

# Artikel Leadership Surip

*by Surip Surip*

---

**Submission date:** 08-Sep-2023 07:35AM (UTC+0700)

**Submission ID:** 2160286230

**File name:** the\_school\_principals\_and\_teachers\_in\_high\_schools\_in\_Medan.pdf (1.72M)

**Word count:** 7951

**Character count:** 43306



# Leadership contribution and organizational commitment on the work achievement of the school principals and teachers in high schools in Medan

Syaiful Rohim, M. Surip, M.Joharis Lubis & M. Oky Fardian Gafari

To cite this article: Syaiful Rohim, M. Surip, M.Joharis Lubis & M. Oky Fardian Gafari (2023) Leadership contribution and organizational commitment on the work achievement of the school principals and teachers in high schools in Medan, *Cogent Education*, 10:2, 2239595, DOI: [10.1080/2331186X.2023.2239595](https://doi.org/10.1080/2331186X.2023.2239595)

To link to this article: <https://doi.org/10.1080/2331186X.2023.2239595>



© 2023 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group.



Published online: 05 Sep 2023.



Submit your article to this journal [↗](#)



View related articles [↗](#)




View Crossmark data [↗](#)



Received: 23 January 2023  
Accepted: 12 July 2023

\*Corresponding author: Dr. Syaiful Rohim, Faculty of Social Science and Political Science, Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta 12130, Indonesia  
E-mail: [syaiful\\_rohim@uhamka.ac.id](mailto:syaiful_rohim@uhamka.ac.id)

Reviewing editor:  
May Cheng, Education University of Hong Kong, Hong Kong

 Additional information is available at the end of the article

## EDUCATIONAL LEADERSHIP & MANAGEMENT | RESEARCH ARTICLE

# Leadership contribution and organizational commitment on the work achievement of the school principals and teachers in high schools in Medan

Syaiful Rohim<sup>1\*</sup>, M. Surip<sup>2</sup>, M. Joharis Lubis<sup>2</sup> and M. Oky Fardian Gafari<sup>2</sup>

**Abstract:** The purpose of this research is to answer problems regarding leadership contributions and organizational commitment to the work performance of school principals and high school teachers in Medan. Population In this study, there were 1417 principals and high school teachers in Medan City. Technique Sampling was carried out by purposive cluster sampling with a total of 303 samples. The research instrument uses a Likert scale. Research data is processed and analyzed through path analysis. The results of the research data analysis show that there is a contribution of leadership and organizational commitment of school principals and teachers to work performance with a path coefficient of 0.2481. Based on the results of data analysis obtained: (1) Leadership patterns and organizational commitments of the school principal and teacher contribute to increased work performance, through the existing presence of attention, guidance, exemplary, motivation, and inspiration. (2) The leadership pattern and commitment organization can contribute to job satisfaction that supports work performance, through work earnestness hard, working sincerely, working hard without expecting a reward, pride in work, and a sense of responsibility for the job (3) Leadership pattern and commitment of the organization contribute to work performance achievements which can be seen from responsibility, self-congruence, trust in the organization, and organizational loyalty. To improve the work performance of schools and teachers, an effective leadership pattern and optimal organizational commitment are needed.

**Subjects:** Education Policy & Politics; Educational Research; Education Studies

**Keywords:** leadership; commitment organization; work performance of school principal and teacher

### 1. Introduction

The progress of schools is determined based on several factors, some of them being leadership and organizational commitment to the principal and all elements involved. The second is an organizational commitment which is even included in the problems discussed by the World Bank and BAPPENAS, as an important factor in the development of a nation. According to David Ng and



Wendy Pan (2015), Quraishi and Aziz (2018), and Huang (2011), the high and low quality of education is influenced by organizational commitment factors elements that are actively involved in the school. In addition, related to the issue of quality competence from school principals and school teachers. The quality of school principals and school teachers is an important issue (crucial), in advancing quality and quality progress in school.

The government of Indonesia has carried out several massive movements for example, through upgrading, debriefing, seminars, and discussion, until doing study the main thing is aiming to increase teachers' quality and integrity. Awoniyi and Al Kharusi (2020), Tintore et al. (2022), Noor and Nawab (2022), and Mayer et al. (2019), have conducted research on leadership and leadership factors commitment organization to achievements of work performance. The important element in reaching work performance takes the commitment and responsibility of teachers in improving the quality and integrity of schools. Without them, teachers will find it difficult to achieve progress and the quality of schools to be superior. Schools need commitment which is high from the practitioner in internal schools so that they can continue to survive and be able to improve the quality of processes and the quality of graduates. High commitment from teachers, for example, a stable personality emotional and more productive in operating their duties, so that in the end, these can become a trigger for the achievement of educational goals. Organizational commitment is related to the high desire to share and sacrifice for the organization.

Omal et al. (2018), Noor and Nawab (2022), and Ibrahim and Aljneibi (2022), also have researched the contribution of commitment organization of school principals and teachers in increasing the teachers' performance and students' performance. Kindly, the factual commitment organization which showed the school principal and teacher through performance in school enough has not reached the maximum. The low commitment organization materialized in teachers' performance in a manner director are influenced by the economic crisis which happened in Indonesia period time of 1998. It showed in the report of the World Bank, titled, "Education in Indonesia: from Crisis to Recovery" (Jalal & Supriadi, 2010). An economic crisis happened the moment that causes exists turmoil and instability in politics and the economy. It impacts on education aspect (Nur, 2010).

According to carrier and Hallinger, in his research, disclose that the organizational commitment of school principal and teachers has become an important determinant factor to improve in a manner maximally, in other to reach effective education. However, in real situations, it is still found several empirical facts which become a problem in a timely matter, and this becomes an inhibitor factor of the achievement process and learning quality in school. Organizational commitment within the scope of educational institutions includes three things, namely: (1) having a strong belief and acceptance of the goals and values of the organization, (2) have willing to strive for the achievement of organizational interests, and (3) have a strong desire to maintain organizational membership (Luthans, 2006:250).

School Principals and teachers have an important role in advancing a school to proceed and to be superior. Without perfect planning, consistent implementation, and evaluation which can be measuring achievements, it will be difficult for schools to change toward progress. The principal is the leader who drives and directs the school to achieve its goals. It is not easy to reach the goal and expectations to be achieved, one must understand each employee's different behavior, and subordinates must be influenced to give selfless dedication and participation to the organization in a positive manner maximum (Sutrisno, 2009:231),

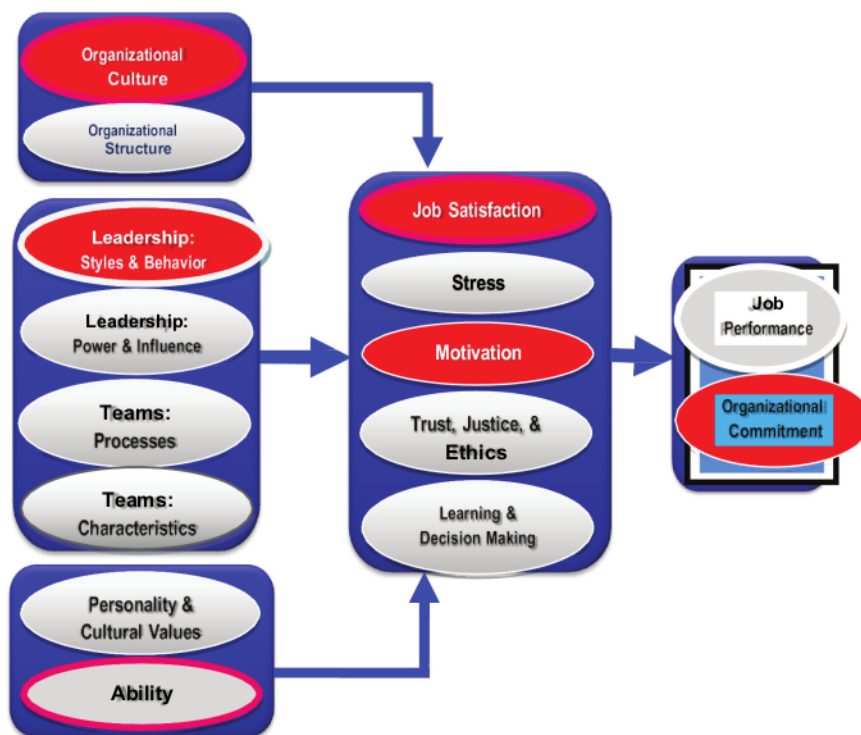
Commitment is high and complex awareness in self-somebody for doing work. Somebody who has a high commitment to the task will increase awareness and have a high responsibility towards work. Therefore, commitment is the most important part of the organization and provides support and contribution to a positive effect on work results in an organization. Colquitt et al. (2009) Organizational commitment becomes an individual outcome in an organization if you want to

maximize achieving goals. Individual outcomes are affected by individual mechanisms consisting of job satisfaction, stress, motivation, trust, fairness, ethics, and decision-making. The mechanism of the organization greatly influences all individuals involved. While the group mechanism consist of style, behaviour leadership, power, and influence leadership, process team, characteristic team, as well as characteristics individual, like; personality and mark culture as well as ability, also have an important role. It is disclosed by Colquitt et al. (2009) about the form model of factors that influence commitment organization can be seen in Figure 1.

Zineldin and Johnsson (2000), Steers (2019) reveal that commitment is related to the goals to be achieved. Therefore, they are willing to sacrifice time, energy, materials, and ability to get it. Commitment can also be interpreted as something that regulates itself (self-generating). The form of commitment is the personal condition of the educational actors which cannot be forced and a condition that must be developed through self-involvement. The process by which a person is psychologically involved with his work is one form of commitment to self. Winardi (2018), Terry (2010), and Hersey and Blancard (2018) disclose that scholarship contains meaningful behavior in the move, directing, guiding, protecting, building, giving examples, giving encouragement, giving helping, using achieving the stated vision and mission.

Based on the observation results, it can be stated that organizational principals and teachers' commitment are low due to several factors, namely: (a) working as a school principal and teachers are paid cheaply (underpaid), (b) the workload of school principals and teachers is too large, (c) have an excessive responsibility, but underappreciated, and (d) teachers are required to be knowledgeable; however, they have little chance of using that knowledge to advance in their profession. Draft leadership and commitment organization in school is an effort school principal that affects everyone in the school, from the leaders, teachers, employees, and staff supporters other

**Figure 1. Integrative model of organization behavior, by Colquitt, Lepine, Wesson, organizational behavior. New York: McGraw Hill book Company, 2009.**



so that it was hard to cooperate with a volunteer in situations and challenges exist. So that all elements are motivated to do their task and responsibility. All activities are carried out to achieve the goals that have been set by the institution. The school principal and teacher must have strong leadership skills and have skills in the art or technique of performing acts of leadership, such as the technique of giving orders, giving suggestions, strengthening the identity group internally, easily adapting self, being capable of instilling a sense of discipline, being skilled at solving all problems, and dare to take decisions even though they harm the leader himself. This research was conducted to determine the contribution of leadership patterns and organizational commitment of high school principals and teachers in Medan on work performance in quality improvement, achievement, and process quality education to support its achievement vision and school mission.

## 2. Research method

This study used a quantitative paradigm approach with an ex-post research facto design. The ex-post research facto design was carried out by classifying the variables studied not controlled and manipulated by researchers, but the facts are revealed based on measurements of symptoms you already have or test what will happen. Hajar (2016), stated that the ex-post research facto aims to know the difference that happens between the group of subjects (in the independent variable) and causes differences in the dependent variable. While the researchers used the survey method.

For analyzing one variable to another variable, an analysis track (path analysis) is used. Analysis track need condition exist to form the connection regression linear which is signed between variables. The analysis track is used to analyze the pattern of connection between a variable to determine the direct or indirect effect of some causal variables (variables exogenous) against one set effect variable (endogenous variable).

The location of this research was carried out in hundreds of high schools in Medan, over 3 months, and it was from September to November 2022. The research population is school principals and high school teachers in Medan. The research sample chosen was the principal and high school teachers in Medan using *random sampling*. Consider using this technique to avoid bias existence (inaccuracy) in determining the sample study wanted. Besides that, this technique can give equal opportunity to all population members to become a representative in the research sample.

There are two data analysis techniques used in this study, namely *descriptive analysis* and *inferential analysis*. Descriptive analysis is used to interpret the data description of the variables that represent answers to research questions (Nazir, 2018). The inferential analysis is used in analyzing sample data for a generalized population and testing the hypothesis is done by using path analysis (Path analysis).

## 3. Findings

### 3.1. Leadership

Theoretically, the leadership variables consist of indicators of delegation of authority, attention to subordinate, guidance to subordinate, exists exemplary, and give inspiration. After the composite score, the lowest score is 108, the highest score is 187, the mean is 148.31 median (median) is 150, the mode (mode) is 150, the variance (variance) is 331.47, the standard deviation (standard deviation) 18,20. Based on the analysis data obtained, several results scores mean, median, and mode explain the data mark which does not have a great difference or has a difference from the data third mark obtained does not exceed the standard deviation value. This data can be used as the basis for the distribution of variables leadership tends from curve normal. Following the spread of data variable leadership in Table 1:

**Table 1. Distribution frequency variable leadership**

No	Leadership			
	Class intervals	Frequency	Percentage	Percentage Cumulative
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	108-116	15	4.95	4.95
2	117-125	22	7,26	12,21
3	126-134	30	9.90	22,11
4	135-143	50	16.50	38,61
5	144-152	60	19.80	58,42
6	153-161	53	17,49	75,91
7	162-170	35	11.55	87,46
8	171-179	21	6,93	94,39
9	180-188	17	5,61	100.00
	<b>Total</b>	<b>303</b>	<b>100 %</b>	<b>100 %</b>

Table 1 explains the data that spreads the frequency of the leadership variable on indicator delegation authority, attention to subordinates, giving guidance to subordinates, being exemplary, and being an inspiration for all internal elements in the school, which is dominant from a normal curve. This data shows that the median and mode prices are close to average, so it can be said that the principal must have several competencies and skills relevant to advance quality, the integrity of the school, and work performance. Among them, competent managers compile flagship programs and become role models for their subordinates.

Based on the results of a descriptive analysis of research data, there were 117 school principals or 38.61% of respondents in several high schools in Medan belong to the low group that commits. This data explains that the school principal must do various efforts to build self-commitment and the teachers on duty at school, especially the teachers who do the direct duty in-process learning. Based on some indicators, it must design and carry out in the principal's leadership pattern so that they are committed to improving achievement performance delegation of authority, attention to subordinates, assistance to subordinates, existing exemplary, inspiring, become attention, as well as giving calmness of work. Therefore, it will contribute to upgrading the performance of the school principal and teacher.

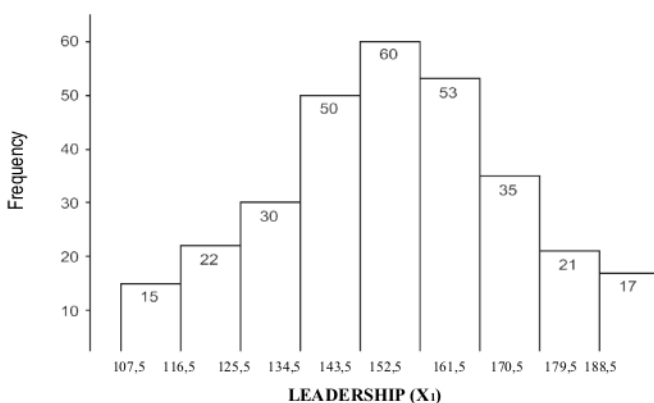
Furthermore, it was found that there were 60 school principals, or 19.80% of the respondents' medium group category. Several indicators of the principal's leadership pattern that were used as references were delegation of authority, attention to subordinates, providing assistance and guidance to subordinates, exists exemplary, and giving inspiration to subordinates. Based on research data, there are 126 teachers or 41.58% of respondents in the high category, they are the teachers who feel that the principal in the Medan has made various efforts to advance the quality and quality of schools according to the vision and mission to support the achievement of the vision of education for government in Medan.

Level trend variable leadership in a manner clearly can be seen in the Table 2. In Table 2 it can be seen that respondents tend to be in the medium group and that good leadership patterns will contribute to the performance and achievements of school principals and teachers. The leadership pattern can strengthen the commitment of school principals and teachers to work and perform. Superior leadership can build through the application of values kind based on religion, Pancasila, society, and culture that applies to society. It will then strengthen the commitment organization

**Table 2. Level trend variable leadership**

LEADERSHIP			
LEADERSHIP	Frequency	Percentage	Cumulative Percentage
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Group Low (mean - 1 SD)	49	16.2	16.2
Means - 1sd < medium group < mean + 1 sd	210	69.3	85.5
Group High (mean + 1 SD)	44	14.5	100.0
<b>Total</b>	<b>303</b>	<b>100.0</b>	-

**Figure 2. Histogram variable leadership.**



has in supporting responsibility to the task tree and function in reaching the work performance to achieve, and push yourself to keep achieving.

Furthermore, the distribution of the leadership variable scores are presented in Figure 2.

In the chart of histogram picture 2 is known that interval class 108–116 is 15 people, 117–125 is 22 people, 126–134 is 30 people, 135–143 is 50 people, 144–152 is 60 people, 153–161 is 53 people, 162–170 is 35 people, 171–179 is 21 people, and 180–188 is 17 people. Therefore, the mark scores variable commitment organization with the highest frequency/number of respondents are in the fifth-class interval ranging from 144 up to 152 in 60 respondents or 19.80%. This data describes leadership organization in institutional education matters. These schools in Medan need a school principal who has a variety of competencies, skills, and experiences that correlate with achieving the vision and mission of the school you want to reach. A school will not be advanced and qualified if it has a principal who does not have various indicators of a competent school principal personality, experience, managerial, and professional. The government in Medan must open and have a plan in determining the principal of the school. As an effort not to choose the wrong one, we can do the selection open based on conditions and indicators which must be had by the candidate of the school principal.

Data distribution commitment organization school principal and Teacher in SENIOR HIGH SCHOOL in Medan who served on Table 3 follows:

Based on the table it can be known that deployment frequency data variable Organizational commitment tends to form a normal curve. This is shown in the median score data and a mode



**Table 3. Distribution frequency variable commitment organization**

No	Commitment Organization			
	Class intervals	Frequency	Percentage	Percentage Cumulative
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	93-98	10	3,30	3,30
2	99-104	21	6,93	10,23
3	105-110	19	6,27	16,50
4	111-116	47	15,51	32,01
5	117-122	68	22,44	54,46
6	123-128	55	18,15	72,61
7	129-134	45	14,85	87,46
8	135-140	28	9,24	96,70

close to the mean. The results of the descriptive analysis show that there are as many as 97 people school principals and teachers in SENIOR HIGH schools in Medan or 32.01% of respondents including in groups below the average value. This data indicates that organizational commitment is shown through indicators that responsibility, conformity, trust, and loyalty to the organization belong not good.

### 3.2. Commitment organization

Conceptually, the organizational commitment variable for school principals and high school teachers in Medan consists of several indicators, among them having a responsibility, suitability self, trust, and loyalty to the organization. After the score data was analyzed, the lowest score is 95, the highest score is 139, and it is known that the mean is 118.36, the median is 119.00, the mode (mode) 118, the variance (variance) 88.84, and standard deviation (standard deviation) 9.47. Results of data analysis calculation to score mean, median, and mode, show a mark which is a bit different from the third variant mark there is no exceed mark standard deviation. This situation indicates that the distribution of organizational commitment variable data for school principals and high school teachers in Medan tends to form a curve normal.

Furthermore, there are 68 school principals and high school teachers in Medan or 22.44% of respondents including in the group currently. This data also show that the same teachers feel that in a committed organization which showed through some indicator responsibility, conformity, trust, and loyalty to the organization are classified as good. While around 138 people or 45.54% of respondents belong to the high group, which means that school principals and high school teachers in Medan feel that organizational commitment is demonstrated through indicators of having responsibility, self-congruence, trust, and loyalty towards the organization in the very good category. Furthermore, data on the level of variable tendencies commitment to teacher organization in a manner obviously can be seen in Table 4.

In Table 4, it can be seen that the organizational commitment of school principals and high school teachers in Medan is in the medium category, so it can be said that the principal and teachers have good organizational commitment. Organizational commitment has tied the two-to-one action linkages to one or more target achievements that want to be achieved. It means commitment organization for principals and teachers can contribute to the achievement of work performance to be achieved in carrying out work assignments.

Spread distribution mark score variable commitment organization can see on Picture histogram the following:

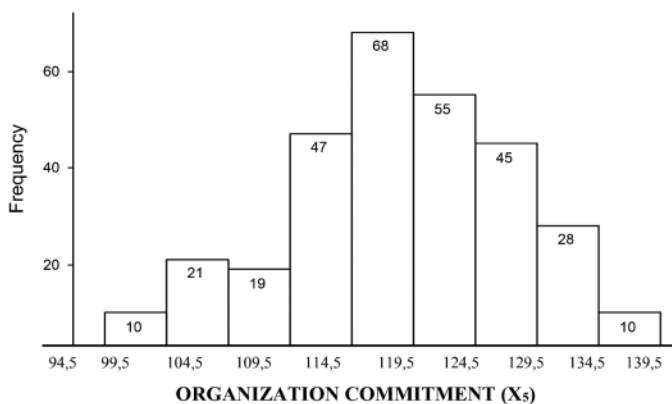
**Table 4. Level trend variable commitment organization**

COMMITMENT ORGANIZATION			
COMMITMENT ORGANIZATION	Frequency	Percentage	Percentage Cumulative
1	2	3	4
Group Low (mean - 1 SD)	54	17.8	17.8
Means - 1sd < group Currently < mean + 1sd	204	67.3	85.1
Group High (mean + 1 SD)	45	14.9	100.0
Total	303	100.0	-

**Table 5. Distribution frequency variable performance work school principal and Teacher**

No	Performance ork			
	Respondents	Performance Academic	Non-achievement academic	Do not have Performance
1	2	3	4	5
1	School	125 (41,25)	175 (57,76)	3 (0,99)
	Principal			
2	Teacher	116 (38,28)	181 (59,74)	6 (1,98)

**Figure 3. Histogram variable commitment organization.**



Based on Figure 3 the histogram above, it can be seen that the class interval 93-98 is 10 people, 99-104 is 21 people, 105-110 is 19 people, 111-116 is 47 people, and 117-122 is 68 people, 123-128 is 55 people, 129-134 is 45 people, 135-140 is 28 people, and 141-146 is 10 people. Thus, it can be seen that the variable score data Organizational commitment with the highest frequency/ number of respondents is in the fifth-class interval range between 117 and 122 totaling 68 respondents or 22.44%.

Based on the results of the data analysis above, it can be seen that the organizational commitment of the school principals and high school teachers in Medan and other elements in

the school have a significant contribution to work performance and support the achievement of the vision and mission education government in Medan. Colquit et al. (2009), Awoniyi and Al Kharusi (2020), and Mayer et al. (2019), said that school principals and teachers who have high commitment will more endure in the organization and support enhancement quality, school quality, and achievement compared to those who do not have a good commitment. This data show that if the school principal and teacher have high commitment and will support performance, and achievements organization in advance school were placed on duty. Likewise, if the principal and other elements play a role in the school in all processes of education, guard, and develop indicators like own responsibility, self-congruence, trust, and loyalty to the organization, are in the very good category, then they will contribute positively in support progress school going to school which is superior and achievements and can answer the vision and mission of the field of education of government in Medan. In line with exposure, Steers (2019) And Hersey and Blancard (2018), disclose if the data mark the commitment of school principals and teachers in schools obtained a high average, it will affect negative attitudes and behaviors of school principals and teachers for underperformance and achievement as well leaving school to go out to find another more promising school. It supports hypothesis testing, it is proven that the higher the commitment of the principal and teachers it will contribute to work performance in achieving learning goals, academic and non-academic, and capable to answer the achievement vision and mission field education government in Medan.

### **3.3. Performance work school principal and teacher**

The following presents data on the work performance of school principals and high school teachers in Medan, which can be seen from the achievements of the academic and non-academic school principals and Teachers.

Based on the table data is known that the work performance of the school principal and teacher in Senior High School in Medan is in the high range. Indicator performance to school field academic is educated master/S2, and as school principal achievement, whereas non-academic achievement indicators are various other achievements, namely winning a championship in sports, art, and culture, competition for teacher skills, as well as social and religious fields. Then indicators of the teacher performance field academic, i.e., educated master/S2, and as Teacher achieves, whereas indicator of teacher's non-academic achievement is the same as the indicators of the school principal.

### **3.4. Test linearity and meaningfulness equality regression variable leadership (X 1) to variable commitment organization (X 5)**

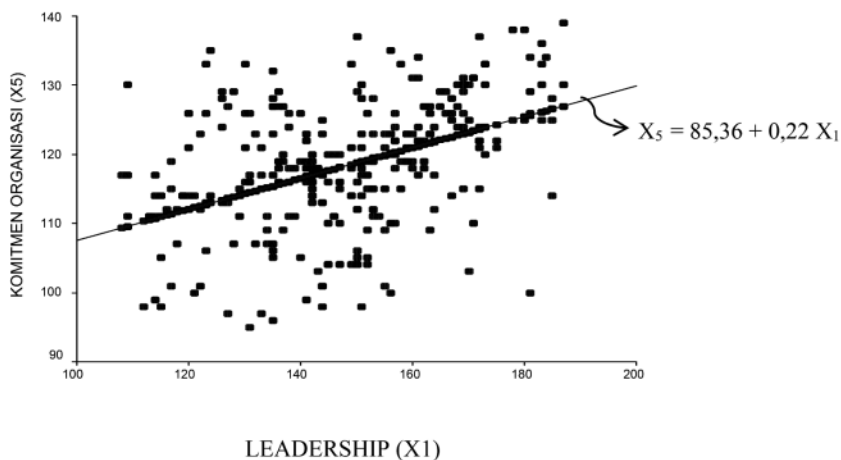
Equality regression variable leadership (X 1) to commitment organization (X 5) is  $X_5 = 85,36 + 0.22 X_1$ . Summary results calculation equality regression can be seen in Table 6 following:

From the Tables 5 and 6, data shown that Calculation equality regression variable leadership (X 1) to motivation work (X 5) produces the equation  $X_5 = 85.36 + 0.22 X_1$  using the F-test produces F hits = 1.185, whereas mark coefficient *Sig. Deviation From Linearity* is big 0.178. From results the, so H 0 states that non-linear regression is rejected and H 1 accepted. Thus, it can be concluded that equality  $X_5 = 85,36 + 0.22 X_1$  own connection linear on level significance  $\alpha = 0.05$ .

The significant test of the regression equation was consulted with the value of the F hit results = 70.11 with the resulting Sig coefficient value is 0.000. This shows that H 0 state regression does not mean rejected and H1 accepted. Thus, the regression equation  $X_5 = 85.36 + 0.22 X_1$  can be stated to mean that at a significance level  $\alpha = 0.05$  it can be used as a predictor for finding out the changes that occur in the Organizational Commitment variable (X 5) due to this change on leadership variable (X 1).

Estimation of the distribution of data on the correlation between leadership variables and organizational commitment can be seen in the following picture (Figure 4):

Figure 4. Estimation connection linear commitment organization to Leadership.



### 3.5. Test statistics of leadership contribution and organization commitment to work performance

To know the estimation of the linear leadership and commitment organization contribution to performance in see from results H<sub>0</sub> And H<sub>a</sub>, based on the description below;

H<sub>0</sub>: there is not a positive contribution of direct leadership (X 1) and commitment of the organization to work performance (X 5).

H<sub>a</sub>: There is a positive contribution directly between leadership and commitment of the organization (X 1) to work performance (X 5)

H<sub>0</sub>:  $\rho_{51} = 0$

H<sub>1</sub>:  $\rho_{51} > 0$

Criteria testing: reject H<sub>0</sub> If t count > t table on  $\alpha = 0.05$

Based on the results of direct path analysis calculations and previous model analysis, the contribution of leadership and organizational commitment to work performance obtained coefficient values of 0.24. The calculated t coefficient value of 4.03 is greater than the t table value  $\alpha$  (0.05) = 1.97, and t table  $\alpha$  (0.01) = 2.59. Therefore, the hypothesis third state that there is no contribution to direct leadership and commitment organization to work achievement, which is called H<sub>0</sub> rejected.

Thus, the results of the third hypothesis analysis state that leadership and organizational commitment can contribute directly to work performance, which is acceptable empirically. It means better leadership in the form of knowledge, skills, and attitudes in the aspects of delegation of authority, attention to subordinates, guidance to subordinates, the presence of exemplary, and inspiration. Baraki et al. (2023) and Al-Mahdy and Emam (2023), said that high organizational commitment in the form of good discipline enforcement, exists togetherness, working award, responsibility, and good communication can contribute to improving work performance. Then the work performance achieved by the principal and teacher also can support the achievement vision and mission field education government of Medan. Based on the findings of the hypothesis, it can be concluded that good and bad pattern leadership and commitment organization owned by school principals and Teachers can contribute in a manner direct performance.

**Table 6. Summary ANOVA Test Equality linear X 5 on X 1**

		Sum of Squares	Df	Mean s Square	F	Sig.
COMMITMENT ORGANIZATION (X5) *	Between Group	10659,707	69	154,489	2.185	,000
	Linearity	4956,629	1	4956,629	70,11	,000
LEADERSHIP (X1)	Deviations from	5703,078	68	83,869	1.186	,178
	Linearity	16472,630	233	70,698		
	Within Groups	27132,337	302			
	Total					

#### 4. Discussion

Leadership is a very important factor for the success of the school to become a superior and advanced school. An effective and efficient leadership pattern will be able to encourage the organizational commitment of school principals and high school teachers in Medan. Zineldin and Johnsson (2000) and Tintore et al. (2022), stated that leadership and organizational commitment to the school principal and teachers can push to get a good work performance. This means that both of them can push productivity, loyalty, and satisfaction of subordinate or member organizations to keep going and increase work performance. At first, many argue that leaders are formed from birth; however, with the development of science, it is known that the formation of effective leadership can be learned, build good organizational commitment, and make a positive contribution to the school principal and teachers in improving work achievement.

Leadership is not only related to a certain position but a complex process that involves interaction between the leader, environment external, and subordinate. Leadership is known as the process of influencing group organization directly to the achievement of organizational goals. Successful leaders are certainly not leaders who seek power for themselves but delegate power to their subordinates to reach goals that have been set together. Mayer et al. (2019) and Quraishi and Aziz (2018) stated that through clarity of authority given, not quite enough answers, as well as offset with attitude, the discipline of a leader is expected to be able to overcome problems with teachers effectively and efficiently. This is also balanced by positive interactions, which are the main skills in managing resource man.

Organizational commitment for school principals and teachers can be seen, whether they have the same strong willingness to remain a member of the organization, the willingness to try their best for the sake of organizational interests, and belief in strong acceptance of the values and goals of organization. The effort to build a commitment is described as an effort to establish a long-term relationship. Principals and teachers who have a high commitment to the organization are likely to remain in the organization compared to those who are committed to the law organization. He will not have a firm stand and attitude and will not be able to demonstrate loyalty to the organization.

In the opinion of Steers (2019) and Huang (2011), a person's commitment can grow when he feels that the organization in which he works has taken into account his needs and expectations for the work which they have done. The attention is given to the organization by others in getting an adequate salary, promotions following work performance, rewards (gifts), and other forms of attention. Furthermore, if someone in an organization feels that their work expectations are used as the guideline fulfilled by the organization, then later will generate organizational commitment.

Various factors can influence the formation of organizational commitment in a particular organization. Factors that influence organizational commitment through individual mechanisms are as follows: (a) organizational mechanism factors which include organizational culture and work motivation factors, job satisfaction, and organizational structure; (b) group mechanism factors include style and behavior factors leadership, leadership power and influence, team processes and team characteristics; and (c) factors of individual characteristics which consist of mark culture and personality, and abilities.

Leadership Patterns and commitment organizations have a positive contribution to the enhancement of work performance. Principals and teachers are not comfortable with this pattern of leadership and are not committed to the organization and will do productive activities. Besides that, it can also influence school principals and high school teachers in Medan not to achieve well and there are no efforts to improve work performance. The pattern of work and responsibilities is only carried out as a work routine and has no seriousness in improving achievements and work performance. The results of research on this hypothesis found that leadership has a direct effect on teacher organizational commitment. In this context, it means that the principal is the leader in

schools and must be able to carry out the functions properly in directing, guiding, delegating authority, motivating, and supervising teachers so that they want to carry out their duties.

Furthermore, Murphy stated that the school principal's function is as a supervisor and innovator in the school which led (2017). As a supervisor, the school principal must support, coordinate, and guide the growth of all teachers in a continuous manner which is carried out in groups or individually so that they are expected to be able to push and guide the growth of every student in a continuous manner, too. However, as an innovator, the school principal function is to provide opportunities for change in good school conditions in a manner of physical or psychological.

*Webster's New World Dictionary* quoted by Wirawan (2007), stated that innovation is defined as (a) renewal action/process, (b) related to something newly introduced with methods, habits, and how to do things (2017). Thus, innovation always refers to something change new in a manner qualitatively different from circumstances previously based on the considerations examined to improve the ability to reach Good results. In line with opinions of Tintore et al. (2022) and Omal et al. (2018), it must also be understood that innovation is not just adding to the number of existing parts only but also to rearrange. For example, classifying the fields of study adapted to the circumstances of students, use of classrooms, use of teaching methods, and arrangement of learning space so that with these efforts an increase in commitment will be obtained organization teachers to quality improvement or better educational results.

Furthermore, the Guidebook for the Implementation of the Principal's Performance Assessment recommended by the Ministry of Education and Culture listed job descriptions as well as the principal's function. In this book, the duties of the principal have been adjusted accordingly to their functions, namely: as an *educator*, *manager*, *administrator*, *supervisor*, *leader*, *innovator*, and *motivator* (Ministry of Education and Culture, 2000). Explanation from each function is outlined in the following:

- (1) As *Educators*: a) guiding all Teachers, b) guiding employee consists from the administration, and laboratory, c) guiding students, d) developing staff, e) studying and following the development knowledge/technology, and f) giving good examples to teach.
- (2) As *Managers*: a) compiling the program, b) compiling organization or personnel, c) making the movement of the Teachers, staff, and employees, and d) optimizing source school power.
- (3) As *Administrator*: a) managing administrative activities of learning activities and activities guidance and counseling, b) managing administration student, c) managing administration strength, d) managing administration finance, e) managing administration means and infrastructure, and f) managing mail administration.
- (4) As *supervisors*: a) compiling program supervision, b) carrying out program supervision, and c) utilizing supervision results.
- (5) As a *Leader*: a) a strong personality, b) understand the condition of subordinates well, c) have vision and understanding of mission school with Good, d) capable of taking decisions, and e) capable of communication.
- (6) As an *innovator*: a) looking for opportunities for change and b) carrying out updates in school.
- (7) As a *Motivator*: a) setting the work environment, b) setting a non-work atmosphere physically, and c) applying the principles of reward and punishment.

The principal is the highest leader (top leader) in an educational institution official. As a result, the principal can be said to be the spearhead of the back-and-forth of institution-led education. Citing the opinions of Baraki et al. (2023) and David Ng and Wendy Pan (2015), the head of schools in carrying out their duties must be equipped with various abilities and skills that support their

leadership. The demand for a school principal to have the ability, skills, and competencies is felt to be increasingly necessary given the role and function of the school principal to increase quality and service education through the formation of teacher organizational commitment.

The findings of this study are also supported by the results of other studies conducted by Nowack (2008), that effective leadership and commitment to organization contribute in a manner significant to work performance. Teachers who assess principals and principals who have practiced good leadership will make the teachers have a higher tendency to work and maximize work performance. Based on the explanation above, it can be said that the pattern of good leadership and the level of organizational commitment of the school principal and teacher of Senior High School in Medan can contribute positively to enhanced performance work, and therefore, it can support the achievement of the goals to be achieved by the school, and it also supports achievement vision and educational mission for government in Medan.

## 5. Conclusion

Based on the evidence of the proposed hypothesis and discussion of research results, some conclusions can be drawn in this study as follows: (1) Leadership that is manifested by a delegation of authority, attention to subordinates, guidance to subordinates, exemplary, and inspire an influential school institution to the realization of high teacher work motivation with encouragement from within; encouragement from outside themselves and adequate rewards. The level of teacher work motivation is determined by good-bad leadership style. (2) Leadership that is manifested by the delegation of authority, attention to subordinates, guidance to subordinates, the existence of example, and giving inspiration in a school institution affects job satisfaction which is manifested by the seriousness in carrying out work, working which is known the time, work enterprising without expecting rewards, a sense of pride in work, and a sense of responsibility towards work for which he is responsible. Teacher job satisfaction and dissatisfaction are determined by proper and bad leadership of school principals. (3) Leadership which is embodied with delegation authority, attention to subordinate, and guidance to subordinate, exists exemplary and gives inspiration in something institutional education influential to the realization of organizational commitment which is reflected in self-congruence, trust in the organization, and loyalty to the organization. The high—low committed organization depends on good and bad principal leadership. (4) Organizational commitment is influenced by organizational culture. Cultural of an organized school refers to something system mark, trust, and norms which accepted in a manner composed, as well as held with full awareness as behavioral experience, which is formed by an environment that creates the same understanding among all elements and good school principals, teachers, staff, students and if it is necessary, form an equal public opinion with the school. (5) The organizational commitment of school principals and high school teachers in Medan can be increased through the ability of leadership to head the school. The leadership of the school principal influences the behaviours' according to their functions as planners, initiators, controllers, supporters, sources of information, and appraisers in achieving organizational goals. Leadership patterns are the part of leadership concept, this can be interpreted as the behavior of a leader in actualizing it function of his leadership. A pattern of leadership presents the philosophy, skills, attitudes, and behavior of a leader. Therefore, it can be understood that the pattern of leadership is the behavior of leaders in influencing their subordinates or their organization to motivate them in achieving the goals the organization has set. (6) The leadership and organizational commitment of principals and teachers have a positive contribution to increasing work performance. Therefore, if the principal and teacher in implementing duties and responsibilities, have good leadership patterns and organizational commitment, then this will encourage school principals and high school teachers in Medan, to be more focused, more and more responsible, have a visionary mindset, in achieving maximum work performance.

**Funding**  
The authors received no direct funding for the research.

**Author details**  
Syaiful Rohim<sup>1</sup>  
E-mail: [syaiful\\_rohim@uhamka.ac.id](mailto:syaiful_rohim@uhamka.ac.id)



M. Surip<sup>2</sup>

M. Joharis Lubis<sup>2</sup>

M. Oky Fardian Gafari<sup>2</sup>

<sup>1</sup> Faculty of Social Science and Political Science, Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia.

<sup>2</sup> Department of Indonesian Literature, Faculty of Languages and Arts, Universitas Negeri Medan, Medan, South Sumatera, Indonesia.

#### Disclosure statement

No potential conflict of interest was reported by the author(s).

#### Citation information

Cite this article as: Leadership contribution and organizational commitment on the work achievement of the school principals and teachers in high schools in Medan, Syaiful Rohim, M. Surip, M. Joharis Lubis & M. Oky Fardian Gafari, *Cogent Education* (2023), 10: 2239595.

#### References

- Al-Mahdy, Y. F. H., & Emam, M. M. (2023). School leadership practice in Oman: An investigation of authentic leadership, teacher engagement, and turnover intentions. In: *International Encyclopedia of Education* (pp. 501–510). 4<sup>th</sup> ed, <https://doi.org/10.1016/B978-0-12-818630-5.05065-X>
- Awoniyi, F. C., & Al Kharusi, H. (2020). Are caning and learning friends or foes in Ghanaian secondary schools? *Cogent Education*, 8(1), 1–15. <https://doi.org/10.1080/2331186X.2020.1862031>
- Baraki, Z., Mebratu, B., & Mebratu, B. (2023). The link between transformational leadership and teachers' organizational commitment in Addis Ababa government secondary schools. *Cogent Education*, 10(1), 1–14. <https://doi.org/10.1080/2331186X.2023.2187563>
- Colquit, J. A., Jeffery, A. L., & Michael, J. W. (2009). *Organizational behavior: Improving performance and commitment in the Workplace*. McGraw-Hill book companies.
- David Ng, F. S., & Wendy Pan, H. L. (2015). Leadership learning for complex organizations. *Cogent Education*, 2(1), 1–20. <https://doi.org/10.1080/2331186X.2015.1017312>
- Hajar, I. (2016). *Quantitative research in Education, first print*. Raja Grafindo Homeland.
- Hersey, P., & Blanchard, K. H. (2018). *Management of organizational behavior*. Prentice Hall, Inc.
- Huang, T. M. (2011). The relationship between Headmasters' leadership behaviour and teachers commitment in primary schools in the District of Sarikei, Sarawak. *Procedia - Social & Behavioral Sciences*, 29, 1725–1732. <https://doi.org/10.1016/j.sbspro.2011.11.418>
- Ibrahim, A., & Aljneibi, F. (2022). The influences of personal and work-related factors on teachers commitment during educational changes: A study on UAE public schools. *Heliyon*, 8(11), e11333. <https://doi.org/10.1016/j.heliyon.2022.e11333>
- Jalal, F., & Supriadi, D. (2010). Reform Education in context autonomy area. Print first. Yogyakarta: *Published in Collaboration Between the Ministry of National Education and the Planning Agency Development National and Adicita Work Nusa*.
- Luthans, F. (2006). *Organizational behavior. Translated into Indonesian by Yuwono, et al.* Andi Offset.
- Mayer, J. P., Marin, A. J., Stanley, L. J., & Maltin, E. G. (2019, January). Teachers' dual commitment to the organization and occupation: A personal-centered investigation. *Teaching & Teacher Education*, 77, 100–111. <https://doi.org/10.1016/j.tate.2018.09.009>
- Ministry of Education and Culture. (2000). *Manual for the Implementation of the principal's performance assessment*. Ministry of National Education Director General of Elementary and Secondary Education.
- Nazir, M. (2018). *Method study. Print first*. Ghalia Indonesia.
- Noor, T., & Nawab, A. (2022). Are school leaders working as instructional leaders? Exploration of school leadership practices in rural Pakistan. *Cogent Education*, 9(1), Issues 1. <https://doi.org/10.1080/2331186X.2022.2109315>
- Nur, A. S. (2010). *Draft leadership*. IKIP.
- Omal, F., Akala, B. M., & Wan, P. (2018). The relationship between confidence in institutional values and student participation in leadership: A case of comprehensive universities. *Cogent Education*, 5(1), Issues 1. <https://doi.org/10.1080/2331186X.2018.1508546>
- Quraishi, U., & Aziz, F. (2018). An investigation of authentic leadership and teachers' organizational citizenship behavior in secondary schools of Pakistan. *Cogent Education*, 5(1), 1–10. <https://doi.org/10.1080/2331186X.2018.1437670>
- Steers, R. M. (2019). *Efektivitas Organisasi: Kaidah Perilaku*. LLP dan Erlangga.
- Sutrisno, E. (2009). *Manajemen Sumberdaya Manusia. Kencana Permada Media Grup*.
- Terry, G. R. (2010). *Principles of Management. Seventh edition. Translated into language Indonesia by Winardi. Alumni*.
- Tintore, M., Gairin, J., Cabral, I., Matias Alves, J., & Serrão Cunha, R. (2022). Management model, leadership and autonomy in Portuguese and Spanish public schools: A comparative analysis. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2105553>
- Winardi, J. (2018). *Motivasi dan Pemativasian dalam Manajemen*. Raja Grafindo Persada.
- Zineldin, M., & Johnsson, P. (2000). An Examination of the main factors affecting trust/commitment in supplier-dealer relationships: An empirical study of the Swedish wood industry. *The TQM Magazine*, 12. <https://www.emerald.com/insight/content/doi/10.1108/09544780010325831/full/html>

# Artikel Leadership Surip

---

## ORIGINALITY REPORT

---

**11** %

SIMILARITY INDEX

**10** %

INTERNET SOURCES

**7** %

PUBLICATIONS

**4** %

STUDENT PAPERS

---

## MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

---

5%

★ Solomon Admasu Luele, Markos Tezera Taye, Birara Asnakew Moges. "The adoption of the first online teaching and learning in the Ethiopian postgraduate classes during COVID-19: From public university instructors' perspectives in the Amhara Region", Cogent Education, 2023

Publication

---

Exclude quotes  On

Exclude matches  < 1%

Exclude bibliography  On