The Influence of Perceived Transformational Leadership Style and Job Satisfaction on Organizational Commitment in Teacher

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Abstract: *Teachers play an important role in the success and sustainability of the organization. Thus, teachers are required to have a work attitude that plays an active role in achieving school goals and a high commitment to school organizations. Commitment to the organization is an attitude that describes an individual's orientation to the organization as indicated by loyalty, self-identification and involvement in the goals of the organization. Transformational leadership and job satisfaction are predicted to have a role in influencing organizational commitment to teachers. This study aims to empirically attest the effect of transformational leadership style and job satisfaction on organizational commitment in teachers. The research sample was 238 high school teachers in Bogor Regency. The data analysis technique in this study used multiple linear regression analysis. The results of this study show that transformational leadership and job satisfaction have a 55.7% influence on organizational commitment with a significance level of p<.001. This shows that transformational leadership and job satisfaction have a significant influence on organizational commitment. The results of this study also show that organizational commitment, perceived of transformational leadership style, and job satisfaction among high school teachers in Bogor Regency are in the high category.*

Keywords: *organizational commitment, transformational leadership, job satisfaction.*

INTRODUCTION

Teachers play a very important role in the success and sustainability of the organization, especially in the delivery of quality teaching and education to students (Wiesner & Yuniarti, 2018). Based on Government Regulation of the Republic of Indonesia year 2017 Number 19, the status of teachers is divided into two, namely teachers who have become State Civil Apparatuses and Non-State Civil Apparatuses. The teacher refers to the meaning that is a person who has the functions, duties, and obligations to carry out activities, stimulate, guide, direct, and encourage students to learn in order to realize a previously set goal, whether in the form of cognitive, affective, or psychomotor goals (Suwanto, 2020).

Based on the report that published in the book of *Teacher Certification in Indonesia: A Strategy for Teacher Quality Improvement* (Jalal et al., 2009) shows that teachers in Indonesia cannot be expected to be able to carry out their duties as well as possible. This is confirmed by data from the Ministry of National Education that in a day there 500 thousand teachers skip classes or are absent from teaching for no apparent reason out of a total of 2.6 million teachers in Indonesia. (Affa, 2015). The same was also expressed by Dafani (2021) that there still many teachers who are not yet committed to their organization. This can be seen from the behavior of teachers who like to leave class when teaching, are late for class, and are lazy in class. This indiscipline action can be classified as a consequence of the teacher's lack of dedication to his organization and the absence of disciplinary action from superiors. (Masaong, 2004).

Teachers' organizational commitment on a local scale at public high school in Bogor Regency, West Java can be classified into the category "still needs to be improved". This can be seen based on the phenomenon of reduced teachers' commitment to school organizations which was found through a simple interview that researchers conducted in March 2023 with several public high school teachers in the Bogor Regency area, where many teachers often left class early and were late in submitting administrative tasks such as student assessments.

Phenomenon as above was also expressed by Juhum (2013) who conducted preliminary research on private junior high school teachers in Beringin District, Deli Serdang Regency and from the results of initial observations conducted in December 2012 to January 2013 in several schools showed symptoms of reduced teacher commitment to the school organization, among which teachers were often late to attend school, teachers often leave class before the time is over, teachers teach at other schools on their way home from school. This data is supported by the junior high school superintendent of Beringin District who informed the condition of teachers in January 2013 as follows: around 55% of teachers attended after class had started, 40% of teachers often asked permission to leave without clear reasons, 40% of teachers left teaching assignments when the principal or boss is not present; and 85% of teachers still use the previous year's lesson plan without improvement (Juhum, 2013).

Those phenomenon felt unsettle, considering organizational commitment to teachers is known to be important because it is increases high performance and discipline in terms of attendance, assigned assignments, and fulfilment of school goals (Fitriani, Izatti & Setyowati, 2021). Organizational commitment will make teachers have better work responsibilities for fulfilling teaching assignments which will improve student achievement and produce schools with good accreditation.

Steers, Porter, and Bigley (1996) states that the factors that affect commitment include: personal characteristics, work characteristics, organizational characteristics, and the nature and quality of work. Similar opinion is reinforced by Balay (2000) and Ari (2003), where they classify the factors that influence organizational commitment, namely in terms of organizational factors such as job responsibility, senior-subordinates co-workers' relationship etc., as well as in terms of job-related characteristics such as job satisfaction level, feed-back, etc. Based on the problems above, it can be said that the low organizational commitment of teachers in school organizations is closely related to the superior's leadership style and also job satisfaction of the teachers in school.

The success of an organization will not be separated from the role of the leader to his subordinates or employees. Individuals who make significant contributions to the creation of supportive settings and situations in the workplace are known as leaders (Trioctavia, Hamid, & Mukzam, 2016). Every leader is a unique individual with a unique set of skills (Eliyana, Ma'arif, & Muzakki, 2016).

Bass and Riggio (2006) defines transformational leadership as behaviour that can stimulate and inspire followers to achieve results in the process of developing leadership skills, vision and goals given by the organization, to challenge oneself in innovating, solving problems, and developing leadership abilities to subordinates through coaching, mentoring, challenges, and support. Schermerhorn (2002) (in Ilyas, 2018) argued that there are four dimensions of transformational leadership, namely *charisma*, *inspirational*, *intellectual motivator* and *individual attention*.

Several other studies (Ausat, Suherlan, Peirisal & Hirawal, 2022; Veraya, 2022) which states that there is a significant positive relationship between transformational leadership and organizational commitment to teachers, and transformational leadership also contributes to organizational commitment by 25.5% (Ilyas, 2018). The existence of a positive relationship indicates that if transformational leadership increases, the value of organizational commitment also increases. Transformative leadership qualities are important in increasing the level of organizational commitment of its members (Teharaja & Hamid, 2021). The results of the research above show that transformational leadership has a role in increasing organizational commitment to teachers as actors in the organization. This is related to the ability of superiors to encourage and inspire teachers, so that teachers have a positive perception of the leadership of their superiors which can foster attachment and trust. When the teacher gets ideal influence and supervision from his superiors, it can increase the teacher's organizational commitment in the school.

Sadaf et al. (2022) compiled several recent studies showing that organizations should focus on increasing the loyalty and organizational commitment of workers not only through financial means but also through emotional and psychological means. Organizations must have care and respect for the employees to develop a sense of belonging and obligation within them. Organizations must also rely on values and beliefs to increase the organizational commitment of their workers. Job satisfaction in workers can be a significant measure of workers' emotions about their jobs (Nanci & Velmurugan, 2022).

Job satisfaction is defined as a pleasant feeling or emotion (which is also known as affect) of an individual who develops as a consequence of evaluating his job or his experience of it (Locke, 1976). Spector (1997) identified nine aspects of job satisfaction as follows: salary, promotion, supervision, additional benefits, contingent reward operating procedures (rules and procedures required), colleagues, nature of work, and communication. Job satisfaction is an important aspect of teacher commitment, turnover and school effectiveness. It is accepted by educational leaders, policy makers and researchers that teacher job satisfaction is a key element in influencing the attainment of organizational goals (Sharma & Jyoti, 2009). Commitment is referred to as recognition, emotional attachment and professional intervention in the organization.

Research conducted by Patrick and Sonia (2012) showed a positive relationship between job satisfaction and commitment. Job satisfaction is considered as the main link in the association of work commitment and ability (Yousaf & Sanders, 2012). Another study conducted by Kura et al. (2012); Singh and Sharma (2014); Huda and Mulyadi (2020); Sadaf et al. (2022) revealed that there is a significant positive relationship between job satisfaction and organizational commitment. In other words, employees who are satisfied with their jobs tend to be committed to their organizations and vice versa. Employees who are satisfied at their work place are highly creative, productive and they show a higher level of commitment and professionalism (Cortez et al., 2021).

Based on the description above, it can be stated that organizational commitment is something that is very important, including in school organizations. Without organizational commitment, teachers will not carry out their duties and responsibilities properly so that it

can reduce student achievement which ends up harming the organization. Transformational leadership and job satisfaction are felt to be factors that increase organizational commitment. The more teachers get transformative leaders, the more committed they are to their tasks and organization because they feel supervised and motivated. Likewise, if teachers feel satisfied with their work, it will increase their contribution and feel proud to be part of an organization.

In this study, the hypothesis proposed is:

H1: There is an influence of perceived transformational leadership style and job satisfaction organizational commitment in teachers.

H2: There is an influence of perceived transformational leadership style on organizational commitment in teachers.

H3: There is an influence of job satisfaction on organizational commitment to teachers.

METHOD

The population in this study are individuals who work as teachers in a formal education institution or school. The sample to be taken has specific criteria, namely individuals who work as teachers, teach at public high schools in the Bogor Regency area, with employment status both civil servant and honorary, and has been teaching for a minimum of two years. From a total of 45 public high schools in the Bogor Regency area, researchers were able to obtain samples from 24 representatives of high schools in Bogor Regency, where this number was sufficient to represent the study population.

The data collection instrument used were credible measurement instruments that met the validity and reliability requirements. The research instruments that were used for measuring organizational commitment is Organizational Commitment Questionnaire (OCQ) which was adapted from Mowday, Steers, and Porter (1979) scale with total 15 items. Transformational leadership scale was adapted from Wiranegara (2013) based on the Multifactor Leadership Questionnaire (MLQ) from Avolio and Bass (2004), consists of 20 items. The job satisfaction scale in this study uses the adaptation scale from Thamrin (2018) which was compiled based on aspects of job satisfaction by Spector (1985), that has total 36 items. Five scale Likert is used for alternative answers

The validity test in this study is conducted with content validity. Content validity is the validity that is estimated through testing the feasibility or relevance of the test content through rational analysis through expert judgment or by a competent panel such as a supervisor. The criteria for selecting items discrimination power are based on item correlation with scores $r \geq .30$. Reliability can be seen from the Cronbach's Alpha values $\alpha \geq .700$. The study uses a quantitative approach by using multiple linear regression analysis techniques. Data analysis was carried out with the help of SPSS program.

RESULTS

The content validity test is estimated through testing the feasibility or relevance of the test content by expert judgment, namely the supervisor by examining each statement item and testing the readability of each scale by providing improvements to the right words and sentences based on indicators of the aspects used. All the scales have passed the content validity test.

Based on the results of the questionnaire calculations from 238 respondents using SPSS described the results of the reliability test of the organizational commitment scale obtained Cronbach's alpha value of 0.828 ($\alpha \geq .700$) with number of items are 13 items and for item discrimination power test moved from 0.373 to 0.620. For the reliability test of the transformational leadership scale obtained an alpha value of 0.966 ($\alpha \geq .700$) for number of items are 20 items and for item discrimination power test moved from 0.651 to 0.822. For the reliability test of the job satisfaction scale obtained an alpha value of 0.934 ($\alpha \geq .700$) for number of items are = 33 items and for item discrimination power test moved from 0.304 to 0.718. These results indicate that the three measuring tools are reliable for measuring the attributes.

Based on the results of data analysis carried out using multiple regression test, it is known the effect of transformational leadership and job satisfaction simultaneously on organizational commitment obtained a significance value of p <.001, therefore, it can be concluded that transformational leadership and job satisfaction have a very significant influence on organizational commitment. The first hypothesis was not rejected. The results of the contribution analysis show a value of R^2=0.557 which means that transformational leadership and job satisfaction contribute 55.7% to the organizational commitment.

Next, the influence of transformational leadership on organizational commitment obtained a significance value of p<.001, so that it can be concluded that transformational leadership has a significant influence on organizational commitment. The second hypothesis was not rejected. The results of the influence analysis show the value of R^2 = 0.404, which means transformational leadership contributes 40.4% to organizational commitment.

According to the results of the multiple regression analysis, job satisfaction and organizational commitment yielded a significance value of p<.001. This indicates that job satisfaction has a highly significant impact on organizational commitment, leading to the acceptance of the third hypothesis. The results of the contribution analysis show the R^2 value of=0.491, which means job satisfaction contributes of 49.1% on organizational commitment.

Table 1. Hypotheses Test

Variable	F	Sig.	Note	R^2
Transformational Leadership and Job Satisfaction on Organizational Commitment	147.76	.000	Influence Significantly	.557
Transformational Leadership on Organizational Commitment	164.75	.000	Influence Significantly	.404
Job Satisfaction on Organizational Commitment	229.82	.000	Influence Significantly	.491

DISCUSSION

Based on the results of data analysis carried out using multiple regression test, it is known that all three hypotheses were not

rejected. First hypothesis was supported by a research conducted by Ilyas (2018). The researcher found that both transformational leadership and job satisfaction together have a significant positive relationship and contribute to organizational commitment of 38.7%. This indicates that if the value of transformational leadership and job satisfaction is high, then the value of organizational commitment is also high.

For the second hypothesis, the result is in line with research conducted by Windarti. Abdullah, and Retnowati (2016) who found a significant positive relationship between transformational leadership and organizational commitment, especially for teachers. The quality of transformative leaders was shown to be important in increasing the level of organizational commitment in organizational members (Teharaja & Hamid, 2021). This shows that when workers have transformative leaders, the organizational commitment of workers tends to be higher (Veraya, 2022).

For the third hypothesis, the result that was obtained is in line with research conducted by Sadaf et al. (2022), which revealed that there is a significant influence of job satisfaction on organizational commitment, especially on teachers. In other words, teachers who are satisfied with their jobs tend to be more committed to their organizations and vice versa (Huda and Mulyadi, 2020). Employees who are satisfied in their workplace are more creative, productive and they show higher levels of commitment and professionalism (Cortez et al., 2021).

These results explained that organizational commitment to teachers will increase when teachers can have a positive perception of the leadership of their superiors. This study proves the suitability of the theory put forward by Mowday, Steers, and Porter (1982) which revealed that leadership is one of the factors considered as a key determinant of employee's organizational commitment. When the teacher gets motivation, supervision, and exemplary from the principal, it will form a high sense of attachment and trust in the leader and impact on his attachment to the organization.

If the teacher considers that the school has provided salaries, allowances, promotions, rewards, rules, supervision, and opportunities to be active in organizational development, it

will lead to satisfaction at work and therefore lead to a higher commitment to the organization. Job satisfaction can be a significant measure of workers' emotions about the work done (Nanci & Velmurugan, 2022).

In addition, teachers are one of the important assets in the success of the world of education, namely for schools as work institutions and students as one of the actors in learning and teaching. Teachers who have high organizational commitment will certainly behave professionally and have loyalty to the school where they work. Teachers are always involved in achieving school goals, feel proud to have loyalty to remain or serve the school. This is confirmed by Zeinabadia and Salehib (2011) which reveals that if a teacher is well educated and has a high commitment to his organization then the success of students and schools will be the result.

CONCLUSION

Based on the results of the research that was done, it can be concluded that transformational leadership and job satisfaction have a significant influence on the organizational commitment of teachers, both separately and simultaneously. Therefore, the hypotheses put forward in this study was not rejected, namely that there is an influence of transformational leadership and job satisfaction simultaneously on organizational commitment to teachers.

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