Sukayana (2020), the shift in responsibility of school principals in improving the quality of education involves direction and encouragement to educators and

education staff to improve teacher discipline in order to achieve quality education, in line with school principles.

Related to this, work culture plays an important role in building the work achievements and productivity of teachers. Work culture includes an individual's awareness of complying with regulations and understanding their duties and responsibilities, as explained by Ruliyansa (2018). Work culture also refers to a unified system of shared meaning held by members of an organization, becoming a characteristic that differentiates an organization from other organizations.

In research conducted using temporary observations in the field, several problems related to work culture were discovered. One of them is the lack of innovation in teaching and learning activities carried out by some teachers. Less than optimal educational interaction can become an obstacle in achieving learning goals, due to the lack of variety in teaching methods and the difficulty of creating a conducive learning environment. The different characters of students require creativity and innovation from teachers to maintain their interest in learning.

Apart from that, problems related to time discipline were also revealed in this research. Some teachers still have a tendency to be late for class, which has the potential to affect student discipline. Insufficient time discipline from teachers can have a negative impact on students' habits of tardiness.

The lack of collaboration between teachers is also a concern in the context of the work culture in this educational institution. Even though cooperation exists, there is still an individualistic attitude among some teachers, especially in the lack of sharing of experiences.

The work culture related to academic supervision by school principals has a significant impact on improving the quality of teacher teaching. The school principal plays an important role as a guide and supervisor for all personnel in the school, especially in carrying out academic supervision to ensure optimal performance of educators (Djuhartono, 2021).

Academic supervision by the school principal is a means of professional guidance for teachers, aimed at ensuring that they are able to carry out their teaching duties effectively. The focus is on the teacher's ability to create learning that involves students actively, creatively and effectively, as well as creating an environment that supports the learning process (Isbianti1, 2021). Poor teaching quality can be caused by the principal's failure to address these weaknesses from the start, resulting in the need for more structured learning and a supportive environment (Sarifudin, 2019). The success of teachers in carrying out their duties is the main indicator of the effectiveness of academic supervision carried out by school principals (Aprida, 2020).

From the results of initial observations at several public high schools in Sukmajaya District, it was revealed that academic supervision was carried out on a scheduled basis by the school principal, generally once a semester, especially at the beginning of the semester. However, observations also found several problems related to academic supervision.

First, there are still a number of teachers who have not used learning media in accordance with the Learning Implementation Plan (RPP). RPP should be the main guide in teaching, including in selecting competencies, methods, learning media and learning resources. Failure to use lesson plans appropriately can hinder students' achievement of competency.

Second, another problem related to academic supervision is that some teachers are less than optimal in implementing learning steps in a coherent manner. Preparing lesson plans is crucial in the teaching and learning process in the classroom, because this is the basis that must be followed sequentially to provide material to students. RPPs must be prepared carefully before the learning process in class to ensure smooth learning.

From the results of observations and interviews conducted by researchers, there are several different views between school principals and several teachers regarding problems that arise regarding work culture in schools. One view from the principal emphasized that there are no significant problems

as long as teachers are able to convey information clearly to students and students are able to understand it well. However, several school principals are trying to provide face-to-face coaching and holding workshops for teachers who still need development in implementing learning steps in a coherent manner.

Several problems identified in the work culture of teachers in State High Schools in Sukmajaya District are related to achievement motivation. One of them is a teacher who views certification as the main goal without paying attention to the increase in competency that should result from certification. Even though the government has provided incentives in the form of professional allowances, this has not fully encouraged teachers to improve their performance. On the other hand, achievement motivation is often only focused on obtaining certificates without real efforts to increase competence or achieve new achievements.

Then, there are also problems related to learning design which is not carried out by some teachers due to time constraints. This can hinder the smoothness of the learning process because learning design helps teachers prepare the steps that will be taken during the teaching process. Apart from that, some teachers also do not make optimal use of learning technology, especially those who are nearing retirement and have physical limitations. This is an obstacle in meeting current demands regarding the use of technology in the learning process.

Lastly, the low desire to improve achievements other than certification is also a problem. Only a few teachers have the desire to write scientific papers, create learning innovations, or receive awards in certain fields.

From this series of problems, this research aims to explore every aspect that influences teacher achievement motivation and identify appropriate solutions to improve a work culture that is more adaptive, innovative and oriented towards increasing teacher competence and achievement in State High Schools in Sukmajaya District.

## METHOD

This research design uses a quantitative approach. The quantitative approach is a research approach that allows accurate recording and analysis of research data using statistical calculations (Lodico, 2010). In this research, survey research was carried out, the general characteristic approach was identifying research topics, conducting a review of the literature, developing research questions, developing surveys by distributing questionnaires. This form of research uses quantitative descriptive. According to Sugiyono (2018:20), quantitative descriptive research analysis is used to analyze data by describing or illustrating the collected data as it is without intending to make general conclusions or generalizations.

The research location is the place where researchers conduct research, especially in capturing phenomena or research that actually occurs from the object being studied in order to obtain accurate research data. The places in this research are public high schools in Sukmajaya District, namely SMAN 2 Depok, SMAN 3 Depok, and SMAN 11 Depok. This research was carried out for 6 (six) months, starting from June to November 2023. The population in this research were PNS and ASN teachers at State High Schools in Sukmajaya District. The sampling technique in this research is purposive sampling. Purposive sampling technique is a technique for determining samples with certain considerations (Sugiyono, 2019).

To determine the size or number of research samples from this population, the sample size can be determined using the Slovin formula with an error rate of 5%. The number of samples used is 99 public high school teachers in Sukmajaya District, researchers will conduct research on 100 respondents through questionnaires, which will later group the subjects based on the types of problems that occur

in public high schools in Sukmajaya District in accordance with the research objectives in a balanced manner using a sampling model non-random. The data collection in this research is observation, interviews, questionnaires and documentation.

**FINDINGS AND DISCUSSION**

Based on the research results, it shows that the p-value for the Academic Supervision variable is $0.000<0.05$, which is smaller than 0.05. This means that Academic Supervision has a partially positive and significant effect on Teacher Work Culture. If Academic Supervision increases, Teacher Work Culture will also increase, or conversely, if Academic Supervision decreases, Teacher Work Culture will also decrease. This research is in line with research conducted by Andayani et a., (2023), the results of the research show that the academic supervision of school principals has an influence on teacher work culture. Research conducted by Rosida (2022) shows that the academic supervision of school principals has a positive influence on teachers' work culture. Meanwhile, research by Mulyani et al., (2021) shows that there is a positive and significant influence of academic supervision on work culture.

Supervision is any assistance from school leaders, which is aimed at developing the leadership of teachers and other school personnel in achieving educational goals. Academic supervision takes the form of encouragement, guidance and opportunities for the growth of teachers' expertise and skills, such as guidance in efforts and implementation of reforms in education and teaching, selection of better learning tools and teaching methods, systematic assessment methods to the phases of the entire teaching process, and so on. In short, supervision is a coaching activity that is planned to help teachers and other school employees carry out their work effectively (Purwanto, 2012).

The findings of this research are in accordance with the theory put forward by Makawimbang (2011), the general purpose of supervision is to provide technical assistance and guidance to teachers and staff so that these personnel are able to improve the quality of their performance, in carrying out their duties and carrying out the teaching and learning process. Operationally, several concrete objectives of academic supervision can be stated, namely: a) increasing teacher professionalism, b) increasing the effectiveness of the curriculum so that it is effective and implemented well, c) increasing the effectiveness and efficiency of existing facilities and infrastructure to be managed and utilized well so that they can optimizing the success of students, d) improving the quality of school management, especially in supporting the creation of an optimal working atmosphere so that students can then achieve learning achievements as expected, e) improving the quality of the general situation of the school so as to create a calm, peaceful and conducive situation which will improve the quality of learning that shows the success of graduates.

Based on the research results, it shows that the p-value for the Achievement Motivation variable is $0.000<0.05$, which is smaller than 0.05. This means that Achievement Motivation has a partially positive and significant effect on Teacher Work Culture. If Achievement Motivation increases, Teacher Work Culture will also increase or vice versa, if Achievement Motivation decreases, Teacher Work Culture will also decrease. This research is in line with research conducted by Siburian et a., (2023), the results of the research show that achievement motivation has an influence on teacher work culture. Research conducted by Mutiara et al., (2021) results show that achievement motivation has a positive influence on teacher work culture. Meanwhile, research by Zainudin et al., (2023) shows that there is a positive and significant influence of achievement motivation on work culture.

Motivation is an encouragement within a person to carry out or carry out an activity or task as well as possible in order to achieve achievement (Mangkunegara, 2011). The need for achievement, that is, is reflected in a person's desire to take on tasks for which he is able to take personal responsibility for his actions, he determines reasonable goals by taking into account the risks, he gets feedback on his actions and he tries to do everything creatively and innovatively (Robbins, 2017). Motivation needs to be increased, considering that motivation can have a good impact on work culture.

Based on the research results, it shows that the p-value for the Academic Supervision variable is 0.000<0.05, which is smaller than 0.05. This means that Academic Supervision has a partially positive and significant effect on Achievement Motivation. If Academic Supervision increases, Achievement Motivation will also increase, or vice versa, if Academic Supervision decreases, Achievement Motivation will also decrease. The principal's academic supervision that is carried out well will be very beneficial for teachers to improve their skills in the teaching and learning process at school. The aim of the principal's academic supervision is to help teachers develop their professional abilities rather than evaluating their performance in managing the learning process (Khoeriyah, 2015).

One of the organizational variables that influences teacher performance is the academic supervision of the principal's leadership. Principal supervision in schools plays an important role in improving teacher performance, which improves the quality of learning processes and outcomes, improves the quality of teaching and education at the micro level, and improves the quality of human resources. Indonesia as a whole at the macro level (Ramadhan, 2017).

Considering the important role of teachers in educational success, various efforts aimed at increasing teacher achievement motivation continue to be carried out, government efforts such as providing allowances in the hope that teachers will not look for additional work outside and will be more focused and enthusiastic in carrying out their responsibilities as educators (Candra et al. , 2020). Because the principal's academic supervision and motivation are very important in improving teacher performance, the principal must design a system to help teachers work better, such as providing motivation to teachers and ways to motivate teachers so that they can raise enthusiasm and encouragement to carry out their duties optimally (Rizal, 2019).

## CONCLUSION

Based on the results of the analysis that has been carried out, it can be concluded that:

1. Based on the research results, it shows that the p-value for the Academic Supervision variable is 0.000<0.05, which is smaller than 0.05. The results of calculating the determinant coefficient in this study show $R^2$ of 0.886 or 88.6%. So it can be concluded that Academic Supervision is 88.6% of Teacher Work Culture and 11.4% is influenced by other factors. This means that Academic Supervision has a positive and significant effect on Teacher Work Culture. If Academic Supervision increases, Teacher Work Culture will also increase, or conversely, if Academic Supervision decreases, Teacher Work Culture will also decrease.
2. Based on the research results, it shows that the p-value for the Achievement Motivation variable is 0.000<0.05, which is smaller than 0.05. The results of calculating the determinant coefficient in this study show $R^2$ of 0.962 or 96.2%. So it can be concluded that Achievement Motivation is 96.2% of Teacher Work Culture and 3.8% is influenced by other factors. This means that Achievement Motivation has a positive and significant effect on Teacher Work Culture. If Achievement Motivation increases, Teacher Work Culture will also increase or vice versa, if Achievement Motivation decreases, Teacher Work Culture will also decrease.
3. Based on the research results, it shows that the p-value for the Academic Supervision variable is 0.000<0.05, which is smaller than 0.05. The results of calculating the determinant coefficient in this study show $R^2$ of 0.805 or 80.5%. So it can be concluded that Academic Supervision accounts for 80.5% of Achievement Motivation and 19.5% is influenced by other factors. This means that Academic Supervision has a positive and significant effect on Achievement Motivation. If Academic Supervision increases, Achievement Motivation will also increase, or vice versa, if Academic Supervision decreases, Achievement Motivation will also decrease.

Based on the results of this research, the implications that can be given in the research are as follows:

1. The Principal's Academic Supervision has a positive effect on Teacher Work Culture. Therefore, it is hoped that all parties, both internal and stakeholders, will always strive to create good Academic Supervision so that Teacher Work Culture can be realized more optimally.
2. Achievement Motivation has a positive and significant effect on Teacher Work Culture. This research shows the very importance of teacher achievement motivation in the education and learning process. Therefore, it is hoped that teachers will always increase their Achievement Motivation in order to create a better Teacher Work Culture.

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# THE INFLUENCE OF SCHOOL CULTURE AND TEACHERS' COMMITMENT ON THE PEDAGOGICAL COMPETENCIES OF ELEMENTARY TEACHERS

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## ABSTRACT

This research aims to investigate the influence of School Culture (X1) and Teacher Commitment (X2) on the Pedagogical Competence (Y) of Elementary School Teachers in Sukmajaya District, Depok City. This research uses an associative quantitative approach and hypothesis testing using the path analysis method, while the data collection technique uses questionnaires, with a sample of 98 teachers from a population of 130 elementary school teachers in the Sukmajaya sub-district, Depok City. Based on the results of hypothesis testing from the research discussion, several conclusions can be put forward as follows: a) Statistical results show that there is a partially positive and significant influence between School Culture and Pedagogical Competence (t count = 16.455, sig = 0.000 < 0.05), b) Statistical results show that there is a partially positive and significant influence between Teacher Commitment on Pedagogical Competence (tcount = 47.251, sig = 0.000 < 0.05), c) Statistical results show that there is a partially positive and significant influence between School Culture on Teacher Commitment (tcount = 11.324, sig = 0.000 < 0.05). Thus, from the results of this research and discussion, it can be concluded that School Culture, Teacher Commitment, and Pedagogical Competence are interrelated and influence each other. Improving School Culture and Teacher Commitment can make a positive contribution in improving Pedagogical Competence in the educational environment. This research aims to investigate the influence of School Culture (X1) and Commitment.

*Keywords: School Culture, Teacher Commitment, Pedagogical Competence*

## INTRODUCTION

Education has a central role in the development of individuals and society. Teachers as the spearhead in the learning process have a big responsibility in increasing the effectiveness of learning in the classroom. In carrying out his duties, a teacher must have competencies that cover several key aspects.

According to research (Suyanto, 2020; Suprihatiningrum, 2013; Rusman, 2014), a teacher's competency is divided into three main components. First, the ability to manage education, including learning planning, implementing communication in the teaching and learning process, as well as evaluating student abilities. Second, developing professional skills as the main focus for improving one's quality as a teacher. Third, mastery of the material, including educational knowledge and in-depth understanding of the academic material being taught.

The concept of competency according to the Council of Europe (Danijela, 2022) is a general ability consisting of knowledge, experience, values and dispositions necessary for each individual in self-development, social integration and work skills.

A teacher's commitment (Muadin, 2020; Dewi, 2019) is an important aspect in improving the quality of education. This commitment is reflected in acceptance, belief in the values and goals of the organization, as well as enthusiasm to achieve these goals. Although considered important, strategic steps to increase teacher commitment have not been fully realized in policy.

School culture (Niswah, 2020; Arifin, 2018; Habibi, 2016) has a big role in influencing teacher performance by emphasizing values such as honesty, justice, responsibility, brotherhood, clear rules, commitment, and cooperation. School principals (Khanal, 2019) also play an important role in hiring quality, dedicated, and professional teachers.

A teacher's commitment to school is a person's psychological and physical involvement in their work environment, with components of organizational norms, values and regulations (Wirawan, 2013). This includes loyalty, expression of concern for the success of the organization, as well as alignment of personal behavior with the goals of the school or foundation (Siti Aisyah, 2019). The hope of good teacher commitment and competence is increased teacher performance in achieving educational goals effectively and efficiently (Santana, 2021).

The teacher's role focuses on the function as a teacher and educator who is responsible for the learning process and student development (Parwatha, 2020). They are also considered as professionals who have the responsibility to educate students according to the desired educational goals (Ubabuddin, 2018).

The importance of a conducive, dynamic and democratic school environment and culture in developing quality schools is emphasized, because school culture reflects the spirit of an institution. School culture is the values, beliefs and norms that influence the way school members interact and carry out their duties (Septian Arief Budiman, 2018; Uhar Suharsaputra, 2014). This influences the behavior and work produced by all school members.

The research aims to investigate the influence of school culture, teacher commitment, and pedagogical competence in elementary schools in Sukmajaya District, Depok City. Even though elementary schools in this region have a vision of developing graduates who have faith, character, culture, competitiveness and environmental insight, there are several problems.

Several teachers at the elementary school have not demonstrated the expected level of competency. For example, some teachers have not made corrections to students' assignments or homework, are lacking in building a consistent work culture, and are unable to create interesting learning and harmonious interactions between teachers and students.

Teacher commitment to school institutions is also an important factor. This commitment refers to teachers' identification, involvement, and loyalty to the organizations where they work. Initial observations show that teachers' pedagogical competence is not optimal. Some of the indicators found were a lack of mastery of the material, a lack of creativity in developing learning media, and learning activities that were still focused on lectures.

Several previous studies have provided varying results regarding the influence of school culture, teacher commitment, and pedagogical competence. Some studies show that school culture has no effect

on teacher commitment, but there are also those who state the opposite. Likewise, with the influence of school culture on pedagogical competence, there are results that indicate the influence and vice versa (Karadag & Baloglu, 2011; Rahman, 2021; Caskova & Chudy, 2021, Amelia & Sawiji, 2022, Astutik & Roesminingsih, 2021, Anggi, 2023) .

By looking at the problems in elementary schools in Sukmajaya District, Depok City and the issues that emerged from the results of previous research, this research will focus on the interaction between school culture, teacher commitment, and pedagogical competence in these elementary schools.

## METHOD

This research uses a quantitative approach through field methods with survey techniques. Distribution of instruments in the form of questionnaires to collect data on the influence of school culture (X1) and teacher commitment (X2) on pedagogical competence (X3) in Sukmajaya District, Depok City. The research was carried out using the descriptive analysis method, where the research is in the form of a problem based on current population facts carried out by researchers. Quantitative methods are used in this type of descriptive research to test hypotheses or answer questions about the subject being studied currently and to determine the effects of the variables being studied. The research question model constellation shows the relationship model between the independent (exogenous) variables, namely school culture (X1), teacher commitment (X2) and the dependent (endogenous) variable, namely pedagogical competence (Y).

The population in this study were all civil servant teachers and non-permanent teachers (GTT) in public elementary schools in Sukmajaya District, Depok City, totaling 130 people. The sample for this research was taken from the population, namely from all public elementary school teachers in Sukmajaya District, Depok City, taken randomly (simple random sampling) as many as 98 people from 115 existing teachers. Sampling was carried out using a questionnaire/questionnaire. The number of research samples obtained using this formula was 89 respondents. This sample size can be said to have representativeness value. The method for determining respondents was random. The trial sample for testing the research instrument was used by 30 teachers. The data collection in this research is as follows. Questionnaire. In this research, a questionnaire in the form of a Google form is the data collection method that will be given to elementary school teachers in Sukmajaya District, Depok City. In this research, the measurement scale used is the Likert scale.

## FINDINGS AND DISCUSSION

From the results of the path coefficient calculation, it was found that the direct influence of school culture on pedagogical competence was 0.758, p-value = 0.000 < 0.005. The determinant coefficient in this study is $R^2$ of 0.706 or 70%. So it can be concluded that school culture is 70% influenced by pedagogical competence and 30% is influenced by other factors not discussed in this research. From the results of the path coefficient calculation, it was found that the direct influence of school culture on pedagogical competence was 0.910, p-value = 0.000 < 0.005. The determinant coefficient in this study is $R^2$ of 0.952 or 95%. So it can be concluded that school culture is 95% influenced by pedagogical competence and 5% is influenced by other factors not discussed in this research. From the results of the path coefficient calculation, it was found that the direct influence of school culture on pedagogical competence was 0.705, p-value = 0.000 < 0.005. The determinant coefficient in this study is $R^2$ of 0.532 or 53%. So it can be concluded that school culture is 53% of pedagogical competence and 47% is influenced by other factors not discussed in this research.

Based on the research results, the t count for the School Culture variable, namely 16,455, is positive and the sig value for the School Culture variable is 0.000<0.05, which is smaller than 0.05.

This means that School Culture has a partially positive and significant effect on Pedagogical Competence.

School culture is a set of values that serve as a benchmark for the behavior of school residents. This statement has been expressed by Buhler (2017) that school culture becomes a guideline for behavior because with culture, teachers can glue and maintain the organization through a system of shared beliefs and values. According to Rahman and Husain (2020) that school culture will be the identity, characteristics or characteristics inherent in a school, so that it differentiates it from other schools. Therefore, school culture is an important element in a school because it will become the picture and image of the school in society. The inherent image of school culture will become a separate value or characteristic inherent in a school, so that it is able to show its characteristics. The competencies possessed by each teacher will show the teacher's quality in teaching. These competencies can, among other things, be realized in the form of mastery of knowledge and professionalism in carrying out their functions as a teacher (Majid, 2015).

This has been proven in Ariayanti's (2015) research, that school culture has a positive effect on competence. Research by Handayani et al., (2015) shows that school culture has a positive relationship with competence. The results of this research are also supported by research conducted by Rohma et al., (2020) and Murkatik et al., (2020) stating that school culture has a positive effect on competence. Meanwhile, research by Caskova & Chudy (2021) shows that school culture influences pedagogical competence.

Based on the discussion above, the conclusion in this research is that if school culture increases then Pedagogical Competence will also increase or vice versa if School Culture decreases then Pedagogical Competency will also decrease.

Based on the research results, the t count for the Teacher Commitment variable, namely 47,251, is positive and the sig value for the Teacher Commitment variable is 0.000<0.05, which is smaller than 0.05. This means that Teacher Commitment has a partially positive and significant effect on Pedagogical Competence.

A teacher who is highly committed will always be enthusiastic and active in carrying out his work. A productive educator is a teacher who carries out his duties with dedication and competence. The qualifications that a teacher must have in order to carry out his obligations as an educator include pedagogical expertise, personal maturity, self-devotion, and an attitude of responsibility. In reality, it often happens that some teachers lack a sense of commitment and responsibility for their duties, lack concern for the problems and challenges faced by students (Isfandiar, 2022). Competency is a technical ability that includes qualifications and expertise to carry out learning, which is demonstrated by the ability to plan education and learning programs, implement or direct the education and learning process, and evaluate the education and learning process.

Professional competence is one of the criteria that an educator must have in carrying out learning. With the competence possessed by a teacher, the expertise he has will be able to guide and assist students in facing and overcoming all the challenges they face. With the various problems faced by teachers in the world of education, the professional role of teachers often receives attention from various parties (Isfandiar, 2022).

The results of research conducted by Fitrianova (2020) show that teacher commitment has a significant effect on competence. Research by Sudjoko (2020) shows that teacher commitment has a significant effect on competence. Meanwhile, research conducted by Sunarto et al., (2019), and Siri et al., (2020) shows that commitment has a significant effect on competence.

Based on the discussion above, the conclusion in this research is that if Teacher Commitment increases, Pedagogical Competence will also increase or vice versa, if Teacher Commitment decreases, Pedagogical Competency will also decrease.

The calculated t result for the School Culture variable, namely 11,324, is positive and the sig value for the School Culture variable is 0.000<0.05, which is smaller than 0.05. This means that School

Culture has a partially positive and significant effect on Teacher Commitment.

A school as an organization has a culture within it that greatly determines the success and glory of the school in carrying out programs and achieving national education goals. As stated by Jamal Ma'mur Asmani (2012) that if organizational culture prioritizes discipline, creativity, cooperation, equality, and the birth of fresh, innovative ideas, then within a short time the organization will experience significant improvement. So, a high school culture will make the school more advanced which then forms teachers' commitment to the school and their profession, because the environment influences them. They also voluntarily create a conducive atmosphere and try to realize the responsibility and role of the school in realizing the success of education and teaching.

Teacher commitment is a teacher's willingness to do something of quality in an effort to improve student learning processes and outcomes. Teacher commitment is always marked by loyalty or a strong desire to remain a teacher at a particular school. The teacher also always wants to be involved and is willing to put forth his efforts on behalf of the school. In fact, they have confidence and acceptance of the values and goals of their school. The value of commitment to tasks or work is work values. The current challenges in the world of education include the low quality of education. So it is not surprising that teachers with the title of professional teacher seem to work more (Indawati, 2020).

The results of this research are in line with research conducted by Amelia et al., (2022). The research results show that school culture and teacher commitment influence pedagogical competence at the same time. Research conducted by Labieq (2019) shows that school culture and teacher commitment simultaneously influence pedagogical competence.

Based on the discussion above, the conclusion in this research is that if school culture increases, teacher commitment will also increase, or vice versa, if school culture decreases, teacher commitment will also decrease.


**CONCLUSION**

Based on the results of research and discussions carried out regarding the influence of School Culture, Teacher Commitment and Pedagogical Competence, it can be concluded:

1. The Influence of School Culture on Pedagogical Competence:
   - Statistical results show that there is a positive and partially significant influence between School Culture and Pedagogical Competence (t = 16.455, sig = 0.000 < 0.05).
   - School culture plays an important role as a guide for behavior in the school environment, influencing the identity, characteristics and image of the school in society.
   - Previous research also supports these findings, showing that improving School Culture contributes to increasing Pedagogical Competence.
   - Conclusion: When School Culture increases, Pedagogical Competency also tends to increase, and conversely, if School Culture decreases, Pedagogical Competency also tends to decrease.

2. The Influence of Teacher Commitment on Pedagogical Competence:
   - Statistical results show that there is a positive and partially significant influence between Teacher Commitment and Pedagogical Competence (t = 47.251, sig = 0.000 < 0.05).
   - Teacher commitment, which includes enthusiasm, dedication and responsibility in carrying out educational tasks, has an important role in improving Pedagogical Competency.
   - Findings from previous research also support this relationship, confirming that increasing Teacher Commitment has an impact on increasing Pedagogical Competence.
   - Conclusion: When Teacher Commitment increases, Pedagogical Competence also tends to increase, and conversely, if Teacher Commitment decreases, Pedagogical Competency also

tends to decrease.

3. The Influence of School Culture on Teacher Commitment:
   - Statistical results show that there is a positive and partially significant influence between School Culture and Teacher Commitment (t = 11.324, sig = 0.000 < 0.05).
   - A strong and positive school culture can shape teachers' commitment to the school and their profession, create a conducive environment and have an impact on teachers' commitment to their duties.
   - Previous research also supports these findings, confirming that improving School Culture can influence increasing Teacher Commitment.
   - Conclusion: When School Culture increases, Teacher Commitment tends to increase, and conversely if School Culture decreases, Teacher Commitment tends to decrease.

Thus, from the results of this research and discussion, it can be concluded that School Culture, Teacher Commitment, and Pedagogical Competence are interrelated and influence each other. Improving School Culture and Teacher Commitment can make a positive contribution in improving Pedagogical Competence in the educational environment.

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# THE INFLUENCE OF THE SCHOOL PRINCIPAL'S PARTICIPATIVE LEADERSHIP STYLE, INFRASTRUCTURE AND EMOTIONAL INTELLIGENCE ON PRIMARY TEACHER PERFORMANCE

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## ABSTRACT

This research was conducted with the aim of determining the impact of the principal's participative leadership style, infrastructure and emotional intelligence on the performance of elementary school teachers in Kembangan District, West Jakarta. This research is quantitative because the data analyzed is in the form of numbers obtained from respondents' answers which were distributed to 85 elementary school teachers. The research is contextual operational in nature by using hypothesis testing to make temporary guesses regarding the influence of the independent variable on the dependent variable. Data collection was carried out using a Google Form questionnaire with a horizontal time is cross sectional. The results of research conducted with the help of Smartpls statistical software are that the principal's participative leadership style has no effect on teacher performance, while infrastructure and emotional intelligence have an influence on teacher performance

*Keywords: Participative Leadership Style, Infrastructure, Emotional Intelligence, Teacher Performance*

## INTRODUCTION

Teacher quality is one of the main factors that must be considered to ensure a quality and competitive education system. As a learning agent who is a facilitator, engineer and motivator for students, the quality of teachers determines the high and low quality of education which has an impact on the strength and weakness of human resource competitiveness. Teacher performance is closely related to what teachers do in the classroom and how this has an impact on increasing student achievement. When teachers have good performance, it will have an impact on improving the quality

of their students' education. However, if teachers have poor performance, it will be difficult to achieve students who have achievements (Rismita et al., 2020). Teachers as educators who have direct contact with students must have special expertise in the academic field which is useful in supporting a teacher in educating students (Yantoni, 2020). The existence of teachers is an important component in the process of delivering education. Teachers have a big role and responsibility in creating students who have achievements and noble morals, so it is mandatory for every teacher in the world of education to have competence in their field (Yusuf et al., 2021 ).

The quality of teacher performance in Indonesia was stated by the Educational and Cultural Human Resources Development Agency (BPSDMPK), which explained that there are still many teachers who do not pass competency and certification tests, test results are poor, and there are still many teachers who do not meet qualification standards. A PISA (Program for International Student Assessment) survey published in 2019 shows that Indonesia is in 74th place out of 79 countries, meaning that the quality of education in Indonesia is still low, this is triggered by various educational problems, one of which is the low performance of teachers as a workforce. educators (Kemendikbud, 2020).

Research conducted by Yusuf et al. (2021) suggests several factors that can improve teacher performance in schools, namely the participative leadership of the school principal, facilities and infrastructure. The big role of the Principal determines what and how work is carried out in the school he leads. The leadership of the principal who pays high attention to teachers, is open, cool, can adapt to teachers, is smiling, sympathetic, full of understanding, and believes that teachers are able to carry out the tasks assigned to them and will make them carry out these tasks happily and fully. responsibility (Novita et al., 2023).

The facilities and infrastructure used as learning media are used as an effort to eliminate verbalism in the teaching and learning situation itself. Angrainy et al. (2020) in their research explains that every educational unit has an obligation to improve facilities and infrastructure in order to create a good teaching and learning process. In the world of education, facilities and infrastructure have a positive impact on the sustainability of education in achieving educational goals, both directly and indirectly. Likewise, if the existing facilities and infrastructure are not good, students' interest in learning will decrease. This has an impact on decreasing student learning achievement. Providing good and complete infrastructure will support school activities to achieve optimal results. However, there are still schools whose infrastructure is not yet complete, some even have complete infrastructure, but teachers are not utilizing them so that the teacher's performance is not optimal because there are still teachers who use conventional media in the learning process (Elfiza et al., 2022 ).

Another factor that can also support improving teacher performance is emotional intelligence. Human resource management policies and practices in schools must encourage a work environment that promotes emotional intelligence to increase teacher creativity, motivation and performance which is useful as an important predictor of performance outcomes that reflect teacher job satisfaction in teaching (Alwali & Alwali, 2022). Employees who have high emotional intelligence will be able to survive and control their emotions when facing heavy workloads and pressures so that they can control themselves and avoid work stress which can reduce the employee's performance (Goleman, 2016). Emotional intelligence will encourage employees' moods to become calmer so they can work well and tend to show persistence in facing work challenges, as a result employee performance will increase and can directly increase the job satisfaction felt by employees (Hameli & Ordun, 2022). Sometimes a leader gives orders based on things that are subjective in nature or prefer personal ones. Subordinates or people they lead also often cannot accept the policies made by their leaders. As for personal factors, they tend to prejudice the policies being made. There is often blame between leaders and those led, subordinates often consider themselves as coolies and must obey all orders from their superiors. As a result, many subordinates harbor their ideas. On the other hand, superiors often consider themselves superior and

experienced compared to their subordinates. Ideally, a superior must also understand the desires and aspirations of his subordinates.

## METHOD

This type of research uses a quantitative approach which is carried out by analyzing questionnaire answers from respondents which are measured on a 1-5 Likert scale. Research is operationally contextual because it emphasizes the involvement of researchers in collecting research data (Sugiyono, 2019). The population in this study were elementary school teachers in the Kembangan District, West Jakarta, totaling 562 people. The sampling technique uses a purposive sampling method where samples are selected based on criteria. The criteria for the research sample are that the respondent is an elementary school teacher who teaches in the Kembangan area of West Jakarta who is certified or has civil servant status. Determining the sample size used the Slovin formula so that the sample was 85 respondents. Data collection techniques were carried out using a Google Form questionnaire. Respondents' answers will be measured using a 1-5 Likert scale.

## FINDINGS AND DISCUSSION

Reliability test results can be obtained through analysis of Cronbach's alpha and composite reliability values through the rules applied. Cronbach's alpha is used to measure the lower limit of the reliability value of a construct, while composite reliability measures the actual value of reliability. Each variable tested is said to be reliable if the value of Cronbach's alpha and composite reliability is above 0.6 (Hair et al., 2021). The following are the results of reliability testing.

**Table 8 Reliability Test Results**

| Variabel | Cronbach Alpha | Composite Reliability | Keterangan |
|---|---|---|---|
| Participative Leadership | 0.975 | 0.976 | Reliabel |
| Infrastructure | 0.903 | 0.907 | Reliabel |
| Emotional Intelligence | 0.934 | 0.936 | Reliabel |
| Teacher Performance | 0.946 | 0.948 | Reliabel |

From the table above, each variable has a value that meets the reliability criteria using the Cronbach's alpha and composite reliability methods, namely above 0.6. Therefore, each variable contained in the research is reliable or reliable.

Hypothesis test

In testing the hypothesis, in looking at the relationship between variables used by researchers in this research, they will look at the T statistic value and P value which are the reference for determining the significant influence of the relationship between exogenous and endogenous latent variables. Researchers use a significance level of 5% and the research results can be said to be significant at an alpha of 5% if the T statistic value is >1.96 and the P value is <0.05, then the hypothesis is accepted. Hypothesis testing using Smart PLS bootstrapping.

**Tabel 9 Path Coeffisien**

| Analisis | Original sample | Sample Mean | Standard Deviation | T Statistics | P Value |
|---|---|---|---|---|---|
| KE →KG | 0.657 | 0.647 | 0.100 | 6.601 | 0.000 |
| KP →KE | 0.306 | 0.336 | 0.142 | 2.150 | 0.032 |
| KP →KG | -0.038 | -0.007 | 0.162 | 0.231 | 0.817 |
| KP →SP | 0.671 | 0.688 | 0.061 | 10.978 | 0.000 |
| SP →KE | 0.480 | 0.454 | 0.140 | 3.428 | 0.001 |
| SP →KG | 0.212 | 0.198 | 0.088 | 2.403 | 0.016 |

Based on the path coefficient table above, it can be seen that if the range of p values obtained from the research results shows a number in the range -1 to 0 then it is said to have a negative relationship, and if it is in the range 0 to 1 then it has a positive relationship between the two variables.

1. The Influence of Participative Leadership on Teacher Performance
   From the table above, the path coefficient value is obtained to test the first hypothesis, namely that participative leadership has a significant influence on teacher performance. The T statistic obtained was 0.231 (T-Statistic < 1.96) and the P value was 0.817 (P-Value > 0.05). So it can be stated that Ho1 is accepted and Ha1 is rejected, it can be concluded that participative leadership has no influence on teacher performance

2. The Influence of Infrastructure on Teacher Performance
   From the table above, the path coefficient value is obtained to test the second hypothesis, namely that infrastructure has a significant influence on teacher performance. The T statistic obtained was 0.2403 (T-Statistic > 1.96) and the P value was 0.016 (P-Value < 0.05). So it can be stated that Ha2 is accepted and Ho2 is rejected, it can be concluded that infrastructure has an influence on teacher performance.

3. The Influence of Emotional Intelligence on Teacher Performance
   From the table above, the path coefficient value is obtained to test the third hypothesis, namely that emotional intelligence has a significant influence on teacher performance. The T statistic obtained was 6.601 (T-Statistic > 1.96) and the P value was 0.000 (P-Value < 0.05). So it can be stated that Ha3 is accepted and Ho3 is rejected, it can be concluded that emotional intelligence has an influence on teacher performance.

4. The Effect of Participative Leadership on Emotional Intelligence
   From the table above, the path coefficient value is obtained to test the fourth hypothesis, namely that participative leadership has a significant influence on emotional intelligence. The T statistic obtained was 2.150 (T-Statistic > 1.96) and the P value was 0.032 (P-Value < 0.05). So it can be stated that Ha4 is accepted and Ho4 is rejected, it can be concluded that participative leadership has an influence on emotional intelligence

5. The Influence of Infrastructure on Emotional Intelligence
   From the table above, the path coefficient value is obtained to test the fifth hypothesis, namely that infrastructure has a significant influence on emotional intelligence. The T statistic obtained was 3.428 (T-Statistic > 1.96) and the P value was 0.001 (P-Value < 0.05). So it can be stated that Ha5 is accepted and Ho5 is rejected, it can be concluded that infrastructure has an influence on emotional intelligence

6. The Influence of Participative Leadership on Infrastructure
   From the table above, the path coefficient value is obtained to test the fourth hypothesis, namely that participative leadership has a significant influence on infrastructure. The T statistic obtained was 10.978 (T-Statistic > 1.96) and the P value was 0.000 (P-Value < 0.05). So it can be stated that Ha6 is accepted and Ho6 is rejected, it can be concluded that participative leadership has an influence on infrastructure.

## CONCLUSION

Berdasarkan hasil pengujian dan pembahasan yang telah diuraikan pada bab sebelumnya maka peneliti dapat mengambil kesimpulan yaitu: Kepemimpinan partisipatif tidak memiliki pengaruh terhadap kinerja guru. Hal ini mengindikasikan masih kurangnya pelaksanaan kepemimpinan partisipatif dalam lingkup sekolah yang menyebabkan guru pasif, dan sulit melakukan kerjasama. Kemudian masih adanya pengambilan keputusan sepihak tanpa melibatkan guru-guru meyebabkan keterlibatan dan kerjasama guru dan kepala sekolah menjadi terbatas. Sarana prasarana memiliki pengaruh terhadap kinerja guru. Kelengkapan sarana prasarana akan menunjang guru dalam proses belajar mengajar menjadi lebih efektif. Kecerdasan emosional memiliki pengaruh terhadap kinerja guru. Ketika guru memiliki kecerdasan emosional maka memperkuat pengendalian diri sendiri dan mampu mengelola siswa agar efisien dalam belajar. Kepemimpian patisipatif memiliki pengaruh terhadap kecerdasan emosional. Kecerdasan emosional yang tinggi akan membuat seorang pemimpin menyadari bahwa perilaku dan hasil kerja mereka akan dipengaruhi oleh emosional oleh sebab itu mereka akan menilai dan mengatur emosi mereka sendiri. Sarana prasarana memiliki pengaruh terhadap kecerdasan emosional. Sarana pembelajaran akan memberikan manfaat-manfaat yang berbeda tergantung bagaimana guru memberikan tanggapan terhadap sarana pembelajaran yang diberikan tersebut atau yang bisa disebut kecerdasan emosi diri guru. Kepemimpinan partisipatif memiliki pengaruh terhadap sarana prasarana. Kepemimpinan partisipatif seorang kepala sekolah akan berupaya meningkatkan kualitas Pendidikan dan mempermudah proses pengajaran guru kepada siswa. Kepala sekolah yang berpartisipatif cenderung memperhatikan bagaimana sarana prasarana tersedia secara memadai dalam lingkup sekolah yang dipimpinnya agar penyampaian pembelajaran dapat dilaksanakan dengan mudah dan efektif

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