THE EFFECT OF TRANSFORMATIONAL LEADERSHIP AND LEARNING ORGANIZATION ON TEACHER ORGANIZATIONAL COMMITMENT AT SIS SOUTH JAKARTA SCHOOL WITH MOTIVATION AS AN INTERVENING VARIABLE

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Abstract
Motivated teachers will have higher commitment, increasing teacher performance and loyalty in an organization. Increase teacher commitment, many factors influence, including transformational leadership, learning organization, and motivation. This study aims to analyze the effect of transformational leadership, learning organization, and motivation on teacher commitment at the SIS South Jakarta in South Jakarta. This study uses a quantitative approach with the path analysis method to determine the correlation between research variables. The data collection technique used is a questionnaire—data analysis by descriptive analysis and statistical analysis using SmartPLS software through Structural Equation Modeling (SEM). The research subjects were 40 teachers who taught at the SIS South Jakarta. The results of the study showed that transformational leadership, learning organization, and motivation had a positive effect on the organizational commitment of the SIS South Jakarta teachers.

Keywords: learning organization, motivation, teacher organizational commitment, transformational leadership.

Abstrak
Guru yang termotivasi akan lebih memiliki komitmen yang tinggi yang akan meningkatkan performance dan loyalitas guru di dalam suatu organisasi. Dalam upaya meningkatkan komitmen guru banyak faktor yang mempengaruhinya, diantaranya adalah transformational leadership, learning organization, motivasi. Penelitian ini bertujuan untuk menganalisis pengaruh transformational leadership, learning organization, dan motivasi terhadap komitmen guru di sekolah SIS South Jakarta yang berada di Jakarta Selatan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode analisis jalur untuk mengetahui korelasi antar variabel penelitian. Teknik pengumpulan data yang dilakukan adalah dengan menggunakan kuesioner. Analisa data dengan analisis deskripsi dan analisa statistika menggunakan software SmartPLS melalui Structural Equation Modelling (SEM). Subjek penelitian adalah 40 guru yang mengajar di sekolah SIS South Jakarta. Hasil penelitian menunjukkan bahwa transformational leadership, learning organization dan motivasi berpengaruh positif terhadap komitmen organisasi guru sekolah SIS South Jakarta.

Katakunci: komitmen organisasi guru, learning organization, motivasi, transformational leadership.

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Introduction

A teacher is a person who impacts the learning process. The learning process can be carried out with a teacher acting as a teacher. To carry out their duties optimally requires various requirements such as competence, motivation, individual maturity, dedicated behaviour and high commitment. With the high commitment of teachers, education will be better prepared and able to face all difficulties and obstacles. Motivated and committed teachers will participate actively in school activities and show good performance. Solihin et al. (2021, 280) suggest that teacher commitment plays a vital role in the success of educational institutions. Teacher commitment is self-attachment to duties and obligations that result in responsibility, responsiveness, and innovation in science and technology. Teachers with high commitment are more active and enthusiastic about their profession, carry out their duties successfully and efficiently, and are highly loyal to the school.

School success depends on the competence and commitment of teachers. Schools provide time and funds to foster and deliver training for their teachers. Schools also have to learn together with their students. This is based on a new concept of an organization that adopts a learning organization paradigm. The principal acts as a leader who must convince teachers of the importance of change for the school's success. If a school principal cannot persuade his subordinates, the teacher will work half-heartedly, which correlates with his commitment. Solihin et al. (2020, 14) argued that effective leaders relate to workplace climate through decision-making, positive and productive feedback, developing positive correlations, and creating an environment that fosters creativity, encourages professional development, and promotes collaborative behaviour. According to Leithwood & Jantzi (2006, 206), good leadership is an essential component that motivates teachers to engage in individual and collaborative learning and contributes to school performance.

The Singapore Intercultural School (SIS) South Jakarta is aware of the intense competition in education. Thus, maintaining the quality of education and human resources is the most crucial aspect. The SIS South Jakarta is an educational institution that was established in 1995 by taking into account the situation at that time that there was a great need for Singapore-style schools serving expatriate children working in Jakarta. SIS South Jakarta was able to develop from a small capital and a simple one-story school building into a fairly established school today, consisting of 11 schools spread not only in Indonesia but to South Korea, India and Myanmar. The SIS South Jakarta management includes the foundation, school director, school principal and representatives. Referring to the vision of the SIS South Jakarta School, namely "Inspiring Learners Toward Greater Heights", SIS South Jakarta focuses on preparing a generation that is ready to face globalization.

The results of researchers' observations on the SIS South Jakarta school data show that there has been a significant change in the last two years. Chan & Ao (2019, 14) suggest that workers with high commitment plan to stay in the organization, while those with low commitment will leave. The turnover rate, which is quite large every year, deserves the attention of the education unit so that it can focus on teacher commitment so that the turnover rate is manageable every year.

The thinking framework is a research review that explains the interrelationship of the variables that will be used. The research review is based on the results of observations, literature review and the effects of previous studies related to this research. In this study, the factors that became the research variables were teacher organizational commitment, transformational leadership, learning organization and motivation.
A transformational leader can strongly influence the attitudes of organizational members and their commitment to themselves and the organization, serving as role models who have adopted and adhered to the goals and values of the organization (Bass et al. 2014). A learning organization has a positive and significant impact on organizational commitment. The more effective the learning organization, the greater the organizational commitment. According to Flechter and Williams (1996), employee organizational commitment to continue working as a member of the organization will increase if it is supported by solid employee motivation related to their work. Suppose a school leader wants to increase teacher commitment, which includes teacher willingness, loyalty and pride. In that case, work motivation must be improved by providing opportunities for teachers to develop and increase work capacity. According to Jurgensen (in Blum & Naylor, 1986), superiors are another element that influences work motivation. The behaviour of superiors affects the work motivation of subordinates. The presence of an effective learning organization will inspire and motivate teachers to increase their organizational commitment.

Method

The approach used in this research is quantitative with the path analysis method, where research data is obtained directly in the field and then processed to get research results. Respondents acquired data collection by circulating a questionnaire containing statements regarding transformational leadership, learning organization, motivation, and organizational commitment of teachers. This research was conducted at the SIS South Jakarta school, where the research subjects were teachers who taught at the SIS South Jakarta school. The subject of this research consisted of 40 teachers.

Result and Discussion

Convergent validity testing is carried out in two ways: looking at the loading factor, which must be above 0.70, and the value (AVE), which must be above 0.50. Based on data processing results using the SmartPLS application, out of a total of 76 statement items, 39 statements were declared valid. Several statement items were deleted because they did not meet the rule of thumb: the outer loading value was below 0.70, and the AVE value was below 0.50. The results of data processing from loading factors can be seen as follows.

The Discriminant Validity Test aims to see whether the indicators for each variable are a good measure when viewed from the questionnaire statements. The principle of discriminant validity is that each indicator should have a high correlation with the construct compared to the gauges in different constructs. A good Discriminant Validity Test can be seen from the cross-loading value > 0.7. The reliability test is used to display the instrument's accuracy, consistency, and precision in measuring construction. The results of the Composite Reliability and Cronbach's Alpha values reveal the reliability test results (Ghozali and Latan 2015, 75). The expected Composite Reliability and Cronbach's Alpha values are > 0.7.

Based on the reliability test, it was found that the Composite Reliability and Cronbach's Alpha values of all variables in the study were > 0.7. This means that the 41 statements (constructs) in the questionnaire consisting of 12 statements representing transformational leadership, 14 statements representing the learning organization, nine statements describing motivation, and six statements representing teacher commitment can measure variable indicators well. Evaluation of the Structural Model (Inner Model) aims to see and evaluate the presence of collinearity between constructs and measure the model's predictive ability by looking at the VIF, R-Square, and Path Coefficients.

According to Ghozali and Latan (2015, 77), a multicollinearity test is required to determine the Variance Inflation Factor (VIF) value. The higher the VIF value, the stronger the collinearity between the independent variables. The recommended VIF value is < 5.00. Based on the VIF
values shown in Table 4.10, all variables < 5.00. Therefore, it can be concluded that the relationship between independent variables is not multicollinear. The results of the multicollinearity test can be seen as follows:

VIF Result

<table>
<thead>
<tr>
<th>Variabel Independent</th>
<th>VIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Organization (LO)</td>
<td>4.485</td>
</tr>
<tr>
<td>Motivation (M)</td>
<td>3.236</td>
</tr>
<tr>
<td>Transformational Leadership (TL)</td>
<td>1.946</td>
</tr>
<tr>
<td></td>
<td>1.920</td>
</tr>
</tbody>
</table>

The VIF value shown in the table above indicates less than 5. Thus, the relationship between the exogenous variables of this study does not occur in multicollinearity. This helps reduce bias when interpreting the effect of exogenous variables on the endogenous dependent variable, in this case, teacher commitment. The value (R-square adjusted) for the Teacher Commitment variable (KG) is 0.653 or 65.3%. This value indicates that this variable can be explained by the Teacher Commitment (KG) variable, which can be defined by the Transformational Leadership (TL), Learning Organization (LO), and Motivation (M) variables of 65.3%. In comparison, the remaining 34.7% is influenced by other variables which are not included in the research.

Based on the table above, the value (R-square adjusted) for the variable Motivation (M) is 0.700 or 70.0%. This value indicates that the variable Motivation (M) can be explained by the variable Transformational Leadership TL) and Learning Organization (LO) of 70.0%. At the same time, the remaining 30.0% is influenced by other variables not included in the study. Hypothesis testing can be done by looking at the value of Path Coefficients (path coefficients). Hypothesis testing with path coefficients was conducted to see the direct and indirect effects between variables. If the path coefficient value is < 0, then the hypothesis is rejected, whereas if the path coefficient value is > 0, then the hypothesis is accepted. Thus the research model is obtained as follows, along with the path coefficient.
Path Analysis Structural Equations

| Path                                           | β     | T Statistics (|O/STDEV|) | P Values | Hypothesis accepted/rejected |
|------------------------------------------------|-------|-----------------|----------|-----------------------------|
| Transformational Leadership → Teachers Organization Commitment | 0.182 | 3.878           | 0.000    | Accepted                    |
| Learning Organization → Teachers Organization Commitment | 0.280 | 3.906           | 0.000    | Accepted                    |
| Motivation → Teachers Organization Commitment | 0.440 | 7.848           | 0.000    | Accepted                    |
| Transformational Leadership → Motivasi | -0.089 | 2.149          | 0.032    | Accepted                    |
| Learning motivasi → Teachers Organization Commitment | 0.890 | 28.096          | 0.000    | Accepted                    |
| Transformational leadership → Motivasi → Teachers Organization Commitment | -0.039 | 2.203          | 0.028    | Accepted                    |
Transformational Leadership has a positive effect on Teachers Organization Commitment

Based on the results of hypothesis testing, it shows that there is a direct effect of the Transformational Leadership variable on Teacher Organizational Commitment with a coefficient value of 0.182 (+) and a t-statistic of 3.878 with a P-Value of 0.000 (<0.05). It can be concluded that this hypothesis is accepted, which means that Transformational Leadership has a positive effect on Teacher Organizational Commitment.

Therefore, transformational leadership influences the dedication of teachers at the South Jakarta SIS School. This study supports the first hypothesis, namely that transformational leadership positively affects teacher commitment. According to Hidayat's findings (2017), there is a significant relationship between principal leadership and teacher organizational commitment, with increased job satisfaction, organizational environment, and leadership projected to increase teacher organizational commitment further. In accordance with Sitompul's (2019) findings that the influence of school administrators' idealism significantly contributes to the growth of teacher commitment, transformational leadership styles play an important role in fostering teacher organizational commitment. In this study, it was found that teacher commitment was influenced by the transformational leadership possessed by the principal.

Learning Organization has a positive effect on Teacher Commitment

Based on the results of hypothesis testing, it shows that there is a direct effect of the Transformational Leadership variable on Teacher Organizational Commitment with a coefficient value of 0.280 (+) and a t-statistic of 3.878 with a P-Value of 0.000 (<0.05). It can be concluded that this hypothesis is accepted, which means that Transformational Leadership has a positive effect on Teacher Organizational Commitment. This condition is consistent with the findings (Atak and Erturgut, 2010) that learning organizations influence organizational commitment because critical variables in learning organizations significantly impact services that are considered very important. This shows that learning organizations are only one of the important elements in fostering organizational commitment.

Motivation has a positive effect on teacher commitment

Based on the results of hypothesis testing, it shows that there is a direct effect of the variable Motivation on Teacher Organizational Commitment with a coefficient value of 0.440 (+) and a t-statistic of 7.848 with a P-Value of 0.000 (<0.05). It can be concluded that this hypothesis is accepted, which means that motivation has a positive effect on teacher organizational commitment. The results of this study are in accordance with research conducted by Wardhani (2015), which shows that motivation is one of the factors that influence organizational commitment (Abasilim, Gberevbie and Osibanjo 2019, 11). The same thing was also expressed by Yahaya and Ebrahim (2016, 208), who stated that transformational leadership positively influences employee commitment and job satisfaction.

Transformational Leadership has a positive effect on motivation

Based on the results of hypothesis testing shows that there is a direct effect of the Transformational Leadership variable on Motivation with a coefficient value of 0.089 (-) and a
t-statistic of 2.149 with a P-Value of 0.032 (<0.05). It can be concluded that this hypothesis is accepted, which means that Transformational Leadership has a positive effect on Motivation. The results of this study are in accordance with research conducted by Leithwood and Jantzi (2006), who studied the effect of transformational leadership on teacher motivation, skills and frameworks, teaching practices, and student outcomes. It was found that transformational leadership significantly affected teachers' desire to change their practice, motivation to learn, and abilities. The research results also reinforce this by Eyal and Roth (2011) that transformational leadership is associated with teachers' motivation to make additional efforts at work, learn how to teach and apply better, and innovate in education. The study results show that different leadership styles are associated with different sources of motivation for teachers. Overall, the principal's leadership style is important in teacher motivation.

Learning Organization has a positive effect on motivation

The results of hypothesis testing show that learning organization positively affects motivation at the SIS South Jakarta School with a path coefficient of 0.856 because the path coefficient value is > 0. Therefore, there is a positive influence between learning organizations on the motivation of the SIS South Jakarta school. This condition is in accordance with the opinion of Angelo (2000, 80) that the purpose of a learning organization is to build trust and provide mutually motivating conditions. This is also supported by Sareen & Joshi (2016) found that learning organization has a positive effect on motivation.

Transformational Leadership has a positive effect on teacher commitment through motivation

The results of hypothesis testing show that transformational leadership has no positive effect on teacher commitment through motivation at the SIS South Jakarta School with a path coefficient of -0.145 because the path coefficient value is <0. Therefore, it was concluded that there was no positive effect of transformational leadership on teacher commitment through the motivation of the SIS South Jakarta school teachers. Wirawan (2013, 138) states that all leadership styles have the same obligation: to move all parts of the organization to achieve organizational goals. According to Hasibuan (2014, 219), motivation is the driving force that produces a person's passion for work so that they wish to work together, work efficiently, and integrate all their resources and efforts to pursue fulfillment.

Learning Organization has a positive effect on Teacher Commitment through Motivation

Based on the results of hypothesis testing, learning organization has a positive effect on teacher commitment through the motivation of the SIS South Jakarta school with a path coefficient of 0.444 because the path coefficient value is > 0. Therefore, it was concluded that there was a positive influence between learning organization on teacher commitment through the SIS South Jakarta school's motivation. This is in accordance with the findings of Rose et al. (2011) that companies play an essential role in increasing employee knowledge and motivation. Organizations that provide opportunities for employee development will motivate individuals to improve their learning abilities. From the results of the path analysis in table 4.13, it can be seen that the effect of learning organization on teacher commitment through motivation with a value of 0.444 is lower when compared to the effect of learning organization on teacher commitment directly with a value of 0.856. This weakens the role of the motivational variable as a mediating variable in this research model.

CONCLUSION

The principal's transformational leadership has a positive effect on the organizational commitment of the SIS South Jakarta school teachers. Thus it is known that the transformational leadership of school principals influences teacher commitment at the SIS South Jakarta school. Improvements to the school principal's transformational leadership will increase the organizational commitment of the SIS South Jakarta school teachers. Learning organization positively affects teacher commitment at the SIS South Jakarta school. Thus it is...
known that the principal's learning organization influences teacher organizational commitment at the SIS South Jakarta school. Improvements to the principal's learning organization will increase teacher commitment at the SIS South Jakarta school.

Teacher motivation positively affects teacher organizational commitment at the SIS South Jakarta school. Thus, teacher motivation influences teacher organizational commitment at the SIS South Jakarta school. Improvements in teacher motivation will increase teacher organizational commitment at the SIS South Jakarta school. The principal's transformational leadership positively affects motivation at the SIS South Jakarta school. Thus it is known that the principal's transformational leadership influences motivation at the SIS South Jakarta school. Improvements in teacher motivation will increase teacher organizational commitment at the SIS South Jakarta school. Learning organization positively affects teacher motivation at the SIS South Jakarta school. Thus it is known that learning organization influences teacher motivation at the SIS South Jakarta school. Improvements to the learning organization will increase teacher motivation at the SIS South Jakarta school.

The principal's transformational leadership positively affects teacher commitment at the SIS South Jakarta school through motivation. Thus, motivation has a significant influence as an intervening between transformational leadership on teacher organizational commitment at the SIS South Jakarta school. Learning organization positively affects teacher organizational commitment at the SIS South Jakarta school through motivation. Thus, motivation has an intervening influence between learning organizations on teacher commitment at the SIS South Jakarta school. Improvements in teacher motivation will increase learning organization and teacher organizational commitment at the SIS South Jakarta school.

SUGGESTIONS

Based on the discussion in the previous chapter, the writer would like to convey suggestions that are useful for Hotel Four Sessions by Sheraton Jimbaran Bali, as follows:

1. Measurement of the four variables using dimensions and descriptions can be refined in future studies based on supporting theory to obtain more in-depth data about the effect of transformational leadership, learning organization, and motivation on teacher commitment.
2. The existence of the motivational variable as a mediating variable between transformational leadership and teacher commitment shows a smaller effect than learning organization on teacher commitment directly. This can be a concern in further research.
3. The subjects of this study were limited to Primary – Junior College teachers at the SIS South Jakarta school. For further research, it can be carried out on other SIS school units in one foundation so that data is obtained and the research model can also be applied in various areas.
4. This study only looks at the extent to which the influence of transformational leadership, learning organization, and motivation has on teacher commitment at the SIS South Jakarta school. There are many other variables that influence teacher commitment, so further research can be carried out on other variables that may have a stronger influence on teacher commitment, namely job stress, job satisfaction, and teacher competence.

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