



The Influence of Organizational Culture, Principal Leadership and Work Motivation to Teacher Commitment at SMPN Kepulauan Riau

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Abstract

In schools, up to now there are still symptoms of problems related to organizational culture, principal leadership and work motivation with teacher commitment, so that in the aspect of teacher hard work it is still in the sufficient category and needs improvement. It is necessary to examine the influence of organizational culture, principal leadership and work motivation on teacher commitment. This research aims to examine the direct and indirect influence of organizational culture, principal leadership, and work motivation to teacher commitment at SMPN Kepulauan Riau. This research is research with an associative quantitative approach with a survey design taking the location of SMPN Kepulauan Riau. The population in this study was 801 teachers with civil servant status and the sample was 80 teachers. The results of the analysis show that there is a simultaneous direct influence between organizational culture, principal leadership and work motivation to teacher commitment at SMPN Kepulauan Riau with a multiple correlation coefficient of (0.460) with a contribution of (73.96%). The conclusion is that organizational culture, principal leadership and teacher work motivation partially or simultaneously influence teacher commitment. The implication is that the better the organizational culture, principal leadership and work motivation, the higher the teacher commitment at SMPN Kepulauan Riau.

Keywords: *Organizational culture; Leadership; Work motivation; Commitment.*

Abstrak

Di sekolah sampai saat ini masih ditemukan gejala masalah yang berhubungan organizational culture, principal leadership and work motivation dengan komitmen guru, sehingga pada aspek kerja keras guru masih kategori cukup dan perlu peningkatan, perlu diteliti pengaruh budaya organisasi, kepemimpinan kepala sekolah, dan motivasi kerja terhadap komitmen guru. Penelitian ini bertujuan untuk menguji pengaruh langsung dan tidak langsung antara budaya organisasi, kepemimpinan kepala sekolah, dan motivasi kerja terhadap komitmen guru. Penelitian ini merupakan penelitian dengan pendekatan kuantitatif asosiatif dengan desain survey dengan mengambil lokasi SMP Negeri di Provinsi Kepulauan Riau. Populasi dalam penelitian ini berjumlah 801 orang guru berstatus PNS dan jumlah sampel sebanyak 80 orang guru. Hasil analisis menunjukkan bahwa pengaruh langsung secara simultan antara budaya organisasi, kepemimpinan kepala sekolah dan motivasi kerja terhadap komitmen guru di SMPN Kepulauan Riau dengan koefisien korelasi berganda sebesar (0,460) dengan kontribusi sebesar (73,96 %). Kesimpulannya adalah bahwa budaya organisasi, kepemimpinan kepala sekolah dan motivasi kerja guru secara parsial maupun

simultan berpengaruh terhadap komitmen guru. Implikasinya semakin baik budaya organisasi, kepemimpinan kepala sekolah dan motivasi kerja maka akan semakin tinggi komitmen guru di SMPN Kepulauan Riau.

Kata-kata kunci: Budaya Organisasi; Kepemimpinan; Motivasi Kerja; Komitmen.

INTRODUCTION

Currently, many models of leadership styles are developing in educational institutions, including the principal leadership style. In the context of leadership in government institutions in general and the private sector, the term principal leadership is starting to be expanded to not only have an impact on changing people but also changing the environment and situations. The world is in a condition and situation full of limitations. This situation requires a leader who functions as a problem solver. Transformational leader is a type of leadership that is very relevant to current conditions and situations.¹

According to Burns, quoted by Peter G. Northouse, "Leadership as a transformational process states that occurs when one or more persons engage with others in such a way that leadership leaders and followers raise one another to higher levels of motivation and morality."² Burns explains that principal leadership is a process in which people engage with each other and create connectivity that increases motivation and morality in leaders and followers.

Principal leadership is committed to continuing to make continuous improvements by having a visionary view of the future, wanting the organization or institution to be better and providing encouragement to employees to create the desired changes. Principal leadership can motivate staff to do better by increasing task values, providing motivation and directing staff to the goals they want to achieve. According to Mutofadidja, transformational leaders try to transform visionary into a shared vision so that leaders and subordinates work to make the vision a reality.³

The opinion above is also reinforced by the opinion of Bass & Avolio which states that principal leadership can be seen from the following indicators: principal leadership can be identified through the following indicators: (1) idealized influence, (2) individual

¹ Solikin M. Juhro, *Transformational Leadership Edisi II* (Jakarta: Bank Indonesia Institute, 2020).

² Peter G. Northouse, *Leadership Theory and Practice Ninth Edition* (Singapore: Sage Publications, 2020).

³ Sundi Komba, "Pengaruh Kepemimpinan Transformasional Dan Kepemimpinan Transaksional Terhadap Kinerja Pegawai Dinas Pendidikan Kabupaten Konawe Provinsi Sulawesi Tenggara" (Universitas Hasanuddin Makassar, 2013).

consideration, (3) intellectual stimulation and (4) inspiration motivation.⁴ The principal leadership would be better if combined with transactional leadership. Leaders with a transactional style work through creating a clear scheme regarding what the followers or subordinates want and the rewards that subordinates receive. Transactional leadership has received attention from various groups, both academics and practitioners, this is because the concept was popularized by Bass in 1985, which is able to accommodate a broad spectrum of leadership, including behavioral approaches, situational approaches and at the same time contingency approaches.⁵

Transactional leadership consists of transactions in the form of rewards and punishments, rewards are not only in the form of gifts in the form of money but there are many other forms of rewards given by leaders, in this case the principal, to teachers, including thanks, certificates of appreciation, good performance appraisals, assessment of employee performance targets, verbal praise in meetings or during ceremonies. However, punitive rewards are not fully implemented by the principal for teachers or employees who fail to carry out their assigned tasks. This means that teacher rewards have encouraged teachers to increase their commitment to work so that they can encourage the achievement of school goals.

The factor that also determines the high level of teacher commitment to work is the teacher's work motivation. Work motivation is the dominant factor in managing human resources to produce commitment to work, because without motivation within a person there will not be a high commitment to work, if employees have low commitment to their work or there is no commitment to work then it influences teacher performance, factors from within a person (internal) as well as factors from outside (external) as causes of the emergence of motivation within a person. Work motivation is a condition that drives individuals to do their work.⁶ According to Martoyo,⁷ work motivation is something that gives rise to encouragement or work enthusiasm, or drives work enthusiasm. Work motivation is defined as an incentive for someone to do their job well,⁸ it is also a factor that differentiates between

⁴ Mukhtar Latif and Risnita, "The Influence of Transformational Leadership, Interpersonal Communication, and Organizational Conflict on Organizational Effectiveness," *International Journal of Educational Review* 2, no. 1 (2020), <https://doi.org/10.33369/ijer.v2i1.103>.

⁵ Sardi, "Pengaruh Gaya Kepemimpinan Transformasional Dan Transaksional Terhadap Kinerja Bawahan Melalui Kepuasan Kerja," *Jurnal Bisnis Teori Dan Implementasi* 8, no. 1 (2017), <https://journal.umy.ac.id/index.php/bti>.

⁶ Reza Ahmadiansah, *Psikologi Industri & Organisasi: Tinjauan Motivasi Dan Kepuasan Kerja* (Yogyakarta: Total Media, 2020).

⁷ Siswoyo Haryono, *Intisari Teori Kepemimpinan* (Bandung: PT. Intermedia Personalia Utama, 2015).

⁸ Ahmadiansah, *Psikologi Industri & Organisasi: Tinjauan Motivasi Dan Kepuasan Kerja*.

failure and success in many things and is an emotional energy that is very important for a new job.⁹

In relation to teacher's work motivation in carrying out their duties, there is always a combination of intrinsic and extrinsic motivation. Intrinsic motivation arises without requiring a response or stimulus from outside because basically this motivation already exists within the person concerned. Classified as intrinsic motivation is pride in oneself for being able to work, where other people may not be able to do it, a feeling of love for work, great interest in the task or work being done. For extrinsic motivation, there is always a stimulus such as rewards, incentives or adequate compensation. This research was carried out with an initial grand tour study at junior high schools in the Kepulauan Riau, namely SMPN 10 Tanjungpinang, SMPN 4 Bintan and SMPN 1 Lingga.

Based on a general grand tour study of the entire school, several symptoms of problems related to teacher's work commitment were found, including that teacher loyalty still needs to be improved, attitudes of mutual openness still need to be paid attention to between fellow teachers and teachers to the principal, and vice versa for the principal. Likewise teachers, teacher job satisfaction still needs attention, school facilities are still in the inadequate category, teacher's needs to remain afloat still need attention and friendship ties are still in the category of quite needing improvement, in the aspect of hard work teachers are still in the category of moderately needing improvement, and still there are teachers who do not maintain their good name and school regulations, friendship ties that are still classified as sufficient need improvement, in the aspect of hard work teachers are still in the adequate category and need improvement, there are still teachers who do not maintain the good name of the institution, ordinary teachers, but teachers regulate working time flexibly and on average teachers still feel at home or persist in continuing to work at this school. Based on the above phenomenon, the author raised this research on "The Influence of Organizational Culture, Principal Leadership, and Work Motivation on Teacher Commitment at SMPN Kepulauan Riau."

⁹ Kadarisman, *Manajemen Pengembangan Sumber Daya Manusia* (Jakarta: PT. Raja Grafindo Persada, 2013).

METHOD

This research is research with an associative quantitative approach with a survey design taking the location of state middle schools in the Kepulauan Riau.¹⁰ In this study, there were 801 teachers with civil servant status and the total sample was 80 State Middle School teachers in three city districts in the Kepulauan Riau, namely SMPN 1 Lingga, SMPN 10 Tanjungpinang and SMPN 4 BINTAN. Sampling used area sampling and purposive sampling techniques.¹¹ Data analysis techniques use path analysis. starting with descriptive statistics, analysis requirements (normality, homogeneity and linearity) and continuing with the significance of simple linear regression, simultaneous and partial F tests to determine whether there is a direct or indirect influence of a set of independent variables (exogenous) on the dependent variable (endogenous). Data collection techniques using questionnaires and documentation.¹²

The types and sources of data consist of data:¹³ 1) Primary data, namely primary data obtained through distributing questionnaires to respondents. The questionnaire is obtained from the measured variables which are translated into variable indicators, and these indicators are used as guidelines for compiling research instrument items. 2) Secondary data, which the author presents in this research is in the form of documentation related to research location data which includes employee or respondent data, school organizational structure data, school vision and mission, school goals, school infrastructure, as well as other literature related to research.¹⁴

RESULT AND DISCUSSION

Many expert opinions provide meaning regarding the meaning of commitment, including the definition of commitment expressed by Porter, Steers and Mowday. According to Porter, Mowday and Beckers as quoted by Ria Mardiana Yusuf, Porter said that commitment is the strength of a person's recognition and involvement in a particular workplace or organization, while Mowday said that organizational commitment is the degree

¹⁰ Sukandar Rumidi, *Metodologi Penelitian; Petunjuk Praktis Untuk Peneliti Pemula* (Yogyakarta: Gajah Mada University Press, 2004).

¹¹ Muhammad Ishtiaq, "Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th Ed.). Thousand Oaks, CA: Sage," *English Language Teaching* 12, no. 5 (2019): 40–41, <https://doi.org/10.5539/elt.v12n5p40>.

¹² Burhan Bungin, *Metodologi Penelitian Kuantitatif* (Jakarta: Kencana, 2005).

¹³ Barbara M. Wildemuth, *Applications of Social Research Methods to Questions in Information and Library Science*, 2nd ed. (Britania Raya: ABC-CLIO, 2016).

¹⁴ Winarno Surachmad, *Dasar Dan Teknik Research: Pengantar Metodologi Ilmiah* (Bandung: Tarsito, 2017).

to which employees identify themselves in the organization and their involvement in the organization. In particular, the opinion almost conveyed by Becker is that commitment is a tendency to be tied to a consistent line of activities because it assumes that there are costs in carrying out other activities to stop working.¹⁵

Work commitment refers to the attitudes and behavior required to carry out work. Such as an optimistic attitude, enthusiastic and cheerful, focused, obeying the rules, and so on.¹⁶ According to Kast, Fremont & James in Ali Muhtarom, work commitment is an exchange relationship between an individual and a work organization. Individuals bind themselves to the organization where they work in return or salary and other rewards they receive from the organization concerned. The manifestation of attitudinal orientation is the ability to identify organizational conditions, the willingness to be actively involved, and having a sense of loyalty and ownership of the organization.¹⁷

To produce high commitment in an educational institution, there must be three organizational pillars that must be developed, namely: (1) treating individuals with respect, (2) providing what is their right and authority, and (3) providing freedom for each individual to be oneself, not to restrain individuals so that it is difficult for them to express themselves and complete their work. With individual freedom, they feel comfortable being in an organization and are willing to do something for the organization. These three pillars are the strength to increase individual commitment to an institution or organization, the state of performance arises if the entire system in the organization runs well, and the psychological state of an employee or employee is the emotional form of an employee in the entire organization, be it vision, mission, goals, and organizational leaders, while learning and development capacity to strengthen high performance and commitment.¹⁸

Organizational Culture

Organizational culture has a direct contribution in shaping the behavior of members in the organization by instilling the values and attitudes of its members in achieving organizational goals. An organization can survive when there are values that are shared by members of the organization. These values will guide and guide the behavior of its members in all activities in an organization. Organizational culture places greater emphasis on a shared

¹⁵ Fajar Ningrum and Harini, *Pengantar Ilmu Manajemen: Sebuah Pendekatan Konseptual* (Bandung: CV. Media Sains Indonesia, 2021).

¹⁶ Colquitt, Le Pine, and Wesson, *Organizational Behavior Improving Performance and Commitment in the Workplace* (New York: McGraw-Hill Education, 2019).

¹⁷ Ali Muhtarom, "Kepuasan Kerja Dan Komitmen Kerja," *Jurnal Tarbawi* 1, no. 1 (2015): 138, <https://doi.org/10.32678/tarbawi.v1i01>.

¹⁸ Muhtarom.

value system that grows and develops within an organization which is used as a reference for all members of an organization in achieving the goals it has set. Values are social principles, goals and standards adopted in a culture, organizational culture as a stimulus for employees to achieve maximum performance.¹⁹

Greenberg and Baron stated that organizational culture is a set of six core characteristics that are collectively valued by organizational members, including: 1) Sensitivity to other people, paying attention to customer needs and satisfaction by providing better service, 2) Desire for ideas, new ideas encourage employees to come up with new ideas in work, 3) Willingness to take risks, namely encouraging employees to take risks, 4) Value is placed on people, people are treated well so they feel appreciated, 5) openness of existing communication options, expect people to make decisions freely and communicate to those who need them, 6) Friendship and compatibility, employees tend to be friendly and compatible with each other.²⁰

So that the culture in the organization can continue to be maintained, there are three things that have an important role in maintaining organizational culture, namely: 1) the employee selection process, for participants who will be recruited must be identified in terms of knowledge, skills and abilities to be successful in carrying out work in the organization and the final decision is the extent to which the employee matches the values that exist in the organization, 2) top management, the actions and behavior of top management become a reference for employees, how they behave, the extent of expected risk taking, how much freedom is given to employees, promotions and so on, 3) socialization, each new employee is introduced to the culture of the institution or organization so that they are able to adapt to the overall organizational culture.²¹

Principal Leadership

The principal's leadership is a fundamental and important element in realizing teacher work commitment. In schools, the principal is a respected figure and is a role model for teachers. The principal has his own style in carrying out his leadership as a top leader. The leadership of the principal in educational institutions greatly determines the level of commitment of a teacher to work. The leadership implemented by the school principal will

¹⁹ Robbins P. Stephen and Timothy A. Judge, *Organizational Behavior* (Britania Raya: Pearson, 2018).

²⁰ J Greenberg and R.A Baron, *Behavior in Organizations* (New Jersey: Prentice Hall. Pearson Education, 2012).

²¹ Greenberg and Baron.

have a positive or negative impact on the resources available in the school and determine the achievement of school goals.²²

Principal leadership in this research is the method or technique used by the principal to influence other people, namely the resources available at the school, so that they behave in accordance with what is desired while still being guided by the school's value system and vision in order to achieve school goals. A leader can apply various leadership styles in the institution he leads, because basically a successful leader is a leader who is able to practice various leadership styles in different situations and conditions. In some schools, principals practice two leadership styles at once, namely principal leadership and transactional leadership.²³

According to Bush in Kisbiyanto, educational leadership is created through three dimensions of leadership, namely leadership as influence, leadership related to values, and leadership related to vision. It can be said that leadership is essentially a person's ability to influence other people, namely people in the organization with a certain value system and a certain vision to achieve goals.²⁴

Work Motivation

Motivation in management is aimed at human resources, in this case employees. Motivation discusses the problem of how to direct the power and potential of subordinates so that they are willing to work together productively to successfully achieve and realize the goals that have been determined.

In connection with the motivation of a teacher, Kenneth, N. Wexley, Gary A in Hamzah B. Uno, provide an overview of the characteristics of teachers who have work motivation, including: (1) performance depends on the effort and competence they have compared to performance through teams or group; (2) have the competence to complete difficult tasks; (3) have real feedback about how teachers should carry out their tasks optimally, effectively and efficiently. For a teacher, high motivation at work will create a sense of pleasure and high enthusiasm for work, thus satisfaction at work will be obtained.²⁵

²² T.S Nanjundeswaraswamy and D.R Swamy, "Leadership Styles," *Advances in Management* 7, no. 2 (2014), <https://doi.org/10.24874/IJQR14.02-04>.

²³ Aviad Bar Haim, *Organizational Commitment* (Singapore: World Scientific Publishing Co.Pte.Ltd, 2019).

²⁴ Kisbiyanto, *Manajemen Pendidikan Pendekatan Teoritik Dan Praktik* (Yogyakarta: Idea Publishing, 2015).

²⁵ Hamzah B. Uno, *Teori Motivasi Dan Pengukurannya* (Jakarta: Bumi Aksara, 2018).

ANALYSIS

There is a Partial Direct Influence between Organizational Culture (X₁) on Teacher Work Commitment (X₄) in State Junior High Schools in the Kepulauan Riau

The results of the path analysis in the first hypothesis found that organizational culture (X₁) has a significant influence on work commitment (X₄), this can be seen from the results of the data analysis obtained by the path coefficient of X₁ to X₄ (ρ_{41}) = 0.8206, with a real level of $\alpha = 0.05$ and $dk = 78$, the value of $t_{table} = 1.880$. The calculation results get a value of $t = 11.78$. Based on these criteria, it turns out that the value of $t_{count} (11.78) > t_{table} (1.880)$, so that H_0 is rejected and H_1 is accepted, this means that the research hypothesis which states that organizational culture (X₁) has a direct effect on work commitment (X₄) can be accepted because it has been proven true. According to the results of data processing through the path analysis above, it can be explained that a good organizational culture has an influence on teacher work commitment. In other words, based on the results of this research, it is proven that teacher work commitment can be influenced by the organizational culture in the school.²⁶

There is a Partial Direct Influence between the Principal's Leadership (X₂) on Teacher Work Commitment (X₄) in State Junior High Schools in the Kepulauan Riau

The results of the path analysis in the second hypothesis found that the principal's leadership style (X₂) has a significant influence on teacher work commitment (X₄). This can be seen from the data analysis that the path coefficient X₂ to The calculation results get a value of $t = 10.79$. Based on these criteria, it turns out that the value of $t_{count} (10.79) > t_{table} (1.880)$ so that H_0 is rejected and H_1 is accepted, this means that the research hypothesis which states that the principal's leadership style (X₂) has a direct effect on teacher work commitment (X₄) can be accepted because it has been tested the truth. Based on the results of data processing through the path analysis above, it can be concluded that the school principal's high leadership style has an influence on the teacher's work commitment, in other words, in this research it is proven that the teacher's work commitment can be influenced by the school principal's leadership style. A leader is a person who is responsible for the success of an organization.²⁷

²⁶ Stephen and Judge, *Organizational Behavior*.

²⁷ Roby Sambung, "Dimensi Komitmen Organisasi; Dampaknya Terhadap Prilaku Kerja Pada Organisasi Sektor Publik," *Jurnal Terapan Manajemen Dan Bisnis* 12, no. 2 (2016): 30, <https://doi.org/10.22343/754332>.

Simultaneous Direct Influence Between Organizational Culture (X₁) and Principal Leadership (X₂) on Teacher Work Commitment (X₄) in State Junior High Schools in the Kepulauan Riau

The results of the Path Analysis in the third hypothesis found that organizational culture (X₁) and the principal's leadership style (X₂) have a significant influence on teacher work commitment (X₄). This can be seen from the results of manual data analysis, which obtained a multiple correlation coefficient X₁,X₂ against X₄ ($r_{X_1, X_2, X_4} = 0.3635$). With a real level of $\alpha = 0.05$ and $dk = 78$, the F_{table} value = 3.44. The calculation results get a value of $F_{count} = 36.35$. Based on these criteria, it turns out that the value of $F_{count} (36.35) > F_{table} = 3.44$, so that H_0 is rejected and H_1 is accepted, this means that the research hypothesis states that organizational culture (X₁), the principal's leadership style (X₂) have a direct effect simultaneously. towards teacher work commitment (X₄) is acceptable because it is proven to be true.²⁸

Partial Direct Influence Between Organizational Culture (X₁) on Teacher Work Motivation (X₃) in State Junior High Schools in the Kepulauan Riau

The results of the path analysis in the fourth hypothesis found that organizational culture (X₁) has a significant influence on teacher work motivation (X₃), this can be seen from the results of manual data analysis, the path coefficient X₁ to X₃ ($\beta_{13} = 0.8526$). With a real level of $\alpha = 0.05$ and $dk = 78$, the value of $t_{table} = 1.880$ is obtained. The calculation results get a value of $t_{count} = 1.95$.

Based on these criteria, it turns out that the value of $t_{count} (1.95) > t_{table} = 1.880$ so that H_0 is rejected and H_1 is accepted, this means that the research hypothesis which states that organizational culture (X₁) has a direct effect on teacher work motivation (X₃) can be accepted because it has been proven true.²⁹

Partial Direct Influence of the Principal's Leadership (X₂) on Teacher Work Motivation (X₃) in State Junior High Schools in the Kepulauan Riau

The results of the path analysis in the fifth hypothesis found that the principal's leadership style (X₂) has a significant influence on teacher work motivation (X₃). This can be seen from the data analysis that the path coefficient X₂ to The calculation results get a value of $t_{count} = 2.09$. Based on these criteria, it turns out that the value of $t_{count} (2.09) >$

²⁸ Syaiful Sagala, *Etika Dan Moralitas Pendidikan: Peluang Dan Tantangan* (Jakarta: Kencana Prenada Media Group, 2013).

²⁹ Johari Lubis and Indra Jaya, *Komitmen Membangun Pendidikan Tinjauan Krisis Hingga Perbaikan Menurut Teori* (Medan: CV Widya Puspita, 2019).

t_{table} (1.880) so that H_0 is rejected and H_1 is accepted, this means that the research hypothesis which states that the principal's leadership (X_2) has a direct effect on Teacher Work Motivation (X_3) can be accepted because it has been tested the truth.³⁰

Paying attention to the research results through the path analysis above shows that leadership style influences teacher work motivation, meaning that the leadership possessed by the school principal will influence teacher work motivation or the accountability of their leadership.³¹

Simultaneous Direct Influence Between Organizational Culture (X1) and Principal Leadership Style (X2) on Teacher Work Motivation (X3) in State Junior High Schools in the Kepulauan Riau

The results of the Path Analysis in the sixth hypothesis found that organizational culture (X_1) and the principal's leadership style (X_2) have a significant influence on teacher work motivation (X_3). This can be seen from the results of manual data analysis, the multiple correlation coefficient X_1 , The calculation results get a value of $F_{count} = 244.27$. Based on these criteria, it turns out that the value of $F_{count} (244.27) > F_{table} = (3.44)$, so that H_0 is rejected and H_1 is accepted, this means that the research hypothesis which states that organizational culture (X_1), the principal's leadership style (X_2) has a direct effect simultaneously on teacher work motivation (X_3) can be accepted because it is proven to be true.³²

There is a Partial Direct Influence of Teacher Work Motivation (X3) on Teacher Work Commitment (X4) in State Junior High Schools in the Kepulauan Riau

The results of the path analysis in the seventh hypothesis found that teacher work motivation (X_3) has a significant influence on teacher work commitment (X_4). This can be seen from the data analysis, the path coefficient X_3 to The calculation results get a value of $t_{count} = 8.9142$. Based on these criteria, it turns out that the value of $t_{count} (8.9142) > t_{table} (1.880)$ so that H_0 is rejected and H_1 is accepted, this means that the research hypothesis which states that teacher work motivation (X_3) has a direct effect on teacher work commitment (X_4) can be accepted because it has been proven true.³³

The results of the data analysis above prove that teacher work motivation has a direct influence on teacher work commitment, in other words teachers who have high work

³⁰ Kaswan, *Sikap Kerja: Dari Teori Dan Implementasi Sampai Bukti* (Bandung: Alfabeta, 2014).

³¹ Kisbiyanto, *Manajemen Pendidikan Pendekatan Teoritik Dan Praktik*.

³² Haryono, *Intisari Teori Kepemimpinan*.

³³ Gallup, *Teacher Engagement And Job Commitment* (USA: Sage Publishing, 2018).

motivation will also have high commitment to work, and vice versa, work commitment is low due to low teacher motivation to work.³⁴

The influence of organizational culture (X₁) on Teacher Work Commitment (X₄) Through Teacher Work Motivation (X₃) in State Junior High Schools in the Kepulauan Riau

The results of the path analysis in the eighth hypothesis found that organizational culture (X₁) has a significant influence on teacher work commitment (X₄) through work motivation (X₃). This can be seen from the data analysis, which shows that the multiple correlation coefficient X₁ against X₄ through 11.8189.

Based on these criteria, it turns out that the value of $t_{\text{count}} (11.8189) > t_{\text{table}} (1.669)$ so that H₀ is rejected and H₁ is accepted, this means that the research hypothesis which states that organizational culture (X₁) influences teacher work commitment (X₄) through work motivation (X₃) can be achieved. accepted because it is proven to be true.³⁵

Paying attention to the results of data analysis shows that organizational culture has a significant influence on teacher work commitment through work motivation, meaning that it is proven that the existence of work motivation plays an important role in creating teacher commitment to work.³⁶

The Influence of the Principal's Leadership (X₂) on Teacher Work Commitment (X₄) Through Teacher Work Motivation (X₃) in State Junior High Schools in the Kepulauan Riau

The results of the path analysis in the ninth hypothesis found that the principal's leadership (X₂) has a significant influence on teacher work commitment (X₄) through work motivation (X₃). This can be seen from the data analysis, it is obtained that the multiple correlation coefficient X₂ to X₄ through 5.2788.³⁷

Based on these criteria, it turns out that the value of $t_{\text{count}} (5.2788) > t_{\text{table}} (1.669)$ so that H₀ is rejected and H₁ is accepted, this means that the research hypothesis states that the principal's leadership (X₂) has a significant effect on teacher work commitment (X₄) through work motivation (X₃) is acceptable because it is proven to be true.

³⁴ Bar Haim, *Organizational Commitment*.

³⁵ Agus Purwanto and Nurtanio, *Kepemimpinan Pendidikan: Kepala Sekolah Sebagai Manager Dan Leader* (Yogyakarta: Pujangga Press, 2019).

³⁶ Nanjundeswaraswamy and Swamy, "Leadership Styles."

³⁷ B. Uno Hamzah, *Profesi Kependidikan: Problema, Solusi, Dan Reformasi Pendidikan Di Indonesia* (Jakarta: Bumi Aksara, 2008).

Simultaneous Direct Influence Between Organizational Culture (X₁), Principal Leadership (X₂) and Work Motivation (X₃) on Teacher Work Commitment (X₄) in Junior High Schools in the Kepulauan Riau

The results of the Path Analysis in the tenth hypothesis found that organizational culture (X₁), principal leadership (X₂), work motivation (X₃) on teacher work commitment (X₄) had a significant influence. This can be seen from the results of manual data analysis, the multiple correlation coefficient X₁, The calculation results get a value of $F_{count} = 103.67$. Based on these criteria, it turns out that the value of $F_{count} (103.67) > F_{table} = (3.44)$, so that H₀ is rejected and H₁ is accepted, this means that the research hypothesis states organizational culture (X₁), principal leadership style (X₂) work motivation (X₃) has a direct, simultaneous effect on teacher work commitment (X₄) and can be accepted because it has been proven to be true.³⁸

CONCLUSION

There is an influence of organizational culture (X₁) on teacher work commitment (X₄) through work motivation (X₃). Based on the results of analytical calculations, the value of $t_{count} (11.8189) > t_{table} (1.669)$ is obtained so that H₀ is rejected and H₁ is accepted. This means that organizational culture has a significant influence on teacher work commitment through work motivation. Based on the two path coefficient calculation results above, the magnitude of the influence of organizational culture (X₁) on teacher work commitment (X₄) through work motivation (X₃) is (64.46%) while the remainder (35.54%) is influenced by variables outside those studied.

There is an influence of the principal's leadership style (X₂) on teacher work commitment (X₄) through work motivation (X₃). Based on the results of the analysis calculations, the value of $t_{count} (5.2788) > t_{table} (1.669)$ is obtained so that H₀ is rejected and H₁ is accepted. This means that the principal's leadership style has a significant influence on teacher work commitment through work motivation. Based on the two path coefficient calculation results above, the magnitude of the influence of the principal's leadership style (X₂) on teacher work commitment (X₄) through work motivation (X₃) is (70.60%) while the remainder (29.40%) is influenced by variables outside those studied.

Organizational culture (X₁) and the principal's leadership style (X₂) and work motivation (X₃) simultaneously have a direct effect on teacher work commitment (X₄).

³⁸ Ria Mardiana Yusuf, *Komitmen Organisasi* (Yogyakarta: Media Akademi, 2020).

Based on the results of analytical calculations, the value $F_{\text{count}} (103.67) > F_{\text{table}} (3.44)$ is obtained so that H_0 is rejected and H_1 is accepted. This means that organizational culture, principal leadership style and work motivation have a very significant influence on teacher work commitment. Based on the path coefficient calculation above, the organizational culture variable (X_1) and the principal leadership style variables (X_2) and work motivation (X_3) together influence teacher work commitment (X_4) by 73.96%, while the remaining 26.4 % influenced by variables outside those studied.

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