

The Influence of Leadership and Organizational Commitment on Teacher Performance with Motivation as an Intervening Variable

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Abstract: Teacher performance is teaching achievement resulting from activities carried out by teachers in their main duties and functions in concrete realization which is a logical consequence as a professional in the field of education, therefore many factors influence teacher performance. This research aims to determine and analyze the influence of 1) leadership on teacher work motivation; 2) commitment to teacher work motivation; 3) work motivation on teacher performance; 4) the direct influence of leadership on teacher performance; 5) the direct influence of organizational commitment on teacher performance; 6) the indirect influence of leadership on teacher performance through work motivation; 7) the indirect influence of organizational commitment on teacher performance through work motivation. The types of data in this research are primary data and secondary data. Data collection was carried out using questionnaires, observations, interviews and research files. The sample for this research was 26 teachers at SDN 5 Bathin Solapan. Analysis tools and hypothesis testing in this research were carried out using the Structural Equation Modeling (SEM) model, data processing was carried out using the SmartPLS program, and hypothesis testing was carried out at 5% alpha. The results of this research concluded that 1) leadership was proven to have a significant effect on teacher work motivation; 2) commitment is proven to have a significant effect on teacher work motivation; 3) work motivation has been proven to have a significant effect on teacher performance; 4) there is no direct influence of leadership variables on teacher performance; 5) there is no direct influence of the organizational commitment variable on teacher performance; 6) there is a significant indirect effect of leadership on teacher performance through work motivation; 7) there is a significant indirect effect of organizational commitment on teacher performance through work motivation.

Keywords: *Performance, Leadership, Organizational Commitment, Work Motivation*

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INTRODUCTION

Teacher performance is very important in realizing national education goals and determining the high or low quality of education, however, teacher performance is influenced by various factors both from within and from outside the individual concerned (Susanto, 2012). Teachers are an integral part of the educational organization in schools. An organization, including educational organizations in schools, needs to be developed as a learning organization so that it can face the changes and uncertainties that are characteristic of modern life. Researchers also see the importance of leadership

that needs to be applied at SD Negeri 5 Bathin Solapan as a forum for forming individuals who will become pillars of the nation's future through teacher performance. Every teacher in an educational institution is obliged to prepare an RPP (Learning Implementation Plan) completely and systematically so that learning takes place in an interactive, inspiring, fun, challenging, and efficient manner, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence by with students' talents, interests, and physical and psychological development. The RPP is prepared based on Basic Competencies (KD) or sub-themes and implemented in one or more meetings.

Several problems with the performance of teachers at SD Negeri 5 Bathin Solapan, including the preparation of Learning Plans (RPP) as a guide for teachers in teaching in the classroom, are still not optimal enough in terms of quality and time so that the continuity of learning in the classroom is not optimal. This happened because several teachers at SD Negeri 05 Bathin Salophan did not understand the ins and outs of preparing RPPs. Based on the results of initial research, it is known that the performance of SD Negeri 5 Bathin Solapan teachers is not optimal because; Firstly, teachers are less than optimal in developing academic qualifications in line with technological developments. Second, teachers are lacking in carrying out quality learning processes and evaluating learning outcomes. Some teachers who are no longer young do not provide quality learning and do not utilize the latest technology. And there are deficiencies in evaluating the learning outcomes that teachers have delivered in teaching.

Many factors are thought to influence teacher performance, one of which is the leadership of the school principal. Leadership at SD Negeri 5 Bathin Solapan is considered less than optimal because first, the teachers are not confident in the authority given by the principal to achieve the school's vision, so some teachers are less focused on acting by the principal's policies. Second, the principal's lack of attention to teachers in meeting individual teacher needs. The results of an interview with one of the teachers stated that the principal's leadership style was still not optimal in carrying out its functions. Teacher performance will be optimal if it is integrated with school components, including school principals, work facilities, teachers, employees, and students.

According to Pidarta in Emda (2016), factors that can influence teacher performance in carrying out their duties are the leadership of the school principal, work facilities, expectations, and trust of school personnel. Thus, it appears that the principal's leadership and work facilities will also determine whether the teacher's performance is good or bad. According to Yusmawati, et al (2022), the relationship between the principal's leadership style and teacher performance is that the principal's leadership style makes a significant contribution to teacher performance in teaching, so ultimately teacher performance becomes good and student learning achievement increases. Through this leadership, Hakam and Ika (2015) stated that followers feel trust, admiration, loyalty, and respect for the leader and they are motivated to do more than was initially expected of them to achieve the goals set.

The second factor that is considered capable of influencing teacher performance is organizational commitment. Lack of organizational commitment by teachers in terms of complying with and heeding regulations by the School Education Regulations, such as level of discipline, attendance, and assignment deadlines so that the implementation of learning does not take place well. Because this happened, an evaluation was carried out by the leadership, namely the school principal. There are still many teachers whose work does not match their passion and ambition in carrying out their work and duties so the profession as a teacher becomes 'unsuitable' for these individuals. Researchers know that the profession as a teacher at SD Negeri 5 Bathin Solapan is a calling and service to the state to build and prosper the nation.

The principal carries out school administration with all its substance in a professional manner and carries out training for teachers through a periodic supervision process. Several teachers at SD Negeri 5 Bathin Solapan who have problems will be reprimanded and sanctioned by the school principal. The performance achievements of SD Negeri 5 Bathin Solapan teachers are influenced by several factors, including all stakeholders in SD Negeri 5 Bathin Solapan synergizing with each other, the presence of professional leaders, competent teaching staff, organizational commitment from teamwork, high motivation in educating, fulfillment of facilities and infrastructure as well as financing. As an educational leader, the principal has the legal responsibility to develop staff, curriculum, and educational implementation in his school. Here, the effectiveness of school principal leadership depends on their ability to work together

with teachers and staff, as well as their ability to control budget management, staff development, scheduling, curriculum development, pedagogy, and assessment. In addition, to realize good school management, it is necessary to have a school principal who has the ability to according to the demands of his duties. To carry out managerial duties, and also respond to current changing demands, school principals must have strong leadership to be able to effectively implement the school programs they foster.

Apart from leadership and organizational commitment which influence teacher performance, motivation factors are also thought to have a big influence on whether teacher performance is good or not. Based on the results of observations during the pre-survey at SD Negeri 05 Bathin Solapan, it was discovered that there were still many teachers who did not arrive at the appointed time, and there were still teachers who entered class late after the bell rang. There are still many teachers who do not prepare learning tools before learning is carried out, besides that, there are also teachers who have never carried out curriculum development. Billy Santris' research results (2019) found that simultaneously leadership, organizational commitment, and motivation influenced teacher performance at SMA Sutomo 1 Medan with a coefficient of determination of 63.1%. Partially, leadership has a positive and insignificant effect on teacher performance; Organizational commitment has a positive and significant effect on teacher performance; motivation has a role as an intervening variable between leadership and organizational commitment on teacher performance. Based on the description above, the formulation of this research problem is as follows:

1. How does leadership influence teacher work motivation
2. How does organizational commitment influence teacher work motivation
3. How does teacher work motivation influence teacher performance
4. How does leadership directly influence teacher performance
5. How does organizational commitment directly influence teacher performance?
6. What is the indirect influence of leadership on teacher performance through teacher work motivation
7. What is the indirect effect of organizational commitment on teacher performance through teacher work motivation?

THEORETICAL REVIEW

A leader is a person who has skills and strengths, especially skills/advantages in one area so that he can influence other people to jointly carry out certain activities to achieve one or several goals. Leadership according to Hadari Nawawi and M. Martini Hadari (2004) is the ability or intelligence to encourage several people (two or more) to work together in carrying out activities directed at a common goal. According to Kartini Kartono (2015) states that a leader is a person who has skills and advantages, especially superior skills in one area, so that he can influence other people to jointly carry out certain activities, to achieve one or several advantages as predisposition (talent that is innate from birth), and is a necessity of a current situation, so that he has the power and authority to direct and guide his subordinates.

According to Soewardji Lazaruth (1992), the principal is an educational leader who has a very big role in developing the quality of education in schools the principal must have clear insight and goals for improving education have ideas for reform, and be able to accommodate other reforms. According to Suharsimi Arikunto (2010), the principal can be the owner of the school, because the principal understands the daily life of the school. A school principal occupies his position because it is determined and appointed by his superior (Head of the Department of Education and Culture or Foundation) but to carry out his duties well and smoothly, a school principal needs to be accepted by the teachers he leads.

Based on several opinions regarding the definition of a school principal above, the researcher concludes that a school principal is someone who is appointed and determined by either the Ministry of Education and Culture or a foundation to become a school leader. A school principal is required to be able to carry out his main duties and functions in carrying out school functions by the school's vision and goals. The leadership style of a school principal can be interpreted as the perception of teachers and all employees of a school regarding the behavior patterns or forms of procedures a school principal can influence his subordinates so that they are willing to carry out their duties happily to achieve the goals of the school.

Motivation according to Robbins (2016) is the desire to use all forms of effort to the maximum to achieve organizational goals, which are conditioned/determined by the ability of the effort/effort to meet personal needs. Motivation in an organizational

context is explained by Hasibuan (2018) as a skill in directing employees and organizations to work successfully so that employees' desires are achieved and organizational goals are achieved. In this sense, the leadership role appears to encourage subordinates to want to work successfully by applying effective motivation techniques.

Siagian (2010) defines motivation as the entire process of giving work motives to subordinates in such a way that they are willing to work sincerely to achieve organizational goals efficiently and economically. Work motivation is a condition that has the effect of generating, directing, and maintaining behavior related to the work environment. This work motivation variable is operationally measured using 3 (three) indicators, namely: need for achievement, physical need (psychological need), and safety needs (Mangkunegara, 2015). Commitment means being aware of and willing to accept the risks of actions that an individual has decided to take. Someone who is committed does not hesitate to determine their attitude and responsibility for the decision taken. Commitment can make someone determined to do something better than before. People who have a high commitment to their duties usually show loyalty and professional ability, and high loyalty to their superiors or institutions usually shows obedience, respect, loyalty, and high discipline.

In its development, schools will face increasingly complex workforce/teacher problems, thus human resource management must be carried out professionally by the school. Managing Human Resources in the era of globalization is not an easy thing, therefore various methods are used, such as subject-teacher meetings, workshops, educational seminars, and so on. In the opinion of several experts regarding the factors that influence work commitment, several factors are worth studying, namely organizational culture factors, school principal leadership style, and teacher work motivation. Teachers are required to work by providing the best possible service to stakeholders, namely students, parents, and the community. The achievement of teacher performance is influenced by several factors, including all stakeholders in the school synergizing with each other, the presence of professional leaders, competent teaching staff, organizational commitment from teamwork, high motivation in education, adequate facilities and infrastructure, and financing.

As an educational leader at a school, the principal has legal responsibility for developing staff, curriculum, and implementation of education at his school. Here, the

effectiveness of school principal leadership depends on their ability to collaborate with teachers and staff, as well as their ability to control budget management, staff development, curriculum development, pedagogy, and assessment. In addition, to realize good school management, it is necessary to have a school principal who has the ability to according to the demands of his duties. To carry out managerial duties, and also respond to current changing demands, school principals must have strong leadership to be able to effectively implement the school programs they foster. The reality in the field is that there are still many school principals who do not have the above competency skills. Allen and Mayer (1990) say that work commitment consists of 3 aspects, namely:

1. Affective commitment, is the emotional feelings and beliefs of members/employees towards the values and goals of the company, a sense of being part of the organization, and a sense of involvement in the organization.
2. Continuance commitment, related to the value of benefits obtained by an employee, which means that someone chooses to stay with a company because they get certain benefits, rather than the employee leaving or moving to another company.
3. Normative commitment, related to the desire to stay with the organization for moral or ethical reasons.

Previous research that has been related to the themes or symptoms studied has been collected to be used as supporting data and references to confirm existing theories regarding the influence of leadership, organizational commitment, and work motivation on teacher performance at SD N 5 Bathin Salopan as a reference in the points. - questions that will be distributed to service recipients. The research results show: 1) there is a significant positive relationship between school organizational culture and teacher performance and a correlation coefficient of 0.759, 2) there is a significant positive relationship between school principal leadership and teacher performance and a correlation coefficient of 0.719. 3) there is a significant positive relationship between school organizational culture and principal leadership together with teacher performance. The research results show that the correlation coefficient of organizational culture is greater than the coefficient of principal leadership on teacher performance.

Taufik Ismail's research, (2017), conducted research with the title Leadership, Compensation, Work Motivation, and Performance of Public Elementary School

Teachers. The research results describe that teacher teaching performance, teacher compensation, teacher work motivation, and principal leadership are in the High category. The Principal leadership has a direct influence on Teacher Teaching Performance by 11.4% and indirectly influences Teacher Teaching Performance by 57.9%. The indirect influence through teacher compensation is 34.3% and through teacher work motivation is 23.6%. While the rest is influenced by other variables. Nur Aslindawati, et al, (2022), conducted research with the title "The Influence of Work Commitment, Work Motivation and Professional Competence on Teacher Performance". The research results show that: 1) Overall work commitment, work motivation, and professional competence together have a significant effect on the performance of teachers at SMA Negeri 2 Jeneponto; 2) work commitment has a significant effect on teacher performance; 3) work motivation has a significant effect on teacher performance; 4) professional competence has a significant effect on teacher performance.

Jaliah, et al, (2020) conducted research entitled "The Influence of Principal Leadership and Principal Management on Teacher Performance". The results of the research show that (1) the principal's leadership has a positive and significant influence on teacher performance, (2) the principal's management has an influence on teacher performance, (3) the work motivation and management of the principal has a positive and significant influence on teacher performance in junior high schools. Prabumulih Country. Research by Komaruddin, et al, (2021), which found that competence has a significant effect on organizational climate, work motivation has a significant effect on organizational climate, organizational commitment has a significant effect on organizational climate, organizational climate has a significant effect on teacher performance, competence has a significant effect on teacher performance, work motivation has a significant effect on teacher performance, organizational commitment has a significant effect on teacher performance, organizational climate mediates the effect of competence on teacher performance, organizational climate mediates the effect of work motivation on teacher performance, organizational climate mediates the effect of organizational commitment on teacher performance.

From the description of several theories and frameworks of thought above, the paradigm can be described as follows:

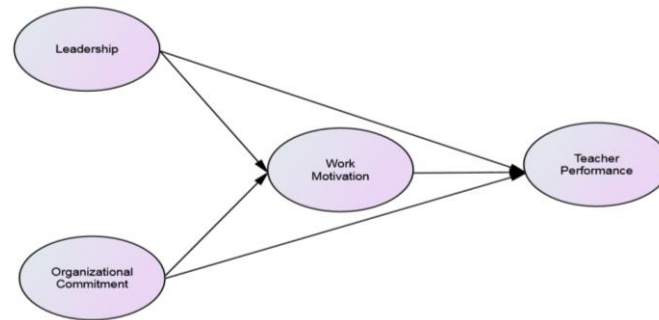


Figure 1: Research Model

The hypothesis of this research is:

1. It is suspected that leadership has a significant effect on teacher work motivation.
2. It is suspected that organizational commitment has a significant effect on teacher work motivation
3. It is suspected that work motivation has a significant effect on performance
4. It is suspected that leadership directly influences teacher performance
5. It is suspected that organizational commitment directly influences teacher performance
6. It is suspected that leadership has an indirect effect on teacher performance through teacher work motivation
7. It is suspected that organizational commitment has an indirect effect on teacher performance through teacher work motivation

METHOD

This study uses a quantitative approach. This research was conducted at SD Negeri 5 Bathin Salopan. This research was carried out for 4 months starting in May-August 2023. The population in this research was all 33 teachers at SD Negeri 5 Bathin Salopan and all of them were used as samples, so the sampling technique was carried out using the census method. This research uses primary data and secondary data. Data collection was carried out using questionnaires, interviews, observations, and research files. Data analysis was carried out using several steps, namely validity testing, reliability testing, and hypothesis testing. The research model that will be used as a data analysis tool is a multi-level structural model and to test the proposed hypothesis the SEM (Structural Equation Modeling) analysis technique is used which is operated through the Smart PLS Version 3.00 program. The model specifications are as follows:

$$Y_1 = \beta_1 X_1 + \beta_2 X_2 + \epsilon_1$$

$$Y_2 = \beta_3 X_1 + \beta_4 X_2 + \beta_5 Y_1 + \epsilon_2$$

Information :

Y_1 = Work Motivation; Y_2 = Teacher Performance X_1 = Leadership

X_2 = Organizational Commitment; β_1 - β_5 = Regression Coefficient

The choice of the PLS method in data analysis in this study was based on the fact that in this study three variables were formed with formative indicators and formed a moderating effect. PLS model assessment criteria used by Chin 1998 in Ghazali (2006).

Table 1: PLS Assessment Criteria

Criteria	Explanation
Structural Model Evaluation	
R^2 for endogenous variables	The R^2 results of 0.67, 0.33 and 0.19 for the endogenous variables in the structural model identify that the moder is "good", "moderate" and "weak"
Estimation of path coefficients	The estimated value for the path relationship in the structural model must be significant. This significant value can be obtained using the bootstrapping procedure.
F^2 for effect size	F^2 values of 0.2, 0.15, and 0.35 can be interpreted as whether the later variable predictors have a weak, medium or large influence on the structural level
Evaluation of the reflective measurement model	
Loading factor	The loading factor value is 0.70
Composite Reliability	Composite reliability measures internal consistency and the value must be above 0.60
Average Variances Extracted	The Average variance extracted (AVE) value must be above 0.5
Validitas Deskriminan	The square root value of AVE must be greater than the correlation value between later variables.
Cross loading	It is another measure of discriminant validity. It is expected that each block of indicators will have a higher loading for each latent variable measured compared to the indicators for other latent variables.
Evaluation of Formative Measurement Models	
Signifikansi weight	The estimated value for the formative measurement model is significant. The level of significance was assessed using a bootstrapping procedure
Multicollineritas	The manifest variables in the block must be tested for multiple. The variance inflation factor (VIF) value can be used to measure this. A VIF value above 10 indicates that there is multicollinearity.

RESEARCH RESULTS AND DISCUSSION

The results of the validity testing of the instruments for each variable studied can be seen in Table 2.

Table 2: Results of Validity Testing of Research Instruments

Variable	Item	Factor Loading	AVE	Decision
Teacher Performance	KG1	0,832	0,726	Valid
	KG2	0,787		Valid
	KG3	0,919		Valid
	KG4	0,868		Valid
	KG5	0,881		Valid
	KG6	0,865		Valid
	KG7	0,888		Valid
	KG8	0,766		Valid
Work Motivation	MKG1	0,904	0,691	Valid
	MKG2	0,854		Valid
	MKG3	0,838		Valid
	MKG4	0,846		Valid
	MKG5	0,701		Valid
Leadership	KE1	0,854	0,758	Valid
	KE2	0,915		Valid
	KE3	0,892		Valid
	KE4	0,902		Valid
	KE5	0,832		Valid
	KE6	0,896		Valid
	KE7	0,797		Valid
Organizational Commitment	KO1	0,817	0,684	Valid
	KO2	0,868		Valid
	KO3	0,813		Valid
	KO4	0,788		Valid
	KO5	0,848		Valid

Source: Data Processing Results

From Table 2 you can see the results of validity testing for all variables, namely teacher performance, teacher work motivation, leadership, and organizational commitment. From the results of data processing, it is known that all instruments for each variable are declared valid because all instruments for the variables have a loading factor value above 0.5 and likewise the root AVE value which is also obtained is greater than 0.5. Next, reliability testing was carried out and the test results can be seen in Table 3.

Table 3: Results of Research Variable Reliability Testing

Construct	CA	CR	1	2	3	4
Leadership	0,947	0,951	0,871			
Teacher Performance	0,946	0,950	0,736	0,852		
Organizational Commitment	0,885	0,892	-0,239	-0,428	0,827	
Work Motivation	0,886	0,895	0,802	0,508	-0,289	0,831

Source: Data Processing Results

From Table 3 you can see the results of the reliability testing of the instruments for each variable which were declared valid in the previous test. Where all the variables studied, namely the principal's leadership, teacher performance, teacher commitment, and work motivation, have Cronbach's Alpha (CA) and Composite Reliability (CR) values above 0.7. Thus, all instruments are reliable or reliable in determining the variables studied. The next stage of analysis is to test the PLS-SEM model, whether the model used is suitable or not to be used as an analysis tool or hypothesis testing. The results of data processing for testing the fit model can be seen in Table 4

Table 4: Model Fit Test Results

	Saturated Model	Estimated Model
SRMR	0.077	0.077
d_ ULS	3.071	3.071
d_ G	14.852	14.852
Chi-Square	782.891	782.891
NFI	0.898	0.898

Source: Data Processing Results

From Table 4 you can see the results of testing the fit model for the analytical tool in this study, where the Standardized Root Mean Square (SRMR) value was obtained at 0.077. This SRMR value is lower than 0.1, namely $0.077 < 0.1$. These results explain that the model or data analysis tool used for hypothesis testing in this research is an appropriate fit, or suitable to be used as a data analysis tool. Thus, the model is said to be suitable for use as an analysis tool and hypothesis testing tool. coefficient of determination (R-squared), is a coefficient that shows what percentage of variance a variable can explain the dependent variable. The R-square value of this research model is shown in Table 5

From data processing, the R-Square and R Square Adjusted values can be seen in Table 5 below:

Table 5: R-Square and Adjusted R-Square Values

	R Square	R Square Adjusted
Teacher Performance	0.854	0.834
Work Motivation	0.653	0.623

Source: Data Processing Results

From Figure 2 and Table 5 above, it can be seen that the R-square value of the path to the dependent variable of teacher work motivation is 0.653, meaning that the principal's leadership and organizational commitment can explain the dependent

variable, namely teacher work motivation, of 65.5%, while the remainder is 34. Another 7% is determined by other variables not included in this research model. Then the R-square value for the dependent variable path of teacher performance was 0.854, meaning that the variables of principal leadership, organizational commitment, and teacher work motivation were able to explain changes in teacher performance of only 83.4% and the remaining 16.6% was determined by other variables outside the model. Furthermore, the results of hypothesis testing can be seen in Table 6

Table 6: Hypothesis Testing Results

	Hypothesis	Direct Effect	Indirect Effect	Conclusion
H1	Organizational Commitment -> Work Motivation	0.490 (0.000)	-	Significant
H2	Kepemimpinan -> Work Motivation	0.777 (0.000)	-	Significant
H3	Work Motivation -> Teacher Performance	0.842 (0.000)	-	Significant
H4	Organizational Commitment -> Teacher Performance	-0.181 (0.119)	-	Not significant
H5	Leadership -> Teacher Performance	0.017 (0.900)	-	Not significant
H6	Organizational Commitment -> Work Motivation -> Teacher Performance	-	0.654 (0.000)	Significant
H7	Leadership -> Work Motivation -> Teacher Performance	-	0.286 (0.029)	Significant
R ²		0.653	0.854	

Source: Data Processing Results

From Table 6 you can see the results of testing the first hypothesis which states that there is a significant influence of the principal's leadership variable on the work motivation of teachers at SDN 5 Bathin Solapan. The results of this research prove that there is a significant influence of leadership variables on teacher work motivation at SDN 5 Bathin Solapan, which is proven by the p-value t calculated being lower than alpha, namely $0.000 < 0.05$. This means that if the principal's leadership changes by one unit, then the teacher's work motivation will also change by one unit in the same direction of change, assuming other factors are constant. Thus, it can be said that the principal's leadership is one of the factors that can influence whether or not the work motivation of teachers at SDN 5 Bathin Solapan is good or not. This means that the first hypothesis in this study is accepted at a 95% confidence level. Improving the quality of

education is demonstrated by commitment within the teacher organization. Organizational commitment is teacher loyalty to the school. Organizational commitment is seen as a condition where a teacher is aligned with the organization's goals. High commitment makes teachers more loyal and work harder to achieve school goals and progress. This commitment will provide satisfaction in work supported by school reciprocity. Apart from organizational commitment, job satisfaction is also an indicator in assessing teacher performance. Job satisfaction has a relationship with organizational commitment, showing that job satisfaction is the result of organizational commitment. Teacher job satisfaction indirectly encourages teachers to improve the quality of performance in an organization.

Based on the results of data analysis, it is known that the organizational commitment of elementary school teachers at SDN 5 Bathin Solapan is generally good. This means that teachers have loyalty in carrying out their profession as teachers, have loyalty in the organization, in this case, the school where they serve, have a sense of responsibility towards their duties and obligations, have a desire to carry out their duties well (provide the best service) and have a sense of pride in teachers. current teaching profession. Teachers with good organizational commitment will always be faithful and devoted to the school where they currently serve so that the achievement of teacher work results will be more optimal. The results of this research prove that organizational commitment has a significant effect on the work motivation of teachers at SDN 5 Bathin Solapan, this is shown by the calculated p-value of the relationship or influence of organizational commitment on work motivation which is lower than alpha, namely $0.000 < 0.05$. This means that if there is an increase in teacher organizational commitment, teacher work motivation will increase and vice versa, assuming other factors are constant. Thus, it can be said that organizational commitment is one of the factors that can influence whether or not the work motivation of teachers at SDN 5 Bathin Solapan is good or not. It can be further explained that the better the organizational commitment, the more motivated the teacher will be at work, and vice versa.

The results of this research prove that motivation has a significant effect on the performance of teachers at SDN 5 Bathin Salopan, this is proven by the p-value being lower than alpha, namely $0.000 < 0.05$. This means that if there is a change in teacher

work motivation, teacher performance will also increase and vice versa, assuming other factors are constant. Thus, teacher work motivation is one of the factors that can influence the performance of teachers at SDN 5 Bathin Solapan. This means that the third hypothesis is accepted at a 95% confidence level. The research results in support research conducted by Titin Eka Ardiana (2017) who conducted research with the title "The Influence of Teacher Work Motivation on the Performance of Vocational School Accounting Teachers in Madiun City". The results of this study concluded that the results of data collection were then analyzed using simple regression analysis techniques and multiple regression. The results of the research show that work motivation has a positive effect on accounting teacher performance with a contribution of 80.6%, the remaining 19.4% of accounting teacher performance is determined by other factors outside the research. The results of this research are in line with research by Suarni, et al (2023) with the research title Analysis of Leadership, work motivation, organizational culture and its influence on employee performance with organizational commitment as an intervening variable. The results of his research concluded that work motivation has a significant direct effect on employee performance. Work motivation has a significant indirect effect on employee performance. Organizational culture has a significant direct effect on employee performance. Organizational culture has a significant indirect effect on employee performance. Organizational commitment has a significant indirect effect on employee performance at the Kampar Regency Perkim Service.

The principal's leadership should influence the performance of teachers in the school. The results of hypothesis testing in this study concluded that leadership did not have a direct and significant influence on teacher performance at SDN 5 Bathin Solapan. Because the calculated p-value of this variable is greater than alpha, namely $0.90 > 0.05$. Thus, it is said that the principal's leadership is not a determining factor in whether the performance of teachers in the school is good or not. The leadership style possessed by a school principal in leading an organization will influence the performance of the teacher. The achievement of educational goals depends greatly on the skills and wisdom of the school principal as a leader. Leadership in an organization plays a very important role. The success or failure of an organization is largely determined by the quality of a leader. The results of this research are not in line with

research conducted by Nurhayati, et al (2021), who conducted research with the title "The Influence of Leadership and Work Stress on Teacher Performance at SMP Negeri 3 Solok City". The results of this research conclude that the principal's leadership has a significant effect on the performance of teachers at SMP Negeri 3 Solok City. The results of this research confirm that leadership is a determining factor in whether teacher performance is good or not. The research results show that there is no significant influence of the organizational commitment variable on teacher performance. This shows that the hypothesis which states that the organizational commitment variable has a significant effect on teacher performance has not been proven true. The results of this research are also not in line with research conducted by Suarni, et al, (2022) who conducted research with the title "Leadership Style, Compensation and Training Influence on Job Satisfaction and Its Implications on Employee Performance". Based on the findings, leadership style, compensation, and training all have a direct influence on job satisfaction. Leadership style, remuneration and training, and overall job satisfaction all impact an organization's ability to do its best work.

The results of this research have not been able to support the theory which states that factors that can influence performance include ability, knowledge, work design, personality, work motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment and work discipline (Cashmere, 2016). Several factors influence performance, one of which is organizational commitment. According to Newstrom in Wibowo (2017), organizational commitment or worker loyalty is the level at which workers identify with the organization and actively participate in the organizational environment. The results of this research can prove that organizational commitment has indirectly proven to have a significant effect on teacher performance through job satisfaction. This can be seen from the calculated p-value t being lower than alpha, so hypothesis seven is accepted at the 95% confidence level. This means that if it is assumed that teachers' organizational commitment increases, then teacher satisfaction will also increase and the impact is that teacher performance will also experience an increase and vice versa. So it can be said that job satisfaction can mediate the relationship between organizational commitment and teacher performance at SDN 5 Bathin Solapan. In improving performance, there is another factor that plays a role, namely work motivation. Work motivation can explain

the extent of work intensity for a person, therefore an organization needs to give awards to teachers who perform well so that teacher work motivation can be increased. Teachers with a high level of work motivation tend to always be productive.

CONCLUSION

The results of this research conclude that the principal's leadership has been proven to have a significant influence on teacher work motivation. This means that if the principal's leadership changes by one unit, then teacher work motivation will also change by one unit in the same direction of change, assuming other factors are constant.

Organizational commitment has been proven to have a significant effect on teacher work motivation at SDN 5 Bathin Solapan. This means that if there is an increase in teacher organizational commitment, teacher work motivation will increase and vice versa, assuming other factors are constant. Thus, it can be said that organizational commitment is one of the factors that can influence whether or not the work motivation of teachers at SDN 5 Bathin Solapan is good or not. It can be further explained that the better the organizational commitment, the more motivated the teacher will be at work, and vice versa.

Work motivation has a significant effect on teacher performance at SDN 5 Bathin Solapan. This means that if there is a change in teacher work motivation, teacher performance will also increase and vice versa, assuming other factors are constant. Thus, teacher work motivation is one of the factors that can influence the performance of teachers at SDN 5 Bathin Solapan. This means that the third hypothesis is accepted at a 95% confidence level.

Leadership is not proven to have a direct influence on teacher performance at SDN 5 Bathin Salopan, meaning that leadership is not a determining factor in whether teacher performance is good or not.

Organizational commitment is not proven to have a significant direct effect on teacher performance at SDN 5 Bathin Solapan, thus the fifth hypothesis is rejected, meaning that organizational commitment is not a determining factor for good teacher performance.

Leadership indirectly has a significant effect on teacher performance through work motivation, meaning that work motivation variables can mediate the relationship between principal leadership and teacher performance. This explains that if there is a change in the principal's leadership towards a better direction, then teacher work motivation will also increase and the impact on teacher performance will also increase significantly and vice versa.

Organizational commitment indirectly has a significant effect on teacher performance through work motivation. This means that work motivation variables can mediate the relationship between principal leadership and teacher performance. This explains that if there is a change in the principal's leadership towards a better direction, then teacher work motivation will also increase and the impact on teacher performance will also increase significantly and vice versa.

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