



Transformational Leadership and Trust on Organizational Commitment at State Senior High School

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Abstract

The purpose of this research is to know the effect of transformational leadership and trust toward organizational commitment teachers at State Senior High School in Depok City. The research was conducted by using survey method with quantitative approach and path analysis technique. The population of this research is 256 teachers. Research samples selected as many as 156 teacher using simple random sampling technique. The data was obtained through questionnaires and analyzed using path analysis techniques. Based on the result of data analysis in the research we can conclude that: First, transformational leadership has a positive correlation to organizational commitment. Second, trust has a positive correlation to organizational commitment, and third, transformational leadership has a positive correlation to trust. Organizational commitment can improve through improvement of transformational leadership and trust.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh kepemimpinan transformasional dan kepercayaan terhadap komitmen organisasional guru di SMA Negeri di Kota Depok. Penelitian ini dilakukan dengan menggunakan metode survei dengan pendekatan kuantitatif dan teknik analisis jalur. Populasi penelitian ini adalah 256 guru. Sampel penelitian dipilih sebanyak 156 guru menggunakan teknik sample random sampling. Data diperoleh melalui kuesioner dan dianalisis menggunakan teknik analisis jalur. Berdasarkan hasil analisis data dalam penelitian dapat disimpulkan: Pertama, kepemimpinan transformasional memiliki hubungan positif langsung dengan komitmen organisasi. Kedua, kepercayaan memiliki hubungan positif langsung dengan komitmen organisasi, dan ketiga, kepemimpinan transformasional memiliki hubungan positif langsung dengan kepercayaan. Komitmen organisasi dapat ditingkatkan melalui peningkatan kepemimpinan transformasional dan kepercayaan.

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INTRODUCTION

Studies on the influence of transformational leadership and trust on the teachers' organizational commitment of State Senior High School (SMA Negeri) in Depok, West Java very important role in the development of educational sciences especially educational management. Through education, cultures born as a result of human's ideas would increasingly adjust to the times. The success of Nation Education is determined by educators or teachers as the spearhead in the process of Education at schools. The National Education system law article 40 states that teachers are obliged to have a professional commitment to improve the quality of education. They are expected to have a high commitment in the implementation of education in schools and carry out professionally.

Teachers' commitment becomes an obligation in the implementation of education processes at schools. Good teachers' commitments would increase the quality of learning and improve the quality of school education. Whereas, education quality is school ability in doing operational management and being efficient on any component related to the school, so it produces additional values to those components based on norms. Conversely, low teachers' commitment would decrease learning quality as well as school education quality. For more, teachers' commitment in the education processes at school can be showed by high concern for students, colleagues, school values and norms as well as participation in every activity in school, and having students' score improved.

M. Abduh (2016) stated that the scores of UNBK (Computer-based National Examination) in Senior High School experienced. This fact indicated that the education quality in Senior High School level experienced reduction. Furthermore, M. Abduh (2016) argued hat those scores showed the low commitment of teachers. This low commitment was influenced by the condition the schools. For example, principal leadership, motivation in completing tasks, relationship with colleagues, and teachers' trust toward principal and school organization.

M. Abduh's statement was strengthened by the Head of Depok City Education Office, Hery Pansila Prabowo (2016) who gave examples of the low quality of educators in Depok City, such as teachers just seated around, allowed students chatting in a learning process, and covered their lack of teaching hours by searching for other business. Based on this findings, show that the commitment of teachers in the Depok City in carrying out their duties was still low and only emphasizes personal interests rather than the interests of the school.

Teacher's commitment in the implementation of school education is influenced by a sense of trusts in the leadership of the school principals. This indicates that the leadership of the principal has a role in increasing commitment so as to produce good quality education. The results of Sampurno's (2015) and Wibowo's (2017) studies showed that the teachers' trust in the principal's leadership was the realization of positive attitude given to the leadership of the school principal. This positive attitude was formed because of the good communication between the principal and the teachers in carrying out the tasks at school. The positive attitude was taken by the teachers towards the principal increasing the implementation of the tasks they have (Putra Rustamaji, 2016).

In fact, teacher's trust in the principal happens oppositely that the teacher has a sense of distrust of the leadership of the principal. The teacher carries out his duties just to provide information that is knowledgeable regardless of the needs of students in the school. Also, there is a lack of communication and interaction between teacher colleagues in the implementation process of education in schools.

Lack of coordination between teacher colleagues happened in the implementation process of school activities outside the hours of teaching and learning activities in schools. As a result, the school principal has a problem in conveying the school's visions and missions.

According to Lizanova (2016), in order to improve the quality of education in Depok city, the education office needed to embrace teachers. This approach revealed that the approach to teachers in improving the quality of education was still lacking so that teacher's trust in school leaders was still not optimal.

Teachers' commitment is influenced by the principal in leading the school. Teachers will be more committed to the leadership of principals who are innovative, creative, able to convey ideas, vision, mission and have a personality that is close to the teacher and students at school. According to Marsofiyati and Roni Faslah (2015) the commitment of teachers can be built on their own if the school has a goal or target that is aligned with the teachers' goals, and there is an understanding of the objectives to be achieved. Therefore, the principal is required to have creativity, innovation and a good personality which are the characteristics of a transformative principal. Moreover, the principal is supposed to be able to be an example for teachers and students. This was stated by the Mayor of Depok, Mohammad Idris, that principals and teachers should be role models for students at school.

A transformative principal will provide clear directions and school policies that will be carried out by the school. He is able to manage and actuate the components in the school in order to improve the quality of the school. These components include teachers and employees in the school. Therefore, all components in the school can run effectively and efficiently. As a result, the school principal is able to convey visions and missions to be achieved by the school.

Principal leadership includes characters or personalities possessed by the principal. Strong personality traits will improve the quality of education. Depok Deputy Mayor, Pradi Supriatna stated that the quality of education in Depok dropped due to the findings of the Depok City Government investigation that none of State senior high school principals obeyed the integrity pact in accepting new students.

The appointment of leaderships in State Schools is carried out by the Office of Education not based on one's competence and professionalism in leading schools. The Chairperson of the Education Human Resources Development Agency and the Education Quality Assurance Ministry of Education and Culture, Syawal Gultom stated that the appointment of school principals is not based on competence and professionalism, but related to political support and regional head elections. This has caused many selected State Schools principals are not in accordance with competence and professionalism to have creativity, innovation and attractive personalities that have not been done optimally.

The personality of the principals who can hold fast the behaviors between those which are delivered with those which are carried out will give a high sense of trust from teachers. Madali (2016) based on the results of his study on Islamic Education teachers in Bekasi revealed that leadership behavior influences the organizational commitment of a teacher.

Innovative and creative principals' leadership are still lacking in school implementation. The principal gave more assignments to the deputy principal, while he only received reports. In addition, the school principal attended many meetings held by the Education Office both in order to improve the professionalism of the school principal and the affairs of the principal's office. This has caused the management of the school run poorly since the existing school components have not run optimally.

Chiang (2012) and Wibowo (2018) stated that transformational leadership has an influence on organizational commitment in two dimensions of the three dimensions of organizational commitment, namely affective and continuous dimensions. Since the investigated dimensions were only two thus, researchers were interested in deepening the dimensions that has not been touched in previous studies, namely the dimensions of normative commitment.

Transformational leadership influences organization trust and commitment (Orlando, Fei). This research clearly shows the direction of positive influence between variables. Therefore, the researchers conducted a more in-depth study between the three variables mentioned above, namely the influence of transformational leadership and trust on teacher organizational commitment, which is to be rarely conducted. It was expected that this study can add to the repertoire of the world of education management in Indonesia.

Studies related to the leadership of school principals are spread in various journals. Miftahun (2010) stated that transformational leadership only has a positive effect on affective commitment and continuity commitment. The results of Fei's study (2011) concluded that transformation-

al leadership had an effect on organizational commitment of family employees. Furthermore, the results of Chiang's (2012) study found that transformational leadership has a positive influence on cognitive and affective beliefs. Cognitive trust has a positive effect on continuing commitment. Meanwhile, affective trust has a positive influence on normative and affective commitment. Cognitive trust plays a full mediator between transformational leadership and ongoing commitment.

Affective trust performs as a partial mediator between transformational leadership and normative commitment as well as between transformational leadership and affective commitment. The results of the study by Budyana (2013) showed that (1) transformational leadership has a positive effect on teacher trust in leadership and, (2) teacher's trust in leadership has a positive effect on affective commitment, (3) transformational leadership has a positive effect on commitment affective, (4) teacher's trust in the leader partially mediates (partial mediation) between transformational leadership and affective commitment.

This study attempted to fill the gaps that have not been investigated in previous studies by focusing on a positive correlation of transformational leadership on organizational commitment, a positive correlation on trust in organizational commitment and a positive correlation of transformational leadership on trust.

METHOD

This study was a quantitative research, a causal associative type with survey method. Its data were analyzed through path analysis. Meanwhile, the population in this study were State Senior High School (SMAN) teachers in Depok City, West Java whose rank ranged from 1 (one) to 5 (five) based on the results of UNBK, namely: SMAN 1 Depok, 2. SMAN 2 Depok, 3. SMAN 3 Depok, 4. SMAN 5 Depok, and 5. SMAN 4 Depok with the number of teachers amounted to 256. Based on Slovin formulae, the researchers took 156 respondents. Additionally, the data collection technique in this study was done by using questionnaire containing several questions. The list of the questions distributed to be fulfilled by the respondents to get information about the influence of transformational leadership (X_1), and trust (X_2) toward teachers' organizational commitment (X_3).

After the data were collected, it was analyzed through descriptive statistics to describe the condition of each variable by looking at the lowest score, the highest score, mean, median, modus, standard deviation, variance, frequency distribution, and present it in histogram.

Further, the researchers conducted prerequisite tests in form of normality by using Liliefors test, significance test, and regression linearity through F_{test} . The last, hypothesis test was done by examining hypothetical pathways of research using path analysis methods. Then, the hypothesis testing used the significance level $\alpha = 0.05$.

RESULTS AND DISCUSSION

The data in this study were primary data. It was obtained from the questionnaires is fulfilled by 156 respondents aimed to measure three variables, namely transformational leadership, trust, and organizational commitment. Normality test for each variable showed that based on the estimated error normality test of Organizational Commitment (X_3) on Transformational Leadership (X_1) obtained $L_{count} = 0.047 < L_{table} = 0.071$ at $\alpha = 0.05$ showed that the data were normally distributed, therefore the analysis prerequisite was fulfilled. (2) The estimated error normality test of Organizational Commitment (X_3) on Trust (X_2) gained $L_{count} = 0.061 < L_{table} = 0.071$ at $\alpha = 0.05$ showed that the data were normally distributed, therefore the analysis prerequisite was fulfilled. (3) The estimated error normality test of Transformational Leadership (X_1) on Trust (X_2) obtained $L_{count} = 0.048 < L_{table} = 0.071$ at $\alpha = 0.05$ showing that the data were normally distributed, therefore the analysis prerequisite was fulfilled. By referring to these calculation results, the researchers obtained regression equation showing mathematical relationship between Transformational Leadership (X_1) with Organizational Commitment (X_3), namely $X_3 = 93.65 + 0.17 X_1$,

Trust (X₂) with Organizational Commitment (X₃), namely X₃ = 62.46 + 0.45 X₂. Transformational Leadership (X₁) with Trust (X₂), namely X₂ = 109.17 + 0.04 X₁.

The test of hypothesis in this study was carried out to explain the direct influence of transformational leadership on organizational commitment, trust on organizational commitment, and transformational leadership on trust using path analysis. Before the analysis was done, the calculation of correlation coefficients between variables was showed in the following table 1.

The first hypothesis of this study was that there is an influence of transformational leadership variable on organizational commitment. This was stated as: H₀: β₃₁ < 0 and H₁: β₃₁ > 0. Based on data analysis, the researchers obtained the path coefficient calculation of the direct effect of transformational leadership on organizational commitment (table 2).

The path coefficient showed that the effect of transformational leadership on organizational commitment was 0.721, while the test results obtained t_{count} = 3.154 > t_{table} = 1.97 at α = 0.05 which showed a very significant path coefficient. This meant that the hypothesis was accepted that transformational leadership positively influenced directly on organizational commitment.

The results of this study are in line with Mullins' statement (2005) that transformational leadership, by contrast is a process of engendering higher of motivation and commitment among followers. This argument strengthens the theory that motivation and commitment arise because of the influence of transformational leadership. The principal leadership influences the commitment of teachers' organization by the existence of reinforcement for teachers regarding the importance of commitment in dealing with improving school education quality by the principal. For more, instructions and reinforcement from the principal would improve the teachers' motivation and commitment.

Bush (2005) stated that transformational leadership provides the potential to increase commitment to the aims of the organization and to motivate staff to perform at their best for the sake of their pupils and colleagues. Through this theory, transformational leadership can influence organizational commitment to be stronger.

Based on Bush' statement (2005), it can be concluded that the results of this study strengthened an argument that there was a direct positive influence of transformational leadership on teacher's organizational commitment. The higher the transformational leadership is, the higher teacher's commitment will be.

The second hypothesis of this study was that there is an influence of trust variable on organizational commitment. This statement was expressed as: H₀: β₃₂ < 0 and H₁: β₃₂ > 0. Based

Tabel 1. The Realization of the Correlation Matrix of Path Analyses

	X ₁	X ₂	X ₃
X ₁	1	0.564	0.246
X ₂	0.564	1	0.446
X ₃	0.246	0.446	1

Table. 2. The Path Coefficient of Transformational Leadership on organizational commitment

N	Path Coefficient (ρ ₃₁)	t _{count}	t _{table}	
			α = 0.05	α = 0.01
156	0.721	3.154	1.97	2.60

Notes:

** Path coefficient was very significant (t_{count} = 3.154 > t_{table} = 1.97) at α = 0.05

on the data analysis, the researchers obtained the calculation of the path coefficients of the direct influence of trust on organizational commitment (table 3).

The path coefficient showed the influence of trust on organizational commitment amounted to 0.405 and obtained the test result of $t_{count} = 6.187 > t_{table} = 1.97$ at $\alpha = 0.05$ showing very significant path coefficient. As a result, the hypothesis which stated that trust influences positively on organizational commitment was accepted. For more, the great influence was showed by the correlation coefficient of 0.446 and path coefficient of 0.425. These showed that trust can improve teacher's organizational commitment.

The above results are in line with Wagner's (2009) and Permata's (2016) arguments that If employees are high in organizational commitment, they tended to trust the organization and thus are more tolerant of this kind of electrical surveillance.

Organizational commitment is built based on the high level of trust by the members of the organization. Similarly, high teacher's commitment in work environment is the result of the high level of teacher's commitment on its organization. Lausser (2010) argued that Transformational leaders understand the importance of trust building a mean to creating strong commitment to mission-driven outcomes. In line with this, trust must be built at school because through trust, teacher's commitment on the organization would increase. Thus, based on the aforementioned arguments, it can be concluded that there was a direct positive influence of trust on teacher's organizational commitment. The higher the trust, the higher teacher's commitment.

The influence of transformational leadership on trust. The statistical hypothesis proposed to explain the influence of transformational leadership on trust was expressed in the following equations: $H_0: \beta_{21} < 0$ and $H_1: \beta_{21} > 0$. Based on the data analysis, the researchers obtained the calculation of path coefficient of the direct influence of transformational leadership on trust in the table 4. The results of this study indicate that trust has a direct positive influence on organizational commitment. The magnitude of the effect was showed by the correlation coefficient of 0.564 and the path coefficient of 0.564. This indicated that trust can increase teacher organizational commitment.

The results of this study are in line with Yukl's opinion (2010) that with transformational leadership, the followers feel trust, admiration, loyalty, and respect toward the leader, and they were motivated to do more than they originally expected to do.

Teachers have trust on the principal who has transformational leadership characteristics. They will respect the principal if the principal does so.

Another expert's statement by Robbin (2013) argue that Transformational leaders also obtain higher levels of trust, which reduces stress for followers. The existence of trust on the principal shows that teachers feel comfortable and secured by the principal in doing their daily tasks.

In accordance to the above mention theory, it can be concluded that there is a direct positive influence of transformational leadership on trust. The higher transformational leadership, the higher teacher's trust will be.

Table. 3. The Path Coefficient of Trust on organizational commitment

N	Path Coefficient (ρ_{32})	t_{count}	t_{table}	
			$\alpha = 0.05$	$\alpha = 0.01$
156	0.405	6.187	1.97	2.60

Notes: ** The path coefficient was very significant ($t_{count} = 6.187 > t_{table} = 1.97$) at $\alpha = 0.05$

The path coefficient showed that the influence of trust on organizational commitment of 0.564, while the results of the test obtained $t_{count} = 6.651 > t_{table} = 1.97$ at $\alpha = 0.05$ showing that the path coefficient was very significant. Meanwhile, the hypothesis stated that trust has direct positive influence on organizational commitment.

Based on the calculation, the complete path analysis is showed in the following figure 1. The results of this study indicated that transformational leadership has a direct positive influence on organizational commitment. The magnitude of the influence was showed by the correlation coefficient 0.246 and path coefficient 0.721. This shows that transformational leadership can increase teacher’s organizational commitment.

CONCLUSIONS AND RECOMMENDATIONS

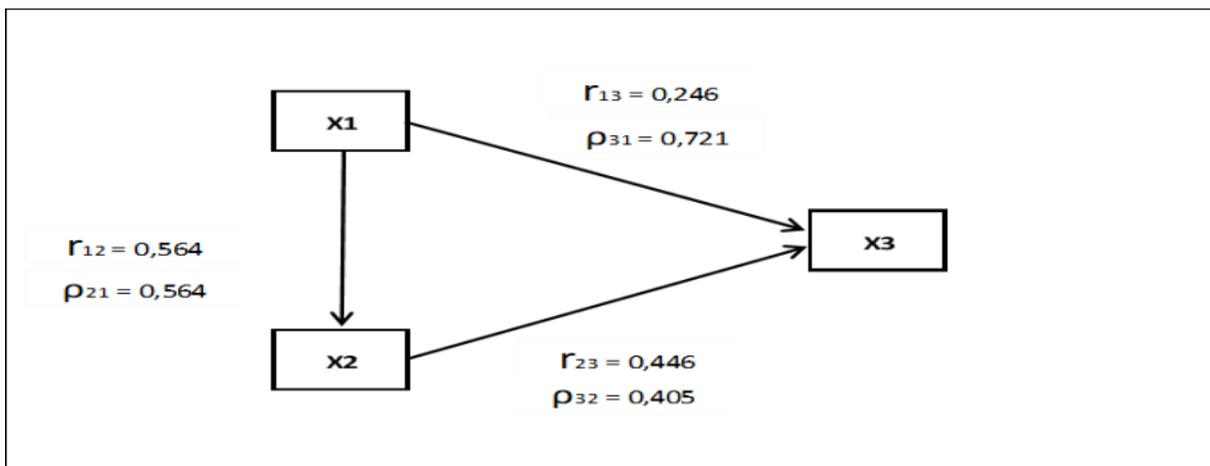
The conclusions of this study are: first, Transformational leadership has a positive direct influence on organizational commitment. This means that the improvement of transformational leadership has resulted in an increasing in the commitment of teacher organizations in State Senior High Schools in Depok. Second, trust has a positive direct influence on organizational commitment. This means that an increase in trust results in an increase in the commitment of teacher organizations in State Senior High Schools in Depok. Third, Transformational leadership has a positive direct effect on trust. This means that the improvement of transformational leadership has resulted in an increase in teacher trust in State Senior High Schools in Depok.

Table. 4. The path coefficient of transformational leadership on trust

N	Path Coefficient (ρ_{21})	t_{count}	t_{table}	
			$\alpha = 0.05$	$\alpha = 0.01$
156	0.564	6.651	1.97	2.60

Notes:

** Path Coefficient was very significant ($t_{count} = 6.651 > t_{table} = 1.97$) at $\alpha = 0.05$



Notes: X_1 = Transformational Leadership, X_2 = Trust, and X_3 = Organizational Commitment

Figure 1. Constellation and the results of inter-variable path analysis

The researchers present some suggestions in an effort to increase the Organizational Commitment of State Senior High School teachers in Depok. First, the head of Depok City Education Office should be able to provide a continuous coaching program in order to improve the understanding and ability of school principals in implementing school programs. Second, for Depok City supervisors, they should provide guidance and visitation to target schools to provide encouragement, support and at the same time increase the capacity of school principals and instill positive attitudes of teachers so as to create a harmonious and good environment for fellow school members. Third, principals in State Senior High Schools in Depok are suggested to improve teachers' trust and commitment through their leadership that is exemplary, innovative, creative, and maintaining a harmonious relationship with the teachers in order to create a good work environment in order to improve school quality. Fourth, teachers of State Senior High Schools in Depok are suggested to improve their roles and responsibilities in carrying out their duties as teachers and other tasks in an effort to improve the quality of schools and love their profession. Fifth, the results of study on teacher organizational commitment require further studies. At last, the future studies are expected to reveal other factors influencing organizational commitment in addition to transformational leadership and trust.

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