

THE INFLUENCE OF EFFECTIVE LEADERSHIP AND ORGANIZATIONAL TRUST TO TEACHER'S WORK MOTIVATION AND ORGANIZATIONAL COMMITMENT

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Abstract

This study aims to determine how the influence of effective leadership and organizational trust to teachers work motivation and organizational commitment. This research was conducted at private high schools in Rawamangun, Pulo Gadung, East Jakarta. In this study using saturated sample technique that is the entire population used as a sample, which is 115 respondents. Structural Equation Modeling (SEM) method was chosen as statistical analysis technique using SmartPLS software. From result of data processing obtained effective leadership have contribution influence 0,509 to work motivation. Organizational trust has an influence contribution of 0.331 to work motivation. Effective leadership and organizational trust simultaneously affect the work motivation variable of 0.648. Effective leadership has an influence contribution of 0.379 to organizational trust variables. Organizational trust has an influence contribution of 0.136 to organizational commitment. Work motivation contributed 0.198 to organizational commitment. Effective leadership, organizational trust and work motivation have an effect on organizational commitment of 0.446. The output of this research is to provide input for the school in determining the policy especially in determining the requirement of position or recruitment of the principal so that it is expected to increase the organizational trust, work motivation and organizational commitment of teachers in the school organization.

Keywords: Effective leadership, organizational trust, work motivation, organizational commitment.

Abstrak

INTRODUCTION

Improving the quality of education is the main factor determining the success of nation building. The quality of education means that educational graduates have appropriate skills, so they can contribute significantly to development. The quality of education, the main one is determined by the teaching and learning process. In the teaching-learning process, teachers play an important role, teachers are creators of teaching and learning process, meaning that a teacher should be able to develop a free atmosphere for students to examine what is interesting and able to express ideas and creativity within the limits of norms enforced consistently. Teachers are a key element in the education system, especially in schools (Agustiana, 2014).

Teacher professionalism has a definition of a trait that must exist in a teacher in carrying out his work so that the teacher can carry out his work with full responsibility and be able to develop his expertise that includes high loyalty, responsibility and dedication (organizational commitment). With high organizational commitment, teachers will be able to do a good educational service. Teachers with a high level of commitment are characterized by a high level of attention to students, time and effort spent in carrying out their duties, and many work for the benefit of others (Pustaka Aslikan, 2012). The high level of organizational

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commitment of teachers influenced many factors both from themselves (internal) and from the work environment (external). From within, for example, work motivation, awareness that the work is done as a charity of worship that will give goodness to others and himself, while from outside, such as work atmosphere or organizational culture in educational institutions, principal leadership or foundation management, infrastructure, the level of material welfare and non-material, socio-cultural community around and so on (Armstrong and Taylor, 2014).

In response to the basic needs of teachers in every organization is building trust between them and the organization. A high level of trust in the organization drives teacher performance. Trust in organizations refers to the established relationships between teachers and organizations based on messages about organizational expectations and teacher perceptions of organizational management measurement (Hough, Green, and Plumlee, 2016).

The importance of the role of organizational commitment of teachers in the improvement of the quality of education, it is necessary to do research on organizational commitment of teachers. So this research will raise the title of influence effectiveness leadership, work environment, organizational trust, and motivation to teacher's organizational commitment.

THEORETICAL FOUNDATION

Organizational Commitment

Ivancevich, Konopaske, and Matteson (2011) stated that commitment is a sense of identification, inclusion, and loyalty expressed by workers towards the company. Thus, commitment concerns three traits: (a) feeling of identification with organizational goals, (b) feeling involved in organizational tasks, and (c) feeling loyal to the organization.

Colquitt, LePine and Wesson (2015), organizational commitment is defined as the desire of some workers to remain members of the organization. According to Mowday in Armstrong and Taylor (2014) stating that commitment is characterized by an emotional attachment to one's organization that results from shared values interest. Organizational commitment is 1) a strong desire to become a member in a group, 2) a high willingness of effort for the organization, 3) a certain belief and acceptance of the values and goals of the organization. Furthermore, Mowday calls work commitment as another term of organizational commitment. According to him, organizational commitment is an important behavioral dimension that can be used to assess the propensity of employees to survive as members of the organization. Organizational commitment is a relatively strong identification and involvement of an organization.

Newstrom (2011) organizational commitment or worker loyalty is the level at which workers identify with the organization and want to continue actively participating in it. Organizational commitment is a measure of the worker's desire to remain in the company of the future. Commitment deals strongly and is tied to organizations at the emotional level. Often reflects workers' beliefs in the company's mission and objectives, the desire to develop a business in progress, and the intention continues to work there. Commitment is usually stronger among long-term workers, those with experience of personal success in the organization and those working with committed working groups (Wibowo, 2016).

So the organizational commitment in this research is the feeling, attitude and behavior of individuals identifying themselves as part of the organization, engaging in the process of organizational activities and loyal to the organization in achieving organizational goals.

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Commitment is indicated by feelings of identification with organizational goals, feeling involved in organizational tasks, and loyalty to the organization.

Leadership Effectiveness

Yukl (2015) defines Leadership as the process of influencing others to understand and agree about what needs to be done and the process of facilitating individual and collective efforts to accomplish shared objectives.

The same thing is also put forward by Robbins and Judge (2015) that defines leadership as the ability to influence a group toward achieving a defined vision or goal. Similarly, Daft (2012) says leadership is the ability to influence people who lead to the achievement of goals.

Griffin (2015) says leaders are individuals capable of influencing the behavior of others without having to rely on violence; leaders are individuals who are accepted by others as leaders.

So leadership is someone who appropriate level of office can influence, supervise, and direct subordinates as individuals or groups in work to achieve organizational goals, with indicators of ability to influence others, subordinates, and groups and the ability to direct the behavior of subordinates or others to achieve goals organization or group.

Organizational Trust

Organizational trust is critical to organizational success. Trust is an important issue for most organizations because it can have a big advantage for the organization. Organizational trust is defined as a psychological state providing feedback on how employees perceive the problems in the situations in which the organization is endangered (Vakola and Bouradas, 2011).

Ellonene et al. in Fard and Karimi (2015) explains that Interpersonal trust is divided into the Lateral Trust and Vertical Trust. Lateral Trust is defined as the trust between employees and managers in organization. Mcknight et al., In Fard and Karimi (2015) Institutional Trust refers to one's belief about the position of institutional structures to fulfill the successful attitude and future of a person.

Thus organizational belief is the individual's belief in the integrity, fairness, and reliability of an organization and accepts actions taken by the organization and cooperates with the organization, with dimensions of lateral, vertical and institutional beliefs.

Work Motivation

According Armstrong and Taylor (2014) motivation is the strength and direction of behavior and the factors that influence people to behave in certain ways. Locke and Latham in Armstrong and Taylor (2014) declare the concept of motivation to act as inducements to action. the concept of motivation refers to internal factors that encourage actions and external factors that can act as an inducement to action.

Robbins and Judge (2014) describe motivation as a process that causes intensity, direction and persistence toward the achievement of goals. Intensity shows how hard someone tries. But high intensity is unlikely to lead to good performance, unless efforts are made in a favorable direction to the organization. Therefore should be considered the quality of business and intensity. Motivation has a dimension of continuous effort. Motivation is a measure of how long a person can keep their business. Motivated individuals will run the task long enough to achieve their goals.

Greenberg and Baron (2012) argue that motivation is a series of processes that generate (arouse), direct, and maintain human behavior toward the achievement of goals. Generating

relates to the impetus or energy behind the action. Motivation is also concerned with the choices people make and the direction of their behavior. Behavior of maintaining or maintaining how long people will continue to strive to achieve goals.

It can be concluded that motivation is an incentive to attack the process of human behavior on the achievement of goals. While the indicators in motivation include intensity, direction and persistence.

METHOD

The research was conducted at private high school in Rawangun, Pulo Gadung, East Jakarta. The population in this study were all teachers at private high school Rawamangun, Pulo Gadung, East Jakarta. Total population were 115 teachers.

The sampling technique used is the saturated sample, it means the whole population is used as a sample. According to Ferdinand (2005) analysis of Structural Equation Modeling (SEM) the recommended sample amount is 100-200, so in this study determined the number of samples of 115 teachers as respondents.

In this study there are four variables, with leadership effectiveness and organizational trust as an exogenous variable. Moderate organizational commitment as endogenous variable, and work motivation variable is intervening variable. The framework of research thinking can be described in Figure 1.

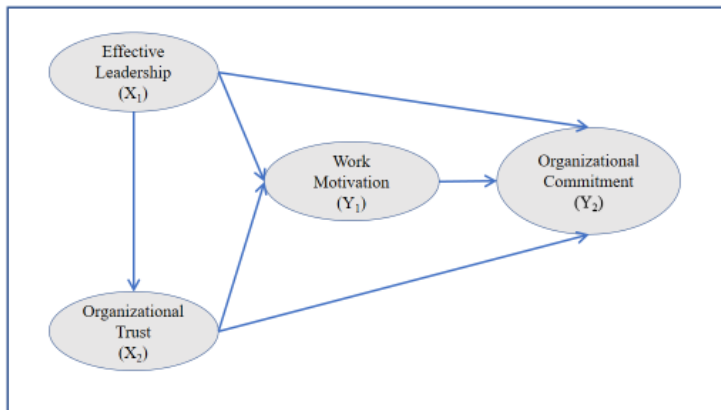


Figure 1. Reseach Framework

RESULT AND DISCUSSION

Data Description

Private Senior High School teachers in Rawamangun are 20-30 years old, with the majority of undergraduate degree (S1) 90% and teachers with S2 level of 10%. The majority of working periods are less than 10 years and have been certified by teachers 60%.

Discussion

Results of PLS algorithm processing obtained results presented in the chart in Figure 2.

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Use book of Latan and Ghozali (Partial Least Squares, Konsep, Teknik Dan Aplikasi Menggunakan Program Smartpls 3.0 Untuk Penelitian Empiris), or more better Hair et al (Advanced issues in partial least squares structural equation modeling) & Hair (A primer on partial least squares structural equation modeling (PLS-SEM)).
Give a reason why use PLS SEM, because sample amount can be analyzing with Covariance SEM (Amos or Lisrel).

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1. Confirmatory Factor Analysis Result
2. Discriminant Analysis Result
3. Table of Direct, Indirect, Total effect Path Analysis.

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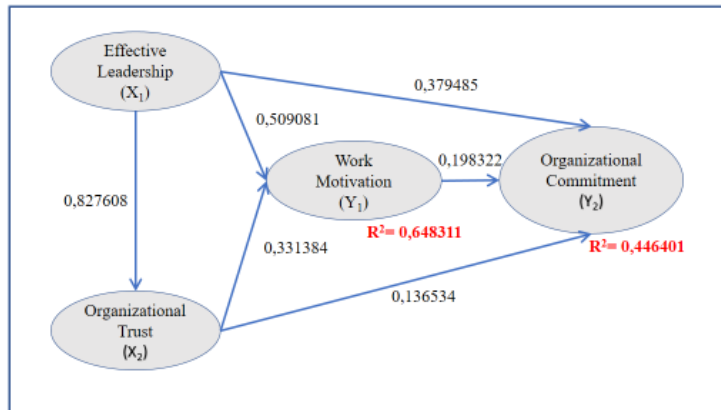


Figure 2. Results of PLS Algorithm Processing

Leadership effectiveness variables have an influence contribution of 0.509 on work motivation variables, can be interpreted if the variable of leadership effectiveness is increasing then the variable motivation work will increase. Leadership effectiveness variables have the influence of 0.379 to organizational commitment variable, can be interpreted if the variable of leadership effectiveness is increasing then organizational commitment variable will increase. While the influence of total variable leadership effectiveness to organizational commitment variable that is equal to: $0,379 + 0,509 \times 0,198 = 0,479$. From the results above it can be interpreted that the role of leadership in this case is the role of Principal at the private SMA Rawamangun Village which includes the ability to influence and directing ability to determine the motivation of teachers and teachers' commitment to the school vision.

Organizational trust variables have an influence contribution of 0.331 to work motivation variables, can be interpreted if the organizational trust variable has increased then the motivation work variables will increase. Organizational trust variables have an influence contribution of 0.136 to organizational commitment variable, can be interpreted if the organizational trust variable has increased then organizational commitment variable will increase. While the influence of total variable of organizational trust to organizational commitment variable that is equal to: $0,136 + 0,331 \times 0,198 = 0,201$. From the results above it can be interpreted that the trust of teachers to the school organization less influence on teacher work motivation and commitment of teachers to the organization of the school where they work.

Job motivation variables contribute 0.198 to organizational commitment variables, indicating that with high work motivation from teachers will increase the organizational commitment of teachers. Thus it can be interpreted that teachers need the influence and direction of the principal and the belief in the organization of the school either vertically, laterally or institutionally. With the increasing teacher work motivation, the teacher's commitment to the school organization will also increase.

Variable leadership effectiveness has the contribution of influence of 0.827 to organizational trust variable, can be interpreted if the variable leadership effectiveness has increased then organizational commitment variable will increase. Thus it can be interpreted that the role of the principal in influencing and directing the teachers greatly affect the trust of teachers to the school organization.

Variable effectiveness of leadership and organizational beliefs simultaneously affect the job motivation variable of 0.648. This means that the role of school principals and teachers' belief in the school organization has a significant impact on teacher work motivation.

Variable leadership effectiveness, organizational trust and work motivation together influence on organizational commitment of 0.446. This means that the role of the principal, the teachers' belief in the school organization and the motivation in working influences the teachers' commitment in carrying out the school's vision and mission.

Indicators forming the variable leadership effectiveness, the ability of the principal in preparing an effective and efficient school structure has the greatest weight. Indicators forming organizational trust variables, teachers believe the principal to be fair to all school personnel is a dominant indicator. The dominant motivator working motivator is teachers becoming more motivated when teachers plan tasks to meet school goals, and the dominant indicator for organizational commitment variables is teachers' moral awareness that leads them to be loyal to school institutions.

Discussion

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RECOMMENDATION

The suggestion given for leadership effectiveness has a great influence on work motivation and organizational commitment, so it is better for the headmaster to optimize his role in influencing and directing the teachers, especially in the preparation of effective and efficient school organizational structure. In addition, the organizational trust of teachers is also strongly influenced by the role of the principal, so it is better for the principal to further increase the confidence of teachers to the school organization especially in the fair treatment of all school personnel.

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The conclusion presents from the description in the discussion, presented in essay form, not numerical. The recommendations are based on conclusions and refer to practical actions and further research.

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