



The Influence of Instructional Leadership and Organizational Commitment to Elementary Schools Teacher Performance in Central Lombok



Muhamad Nazim ^a
Anak Agung Gede Agung ^b
I Made Yudana ^c
Kadek Rihendra Dantes ^d

Article history:

Submitted: 18 June 2023

Revised: 27 July 2023

Accepted: 09 August 2023

Keywords:

*elementary schools;
influence;
instructional leadership;
organizational commitment;
teacher performance;*

Abstract

The research objective was to determine the effect of instructional leadership and organizational commitment on the performance of elementary school teachers in the Central Lombok District. The research design is descriptive and quantitative with a research sample of 361 teachers based on Morgan's theory which is corrected using the Warwick and Lininger formulas. Data collection techniques using questionnaires were then analyzed using Structural Equation Modeling with Partial Least Squares (SEM-PLS). The research results are; (1) Instructional Leadership has a direct positive and significant effect on Organizational Commitment as indicated by the results of the T-Statistic 87.320 and P-Values 0.000; (2) Instructional leadership has a direct positive and significant effect on teacher performance as indicated by the results of the T-Statistic 17.207 and P-Values 0.000; (3) Organizational Commitment has a direct positive and significant effect on teacher performance as indicated by the results of the T-Statistic 9.620 and P-Values 0.000; (4) Instructional Leadership has a positive and significant indirect effect on teacher performance through Organizational Commitment shown by the results of T-Statistics 9.429 and P-Values 0.000. The findings of this study are that Instructional Leadership has a direct effect on Organizational Commitment and Teacher Performance. Organizational Commitment as a mediating variable can mediate the effect of Instructional Leadership on teacher performance. Recommendations for implementing instructional leadership and organizational commitment to improve teacher performance.

International research journal of management, IT and social sciences © 2023.

This is an open access article under the CC BY-NC-ND license

(<https://creativecommons.org/licenses/by-nc-nd/4.0/>).

Corresponding author:

Muhamad Nazim,

Program, Doctor of Education, Ganesha University of Education, Singaraja, Bali.

Email address: muhamad.nazim@undiksha.ac.id

^a Postgraduate Degree at Ganesha University, Singaraja Bali, Indonesia

^b Ganesha University of Education, Singaraja Bali, Indonesia

^c Ganesha University of Education, Singaraja Bali, Indonesia

^d Ganesha University of Education, Singaraja Bali, Indonesia

1 Introduction

Professional teachers are teachers who have special abilities and expertise in the field of teacher training so that they can carry out their duties and functions to the fullest. In line with this, [Usman \(2010\)](#) states that professional teachers are people who are well-educated and well-trained and have rich experience in their field ([Low No. 14, 2005](#)). The duties and responsibilities of teachers are very complex, so this profession requires requirements including (1) Demanding skills based on in-depth scientific concepts and theories. (2) Emphasizing expertise in a particular field following the field of profession. (3) Demanding an adequate level of teacher education. (4) There is sensitivity to the social impact of the work carried out. (5) Allows development in line with the dynamics of life. (6) Has a code of ethics as a reference in carrying out its duties and functions. (7) Having regular service clients such as doctors with their patients, and teachers with their students. (h) Recognized by the community because their services are needed in the community ([Ghanizadeh et al., 2006](#); [Baker, 2006](#)).

With professional competence, teachers will appear as mentors, trainers, and learning managers who can interact with students in the process of transferring knowledge, skills, and good values. Passion for learning, not just teaching, will help teachers to upgrade their knowledge, so that they can deal with advances in science and technology, as well as opportunities for their use to advance the teaching and learning process in the classroom so that teacher performance is achieved as expected ([Regulation of Ministry, 2007](#)). Teacher performance internally is determined by competence, motivation, and high commitment to carrying out tasks ([Aslam et al., 2022](#)). One measure of teacher competence is the results of the teacher competency test for teachers who have received educator certificates. One of the teacher performances shown by teacher professionalism consists of mastery of four competencies including professional, pedagogic, personality, and social competence. The competencies tested are pedagogic competence and professional competence ([Hayati et al., 2020](#)).

The Ministry of Education, Culture, Research, and Technology has issued an Education Report Card platform as the Freedom to Learn Episode 19 policy in April 2022. The Education Report Card is a platform that provides report data on the evaluation results of the education system. The data is taken from the National Assessment that evaluates the Minimum Competency Assessment, Character Survey, and Learning Environment Survey. The Education Report Card for education units at the Primary and Secondary Education levels consists of 5 dimensions or groups of indicators. The five dimensions are (1) the quality and relevance of student learning outcomes; (2) equalization of quality education; (3) the competence and performance of teachers and education personnel; (4) the quality of the relevance of learning; and (5) participatory, transparent and accountable school management ([Appleton et al., 1973](#); [Story et al., 2002](#)).

Concerning the competence and performance of teachers and education personnel, the 2021 Education Report Card data for Central Lombok Regency, West Nusa Tenggara Province, it was obtained data on the results of the Elementary School Teacher Competency Test of 46.39% (low category) almost the same as the average the UKG results for West Nusa Tenggara Province were 46.40%, and close to the national average UKG results which were 48.79%. The data shows that the performance of elementary school teachers in Central Lombok District is still low. The results of observations through interviews with the Head of the Teachers and Education Personnel Division of Central Lombok Regency in December 2022, obtained data on the performance of elementary school teachers in Central Lombok Regency as follows: (1) teachers who teach according to academic qualifications are 42.45% (low category), (2) teachers teach with learning planning around 54.67% (classified as low), (3) teachers teach using instructional media at 46.80% (classified as low), (4) teachers carry out contextual learning around 56.50% (low), (5) teachers evaluate learning outcomes regularly around 61.42% (classified as sufficient) and (6) teachers follow up on the results of assessments in the form of enrichment and remedial programs around 45.92% (classified as low) and (7) teachers come before lesson hours around 47.25% (low). Based on these data it can be concluded that the performance of elementary school teachers in Central Lombok Regency is low ([Kursunoglu & Tanriogen, 2009](#); [Setwong & Prasertcharoensuk, 2013](#)).

The low performance of teachers in the Central Lombok district is influenced by many factors, one of which is leadership. In educational institutions, the one responsible for implementing leadership is the principal. As the highest leader, the principal is very influential in determining the progress of the school, therefore the principal must have good administrative skills, high commitment, and flexibility in carrying out his duties, as well as have the basic skills to lead an educational institution. The principal as a leader must understand performance management to increase the effectiveness and efficiency of the programs he designs to improve teacher performance and achieve school organizational goals. Principals must have conceptual skills to devise strategies to improve teacher performance and school organizational performance comprehensively. Based on this explanation, programs designed by school

principals are crucial, because they can affect the performance of all school members, namely teacher performance, staff performance, and student achievement (Husnah et al., 2021).

The leadership model that needs to be implemented by the principal is instructional leadership. Leaders who care about the teaching and learning process, including the teacher's professional learning process and student growth (Aslam et al., 2022). Instructional leadership is very important to be applied in Indonesian education because based on research results if a school principal uses instructional leadership, the principal's leadership has a significant influence on student achievement (Aslam et al., 2022). The current dynamics of the education system require school principals to have instructional leadership competencies to support and facilitate the needs of teachers and students with the new learning system. Principal instructional leadership is leadership that prioritizes learning that can influence, guide, and direct teachers in learning activities so that teachers can provide good learning services to students (Yudha & Rahmad, 2020).

Instructional leadership was first introduced by Hallinger and Murphy through long research they conducted in 1980. The study of results of this study shows that instructional leadership makes a significant contribution to school achievement and student learning outcomes. The conclusion of this research ultimately opens new horizons for educational administration practitioners to explore further and develop models of instructional/learning leadership. Instructional leadership can be defined as the efforts of school principals to indirectly influence student achievement by creating teaching organizations in schools through participatory action and by building a school climate and culture (Saragih & Suhendro, 2020). Principal instructional leadership is characterized by clearly communicated goals and high expectations of academic achievement and social behavior of school members (Siregar & Naimi, 2020).

The contribution of instructional leadership to school achievement cannot be disputed, if it is based on the results of the research that has been done. This leadership contribution is very influential on student achievement. Principals who systematically apply instructional leadership will affect student achievement (Dukalang, 2020). In addition, instructional leadership also influences the formation of an academic culture which is a symbol of power and a tool for enhancing learning activities in schools. Instructional leadership focuses on teaching and learning and teacher behavior at work (Teruna & Ardiansyah, 2021). In addition to the leadership factor, teacher performance can also be realized well if the teacher is committed. Both commitment to oneself and commitment to the organization. Organizational commitment relates to a person's attitude towards the organization where they join. This attitude is related to the perception of organizational goals and involvement in carrying out work (Madjid, 2016). If a person's commitment is high, then his performance will be better. Organizational commitment will make employees give their best to the organization where they work. Workers with high commitment will be more work-oriented. Employees who have high organizational commitment will tend to be happy to help and can work together.

Furthermore, the research journal Lestari (2017), reveals that organizational commitment is a genuine strong determination between members of the organization to sustain organizational life according to norms that are beneficial and contribute to good behavior. wanted. Organizational commitment according to Allen & Meyer (1990) consists of three components, namely: affective, normative, and continuance (Saragih & Suhendro, 2020). The affective component is related to the emotional, identification and involvement of employees in an organization. The normative component is the employee's feelings about the obligations he must give to the organization, while the continuance component is the attitude to maintain the organization. Indications of the implementation of this professional commitment are characterized by: (1) Maintaining focus on task and job perspectives. (2) Simplify complex tasks and jobs. (3) Oriented towards the completion of tasks and work. (4) Building the importance of each task and job or profession. This is marked by the determination and willingness to: (1) Build and maintain the good name of the organization through positive activities. (2) Support management (superiors) by complying with various organizational and government policies. (3) Carry out the basic values of the organization (Mowday, 1998; Shagholi et al., 2011).

Based on the theoretical study, the results of the empirical research that has been described, to address the problem of teacher performance, a study was carried out with the title "The Influence of Instructional Leadership and Organizational Commitment on Teacher Performance in Central Lombok". The research objectives, in general, are to determine the effect of the independent variables on the dependent variable, while the specific aims are to: (1) Determine the effect of Instructional Leadership on organizational commitment; (2) Knowing the effect of Instructional Leadership on teacher performance; (3) Knowing the simultaneous effect of Instructional Leadership and organizational commitment on teacher performance in Central Lombok (Hwang et al., 2017; Montgomery & Baker, 2007).

Literature Review and Hypothesis

The research hypothesis model developed to determine the effect of Instructional Leadership (X) as an exogenous variable on organizational commitment (Y1) and teacher performance (Y2) as endogenous variables in elementary school teachers in Lombok district is shown in the following figure.

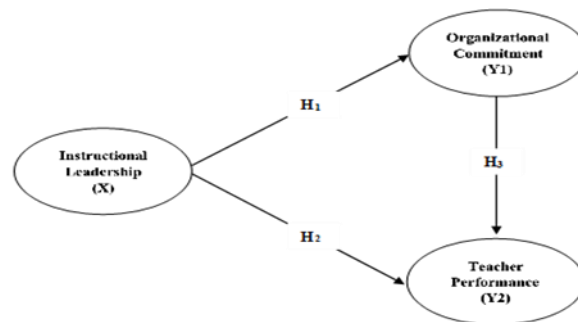


Figure 1. Research Model

Based on the research model developed in this study, theoretical studies and empirical research results were carried out in the following hypothesis.

Instructional Leadership Has a Direct Effect on Organizational Commitment (H1)

Leaders in an organization have a very strategic role in creating the determination and enthusiasm of their subordinates, in this case, the teachers, to strengthen their intentions and determination to achieve the goals set. In this case, instructional leadership affects increasing the commitment of workers. The application of Instructional Leadership to workers greatly influences the morale of workers and this has been widely applied to many organizations or companies, where Instructional Leadership creates conditions that are enthusiastically struggling in their respective fields sincerely to realize organizational goals. Research conducted [Rivai et al. \(2019\)](#) concerning the Influence of Instructional Leadership, organizational commitment, and intrinsic motivation on performance. The purpose of this research is to find out how much positive influence Instructional Leadership has on the organizational commitment of teachers.

Instructional Leadership has a positive influence on employee performance. The leader's desire to move those who are led. Characteristics of Instructional Leadership include; (a) the moral component, meaning that morals become an integral part of a leader and are transmitted to subordinates; (b) focus on service to subordinates, meaning that the leader pays attention to improvement, improving the performance of subordinates; (c) attention to success for stakeholders, meaning that leaders view organizational success as inseparable from internal and external factors related to the organization such as employees, customers, business partners, and the community; and (d) self-reflection is an effort to avoid being arrogant.

Instructional Leadership Has a Direct Effect on Teacher Performance (H2)

Leaders who are always concerned and often give directions and assignments to their subordinates will certainly be able to move and influence to achieve organizational goals according to the targets set. Principals who can lead are leaders who have strong management to improve teacher performance in carrying out learning tasks so that the quality of student learning outcomes will increase. The self-management of an instructional leader is useful in promoting desired behaviors by employees in the workplace and controlling those behaviors that are undesirable and that may arise from impulses, innate habits, and learned behaviors. Self-management differs from management which relies on strong supervisor involvement because it is carried out without the direct presence of external controls ([Prasetyono & Ramdayana, 2020](#)). Successful self-management can be of great benefit to organizations, as it can also increase job satisfaction, attendance, self-efficacy, job performance, learning, and successful careers as well as improve work behaviors such as learning, attendance, and task performance.

The instructional leadership of school principals to teachers in carrying out learning is needed, the service is in the form of assistance in overcoming problems, assistance with the needs of learning facilities, assistance with how to overcome student attitudes, and others including school supervisors towards teachers will improve teacher

performance. Instructional leadership is closely related to the teaching and learning process, including professional learning by teachers according to student development. This statement is supported by Yusuf & Syarif (2018) stating that instructional leadership is a leader who focuses on curriculum and learning, while Simatupang et al. (2022) suggest that leaders focus on teaching, learning, and teacher behavior.

Organizational Commitment Has a Direct Effect on Teacher Performance (H3)

Organizational commitment is a strong and close feeling from someone towards the goals and values of an organization concerning their role in achieving these goals and values, Haq et al. (2019) state that organizational commitment is an attitude that shows employee loyalty and is an ongoing process of how a person Organizational members express their concern for the success and policies of the organization. Furthermore, this attitude of loyalty is indicated by three things, namely: (1) a person's strong desire to remain a member of the organization; (2) willingness to direct business for the organization; (3) strong belief and acceptance of the values and goals of the organization. Organizational commitment is the level of trust and acceptance of the workforce towards organizational goals and a desire to remain in the organization

Organizational commitment is a person's attitude and enthusiasm for the success of the organization. The characteristics of the commitment are as follows; (1) making the organization successful, (2) seeking information about organizational conditions, (3) trying to find complementarities between organizational goals, (4) maximizing work contributions, (5) thinking positively from the customary criticism of friends, placing priorities (Fitriyana et al., 2016). Indicators of organizational commitment are (1) effective, namely the emotional connection of employees, identification, and involvement of employees in an organization, individuals stay in an organization because of emotional ties and their desires. (2). Continuity based on the loss associated with the employee's departure from the organization. (3). Normative caused because there is a feeling of obligation to remain in the organization because this action is the right thing to do.

Instructional Leadership Has an Indirect Effect on Teacher Performance through Organizational Commitment(H4)

Instructional leadership can influence the character and determination of subordinates to always maintain the existence of the organization and be enthusiastic about achieving organizational goals. Organizational commitment can affect performance. Under these conditions, instructional leadership can indirectly affect teacher performance mediated by organizational commitment. Teachers who have a high commitment will contribute positively to the institution compared to those who do not commit. This commitment is a very important position to improve performance. Research This study aims to determine the effect of organizational commitment on teacher performance. The results showed that (1) organizational commitment had a positive and significant effect on teacher performance and organizational commitment was able to mediate the effect of the principal's leadership indirectly on teacher performance increasing the quality of learning.

2 Materials and Methods

Research Design

In a study, a researcher must use the right type of research. This is so that researchers can obtain a clear picture of the problems encountered and the steps used in overcoming the problem. The type of research used in this study is a quantitative research method. Quantitative research is a type of research that uses a deductive-inductive approach (Garson, 2016). Quantitative research methods can also be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, and data analysis is quantitative/statistical, intending to test established hypotheses (Surahman et al., 2016). This method is referred to as the positivistic method because it is based on the philosophy of positivism (Irmawartini, 2017). This method is a scientific method because it has met scientific principles, namely concrete/empirical, objective, measurable, rational, and systematic. This method is called a quantitative method because the research data is in the form of numbers and the analysis uses statistics (Zhou et al., 2019).

Research subjects and samples

The population is all research subjects (Gregory, 2014). The population is all data that concerns us in the scope and time that we determine (McNaughton & Cowell, 2018). The population is a combination of all elements in the form of events, things, or people who have similar characteristics which are the center of attention of a researcher because it is seen as a research universe (Budiastuti & Bandur, 2018). Based on some of these opinions, it can be concluded that the definition of the population is the whole element of the object as a source of data with certain characteristics in a study. The population in this study were all elementary school teachers in the Central Lombok district, totaling 5.685 teachers.

The sample is part of the population, consisting of several members of the population (Fuentes et al., 2019). The sample is part or representative of the population being studied because it is not possible to take the entire population, so in this study, the sample was used as the research subject (Zhou et al., 2019). The basis for sampling is to be able to conclude with some elements and the population as a sample for the entire population. The benefits of sampling are that it is cheaper, the accuracy of the results is better, the data collection is faster, and the availability of population elements (Humaidi et al., 2020). The sampling technique used by researchers is a probability sampling technique, namely a sampling method that provides equal opportunity for each element of the population to be selected as a sample. Sampling was carried out with certain considerations in sampling (Irmawartini, 2017). In this study, the sampling technique used the R.V. table. Krejcie and D.W. Morgan, that is, from a population of 5.685 teachers, 361 teachers were taken as a sample at random with an accuracy level (d2) of 95% and a significance level (z2) of 5% to estimate the proportion (Morgan, 1970).

Data Collection Technique

Data is information recorded by media that can be distinguished from other data, can be analyzed, and is relevant to a particular program. Data collection is a systematic and standard procedure to obtain the required data. To collect research data, the authors use the questionnaire method. The questionnaire method is a list containing a series of questions regarding a problem or area to be studied (Agung, 2014). To obtain data, questionnaires were distributed to respondents (people who answered the questions asked for research purposes), especially in survey research (Lijan Poltak Sinambela, 2014).

Research Instruments

In this case, the writer makes written questions and then answered them by the respondent. And the form questionnaire is a closed questionnaire, which is a questionnaire in which the questions use a multiple-choice technique or there are already choices of answers so that the respondent only has to choose the desired answer. Data on instructional leadership, organizational commitment, and teacher performance variables were collected using a questionnaire. The questionnaire used refers to the Likert scale model, with weights for positive statement answers as follows: Strongly Agree (SA) = 5, Agree (A) = 4, Less Agree (LA) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. Variables and indicators in the research instruments are shown in the following table

Table 1
The Grid of Research Instruments and Indicators

Variable	Indicator	Number
Instructional Leadership (X1)	X1 Formulating Vision and Mission	5
	X2 Coordinating Curriculum	6
	X3 Monitoring and evaluation	7
	X4 Giving Incentives	6
	X5 Emotional intelligence	6
	X6 Be responsible	5
Organizational Commitment (Y1)	Y1.1 Affective	8
	Y1.2 Normative	7
	Y1.3 Sustainability	6
	Y1.4 Success of the organization	7

	Y1.5 Contribute to the organization	7
Teacher	Y2.1 Planning lessons	6
Performance	Y2.2 Carry out learning	9
(Y2)	Y2.3 Fostering relationships with students	5
	Y2.4 Assessment of Learning	8
	Y2.5 Program on the results of the assessment	7

The research instrument is a tool for researchers in using data collection methods. Functionally the diversity of research instruments is to obtain the necessary data when the researcher has stepped on the step of gathering information in the field. To measure the expected data, a tool called an instrument is needed (Surahman et al., 2016). The research instrument developed in this study was a questionnaire or questionnaire. There are two questionnaires, namely filling questionnaires and various choices. A questionnaire is a form in which respondents answer questions or statements by writing answers in writing according to what they experience or feel, while a multiple-choice questionnaire is a questionnaire in which respondents answer questions or statements by choosing one answer from the alternative answers provided in the questionnaire. The questionnaire was given randomly taking into account each group, namely vocational teachers in various schools in Central Lombok Regency to achieve a balance (Agung, 2014).

Data Analysis Techniques

Based on the research objectives in this dissertation and the characteristics of the PLS model analysis, the selection of the SEM-PLS analysis technique model as a data analysis tool in this study is expected to be able to show accurate data analysis results, especially in its predictive function of the variables that are the focus of this research. To test the effect of independent variables on dependent variables the “Structural Equation Model-Partial Least Square (SEM PLS) technique is used. This PLS model approach is very suitable for prediction purposes Ghozali in (Nasution et al., 2020) SEM PLS is a multivariate analysis that describes the application of several models which include: (1) canonical correlation techniques, (2) redundancy analysis, (3) multiple regression, (4) multivariate analysis of variance Manova, and (5) principle component analysis. It was explained that SEM PLS is also suitable for caus-predictive analysis in situations of high complexity and is supported by weak theory (Pering, 2020).

3 Results and Discussions

Results

The results of the research data analysis used the Structural Equation Model-Partial Least Square (SEM-PLS) technique to test the effect of Instructional Leadership (X) on Organizational Commitment (Y1) and Teacher Performance (Y2) using the Smart-PLS application and the results can be seen in the following figure

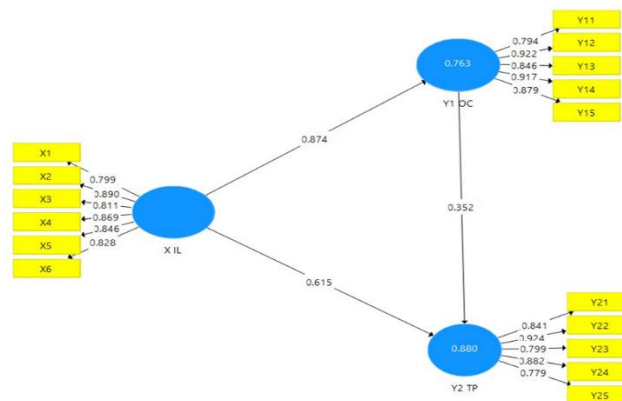


Figure 2. Structural Equation Model - Part Least Square (SEM-PLS)

Evaluation of the outer model to find out whether the indicators used to form constructs or latent variables are valid, then the following analysis is carried out. The output results regarding convergent validity are shown in the following table.

Table 2
Cross Loading Each Indicator of Instructional Leadership (X), Organizational Commitment (Y1) and Teacher Performance (Y2)

Indicator	Instructional Leadership (X)	Commitment Organizational (Y1)	Teacher Performance (Y2)
X1 Formulating Vision and Mission	0,799	0,675	0,724
X2 Coordinating Curriculum	0,890	0,802	0,862
X3 Monitoring and evaluation	0,811	0,805	0,783
X4 Giving Incentives	0,869	0,741	0,797
X5 Emotional intelligence	0,846	0,681	0,751
X6 Be responsible	0,828	0,688	0,725
Y1.1 Affective	0,742	0,794	0,765
Y1.2 Normative	0,779	0,922	0,805
Y1.3 Sustainability	0,666	0,846	0,719
Y1.4 Success of the organization	0,730	0,917	0,762
Y1.5 Contribute to the organization	0,874	0,879	0,819
Y2.1 Planning lessons	0,797	0,742	0,841
Y2.2 Carry out learning	0,852	0,840	0,924
Y2.3 Fostering relationships with students	0,662	0,673	0,799
Y2.4 Assessment of Learning	0,815	0,796	0,882
Y2.5 Program on the results of the assessment	0,762	0,698	0,779

Based on Table 2 it can be seen that all indicators in the Instructional Leadership (X), Organizational Commitment (Y1), and Teacher Performance (Y2) constructs are statistically significant with t-statistic > 1.96 with p-value < 0.05 . So it is concluded that these constructs have met the requirements of convergent validity which can be said to be positive and significant so that the research data meets the specified requirements (Nasution et al., 2020). Determine the validity of a construct seen from discriminant validity. Discriminant validity on reflective indicators by looking at cross-loading indicators on latent constructs. Good Discriminant Validity is an indicator that has a greater cross-loading on other constructors (Garson, 2016). The results of the cross-loading indicators for each variable are in the following table.

Table 3
Discriminant Validity of Each Indicator on Instructional Leadership (X), Organizational Commitment (Y1) and Teacher Performance (Y2)

Variable	X Instructional Leadership	Y1 Organizational Commitment	Y2 Teacher Performance
X Instructional Leadership	0,841		
Y1 Organizational Commitment	0,824	0,873	
Y2 Teacher Performance	0,822	0,829	0,847

Based on Table 3 it can be seen that Discriminant Validity has been fulfilled properly because the indicator has greater cross-loading on the construct compared to other constructs that are on the left or below. Then on Average Variance Extracted (AVE), Composite Reliability, and Cronbach's Alpha Composite reliability are used as a reflective indicator that aims to measure the internal consistency of a construct and Cronbach's Alpha. Construct feasibility can be seen from Discriminant Validity through Average Variance Extracted (AVE). The results of data processing are presented in the following table.

Table 4
Outer Loading, Cronbach's Alpha, and Composite Reliability Values And Average Extracted Variance (AVA)

Variable	Outer	Loading	T Statistik	P Values	Cronbach's Alpha	Rho A	Composite Reliability	Average Extracted Variance
Instructional Leadership (X1)	X1 <- X	0,799	31,873	0,000	0,917	0,920	0,936	0,708
	X2 <- X	0,890	62,999	0,000				
	X3 <- X	0,811	42,439	0,000				
	X3 <- X	0,869	54,740	0,000				
	X5 <- X	0,846	45,618	0,000				
	X6 <- X	0,828	39,028	0,000				
Organizational Commitment (Y1)	Y11 <- Y1	0,794	36,041	0,000	0,921	0,924	0,941	0,762
	Y12 <- Y1	0,922	118,204	0,000				
	Y13 <- Y1	0,846	57,149	0,000				
	Y14 <- Y1	0,917	100,431	0,000				
	Y15 <- Y1	0,879	70,235	0,000				
Teacher Performance (Y2)	Y21 <- Y2	0,841	47,762	0,000	0,900	0,906	0,926	0,717
	Y22 <- Y2	0,924	100,671	0,000				
	Y23 <- Y2	0,799	37,659	0,000				
	Y24 <- Y2	0,882	72,664	0,000				
	Y25 <- Y2	0,779	34,114	0,000				

Based on Table 4, the reliability criteria for Cronbach's Alpha > 0.70 , rho A > 0.70 , and the Average Variance Extracted (AVE) are more than 0.50. It can be said that the instruments for Instructional Leadership (X), Organizational Commitment (Y1), and Teacher Performance (Y2) have met the Reliability requirements. This can be continued for hypothesis testing to determine the direct and indirect effects of the independent variables on the dependent variable. In this study, there is one exogenous variable, namely Instructional Leadership (X), and two endogenous variables, namely Organizational Commitment (Y1) which positions as a mediating variable, and Teacher Performance Intention (Y2). The structural model resulting from PLS processing needs to be evaluated using R-square for each dependent variable, and R-square Adjusted Predictive Prevalence to see the effect of exogenous latent constructs on endogenous variables. The results of the Goodness of Fit test and the structural model are presented in the following table.

Table 5
R-Square Value Endogenous Construct of Organizational Commitment (Y1) and Teacher Performance(Y2)

Dependent Variable	R Square	Adjusted R Square	Addition
Organizational Commitment (Y1)	0,763	0,763	strong
Teacher Performance(Y2)	0,880	0,880	strong

The R-Square value between 0.67-1.00 indicates a strong/good model, while the R-Square between 0.34-0.66 indicates a moderate structural model, and if the R-Square is less than 0.33 indicates a weak model. Based on the results in the table it can be seen that the R-Square value for each endogenous variable Organizational Commitment (Y1) is 0.763 (strong) and Teacher Performance (Y2) is 0.884 (strong). Based on the resulting R², the Q² or Q-square test of Batu Geiser can be calculated as follows.

$$\begin{aligned}
 Q2 &= 1 - \{(1-R12) (1-R22)\} \\
 Q2 &= 1 - \{(1-0,763) (1-0,880)\} \\
 Q2 &= 1 - 0,028 \\
 Q2 &= 0,972
 \end{aligned}$$

The Q^2 value of 0.972 means or 97.2% means that the variation in the performance of Elementary School Teachers in Central Lombok can be explained by the constructs of Instructional Leadership (X) and organizational commitment (Y1), while the remaining 2.8% is explained by other variables outside the research construct.

Hypothesis Testing in The Direct and Indirect Effect

After evaluating and then carrying out the direct effect test is carried out to test the direct effect between the research variables whose results are listed in the table below

Table 6
Results of Hypothesis Testing in The Direct Effect

Direct Effect	Loading	Deviation Standart	T Statistic	P Values	Hypothesis Result
X Instructional Leadership -> Y1 Organizational Commitment	0,874	0,010	87,320	0,000	accepted
X Instructional Leadership -> Y2 Teacher Performance	0,615	0,036	17,207	0,000	accepted
Y1 Organizational Commitment -> Y2 Teacher Performance	0,352	0,037	9,620	0,000	accepted

Based on the results of the analysis in the table above, the results of the research are explained in the direct effect as follows;

1. Hypothesis-1. The results of the analysis of the direct relationship between Instructional Leadership (X) and Organizational Commitment (Y1) are indicated by a coefficient of 0.874 and a T-statistic of 87.320 > 1.96 and P values 0.000 < 0.05, thus H1 is accepted and H0 is rejected. It can be said that Instructional Leadership has a direct positive and significant effect on Organizational Commitment. This means that if Instructional Leadership increases, there will be an increase in Organizational Commitment.
2. Hypothesis-2. The results of the analysis of the direct relationship between Instructional Leadership (X) and teacher performance (Y2) are indicated by a coefficient of 0.615 and a T-statistic of 17.207 > 1.96 and P values 0.000 < 0.05 thus H1 is accepted and H0 is rejected. It can be said that Instructional Leadership has a direct, positive, and significant effect on teacher performance. This means that if Instructional Leadership increases, there will be an increase in teacher performance.
3. Hypothesis-3. The results of the analysis of the direct relationship between Organizational Commitment (Y1) and teacher performance (Y2) are indicated by a coefficient of 0.352 and T-statistics of 9.620 > 1.96 and P Values of 0.000 < 0.05 thus H1 is accepted and H0 is rejected. It can be said that Organizational Commitment has a direct positive and significant effect on teacher performance. This means that if Organizational Commitment increases, there will be an increase in teacher performance.

The results of the indirect influence test aim to see the role of Organizational Commitment (Y1) as a mediating variable in the influence of Servant Leadership (X) on Teacher Performance (Y2), the results are as in the following table

Table 7
Hypothesis Testing Results from the Indirect Effect

Indirect Effect	Mediation	Loading	Deviation Standart	T Statistic	P Values	Hypothesis Result
X Instructional Leadership -> Y2 Teacher Performance	Y1	0,307	0,033	9,429	0,000	accepted

4. Hypothesis-4. The results of the analysis of the indirect relationship between Instructional Leadership (X) and teacher performance (Y2) through Organizational Commitment (Y1) are indicated by a coefficient of 0.307 and a T-statistic of 9.429 > 1.96 and P values 0.000 < 0.05, thus H1 is accepted and H0 is rejected. It can be said

that Instructional Leadership has a positive and significant indirect effect on teacher performance through Organizational Commitment. This means that if Instructional Leadership increases, there will be an increase in Organizational Commitment and the impact will be an increase in teacher performance.

The findings of this study are that Instructional Leadership has a direct and significant effect on teacher performance, besides that Instructional Leadership also has an indirect and significant effect on teacher performance through Organizational Commitment. It can be said that Organizational Commitment can act as a mediating variable. Another finding is that the structure of the research model made was successful in testing the direct and indirect relationship between the independent variables and the dependent variable.

Discussion

The discussion of the results of testing the hypothesis about the influence of the research variables is explained as follows;

1. Instructional Leadership has a positive and significant direct effect on Organizational Commitment, meaning that the higher the value of Instructional Leadership, the higher the level of Organizational Commitment to the teacher. If the teacher has a commitment to strive to be better, but if the principal continues to provide support, the commitment to the teacher will become stronger and eventually the institution will become stronger for the better and ultimately will improve the quality of teacher performance in carrying out learning so that the quality of the school becomes better. Leadership that prioritizes learning can influence, guide, and direct teachers in learning activities so that teachers can provide good learning services to students (Dwiki & Riana, 2018).
2. Instructional Leadership has a positive and significant direct effect on teacher performance, meaning that the higher the value of instructional leadership on the principal will have an impact on improving teacher performance. A school principal who always carries out the leadership function properly will help overcome teacher difficulties in carrying out the task of preparing and carrying out learning. This is in line with the results of research in journals (Aslam et al., 2022). Good school principal leadership is the leadership of the school principal which is carried out, among others; (1) Serving the Principal's Leadership; (2) Open Communication, (3) listening to subordinates, and (4) Helping teachers overcome difficulties; (5) guiding sincerely. This will affect the performance of teachers in schools (Elfrida et al., 2020).
3. Organizational Commitment has a direct positive and significant effect on teacher performance, meaning that the higher the Organizational Commitment, the higher the teacher's performance. A teacher who has a strong determination and promises within himself to strive to build improvements for his school means that he will continue to show good performance (Madjid, 2016). Organizational Commitment includes; (1) attitude and (2) the will to behave well. Attitudes include (a) identification with the organization, (b) appropriate involvement with the role, and (c) warmth of affection and loyalty to the organization. The will to behave well includes (a) a willingness to show effort, and (b) the desire to remain in the organization (Adzkiya, 2021).
4. Instructional Leadership has an indirect and significant effect on Teacher Performance through Organizational Commitment. The results of the direct influence of Instructional Leadership on Organizational Commitment, then it also have a significant effect on Teacher Performance. Under these conditions, of course, Instructional Leadership can indirectly affect teacher performance through Organizational Commitment. This is in line with the research conducted (Yaman, 2020).

The findings in this study are that Instructional Leadership has a positive and significant direct effect on Organizational Commitment and the performance of elementary school teachers in Central Lombok District. In addition, Instructional Leadership has a positive and significant indirect effect on Teacher Performance through Organizational Commitment. In this study, Organizational Commitment acts as a strong mediating variable. Another finding is that the structure of the model in this research study has succeeded in examining the direct and indirect effects between the independent variables and the dependent variable.

4 Conclusion

Based on the results of the analysis and discussion of the direct and indirect effects between the research variables, it can be concluded as follows; (1) Instructional Leadership has a direct positive and significant effect on Organizational Commitment; (2) Instructional Leadership has a direct positive and significant effect on teacher performance. (3) Organizational Commitment has a direct positive and significant effect on teacher performance. (4) Instructional Leadership has an indirect positive and significant effect on Teacher Performance through Organizational Commitment. Organizational Commitment mediates well the effect of Instructional Leadership on teacher performance. The recommendations from the results of this study are for education providers to apply Instructional Leadership and Organizational Commitment to improve teacher performance. Besides that, it is necessary to maintain and build commitment to teachers because it is proven that increasing Organizational Commitment in teachers will improve their performance. The results of this study can be used as a reference in scientific research studies related to teacher performance.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

Acknowledgments

The authors would like to thank the Central Lombok District Education Office and the Principal for permitting them to carry out the research. Thank you also to the Elementary School teachers who have helped and provided research data sincerely so that the research could run well. In addition, the authors also thank the supervisor for the direction and input in writing this article. Hopefully, the results of this study can be useful for improving teacher performance.

References

- Adzkiya, A. (2021). Pengaruh gaya kepemimpinan transformasional kepala sekolah, iklim sekolah dan komitmen profesional guru terhadap kinerja guru (studi kasus di MTS ma'arif NU kabupaten Banyumas). *Jurnal Ekonomi, Bisnis, dan Akuntansi*, 22(4), 492-500.
- Agung, A. A. G. (2014). *Educational Research Methodology*. (2nd Edition). Malang: Aditya Media Publishing.
- Appleton, T. G., Clark, H. C., & Manzer, L. E. (1973). The trans-influence: Its measurement and significance. *Coordination Chemistry Reviews*, 10(3-4), 335-422. [https://doi.org/10.1016/S0010-8545\(00\)80238-6](https://doi.org/10.1016/S0010-8545(00)80238-6)
- Aslam, A., Wahab, A. A., Nurdin, D., & Suharto, N. (2022). Kepemimpinan Instruksional Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Jurnal Basicedu*, 6(3), 3954-3961.
- Baker, J. A. (2006). Contributions of teacher–child relationships to positive school adjustment during elementary school. *Journal of school psychology*, 44(3), 211-229. <https://doi.org/10.1016/j.jsp.2006.02.002>
- Budiastuti, D., & Bandur, A. (2018). Research Validity and Reliability. *Media Discourse Partners*.
- Dukalang, L. (2020). Kepemimpinan Kepala Madrasah dan Motivasi Guru Terhadap Kinerja Pengawas. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 5(2), 81-88.
- Dwiki, I. M., & Riana, I. G. (2018). The Role of Job Satisfaction in Mediating the Effect of Servant Leadership on Organizational Commitment. *Udayana University Management E-Journal*, 7(9), 4747.
- Elfrida, D., Santosa, H., & Soefijanto, T. A. (2020). Pengaruh Kompetensi Guru dan Implementasi Kurikulum Asing Terhadap Kinerja Guru di Sekolah Internasional Jakarta Utara. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 4(1), 53.
- Fitriyana, R., Eliyana, A., Suryarini, D. Y., & Yusuf, R. M. (2016, August). Understanding the mediator role of job satisfaction on lecturer's organizational commitment. In *2016 Global Conference on Business, Management and Entrepreneurship* (pp. 638-645). Atlantis Press.
- Fuentes, A., López, J., & Pozo, S. (2019). Analysis of the digital teaching competence: Key factor in the performance of active pedagogies with augmented reality. *REICE. Revista Iberoamericana sobre calidad, eficacia y cambio en educación*, 17(2), 27-42.
- Garson, G. D. (2016). Partial least squares. Regression and structural equation models.
- Ghanizadeh, A., Bahredar, M. J., & Moeini, S. R. (2006). Knowledge and attitudes towards attention deficit hyperactivity disorder among elementary school teachers. *Patient Education and Counseling*, 63(1-2), 84-88. <https://doi.org/10.1016/j.pec.2005.09.002>
- Gregory, R. J. (2014). *Psychological testing: History, principles*. Pearson Education Limited.
- Haq, N., Tholkhah, I., & Primarni, A. (2020). Pengaruh Kepemimpinan Kepala Sekolah dan Efikasi Diri Guru
- Hayati, R., Arafat, Y., & Sari, A. P. (2020). Pengaruh Komitmen Organisasi dan Motivasi Kerja terhadap Kinerja Guru. *JMKSP (jurnal manajemen, kepemimpinan, dan supervisi pendidikan)*, 5(2), 100-111.
- Humaidi, A., Khoirudin, M., Adinda, A. R., & Kautsar, A. (2020). The effect of financial technology, demography, and financial literacy on financial management behavior of productive age in Surabaya, Indonesia. *International Journal of Advances in Scientific Research and Engineering*, 6(01), 77-81.
- Husnah, A., Harapan, E., & Rohana, R. (2021). Pengaruh Kepemimpinan Kepala Sekolah dan Budaya Organisasi terhadap Komitmen Guru dalam Melaksanakan Tugas. *Jurnal Manajemen Pendidikan: Jurnal Ilmiah Administrasi, Manajemen dan Kepemimpinan Pendidikan*, 3(1), 19-30.
- Hwang, Y. S., Bartlett, B., Greben, M., & Hand, K. (2017). A systematic review of mindfulness interventions for in-service teachers: A tool to enhance teacher wellbeing and performance. *Teaching and Teacher Education*, 64, 26-42. <https://doi.org/10.1016/j.tate.2017.01.015>
- Irmawartini. (2017). *Research Methodology: Thesis research methodology*. Rakes Sarasin, 1–36.
- Kursunoglu, A., & Tanriogen, A. (2009). The relationship between teachers' perceptions towards instructional leadership behaviors of their principals and teachers' attitudes towards change. *Procedia-Social and Behavioral Sciences*, 1(1), 252-258. <https://doi.org/10.1016/j.sbspro.2009.01.046>
- Lestari, L. (2017). Pengaruh Kepemilikan Institusional Dan Struktur Modal Terhadap Nilai Perusahaan. *Jurnal Riset Manajemen Dan Bisnis*, 2(Manajemen), 293-306.
- Lijan Poltak Sinambela. (2014). *Quantitative Research Methodology*; Yogyakarta: Graha Ilmu (Vol. 148). Science House.
- Low No. 14, 2005. (2005). Law Number 14 of 2005 concerning Teachers and Lecturers. In Law 14 2005 (Issue March, Madrid. (2016). Teacher Performance Development Through Competence, Commitment, and Work Motivation.

- McNaughton, D. B., & Cowell, J. M. (2018). Using methods of data collection. *Advanced Public and Community Health Nursing Practice: Population Assessment, Program Planning and Evaluation*, 38,
- Montgomery, J. L., & Baker, W. (2007). Teacher-written feedback: Student perceptions, teacher self-assessment, and actual teacher performance. *Journal of Second Language Writing*, 16(2), 82-99. <https://doi.org/10.1016/j.jslw.2007.04.002>
- Morgan, K. (1970). Table for Determining Sample Size for a Finite Population Morgan. In *Educational and Psychological Measurements*.
- Mowday, R. T. (1998). Reflections on the study and relevance of organizational commitment. *Human resource management review*, 8(4), 387-401. [https://doi.org/10.1016/S1053-4822\(99\)00006-6](https://doi.org/10.1016/S1053-4822(99)00006-6)
- Nasution, M. I., Fahmi, M., & Prayogi, M. A. (2020, March). The quality of small and medium enterprises performance using the structural equation model-part least square (SEM-PLS). In *Journal of Physics: Conference Series* (Vol. 1477, No. 5, p. 052052). IOP Publishing.
- Pering, I. M. A. A. (2020). Kajian Analisis Jalur Dengan Structural Equation Modeling (Sem) Smart-Pls 3.0. *Jurnal Ilmiah Satyagraha*, 3(2), 28-48.
- Prasetyono, H., & Ramdayana, I. P. (2020). Pengaruh servant leadership, komitmen organisasi dan lingkungan fisik terhadap kinerja guru. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(2), 108-123.
- Regulation of Ministry, N. 16. 2007. (2007). Regulation Of The Minister Of National Education Of The Republic Of Indonesia Number 16 Of 2007 Concerning Standards Of Academic Qualifications And Teacher Competence. In *Permendiknas*.
- Rivai, H. A., Reza, D. Y., & Lukito, H. (2019, October). Distributive justice, job satisfaction and organizational commitment as antecedents of employee performance: a study in Indonesia national health insurance workers. In *2019 International Conference on Organizational Innovation (ICOI 2019)* (pp. 670-676). Atlantis Press.
- Saragih, I. S., & Suhendro, D. (2020). The influence of school organizational climate, teacher work culture, and job satisfaction on teacher work commitment. *Journal of Educational Management Accountability*, 8(1), 44-52.
- Setwong, R., & Prasertcharoensuk, T. (2013). The influence of instructional leadership of school administrators on school effectiveness. *Procedia-Social and Behavioral Sciences*, 106, 2859-2865. <https://doi.org/10.1016/j.sbspro.2013.12.331>
- Shagholi, R., Zabihi, M. R., Atefi, M., & Moayedi, F. (2011). The consequences of organizational commitment in education. *Procedia-Social and Behavioral Sciences*, 15, 246-250. <https://doi.org/10.1016/j.sbspro.2011.03.081>
- Simatupang, S., Grace, E., Ervina, N., Chandra, E., & Efendi, E. (2022). Dampak Komitmen Organisasi terhadap Kinerja Pegawai Kantor Kecamatan Siantar Utara Kota Pematangsiantar. *Jurnal Ilmiah Universitas Batanghari Jambi*, 22(2), 1104-1111.
- Siregar, A., & Naimi, N. (2020). The Pelatihan Media Big Maze Bagi Guru-Guru Aisyah Pendukung Selama Daring. *Abdimas Universal*, 2(2), 76-81.
- Story, M., Neumark-Sztainer, D., & French, S. (2002). Individual and environmental influences on adolescent eating behaviors. *Journal of the American Dietetic association*, 102(3), S40-S51. [https://doi.org/10.1016/S0002-8223\(02\)90421-9](https://doi.org/10.1016/S0002-8223(02)90421-9)
- Surahman, Rachmat, M., & Supardi, S. (2016). Research methodology. Jakarta: Indonesian Ministry of Health.
- Teruna, D., & Ardiansyah, T. (2021). Model Gaya Kepemimpinan Pada Perusahaan Di Indonesia. *Jurnal Teknologi dan Manajemen*, 19(1), 17-26.
- Yaman, A. (2020). Pengaruh Kepemimpinan Kepala Sekolah, Tunjangan Profesi Guru, dan Iklim Sekolah terhadap Kinerja Guru SMK Negeri di Kota Makassar. *Al-Musannif*, 2(1), 29-48.
- Yudha, C. B., & Rahmad, I. N. (2020). Pelatihan penulisan penelitian tindakan kelas (ptk) pada guru SDN Cibitung Kulon 01 Bogor. *Mitra Mahajana: Jurnal Pengabdian Masyarakat*, 1(1), 20-23.
- Yusuf, R. M., & Syarif, D. (2018). *Komitmen organisasi*. Nas Media Pustaka.
- Zhou, M., Yan, J., & Feng, D. (2019). Digital twin framework and its application to power grid online analysis. *CSEE Journal of Power and Energy Systems*, 5(3), 391-398.