

The Role of Organizational Commitment as a Mediation of The Influence of Principal Leadership on The Performance of Leading Teachers in Acceleration of The Implementation of The Independent Curriculum (Case Study in North Konawe Regency, Southeast Sulawesi Province)

Putu Pande Hari Sugi Bali ^{1*}, A. A. Ngurah Gede Sadiartha ², Ida I Dewa Ayu Yayati Wilyadewi ³

^{1,2,3} Hindu Indonesia of University

¹Email : bangpande319@gmail.com

²Email: sadiartha@unhi.ac.id

³Email: Wilyadewi9999@gmail.com

ABSTRACT

This study seeks to investigate and explain the impact of principal leadership on the performance of driving teachers in North Konawe Regency, as mediated by organizational commitment. The strategy to this study is a survey that uses an explanatory research design. Data was collected cross-sectionally using a questionnaire. This study's population consisted of all driving teachers working in North Konawe Regency, which totaled 34 people. The sampling approach utilized in this study was a saturated sample, which is a sampling strategy that uses all members of the community as samples. This study's hypothesis was tested using the partial least squares (PLS) analysis method. The findings indicated that principle leadership had a favorable and significant impact on the performance of driving teachers. The principal's leadership had a major and positive impact on organizational dedication. Furthermore, organizational dedication had a good and significant impact on the performance of driving instructors. Organizational commitment has been shown to moderate the relationship between principal leadership and the performance of teachers. This study concludes that principal leadership has both a direct and indirect impact on the performance of driving teachers through organizational commitment. Based on the research findings, it is recommended that the main implement more supportive leadership, the school work environment is improved to strengthen the organizational commitment of teachers, and the allocation of time and support for the driving teacher in helping students is considered through training, workload management, and incentives. The implications of the research are that the respondents of this research are limited to the Driving Teachers in North Konawe Regency. As a result, it may limit the capacity to generalize the findings of this study, particularly to public organizations or agencies in different locations.

Keywords: Principal Leadership, Organizational Commitment, Driving Teacher Performance

*Corresponding Author:

E-mail: bangpande319@gmail.com (Putu Pande Hari Sugi Bali)

Hindu Indonesia of University

1. INTRODUCTION

Education in Indonesia is currently continuing to strive to achieve equality and improve quality in accordance with the demands of the times. The education system has undergone many changes, especially with the implementation of the Independent

Curriculum which focuses on developing student potential holistically (Kementerian Pendidikan, Kebudayaan, Riset, 2023). Before the Independent Curriculum, the Indonesian education system used the 2013 Curriculum (K-13), which emphasized competency-based learning

with an integrative thematic approach. However, in practice, K-13 is often considered too dense and burdens students and teachers with a lot of material and administration. Evaluation of the implementation of K-13 shows that this curriculum is less flexible in adapting to the learning needs of students in various regions.

One of the catalysts for change in the implementation of the Independent Curriculum is the Leading Teacher. They have a central role in encouraging the transformation of learning that is more flexible, innovative, and in favor of the needs and potential of students. As educators who have received special training, Leading Teachers are tasked with inspiring, guiding, and assisting colleagues in understanding and implementing the principles of the Independent Curriculum in schools. They also play a role in creating a culture of reflection and collaboration, so that schools can become learning ecosystems that are more adaptive to change. With strong leadership and a commitment to improving the quality of education, Leading Teachers are expected to be able to hasten the deployment of the independent Curriculum and ensure that the changes that occur have a truly positive impact on the development of students. Leading Teachers have a strategic role in accelerating the Implementation of the Independent Curriculum (IKM). As agents of change in schools, they are equipped with intensive training to develop student-centered learning leadership. Before the Leading Teacher, many teachers in Konawe Regency faced obstacles in understanding changes in education policy. The curriculum that continues to develop is not balanced with adequate training, so teachers have difficulty in adjusting teaching

methods to the needs of the times. As a result, the implementation of policies such as the 2013 Curriculum and the Independent Curriculum is not running optimally because teachers do not fully understand the concept of student-centered learning. (BGP, 2023)

Based on the results of interviews with several Leading Teachers in Konawe Regency, one of the allegations of the low Performance of Leading Teachers is that the leadership of the principal is still ineffective, such as the principal has not been able to establish clear rules and instructions regarding the implementation of the Independent Curriculum, so that leading teachers have firm work guidelines.

The improvement of the Performance of Leading Teachers theoretically and empirically which has been debated by previous researchers can be influenced by several factors both directly and indirectly, including the leadership of the principal. According to House and Mitchell (1974) quoted from (Robbins & Judge, 2015) states that the leader's job is to help his followers achieve goals and provide direction as needed. Consistent with the opinion of (Colquitt et al., 2015) that leadership is inspiring followers to commit to a shared vision that gives meaning to work, while developing the potential for performance achievement. Leadership based on conceptual richness, through charisma, individual consideration and intellectual stimulation, is believed to be able to produce ideas for future reach (Wirjana & Supardo, 2005).

Previous research results on the influence of principal leadership on teacher performance conducted by (Zaim et al., 2024) stated that there is a positive relationship between leadership and job

performance. Furthermore, the results of (Gökalp & Soran, 2022) research found that leadership has a positive and significant relationship with performance. (Qalati et al., 2022) in their research stated that leadership plays its role efficiently and encourages work among employees. However, there are differences in the results of research conducted by Furthermore, (Prasetya et al., 2023) found that leadership had no significant effect on performance. Furthermore, teacher performance is also influenced by organizational commitment. (Armstrong & Taylor, 2009) found a strong relationship between organizational commitment and performance. Consistent with Robbins' opinion (Robbins, 2010) explains that Organizational commitment is a state in which an employee sides with a certain organization and its aims, intending to maintain membership in the organization. An important key to gaining commitment is to help employees actualize themselves to achieve performance (Dessler, 2015). (Kreitner & Kinicki, 2014) stated that organizational commitment reflects individuals identifying themselves with the organization and committing to achieving organizational performance. The results of previous research on the effect of organizational commitment on teacher performance by (Hosen et al., 2024) found that organizational commitment in the hospitality sector was significantly related to work performance. In line with research by (Thao et al., 2024) found that there was a positive relationship between organizational commitment (OC) and job performance (JP). Consistent with research by (Putri et al., 2023) that organizational commitment can be a driver in employee performance improvement strategies. Then, research conducted by (Setiadi et al., 2023) stated that employee performance is

substantially influenced by organizational commitment.

Based on the phenomena, theoretical basis and gaps or contradictions in the results of previous research, researchers are motivated to re-examine and re-explain the influence of principal leadership and organizational commitment on teacher performance both partially and through the mediation of organizational commitment.

2. METHODS

This research design uses a quantitative approach, with an explanatory research type. The data sources in this study consist of primary and secondary data. Based on the type of data, the data used in this study There are quantitative and qualitative data. While The data collecting strategies utilized include observation and questionnaires.

The population in this study were all driving teachers who worked in North Konawe Regency, Southeast Sulawesi Province, totaling 34 people. The sampling method in this study was a saturated sample, namely a sampling technique when all members of the population are used as samples (Sugiyono, 2018), so that the number of samples was 34 people. The data analysis techniques used were descriptive analysis and Partial Least Square (PLS).

3. RESULT AND DISCUSSION

3.1 Variable Description

The results of the description of respondents' answers to The variables in this investigation are listed in Table 1. The results of the description of the principal's leadership variables show that most respondents stated that they were very

good about the principal's leadership, as indicated by an average value of 4.32.

Table 1
Mean Value and Outer Loading of Principal Leadership Variables

Variable	Indicator	Item	Outer Loading	Mean	Criteria
Principal Leadership (X)	X1	X1.1	0,856	4,29	Very Good
		X1.2		4,18	Very Good
		X1.3		4,35	Very Good
	X2	X2.1	0,888	4,24	Very Good
		X2.2		4,65	Very Good
		X2.3		4,24	Very Good
	X3	X3.1	0,813	4,53	Very Good
		X3.2		4,32	Very Good
	X4	X4.1	0,897	4,38	Very Good
		X4.2		4,06	Good
X4.3		4,29		Very Good	
Mean Variable				4,32	Very Good k

The results of the data measurement model computation in Table 1 show that the four indicators of the principal leadership variable measurement, as a whole, are valid for use in reflecting the measurement of the principal leadership variable. Proven by the estimated outer loading value of the four variables as a whole having a value of \geq

0.60 that the correlation between all measurement indicators is positive and significant. The description of the respondents' answers shows that the average value of the organizational commitment variable is very good, which is indicated by the average value of 4.37 which is presented in Table 2

Table 2
Mean Value and Outer Loading of Organizational Commitment Variables

Variable	Indicator	Item	Outer Loading	Mean	Criteria
Organizational Commitment (X)	M1	M1.1	0,823	4,50	Very Good
		M1.2		4,35	Very Good
		M1.3		4,35	Very Good
	M2	M2.1	0,927	4,35	Very Good
		M2.2		4,53	Very Good
		M2.3		4,44	Very Good
	M3	M3.1	0,880	4,18	Good
		M3.2		4,32	Very Good
		M3.3		4,32	Very Good
Mean Variable				4,37	Very Good

The results of the data measurement model computation in Table 2 show that the three

indicators of organizational commitment variable measurement, as a whole, are

valid for use in reflecting the measurement of organizational commitment variables. Proven by the estimated outer loading value of the four variables as a whole having a value of ≥ 0.60 that the correlation between all measurement indicators is

positive and significant. The performance variable of the driving teacher according to the respondents' perception is very good, as indicated by the average value of 4.38 presented in Table 3.

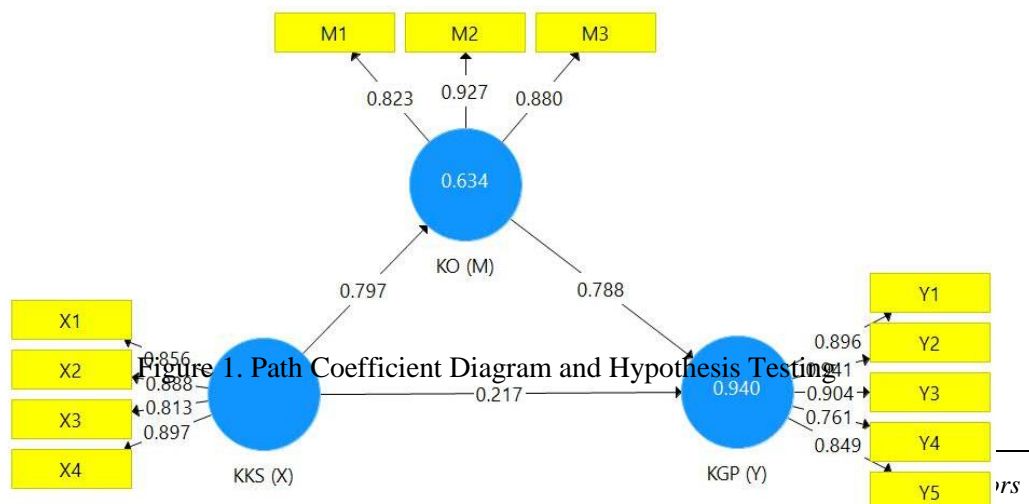
Table 3
Mean Value and Outer Loading Performance of Leading Teacher Variables

Variable	Indicator	Item	Outer Loading	Mean	Criteria
Performance of Leading Teacher (Y)	Y1	Y1.1	0,896	4,50	Very Good
		Y1.2		4,65	Very Good
	Y2	Y2.1	0,941	4,38	Very Good
		Y2.2		4,38	Very Good
	Y3	Y3.1	0,904	4,44	Very Good
		Y3.2		4,47	Very Good
	Y4	Y4.1	0,761	4,21	Very Good
		Y4.2		4,12	Good
	Y5	Y5.1	0,849	4,32	Very Good
		Y5.2		4,29	Very Good
Mean Variable				4,38	Very Good

The results of the data measurement model computation in Table 3 show that the three indicators of the performance variable measurement of the driving teacher, as a whole, are valid for use in reflecting the measurement of the driving teacher performance variable. This is proven by the estimated outer loading value of the four variables as a whole having a value of ≥ 0.60 that the correlation between all measurement indicators is positive and significant.

3.2 Testing of Structural Model and Research Hypothesis

Hypothesis testing and direct influence path coefficient between The variables include principal leadership, organizational commitment, and driving teacher performance. Path coefficient value and critical point (t-statistic) displayed in the path diagram can show the results of the influence test between variables (see Figure). 1 and Table 4.



Description: KKS = Principal Leadership (X), KO = Organizational Commitment (M), KGP = Performance of Leading Teacher.

Table 4
Path Coefficients and Direct Effect Hypothesis Testing

Direct influence between variables		Path Coef.	t-statistik	Sig.	Hasil
H1	Principal Leadership → Performance of Leading Teacher	0,217	2,448	0,015	Accepted
H2	Principal Leadership → Performance of Leading Teacher	0,797	6,312	0,000	Accepted
H3	Organizational Commitment → Performance of Leading Teacher	0,788	9,049	0,000	Accepted

The test results in Figure 1 and Table 4, then the test of the direct influence path coefficient and the research hypothesis aims to answer whether the proposed hypothesis can be accepted or rejected, which can be explained as follows:

H1. Principal Leadership has a positive and significant effect on the Performance of Leading Teachers

The test results of the influence of principal leadership on the performance of leading teachers can be proven by the path coefficient estimate Value of 0.217 in the positive direction. The positive path coefficient indicates that the influence of principal leadership on the performance of leading teachers in North Konawe Regency is in the same direction, that is, the better the principle's leadership, the better the performance of the leading teachers. Then it can also be proven by a significance value of $0.015 < \alpha = 0.05$. The test results prove that principal leadership has a positive and significant effect on the performance of leading teachers.

H2. Principal Leadership has a positive and significant effect on Organizational Commitment

The test results of the influence of principal leadership on organizational commitment

can be proven by the path coefficient estimate value of 0.797 with a positive direction. The positive path coefficient means that the influence of principal leadership on the organizational commitment of leading teachers in North Konawe Regency is in the same direction, namely the better the leadership of the principal, the better the organizational commitment of the leading teachers. Then it can also be proven by a significance value of $0.000 < \alpha = 0.05$. The test results prove that the principal's leadership has a positive and significant effect on organizational commitment.

H3. Organisational commitment has a good and significant impact on the Performance of Leading Teachers

The test results of the effect of organizational commitment on the performance of leading teachers can be proven by the estimated path coefficient The value is 0.788 in the positive direction. The positive path coefficient means that the effect of organizational commitment on the performance of leading teachers in North Konawe Regency is in the same direction, namely the greater the organizational commitment, the better the performance of leading teachers. Then it

can also be proven by a significance value of $0.000 < \alpha = 0.05$. The test results prove that organizational commitment has a favorable and significant impact on the performance leading teachers.

The mediation effect test aims to detect the position of the intervening variable in the model. The PLS approach to testing mediating variables can be done by

multiplying the value of the path coefficient of the influence of the exogenous variable by the mediating variable, then the path coefficient of the influence of the mediating variable by the endogenous variable and the difference in coefficient values. The results of the mediation effect test between variables are presented in the path diagram Table 5.

Table 5:
Path Coefficients and Hypothesis Testing. of Mediation Effect (indirect)

Indirect Influence		Path Coef.	t-statistik	Sig.	Result
H4	KKS → KO → KGP	0,628	5,992	0,000	Accepted
Description: KKS = Principal Leadership (X), KO = Organizational Commitment (M), KGP = Performance of Leading Teacher.					

H4. Organizational commitment mediates the influence between principal leadership and the performance of the driving teacher

The test results illustrate the impact of principle leadership on the performance of the driving teacher with the mediation of organizational commitment can be proven by the estimated path coefficient value of 0.628, then it can also be proven by the significance value of $0.000 < \alpha = 0.05$. The test results demonstrate that organizational commitment greatly mediates the impact of principle leadership on performance. of the driving teacher.

The model test findings in Figure 5.1 reveal that the route coefficient value of principle leadership's influence on organizational commitment and driving teacher performance is significant. In the first model, organizational commitment has a considerable effect on the performance of the driving teacher. However, the coefficient value of the impact of principle leadership on the performance of the

driving teacher in the initial model is smaller (decreased) by 0.217 from the coefficient value The coefficient of the influence of principle leadership on driving teacher performance without accounting for the organizational commitment variable is 0.846 (see Appendix 5). Thus, partial mediation is used to mediate the impact of principle leadership on driving teacher performance via organizational commitment. This finding implies that the principal's leadership might have a direct impact on the driving teacher's performance, as well as organizational commitment. The examination findings provide substantial empirical evidence that the principal's leadership has a considerable impact on the driving teacher's performance, which is mediated by organizational commitment. This suggests that the principal's leadership has a major influence on organizational commitment, which in turn has a significant impact on the driving teacher's performance., then the principal's

leadership significantly affects the performance of the driving teacher. Thus, there is sufficient empirical evidence to accept (H4) which states that organizational commitment mediates The impact of the principal's leadership on the performance of driving teacher.

4. CONCLUSION

According to the research findings, the principal's leadership plays a critical influence in increasing the performance of the driving teacher, both directly and indirectly. The study's findings revealed that the principal's leadership had a favorable and significant impact on both the driving teacher's performance and organizational commitment. Furthermore, organizational commitment was shown to have a favorable and significant effect on the driving teacher's performance, as well as the ability to mediate the relationship between the principal's leadership and driving teacher performance. This indicates that effective leadership not only has a direct impact on teacher performance but also strengthens organizational commitment which ultimately improves the performance of the driving teacher.

Longitudinal research is also needed to observe changes in the dynamics of leadership, organizational commitment, and the performance of the driving teacher over a longer period of time. In addition, research can develop a more specific leadership model for the context of the driving teacher program by considering the unique characteristics of the role and challenges faced by the driving teacher in implementing the Merdeka Curriculum.

REFERENCE

- Armstrong, M., & Taylor, S. (2009). *Armstrong's Handbook of Human Resource Management Practice* (11th ed.). Replika Press Pvt L Td.e. [https://e-uczelnia.uek.krakow.pl/pluginfile.php/604792/mod_folder/content/0/Armstrong's Handbook of Human Resource Management Practice_1.pdf](https://e-uczelnia.uek.krakow.pl/pluginfile.php/604792/mod_folder/content/0/Armstrong's%20Handbook%20of%20Human%20Resource%20Management%20Practice_1.pdf)
- BGP, S. (2023). *Laporan Kinerja Tahun 2023*.
- Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2015). *Organizational Behavior: Improving Performance and Commitment in the Workplace* (4th ed.). McGraw-Hill Education.
- Dessler, G. (2015). *Manajemen Sumber Daya Manusia* (14th ed.). Salemba Empat.
- Gökalp, P., & Soran, S. (2022). The Impact of Leadership Styles on Performance and Mediating Effect of Organizational Culture: A Study in Flight Schools. *Transportation Research Procedia*, *65*, 304–317. <https://doi.org/10.1016/j.trpro.2022.11.035>
- Hosen, S., Hamzah, S. R., Ismail, I. A., Alias, S. N., Abd Aziz, M. F., & Rahman, M. M. (2024). Training & development, career development, and organizational commitment as the predictor of work performance. *Heliyon*, *10*(1), e23903. <https://doi.org/10.1016/j.heliyon.2023.e23903>
- Kementerian Pendidikan, Kebudayaan, Riset, dan T. (2023). *Merdeka Belajar Kampus Merdeka (MBKM)*. <https://kampusmerdeka.kemdiktisaintek.go.id/>
- Kreitner, R., & Kinicki, A. (2014). *Perilaku Organisasi* (9th ed.). Salemba Empat.
- Prasetya, A. S. E., Nyoto, Putra, R., & Sultan, F. M. M. (2023). Cyberloafing, Work Environment, and Leadership on Performance and Job Satisfaction of Education Personnel at Sultan Syarif Kasim State Islamic University Riau. *Journal of Applied Business and Technology*, *4*(1), 17–29. <https://doi.org/10.35145/jabt.v4i1.116>
- Putri, M. P., Prahiawan, W., Ramdanyah, A. D., & Haryadi, D. (2023). Relevance of Organizational Commitment, as a Mediator of Its Contribution to Employee Performance at the Merak-

- Banten Marine Transportation Service Company. *Enrichment: Journal of Management*, 12(6), 5213–5223. <https://doi.org/10.35335/enrichment.v12i6.1191>
- Qalati, S. A., Zafar, Z., Fan, M., Sánchez Limón, M. L., & Khaskheli, M. B. (2022). Employee performance under transformational leadership and organizational citizenship behavior: A mediated model. *Heliyon*, 8(11), e11374. <https://doi.org/10.1016/j.heliyon.2022.e11374>
- Robbins, S. P. (2010). *Essentials of Organizational Behavior* (10th ed.). Prentice Hall.
- Robbins, S. P., & Judge, T. A. (2015). *Organizational Behavior* (16th ed.). Pearson.
- Setiadi, M. T., Sofi'i, I., Wahyudi, & Haryadi, D. (2023). Dynamic Capability of Servant Leadership as a Triggering Factor for Organizational Commitment and Employee Performance. *International Journal of Applied Finance and Business Studies*, 11(2), 246–254. <https://doi.org/10.35335/ijafibs.v11i2.127>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Thao, P. K., Phuong, N. N.-D., Phuc, V. T., & Huan, N. H. (2024). Organizational Commitment and Its Impact on Employee Performance in the Water Supply Industry: Dataset From Vietnamese State-Owned Enterprises. *Data in Brief*, 52, 110029. <https://doi.org/10.1016/j.dib.2024.110029>
- Wirjana, B. R., & Supardo, S. (2005). *Kepemimpinan: Dasar-Dasar dan Pengembangannya*. Andi.
- Zaim, H., Erzurum, E., Zaim, S., Uluyol, B., & Seçgin, G. (2024). The Influence of Islamic Leadership on Work Performance in Service Industry: An Empirical Analysis. *International Journal of Ethics and Systems*, 40(1), 127–152.