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The effect of leadership and organizational commitment on teacher performance in Public Senior High School Tondano, Minahasa district - Indonesia

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Abstract

The State High School in Tondano is a school in Minahasa Regency experiencing various problems as a result of the current teacher performance that is not optimal, and the achievement of pedagogic competence is not maximal, namely mastery of the characteristics of students from the physical, moral, social, cultural, emotional and social aspects, intellectual skills, mastery of learning theory and learning principles, especially during the current Covid-19 pandemic. Unraveling various issues that were not identified explicitly, the researcher sees that leadership will greatly determine teacher performance in teaching and learning activities in the current online form. In addition, being part of a school organization with a work system that has been formed for a long time has also influenced the performance of teachers through organizational commitment. This study aims to reveal/obtain the results of analysis and interpretation regarding: 1. The influence of the principal's leadership on the performance of public high school teachers in Tondano, Minahasa Regency. 2. The effect of the principal's organizational commitment on the performance of public high school teachers in Tondano, Minahasa Regency. 3. The effect of principal leadership and organizational commitment on the performance of public high school teachers in Tondano, Minahasa Regency. The type of data used is in the form of cross-sectional data, because researchers collect data only during field research. While the data sources used are primary and secondary. In this study there are three data collection techniques. Namely questionnaires, interviews and documentation. To test the validity of the instrument, the researcher used Bivariate Pearson correlation (Pearson Moment Product) with the help of the IBM SPSS 19 program. Based on the results of research and discussion in chapter four, the conclusions of this study are as follows: 1. There is a positive and partially significant influence of the principal's leadership on the performance of public high school teachers in Tondano, Minahasa Regency. That is, if the principal's leadership increases, the performance of the Tondano public high school teacher in Minahasa Regency will also increase. 2. There is a positive and significant influence partially organizational commitment on the performance of senior high school teachers in Tondano, Minahasa Regency. That is, if organizational commitment increases, the performance of public high school teachers in Tondano, Minahasa Regency will also increase. 3. There is a positive and significant influence simultaneously (together) the principal's leadership and organizational commitment to the performance of the Tondano public high school teacher, Minahasa Regency will also increase. That is, if the principal's leadership and organizational commitment increase together then the performance of public high school teachers in Tondano, Minahasa Regency will also increase and will be better.

Keywords: leadership, organizational commitment, teacher performance

1. Introduction

The world of education faces serious challenges, especially in producing quality and highly competitive resources in the global labor market. Improving the quality of education is an integral part of the human resource development process. Without quality human resources, a nation will not be able to compete in the competitive era of globalization. Improving human resources is one of the government's very important tasks and responsibilities to strive for. One of the efforts to improve the quality of human resources is education.

Efforts to improve the quality of education are through improving the performance of teachers in schools. Improving the quality of school education can be achieved if all school members work together in mutually agreed activities to achieve goals. Teachers play a very important role in improving the quality of school education organizations.

Teachers as implementers of education are required to equip themselves with didactic, methodical and knowledge abilities. Teachers must have the ability to develop themselves, so that they are able to actualize themselves well in the teaching and learning process which is clearly visible in their performance. Improving the quality of human resource management is largely determined by the various components responsible for education. One of the components in educational organizations and plays a very important role in improving the quality of education is the teacher. This educational organization called the school needs to be developed as a learning organization, in order to be able to deal with changes and uncertainties that are characteristic of today's life. One of the main characteristics of a learning organization is that it always pays attention to changes inside and outside the environment, which are followed by adaptation actions in an effort to maintain its existence.

Schools as educational organizations are tasked with organizing the educational process and teaching and learning process in an effort to educate the nation's life. In this case the principal as someone who is mandated to lead the school, the principal is responsible for achieving school goals. Principals are expected to be leaders and innovators in schools. Therefore, the quality of leadership is significant for school success. Principals need to have the ability to empower all available resources to achieve school goals. Specifically with regard to teachers, principals must have the ability to improve teacher performance through empowering human resources (teachers).

The high work commitment is a driving factor for the birth of large businesses so as to produce high achievements. As a concrete manifestation of the duties of a professional teacher is the issuance of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers and Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards. This Law and Government Regulation is expected to be able to accommodate teachers to always develop their profession on an ongoing basis. The implementation of this continuous professional development program is expected to produce better pedagogic, professional, social and personality competencies to meet future needs and demands related to the profession as an educator.

When referring to the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers which states that teachers are professional educators with the main task of teaching, educating, directing, guiding, training and assessing, as well as evaluating students' children both in early childhood education early and further education through formal and informal education. Professional teachers must have a minimum academic qualification of a bachelor's degree (S-1) or four diploma (D IV), and master competencies (pedagogic, professional, social and personality), have an educator certificate, physically and mentally healthy, according to the national education goals listed in the government regulations mentioned above. Referring to the teacher competency test conducted on July 30 – August 12, 2012, which was reported by Sindonews.com on August 3, 2012, the Ministry of Education and Culture (Kemendikbud) stated that the results of the Teacher Competency Test (UKG) were very low. As

many as 243,619 participants or teachers, the average score was only 44.5 or below the national average. In fact, none of the test takers scored 100 but only 91.12.

The reality on the ground is that there are still many principals who do not have the above competency capabilities, based on the results of two competency mapping surveys in 2010 by the Institute for the Development and Empowerment of Principals (LPPKS) to 265,000 school principals, the social competence of school principals nationally is considered low. Social competence includes concern and ability to cooperate, resulting in a lack of cooperation with teachers, being arrogant, unable to accommodate the aspirations of all stakeholders in the school, not providing opportunities for teachers to improve their competencies, thus affecting the performance of their subordinates.

In line with the leadership role, organizational commitment also determines teacher performance. Robbins and Judge (2011)^[1, 2] define organizational commitment as a situation where employees take sides with a particular company and its goals, and intend to maintain membership in that company. In other words, organizational commitment is related to the high desire of employees to share and sacrifice for the company. Luthans (2012) states that organizational commitment is "an attitude that reflects employee loyalty to the organization and a continuous process in which organizational members express their concern for the organization and its success and continuous progress."

Based on the opinions of some of these experts, it can be concluded that organizational commitment is a condition where employees take sides and care for a particular organization and its goals, and intend to maintain membership in that organization. High organizational commitment is needed in an organization, because the creation of high commitment will affect a professional work situation. As the results of research by Nurandini and Backgrounduva (2014) which show that organizational commitment has a significant effect on employee performance, this is also supported by the results of research by Rachmawati, Mujanah, and Retnaningsih (2018) and Pane and Fatmawati (2017) that organizational commitment has a significant effect on performance. employees. In this case the teacher's performance is also definitely influenced by how the organizational commitment is built in each teacher so that it becomes the driving force for the creation of teacher achievement.

The description above suggests that there are two factors that affect teacher performance, namely principal leadership and organizational commitment. Education management experts have the same view that leadership and commitment affect teacher performance. Based on this background, researchers are interested in researching leadership and organizational commitment and teacher performance, while the title of this research can be formulated as follows "The Influence of Principal Leadership and Organizational Commitment on Teacher Performance in Public High Schools in Tondano, Minahasa Regency."

1.1 This study aims to reveal/obtain the results of analysis and interpretation regarding

1. The influence of the principal's leadership on the performance of public high school teachers in Tondano, Minahasa Regency.

2. The effect of the principal's organizational commitment on the performance of public high school teachers in Tondano, Minahasa Regency.
3. The effect of principal leadership and organizational commitment on the performance of public high school teachers in Tondano, Minahasa Regency.

2. Literature Review

2.1 Leadership

In essence, leadership is a process of influencing behavior with the aim of calming the hearts, minds and behavior of others. However, in general, the definition of leadership will be associated with behavioral processes that influence others in achieving mutually agreed goals. That is, the form of leadership is a process in which a person plays his influence over others by inspiring, motivating and directing their activities to achieve the goals that have been planned. (Setiawan and Abdul Muhith, 2013:13) ^[24]. According to Ginnet and Curphy (2010) ^[8] in the book Leadership, leadership is a process of influencing and directing groups in achieving organizational goals. Leadership implies an embodiment of the behavior of a leader, which is related to his ability to lead an organization. Leadership is a skill to direct subordinates to have optimal performance and group work greatly affects the overall performance of the organization. (Wijayanto Dian, 2012:165) ^[28].

Along with the times, leadership has adapted and developed along with the growth of scientific management which is better known as the science of leading. This can be seen from the large amount of literature that examines leadership from various points of view or perspectives. Leadership or leadership is basically good, it can be seen from the preparation of everything in a planned and structured manner which can produce future leaders. Leaders are a determining factor in the success or failure of an organization and business. Both in the business world and in the world of education, corporate health, religion, social, politics, government, state, the quality of the leader determines the success of the institution or organization. Because, successful leaders are able to manage the organization, can influence others constructively and show the right path and correct behavior and must be done together (doing cooperation) and even leadership greatly affects group work spirit.

Leadership in carrying out its activities is influenced by various factors as stated by Reitz revealing that the factors that affect the effectiveness of leadership include: (Didi Pianda, 2018:76-77) ^[6]

- a. Personality, past experiences and expectations of the leader. For example, if he has been successful by appreciating his subordinates, he tends to apply a subordinate-oriented leadership style.
- b. Appreciation and superior behavior. For example, bosses who use a task-oriented style and tend to be managers will also use that style.
- c. The characteristics, expectations and behavior of subordinates, affect the manager's leadership style. For example, if an employee who has a high ability will usually require less directive approach from the leader.
- d. Task requirements, each subordinate's task will also affect the style of the leader. For example, subordinates who work on data processing (R&D) prefer directions that are more task-oriented.

- e. Organizational climate and policies influence the expectations and behavior of subordinates. For example, the policy of rewarding subordinates' achievements will affect the work motivation of subordinates.
- f. Peer expectations and behavior. For example, managers build friendships with their colleagues in the organization. The attitude of their colleagues will affect the behavior of other colleagues.
- g. Leadership Theories: Leadership has different meanings depending on the point of view or perspective of the researchers concerned, for example from the perspective of the individual and the aspect of the phenomenon that most interests them.

2.2 Organizational Commitment

According to Indra Kharis (2010) ^[10] organizational commitment is a condition where an employee sided with a particular organization and its goals and desires to maintain its membership in the organization. So high job involvement means taking sides in an individual's particular job. According to Moorhead and Griffin (2015:134) organizational commitment is an attitude that reflects the extent to which an individual recognizes and is bound to his organization. An individual who is highly committed is likely to see himself as a true member of the organization. According to Kreitner and Kinicki in Putu and I Wayan (2017) ^[23] organizational commitment is an agreement to do something for oneself, other individuals, groups or organizations. From the opinions above it can be concluded that organizational commitment is an individual's psychological state associated with strong belief, belief and acceptance of the goals and values of the organization, a strong will to work for the organization and the degree to which he still wants to be a member organization.

According to Wilson Bangun (2014:312) states that there are three dimensions of organizational commitment, namely;

- a. Affective commitment is an emotional feeling for the organization and belief in its values. For example, a teacher may have an affective commitment to his school because of his involvement with his students.
- b. Continuity Commitment is the perceived economic value of staying in an organization when compared to leaving the organization. For example, an employee may commit to an employer because he or she is highly paid and that leaving the company will destroy the family.
- c. Normative commitment is the obligation to remain in the organization for moral and ethical reasons. For example, an employee who is spearheading a new initiative may stay with an employer because he feels he is leaving someone in a difficult situation when he leaves his job.

2.3 Teacher Performance

The notion of teacher performance has been defined by several experts. Teachers are professional professions where they are required to make every effort to carry out their profession. The teacher as a professional serves as an educator as well as a teacher and trainer who has a good impact on his students. For this reason, educators should be able to continue to improve their performance which is the capital for the success of education. According to Supardi,

(2013: 54) "teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for students under his guidance by improving student learning achievement." Work performance is an achievement of certain job requirements which is reflected in the output produced, both in terms of quantity and quality based on the results that have been achieved after doing a job.

Teacher performance is an activity or behavior that stands out from teachers in the field of tasks that are their responsibility. The teacher's performance on the main tasks of the teacher are as follows: 1) Make a teaching program/plan for teaching and learning activities for the semester/year. 2) Create a learning planning program. 3) Carry out teaching and learning activities. 4) Conducting semester/year learning assessment activities. 5) Fill in the student attendance list.

6) Carry out analysis of learning outcomes. 7) Develop and implement improvement and enrichment programs. 8) Carry out guiding activities. 9) Make notes about the progress of each student's learning outcomes. 10) Carry out certain tasks at school. (Rusman 2013:50).

With regard to the importance of assessing teacher performance, the Georgia Department of Education has developed a teacher performance assessment instrument which was later modified by the Ministry of National Education to become a teacher performance assessment tool. This assessment tool highlights three main aspects of teacher abilities, namely: (1) learning plans (teaching plans and materials) or now known as renpen or RPP (Learning Implementation Plans); (2) learning procedures (classroom procedure), and interpersonal skills (interpersonal skills); and (3) learning assessment. (Rusman 2013:75).

In line with the description above, by applying the ten basic competencies of teachers through the function of operational education management, the indicators for assessing teacher performance in this case are also carried out on learning activities, namely in relation to creating an educational atmosphere that is meaningful, fun, creative, dynamic and dialogical. Ondi Saondi and Aris Suherman (2010: 54), stated that in the learning approach teachers are required to pay attention to the following matters: 1. Planning learning in accordance with the reasonableness of students' mental development. 2. Forming interdependent learning groups. 3. Provide an environment that supports independent learning that has three characteristics, namely awareness of thinking, use of strategies and continuous motivation. 4. Consider the diversity of students in the classroom. 5. Pay attention to the multi-intelligence of students. 6. Use questioning techniques that enhance student learning, development of problem solving and higher-order skills. 7. Applying authentic assessment, namely evaluating the application of knowledge and complex thinking rather than simply memorizing factual information.

3. Research Method

This Researchers use a quantitative approach, according to Sugiyono (2018:15) the quantitative method is a method based on the philosophy of positivism that aims to describe and test hypotheses made by researchers. Quantitative research contains a lot of numbers ranging from collection, processing, and results that are dominated by numbers. In this study, the researcher uses the associative type of research or a causal relationship between the independent variable (which affects) and the dependent variable (which

is influenced). While the basis of this research is a survey. According to Sugiyono (2018:35), in order to obtain the distribution, relative incidence, relationships between variables, as well as sociological and psychological variables, survey research is needed. Based on the types of problems discussed in this study to find the relationship and the magnitude of the influence of the principal's leadership (X1), organizational commitment (X2) and high school teacher performance in Tondano, Minahasa Regency (Y). the research model can be seen in Figure 1.

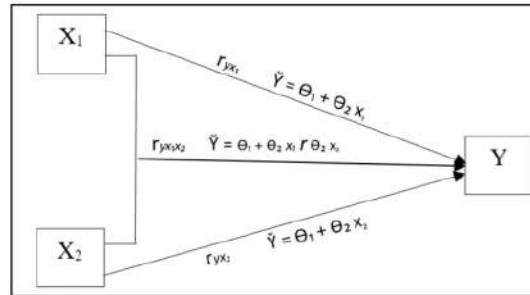


Fig 1: Research Model

The population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiyono, 2010:80). The population in this study is the overall characteristics related to the variables of the principal's leadership, organizational commitment and teacher performance in public senior high school Tondano, Minahasa Regency. Members of the population in this study were all teacher totaling 140 teachers.

The type of data used is in the form of cross-sectional data, because researchers collect data only during field research. While the data sources used are primary and secondary. In this study there are three data collection techniques. Namely questionnaires, interviews and documentation. To test the validity of the instrument, the researcher used Bivariate Pearson correlation (Pearson Moment Product) with the help of the IBM SPSS 19 program. The reliability test showed the accuracy, accuracy, and consistency of the questionnaire in measuring variables (Hengky Latan and Selva Temalagi, 2013: 46). The study tested the reliability of the instrument using the Alpha reliability correlation coefficient (Cronbach's Alpha). The data that has been collected is then processed by regression analysis, namely using the normality test, multicollinearity test, heteroscedasticity test and autocorrelation test.

4. Result and Discussion

Table shows the principal's leadership variable with the lowest (minimum) 21, the highest (maximum) value of 50, the average value (mean) of 36.3167 and the value of Std. Deviation 8,40398. organizational commitment variable, the lowest value (minimum) is 90, the highest value (maximum) is 150, the average value (mean) is 119.9167 and the value of Std. Deviation 16,01725. teacher performance variable the lowest score (minimum) 74, the highest score (maximum) 125, the average value (mean) 101.5333 and the Std value. Deviation 1328880.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X1	3	21.00	50.00	36.3167	8.40398
X2	104	90.00	150.00	119.9167	16.01725
Y	104	74.00	125.00	101.5333	13.28880
Valid N (listwise)	107				

The regression coefficient table can be seen in table below. From table above, it can be seen that the regression equation $Y = 38,666 + 1,030X_1 + 0,212X_2$, the constant value of 38,666 means that when the variables X_1 and $X_2 = 0$ or principal leadership and organizational commitment do not exist, the

teacher's performance will be at a value of 38,666. The regression coefficient value of the principal's leadership variable is positive 1.030, meaning that if the value of the principal's leadership increases by a value of 1, the teacher's performance will increase by a value of 1.030 times.

Regression coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	38.666	9.029		4.282	.000
	X1	1.030	.141	.651	7.308	.000
	X2	.212	.074	.256	2.870	.006

a. Dependent Variable: Y

4.1 The influence of the principal's leadership on teacher performance

Based on the results of the tests carried out, it was found that the regression coefficient of the principal's leadership variable was positive 1.030, meaning that if the principal's leadership value increased by a value of 1, the teacher's performance would increase by a value of 1.030 times.

This study supports the research of Ni Ketut Liesvi Ismawantini (2019) with the title "The influence of the contribution of academic supervision, principal's leadership style, work ethic, and organizational commitment on teacher performance at SMP Negeri 3 Banjar." The results showed that there were significant contributions (1) academic supervision on teacher performance with a correlation coefficient of 0.12 and an effective contribution of 12.55%; (2) the principal's leadership style on teacher performance with a correlation coefficient of 0.18 and an effective contribution of 29.68%; (3) work ethic on teacher performance with a correlation coefficient of 0.26 and an effective contribution of 12.83%; (4) organizational commitment to teacher performance with a correlation coefficient of 0.20 and an effective contribution of 16.54%; (5) together, academic supervision, principal leadership style, work ethic and organizational commitment to teacher performance with a double correlation coefficient of 0.85 and its contribution of 71.60% to teacher performance.

Based on the coefficients table, it can be seen that the obtained value of t arithmetic is $7,308 > t$ table ($d.f. = 103$; sig 0.05) 2,000 and a significant value of $0,000 < 0,05$. Thus, it can be concluded that there is a positive and significant influence on the principal's leadership on teacher performance. The results of this study can provide information that the first hypothesis (H1) namely that there is an influence of principal's leadership on the performance of public high school teachers in Tondano, Minahasa Regency "is accepted.

4.2 The effect of organizational commitment on teacher performance

Based on the results of the tests carried out, it was found that the regression coefficient for the variable organizational commitment was positive 0.212, meaning that if the value of organizational commitment increased by a value of 1, the

teacher's performance would increase by a value of 0.212 times.

This study supports the research conducted by Hendro Prasetyono (2020) entitled "Improving teacher performance through the work environment by optimizing leadership effectiveness and task commitment." The results of his research show (1) There is a significant effect of leadership effectiveness and task commitment together on teacher performance. (2) There is a significant effect of leadership effectiveness on the performance of SMKN teachers. (3) There is a significant effect of task commitment on teacher performance. (4) There is a significant effect of the work environment on teacher performance.

Based on the coefficients table, it can be seen that the obtained value is $2,780 > t$ table ($d.f. = 103$; sig 0.05) 2,000 and a significant value of $0,006 < 0,05$. Thus, it can be concluded that there is a positive and significant effect of organizational commitment on teacher performance. The results of this study can provide information that the second hypothesis, namely that there is an influence of organizational commitment on the performance of public high school teachers in Tondano, Minahasa Regency is accepted.

4.3 The influence of leadership and organizational commitment on teacher performance

The Based on the results of the tests conducted, it was found that the constant 38.666 means that when the variables X_1 and $X_2 = 0$ or the principal's leadership and organizational commitment do not exist, the teacher's performance will be at a value of 38.666. The correlation value (R) of 0.762 can be seen in the interpretation above which is in the interval 0.60-0.799, thus there is a strong relationship between the principal's leadership and organizational commitment with teacher performance. It can also be seen that the r square is $0.580 \times 100\% = 58\%$.

This study supports the research of Riski Palupi (2016) entitled "The influence of principals' leadership and teacher work motivation on teacher performance at Gugus Wiratno Elementary School, Central Cilacap District. The results of the research show: (1) There is a positive and significant influence of principal's leadership on teacher performance. , obtained R^2 of 57.2%; (2) There is a positive and significant

effect of teacher work motivation on teacher performance, obtained R² of 58.2%; and (3) There is a significant effect of principal leadership and teacher work motivation on teacher performance with an R coefficient of 0.800, (F count) of 59.739, and R² of 64.1%, the remaining 35.9% is influenced by other factors. The principal should have ideal and effective leadership qualities to improve teacher performance in a better direction.

Thus, the contribution of principals' leadership and organizational commitment to teacher performance is 58%. It was found that the calculated f value was 39.407 > f table (dk1;2 dk2;57) 3.27 and a significant value of 0.000 <0.05. Thus, it can be concluded that there is a simultaneous significant effect of principal leadership and organizational commitment on teacher performance. The results of this study can provide information that the first hypothesis (H3) "There is an influence of principal leadership and organizational commitment on the performance of public high school teachers in Tondano, Minahasa Regency" is accepted.

5. Conclusion

Based on the results of research and discussion in chapter four, the conclusions of this study are as follows:

1. There is a positive and partially significant influence of the principal's leadership on the performance of public high school teachers in Tondano, Minahasa Regency. That is, if the principal's leadership increases, the performance of the Tondano public high school teacher in Minahasa Regency will also increase.
2. There is a positive and significant influence partially organizational commitment on the performance of senior high school teachers in Tondano, Minahasa Regency. That is, if organizational commitment increases, the performance of public high school teachers in Tondano, Minahasa Regency will also increase.
3. There is a positive and significant influence simultaneously (together) the principal's leadership and organizational commitment to the performance of the Tondano public high school teacher, Minahasa Regency will also increase. That is, if the principal's leadership and organizational commitment increase together then the performance of public high school teachers in Tondano, Minahasa Regency will also increase and will be better.

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