



The Influence of Leadership Style on the Performance of State Vocational High School Teachers in Sumenep Regency with Organizational Commitment as a Mediating Variable

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Received:27-08-2023 / Revision: 17-09-2023 / Accepted:09-10-2023

To cite this document:

Arifin, A., Ernani, H., (2023) “The Influence of Leadership Style on the Performance of State Vocational High School Teachers in Sumenep Regency with Organizational Commitment as a Mediating Variable”, *Manajemen Bisnis*, Vol. 13, No. 02, pp.89-99,
<https://ejournal.umm.ac.id/index.php/jmb/article/view/29652/13601>

ABSTRACT

This research investigates the relationship between leadership style and performance in public vocational high schools in the Sumenep Regency, with organizational commitment serving as a moderating variable. The object of this research is educators who teach at vocational high schools in Sumenep Regency. The function of the teaching profession is to disseminate information for the purpose of educating the population of a country or other entity. This research is quantitative and investigates the influence that varying factors have on one another. The data source used is primary data, and data gathering techniques use questionnaires delivered to respondents. The population of this study consisted of 211 instructors working at State Vocational High Schools (SMK) in the Sumenep Regency. 138 participants filled out the questionnaire using the Slovin method. The following are the findings that led to these conclusions from this research: (1) Leadership style has a significant effect on performance; (2) leadership style has a significant effect on organizational commitment; (3) organizational commitment has a significant effect on performance; and (4) organizational commitment significantly mediates the influence that leadership style behavior has on performance. In order to develop great students and increase student interest in attending private schools, private schools must further enhance the effectiveness of their teachers.

Keywords: Leadership Style; Organizational Commitment; Performance

INTRODUCTION

The correct talents are crucial for an organization to have in light of globalization and industry competition. An organization's performance can be used to gauge its success. Every business will undoubtedly continue to enhance its performance in order to meet the

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organization's objectives. Today's businesses operate in a highly competitive climate, and one of the most important components in making sure firms succeed is employee performance. However, without strong leadership, the majority of people won't feel inspired to accomplish their objectives or work as effectively as possible. For instance, choosing a leadership style has a significant effect on performance.

One factor that significantly contributes to raising and sustaining employee interest in and loyalty to the company is leadership. Leadership issues affect developed organizations, groups, institutions, and even a developing world economy (Anyaeibunam and Anekwe, 2021). Because at least 63% of workers don't trust their managers, there will occasionally be subpar performance all over the world (Brown, 2023). Often used by a leader to try to influence the performance of his subordinates, leadership style is behavior and strategy as a result of a combination of philosophies, abilities, qualities, and attitudes (Ichsan et al., 2021a).

Lack of awareness that no one leadership style can work in every situation leads to subpar performance. The absence of adequate channels of communication between managers and employees is another issue with leadership style and worker performance. Employee performance is typically low due to a communication gap between leaders and their subordinates in most firms. Any organization's strength is often attributed to its leadership. Any organization's performance will suffer if its leadership is ineffective, which will also affect the organization as a whole.

A number of earlier studies have demonstrated that leadership style has an impact on performance. According to numerous studies (Asrar-ul-Haq and Kuchinke, 2016; Elina, 2022; Eryanto and Damayanti, 2020; Indrani, 2022; Rahayaan et al., 2023), there is a direct correlation between leadership style and performance. Additionally, the impact of leadership style on performance is negligible (Purnomo et al., 2020; Razak et al., 2018). Boyas and Rachmad (2022) demonstrates that leadership style partially has no meaningful influence unless job satisfaction acts as a mediator. According to Khajeh (2018) charismatic, bureaucratic, and transactional leadership styles in particular have a negative impact on performance.

One of the decisive variables in delivering quality education is organizational commitment. One of the key elements that influence performance, particularly for instructors, is thought to be dedication (Utami et al., 2021). The instructor has the biggest impact on the development of high-quality educational procedures and results. Therefore, without the assistance of skilled and competent instructors, no attempt to improve the quality of education will have a major impact (Wahyu et al., 2021).

According to studies by Anggapradja and Wijaya (2017); Mardiansyah (2023); Misnan et al., (2023); Putra et al., (2021); Stackhouse et al., (2022), organizational dedication has a considerable favorable impact on performance. Organizational commitment has a non-significant effect on performance, a significant negative effect on performance (Pitaloka & Putri, 2021), no significant negative effect (Lestari & Djastuti, 2023), and a significant negative effect on performance (Hamdan, 2022; Nugrahaningsih et al., 2021).

The effects of the influence of leadership style on organizational commitment have also been demonstrated in several earlier studies. According to research Alamanda et al., (2022); Almutairi (2016); Long et al., (2016); Nigusie (2018); Zainuddin and Asari (2020), leadership style has a considerable impact on organizational commitment. According to research, leadership style has a negligible impact on organizational commitment (Devi, 2017; Hidayah et al., 2016; Pally and Septyarini, 2022).

This research was conducted on state vocational high school teachers in Sumenep Regency. In comparison to the amount of private vocational schools, Sumenep Regency has a fairly small number of state vocational schools. According to information from the Central Bureau of Statistics for Sumenep Regency, there are only three state vocational schools in the region, but there are 66 private vocational schools (Central Bureau of Statistics BPS Sumenep, 2022). The performance of the teacher is a good indicator of student achievement, thus it is important to develop commitment and professionalism in carrying out focused instructional activities (Efendi et al., 2022). If there aren't enough qualified vocational teachers on hand, revitalizing vocational high schools won't be successful and won't be able to continue. The lack of educators or vocational teachers in nearly every location is one of the challenges facing Indonesia in reviving its vocational high schools today (Khurniawan and Erda, 2019). To offset the lack of accessible state vocational teachers, increased commitment and performance must be further improved. The objectives of this study were to: (1) examine how leadership style affects performance; (2) examine how leadership style affects organizational commitment; (3) examine how organizational commitment affects performance; and (4) examine how organizational commitment mediates how leadership style affects performance.

LITERATURE REVIEW

Performance is the end outcome of work that an individual or group of individuals can complete inside an organization, both quantitatively and qualitatively, in accordance with their various roles, responsibilities, and authorities (Muniroh et al., 2021). Performance by employees essentially reflects the effectiveness of the business. An organization's biggest asset is its people. People and organizations have gained knowledge of the crucial role that people play in an organization and how much their success depends on them (Biaka, 2020).

Employee performance demonstrates the evaluation gleaned from the assignments made so that workers might contribute (Ingsih et al., 2022). According to Addin et al., (2023); and Ingsih et al., (2022), performance indicators include the following: (1) solving challenging problems with sound knowledge; (2) collaborating with colleagues; and (3) enhancing the caliber of instruction. (3) Existence.

Style is defined as attitude, movement, behavior, a lovely disposition, admirable gestures, power, and the capacity to accomplish good. Often used by a leader to try to influence the performance of his subordinates, leadership style is a combination of behavior and strategy as a result of a combination of philosophies, abilities, qualities, and attitudes (Ichsan et al., 2021). According to Alie et al., (2022), leadership style is defined as an individual's ability to affect other people's behavior (activity) through one-on-one and group communication in order to accomplish goals. This is done by comprehending the context and requirements of the organization being led. According to Tamimi and Sopiah (2022), the following traits of a good leader include charisma, inspirational motivation, intellectual stimulation, and individual suitability.

Organizational commitment is a mindset that illustrates how much a person understands and is obligated to his organization. High-commitment individuals are likely to consider themselves to be true members of the organization (Dewi et al., 2021). A person's organizational commitment links him to his work. A more active personnel commitment to the organization is implied by organizational commitment (Habib, 2020). According to Inggriani et al., (2021), indicators of organizational commitment to teachers

include: 1) showing concern for their coworkers and pupils; 2) consistently devoting time, effort, and attention to their students; and 3) being concerned about their obligations and tasks.

RESEARCH METHOD

This type of quantitative research looks for direct or indirect interactions between variables. X (leadership style), Y (organizational commitment), and Z (performance) were the factors examined. Primary data was collected by using a questionnaire to get the results. 211 teachers from the State Vocational High Schools in Sumenep Regency made up the study's population (Central Bureau of Statistics BPS Sumenep, 2022). Purposive sampling, a non-probability sampling approach, is used to identify the characteristics of the respondents.

The Slovin formula, which gives the number of samples in this study as follows:

$$n = \frac{N}{1 + (N \times e^2)}$$

$$n = \frac{211}{1 + (211 \times 0,5^2)}$$

$$n = 138$$

Information:

n: The quantity of samples.

N: The total population.

e: The margin of error is 5%.

SEM (Structural Equation Modeling) is the data analysis technique used in this study. Partial least squares (PLS) structure equation modeling (SEM) is the method employed. Partial least squares (PLS) with SmartPLS are the analysis method employed. The following describes the study's conceptual framework:

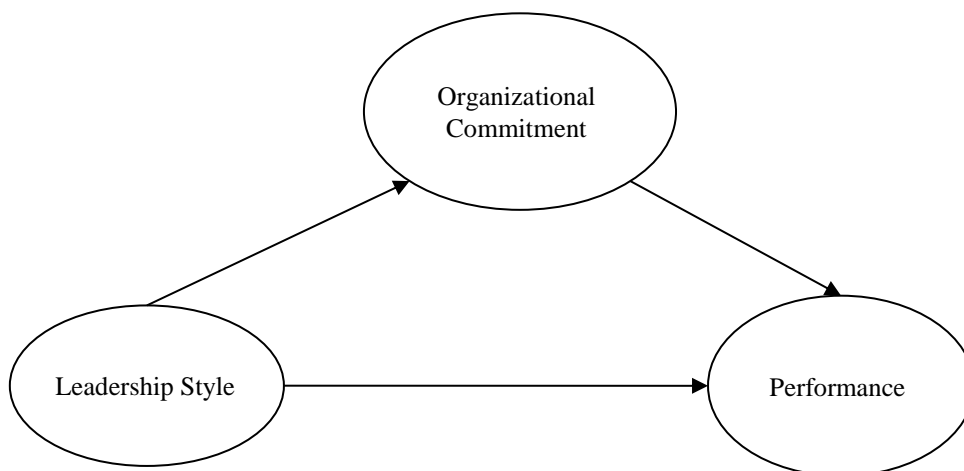


Figure 1. Conceptual Framework

The following are the research hypotheses:

H1: Performance is significantly impacted by a leader's style.

H2: Organizational commitment is significantly influenced by leadership style.

H3: Performance is significantly impacted by commitment.

H4: A large amount of commitment modulates the impact of leadership style on performance

RESULT AND DISCUSSION

The results of the data analysis used in this study are as follows:

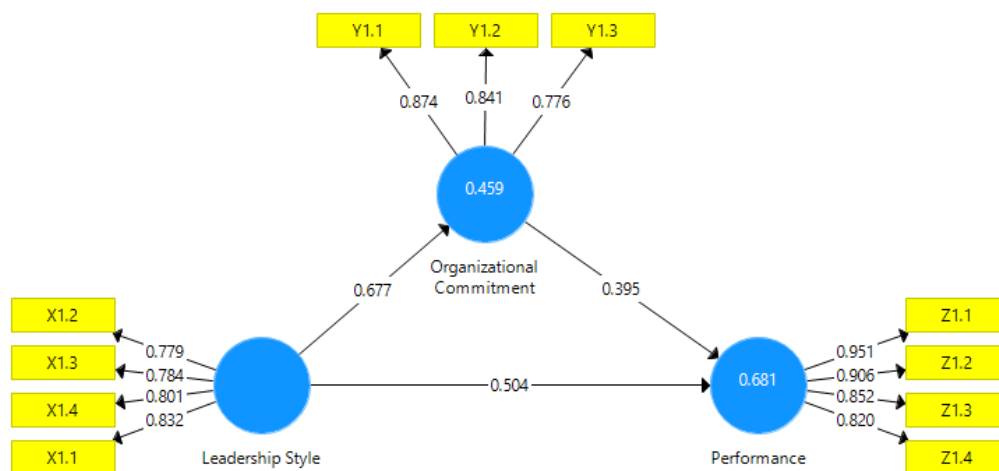


Figure 2. Output Analysis

When a measuring instrument from one program is operationalized in another program, the concept of convergent validity is put to the test to determine the degree of convergent validity that exists between the two programs because, in theory, there should be similarities or similarity (convergence). The outer loading criterion has a limit value that is greater than 0.50. The following are the findings that were obtained by convergent validity. The outcomes of the validation test for each indication of the following variables are listed below:

Table 1. Construct Validity

Variables	Indicators	Outer Loading
Leadership Style (X)	X _{1.1}	0.832
	X _{1.2}	0.779
	X _{1.3}	0.784
	X _{1.4}	0.801
Organizational Commitment (Y)	Y _{1.1}	0.874
	Y _{1.2}	0.841
	Y _{1.3}	0.776
Performance (Z)	Z _{1.1}	0.951
	Z _{1.2}	0.906
	Z _{1.3}	0.852
	Z _{1.4}	0.820

Table 1. Displays the results of processing carried out with the help of SmartPLS. Because every indicator has a loading factor value that is greater than 0.50, the value of

the outer model, also known as the correlation between constructs and variables, satisfies the criteria for convergent validity. All of the study's indicators are valid, according to the validity test's findings. All research variables were also subjected to the reliability test.

The three criteria for evaluating the outer model when employing data analysis methods with SmartPLS are convergence validity, discriminant validity, and composite reliability. The reliability value of a construct and the average variance extracted (AVE) value of each construct can also be used to determine the goodness of fit criteria. If the composite reliability value is greater than 0.70, the AVE is greater than 0.50, and the Cronbach alpha value is higher than 0.6, the construct is considered to have good reliability. The values for the empowerment, motivation, satisfaction, and performance variables are shown in Table 2, along with the composite reliability, Cronbach alpha, and average variance extracted (AVE) values. The reliability test's findings are as follows:

Table 2. Construct Reliability

Variables	Cronbach's Alpha	Composite Reliability	AVE
X	0.826	0.876	0.639
Y	0.784	0.870	0.691
Z	0.906	0.934	0.781

All variable constructs meet the requirements for being trustworthy, according to Table 2. This is demonstrated by the recommended criteria, which include a composite reliability value over 0.70, an AVE above 0.50, and a Cronbach's alpha above 0.60.

To determine the relationship between the construct, the significant value, and the R-square of the research model, the inner model or structural model is tested. The significance of the structural path parameter coefficients and the R-square for the t-test dependent construct were used to assess the structural model. The R-square test's findings are as follows:

Table 3. R-Square

Variables	R-Square
Organizational Commitment (Y)	0.459
Performance (Z)	0.681

If the T-statistics are higher than the T-table (1.96), and the p-value is lower than 0.05, the analysis's findings will be considered significant. A test of the direct and indirect interactions between variables is as follows:

Table 4. Direct Effect

Variables	Original Sample	T-Statistics	P-Value
Leadership Style – Performance	0.504	10.990	0.000
Leadership Style – Organizational Commitment	0.677	15.495	0.000
Organizational Commitment – Performance	0.395	8.916	0.000

Performance is significantly influenced by leadership style, as evidenced by the T-statistic (10,990), which is higher than the T-table (1.96), and the P-value, which is less than 0.05. Organizational commitment is significantly influenced by leadership style, as evidenced by the T-statistic (15,495), which is higher than the T-table (1.96), and the P-value being less than 0.05. Performance is significantly influenced by organizational commitment, as

evidenced by the T-statistic (8.916), which is higher than the T-table (1.96), and the P-value, which is less than 0.05.

Table 5. Indirect Effect

Variables	Original Sample	T-Statistics	P-Value
Leadership Style-Performance	0.268	6.570	0.000

The indirect influence of variables on performance was analyzed, and the results suggest that organizational commitment considerably mediates this effect, as evidenced by the T-statistic (6,570), which is higher than the T-table (1.96), and the P-value, which is less than 0.05.

CONCLUSION

Principals of vocational schools can impact their staff members by demonstrating effective leadership. Performance in this study was significantly impacted by leadership style. The findings of this study are consistent with those of Asrar-ul-Haq and Kuchinke (2016); Elina (2022); Eryanto and Damayanti (2020); Indrani (2022); Rahayaan et al., (2023) previous studies. Furthermore, the findings of this study differ from those of Boyas & Rachmad (2022); Purnomo et al., (2020); Razak et al., (2018).

Organizational commitment is significantly influenced by a leader's leadership style. A teacher will be more dedicated if the principal has strong leadership skills. The findings of this study are consistent with those of Alamanda et al., (2022); Almutairi (2016); Long et al., (2016); Nigusie (2018); Zainuddin & Asaari (2020) studies, among others. The findings of this study also conflict with those of Devi (2017); Hidayah et al., (2016); Pally & Septyarini (2022).

The level of dedication inside an organization has a big impact on output. Higher performance is correlated with greater instructor commitment. Research by Anggapradja & Wijaya (2017; Mardiansyah (2023); Misnan et al., (2023); Putra et al., (2021); Stackhouse et al., (2022) is consistent with the findings of this study. The findings of this study also conflict with studies by Lestari & Djastuti (2023); Pitaloka & Putri (2021). Significantly, organizational commitment modulates how a leader's style affects performance. Organization's dedication. Teacher performance will increase with a good organizational commitment-generating leadership style. 61.2% of performance is driven by organizational commitment and leadership style, and the remaining 3.8% is impacted by unresearched factors.

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