

# The Influence of Transformational Leadership on Organizational Commitment and its impact on Teacher Performance of Primary School in East Lombok Regency

Heri Hadi Saputra<sup>1</sup>, Anak Agung Gede Agung<sup>2</sup>, Made Yudana<sup>3</sup> and Kadek Rihendra Dantes<sup>4</sup>

## Abstract

*Teachers ensure the success of learning at school the magnitude and low quality of learning is caused by the teacher's abilities. This research aims to examine and explain the impact of transformational leadership and organizational commitment on teacher performance. This ex-post facto quantitative research was carried out on lower school teachers in East Lombok district and the number of teachers was 3,907 people. Determination of the number of examples is a method based on random sampling according to Krejcie and Morgan's recipe corrected with Warnick and Lining's. The results obtained are 363 teachers. Collecting information using a closed-type questionnaire with 5 alternatives. The analysis uses descriptive statistical methods and multivariate Structural Equation Modeling and Partial Least Squares (PLS- SEM) statistics. The research results are: (1) transformational leadership influences in an important direct way the teacher's commitment to T-Statistics is 8.702 and sig 0.000, (2) transformational leadership influences in an important direct way to teachers' ability in T-Statistics is 2,700 and sig 0,007, (3) organizational commitment influences directly the teacher's ability in T-Statistics is 4,449 and sig 0,000 and (4) transformational leadership influences indirectly the teacher's ability through organizational commitment The T-statistics are 3,900 and sig 0,000. Research findings show that transformational leadership and commitment have a significant impact on teacher performance.*

**Keywords:** Transformational Leadership, Organizational Commitment, Teacher Performance

## INTRODUCTION

Evaluation of the teacher performance in East Lombok district is lower on implementation of upgrading as follows: (1) teachers who meet the academic qualification requirements are 45.24% of the secondary school, (2) teachers who carry out upgrading programs are around 51.64% of the secondary school, (3) 47.27% of teachers guide using tools are categorized as small, (4) teachers carry out contextual training around 51.60% are categorized as small, (5) teachers carry out training evaluations around 63.81% are categorized as moderate and (6) teachers follow up on evaluation results in the form of enrichment and remedial programs, around 47.812% are categorized as small.

The small capacity of teachers is influenced by the principal's leadership, academic control, teacher training, school customs, encouragement of activities and commitment. Teacher ability, referring to (Regulation No. 16, 2007), states that teacher ability is the level of success of teachers in carrying out learning tasks in accordance with their responsibilities and authority based on standards of ability that have been established over a certain period of time to achieve learning goals (Hasyim & Supardi, 2018). Transformational leadership can encourage the formation of changes in schools that are based on enthusiasm for growth for every one that is driven by guiding behavior (Teruna & Ardiansyah, 2021).

The teacher's ability is also influenced by commitment which is a more actual form of obedience which can be observed from the extent to which employees give attention, ideas and responsibility in an effort to achieve the goals of the organization. Organizational Commitment is a person's intellectual condition related to religion, belief and income which is strong towards the goals and values of the body, a strong desire to serve the body (Sya'roni et al., 2018).

<sup>1</sup> Ganesha University of Education, Singaraja Bali, Indonesia. Email: [heri.hadi@undiksha.ac.id](mailto:heri.hadi@undiksha.ac.id)

<sup>2</sup> Ganesha University of Education, Singaraja Bali, Indonesia. Email: [agung2056@undiksha.ac.id](mailto:agung2056@undiksha.ac.id)

<sup>3</sup> Ganesha University of Education, Singaraja Bali, Indonesia. Email: [made.yudana@undiksha.ac.id](mailto:made.yudana@undiksha.ac.id)

<sup>4</sup> Ganesha University of Education, Singaraja Bali, Indonesia. Email: [kadek.rihendra@undiksha.ac.id](mailto:kadek.rihendra@undiksha.ac.id)

## **LITERATURE REVIEW**

Teacher ability is the result of a method that is referred to and measured over a certain period of time based on determinations and agreements that are formalized. (Edison et al, 2016) Ability is a reflection of the level of performance of program implementation and policy in creating a vision, as well as goals, targets and objectives. Teacher ability is the expertise demonstrated by teachers in carrying out their obligations and profession. A teacher's ability is said to be good if the results of the evaluation of the achieved ability match the established standards (Hasanah & Kristiawan, 2019). A teacher's ability is influenced by various aspects, including; (1) psychological actions (encouragement of activities, compliance with activities, ethics of activities); (2) learning; (3) skills; (4) leadership management; (5) level of income; (6) income and health; (7) social security; (8) activity environment; (9) infrastructure tools (10) technology; (11) opportunities for achievement. The teacher's ability is the level of success in carrying out the main task and its purpose is to design, carry out, assess and further action the methods and results of training. Teacher ability is measured from indicators: (1) skill in designing training, (2) implementation of training, (3) skill in building bonds with teaching participants, (4) implementation of evaluation, (5) implementation of enrichment programs, (6) implementation of remedial programs and (7) school development (Husna, 2017).

Transformational leadership refers to making organizational commitment to goals and giving followers confidence to achieve those goals. The transformational leadership philosophy explores the method by which superiors change organizational culture and organize organizational structure and implement management strategies to achieve organizational targets (Akbar & Imaniyati, 2019). Transformational leadership is leadership that can encourage the formation of positive changes in the school body that are based on the transfer of enthusiasm and vision and open opportunities for growth for each body that is driven by guiding behavior. Transformational leadership is measured by markers; organizing, change agent, building confidence, solving problems, visionary and charismatic, motivating, delegating and intent on progress (Chaniago, 2017).

Organizational Commitment is a firm and true determination and dedication of the body to the body in carrying out the life of the body in accordance with the norms adopted by the body, namely norms that are useful and contribute to the desired attitude and the ability of a person with relative character in identifying his or her participation. into the body with a method of channeling the values and goals of the body, the readiness and willingness to work seriously on behalf of the body and the will to maintain skills within the body or as part of the body (Triningsih & Mundilarno, 2018). Organizational commitment is an employee's action to always remain within the body and participate in efforts to achieve the goals, values and objectives of the body. It was further explained that commitment is a more actual form of obedience that can be observed from the extent to which employees give their attention, ideas and responsibility in an effort to achieve the company's goals. Organizational commitment is measured by (1) affective indicators, which consist of: (a) work, (b) sense of belonging, (c) sense of dependence, (2) normative, which consists of: (a) moral role for the body, (b) benefits for the body, (c) feelings of guilt for the body, (d) a sense of indebtedness to the body and (3) continuity which consists of: (a) the desire to remain in the body, (b) the will to leave the body, (c) willingness to serve in the agency (4) success of the agency, (5) Participation in the organization (Yakob et al., 2019)

This research aims to explain: the direct effect of transformational leadership on teacher commitment, the direct effect of transformational leadership on teacher ability; the direct effect of organizational commitment on teacher ability and the direct effect of organizational commitment on teacher ability. Indirectly, transformational leadership affects teacher ability through organizational commitment.

## **RESEARCH METHOD**

This research is quantitative correlational research which aims to examine and explain the results of research using questionnaires regarding incidents that have been or are being carried out and the events occur naturally. This research will examine the impact of transformational leadership as an independent elastic on organizational commitment and teacher ability as a limited variable (Koyan, 2017).

This research, which will examine the impact of transformational leadership on organizational commitment and the ability of elementary school teachers in East Lombok district, is predictive in nature, namely research that prioritizes calculating the limited elastic situation of several independent elastics using the PLS-SEM analysis method. The analytical character of this research information does not require the same requirements as in parametric statistical experiments (Garson, 2016) said that research using the approach aims to carry out estimates and the implications are maximum for the accuracy of estimates of the analysis results. This research concept is designed as shown in painting 1 below.

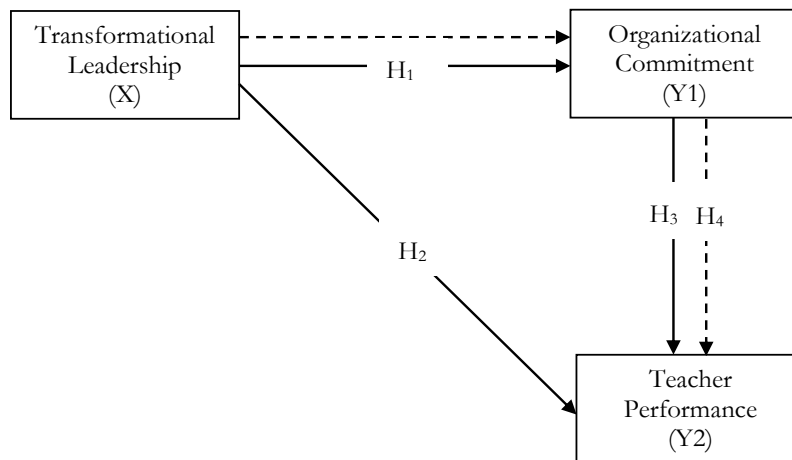


Figure 1 Research Design

### Subjects and Samples

Number of State Lower School teachers in East Lombok Regency. The number of State Elementary Schools in East Lombok Regency is 772 schools spread across 21 sub-districts with a total of 8,076 teachers, which were then sampled using a two-stage random sampling procedure with a very large population estimate (McNaughton & Cowell, 2018). The initial stage is to randomly determine areas and sub-districts into 5 areas (clusters), namely: (1) East territory, (2) West territory, (3) North territory, (4) South territory and (5) Central territory (Andreas, 2016).

The illustration collection procedure used is cluster stratified sampling. The illustration collection method is multi-stage random sampling, namely random sampling which takes into account the balance of each group of school sub-populations. If in the distribution of instruments or questionnaires for collecting this information only 351 questionnaires were distributed, so there may not be all of them returned, not only that there may be some questionnaires. which returned but was not completely filled according to the researchers' expectations (Agung, 2014). The enumeration of research illustrations is based on an error rate of 5%, so the illustrations obtained have 95% confidence in the population. Of the questionnaires that were successfully combined again amounting to 398 or those that did not return the questionnaires there were 13 respondents and of that number there were 35 questionnaires that were defective due to incomplete filling in so that the questionnaires that were successfully combined for analysis were 363 respondents.

### Technique for Data Collection

The information collection method used in this research is a questionnaire method. The questionnaire used for collecting information consisted of 5 questionnaires, namely questionnaires for transformational leadership, organizational culture, organizational commitment, activity motivation, and teacher ability elasticity. The questionnaire will be submitted to State Elementary School teachers in East Lombok Regency who are selected as illustration bodies (Budiastuti & Bandur, 2018).

### Research Instruments

The instruments in this research are: (1) transformational leadership questionnaire, (2) organizational culture questionnaire, (3) organizational commitment questionnaire (4) activity encouragement questionnaire, and (5) teacher ability questionnaire. The questionnaire prepared is based on critical observations of the philosophy that has been explained in the literature observations. Instrument categorization is attempted by first creating an instrument grid. After that, proceed with preparing the instrument items and carrying out trials (Surahman et al., 2016).

**Table 1 Instrument indicators for research**

Variables	Indicators	Number of items
Transformational leadership (X1)	X1 Organizing	5
	X2 Agent of Change	5
	X3 Creates Trust	5
	X4 Solve the problem	5
	X5 Visionary	5
	X6 Motivating	5
	X7 Intention to advance	5
Organizational commitment (X3)	Y1. 1 Affective	7
	Y1. 2 Normative	7
	Y1. 3 Sustainability	7
	Y1. 4 Make the organization successful	7
	Y1. 5 Participation in school	7
Teacher performance (Y2)	Y2. 1 Designing learning	7
	Y2. 2 Doing learning	10
	Y2. 3 Student approach	6
	Y2. 4 Evaluation of learning	6
	Y2. 5 School development	6

## Techniques of Analysis

Information from research needs to be described first to make it easier to understand. Information on student leadership, organizational culture, activity encouragement, activity happiness, organizational commitment and teacher ability is described in descriptive statistics so that it can provide a reflection on the object being monitored. To test the effect of exogenous elastic on endogenous elastic or free elastic and limited elastic, multivariate statistical methods are used Structural Equation Model- Partial Least Square. This is form of approach is very suitable for prediction purposes (Garson, 2016).

Determining the information analysis method in this research uses PLS-SEM analysis with the following argument being (Ghozali, 014) that is has following advantages. (1) it can analyze all elastics that are built with reflexive markers and formative markers, which of based on covariance, such as other AMOS- SEM cannot be implemented because it will result in unidentified (forms that cannot be identified), (2) the aim is to carry out estimates, (3) the approach is version-based, (4) the assumption is on predictor details (non-parametric), (5) the estimated parameters are invariable as indicators and the dimensions of the illustration increase, (6) the potential elastic number is accurately estimated, (7) the epistemic connection between the potential elastic and the indicator can be in a reflexive form or formative markers, (8) the implication is maximum for prediction accuracy.

## RESULT

The results of quantitative information analysis using the PLS-SEM method were tested using the SmartPLS Type 3. 29 for window application to prepare information for 363 reactions. The results are presented as picture 2 below.

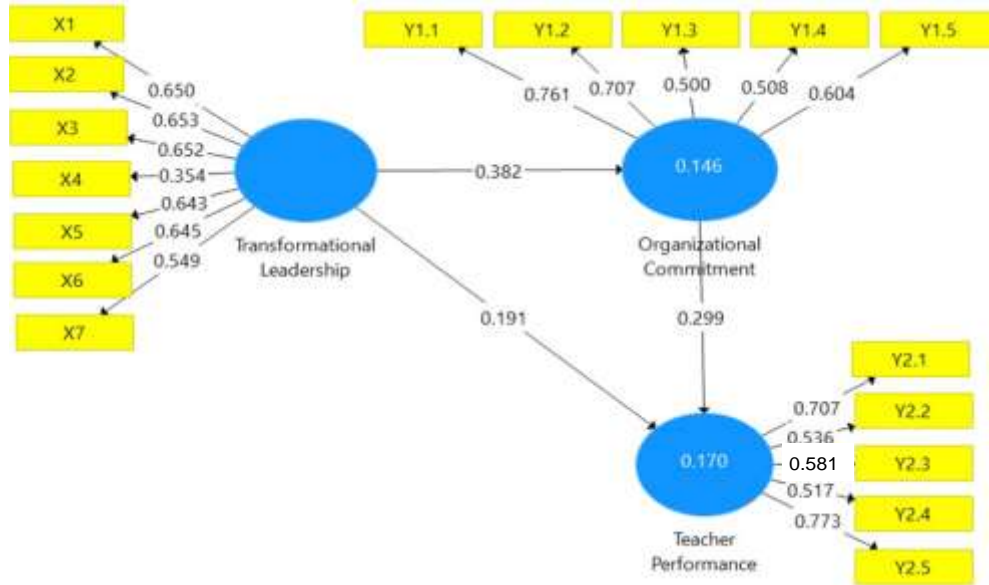


Figure 2 Results of data analysis using PLS-SEM

Based on the results of the analysis, an assessment must be carried out to determine the validity and reliability of the research information presented in chart 2 below.

Table 2 Outer loading, Validity and Reliability of Research

Variables	Indicator	Loading	T-Statistik	P-Values	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Transformational Leadership (X)	X1 <- X	0,650	14,031	0,000	0,899	0,794	0,661
	X2 <- X	0,653	16,003	0,000			
	X3 <- X	0,652	14,921	0,000			
	X4 <- X	0,354	4,572	0,000			
	X5 <- X	0,643	14,084	0,000			
	X6 <- X	0,645	12,401	0,000			
	X7 <- X	0,549	8,817	0,000			
Organizational Commitment (Y1)	Y1.1 <- Y1	0,761	23,168	0,000	0,805	0,757	0,690
	Y1.2 <- Y1	0,707	16,313	0,000			
	Y1.3 <- Y1	0,500	5,384	0,000			
	Y1.4 <- Y1	0,508	7,220	0,000			
	Y1.5 <- Y1	0,604	11,768	0,000			
Teacher Performance (Y2)	Y2.1 <- Y2	0,707	10,778	0,000	0,862	0,790	0,637
	Y2.2 <- Y2	0,536	3,781	0,000			
	Y2.3 <- Y2	0,581	4,539	0,000			
	Y2.4 <- Y2	0,517	3,304	0,001			
	Y2.5 <- Y2	0,773	11,492	0,000			

Discriminant Validity

The next assessment is to look at the discriminant validity of the analysis results information shown in chart 3 below

**Table 3 Discriminant Validity**

Variables	Transformation Leadership	Organizational Commitment	Teacher Performance
Transformation Leadership	<b>0,601</b>		
Organizational Commitment	0,382	<b>0,625</b>	
Teacher Performance	0,305	0,372	<b>0,681</b>

Referring to chart 3 above, it can be seen that the variables analyzed when compared with the elastic on the sides and surroundings show a greater loading and it can be concluded that the instrument meets the determination of discriminant validity.

### Hypothesis Testing

The results of the analysis to try research assumptions to examine and explain the direct and indirect effects of research elasticity are shown in chart 4 below.

**Table 4 Hypothesis Test Results for direct relationship and indirect effect**

Effect of Variables	Loading	Deviation Standard	T-Statistic	P-Values	Hypothesis
Transformational Leadership -> Organizational Commitment	0,382	0,044	8,702	0,000	Accepted
Transformation Leadership -> Teacher Performance	0,191	0,071	2,700	0,007	Accepted
Organizational Commitment -> Teacher Performance	0,299	0,067	4,449	0,000	Accepted
Transformational Leadership -> Organizational Commitment -> Teacher Performance	0,114	0,029	3,900	0,000	Accepted

The direct relationship between transformational leadership (X) and organizational commitment (Y1) is shown in the coefficient value of 0.382 T-Statistics 8.702 higher than 1.96 and P- Values 0.000 less than 0.050. (H1 is obtained otherwise H0 is rejected). It is concluded that transformational leadership has a direct, positive and important influence on organizational commitment. This means that increasing transformational leadership can lead to increased organizational commitment.

The direct relationship between transformational leadership (X) and teacher ability (Y2) is shown in the coefficient value of 0.191 T-Statistics 2.700 higher than 1.96 and P- Values 0.007 less than 0.050. (H1 is obtained otherwise H0 is rejected). It is concluded that transformational leadership has a direct, positive and important influence on teacher abilities. This means that improving transformational leadership can increase teacher abilities.

The direct relationship between organizational commitment (Y1) and teacher ability (Y2) is shown in the coefficient value of 0.299 T-Statistics 4.449 higher than 1, 96 and P-Values 0, 000 less than 0.050. (H1 is obtained otherwise H0 is rejected). It is concluded that organizational commitment has a direct, positive and important influence on teacher ability. This means that increasing organizational commitment can increase teacher ability.

The indirect relationship between transformational leadership (X1) and teacher ability (Y2) through organizational commitment (Y1) is shown in the coefficient value of 0.114 T-Statistics 3.900 higher than 1.96 and P- Values 0.000 less than 0.050. (H1 is obtained otherwise H0 is rejected). It is concluded that transformational leadership influences indirectly, positively and importantly on teacher ability through

organizational commitment. This means that increasing transformational leadership can lead to increased organizational commitment and result in an increase in teacher capacity.

## **DISCUSSION**

Transformational leadership directly influences organizational commitment with T-Statistic test results of 0.382 higher than 1.96 and sig 0.00 less than 0.050. This shows that a superior, principal has a role in creating the school's organizational area. which can increase enthusiasm to move forward together as a community. A school principal with a charismatic character who likes change will introduce a calm and non-conflicting school environment so that he can increase the commitment of his subordinates to be passionate about creating common goals. A school principal as a leader must also frequently communicate his vision as a way to prove that he is a leader who needs change and can be a pioneering motor in the body that is guided by the support of research results (Lestari, 2017).

Transformational leadership also influences in an important direct way the ability of teachers in the results of the T-Statistics analysis of 0.191 higher than 1.96 and sig 0.007 less than 0.050. These results show that the principal's job is to help teachers who face difficulties throughout their life. Carrying out training obligations will result in teachers being able to create solutions and ensuring that their tasks are carried out smoothly and their performance will increase and the quality of training will be better. Research on transformational leadership has proven to prove that there is an important positive impact on teacher ability, because change always causes teachers to face problems, but with the always motivating leadership of the principal, the teacher's mindset changes to improve their performance (Adzkiya, 2020).

Organizational commitment influences in an important direct way the ability of teachers in the results of the T-Statistics analysis of 4.449 higher than 1.96 and sig 0.000 less than 0.050. This is explained by organizational commitment with the markers: Affective, normative, sustainable and the success of the school program will make the teacher continue to try to improve his performance. A teacher's commitment to carrying out his professional obligations will continue to improve so that the quality of his performance will continue to be greater in order to master his obligations and responsibilities and have a sense of ownership of the school body, he will have a strong commitment to carry out his obligations, which with this strong commitment will have an impact on his way of seeing and working. at school (Nursanti, 2017).

Transformational leadership indirectly influences teachers' abilities through organizational commitment as shown by the results of T-Statistics analysis 3,900 higher than 1,96 and sig 0,000 less than 0,050. Transformational leadership with markers: organizing, change agent, creating confidence, solving problems, visionary and charismatic, motivating, delegating, intention to advance influences in an indirect and important way the ability of teachers through organizational commitment. This can be explained that transformational leadership is a form of leadership for a superior who aims to provide encouragement to subordinate For Work more Good as well as more emphasize on the aim is to carry out the change between individual with body because the personality of transformational leadership tends towards providing encouragement for transformative activities and space in making changes and corrections, so it is common that transformative leadership has a positive and important impact on teacher abilities. This research is supported research by (Addin et al., 2020).

## **CONCLUSION**

Based on the research results and reviews presented, it is concluded that; (1) transformational leadership influences organizational commitment in an important direct way, (2) transformational leadership influences teachers' abilities in an important direct way, (3) organizational commitment influences directly which is important for teacher ability and (4) transformational leadership influences in an important indirect way organizational commitment and consequently the ability of lower school teachers in East Lombok district.

The research findings are that transformational leadership does not have a direct impact on teacher ability but has a positive and important indirect effect on teacher ability if moderated by the elasticity of activity

motivation. Organizational commitment has a direct positive and important impact on the encouragement of teacher activities and abilities and has an indirect effect on teacher abilities through the encouragement of activities as a moderation elastic.

## ACKNOWLEDGMENTS

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