

The Influence Of Transformational Leadership Style And Organizational Commitment To Teacher Performance Through Work Satisfaction As An Intervening Variable

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Abstract— This study has the aim to find out: 1). the effect of the principal's transformational leadership style and organizational commitment on job satisfaction and teacher performance; 2). the effect of job satisfaction on teacher performance; 3). the significance of job satisfaction in mediating the effect of transformational leadership styles and organizational commitment on teacher performance. This research was conducted in Malang Regency High School, East Java, Indonesia. Retrieval of data using a questionnaire instrument to assess respondents' perceptions that contain 41 statement items. The sampling technique in this study was carried out by the method of purposive sampling with the number of respondents totaling 54 teachers, all of whom were ASN status and were already certified. Data analysis uses multiple linear regression followed by path analysis (path analysis) to compare the effectiveness of direct and indirect effects through intervening variables (job satisfaction). The conclusions of this research are: 1). Transformational leadership style and organizational commitment influence job satisfaction and teacher performance; 2). Job satisfaction affects teacher performance; 3). Job satisfaction mediates the effect of transformational leadership styles and organizational commitment on teacher performance.

Index Terms— transformational leadership style, organizational commitment of teacher performance, teacher job satisfaction

1 INTRODUCTION

In the industrial era 4.0 as it is today, quality education is a must to prepare the nation's next generation to face the future. The quality of education can be achieved by striving to improve all systems and components of education such as improving the quality of teacher performance, curriculum improvement by the times, the distribution and improvement of educational facilities, creating a conducive learning climate, and government policies that favor education progress. (Mulyasa: 2007: 36). Teacher performance is a key factor in school success in creating an ideal learning environment and learning process.

The teacher with ASN status in 2020 has a fairly high welfare compared to several decades before. As a result, the salary scale factor is not a dominant factor in improving performance. Job satisfaction is more influenced by factors of work atmosphere, comfort of working with other teacher colleagues, as well as factors that are reassuring principals and non-authoritarian leadership. Principal's leadership is an important factor in influencing the level of job satisfaction of teachers and employees in schools.

Furthermore, organizational commitment also becomes an important variable in several studies of performance because the organizational commitment has an impact on teacher performance and job satisfaction. If the teacher has a high organizational commitment, then he will do the job, responsibility, and work as well as possible in school. Thamrin (2012) conducted a study whose results showed that organizational commitment and transformational leadership had a positive effect on job satisfaction and employee performance. Kovjanic (2013) reinforces the statement and states that job satisfaction becomes an intervening variable between transformational leadership variables and employee performance. Siswanti's research(2014) also found the conclusion that job satisfaction acts as an intervening variable or a mediating variable.

Research on the transformational leadership style of high school principals and their influence on teacher performance is currently rarely conducted in Malang Regency, East Java. Job satisfaction that affects teacher performance also needs to be examined whether it has anything to do with transformational leadership. Of course, the organizational commitment variable which is also a factor of good and bad teacher performance also needs to be examined.

With the above background, the researcher wants to uncover the influence of transformational leadership styles and organizational commitment on teacher performance with job satisfaction as an intervening variable. The author finds the following problems that need to be investigated: 1) an influence on the principal's transformational leadership style on teacher performance; 2) an effect of

organizational commitment on teacher performance; 3) Is there an influence on the principal's transformational leadership style on teacher job satisfaction; 4) an effect of organizational commitment on teacher job satisfaction; 5) an influence of job satisfaction on teacher performance; 6) job satisfaction mediate the effect of transformational leadership style and organizational commitment on the performance of teachers.

2. RESEARCH METHODS

The design used in this study is a quantitative survey method. The method approach is ex post facto because research variables already exist and events have occurred before without any treatment or manipulation of the independent variables of the researcher. This study assesses respondents' perceptions that include the relationship of independent variables, namely transformational leadership of school principals and teacher organizational commitment with intervening variables, namely teacher job satisfaction and dependent variables, namely teacher performance in 5 state high school, namely Sumberpucung state high school, Pagak state high school, Kepanjen state high school, Gondanglegi state high school, Tumpang state high school, and all of them are in Malang Regency, East Java. Data collection in this study was carried out by a questionnaire containing 41 items of statements, interviews, and a literature study. The testing instrument of the results of filling out the questionnaire by respondents in this study consisted of the validity test and the reliability test. The classic assumption test consists of multicollinearity, autocorrelation, heteroscedasticity, and normality tests. Furthermore, linear regression analysis is used to examine the direct effect of transformational leadership styles and organizational commitment on job satisfaction and to find out how much influence. Whereas multiple linear analysis is used to examine the direct influence of transformational leadership style, organizational commitment, and job satisfaction on teacher performance and how big and significant the effect is. Hypothesis testing consists of several steps, namely: total determination coefficient, statistical test f, t-test. After all, tests have been carried out, proceed with path analysis. This analysis was conducted to test the magnitude of the effect of intervening variables in bridging the independent and dependent variables.

3. RESULTS AND DISCUSSION

a. Multicollinearity Test Results

The results of the search for VIF values are presented in table 4.10.

Table 4.10

Multicollinearity Test Results

Variabel	VIF	
	Substructure 1	Substructure 2
Transformational leadership style	1,348	1,522
Organizational commitment	1,348	1,516
Job satisfaction	-	1,516

Source: Primary data, processed 2020

The multicollinearity test results in table 4.10 illustrate that all the independent variables for substructure 1 and substructure 2 turned out to be less than 5 VIF values, as stated in the above theory that if the VIF value is less than 5 then it means that the regression model in this study is independent and free from the problem of multicollinearity.

b. Autocorrelation Test Results

Autocorrelation should not occur in the regression model because if it occurs then the sample variant is considered unable to represent the population. We can see an equation that does not occur autocorrelation there by looking at the Durbin-Watson value. Based on the results of SPSS version 20 test results are as follows.

Table 4.11

Autocorrelation Test Results

No	Variable	Du	Durbin Watson	4-Du	Keterangan
1	Substructure 1	1,63	2,140	2,37	No autocorrelation occurred
2	Substructure 2	1,67	1,717	2,33	No autocorrelation occurred

Source: Primary data, processed 2020

Table 4.11 illustrates that the value of the Durbin Watson sub-structure 1 is 2.140 greater than 1.63 (Du) and smaller than 2.37 (4-Du). The conclusion is that autocorrelation does not occur. The Durbin Watson sub-structure 2 value of 1,717 is greater than 1.67 (Du) and smaller than 2.33 (4-Du). The conclusion is the same, namely no autocorrelation.

c. Heteroscedasticity Test Results

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Multiple regression models should not occur heteroscedasticity in them. This heteroscedasticity test was performed using the Glejser test.

Table 4.12

Heteroscedasticity Test Results

Variabel	P value Substructure 1	P value Substructure 2
Transformational leadership style	0,998	0,995
Organizational commitment	0,988	0,997
Job satisfaction	-	0,994

Source: Primary data, processed 2020

Table 4.11 shows that all independent variables have significance whose value is greater than 0.05 so it can be concluded that heteroscedasticity does not occur. Therefore, the multiple regression model used in this study is appropriate for the prediction of teacher performance based on input from each independent variable.

d. Normality Test Results

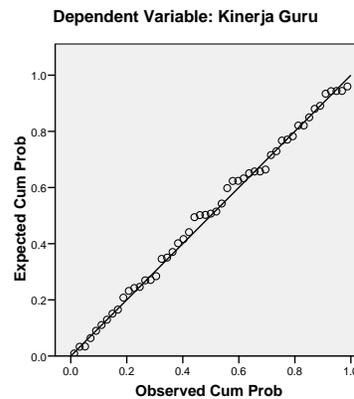
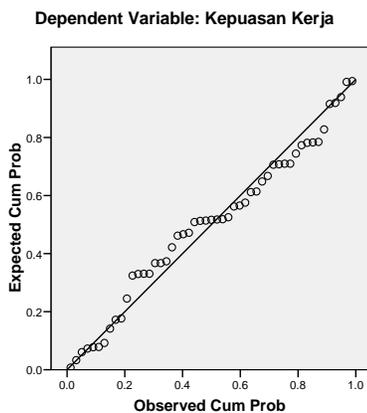
If the point data is spread around a diagonal line, then this shows data that has been normally distributed and vice versa if the tiki points are spread vertically horizontally and away from the diagonal axis means that it is not normal. The normality test is carried out on substructure 1 and substructure 2.

Figure 4.1 and 4.2

Data Normality Substructure 1 & Substructure 2

Normal P-P Plot of Regression Standardized Residual

Normal P-P Plot of Regression Standardized Residual



Source: Primary

In figures 4.1 and 4.2, it can be seen that the data (points) reside and follow the flow of horizontal lines. This indicates that the research data relating to the research variables have a normal distribution.

Structural Equation Model Test Results

$$R^2 = 1 - \boxed{\times}$$

$$= 1 - \boxed{\times}$$

$$= 1 - \boxed{\times}$$

$$\begin{aligned}
 &= 1 - (0,812) (0,455) \\
 &= 1 - 0,370 \\
 &= 0,630
 \end{aligned}$$

The total value of the determination coefficient of 0.630 means that 63% of the diversity of information that can be explained by the model. The information contained and recorded in the data is 63% which can be explained by the model, the rest (37%) has not been found in the model and errors.

1. The influence of transformational leadership styles and organizational commitment on job satisfaction

To analyze and test the effect directly and calculate how much the direct effect can use the linear regression method. The results of the calculations are described in table 4.13 below.

Table 4.13

Effect of Transformational Leadership Styles and Organizational Commitment on Teacher Job Satisfaction

Variabel	Regression coefficient	t value	P value
Transformational Leadership Styles	0,339	2,492	0,016
Organizational Commitment	0,333	2,446	0,018
R	=	0,583	
R square (R ²)	=	0,340	
Adjusted R Squared	=	0,313	
t value	=	12,388	
P value	=	0,000	
Variabel endogen = Job Satisfaction			

Source: Primary data, processed 2020

By looking at the data in table 4.13 it can be concluded that the effect of transformational leadership style on teacher job satisfaction is significant at the level alpha of 5% and p of 0.016, with a regression coefficient of 0.339. It can also be interpreted as the better the transformational leadership style is applied, it can increase job satisfaction. The effect of organizational commitment on job satisfaction is significant at the level of 5% with a p-value of 0.018, and a regression coefficient of 0.333. The meaning is organizational commitment affects teacher job satisfaction. Therefore, if a person has a high organizational commitment, job satisfaction will also increase.

The magnitude of the coefficient of determination is shown by the summary model, where the Adjusted R Squared value is 0.340 or 34% and the magnitude of the influence of other variables is 66%. This illustrates that the contribution of the influence of transformational leadership style variables and organizational commitment to the teacher job satisfaction variable is 34%. While 66% of other job satisfaction variables are influenced by several other variables not found in this study.

2. The Effect of Transformational Leadership Style, Organizational Commitment and Job Satisfaction on Teacher Performance

To analyze and test the effect directly and calculate how much the direct effect can use multiple linear regression methods. The test results can be seen in Table 4.14.

Table 4.14

The Effect of Transformational Leadership Style, Organizational Commitment, and Job Satisfaction on Teacher Performance

Variabel	Regression coefficient	t value	P value
Transformational Leadership Style	0,676	8,246	0,000
Organizational Commitment	0,176	2,149	0,037
Job Satisfaction	0,177	2,161	0,036
Variabel endogen : Teacher Performance			
R	=	0,890	
R square (R ²)	=	0,793	
Adjusted R Squared	=	0,779	
F value	=	59,848	
P value	=	0,000	

Source: Primary data, processed 2020

Data 4.14 above explains that the influence of transformational leadership style on teacher performance is significant at the level of 5% with a p value of 0,000 and a regression coefficient of 0.676. It can be concluded that the transformational leadership style influences teacher performance, the better the application, the teacher's performance will also improve. Furthermore, the effect of

organizational commitment on teacher performance is significant at the level of 5% with a p value of 0.037, a regression coefficient of 0.176. It can be concluded that organizational commitment influences teacher performance. So the better and higher organizational commitment a teacher has, the better his performance will be.

The effect of job satisfaction on teacher performance is significant at the level of 5% with a p value of 0.036, a regression coefficient of 0.177. It can be concluded that job satisfaction affects teacher performance, the better job satisfaction the teacher performance will also increase. The value of adjusted R square is 77.9% and the influence of other variables is 22.1%. It can be concluded that the contribution of the influence of transformational leadership style variables, organizational commitment and, job satisfaction to teacher performance variables is 77.9%, while 22.1% of the teacher performance variables is influenced by variables that do not exist in this study.

3. Effect of Transformational Leadership Style and Organizational Commitment on Teacher Performance Through Job Satisfaction

Path analysis is used as a hypothesis testing method in this study, namely by using multiple regression, then carried out filtering and significance. To see the influence between research variables is shown in table 4.15 below.

Table 4.15

Summary of Results of Direct, Indirect, and Totals from Path Analysis

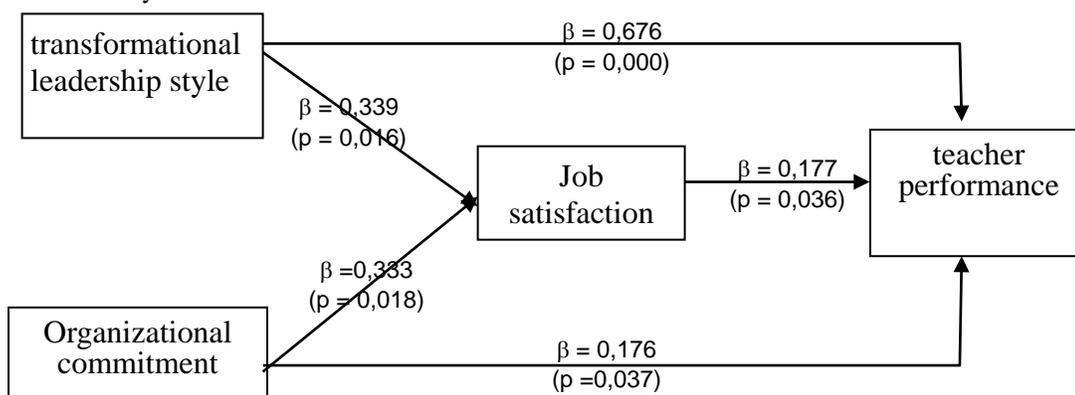
Variabel	Direct Effects	Prob	Indirect Effects	Total Influences
Transformational leadership style → Job satisfaction	0,339	0,016*	-	-
Organizational commitment → Job satisfaction	0,333	0,018*	-	-
Transformational leadership style → Teacher Performance	0,676	0,000*	-	-
Organizational commitment → Teacher performance	0,176	0,037*	-	-
Job satisfaction → Teacher performance	0,177	0,036*	-	-
Transformational leadership style → Job satisfaction → Teacher performance	0,676	-	0,339 X 0,177 = 0,060	0,736
Organizational commitment → Job satisfaction → Teacher performance	0,176	-	0,333 X 0,177 = 0,059	0,235

Source: Primary data, processed 2020

Based on Table 4.15, it can be seen the total effect of the transformational leadership style variable on teacher performance is (0.736) and greater than the direct effect (0.676). Likewise for organizational commitment variables on teacher performance, where the total effect is greater (0.235) the amount of direct influence (0.176). These results indicate that job satisfaction is an intervening variable in the influence of transformational leadership style and organizational commitment to teacher performance because the total value is greater than the value of direct influence.

Figure 4.3

Path Analysis Results



Source: Primary data, processed 2020

a. Description of Transformational Leadership Styles, Organizational Commitment, Job Satisfaction, and Teacher Performance

Transformational leadership style is formed by 4 factors namely Idealized influence, Inspirational Motivation, Intellectual stimulation, and Individualized consideration. The main thing that shapes the transformational leadership style is that Individualized consideration is reflected in the Principal willing to listen to the difficulties and complaints experienced by teachers at school. A leader must be sensitive and concerned about the problems experienced by his subordinates and always motivate them to solve these problems. The channel to collect the complaints is usually done in an informal condition during lunch together or formally during an official meeting with the teachers. That way the teacher will feel enthusiasm and comfort at work and awareness arise to change better every day. How is the view of Bass and Avolio (1994) states that the transformational leadership style is a leadership style in which a leader and his subordinates together improve morale and mutual motivate so that they can develop and achieve better performance.

Organizational commitment is formed by Affective Commitment, Continuance Commitment, and Normative Commitment. The main thing that supports organizational commitment is Affective Commitment reflected by respondents feeling comfortable working in this school. Following what was conveyed by Allen and Meyer (1990) that affective commitment is the emotional connection of an employee to his company. This commitment is influenced by the comfortable conditions felt by employees and the feeling of belonging to the organization. The comfortable feeling at work felt by the teachers increases their organizational commitment.

Job satisfaction consists of satisfaction with salaries, promotional opportunities, coworkers, and satisfaction with supervisors. The main thing that can support job satisfaction is that satisfaction with co-workers is reflected in the respondents enjoying the process of working with other teachers. Colleagues are one of the important factors to increase teacher job satisfaction because they have great job satisfaction when encouraged by coworkers who trust each other at work. The teacher with ASN status in 2020 has a fairly high welfare compared to several decades before. As a result, the salary scale factor is not a dominant factor in increasing job satisfaction. Job satisfaction is more influenced by factors of work atmosphere, the comfort of working with other teacher colleagues, As Lufthans (2006) states that job satisfaction is influenced by whether or not relationships between co-workers.

The main thing that can improve teacher performance in this study is the evaluation of learning which is reflected in the answers of respondents who use a variety of assessment methods (practice, craft assignments, project assignments, etc.) and hold additional hours and special consultations for students whose grades are not good. According to the Ministry of National Education (2008: 21) Teacher performance is an effort made by teachers to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities, and evaluating learning outcomes. The ability factor in evaluating learning is very important to master because it relates to future learning planning so that it is better and mistakes in previous learning are not repeated. Evaluation is also useful for measuring how much learning objectives can be achieved.

b. The Effect of Transformational Leadership Style on Job Satisfaction

The Transformational leadership style affects job satisfaction. Transformational leadership style plays a role in increasing job satisfaction, because if a school teacher does not feel satisfied at work, then the objectives of the school will not be achieved. Applying a transformational leadership style means the leader will lead, guide, influence, motivate workers, and work with all teachers to achieve the goals to be addressed. That way the teachers will feel cared for and increase their job satisfaction. The results of this study support Priyatmo (2018), Anggraeni & Santosa (2013), Thamrin (2012), Handoko (2015), Nugroho (2018), Umer (2012) who stated that transformational leadership styles affect job satisfaction.

c. Effect of Organizational Commitment on Job Satisfaction

Organizational commitment affects job satisfaction, which means the higher organizational commitment can increase job satisfaction. Teacher job satisfaction is a very important factor in efforts to achieve school success. The success of the school is inseparable from the role of the teacher involved because if the teacher has a high organizational commitment, the teacher will be more productive in quality in doing his work.

Organizational commitment is closely related to job satisfaction. Teachers who have a high organizational commitment to school tend to be more satisfied and will also be comfortable working at school because they consider school to be part of their family. Teachers who have high organizational commitment will do more than are assigned to them. Recognizing the importance of organizational commitment, the teacher's commitment to the organization needs to be developed. The results of this study support Nugroho (2018), Wardani, et al (2017) who state that organizational commitment influences job satisfaction.

d. The Effect of Transformational Leadership Style on Teacher Performance

Transformational leadership style influences teacher performance, which means that if the application of transformational leadership is done well, teacher performance will increase. Transformational leaders make subordinates believe, respect, and are loyal to these leaders so that teachers are always motivated to work faster and more compact and synergistic. A leader must be able to be in front of being an example, working with employees to move them and always motivating them to work better. The results of this study support Priyatmo (2018), Thamrin (2012), Handoko (2015), Nugroho (2018), Umer (2012), Budiwibowo (2014), Wardani, et al (2017), Sunarsih (2017) who state that leadership styles transformational effect on performance.

e. The Effect of Organizational Commitment on Teacher Performance

Organizational commitment has a significant effect on teacher performance. When seen from the positive regression coefficient, it can be concluded that the higher the organizational commitment the teacher's performance will also be higher, and vice versa. Commitment to each teacher is very important because it is directly proportional to the teacher's responsibility for his work compared to teachers who have low organizational commitment. Teachers who have organizational commitment will work optimally so that they can devote their attention, thoughts, energy, and time to their work as expected by the school. The results of this study are in line with Nugroho (2018), Wardani, et al (2017) who prove that organizational commitment influences teacher performance.

f. Effect of Job Satisfaction on Teacher Performance

Job satisfaction has a significant effect on teacher performance. This means that the higher the level of job satisfaction, the teacher's performance will also increase. When a teacher feels happy and satisfied inside work then he will feel at home in school doing the tasks and responsibilities by predetermined targets.

Satisfied teachers will encourage teachers to perform better. Teachers who feel satisfied at work always arrive on time. The teacher becomes happy and does not complain about the tasks and work in carrying out their work. Teachers who have job satisfaction also appear from harmonious relationships with other teachers and superiors. The results of this study support Priyatmo (2018), Thamrin (2012), Handoko (2015), Nugroho (2018), Wardani, et al (2017) who state that job satisfaction influences performance.

g. The Effect of Transformational Leadership Styles and Organizational Commitment on Teacher Performance Through Job Satisfaction

Job satisfaction can mediate the influence of transformational leadership styles on teacher performance, which means that transformational leadership styles can improve teacher performance if the teacher feels satisfied in carrying out his duties and responsibilities. This shows that job satisfaction plays a role in increasing teacher performance, because every teacher who works at school, must be satisfied at work. If at a school the teacher does not have a sense of satisfaction at work, then the performance will be low. With a transformational leadership style, follower trust is followed and the leader behavior attributes, the teacher is more comfortable, motivated and without feeling pressured, so the teacher achieves the expected performance of the leader. The results of this study support Priyatmo (2018), Handoko (2015), Wardani, et al (2017) who choose the statement that job satisfaction mediates the effect of transformational leadership on performance.

Job satisfaction can bridge the effect of organizational commitment on teacher performance, which means that teachers who have a high level of organizational commitment can improve teacher performance if they are satisfied at work. The results of this study support Nugroho (2018) which states that job satisfaction becomes a mediating variable in the study of the effect of organizational commitment on performance. Pradiansyah (1999: 31) describes that without organizational commitment, it is difficult to expect an active and serious role from existing employees. Commitment is not something that just appears. A Commitment must be fostered and fostered. Therefore commitment must continue to be built to stick in the hearts of employees in this case the teacher.

4. CONCLUSIONS AND SUGGESTIONS

Based on the analysis of the results of the research and the discussion carried out, the conclusions can be drawn as follows: 1) Descriptive statistical results show that the transformational leadership style is formed by Idealized influence, Inspirational Motivation, Intellectual stimulation and Individualized consideration. The main thing that shapes the transformational leadership style is that Individualized consideration is reflected in the Principal willing to listen to the difficulties and complaints that are experienced. Organizational commitment is formed by Affective Commitment, Continuance Commitment and Normative Commitment. The main thing that supports organizational commitment is Affective Commitment reflected by respondents feeling comfortable working in this school. Satisfaction with salary, promotion opportunities, coworkers, and satisfaction with the principal's leadership. The main thing that can support job satisfaction is that satisfaction with co-workers is reflected in the respondents enjoying the process of working with other teachers. Teacher performance is shaped by the process of planning learning, carrying out learning activities and evaluating learning outcomes. The main thing that can improve teacher performance is that learning evaluation activities are reflected in respondents who use a variety of assessment methods and hold additional hours and special consultations for students whose grades are poor; 2) Transformational leadership style affects job satisfaction, which means that the better application of a transformational leadership style can increase job satisfaction; 3) Organizational commitment affects job satisfaction, which means that a higher level of organizational commitment can increase job satisfaction; 4) Transformational leadership styles affect teacher performance. This means that teacher performance can be improved through the application of a good transformational leadership style; 5) Organizational commitment influences teacher performance, which means that teachers who have a high level of organizational commitment can increase teacher performance; 6) Job satisfaction affects teacher performance, which means that higher job satisfaction can improve teacher performance; 7) Job satisfaction mediates the effect of transformational leadership styles and organizational commitment on teacher performance. This means that the better application of transformational leadership styles and supported by high organizational commitment can improve teacher performance if teachers have high job satisfaction at work.

Suggestions related to the results and discussion of the above research are as follows: 1) It is better if the principal as a leader is willing to listen to ideas and input from the teachers. Feedback can be heard through meetings or even informal activities at lunch, rest, etc.; 2) For employees to have a high organizational commitment, the leader should create a conducive working atmosphere at school, one of which is by harmonizing relations between teachers, so that teachers feel comfortable and happy working at school; 3) School leaders should always pay attention and increase teacher job satisfaction so that they perform better

For the next researcher, it is necessary to develop more broadly with variables that are not only limited to this research variable, for example, coupled with the teaching experience variable, increasing the number of school objects studied, or examining the influence of the corona virus pandemic (COVID-19) which is now taking place.

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