

Research Article

## The Relationship Between Instructional Leadership and teacher commitment to Organizational Climate and Teacher Job Satisfaction at TK Strawberry Banjarmasin Utara

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### ABSTRACT

The role of the principal needs to be maintained, by paying attention to leadership style, teacher commitment, providing a conducive environment, and teacher performance, to achieve commitment. The purpose of this research is to find out the relationship between instructional leadership and teacher commitment to organizational climate and teacher job satisfaction. Using this type of quantitative research with a research sample of 105 kindergarten teachers in TK Strawberry who were randomly selected. The results showed that there was a significant relationship between instructional leadership and work commitment of 0.197. There is a significant relationship between instructional leadership and organizational climate of 0.981. There is a significant relationship between instructional leadership and job satisfaction of 0.4041. There is a significant relationship between organizational climate and work commitment of 0.784. There is a significant relationship between job satisfaction and work commitment of 0.188. There is a significant relationship between instructional leadership and teacher work commitment to the organizational climate of 0.769. There is a significant relationship between instructional leadership and teacher work commitment to job satisfaction of 0.382. The conclusion from the results of this study is that learning leadership, teacher commitment, organizational climate, and job satisfaction have high significant values.

*Keywords:* Instructional leadership, teacher commitment, organizational climate, job satisfaction

### Introduction

School is one of the organizations engaged in the field of education, which aims to achieve a national education goal. The success of education depends on a human resource that is in school, be it the principal,

teachers or administrative staff. Often found phenomena such as lack of professionalism of teachers in carrying out their duties, lack of loyalty in directing or providing guidance to children and often teachers who are often late when entering or leaving class during class

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hours, based on the phenomenon described, this indicates a lack of teacher commitment in an organization.

Therefore it is necessary to realize a quality education to create quality and productive education that can make a country develop into advanced both in the fields of science and technology, the importance of having high-quality teachers is needed. In line with Asniwati (2015) states that the quality of a school has the concept of educational leadership, goals, professional community development and can create a climate that can participate in influencing the quality of a school and student knowledge.

Djollong (2017) explained that the teacher is the most important determining factor in an educational process, as it is known that teachers provide educational services to children besides that the teacher is also a member of a school organization that has a direct duty to educate children. So it is really necessary to have a leader who can create a conducive environment and direct the teacher to always commit in terms of their work that needs to be taken care of. This will also have an impact on teacher job satisfaction.

According to Susana (2018) describes the following commitments (1) there is a strong desire to become a permanent member in an organization; (2) there is a high desire or effort on behalf of the organization; (3) has a goal to contribute to advancing organizational values, in other words, commitment can be interpreted as an attitude that reflects loyalty in an organization in terms of work. Therefore, the teacher must be able to show the maximum possible performance, this cannot be separated from a teacher who is required to be professionally required to develop all abilities as an educator in the learning process. According to Sukamanto and Pardjono (2016) explain

the factors that can affect a teacher's commitment, namely; (1) job satisfaction is a sign of someone committing to the organization; (2) a conducive organizational climate can indirectly increase the passion for work which will also have an impact on job satisfaction. With this job satisfaction there will be a bond with its commitment to the organization; (3) the leadership of the principal will also affect the amount of commitment that the employees have.

According to Maulida and Suriansyah (2019) states that a commitment to the teacher is an attachment to one's duties and obligations as a teacher that can give birth to responsibility and can build a responsive and innovative attitude towards the development of science and technology. Coenraad (2016) explained that the elements of a commitment include being able to understand themselves and their duties, inner strength and emotional intelligence, and being able to cope with a change. So from some of these elements can be implemented in the responsibilities of tasks and obligations that can make a person able to complete the task with full responsibility.

In an organization in a school, it is necessary to have a leader as one of the key determinants of school success in achieving all school goals. In line with Asniwati's opinion (2019) which states that the success of this goal cannot be separated from the role of the principal in taking control of management which cannot be separated from its capacity as a leader in the school.

The success of a school can be seen in the success of students who are educated at the school. Nurcahyo (2019) explained that the success of the school can also be seen based on the components in the school such as a comfortable school environment, both during the learning process, an increase in the achievement of both employees and teachers

and staff, besides that the satisfaction of parents is fulfilled for the achievement of success. children in studying at the school.

In addition, the principal also has several duties and responsibilities, to implement the function as a leader is needed to implement a leadership style that can support his role. This is in line with the opinion of Suhaimi and Khalik (2018) explained that a principal leadership pattern can influence others so that they can voluntarily spur the emergence of the best creativity to take part in the school development process.

Each individual has different values, principles, and motives, these are closely tied together so that they cannot be separated from one another, this is what results in the formation of an atmosphere or it can be said to be a climate in the organization. Purnama stated (2017) that organizational climate is a work atmosphere that is usually experienced by members of an organization, such as in a conducive workspace atmosphere, a sense of security at work, and facilities that can support work.

A good organizational climate is needed so that leaders can understand the differences between members of the organization, this is in line with Matapuntun's opinion (2018) which states that a leader has a very big share in the establishment, maintenance and can develop a school climate that is conducive to the progress of the school being led.

The job satisfaction described by Mohtar (2018) is a part of satisfaction that involves a positive attitude towards good self-adjustment between employees with working conditions and situations consisting of wages, social relationships, psychological conditions, and physical conditions. The states that several factors can affect job satisfaction such as work in progress, wages, promotion, relationships with coworkers, supervision, and relationships with

colleagues and the work environment. It can be concluded that job satisfaction cannot be separated from employees' perceptions of what is received from the organization following the task being completed.

Aslamiah and Suhaimi (2019) explain that in a work unit, employees will find various situations such as relationships with coworkers, applicable rules made by leaders, wages, and also opportunities for promotion, which means that job satisfaction can influence workforce behavior or work commitment, work productivity levels. , attendance of the workforce and turnover of the workforce. Hadiyanto (2016) explaining that the environment of a school can have an impact on changes in the behavior of children and teachers which will have impact on teacher work performance, to create a conducive work climate, it is necessary to have a role a leader, namely the principal of the school. Based on the explanation above, it can be concluded that the work climate is also related to the commitment and job satisfaction of teachers.

The relationship between school principal instructional leadership, organizational climate, and job satisfaction with the work commitment of Kindergarten teachers in the North Banjarmasin Strawberry Cluster is the instructional leadership of the head of the kindergarten, organizational climate, and teacher commitment sufficient to determine the level of job satisfaction of a teacher so that if the commitment grows within strong teachers to carry out their duties properly, the professional level of teachers will also increase. The good instructional leadership of the kindergarten head, a positive organizational climate, and high teacher commitment will make a major contribution to increasing teacher job satisfaction in kindergarten Gugus Strobery, North Banjarmasin.

Based on the description above, the authors are interested in further researching the Relationship of Instructional Leadership of the Head of Early Childhood Education, with Teacher Commitment through Organizational Climate and Teacher Job Satisfaction in TK Strawberry Banjarmasin Utara.

Based on the background, this study aims to find out the relationship between instructional leadership and teacher commitment to organizational climate and teacher job satisfaction at Strawberry Kindergarten.

### Material and Methods

This research is research using the descriptive method with a quantitative approach. The population of the study was all 141 teachers in the kindergarten Strawberry North Banjarmasin group. After using the nonprobability sampling technique, there were 105 people.

Data collection in this study was carried out by distributing questionnaires in the form of a list of questions addressed directly to several selected respondents, namely teachers of work commitment in TK Strawberry Banjarmasin Utara. agree, disagree, and 1 for strongly disagree (STS).

The results of the questionnaire were then analyzed using path analysis techniques. Both stages use a quantity approach through path analysis. This analysis will be used in testing the amount of contribution indicated by the correlation coefficient between variables as follows:

1. There is a relationship between instructional leadership and work commitment
2. There is a relationship between instructional leadership and organizational climate
3. There is a relationship between instructional leadership and job satisfaction
4. There is a relationship between work climate and work commitment
5. There is a relationship between job satisfaction and work commitment
6. There is an indirect relationship between the instructional leadership of the kindergarten head and the work commitment of teachers through organizational climate
7. There is an indirect relationship between the instructional leadership of the kindergarten head and the work commitment of teachers through teacher job satisfaction.

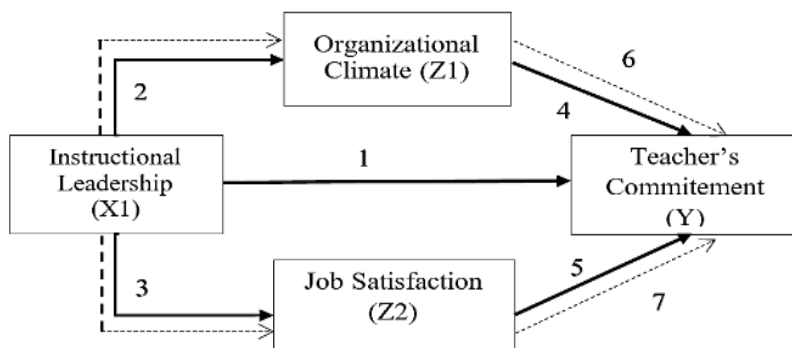


Figure 1. Path model

Table 1. Summary of decision on hypotheses H1, H2, H3, H4, and H5

Table 2. Summary of Decision for Testing Hypotheses H6 and H7

	<i>Hypothesis</i>	$\beta$	<i>Decision</i>
H1	Instructional leadership relationship with work commitment	0.197	Accepted
H2	The relationship of instructional leadership with organizational climate	0.981	Accepted
H3	The relationship between instructional leadership and job satisfaction	0.404	Accepted
H4	The relationship between work climate and work commitment	0.784	Accepted
H5	The relationship between job satisfaction and work commitment	0.188	Accepted

	<i>Hypothesis</i>	<i>Coefficient of Decision Correlation Indirect</i>	<i>Decision</i>
H6	The relationship between the instructional leadership of the KINDERGARTEN head and the work commitment of teachers through organizational climate	0.769	Accepted
H7	The relationship of instructional leadership by the head of early childhood education with teacher work commitment through teacher job satisfaction	0.382	Accepted

### Results and Discussion

This study discusses four variables, were for the conditions of each variable studied in kindergarten Gugus Strawberry, North Banjarmasin District.

Referring to the results of descriptive statistical tests, several things require further discussion. For the instructional leadership variable in kindergarten Gugus Strawberry, North Banjarmasin District, it was found that the total average value was 4.32 with the value found as high as 42.86%. Effective instructional leadership has aspects consisting of; The number of discussions with teachers supports continuous teacher professional development and provides

teacher reflections on the ongoing learning process.

Instructional leadership of the head of kindergarten Gugus Strawberry, North Banjarmasin District. is a determining factor in improving the quality of education. This concurs with Sunardi and Nugroho (2019) stated that to improve the quality of education, it can be seen from the steps of the kindergarten head in formulating the mission, vision, and goals of education, steps in managing instructional programs, namely coordinating the process of teaching and learning activities, the role of the principal, namely being responsible for the management of the learning process, then creating a learning climate that is Its positive

role is as a quality developer and build a culture for continuous improvement in early childhood education.

In line with Usman (2015), The results of his research explain that a principal should have good management and instructional leadership skills to be able to make decisions and become a good role model for colleagues so that colleagues are motivated to take the initiative to improve organizational quality.

The organizational climate in kindergarten Strawberry Group, North Banjarmasin District was found to have a total average value of 4.38 This figure shows a high average value with a value found of 100% including those included in the high category meaning the kindergarten organizational climate in kindergarten Strawberry Cluster North Banjarmasin District has security and good interpersonal relations at kindergarten.

This is in line with Suriansyah's research results (2014) Explaining that interpersonal communication directly affects organizational commitment can be interpreted that if the teacher's interpersonal communication is good, then the organizational commitment will also be high, the teacher's interpersonal communication relationship with work commitment can be seen in the indicators of communication style between leaders and employees

Also supported by the opinion of Davis et al. (2000) stating that organizational climate is the environment of organizational employees in doing work, it can be said that organizational climate can be an influence in an organization. In this study, the organizational climate becomes a reference in the quality of the organizational environment which can influence the organizational behavior in carrying out work and organizational climate is a character of organizational life. This was also confirmed

by Nugraha (2019) in the results of his research states that organizational climate is something important this is because organizational climate can be a bridge in human resource management practices and the productivity of human resources.

The commitment of kindergarten Teachers in the Strawberry Cluster, North Banjarmasin District, has an average value of 4.09, this figure shows a high value with a value of 95.65% which is included in the high category. Strengthened by the results of Suriansyah's research (2014) states that there is a negative relationship with the tendency of employees to leave the organization, work involvement also influences organizational commitment in shaping individual behavior and work involvement which can have a strong influence on organizational commitment, lack of involvement in work means that organizational commitment is low. So it can be concluded that low organizational commitment is a remedy of a lack of involvement with work which can result in low performance. Agrees with Mubarak (2019) which explains that commitment is the responsibility of the job that is being carried out as well as a commitment of the teacher to a profession that is undertaken in an organization.

Commitment to work in this study refers to the belief in the values of an organization, the willingness to try as best as possible with the goals of the interests of the organization, and a strong desire to become a permanent member in an organization. In line with the opinion of Fitriyanti and Hardhienata (2019), Yan stated that commitment or work involvement is closely related to the availability of teachers to make serious efforts in organizations that are following their job roles and responsibilities, for loyalty is closely related to the strong desire of teachers to

maintain their membership in an organization.

Job satisfaction in the kindergarten Strawberry Cluster, North Banjarmasin District, has a total average value of 4.10. This figure shows a high value with a value found of 92.39% which is in the high category. This condition agrees with Sunarta (2019) explained that the job decision can be achieved if there is no difference between what is desired from perception and reality, this is because the desired minimum value has been fulfilled. This means that it can be said that job satisfaction shows the level of expectations that are fulfilled on a person's psychological contract. In line with Greenidge and Devonish (2014) stated that job satisfaction will appear higher if people receive a balanced contribution to their relationship with the benefits obtained to the organization.

### ***The relationship between instructional leadership and work commitment***

Based on the results of the study, it shows that there is a relationship between instructional leadership and work commitment of 0.197, meaning that the instructional leadership of the kindergarten head has a relationship with the commitment of early childhood teachers in Strobery Gugus in North Banjarmasin District.

The work commitment of teachers in the organization is usually formed with direction and guidance by the kindergarten head on the administration of the learning process so that there are no obstacles. In line with Manullang (2015) In the results of his research, it explains that if a teacher has a high commitment to work and organization, it will be seen in a mental reaction to high work such as being full of fun and active in carrying out their duties as educators,

teachers like this who can be said to have a high work commitment.

In line with the opinion of Sukmawati and Herawan (2016) which states that the concept of leadership is usually focused on teaching and learning activities and teacher behavior in guiding students, it can be said that the principal as an instructional leader focuses on activities to increase and improve the teaching commitment of his teachers, namely by inviting, encouraging, directing, and facilitating teachers. for the development of its performance.

Supported by the research results of Suriansyah and Aslamiah (2015) which states that not only the provision of understanding and explanation from organizational leaders to form a commitment to the values, norms, and quality work culture without exemplary from an organizational leader. It can be concluded that this role model contributes greatly to the formation of attitudes and commitment of organizational members, without the example of a leader cannot have an influence on the commitment of organizational members.

Supported by the research results of Firmawati and Yusrizal (2017) shown that the principal's leadership has a positive effect on teacher work commitment, meaning that the higher the principal's leadership will also be followed by an increase in teacher work commitment. And supported by the results of research by Sarikaya and Erdogan (2016) which states that efforts made by instructional kindergarten heads to organize social activities and participate in promoting interactions with teachers, students, and other personnel, to reduce financial requirements for teaching activities and to get support from parents and other stakeholders for the success of kindergarten will increase teacher organizational commitment. Based on the results of research supported by

relevant research, it can be concluded that there is a relationship between instructional leadership which is a factor that can affect teacher commitment.

### ***Relationship of instructional leadership with organizational climate***

Based on the results of the study, there is a relationship between instructional leadership and job satisfaction, which is equal to 0.981. This result means, there is an increase in organizational climate for every one-unit increase of the instructional leadership variable. This shows that there is a positive relationship between instructional leadership and organizational climate, meaning that the better the instructional leadership, the better the organizational climate.

According to Hallinger (2012) in the results of his research concluded that although instructional leadership is not directly related to learning activities, its effect on the achievement of learning outcomes can occur. The kindergarten environment can cause changes in teacher behavior which will also affect work performance, the role of the kindergarten head in creating a conducive work climate plays a very important role. This is following the opinion of Gardner (Usman, 2014) states that a leader is a person who is an example, influencing the behavior of his followers in a real way through several significant feelings.

In line with the results of research conducted by Allen et al. (2015) in the small suburban school district in southeast Texas with the results of the research stated that leadership is a factor that contributes to the school climate, the principal who provides professional development opportunities and a supportive climate will specifically affect the environmental dimension.

Based on the research results and supported by relevant research it can be concluded that leadership not only plays an important role in promoting trust, collegiality, and respect among staff but is also necessary to create a safe and orderly school environment.

### ***The relationship between instructional leadership and job satisfaction***

The results showed that there was a relationship between instructional leadership and job satisfaction, namely 0.404. With this result, it means that the instructional leadership possessed by the kindergarten head has a relationship with the job satisfaction of kindergarten Gugus Strobery teachers in the North Banjarmasin District.

The results of this study are in line with research conducted by Kaihatu (2007) that the leadership style has a significant and significant influence on teacher job satisfaction. This agrees Baihaqi (2010) states that leadership has a positive and significant effect on employee job satisfaction. Leadership style is an important factor affecting work behavior such as satisfaction, performance, and employee turnover.

The level of teacher job satisfaction cannot be separated from the quality of leaders in an organization, the main task of the principal is more focused on the learning function and administrative management. For school goals to be achieved, the principal must be able to maximize his duties and functions in order to have the maximum capacity as a leader in the school.

This is also supported by Dou et al. (2017) that the leadership style directly affects job satisfaction through the creation of an attractive work environment, great responsibility and applying the rules well. This is also supported by Sucipno's research

(2017) explained that the principal's leadership can affect teacher job satisfaction.

Based on the results of research supported by relevant research, it can be concluded that principal leadership is a process carried out by the principal to develop the ability of educators so that they have high professionalism so that it will have an impact on job satisfaction that is fulfilled.

#### ***Relationship between organizational climate and work commitment***

Based on the test results, it is known that the relationship between organizational climate and teacher commitment in kindergarten Strobery Cluster, North Banjarmasin District is 0.784. That is, the organizational climate must be created in such a way that teachers feel comfortable in carrying out their job duties. In line with the opinion of Steer (Ariyani, 2012) states that by using the concept of organizational climate and the relationship between organizational climate and commitment. It can be concluded that the kindergarten climate also determines commitment.

The results of this study are in line with Satria's research (2005) which concludes that there is a positive and very significant relationship between organizational climate and employee commitment, meaning that if the organizational climate is getting better, the employee's job satisfaction will be higher and the bad organizational climate will lead to lower employee job satisfaction.

Suriansyah and Aslamiah (2018) in their research concluded that teacher job satisfaction has affected teacher performance and student achievement. The learning environment is closely related to teacher job satisfaction because teacher positive motivation will increase in a learning environment with good conditions. commitment in top schools is better than low

achievement schools both in urban and on the periphery. The behavior will be positive if the organizational climate is created well. On the other hand, if the organizational climate is not conducive, undesirable work behavior will be created, for example, low job satisfaction which leads to commitment to the teacher.

#### ***The relationship between job satisfaction and work commitment***

Based on the results of the study, it is known that the relationship between teacher job satisfaction and teacher work commitment in kindergarten Gugus Strobery, North Banjarmasin District, which is 0.188, which means that teachers are a determinant of the success of education in early childhood education and teachers who have concern and concern for learning are a teacher's commitment, this is in line with the opinion. A good and complete arrangement of curriculum, teaching methods, and other educational facilities does not guarantee the implementation of education because the key to success is very much determined by the teacher as the implementer. Teacher job satisfaction is an important matter in a school, one of the things that can increase teacher job satisfaction is the implementation of performance appraisals that are managed and following the work of the teacher. The schools belonging to normative organizations have high commitment and high job satisfaction. So it can be said that teachers with high work commitment have a positive relationship with teacher job satisfaction in an organization.

#### ***The relationship between instructional leadership and teacher work commitment to organizational climate***

Based on the test results, such as the calculation of the total value of the total indirect relationship, which is 0.966, which

means that the high and low level of teacher work commitment can be explained by the instructional leadership of the kindergarten head through an indirect organizational climate of 0.769. With these results, it means that the instructional leadership of the kindergarten head has a positive relationship to increase teacher work commitment through matters in the context of learning administration and learning activities that he does for teachers (creating a good climate).

This is also in line with the results of Prawati et al. (2015) who concluded that the better the leadership of the principal and the more conducive the organizational climate is, the higher the work commitment of teachers in the organizational environment. The results showed a significant effect of instructional and transformational leadership on teacher job satisfaction and organizational commitment, mediated by the indirect impact of school climate and teacher self-efficacy.

### *The relationship between instructional leadership and teacher work commitment to job satisfaction*

Based on the test results, such as the calculation of the total value of the indirect relationship, which is 0.382, which means that the high and low level of teacher commitment can be explained by the instructional leadership of the kindergarten head through indirect teacher job satisfaction of 0.185. With these results, it means that the head of the kindergarten with his instructional leadership can understand and increase teacher satisfaction so that teachers get work commitment in carrying out their duties.

If the head of the kindergarten can carry out his duties, functions, and responsibilities as a leader properly and carry out his leadership effectively and efficiently and professionally, then the leadership of the kindergarten head and teachers who have

high job satisfaction in carrying out each job will ultimately be able to increase high commitment. the teacher. So it can be concluded that teacher job satisfaction is a significant mediating variable for the relationship between the instructional leadership of the kindergarten head and teacher commitment.

This is following the opinion of Suhaimi and Efendi (2018) that job satisfaction is related to a person's attitude and feelings towards his job. If an individual is positive about his job, then he will get job satisfaction, and vice versa. A teacher who is satisfied with his job has a favorable assessment of his job, which is based on observations and emotional experiences.

### **Conclusion and Recommendation**

From the research results it can be concluded that (1) there is a relationship between instructional leadership and work commitment; (2) There is a relationship between instructional leadership and organizational climate; (3) There is a relationship between instructional leadership and job satisfaction; (4) There is a relationship between work climate and work commitment; (5) There is a relationship between job satisfaction and work commitment; (6) There is an indirect relationship between the instructional leadership of the kindergarten head and the work commitment of teachers through organizational climate; (7) There is an indirect relationship between the instructional leadership of the kindergarten head and the work commitment of teachers through teacher job satisfaction.

Based on the results of the above research, there are several suggestions that can be conveyed to the parties, namely: (1) For the head of the kindergarten, so that the role of instructional leadership and the organizational climate in his kindergarten can be maintained so that the work commitment of teachers and other employees who work in kindergarten The Strobery group that is led is maintained; (2) For teachers, to maintain their work commitment

because the results of this study, the work commitment of the Strobery Gugus kindergarten teachers is in the high category; (3) Further researchers can analyze research on teacher work commitment in more depth by using other variables that may affect teacher work commitment

### Acknowledgment

From the research results it can be concluded that (1) there is a relationship between instructional leadership and work commitment; (2) There is a relationship between instructional leadership and organizational climate; (3) There is a relationship between instructional leadership and job satisfaction; (4) There is a relationship between work climate and work commitment; (5) There is a relationship between job satisfaction and work commitment; (6) There is an indirect relationship between the instructional leadership of the kindergarten head and the work commitment of teachers through organizational climate; (7) There is an indirect relationship between the instructional leadership of the kindergarten head and the work commitment of teachers through teacher job satisfaction.

Based on the results of the above research, there are several suggestions that can be conveyed to the parties, namely: (1) For the head of kindergarten, so that the role of instructional leadership and the organizational climate in his kindergarten can be maintained so that the work commitment of teachers and other employees who work in kindergarten The Strobery group that is led is maintained; (2) For teachers, in order to maintain their work commitment because the results of this study, the work commitment of the Strobery Gugus kindergarten teachers is in the high category; (3) Further researchers can analyze research on teacher work commitment in more depth by using other variables that may affect teacher work commitment

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