
Research Article

The Relationship between Principal Managerial Skills, Job Satisfaction, Work Commitment with Junior High School Teacher Performance in Aluh-Aluh District, Banjar Regency

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ABSTRACT

The purpose of this study was to analyze the direct and indirect influence between the principal's managerial skills, job satisfaction and work commitment on the performance of SMPN teachers in Aluh-Aluh District, Banjar Regency. This research is quantitative with cross sectional method and uses correlation research. The research population was 160 teachers and 114 respondents were taken as research samples with random sampling technique. Data collection using a questionnaire instrument and data analysis using descriptive analysis, classical assumption test, multiple linear regression analysis and path analysis. The results of this study indicate that the regression value of the variables is a positive number such as the principal's managerial skills (X1) with teacher performance (Y) of 0.360, the regression coefficient of the principal's managerial skills (X1) with work commitment (Z) of 0.264, the regression coefficient of job satisfaction (X2) with teacher performance (Y) of 0.259, regression coefficient of job satisfaction (X2) with work commitment (Z) of 0.227, regression coefficient of work commitment (Z) with teacher performance (Y) of 0.262, regression coefficient of principal managerial skills (X1) through work commitment (Z) with teacher performance (Y) of 0.069 and the regression coefficient of teacher job satisfaction (X2) through work commitment (Z) with teacher performance (Y) of 0.059. The conclusion of this study is that there is a significant direct effect of principal managerial skills, job satisfaction and commitment to the performance of SMPN teachers in Aluh-Aluh District, Banjar Regency and there is no significant indirect effect of principal's managerial skills and job satisfaction through commitment to the performance of SMPN teachers. in Aluh-Aluh District, Banjar Regency.

Keywords: Managerial skills, satisfaction, commitment, teacher performance

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Introduction

Law Number 14 of 2005 concerning Teachers and Lecturers in Article 1 paragraph 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. So, teaching and learning activities carried out in the classroom are the responsibility of the teacher (Nazili, 2017)

The success of the teacher's performance in his work because he has the ability and skills for it, and interactive relationships with various aspects of work. such as tools, methods or ways of working, relationships with coworkers, and others. According to Aslamiah and Suriansyah (2018) teacher's job satisfaction on elementary school: relation to learning environment, teacher performance is the result of work or work performance by a teacher based on the ability to manage teaching and learning activities, which include lesson planning, implementation of learning, evaluation of learning and fostering interpersonal relationships (interpersonal) with students.

One example of teacher performance seen from the success or failure of learning activities is determined by the teacher's ability to convey material, use various learning media and teaching skills. This is in accordance with the work standards of teachers according to Law no. 14 of 2005 concerning Teachers and Lecturers which states that the workload of teachers includes main activities, namely planning lessons, implementing lessons, assessing learning outcomes, guiding and training students, and carrying out additional tasks. The duties and responsibilities of teachers according to article 35 paragraph 1 which consists of five main activities are very comprehensive

because they cover the entire learning process given to students (Sudrajat, 2015).

The performance of a teacher can be seen from his success in trying to teach students through teaching and learning activities both in the classroom and outside the classroom, either directly or indirectly (Arifin & Barnawi, 2014). The performance of a teacher greatly affects the progress of the school and also in the educational process, because the performance of teachers in schools refers to the behavior of teachers in carrying out classroom teaching. A teacher will produce high performance, this is very dependent on the management of the learning process. Research results from Syahroni (2013) which shows that 76.6% of student learning outcomes are influenced by teacher performance. While the research results (Aslamiah, 2018) concluded that the teacher is a very dominant component of education in improving the learning process in schools.

Based on the results of the initial data found both from experience as a teacher, interviews with several principals and initial observations in several schools, related to the performance of teachers in the Banjar Regency area, especially the junior high school level (SMPN) in Aluh-Aluh District, Banjar Regency, it is still there are many teacher performance problems that need to be improved, as evidenced by the presence of teachers who are less willing to accept and carry out the tasks assigned to them by the principal.

One of the factors related to teacher performance is the principal's managerial skills. (Susanto, 2013) explained that a leader must have managerial skills. These skills include skills in leadership, skills in human relations, skills in group processes, skills in personnel administration and skills in assessing. Principal managerial skills are the principal's ability to move, direct, guide,

protect, set an example, encourage and provide assistance to teachers in a school so that they can be utilized optimally to achieve the goals set by the school (Suriansyah, 2015).

Managerial skills that must be possessed by school principals are technical skills, namely theoretical skills into practical actions, skills in using methods, techniques, procedures or initiatives through skills, human relations skills and conceptual skills. (conceptual skill) good tactical skills and completing tasks systematically (Danim, 2014).

In addition to the principal's managerial skills, job satisfaction factors also play a role in producing qualified and high-performing teachers. This is in accordance with the opinion (Robbins, 2014) defines job satisfaction as a positive feeling about one's job which is the result of an evaluation of its characteristics. Job satisfaction is a pleasant emotional state with how workers perceive their work. Job satisfaction reflects a person's feelings towards his work which can be seen from the attitude of employees towards work and everything in the work environment.

A principal must be able to create job satisfaction for teachers in order to improve the quality of maximum performance (Rivai, 2014). Job satisfaction can be viewed from two sides, from the teacher's side, job satisfaction will create a pleasant feeling at work, while from the organizational side, job satisfaction will improve performance, improve teacher attitudes and behavior in providing excellent service (Suwatno & Priansa, 2016). Job satisfaction must be maintained in order to improve organizational performance by referring to the Job Description Index (JDI). Job Description according to this index that job satisfaction is built on the basis of five dimensions which include job suitability (Work it Self), appropriate payment or salary

(Payment), promotion opportunities (Promotion Chance, good supervision (Supervision) and relationships with colleagues (relations) (Rivai, 2014).

The significance of the relationship between job satisfaction and performance proposed by Vroom and Strauss (Aslamiah, 2018), said productivity can be increased through increasing job satisfaction, because job satisfaction motivates workers to increase productivity. On the other hand, Iffaldano and Muchinsky (Mulyasa, 2013) found a non-significant correlation between job satisfaction and individual performance.

Furthermore, problems related to factors that affect teacher performance are the teacher's commitment to the duties and positions he carries out or commitment to the organization where the teacher works. Organizational commitment can be used to predict professional activities and work behavior because it reflects an individual's positive attitude towards the organization. This attitude will motivate individuals to be disciplined at work, comply with rules and policies in the organization, maintain good relations with co-workers, and increase one's achievement, in this way knowledge and understanding of organizational commitment can be used as a basis for predicting individual work behavior (Kusdyah, 2014).

Often in reality the cause of the low commitment of teachers is the lack of involvement or participation and sense of belonging of teachers to the organization. According to Allen and Meyer (Susanto, 2013) The involvement of teachers in an organization shows a person's strong desire to continue working for an organization, but according to the information provided by some teachers, they feel they are not involved or participate in various decision-making or policies, causing involvement or

participation and a sense of belonging (sense of belonging). teachers towards the organization is low. This causes an effect on teacher performance problems.

When a teacher's commitment is high, the effectiveness of organizational resources in general will be more guaranteed. This is because organizational commitment is a key part in improving teacher performance. according to (Robbins, 2014) The quality of teachers that has a strong influence on teacher performance is the commitment of the teachers themselves. Teachers who are committed to their work have the potential to improve performance both individually, in groups and in organizations. Teachers who have high organizational commitment will give maximum effort voluntarily for the betterment of the organization. They will strive to achieve organizational goals and maintain organizational values. In addition, teachers will participate and be actively involved in advancing the school where they work. Teachers who have a high commitment will be responsible by being willing to give all their abilities because they feel they have an organization. A strong sense of belonging will make teachers feel useful and comfortable in the organization (Getol, 2012). In addition, one of the factors that is positively correlated with organizational commitment is job satisfaction. Teachers who are satisfied with their work will feel an equality with the organization and are involved in organizational activities, so teachers who have high work commitment will have high job satisfaction as well.

Based on the description above, there are many factors that affect teacher performance, especially SMPN teachers in the Aluh-Aluh District, Banjar Regency. This is the background of the problem until the authors take the basis to conduct research on the relationship between principal managerial

skills, job satisfaction and work commitment to the performance of SMPN teachers in Aluh-Aluh District, Banjar Regency.

Material and Methods

Types of research

The type of research used is quantitative research containing the presentation of the average score, deviations, graphs and others, as well as making predictions and estimates based on the results of the analysis and the established model.

Research design

This study uses a correlational method using a cross sectional technique, namely research in which variables where the independent factor and the dependent variable are observed at the same time (Notoatmodjo, 2016). This study also uses path analysis, which is trying to determine how strong the relationship between variables is. The design of this study was chosen because the researcher intends to reveal how big the relationship is either directly or indirectly between the independent variables, namely the principal's managerial skills (X1), job satisfaction (X2) and the teacher's work commitment to work (Z) on the dependent variable, namely the level of teacher performance (Y) at SMPN in the Aluh-Aluh sub-district.

Population and Research Sample

The population in this study were public junior high school teachers in the Aluh-Aluh District, Banjar Regency, which consisted of 8 schools totaling 160 people. According to (Arikunto, 2015) if the research subjects are less than 100, it is better to take all, but if the subject is large or more than 100 then it can be taken between 10-15% or 20-25% or more. Given the large population in this study more than 100 respondents, then determine the size

of the sample using the Slovin formula as follows:

$$n = N/1 + N(e^2)$$

Information:

n : Number of Samples

N : Total Population

e : Error tolerance (5%=0.05)

Based on the above formula applied in this study, the research sample size was obtained as many as 114 people. The sampling technique in this study is proportional random sampling, which is sampling in a random way by taking into account the proportions in the population

Results and Discussion

Validity and Reliability Test

Before being used in the assessment, the observation sheet was first tested for validity and reliability tests. An instrument is said to be valid if it can reveal data from the variables studied appropriately. The calculation of the validity in this study was carried out using the SPSS 22 program. If $r_{xy} > r$ table then the questionnaire items were said to be valid and if $r_{xy} < r$ the instrument table was said to be invalid. While reliability means the extent to which the results of a measurement can be trusted (Sugiyono, 2013). The reliability results can be seen from the results of Cronbach's Alpha each variable is more than the minimum standard required, namely 0.60, then the variables of principal managerial skills (X), work commitment (X2) and job satisfaction (Z) on the dependent variable, namely the level of teacher performance (Y) reliable or good as a data collection tool.

Hypothesis testing

Before testing the hypothesis, the researcher conducted a prerequisite test which included normality test, linearity test

and multicollinearity test. After passing the hypothesis prerequisite test, it is continued with hypothesis testing in order to prove the existence of a relationship between the variables of the principal's managerial skills (X), work commitment (X2) and job satisfaction (Z) with the dependent variable, namely the level of teacher performance (Y) either directly or indirectly. by using several analytical tests such as multiple regression test, partial test (T test), coefficient of determination test and path analysis.

Prerequisite Test Results

The results of normality with non-parametric statistical test used is the One-Sample Kolmogorov-Smirnov test (1-Sample KS), each research variable has an Asymp value. Sig.(2-tailed) is greater than 0.05, so the data of all variables in this study can be said to be normally distributed. While the results of the linearity of the variables of the principal's managerial skills (X), work commitment (X2) and job satisfaction (Z) with the dependent variable, namely the level of teacher performance (Y) resulting in deviations from the linear line (deviation from linearity) > 0.05 and significance value < 0.05 , it can be concluded that the data is in the form of a linear function and the regression model does not occur multicollinearity, so it can be concluded that the data is non-multicollinear in the regression model.

Analysis test results

Through the results of multiple regression test, partial test (T test), coefficient of determination test and path analysis. The summary of the calculation of the variable description and the direct and indirect relationship of the principal's managerial skills (X), work commitment (X2) and job satisfaction (Z) with the dependent variable,

namely the level of teacher performance (Y) can be seen in the path coefficient summary table 1 as follows:

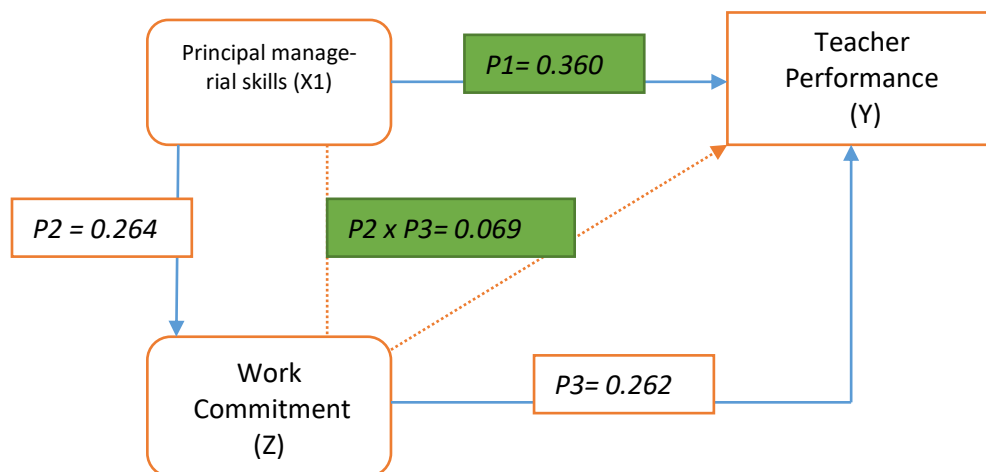


Figure 1. Path diagram indirect relationship managerial skills of principals through work commitment with teacher performance

Table 1. Summary of path analysis regression analysis test results

Variable Relationship	Direct Relationship	Indirect Relationship	Information
Principal Managerial Skills (X1) – Teacher Performance (Y)	0.360	-	Significant
Principal Managerial Skills (X1) – Work Commitment (Z)	0.264	-	Significant
Job Satisfaction (X2) – Teacher Performance (Y)	0.259	-	Significant
Job Satisfaction (X2) – Work Commitment (Z)	0.227	-	Significant
Work Commitment (Z) – Teacher Performance (Y)	0.262	-	Significant
Principal Managerial Skills (X1) – Work Commitment (Z) - Performance (Y)	-	0.069	Not significant
Teacher Job Satisfaction (X2) – Work Commitment (Z) – Teacher Performance (Y)	-	0.059	Not significant

Discussion

Direct Relationship between Principal Managerial Skills and Teacher Performance at SMPN in Aluh-Aluh District, Banjar Regency

Based on the results of the multiple regression test model 1, it can be seen that there is a significant relationship between the

managerial skills of the principal (X1) and the teacher's performance (Y) at SMPN in Aluh-Aluh District, Banjar Regency. The results of this study are evidenced by the results of regression analysis, the regression coefficient value of the principal's managerial skills variable is 0.360, which means the regression

coefficient value shows a positive relationship, if the principal's managerial skills variable increases by 1 point, the teacher's performance will increase by 0.360 points. In addition, seen from the results of the t-test correlation, it can be seen that the significance value is $0.000 < 0.05$ and tcount is $4.247 > 1$,

This research is in line with the results of research (Mustafa & Norasmah, 2020) "The Effect of Principal Managerial Skills and Work Motivation on Teacher's Work Performance in Pekanbaru Senior High Schools, Riau Province". Based on the results of regression testing, it shows that the value of Sig. = $0.004 < 0.05$ and (t-count = 2.909) > (t-table = 1.65714). Other research such as Nazili (2017), Normianti (2019) and Prabowo (2016) in their research conclusions mention that there is a direct positive relationship between principal managerial skills and teacher performance.

Based on the results of the research, the managerial skills of school principals at SMPN Aluh-Aluh District, Banjar Regency have a positive relationship with teacher performance, because from the results of the description of the frequency of the questionnaire regarding the managerial skills of the principal according to the teachers' perception, it is included in the good category with a percentage of 81.58%. Based on the results of the questionnaire, the managerial skills of the madrasah principal are quite good and have carried out part of the humanist, conceptual and technical skills, namely the principal has motivated teachers and administrative staff to become better, can work together and carry out monitoring/evaluation of teacher performance, the concern of the principal to give awards to teachers who excel. Appreciation is not always worth the quantity, giving praise,

This is in accordance with the opinion (Getol, 2012) which mentions the principal as an educational leader as an administrator, as an education manager must have abilities which include skills in carrying out their duties. These skills that must be possessed are technical skills. This is also stated by opinion (Danim, 2014) explain technical skills are theoretical skills into practical actions, skills in using methods, techniques, procedures or initiatives through skills, human relations skills and conceptual skills good tactical skills and complete their tasks effectively systematic.

Overallly the principal's managerial skills are included in the good category, because everything the principal does in carrying out its roles and functions always involves his subordinates, this is in accordance with the opinion of the principal. According to Siagian (2013) said that the principal in the management of his leadership always involves and fulfills all his subordinates in carrying out their duties and in return the subordinates must fulfill all the wishes of the leader.

Direct Relationship between Principal Managerial Skills and Work Commitment of SMPN teachers in Aluh-Aluh District, Banjar Regency

Based on the results of the multiple regression test, it can be seen that there is a significant relationship between the managerial skills of the principal (X1) and the work commitment of teachers (Z) at SMPN in Aluh-Aluh District, Banjar Regency. The results of this study are evidenced by the results of the regression analysis, the regression coefficient value of the principal's managerial skills variable is 0.264, which means the regression coefficient value shows a unidirectional positive relationship, if the principal's managerial skills variable increases by 1 point, the teacher's work

commitment will increase by 0.264 points. In addition, seen from the results of the t-test correlation, it can be seen that the significance value is $0.006 < 0.05$ and tcount is $2.777 > 1$,

The results of this study are in line with research (Aslamiah, 2019) which states that there is a direct relationship of principal managerial skills to teacher work commitment. The results of this study also support research (Suryana, 2019) which states that there is a direct influence of principal managerial skills on teacher work commitment.

Building teacher commitment is not easy, as easy as turning the palm of the hand. Commitment comes from the heart and is always changing. However, that does not mean that commitment cannot be grown. Commitment can be grown and built in a teacher with the expertise and skills of the principal in managing his organization, including the teacher as a component in it (Robbins, 2014) Stating that the managerial way of a strong principal's leadership has a considerable influence on teacher commitment directly such as reducing turnover.

The main value in a principal's managerial success is the perception of all teachers. The more teachers who receive this value, the greater their commitment to the school organization. However, if a teacher is not committed, even though the teacher is an expert in their field (competent), they will work half-heartedly. Every teacher must have a commitment to work because if the teacher does not have a commitment to work, then there will definitely be a decrease in performance and the teacher's work goals will not be achieved. Greenberg and Robert (Mangkuprawira, 2014) states that people who are committed to the organization will behave differently than people who are not committed at work. The existence of this

commitment has a positive impact on the organization, one of which is loyalty, because someone who has a commitment will feel he has the organization by not leaving his personal values. This is supported by the results of studies such as (Nazili, 2017) concluded that the better the managerial skills carried out by the principal, the better the teacher's commitment. (Morrison, 2017) Concluded that managerial skills have a significant effect on performance commitment.

The results of the frequency distribution show that the level of work commitment of SMPN teachers in the Aluh-Aluh District, Banjar Regency is in the medium category with a percentage of 58.77%, while for respondents who have a work commitment in the low category, 20.18%. From the frequency distribution, it is known that teachers consider school principals to have good managerial skills and make teachers more committed to their work and loyalty to the school as an organization at work. Newstrom (Mowday & Steers, 2015) said that commitment can be identified from a person's attitude of loyalty to the place he works and sincerity to work responsibilities.

Building commitment requires managerial skills from the principal by being sensitive in understanding the teacher's character so that the delegation of tasks must be in accordance with the abilities of the teachers. Managerial skills play an important role in determining job positions in accordance with the expertise possessed by the teacher because if the leader wrongly places the work position according to his expertise, it will experience a decrease in performance and the teacher will not be motivated so that the teacher's commitment to work will be low. This is reinforced by the theory of Steff Will (Ryan, 2012) which states that skills are a combination of knowledge,

creativity and a positive attitude towards a particular job that is embodied in performance.

Direct Relationship between School Job Satisfaction and Teacher Performance at SMPN in Aluh-Aluh District, Banjar Regency

Based on the results of the regression test, it can be seen that there is a positive relationship between the job satisfaction variable and the performance of SMPN teachers in Aluh-Aluh District, Banjar Regency. This is evidenced by several regression test results with a coefficient value of 0.259 indicating a positive value direction so that it can be interpreted that there is an increase of 0.154 in teacher performance for every one-unit increase in the job satisfaction variable. Judging from the results of the t-test can be seen the value of Sig. of 0.006 < 0.05 with a t value of 2.795 > 1.982, this indicates a positive relationship between job satisfaction and teacher performance, meaning that the higher the job satisfaction, the higher the teacher's performance. Stoner and Freeman's Research (Dewanto, 2018) Job satisfaction shows the match between the expectations that arise with the rewards provided by the job, so that job satisfaction is also related to performance. Newstrom (Baihaki, 2017) There are three characteristic factors that influence the emergence of employee motivation according to the motivation system. The three characteristics are individual characteristics, job and job satisfaction.

According to Setiawan (2013) Every employee in a company needs to get satisfaction at work which can also have an impact on improving employee performance, such as: (Useandi, 2017) which states that job satisfaction leads to increased performance, so satisfied workers will be more productive at work.

According to Setiawan (2013), suggest that some managers assume that high job satisfaction will forever lead to high performance, but this assumption is not true, the commitment that is contained in being more accurate may lead to good performance. According to Robbins (2014) Saying that dissatisfied employees may be employees who have low levels of performance, but they continue to be committed to trying to improve their performance.

This result is in accordance with the conclusions made (Hidayat, 2018) which states that high job satisfaction will also have a good influence on teacher performance. The results of this study are in line with research (Nurhayati, 2015) which states that if a teacher's satisfaction increases then it will have a positive impact on performance and (Nazili, 2017) concluded that job satisfaction is a predictor of performance, because job satisfaction has a moderate correlation with performance. Thus it can be concluded that the level of teacher job satisfaction will affect performance. If job satisfaction is achieved, the performance of SMPN teachers in Aluh-Aluh District, Banjar Regency will be high, and vice versa

Direct Relationship between School Job Satisfaction and Work Commitment to Middle School Teachers in Aluh-Aluh District, Banjar Regency

The results of the frequency distribution show that the variable level of teacher job satisfaction is the majority of the respondents' answers are included in the medium category with a percentage of 65.79%. Based on the results of the regression test, it can be seen that there is a significant relationship between the job satisfaction variable and the work commitment of teachers at SMPN Aluh-Aluh District, Banjar Regency. This is evidenced by several test results such as the

value of the regression coefficient of 0.227 showing a positive value which can be interpreted, an increase of 0.227 from the teacher's work commitment for every one-unit increase in the job satisfaction variable. Judging from the results of the t-test, it can be seen the value of Sig. of $0.034 < 0.05$ and $2.152 > 1.982$, this indicates a positive relationship from job satisfaction to teacher work commitment, meaning that the higher job satisfaction in the organization,

The results of this study are in line with research (Kamesh & Warner, 2014) which states that job satisfaction directly affects teacher commitment. Likewise, research (Aslamiah & Suriansyah, 2018) which states that job satisfaction has an influence on teacher commitment.

The results of the tests and analyzes that have been carried out can be seen that the job satisfaction used is closely and positively related to teacher commitment. Job satisfaction is a positive feeling about one's job which is the result of an evaluation of its characteristics (Dessler, 2013). According to Suriansyah (2015) in his research found that high job satisfaction of group members will energize and motivate them to work better so as to build a high commitment to mutual acceptance, maintain the name of the organization and fully participate in every activity of the organization. Job satisfaction is reflected by a balanced emotional attitude between remuneration and the implementation of work. Carsten and Spector (Gorton, 2015, p. 103) said that higher job satisfaction was related to lower levels of employee turnover, namely the proportion of employees who left the organization.

Mowday in Gorton (2015) that there is a relationship between job satisfaction and organizational commitment "the main reason is that job satisfaction is viewed as one of the determinants of organizational

commitment." Then Mowdy's opinion (Mangkuprawira, 2014) revealed that "the cumulative effect of job satisfaction may lead to overwhelming and relatively stable feeling of organizational commitment." If a teacher already has high job satisfaction, the stability of organizational commitment in terms of indicators of loyalty, contribution, common goals and responsibilities will be relatively stable and will increase. The level of organizational commitment will be influenced by job satisfaction

Research that is in line with the results of this study is Hidayat (2018) the results of the research show that the regression coefficient is 0.308, this number means that job satisfaction is high, then teacher commitment will increase by 0.308. The coefficient of determination (R^2) is 0.516, this value shows the effect of the job satisfaction variable having a significant relationship with the commitment variable of the SDN teacher in North Banjarmasin City. According to Nurhayati (2015) The results of his research stated that the correlation coefficient between job satisfaction and work commitment was significant, namely $r_{count} = 0.42 > r_{table} = 0.291$ at the 95% confidence level. This value shows the influence of the job satisfaction variable has a significant relationship with the teacher commitment variable.

Direct Relationship between Work Commitment and Teacher Performance at SMPN in Aluh-Aluh District, Banjar Regency

From the results of the frequency distribution, it is known that the level of teacher commitment, the majority of the respondents already have a teacher work commitment in the good category with a percentage of 58.77. Based on the results of hypothesis testing, it is seen that there is a positive relationship between the teacher's work commitment variable and the teacher's

performance at SMPN Aluh-Aluh District, Banjar Regency. This is evidenced by several test results such as the value of the regression coefficient of 0.262 showing a positive value which can be interpreted, an increase of 0.262 of the teacher's performance for every one-unit increase of the teacher's work commitment variable. Judging from the results of the t-test, it can be seen the value of Sig. of $0.002 < 0.05$ and $3.208 > 1.982$, this indicates a positive relationship of teacher work commitment to teacher performance, meaning that the higher the teacher's work commitment at work,

Several studies are in line, such as (Maçın, 2012) and (Tiara, 2018) whose research results conclude that there is a relationship between work commitment variables and teacher performance. In addition, this research is also supported by research results (Mustafa & Norasmah, 2020; Syarwani, 2018; Salamah, 2019) and Hendri (2020) both concluded that there is a significant relationship between work commitment and performance. According to Sin (2014) states that one of the factors that relate and affect performance is organizational commitment. Work commitment is a force that arises from within the teacher as a result of influences that come from within himself or from outside, which causes, directs, and organizes behavior to carry out the tasks he carries out. One of the efforts to improve the performance of teachers, it takes the commitment of a teacher. The work of teachers in schools will be more effective if teachers know the obligations of the tasks assigned to them. With the commitment of the teacher, his shortcomings in working are overcome.

The indicator for measuring the work commitment variable in this study refers to the theory of Allen and Meyer (Setiawan, 2013) commitment as an affective link to the

organization (affective commitment), commitment as a cost that must be borne if leaving or leaving the organization (continuance commitment), and commitment as an obligation to remain in the organization (normative commitment). The importance of examining the relationship between work commitment and teacher performance at SMPN Aluh-Aluh Subdistrict in this study is based on the theory (Robbins, 2014) explain that employees with a strong commitment will do the job seriously or work hard so that their performance continues to improve.

Indirect Relationship between Principal Managerial Skills through Work Commitment and Teacher Performance at SMPN in Aluh-Aluh District, Banjar Regency.

Based on the regression correlation test, the calculation of the value of the indirect influence of the principal managerial skills variable with the teacher's performance through the work commitment variable is to look at the results of the multiplication of path 2 with path 3 which is $0.264 \times 0.262 = 0.069$, while the direct effect of 0.360 is much greater than the effect The indirect variable is only 0.069, so it can be concluded that the work commitment variable as a mediating variable (intervening) cannot strengthen the influence of the principal's managerial skills on the performance of SMPN teachers in Aluh-Aluh sub-district, Banjar Regency.

There is no indirect relationship between the principal's managerial performance and the teacher's performance at SMPN Aluh-Aluh District through the commitment variable, because the commitment variable is not able to strengthen the principal's managerial relationship with improving teacher performance. Allen and Meyer (Mangkuprawira, 2014) mention that there are 3 kinds of commitment components such

as affective, normative and sustainable commitments. In this study, only affective commitment has a high frequency value, while normative commitment and ongoing commitment still need to be improved.

The results of data analysis as described above show that there is no relationship between work commitment in strengthening the relationship between principal managerial skills and teacher performance at SMPN Aluh-Aluh District, Banjar Regency because good principal managerial skills are sufficient to improve teacher performance. In addition, the teacher's work commitment is influenced internally by the teacher himself and only a few teachers' work commitment is influenced by external factors such as the managerial skills of the principal.

According to David McClelland's opinion which states that people who have a high work commitment: being social, like to interact and be together individually; behaving in a sense of belonging to or belonging to a group; driven by the desire to be friendly, they tend to want clearer and firmer beliefs; tend to be active to advance their organization and also have pride and loyalty to not leave their current workplace. (Wirawan, 2017).

Some research results are in line, such as: (Prabowo, 2016)) concluded that commitment as an intervening could not strengthen the effect of principal's managerial skills on teacher performance. (Hendri, 2020) The results of his research stated that there was no positive and significant influence of managerial style on employee performance with work commitment as an intervening variable.

Indirect Relationship of Job Satisfaction through Work Commitment with the Performance of SMPN Teachers in Aluh-Aluh District, Banjar Regency

The calculation of the value of the indirect relationship between the variable job satisfaction and teacher performance through the commitment variable is to look at the results of the multiplication of path 2 with path 3, namely $P2 \times P3 = 0.059$. This value indicates that the value is positive, but the direct relationship of job satisfaction with performance is 0.259. The results of the calculation of the direct relationship are greater than the indirect relationship, this proves that commitment as a mediating variable (intervening) is not able to strengthen the relationship between job satisfaction and the performance of SMPN teachers in the teacher area of Aluh-Aluh District, Banjar Regency.

The relationship between satisfaction and teacher performance is more complicated than the simple statement that satisfaction leads to performance (Handoko, 2013) The opinion above shows that it cannot be generalized if the teacher is satisfied in his work, it is certain that he will perform high. The level of teacher job satisfaction can lead to a greater commitment, but it can also lead to a smaller commitment which then affects efforts and ultimately affects their performance. As a result, there is a clear and ongoing line of relationship between teacher performance and teacher satisfaction and effort.

Not all teachers who feel satisfaction at work are able to increase their commitment to work and organization. This is in accordance with the opinion of Herzberg (Suriansyah, 2015) said that job satisfaction and job dissatisfaction are two different things. Herzberg divides situations that affect a person's commitment to his work into two groups, namely the satisfiers group and the dissatisfiers group, for the satisfiers group is sometimes given the name intrinsic factor, job content, motivator. Other terms used for the

disstatisfiers group are extrinsic factor, job context, and hygiene factor. Satisfiers are factors or situations that are proven to be sources of satisfaction, including: work performance, responsibilities, the work itself, knowledge and introduction to work, and self-development. Disstatisfiers are factors that prove to be a source of dissatisfaction such as: company regulations and administration, supervisory techniques, wages,

According to Stoner & Wankel said that job satisfaction is an important determinant of the performance or work of an employee because job satisfaction is what causes, distributes, and supports people's behavior. (Wirawan, 2017). However, improving performance does not need to be supported by a good work commitment, commitment only has a performance supporting role. Good work commitment will lead to a sense of loyalty to the teacher. A sense of loyalty will affect the performance of teachers to be more active, diligent and enthusiastic in working and vice versa if the state of work commitment is bad, it will result in decreased employee performance. The relationship of intimacy and intimacy both between teachers and with good principals is more so that teachers will feel comfortable to work, but commitment is not able to affect job satisfaction. according to Gorton (2015) said that job satisfaction only has a unidirectional effect and does not cause a causal relationship, so job satisfaction can affect work commitment, but work commitment cannot affect one's job satisfaction.

Some research results that support (Rachmadani, 2019) The results of his research are job satisfaction variables through the intervening variable, namely work commitment can not affect employee performance because the coefficient value without going through work commitment or

directly on employee performance is greater (Arifin., 2015) The results of his research stated that the variable job satisfaction with work commitment as a reinforcing variable was not able to influence positively and significantly on employee performance.

Conclusion and Recommendation

The conclusion of this study is that there is a significant direct effect of principal managerial skills, job satisfaction and commitment to the performance of SMPN teachers in Aluh-Aluh District, Banjar Regency and there is no significant indirect effect of principal's managerial skills and job satisfaction through commitment to the performance of SMPN teachers. in Aluh-Aluh District, Banjar Regency

Suggestions for principals to improve their managerial skills, especially effective technical skills, supervisors are more involved, develop, supervise and evaluate principals' managerial skills and further researchers can analyze research on teacher performance in more depth using more variables.

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