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## THE INFLUENCE OF PRINCIPAL'S INSTRUCTIONAL LEADERSHIP ON TEACHER COMMITMENT

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### ABSTRAK

Penelitian ini bertujuan untuk menguji pengaruh kepemimpinan instruksional terhadap komitmen organisasi. Penelitian ini menggunakan pendekatan kuantitatif. Populasi dalam penelitian ini adalah seluruh guru sekolah dasar negeri di Kabupaten Pringsewu dengan jumlah 2.736 guru. Pengambilan sampel menggunakan teknik cluster random sampling dan diperoleh 350 sampel. Teknik analisis data dalam penelitian ini menggunakan regresi sederhana. Temuan penelitian menunjukkan bahwa terdapat pengaruh positif kepemimpinan instruksional kepala sekolah terhadap komitmen organisasi.

**Kata-kata kunci: Kepemimpinan Instruksional, Komitmen Organisasi.**

### ABSTRACT

*The study aims to examine the effect of instructional leadership on organizational commitment. This research uses a quantitative approach. The population in this study were all public elementary school teachers in Pringsewu Regency with a total of 2,736 teachers. Sampling using cluster random sampling technique and obtained 350 samples. The data analysis technique in this study used simple regression. The research findings show that there is a positive influence of head instructional leadership on organizational commitment.*

**Keywords: Instructional Leadership, Organizational Commitment.**

### INTRODUCTION

National education is a very strategic element in realizing a developed and developing country. Quality education can produce qualified and productive human resources. Various aspects are needed to produce quality education, such as government policies, education management, human resources, and education fund management (Winarsih, 2016). Teachers as one of the human resources play an important role in the education process. The main task

of the teacher is to teach and be responsible for the implementation of the learning process, including planning, implementation, and evaluation of learning outcomes (Prayitno, 2019).

A teacher's commitment itself reflects a form of honesty, responsibility, interest, enthusiasm, and loyalty in carrying out learning tasks. Teachers must be involved in carrying out their duties so that all work can be completed properly. Commitment is shown by a strong attitude of belief and acceptance of the duties and obligations imposed on him (Wasito, 2021).

Teacher commitment grows because of the support of several factors, one of which is the principal's leadership (Herlina et al., 2020). This is confirmed by the results of research Husnah et al. (2021) which concluded that leadership has a direct impact on teacher commitment. Colquitt and Lepine (2009) also believes that commitment can be influenced by individual external factors, organizational culture, organizational climate, job satisfaction, leadership, and teamwork. From the description of the experts above, we can conclude that commitment in teachers can be driven by many factors, including external factors, system support, and school leadership. These factors have led researchers to focus on one variable that has the greatest impact on teacher commitment: principal leadership.

Principals' behavioral instructional leadership enhances collaboration among teachers and enables teachers to be willing to make efforts for the school (Geijsel et al., 2003). In addition, the fact that the principal values teachers contributes to professional development, and encourages cooperation among colleagues positively affects teacher commitment (Hallinger, 2015). Principals' effective leadership behaviors and their attitudes towards sharing in the decision-making process determine teachers' perceptions of the school. Such behaviors increase teachers' devotion to duty and their willingness to contribute to school development (Heck & Hallinger, 2014). As seen, the concepts of instructional leadership and commitment are important in terms of improving school effectiveness, student achievement, and teacher performance. This is made possible by the principal's instructional leadership behaviors and teachers' commitment to the school (Al-Mahdy et al., 2018; Leithwood et al., 2021; Sarikaya & Erdogan, 2016).

Researchers found many theories suggesting different leadership styles. In this study, the author focuses on instructional leadership theory. The Principal as an instructional leader ensures the learning environment is organized, serious, and focused but realistic and achievable. This means that both parties respect the attitudes and achievements of teachers and students (Sweetland & Hoy, 2000). Therefore, instructional leadership is not an easy thing to implement, but it is not impossible to realize and achieve. This leadership style can shape and trigger teachers' commitment to their work to a higher level. The style used by the principal in showing leadership depends on the ability of the principal and the condition of the school he/she leads (Mulyasa, 2022). Furthermore, the application of leadership style is also adjusted to the goals that the school wants to achieve. As school leaders attempt to achieve educational goals, the main leadership styles used are educational leadership and development, excellent service in learning, and development of school learning communication. As a school leader, the principal must be able to consistently provide competitive and innovative instructional leadership.

So the focus of this research is the influence of instructional leadership on organizational commitment, to add to the development of instructional leadership theory in schools, especially in Lampung, especially Pringsewu Regency, because so far the same research has only focused outside the country and the island of Java. In addition, in Indonesia itself, there are still very few who examine the influence of instructional leadership on teacher commitment.

## **RESEARCH METHODS**

### **Approach, Research Type, and Method**

This research uses a quantitative approach. Quantitative approach research is research that examines a problem that can be measured using statistical, mathematical, or computational techniques (Ramdhan, 2021). This type of research is ex post facto, namely research trying to determine the causes of events and influencing events that have occurred and examined by researchers in hindsight (Sudjana, 2005). In this study, the method used is correlational research method. The correlational method is a method used to determine the level of influence between the independent variable and the dependent variable (Hasnunidah, 2017).

### Research Population and Sample

The population in this study were all public elementary school teachers in Pringsewu Regency with a total of 2,736. Sampling of the study population was carried out using the cluster random sampling technique, which is a sampling technique if a heterogeneous population is found because of the sub-population of a group (cluster) that has heterogeneous properties (Winarni, 2021). Tejada and Punzalan (2012) The method used to determine the number of samples is to use the Slovin formula. The number of samples used was 350 respondents.

### Measures

All the variables were measured on a five-point Likert scale (ranging from 1 = strongly disagree to 5 = strongly agree) with favorable

### Organizational Commitment

Sample items are (1) I have no desire to leave this school, (2) I feel that the school's goals are my goals too, and (3) I keep working at this school because loyalty to the school is very important. The validity of the items ranged from 0.001 - 0.026 < 0.005 for 13 items and the reliability of Organizational Commitment was 0.822.

### Principal Instructional Leadership

Sample items are (1) Formulating school goals regarding teachers' responsibilities to achieve the goals, (2) Meeting teachers individually to discuss student progress, and (3) Encouraging teachers to utilize instructional time to teach and practice new skills and concepts. The validity of the items ranged from 0.001 - 0.04 < 0.005 for 29 items and the Principal's Instructional Leadership was 0.897.

### Simple Regression

Simple linear regression is based on the functional or causal relationship of one independent variable with one dependent variable. The analysis results obtained are then interpreted in hypothesis testing. Hypothesis testing is done by testing the regression coefficient partially to determine whether the independent variable partially affects the dependent variable using the t-test. The t (partial) statistical test shows how far the influence of one independent or explanatory variable individually in explaining the variation in the dependent variable (Ghozali, 2016).

## RESULTS AND DISCUSSION

### Result

The hypothesis proposed is that there is an effect of instructional leadership on organizational commitment. The simple linear regression test results are presented in Table 1.

Table 1. Results of Simple Linear Regression Analysis of Instructional Leadership on Organizational Commitment

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.577	2.002		16.275	.000
	X1	.194	.016	.554	11.834	.000

## a. Dependent Variable: Z

Based on Table 1. The results of a Simple Linear Regression Analysis of Instructional Leadership on Organizational Commitment obtained a constant value of 32.577 and a regression coefficient value of 0.194. A constant of 32.577 means that if there is no instructional leadership (X1) then the consistent value of organizational commitment (Z) is 32.577. While the regression coefficient value of 0.194 means that for every 1% increase in the level of instructional leadership (X1), organizational commitment (Z) will increase by 0.194. Because the regression coefficient value is positive (+), it can be concluded that instructional leadership (X1) has a positive effect on organizational commitment (Y). So that the regression equation is

$$Y = 32.577 + 0.194 X$$

In addition, for hypothesis testing partial tests are in Table 1. Results of Simple Linear Regression Analysis of Instructional Leadership on Organizational Commitment The above obtained t-count value of 11.843 with a probability value (Sig.) of 0.000; while the t-value is 1.6449 (dk = n-k = 319-4 = 315,  $\alpha = 0.05$ ). This shows that  $t_{count} > t_{table}$  or  $11.843 > 1.6449$ ; then  $H_0$  is rejected. Therefore, it can be concluded that there is an influence between instructional leadership on organizational commitment. The correlation coefficient of instructional leadership on organizational commitment can be seen in Table 2.

Table 2. Correlation Coefficient of Instructional Leadership on Organizational Commitment

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.554 <sup>a</sup>	.306	.304	2.802
a. Predictors: (Constant), X1				

Based on Table 2. Instructional Leadership Correlation Coefficient on Organizational Commitment, it is known that the R Square value is 0.306. This shows that the contribution of the influence of instructional leadership on organizational commitment is 30.6%.

### Discussion

The discussion of the results of this study attempts to relate the research findings with theories relevant to the principal's instructional leadership and organizational commitment. The results of hypothetical testing tested in this study are Leadership has a direct positive effect on Organizational Commitment. This is supported by the results of research conducted by Purnomo (2018) AndRohani et al. (2020). A review of the integrative model theory presented by Colquitt and Wesson (2009) states that there is an influence of leadership on job satisfaction. The statistical test results show that instructional leadership and organizational commitment show a path coefficient of 0.194 with a t-count of 11.843, thus indicating that there is a positive direct effect of leadership on organizational commitment. This is supported by field facts which show that if leadership can manage and direct subordinates towards organizational commitment, then the impact of this influence will be felt by teachers in their leadership development. Based on the description above, instructional leadership has a direct positive effect on organizational commitment. In other words, organizational commitment is strongly influenced by instructional leadership, in other words, the level of leadership or the level of

organizational commitment depends on leadership. Instructional leadership that can direct and influence teachers will lead to commitment for teachers. Therefore, organizational commitment is described as the desire of a teacher to stay as a member of the organization. To build commitment, good leadership is needed to direct and motivate to achieve organizational goals or objectives.

## CLOSING

There is a positive effect of instructional leadership on teacher organizational commitment at State Elementary School in Pringsewu Regency when the instructional leadership variable of the head school increases, the organizational commitment variable tends to increase, meaning that the higher the organizational commitment variable, the higher the organizational commitment variable. the higher the principal's instructional leadership score, the higher the organizational commitment.

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