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 organizational leadership and organizational effectiveness on work motivation and organizational commitment of teachers. This research was conducted at a private high school in Rawamangun Village, Pulo Gadung Subdistrict, East Jakarta. In this study using a saturated sample technique that is the entire population used as a sample, namely 115 respondents. The Partial Least Square Structural Equation Modeling (PLS-SEM) method was chosen as a statistical analysis technique. The results showed that the effectiveness of leadership and organizational trust had a direct positive effect on work motivation. The effectiveness of organizational leadership and trust has a direct positive effect on organizational commitment. Leadership effectiveness has a direct positive effect on organizational trust and work motivation has a direct positive effect on organizational commitment. The output of this research is that it can provide input for the school in determining policies specifically in determining the position requirements or the recruitment of school principals so that it is expected to increase the confidence, work motivation and commitment of teachers in school organizations.
Keywords: leadership effectiveness, organizational trust, work motivation, organizational commitment

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh efektivitas kepemimpinan dan kepercayaan organisasional terhadap motivasi kerja dan komitmen organisasional guru. Penelitian ini dilakukan pada Sekolah Menengah Atas swasta di Kelurahan Rawamangun Kecamatan Pulo Gadung Jakarta Timur. Pada penelitian ini menggunakan teknik sampel jenuh yaitu seluruh populasi digunakan sebagai sampel, yaitu 115 responden. Metode Partial Least Square Structural Equation Modeling (PLS-SEM) dipilih sebagai teknik analisis statistic. Hasil penelitian menunjukkan bahwa efektivitas kepemimpinan dan kepercayaan organisasional berpengaruh langsung positif terhadap motivasi kerja. Efektivitas kepemimpinan dan kepercayaan organisasional berpengaruh langsung positif terhadap komitmen organisasional. Efektivitas kepemimpinan berpengaruh langsung positif terhadap kepercayaan organisasional dan motivasi kerja berpengaruh langsung positif terhadap komitmen organisasi. Luaran dari penelitian ini diharapkan dapat memberikan masukan bagi pihak sekolah dalam penetapan kebijakan khususnya dalam menetapkan persyaratan jabatan atau rekrutmen Kepala Sekolah sehingga diharapkan dapat meningkatkan kepercayaan, motivasi kerja dan komitmen para guru pada organisasi sekolah.
Keyword : efektivitas kepemimpinan, kepercayaan organisasional, motivasi kerja, komitmen organisasional

INTRODUCTION

Improving the quality of education is a major factor that determines the success of national development. The quality of education means that education graduates have the appropriate abilities, so they can make a high contribution to development. The quality of education, which is primarily determined by the teaching and learning process. In the teaching and learning process, the teacher plays an important role, the teacher is the creator of the teaching and learning process, meaning that a teacher must be able to develop a free atmosphere for students to study what is interesting and able to express their ideas and creativity within the limits of the norms that are consistently enforced. Teachers are a key element in the education system, especially in schools (Agustiana, 2014).

Teacher professionalism has an understanding of the nature 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 which includes loyalty, responsibility and dedication (organizational commitment) high. With high organizational commitment, teachers will be able to provide good educational services. Teachers who have a high level of commitment, marked by the attention to students who are quite high, the time and energy expended to carry out their duties, and a lot of work for the interests of others (Aslıl, 2012). The level of organizational commitment of teachers is influenced by many factors both from themselves (internal) and from the work environment (external). From within, for example, work motivation, awareness that work done as a religious service that will provide benefits to others and himself, while those from outside, such as the work atmosphere or organizational culture in educational institutions, the leadership of school principals or administrators of foundations, completeness of facilities and infrastructure, material and non material welfare levels, socio-cultural surrounding communities and so on (Armstrong and Taylor, 2014).

In responding to the basic needs of teachers in each organization is to build trust between themselves and the organization. A high level of trust in the organization encourages teacher performance. Trust in organizations refers to relationships established between teachers and organizations based on messages about organizational expectations and teacher perceptions of organizational management measurements (Hough, Green, and Plumlee, 2016).

The important role of teacher organizational commitment in improving the quality of education, it is deemed necessary to conduct research on teacher organizational commitment. Then this research will raise the title The Influence of Effective Leadership and Organizational Trust to Teacher's Work Motivation and Organizational Commitment.

LITERATURE REVIEW

1. Organizational Commitment

Ivancevich, Konopaske, and Matteson (2011) stated that commitment is a feeling of identification, involvement, and loyalty expressed by workers towards the company. Thus, commitment involves three characteristics: (a) a feeling of identification with the goals of the organization, (b) a feeling of being involved in organizational tasks, and (c) a feeling of loyalty 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) which states that commitment is characterized by an emotional attachment to one's organization that results from shared values of interest. Organizational commitment is 1) a strong desire to become a member in a group, 2) a high willingness for business 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 employee's tendency to stay as a member of an organization. Organizational commitment is the identification and involvement of someone who is relatively strong towards the organization.

Newstrom (2011) organizational commitment or employee 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 desire of workers to remain in the company's future. Commitment is strongly related and bound to the organization on an emotional level. Often reflects the confidence of workers in the mission and goals of the company, the desire to develop a business in progress, and the intention to continue working there. Commitment is usually stronger among long-term workers, those who have personal success experience in the organization and those who work with committed work groups (Wibowo, 2016).

So organizational commitment in this study is the feelings, attitudes and behavior of individuals identify themselves as part of the organization, involved in the process of organizational activities and loyal to the organization in achieving organizational goals. Commitment is indicated by feelings of identification with organizational goals, feelings of being involved in organizational tasks, and feelings of loyalty to the organization.

2. Leadership Effectiveness

Yukl (2015) defines leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.

The same thing was also stated by Robbins and Judge (2015) who defines leadership as the ability to influence a group towards the achievement of a vision or goal set. Griffin (2015) says leaders are individuals who are able to influence 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 according to his position is able to influence, supervise, and direct his subordinates as individuals or groups in working to achieve organizational goals, with indicators of the ability to influence others, subordinates, and groups as well as the ability to direct the behavior of subordinates or others to achieve goals organization or group.

3. Organizational Trust

Organizational trust is very important in organizational success. Trust is an important issue for most organizations because it can have huge benefits for the organization. Organizational trust is defined as psychological state providing a feedback of 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 Lateral Trust and Vertical Trust. Lateral Trust is defined the trust of employees with each other and vertical trust is the trust between the employees and managers in organization. Mcknight et al., dalam Fard dan Karimi (2015) Institutional Trust refers to one's belief regarding the position of institutional structures to fulfill the successful attitude and future of a person.

So organizational trust is an 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 trust.

4. Work Motivation

According to 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) state that the concept of motivation refers to internal factors that impel action and to external factors that can act as inducements to

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action. the concept of motivation refers to the internal factors that drive action and external factors that can act as an inducement to act.

Robbins and Judge (2014) describe motivation as a process that causes intensity (direction), direction (direction), and continuous effort (persistence) of individuals towards the achievement of goals. Intensity shows how hard someone is trying. But high intensity may not lead to good performance, unless efforts are made in the direction that benefits the organization. Therefore it must be considered the quality of the business and its intensity. Motivation has a dimension of continuous effort. Motivation is a measure of how long a person can maintain their business. Motivated individuals will carry out tasks long enough to achieve their goals.

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Greenberg and Baron (2012) argue that motivation is a series of processes that arouse (direct), direct (direct), and maintain (maintain) human behavior toward achieving goals. Generating is related to the drive or energy behind an action. Motivation is also concerned with the choices people make and the direction of their behavior. While the behavior of maintaining or maintaining how long people will continue to strive to achieve goals.

It can be concluded that motivation is an impetus for a process of human behavior to achieve goals. While indicators in motivation include intensity (direction), direction (direction), and continuous effort (persistence).

5. Relationship Between Variables

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Leadership and Organizational Commitment

The success of an organization is determined by the ability of leaders to encourage and direct workers to achieve organizational goals. Organizational commitment as an attitude that shows employee loyalty and is an ongoing process of how a member of the organization expressing their attention to success is strongly influenced by the ability of leaders.

Kochan and Dyer in Armstrong (2014) explain the factors that influence organizational commitment, namely: 1) Strategic Level: surppotive business strategies, leaders who have commitment and policies in managing human resources; 2) Functional level: placement, investment in training and development and compensation; 3) Work Environment Level: selection process, task design and teamwork, work involvement in decision making and cooperative climate and trust.

In Zahra's research (2015) in the Journal of Management and Marketing Services Volume 8, No.1 Year 2015, with the title Effect of Leadership Style on Organizational Commitment through the Aspects of Employee Job Satisfaction and Trust in the Banking Sector. It was concluded that the leadership style had a positive and significant effect on organizational commitment.

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From the description above, it can be assumed that leadership has a direct effect on organizational commitment.

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H1 :

Leadership and Organizational Trust

Bakiev (2013) states that the process of organizational trust creation in organizations is the responsibility of qualified managers and leaders. The role of managers and leaders in reforms in the organization is of great importance. The process of creating deep organizational trust is the responsibility of quality managers and leaders. The role of managers and leaders in reforms in organizations is very important.

Uslu and Oklay (2015) in Spinger International Publishing Switzerland with the title The Effect Leadership on Organizational Trust. Draw the conclusion that leadership has an effect on organizational trust.

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Thus, it can be assumed that leadership has a direct effect on organizational trust.

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H2 :

Leadership and Work Motivation

Greenberg and Baron (2012) explain that motivation is the leader's duty to arouse, direct, and maintain the behavior of subordinates towards achieving goals. Generating is related to the drive or energy behind an action. Motivation is also concerned with the choices people make and the direction of their behavior. While the behavior of maintaining or maintaining how long people will continue to strive to achieve goals.

Alghazo and Al-Anazi (2016) in the Journal of Economics and Business Administration Vol. 2, No. 5, 2016, pp. 37-44 with the title The Impact of Leadership Style on Employee's International Motivation. Generating conclusions that leadership influences work motivation.

Then it can be assumed leadership has a direct effect on teacher work motivation.
H3 :

Organizational Trust and Motivation

Altuntas and Baykal (2010) Organizational trust has a positive impact on increasing motivation, Organizational Citizenship Behavior, organizational commitment and job satisfaction. Employee trust in organizations continues to meet employee expectations in creating a reciprocal relationship between trust and fairness of the organization.

Jo and Lee (2012) in Doringer Druck's Spinger Science and Business Media with the research title The Effect Of Organizational Trust, Task Complexity, Instrinsic Motivation on Employee Creativity: Emphassing on Moderating Effect of Stress. The results showed the influence of organizational belief on workers' motivation to create and innovate in completing their tasks.

From the description above, it can be presumed that there is a direct influence of organizational trust on work motivation.
H4 :

Organizational Trust and Organizational Commitment

Workers who have a high level of organizational trust will encourage workers to have a commitment to the organization.

Fard and Karimi (2015) in International Education Studies; Vol. 8, No. 11; 2015 with the research title The Relationship between Organizational Trust and Organizational Silence with Job Satisfaction and Organizational Commitment of the Employees of University. Getting to the conclusion that organizational trust influences organizational commitment by 0.45.

So in this study it can be suspected that there is a direct influence of organizational trust on organizational commitment.
H5 :

Organizational Motivation and Commitment

Gondokusumo and Sutanto (2015) in JMK, VoL. 17, No. 2, September 2015, 186–196 with the research title Work Motivation, Job Satisfaction, and Organizational Commitment of Employees. The results show that motivation influences 0.386 on employee organizational commitment.

Wardhani, Susilo, and Iqbal (2015) in the Journal of Business Administration (JAB) Vol. 2 No. February 1, 2015 with the title research on the Effect of Work Motivation on Organizational Commissioners with Job Satisfaction as Intervening Variables at PT.ABC Industrial Malang. The results show that motivating factors significantly influence organizational commitment of 0.393. The higher the motivation felt by the employee, the higher the level of commitment the employee has.

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From the above, it can be assumed that there is a direct influence of motivation on organizational commitment

H6 :

Based on the relationship between the variables above, the hypothesis in this study is:

1. There is a positive direct effect of leadership effectiveness on work motivation
2. There is a positive direct effect on Organizational Trust on work motivation
3. There is a positive direct effect on the Effectiveness of Leadership on Organizational Commitment
4. There is a positive direct effect on Organizational Trust on Organizational Commitment
5. There is a positive direct effect on the Effectiveness of Leadership on Organizational Trust
6. There is an effect of the Effectiveness of Leadership and Organizational Trust on Work Motivation simultaneously
7. There is an effect of the Effectiveness of Leadership, Organizational Trust, and Work Motivation on Organizational Commitment simultaneously

RESEARCH METHODS

The location of the study was conducted at a Private High School in Rawangun, Pulo Gadung, East Jakarta. The population in this study were all teachers in the Private High School of Rawamangun, Pulo Gadung, East Jakarta. The population in this study were all teachers in the Private High School in Rawamangun, Pulo Gadung, East Jakarta. Total population of 115 teachers, with the following distribution:

Table 1. Number of Private High School Teachers in Rawamangun

Name of School	Number of Teachers
SMA Diponegoro	39
SMA LabSchool	53
SMA Muhammadiyah	21
SMA Tunas Markatin	2
Total	115

Source: Primary and Secondary Education Data, Jakarta Ministry of Education and Culture (2018)

The sampling technique used is saturated sample meaning that the entire population is used as a sample. Data analysis technique in this study uses Partial Least Square Structural Equation Modeling (PLS-SEM), a multivariate analysis technique which is a combination of regression analysis applied to the analysis of latent variables with factor analysis applied to the analysis of indicators (Sanjiwani et. Al. ., 2015; Chin, 1998).

The reason for using SEM analysis techniques is because this analysis technique is to be able to find out how the relationships occur between latent variables, but also to find out how the indicators of the formation of latent variables. Which forming indicators are dominant and how strong a latent variable can explain the variation that occurs in the forming indicators. This will deepen the discussion that can be given in this study.

In this study there are four variables, with leadership effectiveness and organizational trust as exogenous variables. While organizational commitment is an endogenous variable, and work motivation is an intervening variable. The research framework can be described as follows:
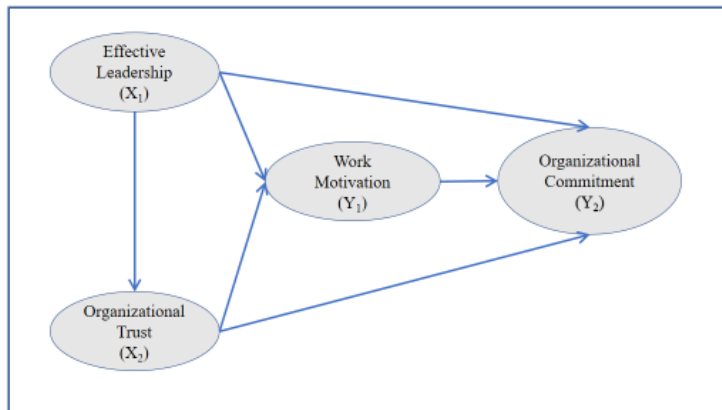
Figure 1. Reseach Framework

RESULT AND DISCUSSION

The results of data processing using PLS-SEM can be seen in Figure 2.

1. Outer Model Analysis

The chart first tests the unidimensionality of each construct by looking at the convergent validity of each construct indicator. According to Chin (1998), an indicator is said to have good reliability if the value is greater than 0.70. While the loading factor 0.50 to 0.60 can still be maintained for models that are still under development. Based on these criteria indicators with loading values less than 0.50 will be eliminated from the analysis.

The results of the validity calculation for all instruments of the Leadership Effectiveness, Motivation, and Organizational Commitment are declared valid, while the Organizational Trust variable contains one invalid instrument item, so the item must be omitted in data processing. Full details can be seen in the following table.

Table 2. Factor Loading

No. Instrument	Rule of Thumb	Result	Conclusion
1	0,5	0,715545	Valid
2	0,5	0,783152	Valid
3	0,5	0,849940	Valid
4	0,5	0,826992	Valid
5	0,5	0,815097	Valid
6	0,5	0,772356	Valid
7	0,5	0,708567	Valid
8	0,5	0,752813	Valid
9	0,5	0,674538	Valid
10	0,5	0,718002	Valid
11	0,5	0,711019	Valid
12	0,5	0,779627	Valid
13	0,5	0,797258	Valid
14	0,5	0,800330	Valid

No. Instrument	Rule of Thumb	Result	Conclusion
15	0,5	0,870096	Valid
16	0,5	0,767089	Valid
17	0,5	0,814077	Valid
18	0,5	0,763781	Valid
19	0,5	0,856528	Valid
20	0,5	0,837999	Valid
21	0,5	0,841564	Valid
22	0,5	0,832920	Valid
23	0,5	0,787109	Valid
24	0,5	0,833485	Valid
25	0,5	0,666697	Valid
26	0,5	0,725378	Valid
27	0,5	0,732001	Valid
28	0,5	0,738061	Valid
29	0,5	0,716887	Valid
30	0,5	0,838931	Valid
31	0,5	0,794098	Valid
32	0,5	0,877034	Valid
33	0,5	0,815903	Valid
34	0,5	0,813602	Valid
35	0,5	0,748300	Valid
36	0,5	0,813515	Valid
37	0,5	0,812513	Valid
38	0,5	0,856204	Valid
39	0,5	0,816331	Valid
40	0,5	0,813410	Valid
41	0,5	0,803328	Valid
42	0,5	0,824883	Valid
43	0,5	0,042796	Tidak Valid
44	0,5	0,664368	Valid
45	0,5	0,780525	Valid
46	0,5	0,816663	Valid
47	0,5	0,846032	Valid
48	0,5	0,882760	Valid
49	0,5	0,802314	Valid
50	0,5	0,823807	Valid
51	0,5	0,724071	Valid
52	0,5	0,816420	Valid
53	0,5	0,564487	Valid
54	0,5	0,801971	Valid
55	0,5	0,816118	Valid
56	0,5	0,747160	Valid
57	0,5	0,775478	Valid
58	0,5	0,827267	Valid
59	0,5	0,806047	Valid
60	0,5	0,873807	Valid
61	0,5	0,760498	Valid

No. Instrument	Rule of Thumb	Result	Conclusion
62	0,5	0,737980	Valid
63	0,5	0,772513	Valid
64	0,5	0,767344	Valid
65	0,5	0,740225	Valid
66	0,5	0,708369	Valid
67	0,5	0,802910	Valid
68	0,5	0,769108	Valid
69	0,5	0,567692	Valid
70	0,5	0,647862	Valid
71	0,5	0,531859	Valid

Source: Processed Data (2018)

According to Chin (1998), an indicator with a loading factor of 0.50 to 0.60 can still be maintained for models that are still under development. Based on these criteria, indicators whose loading times are less than 0.50 are removed from the analysis. For the construct of Organizational Trust, instrument number 43 must be removed. The next step is to re-execute after the instrument loading factor below 0.50 is removed. Figure 3 below shows the results after instrument number 43 has been removed.
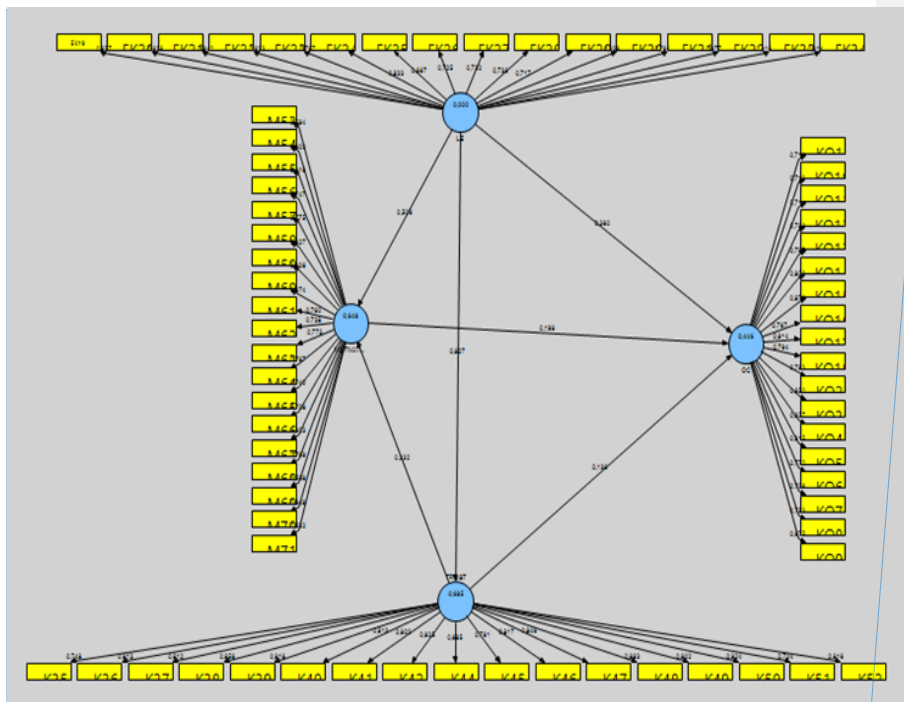
Figure 3. Results of Phase II Data Processing

Based on the picture above it appears that all loading factors are above 0.5 this can be concluded that the construct has a good convergent validity.

Reliability is to ensure that the instrument has consistency as a measuring tool so that the reliability level can show consistent results. A good instrument will not lead the respondent to choose certain answers. The results of the reliability of the four variables are declared reliable, in full can be seen in the table below:

Tabel 3. Composite Reliability

Variable	Composite Reliability	Rule of Thumb	Conclusion
Effective Leadership	0,965034	0,6	Realible
Work Motivation	0,958562	0,6	Realible
Organizational Commitment	0,964237	0,6	Realible
Organizational Trust	0,968755	0,6	Realible

2. Inner Model Analysis

The results presented in tabular form can be seen in Table 4 for Partial Effects, Table 5 for Indirect and Total Effects, and Table 6 for R Square.

Table 4. Partial Effects

Variable	Work Motivation	Organizational Commitment	Organizational Trust
Effective Leadership	0,509081	0,379485	0,827608
Work Motivation		0,198322	
Organizational Trust	0,331384	0,136534	

Table 5. Indirect and Total Effect

Path	Indirect		Total Effect
	Coefficient	Conclusion	
Effective Leadership → Organizational Trust → Work Motivation	0,274256	not signifikan	0,783337
Effective leadership → Work Motivation → Organizational Commitment	0,100961	not signifikan	0,480446
Organizational Trust → Work Motivation → Organizational Commitment	0,065720	not signifikan	0,202254

Table 6. R square

Variable	R Square
Organizational Commitment	0,446401
Work Motivation	0,684718

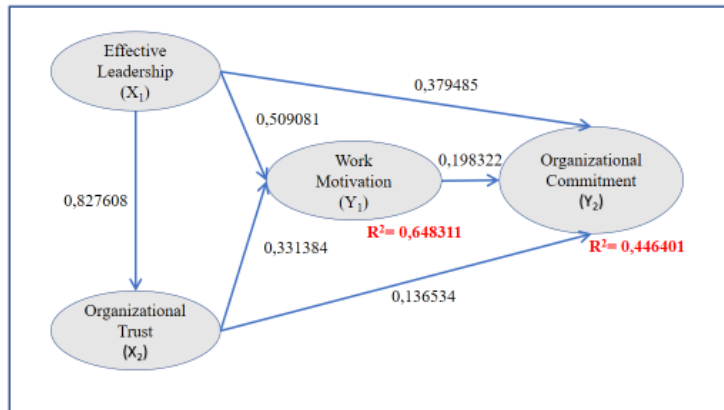More clearly illustrated only the influence chart between the following latent variables of the study:

Figure 4. Chart of Latent Variables Influence of Effective Leadership and Trust on Organizational Motivation and Commitment

Discussion

Hypothesis 1. There is a positive direct effect on leadership effectiveness on work motivation

The Leadership Effectiveness Variable has an influence contribution of 0.509 to the Work Motivation variable, which means that the more effective the leader, the more work motivation of the teacher increases.

Hypothesis 2. There is a positive direct effect on Organizational Trust on work motivation

Variable Organizational Trust has an influence contribution of 0.331 to the variable Work Motivation, it can be interpreted if the greater the teacher's trust in the organization the more work motivation of teachers increases

Hypothesis 3. There is a positive direct effect on leadership effectiveness on organizational commitment

Variable Effectiveness of Leadership has an influence contribution of 0.379 to the variable Organizational Commitment, it can be interpreted if the more Effective the leader, the teacher organizational commitment increases.

Hypothesis 4. There is a positive direct effect on Organizational Trust on Organizational Commitment

The variable Organizational Trust has an influence contribution of 0.136 to the variable Organizational Commitment, which means that the greater the teacher's level of trust in the organization, the teacher's commitment to the organization will increase.

Hypothesis 5. There is a positive direct effect on the Effectiveness of Leadership on Organizational Trust

The Leadership Effectiveness Variable has an influence contribution of 0.827 to the variable Organizational Trust, meaning that the Headmaster's leadership effectiveness in influencing and directing teachers has a great influence on teachers' trust in school organizations.

Hypothesis 6. There is an effect of the Effectiveness of Leadership and Organizational Trust on Work Motivation simultaneously

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Variable Effectiveness of Leadership and Organizational Trust together influence the variable Work Motivation of 0.648. This means that the principal's role and the teachers' trust in the school organization has a significant influence on the work motivation of teachers.

Hypothesis 7. There is an effect of the Effectiveness of Leadership, Organizational Trust and Work Motivation on Organizational Commitment simultaneously

Variable Effectiveness of Leadership, Organizational Trust and Work Motivation together affect the Organizational Commitment of 0.446. This means that the role of the principal, the teachers' trust in the school organization and motivation to work influences the commitment of the teachers in carrying out the vision and mission of the school.

The indirect effect of leadership effectiveness on work motivation through organizational trust is 0.274256. When compared with the direct effect of leadership effectiveness on work motivation which amounted to 0.509081, the indirect effect of leadership effectiveness on work motivation through organizational trust was declared insignificant. It can be interpreted that organizational trust is not effective as a mediating variable of leadership effectiveness on work motivation. While the effect of the total effectiveness of leadership and organizational trust on work motivation is 0.783337, this means that simultaneously the effectiveness of leadership and organizational trust has an effect of 78.33% on work motivation. This can be interpreted that the leadership role in this case is the role of the Principal in a private high school which includes the ability to influence and the ability to direct determine the work motivation of teachers.

The indirect effect of leadership effectiveness on organizational commitment through work motivation is 0.100961, the value is not greater than the direct effect of leadership effectiveness on organizational commitment, which means that work motivation is not an effective variable mediating leadership effectiveness on organizational commitment. While the total effect of leadership effectiveness and work motivation variables on organizational commitment is 0.480446, this means that simultaneously the effectiveness of leadership and work motivation has a 48% effect on organizational commitment. From the results above, it can be interpreted that the teachers' trust in the school organization has less influence on the work motivation of the teachers and the commitment of the teachers to the school organization where they work.

The indirect effect of organizational trust on organizational commitment through work motivation is 0.065720, this value is no greater than the direct effect of organizational trust on organizational commitment, meaning that work motivation is ineffective as a variable that mediates organizational trust on organizational commitment. While the total influence organizational trust and work motivation towards organizational commitment 0.202254, this means simultaneously organizational trust and work motivation affect the organizational commitment of 20.22%. Thus it can be interpreted that teachers 'trust in school organizations both vertically, laterally and institutionally and with the increasing work motivation of teachers, teachers' commitment to school organizations will also increase.

Indicators forming the variables of Leadership Effectiveness, the ability of School Principals in developing effective and efficient school structures have the greatest weight. Indicators forming the variable Organizational Trust, teachers believe the Principal is fair to all school personnel is the dominant indicator. Indicators forming the dominant variable of Work Motivation are teachers becoming more motivated if teachers plan the implementation of tasks so that they are in line with school goals, and the dominant indicator for variables Organizational Commitment is the moral awareness of the teachers that causes them to be loyal to school institutions.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the analysis and discussion above, this research can be concluded as follows:

1. Leadership Effectiveness has an influence contribution of 0.509 to Work Motivation. Organizational Trust has an influence contribution of 0.331 on Work Motivation. Effectiveness of Leadership and Organizational Trust together influence the variable Work Motivation of 0.648. Leadership Effectiveness contributes more when compared to the contribution of Organizational Trust.

2. Leadership Effectiveness has an influence contribution of 0.379 on the Organizational Commitment variable. Organizational Trust has an influence contribution of 0.136 to Organizational Commitment. Work Motivation contributes 0.198 to Organizational Commitment. The Effectiveness of Leadership, Organizational Trust and Work Motivation together influence the Organizational Commitment of 0.446.

3. Leadership Effectiveness has an influence contribution of 0.827 on Organizational Trust.

4. The total effect of Leadership Effectiveness on Organizational Commitment is 0.479. Total Organizational Trust in Organizational Commitment is 0.201. The total effect of Leadership Effectiveness is greater when compared to Organizational Trust on Organizational Commitment.

5. Dominant indicators forming variable Leadership Effectiveness is the ability of school principals to develop effective and efficient school structures, dominant indicators forming variable Organizational Trust are teachers believing the Principal is fair to all school personnel, the dominant indicators forming variables Motivation for Work are the teachers plan the implementation of tasks so that they are in line with school goals, and the dominant indicator for the variable Organizational Commitment is the moral awareness of the teachers that causes them to be loyal to school institutions.

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Recommendation

Suggestions are given because Leadership Effectiveness has a major influence on Work Motivation and Organizational Commitment, so the Headmaster should be able to optimize his role in influencing and directing teachers, especially in the preparation of effective and efficient school organizational structures. In addition, the Organizational Trust of teachers is also greatly influenced by the role of the Principal, so the Principal should be able to further increase the teachers' trust in the school organization especially in the fair treatment of all school personnel.

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