

## **The Relationship of Principal Instructional Leadership, Teacher Work Commitment and Performance through Work Satisfaction of State Junior High School Teacher in Balangan Regency**



**Ahmadiyanto<sup>1</sup>, Ahmad Suriansyah<sup>2</sup>, Mahrita<sup>3</sup>**

<sup>1,2,3</sup>Master of Educational Administration Program, Lambung Mangkurat University, Banjarmasin 70123, Indonesia

**ABSTRACT:** School quality is effected by various factors. One of the most dominant factors in determining school quality is leadership. Leadership becomes central in influencing other factors such as teacher performance, work commitment, and job satisfaction. This study aims to describe the correlation between instructional leadership, work commitment and teacher performance through teacher job satisfaction. This research was an explanatory research with quantitative method. The population of the study was all 276 public elementary school teachers in Balangan Regency. The sampling technique used is Proportional Random Sampling. The number of samples was determined based on the Slovin formula with 163 people. Data were collected using a questionnaire consisting of instructional leadership (24 items), work commitment (25 items), work motivation (59 items), teacher performance using Teacher Performance Assessment (51 items). The questionnaire was compiled using a Likert scale which had been tested for validity and reliability using the product moment correlation. The data collected uses path analysis to see direct and indirect correlations between variables, by first testing normality, linearity, homogeneity and multicollinearity. The results showed that there was a direct and indirect correlation between instructional leadership, work commitment and teacher performance through teacher job satisfaction.

**KEYWORDS-** instructional leadership, work commitment, performance, job satisfaction

### **I. INTRODUCTION**

In the era of the industrial revolution 4.0, various latest technological developments have emerged and have resulted in extraordinary changes in all aspects, including the world of education. If educators are only limited to transferring knowledge to students, their roles and functions will be replaced by technology. The quality of educational processes and outcomes lies in the teacher's performance in carrying out the learning process. Optimal teacher performance is the main key in achieving performance. Teacher performance is the result of work achieved by a teacher in carry out the tasks assigned to him. Teacher performance includes quality and quantity of output as well as reliability in work. Teacher can work well if it has high performance so that it can produce good work also. With existence performance tall which owned teacher, expected school organizational goals can be achieved.

Based on the results of initial observations through observations in several SMP (Sekolah Menengah Pertama Negeri or Public Junior High School) in Balangan Regency, Indonesia. it seems that the level of teacher performance still needs to be improved. There are still many teachers who have not carried out their duties and functions with the applicable provisions. Teacher impressed doing his job as is, not developing a plan study well. Do not use varied learning methods. They do not use the right media and teaching aids and methods, and there are also teachers who conduct modest evaluations, do not vary in type and rarely carry out analysis of learning evaluation results.

Siagian (2014) states that the world of education will not experience change whatever along para lecturer and teacher no want to changed, no adaptive and anticipatory to change. Change the could started from construction and enhancement performance teacher.

The performance of each teacher is determined by many factors. This is explained by (Luthans, 2011) that the factors that effect employee performance are compensation, salary, leadership, work commitment, work environment or atmosphere, organizational culture, involvement in the organization, and work discipline.

One of the factors that effect teacher performance is leadership of the school principal where he works. The principal is a person who has the authority and effect in determining teaching and learning activities in schools. One of the principal leadership models is instructional leadership. Bush (Cucu Sukmawati; Endang Herawan, 2016) stated that the concept of instructional leadership

# The Relationship of Principal Instructional Leadership, Teacher Work Commitment and Performance through Work Satisfaction of State Junior High School Teacher in Balangan Regency

focuses on teaching and learning activities and on teacher behavior in serving students .

next factor that affects the performance of teachers in schools is the work commitment of teachers. Work commitment shows the level of identification and involvement of individuals in their work and their unwillingness to leave the job. This is in line with the opinion of Meyer and Allen (Suriansyah, 2014) which states that commitment is built from the desires, obligations, and needs of organizational members which he calls affective commitment, continuous commitment and normative commitment .

In addition, another factor that also affects the teacher 's performance is the job satisfaction he feels. Teacher job satisfaction is characterized by the emergence of a sense of satisfaction and carrying out tasks with pleasure. The existence of teacher dissatisfaction occurs generally marked by some lack of care with other teachers and with the principal. Some teachers also lack responsibility in carrying out their duties , work still as is and some teachers are less willing to develop their knowledge and abilities. (Siagian, 2013) states that job satisfaction is a person's positive and negative perspectives regarding work .

## II. METHOD

This study aims to describe and analyze the direct and indirect correlations between variables : instructional leadership, work commitment, job satisfaction and teacher performance. The population of this research is all teachers of SMP Negeri in Balangan Regency as many as 276 people. The sampling technique used is proportional random sampling. The number of samples was determined based on the Slovin formula, namely 163 people. Data were collected using a questionnaire consisting of instructional leadership 24 items (formulating the school's vision and mission, managing instructional programs, promoting a positive climate), 26 items of work commitment (trust, involvement, loyalty), job satisfaction 60 items (motivational factor, hygiene factor), teacher performance using teacher performance assessment. The instrument was tested on members of the population outside the sampling. The questionnaire was compiled using a Likert scale which had been tested for validity and reliability using correlation. The results of the instrument trial found that all items in each variable were declared valid and reliable. The data collected uses path analysis to see the direct and indirect correlations between variables, by first testing normality, linearity, homogeneity and multicollinearity.

## III. FINDINGSS AND DISCUSSION

Based on the results of the data obtained, the level of leadership instructional head school The majority of public junior high schools in Balangan Regency are included in the high category with a percentage of 66.3%, respondents with answers including very high category that is 26.4% and respondents with the results of the answers included in the medium category, namely 7.3%. Meanwhile, for the work commitment of public junior high school teachers in Balangan Regency, majority The results of the respondents stated that the teacher 's work commitment was included in the high category with 163 respondents or percentages that is 100%. Furthermore, for the job satisfaction of state junior high school teachers in Balangan Regency majority answer respondent including category tall with percentage that is 100%. For the performance level of the majority of teachers included in the high category with percentage that is 78.5 %.

The results of descriptive statistical analysis of instructional leadership variable data (X1), work commitment (X2) and job satisfaction (Z) with teacher performance (Y) as presented in Table 1.

**Table 1 . Mean, Standard Deviation, and Stage of Research Variables**

Variable	mean	Standard Deviation	Stage
instructional leadership	74.60	6.595	Tall
commitment to work _	80.86	2,929	Tall
job satisfaction	188.01	5.053	Tall
Performance	47.72	3,306	Well

Table 1 shows that to leadership instructional, work commitment and job satisfaction affect teacher performance.

The results of linear regression analysis show the correlation model between instructional leadership (X1), work commitment (X2) and job satisfaction (Z) with teacher performance (Y) as presented in the following description:

**Table 2 . Regression Analysis X1, X2, and Z against Y**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	37,873	3.676		10.304	.000		
	to instructional leadership (X1)	.006	.011	.041	.579	.023	.217	4.618

**The Relationship of Principal Instructional Leadership, Teacher Work Commitment and Performance through Work Satisfaction of State Junior High School Teacher in Balangan Regency**

commitment to work (X <sub>2</sub> )	.312	.071	.767	4.380	.000	.115	3.518
job satisfaction (Z)	.092	.043	.374	2.140	.034	.315	4.841

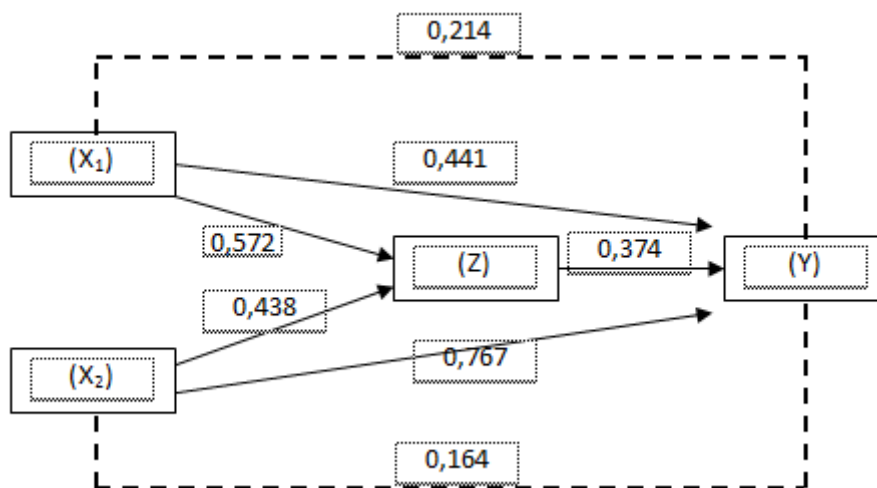
a. Dependent Variable: Performance (Y)

Source: Calculation Results of correlations Between Variables

Moving on from the results of the analysis as table 2 above shows the correlation between Instructional Leadership (X<sub>1</sub>) and Work Commitment (X<sub>2</sub>) on Teacher Performance (Y) through Job Satisfaction (Z) as presented in the following figure:

**TABLE 3. SUMMARY OF PATH ANALYSIS RESULTS**

To Instructional Leadership, Work Commitment to Job Satisfaction				
Variable	Path Coefficient	T	p	R <sup>2</sup> -
To Instructional leadership	0.572	8,772	0.000	0.918
Work Commitment	0.438	25,122	0.000	
To Instructional leadership, Work Commitment, Job Satisfaction on Performance				
Variable	Path Coefficient	T	p	R <sup>2</sup> -
To Instructional leadership	0.441	3,800	0.000	0.275
Work Commitment	0.767	2,808	0.000	
Job Satisfaction	0.374	5,027	0.000	



**FIGURE 1: RESULTS OF AN ANALYSIS OF THE CORRELATION AMONG THE VARIABLES**

Note:

- X<sub>1</sub> : Instructional Leadership
- X<sub>2</sub> : Teacher's Work Commitment
- Z : Teacher Job Satisfaction
- Y : Teacher Performance

Based on Table 3 and Figure 1, the decision of the hypothesis in this study can be seen in Tables 4 and 5.

**TABLE 4. SUMMARY OF HYPOTHESIS TESTING DECISIONS H<sub>1</sub> H<sub>2</sub> H<sub>3</sub> H<sub>4</sub> H<sub>5</sub>**

Hypothesis	P	Decision
H <sub>1</sub> There is a direct correlation between instructional leadership and teacher performance	0.000	Accepted
H <sub>2</sub> There is a direct correlation between job satisfaction and teacher performance	0.000	Accepted
H <sub>3</sub> There is a direct correlation between work commitment and teacher performance	0.000	Accepted

## The Relationship of Principal Instructional Leadership, Teacher Work Commitment and Performance through Work Satisfaction of State Junior High School Teacher in Balangan Regency

H <sub>4</sub>	There is connection direct Among k commitment to work and teacher performance	0.000	Accepted
H <sub>5</sub>	There is a direct correlation between job satisfaction and teacher performance	0.000	Accepted

**TABLE 5. SUMMARY OF HYPOTHESIS TESTING DECISIONS H<sub>6</sub> AND H<sub>7</sub>**

Hypothesis	Indirect		Decision
	Indirect	Decision	
H <sub>6</sub>	There is an indirect correlation between instructional leadership and performance teacher through job satisfaction teacher	0.001	Accepted
H <sub>7</sub>	There is an indirect correlation between work commitment and teacher performance through teacher job satisfaction	0, 00 1	Accepted

The results of the path analysis as can be seen in Table 1 are used to answer the seven research hypotheses that have been formulated whose decisions are given in Table 2 and Table 3. Table 4 is a summary of the decisions of H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, and H<sub>5</sub> with the criterion of significance value is less than 0.05, then the hypothesis is accepted. Table 5 is a summary of the decisions on hypothesis testing H<sub>6</sub> and H<sub>7</sub> provided that if the direct correlation coefficient is smaller than the indirect correlation coefficient, then the hypothesis is accepted. Based on the results of the analysis in Tables 1, 2, and 3 above, in this study, the correlation between variables was found to be successful

### A. Direct Correlation between Instructional Leadership and Teacher Performance

The results showed that there was a direct correlation between instructional leadership and teacher performance of 0.441 . This means that a good principal 's instructional leadership will tend to produce high teacher performance as well. With thereby could given guess that to instructional leadership very take effect with performance teacher in doing Duty or her job.

To instructional leadership also is factor external \_ and have important role for help development teacher in implementation Duty and not quite enough he answered. Well or whether or not the performance of a teacher is strongly suspected to be effectd by the level of to instructional leadership school principal .

Research results (Khairani, 2021) illustrates that principals can manage schools to improve teacher teaching performance with models and strategies built in order to realize organizational goals. dimensions or indicators of instructional leadership that can affect teacher teaching performance are developing the mission and objectives of improving school curriculum, developing professional learning communities, developing work environments and promoting academic learning climate.

Furthermore, this research is also in line with the results of the study (Sukmawati's grandson; Endang Herawan, 2016) The results showed that the quality of teacher teaching performance was in the high category, the principal's instructional leadership was in the high category, and teacher commitment was in the very high category. Partially, the principal's instructional leadership and teacher commitment had a positive and significant impact on the quality of teacher teaching performance. Furthermore, simultaneously, it also has a positive and significant effect on the quality of teacher teaching performance.

### B. Direct correlation between Instructional Leadership and Teacher Job Satisfaction

The results showed that there was a direct correlation between instructional leadership and teacher job satisfaction of 0.572 . This means that principals who have good instructional leadership will have a high teacher job satisfaction as well . The principal's instructional leadership is very important in order to create teacher job satisfaction so that learning in schools can run efficiently and effectively.

A teacher's job satisfaction depends on individual characteristics and work situations. Each individual will have a different level of satisfaction according to the value system that applies within him. The more aspects of work that match the interests and expectations of the individual, the higher the level of perceived satisfaction and vice versa. Teachers who already have job satisfaction feel that leaders in carrying out their leadership duties can always pay attention to aspirations and can also manage tasks that must be considered properly, will be able to create a feeling of pleasure in employees towards the leader.

Job satisfaction is very necessary for teachers, because teachers who have job satisfaction will love and have positive feelings towards their work and tend to be more effective and productive. The role of instructional leadership in increasing teacher job satisfaction at the Balangan Regency Public Middle School can be seen from the leadership role in an organization. In this case the principal can provide opportunities for teachers to solve problems together; provide direction so that teachers can prioritize the implementation of tasks over other matters and complete their work on time; determine problem solving for the problems faced, especially in learning, and be able to provide examples or demonstrate the tasks that must be done.

## **The Relationship of Principal Instructional Leadership, Teacher Work Commitment and Performance through Work Satisfaction of State Junior High School Teacher in Balangan Regency**

Study before which in line with statement in on, like (Sucipno, 2017) shows (1) The results of this study indicate a significant effect between the principal's learning leadership on teacher performance, (2) Teacher job satisfaction has a significant effect on teacher performance, (3) Principal's learning leadership and teacher job satisfaction jointly have a significant effect. on teacher performance .

### **C. Direct correlation between work commitment and teacher performance**

The results of the analysis show that there is a direct correlation between work commitment and teacher performance of 0.767. This means that the higher the work commitment of the teacher, the better the performance shown. Performance is an ability to carry out a task or profession which in accordance with attitude, knowledge and Skills as well as motivation which owned by teacher. Teachers who have a commitment are teachers who are willing to involve themselves in the organization. By being involved in the organization will automatically contribute everything that is in him for the benefit of the organization with the aim of becoming more advanced.

Teacher performance is basically the performance of teachers in carrying out their duties as educators. The quality of teacher performance is effected by the work commitment of teachers and education staff which with a high work commitment will improve the quality of educational outcomes. The teacher is the party most in direct contact with students in the educational process or learning in school educational institutions. So that when teachers are committed to providing educational services in the school environment, teacher performance also shows good results in carrying out their duties as teachers who have the expertise to educate students in the context of fostering students.

This study is in line with researchers (Ayu Ratmini et al., 2019; verawati, 2016) and (Purwoko, 2018) . The results showed that: (1) there was a positive and significant effect of principal's leadership on teacher performance; (2) there is a positive and significant effect of teacher commitment on teacher performance; (3) there is a positive and significant effect of teacher discipline on teacher performance of; (4) there is a positive and significant effect of school culture on teacher performance; (5) there is a positive and significant effect on leadership performance, teacher commitment, teacher work discipline and school culture simultaneously on teacher performance

### **D. Direct correlation between Job Commitment and Teacher Job Satisfaction**

The results of the analysis show that there is a direct positive and significant correlation between work commitment and teacher job satisfaction of 0.438 . This means that teachers who have a good work commitment will tend to have high job satisfaction as well. Thus, it can be assumed that work commitment very influential with teacher job satisfaction in carrying out their duties or work.

Job satisfaction is a set of feelings whether or not the job is fun. A person who works in an organization brings with him a set of wants, needs, desires, and past experiences that coalesce to form job expectations. Mathis and Jackson (Rahman Al Hakim, 2014) state that job satisfaction refers to the general attitude of an individual towards his job. Someone who has a high level of job satisfaction will show a positive attitude towards his job, and conversely someone who is dissatisfied with his job will show a negative attitude towards his job. The results of the study (Sahnan & Ritonga, 2018) explain that there is a significant determination between work commitment to job satisfaction and an effective contribution of 16.50% , .

### **E. Direct correlation of Job Satisfaction and Teacher Performance**

The results of the analysis show that there is a direct positive and significant correlation between job satisfaction and teacher performance of 0.374 . This means that teachers who have good job satisfaction will tend to have high performance as well. Teacher job satisfaction has a very important role in build teacher performance .

These results are in accordance with research (Purwani Puji Utami, Effect of Work Climate... Effect of Work Climate, Job Satisfaction, Work Discipline on Teacher Performance at SMAN Bekasi City Purwani Puji Utami 1, nd) which shows that there is a correlation between job satisfaction and performance. The results of this study are in line with research (Widayati et al., 2020) concluded there is a strong effect between the variables of job satisfaction on the performance variables of state junior high school teachers throughout the Sekayu sub-district by contributing 53% of R2 .

### **F. Indirect correlation between Instructional Leadership and Teacher Performance Through Teacher Job Satisfaction**

The results of the analysis show that there is an indirect positive and significant correlation between instructional leadership and performance through teacher job satisfaction of 0.214.

The realization of optimal performance cannot be separated from the instructional leadership style that is applied well in an institution and job satisfaction both in an institution. Instructional leadership is believed to be a leadership style that is able to create high satisfaction and performance for employees.

Furthermore, this study is also in line with research (Mukmin and Prasetyo, 2021) which found that leadership style has a significant effect on job satisfaction. Job satisfaction is an intervening variable between leadership style on employee performance because the value of indirect effect is greater than direct effect.

## The Relationship of Principal Instructional Leadership, Teacher Work Commitment and Performance through Work Satisfaction of State Junior High School Teacher in Balangan Regency

Other research like (Hidayat et al., 2019) results analysis the data showing that leadership style, teamwork and compensation affect employee job satisfaction, job satisfaction affects employee performance. The results of leadership style, teamwork and compensation affect employee performance, leadership style indirectly affects employee performance through job satisfaction, teamwork indirectly affects employee performance through employee job satisfaction and compensation indirectly affect employee performance through employee job satisfaction .

### G. Indirect correlation between Work Commitment and Teacher Performance through Teacher Job Satisfaction

The results of the analysis show that there is an indirect positive and significant correlation between work commitment and performance through teacher motivation of 0.164 . This includes ways to develop goals or meet school needs which essentially prioritize the school's mission over personal interests, commitment is a central value in realizing school solidity.

High commitment from teachers will improve teacher performance and job satisfaction . High commitment is indicated by loyalty to the school and has a positive effect on student achievement in school. Teacher commitment is a determining factor that affects the teaching and learning process of students.

Commitment is will and ability a teacher to be able to balance between attitudes and actions to achieve goals school with prioritize interest school than interest self alone, somebody or group. Commitment align behavior personal with needs, priority and destination school.

This is in line with the results of research (Putra Pratama & Nurdiana Dihan, 2017) which found that there is a significant indirect effect of organizational commitment on performance through employee job satisfaction. Other research like (Burhan et al., 2013) results analysis the data showing that it can be concluded that there is an effect of organizational culture, organizational commitment on employee performance by mediating job satisfaction.

## IV. CONCLUSION

In a nutshell, there is a direct correlation between instructional leadership on teacher performance, instructional leadership on job satisfaction, work commitment on performance, work commitment on job satisfaction , job satisfaction on performance and an indirect correlation between instructional leadership and teacher performance through job satisfaction, work commitment to performance through job satisfaction. Then, the teacher should increase his concern for the school, understand the data and information related to his main duties and responsibilities, be more concerned with his responsibilities in teaching, and the teacher should be given constructive suggestions and input related to the tasks that have been carried out and the staffing policy in the school is clearly defined. In addition, teachers should make evaluation instruments to measure the progress and success of students' learning, develop varied assessment strategies and methods to monitor the progress and learning outcomes of students in achieving certain competencies as written in the lesson plans, take advantage of various assessment results to provide feedback for students. students about their learning progress and prepare the next lesson plan. Principals should pay more attention to their subordinates and provide opportunities for training conducted by teachers in accordance with school goals, reward students who excel, strive for all teachers to take part in training that are considered important for both teachers and students. In conducting further research, it should not only be fixed on one theory used in previous research, because one theory on a particular object is not necessarily relevant to be applied to other objects.

## REFERENCES

- 1) Ayu Ratmini, N., Natajaya, IN, & Arya Sunu, IGK (2019). The Contribution of Principal Leadership Style, Organizational Commitment, Work Climate and Work Motivation on Teacher Performance at SMP Negeri 2 Singaraja. *Indonesian Journal of Educational Administration* , 10 (2), 91–100. <https://doi.org/10.23887/japi.v10i2.2795>
- 2) Burhan, A., Pradhanawati, A., & Dewi, RS (2013). The effect of Organizational Culture, And Organizational Commitment Towards Employee Performance By Mediation Of Job Satisfaction At PT. BPR Setia Karib Abadi Semarang. *Journal of Business Administration S1 Undip* , 3 (1), 1–13.
- 3) Sukmawati's grandson; Endang Herawan. (2016). Principal Instructional Leadership, Commitment and Quality of Teacher Teaching Performance. *Journal of Educational Administration* , 23 (2), 68–88.
- 4) Hidayat, S., Lubis, AR, & Majid, M. (2019). The effect of Leadership Style, Teamwork and Compensation on Employee Performance Through Job Satisfaction At Pt. Barusa World Banda Aceh. *Darussalam Journal of Economic Perspectives* , 5 (1), 84–98. <https://doi.org/10.24815/jped.v5i1.14088>
- 5) Khairani, D. (2021). Basicedu Journal. *Journal of Basicedu* , 5 (3), 2247–2255. <https://jbasic.org/index.php/basicedu>
- 6) Luthans, F. (2011). (2011). *Organizational Behavior, (Translated by VA Yuwono, et al), Indonesian Edition* . ANDI.
- 7) Purwani Puji Utami, *The Effect of Work Climate... The Effect of Work Climate, Job Satisfaction, Work Discipline on the Performance of Senior High School Teachers in Bekasi City Purwani Puji Utami 1* . (nd). 8 (021).
- 8) Purwoko, S. (2018). The effect of the principal's leadership, teacher commitment, teacher work discipline, and school

## The Relationship of Principal Instructional Leadership, Teacher Work Commitment and Performance through Work Satisfaction of State Junior High School Teacher in Balangan Regency

- culture on the performance of SMK teachers. *Journal of Educational Management Accountability* , 6 (2), 150. <https://doi.org/10.21831/amp.v6i2.8467>
- 9) Putra Pratama, MA, & Nurdiana Dihan, F. (2017). The Effect of Organizational Commitment and Work Discipline on Wan's Work Performance through Job Satisfaction as an Intervening Variable. *JBTI: Journal of Business Theory and Implementation* , 8 (2), 115–135. <https://doi.org/10.18196/bti.82087>
  - 10) Rahman Al Hakim, Y. (2014). The Effect of Work Commitment on Teacher Job Satisfaction. *Indonesian Scientific Journal of Education Management* , 1 (1), 15–24.
  - 11) Sahnan, M., & Ritonga, M. (2018). *2018-J-Work Commitment* . 12 (2), 417–434.
  - 12) Siagian, SP (2013). *Human Resource Management* . PT. Earth Literature.
  - 13) Siagian, SP (2014). *Strategic Management* . Earth Literature.
  - 14) Sucipno. (2017). The effect of Principal Learning Leadership and Job Satisfaction on Teacher Performance in Junior High Schools. *Education Manager* , 11 (1), 26–36.
  - 15) Suriansyah, A. (2014). Commitment And The State Elementary School Teachers. *Educational Horizons* , 3 , 358–367.
  - 16) verawati, rika. (2016). The effect of Leadership, Work Motivation and Work Commitment on the Performance of State Madrasah Aliyah Teachers (Man) Lubuk Alung. *Economica* , 4 (2), 304–316. <https://doi.org/10.22202/economica.v4i2.650>
  - 17) Widayati, F., Fitria, H., & Fitriani, Y. (2020). The Effect of Job Satisfaction and Job Loyalty on Teacher Performance. *Journal of Education Research* , 1 (3), 251–257. <https://doi.org/10.37985/jer.v1i3.29>

## The Relationship of Principal Instructional Leadership, Teacher Work Commitment and Performance through Work Satisfaction of State Junior High School Teacher in Balangan Regency

---



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.