

Principal's Decision, Organizational Commitment, and Organizational Climate in Influencing the Performance of Vocational High School Teachers

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ARTICLE INFO

Research Paper

Article history:

Received: 26 July 2022

Revised: 12 August 2022

Accepted: 20 August 2022

HOW TO CITE

Ru'yat, & Pogo, T. (2022). Principal's Decision, Organizational Commitment, and Organizational Climate in Influencing the Performance of Vocational High School Teachers .

International Journal of Indonesian Business Review, 1(1), 21–28.

<https://doi.org/10.54099/ijibr.v1i1.245>

ABSTRACT

The purpose of this study was to determine the effect of principal's decision making, organizational commitment, organizational climate on teacher performance at Private Vocational High School Kota Tangerang. Methodology/approach – This research is causal quantitative with survey method used in data collection. The population is a private vocational school teacher in Tangerang City with a sample of 100 respondents using a random sampling technique. Findings – The results showed that There is an influence of Decision Making on Teacher Performance. There is an influence of Organizational Commitment on Teacher Performance. There is an influence of Organizational Climate on Teacher Performance. Novelty/value – Career development according to the period of service is a big indicator of organizational commitment, it is necessary to have talent management in this case the teacher and the right career succession so that it can improve teacher performance. Finally, the coaching of gifted students in this study is alleged to have a major influence on the creation of a good organizational climate, talented students are expected to become good influencers for schools so that the school's learning situation and climate will be good and teacher performance will increase because the students are talented.

Keywords: Decision Making, Organizational Commitment, Organizational Climate, Teacher Performance

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INTRODUCTION

As an absolute prerequisite to achieve development goals and to achieve the success of an organization, superior human resources are needed and this will be determined by human factors such as teachers and lecturers in achieving their goals where HR is a central figure in an organization. However, the quality of education in Indonesia is still far from adequate. Government policies in realizing quality teachers have spent a large budget in the hope that teachers can perform well. However, the national average scores for the Teacher Competency Test (UKG) for State Vocational High School teachers in Tangerang City, Banten and the results for the National Examination for Vocational High School students are still below the national average. Overall, there are the highest number of vocational school teachers in Tangerang City, namely 2,568 teachers, as many as 2,115 teachers teach in private vocational schools and 453 teachers in state vocational schools. Of these, 21% of certified teachers. The average value of the Teacher Competency Test based on the status of 'non-civil servant' teachers is still low, at 54.1 compared to the average value of the Teacher Competency Test for civil servants,

which is 60.13. The total UKG average score for Tangerang City is 55.36, still below the national UKG average value of 56.69. Pre-research data related to the performance of high school teachers in the city of Tangerang, the results are still far from the value when referring to an accountable performance assessment, which is 60-70. Based on pra-survey and reality shows that the principal's leadership and decision making performance is still not optimal. This is indicated, among others, by the lack of supervision activities (Basriani et al., 2021; Herman, 2022; Iskanto, 2022).

In the Private Vocational High School which became the object of research, it was found that the phenomenon of the implementation of supervision only took place annually, not periodically. There is also a phenomenon related to organizational commitment where from the survey there are issues of unnecessary loyalty to the school, feelings that are not attached to the school, less involved in activities, and less engagement. This weak commitment is defined as the level of trust and acceptance of teachers towards organizational goals and having the desire to remain in the organization is almost non-existent and allows for large turnover to occur. The issue of solving internal problems, classroom atmosphere, sense of responsibility in the school environment, and creating a conducive environment that is not good, not supported, and lacks principal intervention also makes the organizational climate felt by teachers is not good. This may affect teacher performance as well (Ansori, 2021; Iskanto et al., 2020; Iskanto, 2022). To find out more about this problem, it is necessary to do research related to the Effect of Principal Decision Making, Organizational Commitment and Organizational Climate on Teacher Performance at Vocational Schools in Tangerang City.

The purpose of this study is to 1) determine and analyze the effect of principal's decision making on teacher performance at private vocational schools in Tangerang City, 2) to determine and analyze the effect of organizational commitment on teacher performance at private vocational schools in Tangerang City, and 3) to determine and analyze the influence of organizational climate on teacher performance at private vocational schools in Tangerang City.

LITERATURE REVIEW

Decision Making

Suyuthi et al. (2020) suggests that decision-making is a process of determining various possibilities regarding a situation that requires a person to make future predictions, choose one between two or more options, make estimates about the frequency of forecasts that will occur. Meanwhile, according to Wang and Ruhe in Pratama (2020) argue that decision making is the process of choosing a preferred option or an action from several alternatives based on the criteria or strategies given. Decision making is a form of thinking activity and the result of that activity is called a decision. Mulyadi (2016) argues that decision making is a process of choosing an alternative and the opinions of others are summarized from existing problems to become a decision. In making decisions, of course, must be done well and not in a hurry, because every decision chosen will affect the activities of the organization or its management, so that it has a positive impact and the results will achieve the goals desired by the institution. According to Engel et al (2015) there are several indicators that influence the decision-making process, namely 1) Experience, 2) Lifestyle, 3) Motivation, 4) Perception.

Organizational Commitment

According to Moorhead and Griffin (2015) organizational commitment is an attitude that reflects the extent to which an individual recognizes and is bound to his organization. An individual who is highly committed is likely to see himself as a true member of the organization. According to Kreitner and Kinicki in Putu and I Wayan (2017) organizational commitment is an agreement to do something for oneself, other individuals, groups or organizations. Teachers as intellectual capital owned by a school are important to have commitment. Organizational commitment is one of the keys to the success of achieving the vision, mission, and goals of the organization, in this case the hospital. The high organizational commitment can improve the quality of the existence of the school where they work (Pritanadira, 2019).

According to Allen & Mayer in Pritanadira (2019) states that there are three dimensions of organizational commitment, namely 1) Affective Commitment, 2) Continuity Commitment, 3) Normative Commitment..

Organizational Climate

Organizational climate is one of the important factors for building human resources through aspects of changing attitudes and behavior, which are expected to be able to adapt to ongoing and future challenges (Manik & Megawati, 2019). Organizational climate is an invisible social force that can move people in an organization to carry out work activities. A strong organizational climate supports the goals of companies or government

agencies (Asbari et al, 2020). So that organizational climate has an important role in managing an organization because it is the same and intact perception of the true meaning of life together in the organization. Dimensions and indicators of organizational climate according to Cohen et al (2009) include security, learning activities, relationships between school members, school environment.

Teacher Performance

According to Sodik et al (2019), performance is the implementation of work in accordance with job requirements, then teacher performance is the implementation of a teacher's work in accordance with the tasks he carries out. In principle, the duties of a teacher are contained in the competencies that a teacher should have. Hasibuan, (2017) states that performance is a work achieved by a person in carrying out the tasks assigned to him based on skills, experience, and sincerity and time. In an effort to improve the performance of teachers, they must pay attention to supervision, where all activities and tasks if carried out with high supervision, the performance will also be high and vice versa. Life in an organization will really need the obedience of its members to the rules and regulations that apply to the company. In other words, supervision of teachers is very much needed, because what is the goal of the organization will be difficult to achieve if there is no supervision. The dimensions of teacher performance are aspects that are used as benchmarks in assessing performance. According to John Miner in Sudarmanto (2019), there are 4 dimensions that can be used as benchmarks in assessing performance in general, namely, Quality, Quantity, The use of time at work, Cooperate with others at work.

METHOD

Based on the problems and research objectives, this research uses quantitative research with the aim of explaining the causal relationship of the variables through hypothesis testing (Iskamto et al., 2021). In this case, it explains whether there is an influence of the principal's decision making, organizational commitment and organizational climate on the performance of teachers at vocational schools in Tangerang City. The research carried out is examined in more detail because in addition to digging data from respondents it is also to test hypotheses. Construct measurement developed by Principal's Decision Making refers to Engel et al. (2015). Organizational Commitment refers to Allen & Mayer in Pritanadira, (2019). Organizational Climate refers to Cohen et.al, (2009). and Teacher Performance refers to John Miner in Sudarmanto (2019). The sampling technique is divided into two groups, namely probability sampling and non-probability sampling. According to Sugiyono (2014) "probability sampling is a sampling technique that provides equal opportunities or opportunities for each element or member of the population to be selected as a sample". Probability sampling consists of simple random sampling, proportionate stratified random sampling, disproportionate stratified random, sampling area (cluster) sampling. Regarding the research, the author uses probability sampling technique with simple random sampling. Determination of sample size in this study refers to the Slovin's formula. By using the Slovin formula above, it is determined that the sample size of this study is 100 respondent teachers.

RESULT AND DISCUSSION

In the description of the respondents explained the characteristics of the respondents consisting of gender, age, education, and length of work. The following is the description of the respondents described below.

Table 1. Respondents Characteristics

	Item	Frequency	%
Gender	Male	55	55%
	Female	45	45%
Age	<25 yo	14	14%
	25-40 yo	50	50%
	>40 yo	36	36%

Source: Author Contribution (2022)

The data will be processed using SEM-PLS through the SmartPLS 3.0 application with the stages of analysis being Outer Model Evaluation & Inner Model Evaluation.

The analysis of the Outer Model was carried out by testing the validity through the convergent validity tests, as for the reliability test through the calculation of the composite reliability value and Cronbach's alpha. it can be seen the results of the loading factor calculation to show the convergent validity test, carried out 2 iterations because in the first iteration there were indicators that were not valid and the results were as follows.

Table 2. Loading Factor & AVE Result

	1 st Iteration	2 nd Iteration	AVE	Result
PDM1	0.649	Eliminated		
PDM2	0.775	0.781		Valid
PDM3	0.765	0.751		Valid
PDM4	0.395	Eliminated		
PDM5	0.843	0.863		Valid
PDM6	0.822	0.830	0.633	Valid
PDM7	0.763	0.776		Valid
PDM8	0.337	Eliminated		
PDM9	0.803	0.816		Valid
PDM10	0.769	0.777		Valid
PDM11	0.741	0.767		Valid
PDM12	0.397	Eliminated		
OCO1	0.249	Eliminated		
OCO2	0.799	0.797		Valid
OCO3	0.776	0.768		Valid
OCO4	0.859	0.862		Valid
OCO5	0.843	0.846		Valid
OCO6	0.929	0.939	0.729	Valid
OCO7	0.661	Eliminated		
OCO8	0.730	0.728		Valid
OCO9	0.865	0.870		Valid
OCO10	0.895	0.908		Valid
OCO11	0.927	0.940		Valid
OCO12	0.310	Eliminated		
OCL1	0.849	0.848		Valid
OCL2	0.885	0.887		Valid
OCL3	0.853	0.857		Valid
OCL4	0.802	0.797		Valid
OCL5	0.846	0.873		Valid
OCL6	0.513	Eliminated	0.740	
OCL7	0.826	0.846		Valid
OCL8	0.591	Eliminated		
OCL9	0.868	0.893		Valid
OCL10	0.861	0.883		Valid
OCL11	0.836	0.852		Valid
OCL12	0.623	Eliminated		
TPE1	0.821	0.817		Valid
TPE2	0.792	0.799		Valid
TPE3	0.846	0.866		Valid
TPE4	0.509	Eliminated		
TPE5	0.781	0.793		Valid
TPE6	0.834	0.849	0.642	Valid
TPE7	0.732	0.751		Valid
TPE8	0.348	Eliminated		
TPE9	0.759	0.777		Valid
TPE10	0.797	0.811		Valid
TPE11	0.615	Eliminated		
TPE12	0.718	0.738		Valid

From the table above, it appears that almost all the results of the loading factor calculation are above 0.7. However, there are some whose value is still below 0.7 which makes the question must be eliminated. After elimination, the changes in the loading factor results are as follows.

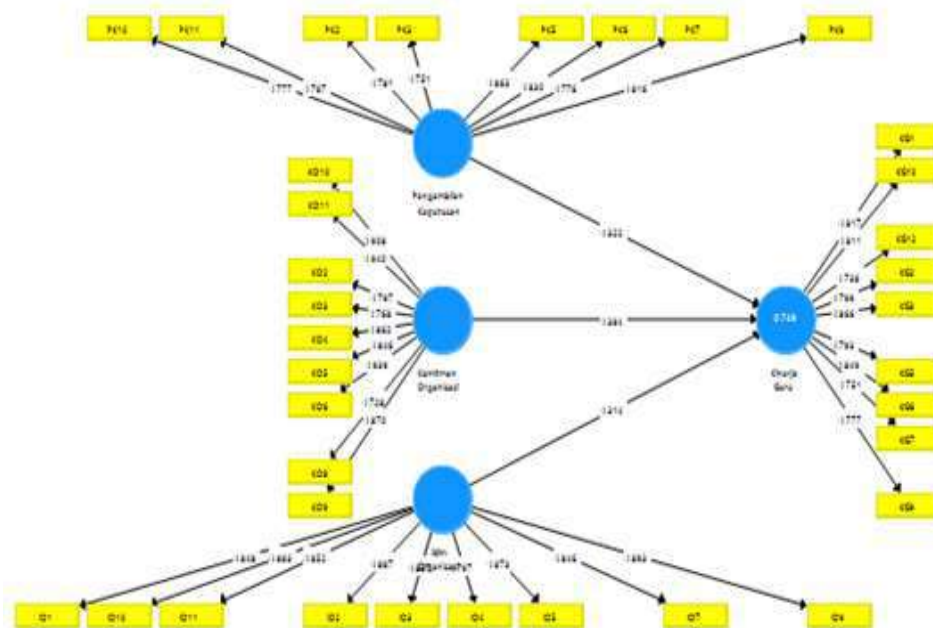


Figure 1. Post-elimination loading factor results

The reliability test can be measured from composite reliability and Cronbach's alpha, where a construct is declared reliable when the value is 0.7 (for composite reliability) and 0.6 (for Cronbach's alpha) (Ghozali, 2015). The calculation results are as follows.

Table 3. Cronbach's Alpha & Composite Reliability

Variable	Cronbach's Alpha	Composite Reliability
Principal's Decision Making	0.918	0.932
Organizational Commitment	0.952	0.960
Organizational Climate	0.956	0.962
Teacher Performance	0.930	0.941

The results of the composite reliability and Cronbach's alpha measurements shown in the table above state that all variables have a composite reliability value above 0.7 and Cronbach's alpha value above 0.6. Therefore, these results state that the reliability of this study meets the standard and is of high value.

The inner model tests the relationship between constructs or latent variables by looking at the estimated parameter coefficients and significance. The measurements include the R² and t-tests to check the hypothetical relationships.

There are 3 categories of R² values, namely 0.67 (strong structure model), 0.33 (moderate structure model) and 0.19 (weak structural model) (Ghozali, 2015). The R² value of this study can be seen as follows.

Table 5. R² Test

Variable	R ²	Result
Teacher Performance	0.749	Strong

Teacher Performance variable has a value of 0.749 which can be interpreted as the ability of variance that can be explained by the variables of Decision Making, Organizational Commitment, Organizational Climate on Teacher Performance is 74.9%, while for other variables not examined there are 25.1%.

Furthermore, The significance value can be calculated using the bootstrapping method, which is a process to assess the level of significance or probability of direct effects. The path coefficient based on bootstrapping results from this study are as follows.

Table 6. Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	T Table	P Values	Result
PDM -> TPE	0.322	0.316	0.072	4.491	1.645	0.000	Accepted
OCO -> TPE	0.384	0.371	0.082	4.699	1.645	0.000	Accepted
OCL -> TPE	0.314	0.333	0.113	2.774	1.645	0.003	Accepted

Discussion

Hypothesis testing in this study uses the t-value compared to the t-table. A hypothesis is accepted if t-value is greater than t-table, whereas a hypothesis is rejected if t-value is smaller than t-table. The data results from the bootstrapping process, both direct effect (path coefficient) and indirect effect (specific indirect effect). The results of hypothesis testing for all constructs were declared accepted.

The test results found that the decision-making variable had a positive and significant effect on teacher performance. This shows that improving the decision making of principals at private vocational schools in Tangerang City can improve teacher performance with the interaction between principals and teachers in making decisions that have a great influence. Because a principal's decision-making has an influence on teacher performance. This research is in line with research conducted by Muslim (2018) which reveals that school management must be accompanied by appropriate decision making, so that every policy taken by the principal is a joint decision in creating school democratization. Muthi (2019) also states that there is a positive influence between joint decision making and teacher participation in the implementation of supervision on improving performance. Hanim et al (2020) stated that the principal's policy in solving school problems is by recruiting additional teachers, sharing teaching hours with newly recruited teachers and giving administrative tasks to administrative workers to improve the effectiveness of teacher performance. Principal policies affect the performance of some teachers.

The test results found that the organizational commitment variable has a positive and significant effect on teacher performance with career development according to the period of service that has a large influence. This shows that the results of the teacher's work will be good if the teacher has high loyalty and commitment to teaching tasks, masters and develops teaching materials, is disciplined in teaching and other tasks, has creativity in the implementation of teaching, cooperates with all school members, and is a role model for leadership. students, have a good, honest, and objective personality in guiding students, and take responsibility for the tasks they carry out. In this study, organizational commitment has a significant effect on teacher performance, this research is in line with research conducted by Hayati et al (2020) which states that organizational commitment has a positive and significant effect on performance, so that improving teacher performance through improving organizational commitment and work motivation is very necessary. Ratmini's research (2019) shows that there is a significant contribution of organizational commitment to teacher performance. And Zain & Hadijah's research (2018) empirically confirms the positive impact of organizational commitment and work motivation on teacher performance which in turn will have a positive impact on school quality.

The results also show that the organizational climate affects teacher performance, with the principal's efforts to encourage teachers to foster gifted students have a big impact. This shows that a good organizational climate has a positive effect on teacher performance. Because the climate or atmosphere of a good school environment provides comfort for teachers to carry out their duties. The support of the teacher's sense of comfort in the task will motivate him to work professionally and sincerely, of course, it will contribute to good performance and is likely to have a positive effect on the progress of students in learning, so that students who become the nation's future generation will be born. reliable. In this study, organizational climate has a significant effect on teacher performance, this research is in line with research conducted by Rakhmawati et al. (2021) it turns out that there is a significant relationship between school climate and teacher performance. And Ramadha's research (2020) states that principals with their efforts to provide motivation and input to teachers can influence teachers in creating morale and problem solving at work, work discipline makes teachers have high effectiveness related to their work, organizational structure provides a sense of responsibility in each field, as well as education and training that make it easier for teachers to achieve professionalism in their work and improve the skills and abilities needed by teachers so that they can create a good school organizational climate so as to improve teacher performance.

CONCLUSION

The conclusions from the results of the study 1) There is an influence of Decision Making on Teacher Performance, with the interaction between school principals and teachers in making decisions to be a big influential indicator. 2) There is an influence of Organizational Commitment on Teacher Performance, with commitment to career development according to the period of service being an indicator of great influence. 3) There is an influence of Organizational Climate on Teacher Performance, with the principal's efforts to encourage teachers to foster gifted students being a big influential indicator. The interaction between the principal and the teacher in making decisions is a major indicator of influence, so the principal should be able to maintain interaction with teachers in order to decide on appropriate policies for the progress and improvement of teacher performance in schools. Then, career development according to the period of service is a big indicator of organizational commitment, it is necessary to have talent management in this case the teacher and the right career succession so that it can improve teacher performance. Finally, the coaching of gifted students in this study is alleged to have a major influence on the creation of a good organizational climate, talented students are expected to become good influencers for schools so that the school's learning situation and climate will be good and teacher performance will increase because the students are talented.

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