

The Influence of Situational Leadership, Work Discipline, and Achievement Motivation on Teachers' Affective Commitment in Junior High Schools

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ABSTRACT

This study aims to analyze the influence of situational leadership on work discipline, the influence of situational leadership on achievement motivation, the influence of situational leadership on teacher affective commitment, the effect of work discipline on teacher affective commitment, the influence of achievement motivation on teachers. Affective Commitment. This research was conducted at the State Junior High School in Medan Deli District. The population of this study were 159 State Junior High School Teachers in Medan Deli District. The sample size was determined using the Kreijcie table presented by Issac and Michael, namely 113 teachers. The sampling technique used proportional random sampling. The data was collected using a questionnaire, after testing. The instrument to test the validity used Product Moment Correlation and the reliability test used the Cronbach Alpha coefficient. The data analysis technique used consists of descriptive analysis, test requirements analysis, and research hypothesis testing using path analysis. The results showed that Situational Leadership has a positive direct effect on Work Discipline, Situational Leadership has a positive direct effect on Achievement Motivation, Work Discipline has a positive direct effect on Teacher Affective Commitment, Achievement Motivation has a direct effect on Teacher Affective Commitment and Situational Leadership has a direct positive effect on Affective Commitment Teacher. Situational leadership variables have a greater influence on teacher affective commitment

Keywords: *Situational Leadership, Work Discipline, Achievement Motivation, Teacher Affective Commitment*

1. INTRODUCTION

Education has an important role in shaping everyone's personality, even education can change a person's mindset. With regard to professional teachers in Indonesia, many efforts have been made to improve the quality of teachers in order to implement the national education system and realize the goals of national education. The government has issued Government Regulation (PP) No. 30 of 2019 concerning the work assessment of Civil Servants which consists of assessment of work behavior and assessment of PNS Performance, Weighting of SKP Values, and Work Behavior of Civil Servants, Appraisal Officers and PNS Performance Appraisal Team, or methods of assessment, follow-up assessment in the form of performance reporting, performance rating, performance awards, and sanctions and objections and performance information systems for civil servants.

Organizational commitment has an influence on changes in an employee's attitude at work [1]. Organizational commitment is: (1) a strong desire to become a member of a group, (2) a high willingness for

the organization, (3) a certain belief and acceptance of the values and goals of the organization. [2]. Commitment to the organization is a condition where an employee sides with an organization and its goals, and intends to maintain membership in that organization [3]. A good teacher will make a commitment to himself to be able to work hard and be responsible for his duties. Therefore, it can be stated that if teachers are committed to carrying out their duties properly, then the teacher will be more successful than teachers who are not committed.

2. LITERATURE REVIEW

2.1 Teacher Affective Commitment

According to Greenberg and Baron (1995: 211) state that affective commitment is the strength of a person's desire to continue working in an organization because they share the core values and goals of the organization. [4]. A person feels a high level of affective commitment to remain in the organization because he supports the establishment of the organization and has a desire to

help the organization's mission. Affective commitment is the level of psychological relationship with the organization based on how well the feelings about the organization [5].

Based on The theories described above can be synthesized that the teacher's affective commitment is the attitude shown by the teacher in carrying out his duties with desire for the best results. Affective commitment is the emotional behavior and attitude shown by a person when doing his / her job through sincere and sincere sacrifices to achieve predetermined goals. When a teacher already has an affective commitment in the organization, the teacher will have an attitude of confidence in the profession as a teacher in achieving goals in school. The factors that influence affective commitment above, it can be concluded in this study that the indicators of affective commitment are: (1) teacher trust in the organization (2) a feeling of comfort in the organization (3) respect and (4) high loyalty to school

2.2 Situational Leadership

Situational leadership is leadership that focuses on the readiness of followers [6]. Situational leadership is the number of instructions and directions given by the leader, the amount of emotional support provided by the leader and the level of readiness or maturity of followers who are shown to carry out specific tasks, functions or specific goals [7].

From the various opinions above, it can be synthesized that leadership is situational is guidance, direction and emotional support provided by the leadership to its members which is indicated in carrying out specific tasks, functions or specific goals. Situational leadership is an effective leadership style that can adapt to the situation of readiness, maturity and habits of members. The factors that influence the situational leadership above, it can be concluded in this study that The principal situational leadership indicators are (1) Notifying (2) consultation (3) participation (4) delegation

2.3 Situational Leadership

Work discipline is a condition that causes or encourages employees to act and carry out all activities in accordance with established norms or regulations [8]. Discipline as a force that develops in the body of employees and causes employees to voluntarily adjust to decisions, regulations, and high values of work and behavior.

Based on the expert opinion above, it can be synthesized that work discipline is a condition that provides encouragement to employees to take action and carry out all activities in accordance with established norms or regulations with a willingness and willingness to comply with it, both written and unwritten. Work discipline is a strength that develops in the body of employees so that employees can adapt to their

surroundings. The factors that influence work discipline can be concluded in this study that the indicators of work discipline are (1) always present on time (2) whether there is concern for employees (3) always use working hours effectively and efficiently (4) employee capabilities (5) have high morale (6) always be creative and innovative at work.

2.4 Achievement Motivation

Achievement motivation is a drive from within to overcome all challenges and obstacles in an effort to achieve goals [9]. Achievement motivation is the drive to excel, to excel based on a set of standards, to strive to be successful [10]. Robbins points out that there are people who have a very strong drive to succeed. They grapple for personal achievement but not for the mere reward of success. They have a desire to do something better than what has been done before.

Based on The theories described above can be synthesized that the teacher's achievement motivation is an internal drive to overcome all challenges and obstacles, the urge to excel, to excel, to strive to be successful in achieving goals. Achievement motivation is an individual's internal drive that reflects the importance of success and value to a person. It can be concluded that the factors influencing achievement motivation can be concluded that achievement motivation can be measured by the following indicators: (1) desire to excel; (2) belief in success; (3) work hard and be proud of the results achieved; (4) trying to seek feedback on any work; (5) always willing to listen to other people's opinions as input.

3. METHOD

This research was conducted using quantitative methods, the population in this study were 159 teachers of the State Junior High School in Medan Deli District, the number of samples in this study was determined based on the Krejcie table: 113 people. For data collection, a questionnaire was carried out after testing the validity and reliability of the instrument.

4. RESULT AND DISCUSSION

Data descriptions that will be presented in this section include situational leadership variable data (X1), Work Discipline (X2) and Achievement Motivation (X3) on Teacher Affective Commitment (X4) which is presented in a summary in Table 1 below.

Table 1. Summary of descriptive statistic calculation results

	situational leadership	work discipline	achievement motivation	teacher affective commitment
<i>N</i> Valid	113	113	113	113
Missing	0	0	0	0
Mean	137.86	134.67	136.30	135.96
Median	139.00	134.00	138.00	137.00
Mode	136	140	138	139
Std. Deviation	4,814	6,038	6,272	6,902
Variance	23,176	36,454	39,337	47,632
Range	34	24	21	23
Minimum	108	123	125	123
Maximum	142	147	146	146
Sum	15578	15218	15402	15363

Hypothesis testing of the research was carried out by path analysts, after testing the requirements of analysis, namely the data normality test and linearity test. The results of the calculation show that the research data is normally distributed and the relationship between pairs of exogenous and endogenous variables has a linear relationship.

Furthermore, hypothesis testing is carried out to answer research problems that have been formulated using statistical computation of correlation coefficients and coefficients and following the path or significance testing summarized in Table 2 below.

Table 2. Summary of path coefficient estimates

Variable	Coefficient	Q. Count	T. table	Result
p21	0.099	2,848	1,658	Mean
p31	0.117	2,042		Mean
p41	0.119	1,870		Mean
p42	0.057	1,778		Mean
p43	0.054	1,756		Mean

Based on the path coefficient value obtained from the calculation results, the research variable path diagram can be described as in Fig. 1 below.

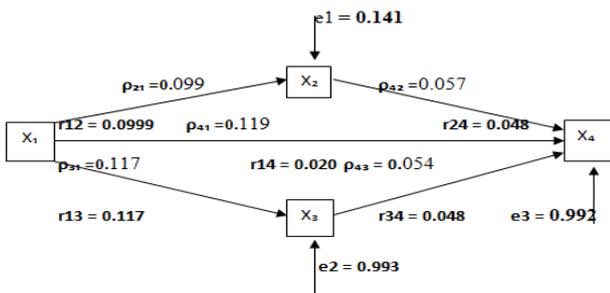


Figure 1. Empirical Causal Relationships X1, X2, X3 to X4.

Table 3. Direct and indirect effects

Model	Exogenous Variables against Endogenous Variables	Causal Influence			
		Live	Indirect via X2	Indirect via X3	Total
I	X1 against X2	0.099	-	-	0.099
II	X1 against X3	0.117	-	-	0.117
III	X1 against X4	0.119	0.0056	0.0063	0.131
	X2 against X4	0.057	-	-	0.057
	X3 against X4	0.054	-	-	0.054

In the table above, the direct effect of situational leadership on teacher affective commitment is 0.119%, the effect of work discipline directly on teacher affective commitment is 0.057% and the direct effect of achievement motivation on teacher affective commitment is 0.054%.

The indirect effect of situational leadership on teacher affective commitment through work discipline is 0.0056%, the indirect effect of situational leadership on affective commitment through achievement motivation is 0.0063%. Thus, the total direct and indirect influence of situational leadership on teacher affective commitment is 0.131%.

Based on the results of hypothesis testing, it shows that situational leadership has a positive direct effect on work discipline. This finding does not contradict previous research which found that situational leadership style has a positive and significant effect on employee work discipline [11]. The findings of the study indicate that there is a positive direct influence between Situational Leadership and Achievement Motivation in State Junior High School in Medan Deli District. This finding is in accordance with previous research which states that the principal's situational leadership has a positive and direct impact on teacher achievement motivation [12]. Situational leadership directly affects affective commitment in State Junior High School in Medan Deli district. The findings of this study are consistent with the results of previous studies on teacher affective commitment showing that teacher perceptions of principal leadership have a positive direct effect on teacher affective commitment [13]. The results showed that the magnitude of the influence of work discipline directly affected the affective commitment of teachers at State Junior High School in Medan Deli district. This finding is consistent with previous research which suggests that work discipline has a positive and significant effect on organizational commitment [14]. Achievement Motivation has a positive direct effect on the Affective Commitment of teachers at State Junior High School in Medan Deli District. This research is in accordance with the research results This finding is consistent with previous research which suggests that work discipline has a positive and significant effect on organizational commitment [14]. Achievement Motivation has a positive direct effect on the Affective Commitment of teachers at State Junior High School in

Medan Deli District. This research is in accordance with the research results. This finding is consistent with previous research which suggests that work discipline has a positive and significant effect on organizational commitment [14]. Achievement Motivation has a positive direct effect on the Affective Commitment of teachers at State Junior High School in Medan Deli District. This research is in accordance with the research results previously stated that there is a direct effect of Achievement Motivation on the principal's affective commitment [15]. The results of hypothesis testing found that the variables that had the most influence on teacher affective commitment were achievement motivation, followed by work discipline and situational leadership variables.

5. CONCLUSION

Situational leadership has a positive effect on teacher affective commitment in carrying out tasks. Schools as an organization will certainly always try to create conditions that are able to encourage teachers to realize affective commitment to the organization. Work discipline in this study is able to increase teacher achievement motivation as subordinate to the principal. A high level of trust in the leader will support with enthusiasm and full confidence. This results in positive work experiences that can increase teacher affective commitment.

The results of this study state that Situational Leadership, Work Discipline and Achievement Motivation can be used to form the Affective Commitment of Teachers at Medan Deli District Junior High School, so that the enforcement of regulations can be applied so that the attendance rate and target teacher (SKP) as ASN can be achieved.

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