The Role of Organizational Commitment as Mediating on the Influence of Participatory Leadership Style on Teacher Performance

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Abstract:

This research aims to determine and analyze the influence of participative leadership style on teacher performance with organizational commitment as a mediating variable at MAN Tulungagung, East Java, Indonesia. The research method is quantitative with a survey approach. The questionnaire was structured based on research variables: participative leadership style, teacher performance, and organizational commitment. Research data was taken from 100 teachers who were the sample for this research. Data was collected using random sampling techniques. Data analysis uses multiple regression analysis. The research results show a significant favorable influence between participative leadership style and teacher performance. The existence of the organizational commitment variable as an intervening variable can strengthen the influence of participative leadership style on teacher performance. Participative leadership style indirectly influences teacher performance through organizational commitment. Organizational commitment can mediate between participative leadership style and teacher performance. Thus, this research contributes to the sustainable improvement of participative leadership styles in Islamic educational institutions because it can influence teacher performance.

Keywords: *Lecturer Work Productivity, Factor Analysis, Quality of Work Results*

Abstrak:

Penelitian ini bertujuan untuk mengetahui dan menganalisis pengaruh gaya kepemimpinan partisipatif terhadap kinerja guru dengan komitmen organisasi sebagai variabel mediasi di MAN Tulungagung, Jawa Timur, Indonesia. Metode penelitian adalah kuantitatif dengan pendekatan survei. Kuesioner disusun berdasarkan variabel penelitian: gaya kepemimpinan partisipatif, kinerja guru, dan komitmen organisasi. Data penelitian diambil dari 100 guru yang menjadi sampel penelitian ini. Data dikumpulkan dengan menggunakan teknik random sampling. Analisis datanya menggunakan analisis regresi berganda. Hasil penelitian menunjukkan bahwa terdapat pengaruh positif dan signifikan antara gaya kepemimpinan partisipatif dan kinerja guru. Adanya variabel komitmen organisasi sebagai variabel intervening dapat memperkuat pengaruh gaya kepemimpinan partisipatif terhadap kinerja guru. Jadi, gaya kepemimpinan partisipatif secara tidak langsung mempengaruhi kinerja guru melalui komitmen organisasi. Komitmen organisasi dapat menengahi antara gaya kepemimpinan partisipatif dan kinerja guru. Dengan demikian, penelitian ini berkontribusi pada peningkatan gaya kepemimpinan partisipatif yang berkelanjutan dari lembaga pendidikan Islam karena dapat mempengaruhi kinerja guru.

Kata Kunci: *Komitmen Organisasi, Gaya Kepemimpinan Partisipatif, Kinerja Guru*

INTRODUCTION

Science is constantly developing and experiencing rapid progress by the times (Abdurakhmonova et al., 2021). The current era of globalization demands quality human resources so that they can compete in various fields, such as education (Stofkova & Sukalova, 2020). In Indonesia, learning activities start from kindergarten, elementary, junior high, high school, and university (Diana & Zaini, 2023). High school is a level of formal education after graduating from junior high school (Shaturaev, 2021). The implementation of education in high schools, as an inseparable part of the implementation of national education, cannot be separated from the mandate of Article 31, paragraph 3 of the 1945 Constitution. Students are required to become intelligent, skilled humans and prospective successors of the nation (Wijaya et al., 2022).

Leadership is a social interaction, with an influencing process between leaders and subordinates or members in a social community or organization (Mukhtar et al., 2020). The issue of leadership is one element that is often discussed today. A leader is a driving figure, an individual who has the authority to lead, and leadership is an art and ability that needs to be possessed by a leader to influence members to act within the same scope, namely the organization (Fathih et al., 2021).

Over time, the leadership styles in this world have developed quite a lot (Passakonjaras & Hartijasti, 2020). There is a coercive leadership style that places the leader as the only control holder in making decisions in the organization; there is a leadership style with a humanitarian approach that provides the opportunity for the organization to have good interpersonal relationships between members (Moon, 2021). There is also a leadership style that focuses on creating a conducive organizational culture, where members feel empowered and encouraged to try and learn new things to evolve equally as the organization grows (Bagga et al., 2023). All of these are choices that can only be controlled by the role that exists in a leader.

The leadership style that is the focus of this study is participatory leadership style (Fries et al., 2021), which is more likely to prioritize the element of participation of a member in the running of an organization, both in terms of making a decision, delegation of authority or work, encouraging the participation of a member in running the wheel of leadership in an organization, and paying attention to feedback or feedback given by a member.

Participatory leadership relates to the use of various decision-making procedures that provide space for members to participate or even change and influence the decisions to be taken by a leader (Owusu-Agyeman, 2021). Aspects of participatory leadership include consultation, joint decision-making and making, division of authority and power, decentralization, and democratic management. Participatory leadership is a way of leading that allows members to participate in the decision-making process (Silla et al., 2020).

According to national education goals, teachers are essential in creating quality human resources (Phumphongkhochasorn et al., 2021). As stated in Law

Number 20 of 2003 concerning the National Education System, Article 3 states that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Santoso, 2021). Good education implements the quality of resources teachers produce (Karim et al., 2021).

Teachers must always innovate in applying new methods and utilizing media and various resources in learning activities to improve optimal learning outcomes (Zaini et al., 2022). Teachers must strive to improve performance to face the development of an increasingly advanced world of education (Núñez-Canal et al., 2022). Both certified and unexpected teachers have extensive knowledge and skills (Yang, 2020). In addition, it must also have competence, work motivation, and professional performance. Mastery of professional, pedagogic, personality, and social competence in teachers greatly supports teacher performance (Murkatik et al., 2020). However, work motivation is needed, too, because one of the supporting factors of teacher performance is motivation. Teachers in learning activities do not just deliver subject matter to students but educate, guide, direct, train, assess, and evaluate.

Organizational commitment in the workplace can improve the quality of one's work (Aboramadan et al., 2020). A person's abilities and expertise also contribute to the creation of job effectiveness. Teachers' organizational commitment is reflected in the psychological factors of a teacher in the school environment (Waeyenberg et al., 2022). In addition to organizational commitment and motivation, competence is also one of the supporting factors for improving individual performance (Demir, 2020). A teacher's commitment to the organization where he works is the school is a condition experienced by teachers who can influence assertive, positive behavior towards the school related to identification and loyalty in the form of the development of organizational commitment theory.

Organizational commitment is the degree to which an individual identifies himself in an organization based on his goals and desire to maintain his membership. Organizational commitment can also be interpreted as a form of individual expression in identifying themselves, loyalty, and organizational involvement (Gopinath, 2020). Employees who commit to the organization will work dedicatedly because employees consider that the vital thing that must be achieved is the achievement of organizational tasks. Commitment in organizing involves three attitudes, namely: (1) self-identification of organizational goals, (2) desire to be involved in organizational tasks, and (3) a sense of loyalty to the organization. Organizational commitment reflects the psychological state that binds individuals to the organization (Ahad et al., 2021). The psychological state can be described as the employee's relationship with the organization and is related to the decision to continue or stop membership.

In its function as a mobilizer for teachers, the principal must be able to move teachers so that their performance increases because teachers are the spearhead to realize quality human beings. Teachers will work optimally if supported by several factors, including the principal's leadership. Some problems faced in

education are that the principal needs to supervise better, and some teachers must carry out their duties properly. Teachers carry out assessments by implementing daily tests, midterm tests, end-of-semester tests, class increases, school exams, and national exams (Said & Muslimah, 2021). The teacher reports the results of the end-of-semester assessment to the principal, and the school reports the results to UPT and parents. The assessment results are a basis for teachers to provide feedback to improve learning.

The antecedent of the research is organizational commitment in the form of affective commitment, continuous commitment, and normative commitment to the organization (Hadi & Tentama, 2020). The results of research that has a positive impact on organizational commitment show that organizational commitment has several positive outcomes, such as job satisfaction, attendance, organizational social behavior, and job performance. In addition, his research also stated the positive impact of organizational commitment that individuals who enjoy commitment are more orderly, stay in the organization for an extended time, and work longer. However, there is also a negative impact that results from organizational commitment, which shows that individuals who lack organizational commitment will tend to stop working for the organization or leave.

Furthermore, previous research on participatory leadership style variables on teacher performance with organizational commitment as a mediating variable has not involved organizational commitment as one of the antecedents, such as previous research. It is interesting to study and has yet to be studied by previous researchers who have not discussed organizational commitments in the workplace that will impact practical leadership and teacher performance. In particular, this study aims to analyze the role of organizational commitment to participatory leadership styles on teacher performance (Berjaoui & Karami-Akkary, 2020).

This research brings novelty by exploring the complex relationship between participatory leadership style, organizational commitment, and teacher performance in Indonesia's education context. The main focus of this study is to explore the significant role of organizational commitment as a mediator that influences how participatory leadership styles can shape teacher performance. Organizational commitment as a mediating variable in this study becomes relevant considering the challenges and dynamics faced by education in the era of globalization. Through this approach, this research is expected to contribute to understanding the internal mechanisms that influence teacher performance, considering the interaction between participatory leadership styles and levels of organizational commitment.

In addition, this study also enriches the literature by detailing how these factors can synergize to create a conducive work environment for educational development. Through revealing the role of organizational commitment as mediation, this research is expected to provide new insights and a deeper understanding of how forming a solid organizational culture can support teacher performance.

RESEARCH METHODS

This type of research is quantitative, when researchers test a theory by detailing specific hypotheses and then collecting data to support or disprove these hypotheses (Skarbek, 2020). This study tested the independent variable against the dependent variable using statistical analysis. This study seeks empirical evidence and develops participatory leadership style, teacher performance, and organizational commitment theories. This research uses a quantitative approach to the problems and research objectives to be achieved.

The data collection method in this study used questionnaires (Chivanga & Monyai, 2021). The questionnaire is a data collection technique that gives respondents a set of questions or written statements to answer using the research variables chosen in this study, namely participatory leadership. The indicators are the opportunity to participate with subordinates, receive input and advice from subordinates, work actively with subordinates, and involve teachers in making decisions. Organizational commitment indicators are affective commitment, continuous commitment, and normative commitment. Teacher performance indicators are planning learning activities, implementing learning activities, and evaluating learning.

The data analysis technique used in this study is path analysis, which is used to determine the causal relationship to explain the direct and indirect effects of a set of variables as causal variables against other variables, which are effect variables. Structural equations describe causal relationships between the variables under study expressed as mathematical equations (Amini & Alimohammadlou, 2021). This model can be modeled as mathematical structural equations as follows. $Y = \beta \, YX1 + \beta \, YZ + E1$.

RESULTS AND DISCUSSIONS

This study was conducted to test the hypothesis to determine the direct influence between the independent variable and the dependent variable. Using the statistical test t shows how far the influence of one explanatory or independent variable is in explaining the variation of the dependent variable.

Before testing the hypothesis, the researcher tested the validity test of the instrument presented in the form of Table 1.

Table 1: Validity Test Results

Variable	Item	r Calculate	r Table	Conclusion
Participatory leadership style	X1	0.253	0.1966	Valid
	X2	0.701	0.1966	Valid
	X3	0.525	0.1966	Valid
	X4	0.646	0.1966	Valid
	X5	0.822	0.1966	Valid
	X6	0.792	0.1966	Valid
	X7	0.472	0.1966	Valid
	X8	0.694	0.1966	Valid
	X9	0.671	0.1966	Valid
	X10	0.486	0.1966	Valid
Teacher performance	Y1	0.384	0.1966	Valid
	Y2	0.456	0.1966	Valid
	Y3	0.453	0.1966	Valid

	Y4	0.541	0.1966	Valid
	Y5	0.507	0.1966	Valid
	Y6	0.429	0.1966	Valid
	Y7	0.278	0.1966	Valid
	Y8	0.299	0.1966	Valid
	Y9	0.540	0.1966	Valid
	Y10	0.475	0.1966	Valid
Organizational commitment	Z1	0.870	0.1966	Valid
	Z2	0.874	0.1966	Valid
	Z3	0.893	0.1966	Valid
	Z4	0.850	0.1966	Valid
	Z5	0.745	0.1966	Valid
	Z6	0.758	0.1966	Valid
	Z7	0.486	0.1966	Valid
	Z8	0.357	0.1966	Valid
	Z9	0.486	0.1966	Valid
	Z10	0.422	0.1966	Valid

Source: Primary data processed with SPSS, 2023.

Table 1 shows that each variable has 10 question items, all declared valid because the r count is greater than the r table.

The reliability test results of the three variables are presented in Table 2.

Table 2: Reliability Test Results

Variable	Croncbach's Alpha
Participatory leadership style	0,812
Teacher performance	0,605
Organizational commitment	0,884

Source: Primary data processed with SPSS, 2023.

The results of the questionnaire reliability test in Table 2 show that the data obtained Cronbach's alpha value > 0.60. It can be interpreted that all variables are reliable. The results of the equation analysis can be seen in the coefficients table as follows:

Table 3: Results of Linear Regression Analysis

		Coefficient		
Model		Unstandardized Coefficients		Standard zed Coefficients
		B	Std. Error	Beta
1	(Constant)	20.390	2.298	
	Participatory leadership style	.078	.083	.110
	Organizational commitment	.082	.058	.166
a. Dependent Variable: Teacher performance				

Based on the results of the regression analysis obtained in Table 8, the regression equation can be written as follows:

Y = 20.390 + 0.078 X1 + 0.082 Z + 2.298 e

From the regression equation above, it can be interpreted as follows:

Table 4. Regression Equations

The constant value is **20.390**	This means that if the number of participatory leadership styles organizational commitment is 0, then teacher performance is positive at 20,390
A coefficient of **0.078** is positive.	This means that if the participatory leadership style variable is increased by 1 unit, teacher performance will increase by **0.078** units.
The coefficient **of 0.082** is positive.	This means that if the organizational commitment variable is increased by 1 unit, then the teacher performance variable will increase by **0.082** units.

Determination analysis is used to determine the influence between independent variables consisting of participatory leadership styles and to see the results of testing the proposed hypothesis. From calculations using the SPSS 22.0 for Windows program, regression results obtained multiple regression coefficient values, which as a whole appear in the following table:

Tabel 5. Output Analisis Regresi SPSS 22.0 for Windows

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.245a	.060	.041	2.84783

a. Predictors: (Constant), Organizational commitment, Participatory leadership style
b. Dependent Variable: Teacher Performance

Based on Table 5 shows an R-value of 0.245, which means that the correlation or relationship between independent variables consisting of participatory leadership style has a strong relationship. The value of R Square shows 0.060; this means that the influence of the independent variable consisting of participatory leadership style with the dependent variable of teacher performance is 6%, while other factors influence the rest.

The influence of Participatory Leadership Style on Teacher Performance at MAN Tulungagung

Examined whether the effect of participatory leadership style on teacher performance in MAN Tulungagung is partially significant. This study compared t_{count} and t_{table} with a significant level of 5% and N 100. In comparison, the distribution table t was achieved at α = 5% with degrees of freedom (df) n-k-1 = 100 – 1 – 1 = 98 (n number of respondents and k is the number of independent variables). The result obtained from the t table is 1.66055. In this test, using the help of the SPSS 22.0 for Windows program, obtained the following results:

Table 6. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	20.829	2.288		9.103	.000
	Participatory leadership style	.143	.070	.202	2.040	.044
a. Dependent Variable: Teacher performance						

From the results in Table 6 above, alternative hypothesis testing (Ha) is accepted. The first hypothesis testing compares the results of the calculated with the table. From the Coefficients table above, the calculated value = 2.040 is obtained. Meanwhile, for the t table with a significant level of 0.05, the t table value = 1.66055. A comparison between the two yields: count> table (2.040> 1.66055). The significance value of t for the participatory leadership style variable is 0.044, which is smaller than the probability of 0.05 (0.044 < 0.05). So, this test shows that Ha is accepted and Ho is rejected. This means a positive and significant influence exists between participatory leadership style and teacher performance in MAN Tulungagung.

The results of this study show that participatory leadership is a leader who consults with his subordinates on proposed actions and decisions and stimulates the participation of his subordinates. Participatory leadership means involving team members in decision-making (Ali et al., 2020). One form of participatory leadership is to involve others in decision-making. Participatory leadership is considered a behavior different from task-oriented and relationship-oriented behavior (Schlamp, 2021). Participatory leadership involves managers' efforts to encourage and facilitate the participation of others in critical decision-making. A democratic society upholds the right of human beings to influence decisions that will affect them in essential ways. The results of this study support the research conducted that there is an influence of participatory leadership style on performance.

The influence of participatory leadership style on teacher performance through organizational commitment at MAN Tulungagung. Participatory leadership style with teacher performance with organizational commitment as an intervening variable in MAN Tulungagung. For the value of unstandardized coefficients that describe the value of the direct or indirect influence of the independent variable on the dependent variable, it is necessary to use regression analysis.
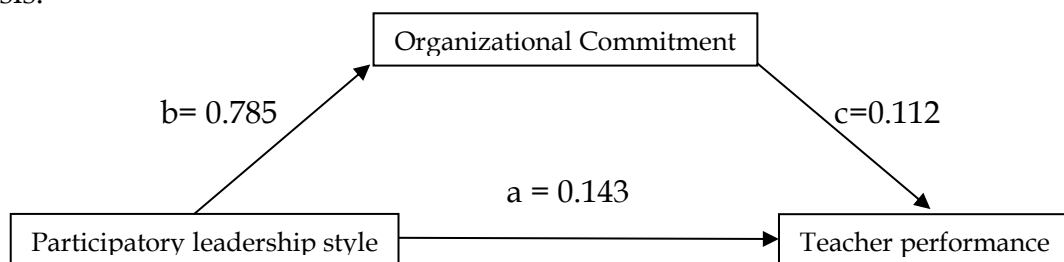

Figure 1. Structural Relationships Between Variables

From Figure 1 above, it can be seen the direct and indirect influences for each relationship as follows:

1. Unstandardized coefficients influence of participatory leadership style on teacher performance of 0.143 with a significance value of 0.044 means that participatory leadership style has a positive and significant influence on teacher performance.

2. Unstandardized coefficients influence of participatory leadership style on organizational commitment of 0.785 with a significance value of 0.000 means that participatory leadership style has a positive and significant influence on organizational commitment.

3. Unstandardized coefficients effect of organizational commitment on teacher performance of 0.112 with a significance value of 0.023 means that organizational commitment has a positive and significant influence on teacher performance.

For determine the amount of direct or indirect influence of each of the relationships mentioned above, the following calculations are made:

Direct influence (a)   **= 0.143**
Indirect influence (bxc) = 0.785x 0.112 = 0.0879

Based on the calculation above, it can be known that the value of the direct influence of participatory leadership style on teacher performance (a) = 0.143 or 14.3 percent is greater than the value of the indirect influence of participatory leadership style on teacher performance through organizational commitment (bxc) = 0.0879 or 8.79 percent. This shows that the organizational commitment variable as an intervening variable can strengthen the influence of participatory leadership style on teacher performance at MAN Tulungagung. A participatory leadership style indirectly affects teacher performance through organizational commitment to MAN Tulungagung.

The results of this study are appropriate because performance is a natural behavior displayed by everyone as work achievements produced by employees by their role in the organization. Participatory leadership relates to the use of various decision-making procedures that provide space for members to participate or even change and influence the decisions to be taken by a leader. Participatory leadership is a way of leading that allows members to participate in the decision-making process.

Participatory leadership style in education is a leadership style that focuses on the efforts of a leader who, in this case, is the principal in involving the participation of its members in every process that occurs in an organization, including the decision-making process. The success of an organization depends mainly on competence, motivation, job satisfaction, organizational commitment, and individual performance within an organization. In human resource development and management systems, competency theory is an essential tool in human resource management; competence describes a combination of knowledge, skills, and characteristics to complete a particular job effectively. Each dimension of competence has a positive correlation with teacher performance.

Organizational commitment can mediate between participatory leadership styles and teacher performance. Thus, this research contributes to Islamic

educational institutions' continuous improvement of participatory leadership styles because it can affect teacher performance. Organizational commitment does not strengthen teachers' duties and functions as educators.

The contribution that can be made to the madrasah is expected to manage its leadership style so that teacher performance can be adequately maintained and consistently maintained, where this application can increase teacher organizational commitment. Future research recommends that future researchers examine the influence of leadership, organizational culture, work discipline, and organizational commitment by relating them to other variables. The desire to always remain in the organization and, of course, also try to adjust to the values adopted by the organization is a form of the high commitment of these teachers that causes encouragement to continue to increase their liking for work so that all of it will improve their performance.

CONCLUSION

Research results showed a positive and significant influence between participatory leadership style and teacher performance in MAN Tulungagung. The existence of organizational commitment variables as intervening variables can strengthen the influence of participatory leadership style on teacher performance at MAN Tulungagung. So, a participatory leadership style indirectly affects teacher performance through organizational commitment to MAN Tulungagung. Organizational commitment can mediate between participatory leadership styles and teacher performance. Thus, this research contributes to Islamic educational institutions' continuous improvement of participatory leadership styles because it can affect teacher performance.

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