



## Role of Principal Leadership Engagement, Organizational Climate, Job Satisfaction on Teacher Organizational Commitment

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### Abstract

This research aimed to analyze the effect of principal leadership, organizational climate, and job satisfaction on teacher organizational commitment at the private high school level in Pematangsiantar City, Indonesia. This research used a research design oriented to an associative quantitative approach. Data collection techniques in this study used documentation instruments and online questionnaires. The number of samples was 110 respondents. The sampling technique used a non-probability sampling approach using the purposive sampling formula. This research explained that principal leadership, organizational climate, and job satisfaction had a positive and significant effect on teacher organizational commitment. This study confirmed that the implementation of relational principal leadership and changing strategy into practice could increase work commitment of teachers at the school organizational level. In addition, the results of this research also confirmed that the organizational climate of each school had been going well and the job satisfaction of the majority of teachers had met the standards with what they expected with a reflection of satisfaction with the work they did and the satisfaction of co-workers had met expectations.

### How to Cite

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## INTRODUCTION

Teachers' professionalism and commitment are critical to a school's success. Because they want to improve their efforts to achieve organizational goals, motivated and committed teachers are more effectively involved in school activities and perform better at work (Khairani et al., 2021). Every teacher who works on duty within the scope of the school organization is strived to have a commitment to work because if a school teacher is not committed to working seriously, then the school's goals cannot be achieved optimally (Lie et al., 2021).

Teachers who are committed will usually work to the best of their abilities to devote their attention, thoughts, energy, and time to their work, ensuring that what they have done is in line (Indajang et al., 2021). To increase work commitment to teachers, a stimulant is needed to support it, whether it is the leadership of the principal (Lukman Hakim et al., 2021), implementation of a healthy and balanced organizational climate (Pawan & Omar, 2018) and the acquisition of a good level of job satisfaction (Fitrianto & Yasmin, 2013).

The principal's visionary leadership is the key to the principal's success in realizing quality schools (Dumay & Galand, 2012). Leadership is a concept related to the existence of a group of people who are led, and have a bond to achieve goals (Amtu, 2019). This leadership reflects the behavior of the relationship between leaders and subordinates who in this case are teachers, with the aim of achieving organizational or school results (Amtu et al., 2020). As a skilled speaker, attentive listener, and embodiment of the school, the principal is a promoter and negotiator for the school he leads to outsiders (Ling & Ling, 2012).

To be an effective spokesperson, the principal must be the main negotiator in dealing with other parties in forming a network of external relations to generate ideas, resources, support, or information that is useful for the progress of the school he leads (Davies & Davies, 2004). The principal's visionary lea-

dership must be a means and a message that expresses what is useful, interesting, and enjoyable in the school's future (Feres et al., 2021). To be an effective trainer, the principal must inform all school members, what the vision means to the principal and the school community, and what will be done to make it a reality (Lukman Hakim et al., 2021).

The principal must also respect the success of every teacher, administrative staff and even the students in his school, respect all school members, build the confidence of the school community, and teach how to improve the ability of the school community to achieve the vision constantly (Sudirman et al., 2021). Thus, every teacher will be motivated to carry out his work with high commitment and ultimately impact performance achievement (Samtomo, 2017). In according with the several previous studies results, hypothesis of this study:

H1: Principal leadership affects teacher organizational commitment.

Because it is a person's impression of what the organization offers and is utilized as the foundation for influencing the conduct of future members, the organizational climate is critical to establish (Djajasinga et al., 2021). Organizational climate is the human climate, in which the members of the organization do their jobs. The climate is determined by how well members are directed, built and rewarded by the organization (Chanpoom & Intrawong, 2019).

The internal and external environment influences organizational climate as a social system. The internal environment includes: job design and technology application, organizational culture and managerial practices, and member characteristics (Kelly, 1980). While the external environment includes the social and economic environment in which the organization is located. Combining the external and internal environment will affect job satisfaction, productivity and organizational growth (Arsih et al., 2018). An organization tends to create dynamic and attractive conditions for its human resources (Pawan & Omar,

2018). While other organizations give the feel of being sluggish and unproductive.

Some organizations can appear busy and efficient, others may appear relaxed, or some may be quite human, but others may appear rigid and cold. This leads to psychological nuances that reflect the climate in the organization (Berberoglu, 2018). With a healthy organizational climate, this will impact increasing the work commitment of teachers (Chanpoom & Intrawong, 2019). In accordance with the results of several previous studies, the hypothesis of this research:

H2: Organizational climate affects teacher organizational commitment.

Job satisfaction affects a person's level of commitment in carrying out a job (Sherly et al., 2021). Job dissatisfaction obtained by each teacher will cause negative feelings towards work, low self-fulfilment, pessimism about the future, so that the teacher concerned will be oriented towards decreasing commitment (Hidayat, 2018). This condition causes individuals to start thinking about quitting work and finding new job opportunities and intending to leave their current job (Sidabutar et al., 2017).

Job satisfaction is one of the psychological characteristics that represents a person's emotions about his or her work; he or she will be pleased with the fit between his or her talents, skills, and expectations and the task they are doing (Fitrianto & Yasmin, 2013). In general, every teacher who is dissatisfied with his work has low organizational commitment or even no commitment at all (Lie et al., 2019). In fact, organizational commitment to each teacher is very important to achieve the vision and mission that has been set (Husnah et al., 2021).

Besides being able to help achieve organizational goals, every teacher who has organizational commitment will be more responsible for his work compared to teachers who do not have organizational commitment (Azeem & Akhtar, 2014). Organizational commitment is indicated by a pleasant feeling for the teacher, where the pleasant feeling is caus-

ed by a form of job satisfaction. (Novitasari, 2020). Previous studies have found evidence that job satisfaction had a significant effect on organizational commitment (Lambert et al., 2019; Hazriyanto & Ibrahim, 2019; Soomro & Shah, 2019).

Satisfaction for every teacher is necessary because teacher job satisfaction will increase commitment to work and productivity. The existence of dissatisfaction with teachers in their work will have unfavorable consequences for both the school and the teachers themselves. Furthermore, teachers' low job satisfaction will impact the commitment they have to their organization (Nurhayati, 2015). Based on several previous studies, the formulation of this research hypothesis is as follows.

H3: Job Satisfaction affects teacher organizational commitment

A commitment and loyalty to the work he does will bring a sense of comfort and enjoyment to that person. When commitment to work and loyalty can be done well, then the key to success is at hand, it only depends on effort and prayer in achieving that success. With self-commitment to the work at hand, self-dedication is the next step that will be taken and every person who has high dedication will gain trust and success more easily. In the current pandemic conditions, the challenge for teachers is not only required to master information technology. However, how is the commitment in preparing preparations and implementing learning to be carried out well? so that learning both offline and online during the pandemic is carried out effectively.

From the description above, it can be concluded that the commitment of professional teachers is interpreted as an attachment to their duties and obligations as teachers who can give birth to responsibility, responsive and innovative attitudes towards the development of science and technology so in this commitment there are several elements, including the ability to understand oneself and one's duties, the radiance of an inner attitude (inner strength) external power and responsiveness to change. These elements give rise to respon-

sibility for the duties and obligations that are a person's commitment so that the task is carried out with full sincerity.

The importance of principal leadership oriented to implementing strategic planning and supported by continuous monitoring and evaluation of each teacher can increase teacher work commitment for the better. In addition, the factor of organizational climate and good job satisfaction is also a consideration for the school to accelerate awareness for every teacher of the importance of having a high work commitment.

In this study, we tried to combine the independent variables principal leadership, organizational climate, and job satisfaction in one model in predicting teacher organizational commitment and then put it in the form of a hypothesis to determine the effect of each independent variable on teacher organizational commitment simultaneously or partially. This research aimed to analyze the effect of principal leadership, organizational climate, and job satisfaction on teacher organizational commitment at the private high school level in Pematangsiantar City. It is hoped that the findings of this research will contribute to school principals and teachers in implementing the school's vision and mission optimally.

**METHODS**

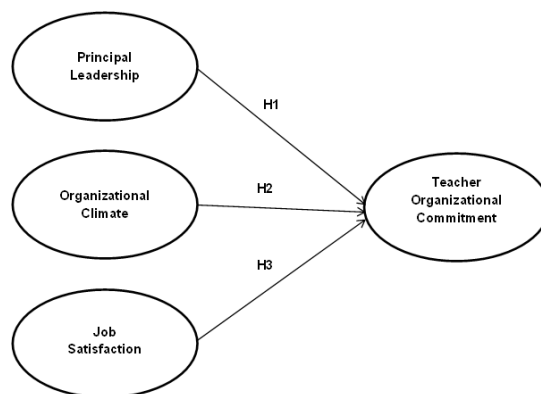
The research was quantitative approach oriented towards associative research design. This study was carried out at a private high school in Pematang Siantar City, North Sumatra. This research was carried out for 3 months, starting from January until March 2021. This time was used for data collection, both instrument trial data and research data. The population in this study were all permanent teachers with the status of private teachers.

The number of research samples used was 110 teachers with the technique of determining the sample using purposive sampling. Testing the data from the questionnaire results used validity and reliability tests. It is said to

be valid if the r count is 0.3 with a significance of 95%. (Sugiyono, 2017), and it is said to be reliable, if it has a Cronbach alpha value > 0.60 (Taber, 2018). The next data analysis technique was multiple regression test, hypothesis testing simultaneously or partially, as well as correlation test and coefficient of determination test.

Measurement of the dependent variable, namely teacher organizational commitment oriented to research results and consists of 3 indicators ((Lizote et al., 2017 and (N. Allen & J. Meyer, 1990)). Furthermore, for the first independent variable, namely principal leadership, it was measured by using previous research Davies & Davies (2004) and (Samtomo, 2017), consisting of 6 indicators. Organizational climate as the second independent variable, was measured from Kelly's (1980) and Chanpoom & Intrawong (2019) with 6 indicators.

Third independent variable, job satisfaction measured by using Colquitt, Lepine & Wesson (2009) and (Sidabutar et al., 2017) consists of 5 indicators. Overall the use of research variables can be seen in the framework of thinking (see Figure 1) and the development of hypotheses explained as follows.



**Figure 1.** Framework (Feres et al., 2021; (Chanpoom & Intrawong, 2019)

Based on Figure 1 above which serves as the framework for this research, several research hypotheses can be formulated, including: Hypothesis 1: Principal leadership affects teacher organizational commitment

Hypothesis 2: Organizational climate affects teacher organizational commitment  
 Hypothesis 3: Job Satisfaction affects teacher organizational commitment

**RESULT AND DISCUSSION**

Based on the recapitulation of the answers of respondents who filled out the online questionnaire, the data obtained were 115 respondents, but only 110 respondents filled out valid data. The general characteristics of respondents in this study were clearly described in Table 1.

**Table 1.** Respondent General Profile

Category	Details	Number	Percentage (%)
Gender	Men	47	42.73
	Woman	63	57.27
Age (years)	20-29	36	32.73
	30-39	50	45.45
	40-49	24	21.82
Length of work (years)	< 1	25	22.73
	1 – 5	35	31.82
	5 – 10	30	27.27
	> 10	20	18.18

Source: Processed Primary Data (2021)

Based on the validity test of Table 1 above, it was known that all indicators in this study had a value above 0.30, therefore the measurement items used in this study were valid. Next, the reliability test was used to measure the measurement items on the questionnaire items that describe the variable indicators. A questionnaire is reliable if a person's response to a question does not change or is normal over time.

Based on the reliability experiment results shown in Table 2, it can be concluded that all indicators had a Cronbach alpha value

**Table 2.** Results of Validity Test

Variable	Code	Corrected item- Total correlation	Test Results
Principal Leadership	PL1	0.513	Valid
	PL2	0.478	Valid
	PL3	0.461	Valid
	PL4	0.402	Valid
	PL5	0.510	Valid
	PL6	0.482	Valid
Organizational Climate	OC1	0.604	Valid
	OC2	0.561	Valid
	OC3	0.510	Valid
	OC4	0.618	Valid
	OC5	0.554	Valid
	OC6	0.497	Valid
Job Satisfaction	JS1	0.549	Valid
	JS2	0.510	Valid
	JS3	0.534	Valid
	JS4	0.480	Valid
	JS5	0.498	Valid
Teacher Organizational Commitment	TOC1	0.601	Valid
	TOC2	0.592	Valid
	TOC3	0.580	Valid

Source: Processed Primary Data (2021)

of > 0.70, indicating that all instruments used were reliable.

The multiple linear regression results above obtained the equation model:  $= 7.243 + 0.238X_1 + 0.152X_2 + 0.162X_3$ , it means that principal leadership, organizational climate, and job satisfaction had effect on teacher organizational commitment. Furthermore, according to the data analysis results in the form of the equation, it can be interpreted that the constant value of 7,243 can be interpreted if principal leadership, organizational climate, and job satisfaction were considered zero,

**Table 3.** Reliability Test Results

Variable	Cronbach's Alpha	Total of Items	Test results
Principal Leadership	0.855	6	Reliable
Organizational Climate	0.849	6	Reliable
Job Satisfaction	0.852	5	Reliable
Teacher Organizational Commitment	0.845	3	Reliable

Source: Processed Primary Data (2021)

**Table 4.** Multiple Regression Test Results

Model	Unstd Coefs.		t-count	Sig.
	B	Std. Error		
(Constant)	7.243	2.077	3.487	.000
Principal Leadership	.238	0.058	4.083	.000
1 Organizational Climate	.152	.072	2.120	.036
Job Satisfaction	.162	0.070	2.310	.023

Source: Processed Primary Data (2021)

then the value of teacher organizational commitment was in the range of 7,243.

The beta coefficient value on the principal leadership was 0.238, which means that every change in the principal leadership variable by one unit resulted in a change in teacher organizational commitment of 0.238 units with the assumption that the other variables were at a constant value. The value of the beta coefficient on the organizational climate variable was 0.152, which means that every change in the organizational climate variable by one unit resulted in a change in teacher organizational commitment of 0.152 units assuming that other variables were constant.

The value of the beta coefficient on the job satisfaction variable was 0.162, which means that every change in the job satisfaction variable by one unit resulted in a change in teacher organizational commitment of 0.162 units assuming that the other variables were at a constant value. The next test was hypothesis testing by simultaneous and partial. The F test was used to test the variable binding simultaneously. Simultaneous hypothesis testing was tried to identify whether the principal leadership, organizational climate, and job satisfaction variables tried to influence teacher organizational commitment simultaneously.

**Table 5.** Simultaneous Test Results

Model	Sum of Squares	df	F	Sig.
Regression	82.521	3	15.259	.000b
1 Residual	191.079	106		
Total	273.600	109		

Source: Processed Primary Data (2021)

The results of the simultaneous test analysis in Table 5, the F-count value was 15.259 > from F-table with (0.05; 4 vs 116) of 2.46 or with a significant  $0.000 < 0.05$ , it can be interpreted that principal leadership, organizational climate, and job satisfaction tried to influence teacher organizational commitment in a way that was simultaneously acceptable. Subsequently, a partial test was carried out to determine the relationship between principal leadership, organizational climate, and job satisfaction tried to influence teacher organizational commitment partially.

Based on the results of data analysis in table 4, the results of the t-test in this study showed that: first, principal leadership obtained a significant level of  $0.000 < 0.05$ , meaning that principal leadership significantly affected teacher organizational commitment. Second, organizational climate acquired a significant level of  $0.036 < 0.05$ , meaning that organizational climate affected teacher organizational commitment. Third, job satisfaction obtained a significant level of  $0.023 < 0.05$ , meaning that

Job satisfaction had a significant positive effect on teacher organizational commitment.

Next was the test of coefficient of determination. The determination coefficient was done to measure how far the ability of a model to explain the variation of the dependent variable. The results of the determination test in this study can be explained in Table 6. The results of data analysis in table 6 showed that the coefficient of determination was 0.302, meaning that the level of teacher organizational commitment of 30.2% could be explained by principal leadership, organizational climate, and job satisfaction, while the remaining 69.8% could be explained by other variable (factors) not discussed in this study.

**Table 6.** Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.549a	.302	.282	1.343

Source: Processed Primary Data (2021)

The results study showed that principal leadership had a significant effect on teacher organizational commitment. Implementation of organizational principal leadership by changing strategy into practice with continuous control and evaluation impacted the commitment of teachers to carry out their duties and responsibilities optimally (Husnah et al., 2021). Furthermore, the principal's leadership seeks to set goals considering the strategic environment and develop various steps towards goals that can be accepted as real progress by all school members.

Progress can mean a clear step forward in effectiveness and efficiency; it can also mean an increase in the ability of school principals in determining school milestone targets within a certain period. This is what causes the presence of the principal to be felt able to improve a more productive work atmosphere for teachers (Oktaviani & Kristiantari, 2021). With the high work productivity of the teach-

ers, of course this reflects the commitment of the teachers to carry out their duties and responsibilities very well and measurably. The results of this study were in line with research Herlina et al. (2020) and (Husnah et al. (2021) which concluded that the principal's leadership could increase teacher organizational commitment positively and significantly.

The results of further studies confirmed that organizational climate had a significant effect on teacher organizational commitment. These results showed that the organizational climate was one of the crucial factors to encourage an increase in the work commitment of teachers in the school environment. On the other hand, organizational climate increased motivation, leading to satisfaction, effectiveness, and ultimately organizational commitment. Teachers are motivated and willing to work when committed to their school (Noordin et al., 2010). The created organizational climate plays an important role in the organization's ability to create its goals.

A concept that describes the internal atmosphere of the organizational environment that its members feel during their activities to achieve organizational goals is one indicator of a healthy organizational climate (Saragih & Suhendro, 2020). The increase in the breadth and complexity of the organization can affect its members. In large organizations where information is conveyed through many channels, it is necessary to have the type of relationship/interaction that will foster development, namely mutual respect and understanding and a measurable increase in work commitment. The results of this study were in line with research Saragih & Suhendro (2020) and Husnah et al. (2021) which concluded that organizational climate could increase teacher organizational commitment positively and significantly.

The results of the last study concluded that job satisfaction had a significant effect on teacher organizational commitment. These results indicated that job satisfaction played an important role in encouraging an increase in the work commitment of each teacher. Reflec-

tion on teachers' job satisfaction was shown by the satisfaction of the salary obtained, tiered career promotions, and satisfaction between co-workers. Job satisfaction is reflected by a balanced emotional attitude between remuneration and work implementation (Kristiano & Bernarto, 2015).

Every teacher will be satisfied if the results of their work and remuneration are felt to be fair and proper. The best way to motivate teachers is to be a boss who listens and respects each teacher's opinions or ideas. Of course, everyone wants their opinions to be heard, including every teacher (Puspitawati & Riana, 2014). Trying to set aside time to listen to all the opinions of teachers without exception, this can make you a wise and authoritative leader.

As a leader, you should pay attention to the improvement of the work of each teacher. As long as it is a positive thing, a leader must still appreciate it. Giving awards like this will be very important for them to increase their motivation to work harder. With job satisfaction and support for high work motivation, it will impact work commitment on an on-going basis. The results of this study were in line with research Puspitawati & Riana (2014) and Husnah et al. (2021) which concluded that job satisfaction could increase teacher organizational commitment positively and significantly.

Based on the result of the discussion of this study, it showed that principal leadership had a significant effect on teacher organizational commitment. These results confirmed that the principal's leadership role oriented towards supervision and evaluation could increase teacher motivation to perform their duties and responsibilities optimally. Therefore, school organizations should provide useful programs to improve and maintain the organizational commitment of each teacher. For example, giving awards for what teachers have achieved, so that they feel satisfied and compete to make other achievements.

In addition, schools can also form team building for teachers, allowing work groups

to work more effectively and improve their performance. Then the results of this study also confirmed that organizational climate had a significant effect on teacher organizational commitment. A clear and transparent organizational structure has implications for comfort when doing work. The existence of two-way communication support from the principal's leadership to each teacher creates high morale.

The low work conflict between co-workers also encourages teachers to increase their performance commitment. The results of further research also showed that job satisfaction had a significant effect on teacher organizational commitment. These results proved the role of job satisfaction was in an important position to foster work commitment to each teacher. Satisfaction in terms of career promotion and satisfaction from implementing the principal's supervision turned out to impact more optimal performance results through high performance commitment.

## CONCLUSION

Based on the description of the research results, it can be concluded that principal leadership, organizational climate and job satisfaction had a significant effect on teacher organizational commitment, either simultaneously or partially. In this case, the principal's leadership, organizational climate, and job satisfaction affected the teacher's organizational commitment by 30.2%, and the rest was affected by other variables outside of this study.

Recommendations that can be given are during this pandemic, teachers must be able to carry out learning both offline and online. A professional teacher always has the ability to develop himself continuously. Meanwhile, to be creative they must be able to lose the fear of making mistakes because life is beautiful by working and money cannot buy happiness and creativity, but happiness and creativity when combined can become money.

The implication of this study is that in the world of creativity, whoever starts, he



doesn't necessarily end it. Creativity is stopping stupidity suddenly. Creative people always imagine and use it to create creativity. Teachers are committed to establishing themselves indirectly the ticket to success as a teacher has been owned. Success belongs only to those who are ready and alert, not to those who are just waiting for the ball. The most important teacher commitment is how to serve students and their parents in carrying out learning with full discipline, sincerity and responsibility.

To be a teacher who can be an inspiration to students and other fellow teachers. Teachers are an inspiration for students to be smart in dealing with current conditions. An inspirational teacher is not a teacher who only pursues the curriculum, but he is able to invite his students to think creatively. He also invites his students to see something from the outside and then turn it inside and then bring it back to the outside, namely to the wider community.

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