



RESEARCH ARTICLE

The Impact of Instructional Leadership Organizational Culture and Organizational Commitment to Teacher Performance at Junior High School

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ARTICLE INFO	ABSTRACT
Received: Sep 15, 2024	Human resources in education, particularly teachers, are valuable assets for schools in their mission to foster an educated society. This goal can be achieved through three key factors: instructional leadership, organizational culture, and organizational commitment. These three factors serve as parameters for assessing teacher performance in the learning process. This study aims to describe the impact of instructional leadership, organizational culture, and organizational commitment at Junior High School. This impact focuses on validity and reliability on factor of instructional leadership, organizational culture, and organizational commitment. The study uses a quantitative research method. A total sampling technique was employed to determine the sample size, comprising 112 teachers and the school principal as respondents. The research model utilized quantitative analysis with the assistance of SPSS. The result research indicate that the correlation coefficient values: instructional leadership (0.364), organizational culture (0.389), organizational commitment (0.376), and teacher performance (0.369). The validity scores for these four variables are considered valid, as the average r_{count} values of 0.364, 0.389, 0.376, and 0.369 are greater than each variable's r_{count} threshold of 0.184. The result research conclude that valid and reliable based on correlation coefficient value based on validator assessments of the instructional leadership, organizational culture, and organizational commitment variables at Junior High School.
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INTRODUCTION

Human resources play a crucial role in adapting to changes and developments over time, serving as valuable assets for any organization or company, as organizational success is largely determined by human factors (Reswari, 2018). Efforts to enhance human resources include organizational leadership, organizational culture, organizational commitment, and teacher performance (Colquitt et al., 2021); (De Los Santos et al., 2024). Instructional leadership focuses on teaching and learning activities and on teachers' behavior in serving students (Werang et al., 2023). The leader's influence is directed at student learning through teachers (Ozgenel, 2020)(Aung, 2020).

Organizational culture is crucial as it encompasses the habitual behaviours within an organization's hierarchy that represent the norms of conduct followed by its members (Ivancevich, John M; Konopaske, Robert; Matteson, 2013). A productive culture is one that strengthens the organization and facilitates the achievement of company goals (Hanafi et al., 2023). Organizational culture consists of a system of values acquired and developed by the organization, along with the habitual patterns and core philosophy of its founders, which form the guidelines for thinking and acting to achieve organizational objectives (Maftuchah & Waliko, 2021); (Magpantay & C. Callo, 2023). Through fostering a desired culture, the organization can select, promote, and support school leaders, redefine the socialization process to instill new values, adapt the reward system to align with these values, replace informal norms with formal or written rules, disrupt subcultures through role rotation, and

enhance group collaboration (Guler & Özgenel, 2023); (Grover & Pea, 2017).

Organizational commitment is closely linked to the behavior of a teacher. The foundation of commitment is grounded in affective commitment, which influences behaviors that differ based on continuance commitment. It can be stated that a teacher with a high level of commitment will identify with the organization, engage seriously in school activities, and demonstrate loyalty and positive affection toward the organization (Satata et al., 20920).

Survey results indicate that some teachers have not developed lesson plans, and the lesson plans that do exist do not align with the processes outlined in the Education Law No. 14 of 2005. This reveals that the performance of these teachers is still not meeting expectations. This situation cannot be left unaddressed, as it will affect the teachers' performance in achieving educational goals. Therefore, teacher performance is influenced by three factors: instructional leadership, organizational culture, and organizational commitment. This is because teacher performance impacts instructional leadership, which has not yet optimally served students in the learning process, organizational culture as an indicator in determining behavioral norms that are not yet in alignment with the expected outcomes to achieve educational goals, and teachers' commitment to the learning process in schools, which has not yet reflected the teachers' sincerity in providing loyalty to educational goals (Rahmat et al., 2024).

Thus, instructional leadership refers to the teacher's behavior, organizational culture refers to behavioral norms, and teacher commitment refers to the teacher's actions in carrying out the learning activities at school. Therefore, these three factors need to be measured so that the instruments provided to teachers can be evaluated, resulting in valid and reliable instruments that produce consistent research outcomes. In this way, the impact of teacher performance can be assessed through instruments designed based on instructional leadership, organizational culture, and organizational commitment.

LITERATURE REVIEW

Instructional Leadership and Its Impact on Teacher Performance

Leadership is the process of influencing the behavior of others. This factor is crucial in a school setting, as the success of an organization is determined by its leadership. In this study, instructional leadership is focused on the behavior of teachers in serving students to achieve learning objectives (Anub, 2020). There are three key indicators of instructional leadership: the formulation of the school's mission, the management of instructional programs, and the promotion of a positive learning climate (Saleem et al., 2020). These three indicators are considered important instruments for this research because formulating a school's vision and mission requires the practice of building opinions and reaching agreements on these formulations. The management of instructional programs refers to activities that focus on student learning and address the challenges teachers face in serving students (Satata et al., 20920). Additionally, a positive learning climate is necessary to support teachers in achieving learning objectives, ensuring that students feel comfortable in class and are able to improve their academic performance (Tam, 2000). The number of questions related to the indicators of instructional leadership and their impact on teacher performance is presented in the following table.

Table 1. Variable of Instructional Leadership Variables

No	Indicator	Sub-Indicator	Question Item
1	Formulation of the School Mission	Formulating the school's objectives	9
		Communicating the school's objectives	
2	Management of Instructional Programs	Instructional supervision and evaluation	17

	Programs	Curriculum coordination	
		Ensuring instructional time management	
		Enhancing professional development	
3	Promotion of a Positive Learning Climate	Monitoring student progress	9
		Providing incentives for teachers	
		Providing incentives for students	
		Attendance	
	Total		36

Organizational Culture and Its Effect on Teacher Performance

Organizational culture refers to the system of values that can influence the way teachers work (Satata et al., 2020). The organizational culture in question includes collaboration, discipline, participation, and communication (Werang et al., 2023). These three factors are used as indicators in this research instrument because collaboration is needed between teachers and school principals to create a harmonious working atmosphere and facilitate teamwork in achieving educational goals. The discipline indicator encourages teachers to work responsibly, providing them with clear expectations of their performance, thus fostering an orderly environment where teachers can focus on educational objectives. Similarly, the participation indicator refers to teachers' involvement in decision-making within a school. Participation can enhance teachers' creativity and innovation in the learning process. Meanwhile, communication is also crucial in organizational culture, as it promotes transparency and smooth coordination, which accelerates problem-solving and improves teacher performance (Salim et al., 2024). The number of questions related to the organizational culture indicators affecting teacher performance is shown in the following table.

Table 2. Variabel of organizational culture

Indicator	Sub-Indicator	Question Item
Collaboration	Ability to solve work-related problems with colleges	4
	Working as a team (group)	
	When faced with a difficult problem, employees discuss it	
	Level of rapport with superiors	
Discipline	Discipline in performing main tasks and functions	4
	Discipline in adhering to time	
	Compliance with rules and regulations	
	I am satisfied because I receive my salary on time	
	Attendance	
Participation	Overtime to complete ongoing tasks	4
	Employees attend courses related to their job field	
	Ability to provide fair services (without discrimination among stakeholders)	

Communication	Ability to engage in dialogue to solve difficult problems	12
	Ability to communicate work to colleagues	
	Ability to inform about modern technology	
Total		24

Organizational Commitment and Its Effect on Teacher Performance

Organizational commitment refers to the belief of teachers in achieving educational goals. The following are the three indicators of organizational commitment: affective commitment, normative commitment, and continuance commitment (Kit Kilag et al., 2024). Affective commitment refers to the emotional attachment that teachers have within a school (Hai et al., 2022). This type of commitment is crucial as it reflects positive feelings towards the school. It is essential to foster this commitment to enhance teacher performance and reduce teacher turnover, thereby creating loyalty and job satisfaction, as well as encouraging the development of teacher performance in the learning process (Mee Choo et al., 2016). The number of questions involving organizational commitment indicators affecting teacher performance is shown in the following table.

Tabel 3 Variable of Organizational Commitment

Indicator	Sub-Indicator	Question Item
Affective Commitment	Part of the organization	8
	Emotional bonding	
	Engagement in problem-solving	
	Involvement in helping the organization	
Normative Commitment	Loyalty	8
	Trust	
	Commitment	
Continuance Commitment	Organizational care	8
	Carrier opportunities	
	Wellbeing	
	Total	24

Teacher Performance

Teacher performance refers to the work achievements of teachers in attaining learning objectives (Aunga & Masare, 2017). Teacher performance can be measured through lesson planning, the implementation of the learning process, and the assessment of learning outcomes. Well-structured and systematic lesson planning, which is clear and precise, can create organized and focused learning, thus enhancing teacher performance (Azainil et al., 2021). Meanwhile, the implementation of teaching is essential to establish a conducive learning environment by making students the center of learning. This can improve teacher performance through the quality of instruction. Additionally, assessing learning outcomes is necessary to provide feedback to students, enabling corrective actions to be taken where needed. Here are the variable in following table.

Tabel 4. Varibael of Teacher Performance

No.	Indicator	Sub-Indicator	Question Item
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1.	Lesson Planning Preparation	Completeness of Lesson Plan (RPP)	11
		Formulation of learning objectives	
		Formulation of learning indicators	
		Formulation and organization of teaching materials/content	
		Formulation of teaching models/strategies	
		Formulation of learning activity scenarios/steps	
		Development of assessment methods for learning	
2.	Implementation of the Learning Process	Pre-learning activities	11
		Core learning activities	
		Closing activities	
3.	Assessment of Learning Outcomes	Implementation of evaluation or assessment of learning outcomes	8
		Utilization of learning evaluation results	
Total			30

Research Question

What are the validity and reliability of instructional leadership, organizational culture, and organizational commitment in relation to teacher performance?

METHODS

This study uses a quantitative approach with an empirical survey research design. The research focuses on four variables: instructional leadership, organizational culture, organizational commitment, and teacher performance. These four variables were designed into a research instrument, which was used by teachers at Junior high school. The research instrument was derived from indicators of these four variables. The population consisted of 112 school principals and teachers at Junior high School in West Sumatra, selected using probability sampling technique. The validity test was based on construct validity by correlating the scores of each indicator item across the four variables. Meanwhile, the reliability test was conducted to measure the four variables in this study (Hernández-Sampieri & Mendoza, 2018); (Prasetyono et al., 2021).

The validity test category was based on the r-table value for 112 respondents at a significance level of 0.05 for a two-tailed test.

Table 5. Validity Test Table Based on R-table Value for 112 Respondents.

	One-Tailed Test Significance Level				
Df=(N-2)	0,05	0,025	0,1	0,005	0,0005
	Two-Tailed Test Significance Level				
	0.1	0,05	0,02	0,01	0,001
112	0,157	0,184	0,217	0,240	0,304

Source: Sugiyono, 2016

RESULTS

In the validity analysis of the instructional leadership variable, the calculated r -value coefficient, critical value, and conclusion are required. The instructional leadership variable was measured with 36 questionnaire items. Based on SPSS version 21 analysis, the calculated r -value coefficient (corrected item-total correlation) was obtained from 112 respondents for the instructional leadership variable. The total correlation coefficient for the instructional leadership variable was 0.364. This correlation coefficient is considered valid as it exceeds the r -table value (Table 1), with the equation $0.367 > 0.184$. Thus, it can be concluded that all 36 questionnaire items for the 112 respondents are valid, as the total correlation coefficient (0.367) is greater than the r -table value (0.184). The analysis includes a comparison of Cronbach's Alpha (calculated reliability coefficient) for all instructional leadership question items based on the processing results. The Cronbach's Alpha coefficient obtained from SPSS 21 is presented in the table below.

Table 6. Cronbach's Coefficient for Instructional Leadership Variable Question Items

Cronbach's Alpha	N of Items
0,763	112

Source: SPSS 21 Data Processing, 2024

Table 6 shows that Cronbach's Alpha is 0.763, while the minimum required Cronbach's Alpha coefficient is set at 0.60. Based on this criterion, it can be stated that Cronbach's Alpha = $0.763 > 0.60$. The Cronbach's Alpha value is categorized as high, indicating that the instructional leadership question items are reliable. Thus, the instructional leadership variable question items, consisting of responses from 112 respondents, are reliable for measuring the instructional leadership variable.

The validity analysis for organizational culture requires the calculated r -value coefficient with 112 respondents, as indicated in the questionnaire. Based on SPSS version 21 processing results, the calculated r -value (corrected item-total correlation) was obtained from the 24 organizational culture variable question items. The total correlation coefficient for the organizational culture variable is 0.389. This correlation coefficient is considered valid as it is greater than the r -table value (Table 1), with $0.389 > 0.184$. Thus, it can be concluded that all 24 questionnaire items for 112 respondents are valid, as the total correlation coefficient (0.389) exceeds the r -table value (0.184).

The analysis includes a comparison of Cronbach's Alpha (calculated reliability coefficient) for all organizational culture question items based on the processing results. The Cronbach's Alpha coefficient obtained from SPSS 21 is as follows.

Table 7. Cronbach's Coefficient for Organizational Culture Variable Question Items

Cronbach's Alpha	N of Items
,784	112

Source: SPSS 21 Data Processing, 2024

Table 7 shows that the Cronbach's Alpha coefficient is 0.784, while the minimum required Cronbach's Alpha coefficient is set at 0.60. Based on this criterion, it can be stated that Cronbach's Alpha = $0.784 > 0.60$. The Cronbach's Alpha value is categorized as high, indicating that the organizational culture questionnaire is reliable. Thus, the organizational culture variable question items, consisting of responses from 112 respondents, are reliable for measuring the organizational culture variable.

The validity analysis for organizational commitment requires the calculated r -value coefficient with 112 respondents, as indicated in the questionnaire. Based on SPSS version 21 processing results, the calculated r -value (corrected item-total correlation) was obtained from the 24 organizational commitment variable question items. The total correlation coefficient for the organizational commitment variable is 0.376. This correlation coefficient is considered valid as it is greater than the r -table value (Table 1), with $0.376 > 0.184$. Thus, it can be concluded that all 24 questionnaire items for 112 respondents are valid, as the total correlation coefficient (0.376) exceeds the r -table value (0.184).

The validity analysis for organizational commitment requires the calculated r -value coefficient with 112 respondents, as indicated in the questionnaire. Based on SPSS version 21 processing results, the calculated r -value (corrected item-total correlation) was obtained from the 24 organizational commitment variable question items. The total correlation coefficient for the organizational commitment variable is 0.376. This correlation coefficient is considered valid as it is greater than the r -table value (Table 1), with $0.376 > 0.184$. Thus, it can be concluded that all 24 questionnaire items for 112 respondents are valid, as the total correlation coefficient (0.376) exceeds the r -table value (0.184).

In this analysis, a comparison of Cronbach's Alpha (calculated reliability coefficient) for all organizational commitment question items based on the processing results is conducted. The Cronbach's Alpha coefficient obtained from SPSS 21 is presented in the table below.

Table 8. Cronbach's Coefficient for Organizational Commitment Variable Question Items Reliability Statistics

Cronbach's Alpha	N of Items
0,707	112

Source: SPSS 21 Data Processing, 2024

Table 8 shows that the Cronbach's Alpha coefficient is 0.707, while the minimum required Cronbach's Alpha coefficient is set at 0.60. Based on this criterion, it can be stated that Cronbach's Alpha = 0.707 $>$ 0.60. The Cronbach's Alpha value is categorized as high, indicating that the organizational commitment questionnaire is reliable. Thus, the organizational commitment variable question items, consisting of responses from 112 respondents, are reliable for measuring organizational commitment.

The validity analysis for teacher performance requires the calculated r -value coefficient with 112 respondents, as indicated in the questionnaire. Based on the SPSS version 21 processing results, the calculated r -value (corrected item-total correlation) was obtained from the 39-teacher performance variable question items. The total correlation coefficient for the teacher performance variable is 0.358. This correlation coefficient is considered valid as it is greater than the r -table value (Table 1), with $0.358 > 0.184$. Thus, it can be concluded that all 30 questionnaire items for 112 respondents are valid, as the total correlation coefficient (0.358) exceeds the r -table value (0.184).

In this analysis, a comparison of Cronbach's Alpha (calculated reliability coefficient) for all teacher performance question items based on the processing results is conducted, with a minimum value of 0.60. The Cronbach's Alpha coefficient obtained from SPSS 21 is presented in the table below.

Table 9. Cronbach's Coefficient for Teacher Performance Variable Question Items

Cronbach's Alpha	N of Items
0,902	112

Source: SPSS 21 Data Processing, 2024

Table 9 shows that the Cronbach's Alpha coefficient is 0.902. The minimum required Cronbach's Alpha coefficient is set at 0.60. Based on this criterion, it can be stated that Cronbach's Alpha = 0.902 $>$ 0.60. Therefore, the questionnaire is reliable. The Cronbach's Alpha value is categorized as high, indicating that the teacher performance questionnaire is reliable. Thus, the teacher performance variable question items, consisting of responses from 112 respondents, are reliable for measuring teacher performance.

DISCUSSION

This study deeply investigates the challenges and successes of teacher performance, focusing on instructional leadership, organizational culture, and organizational commitment in junior high school across West Sumatera. The improvement of teacher performance is supported by the variables of

instructional leadership, organizational culture, and organizational commitment. These variables highlight teacher performance and play a crucial role in overcoming the decline in teacher effectiveness. The solutions that can enhance teacher performance are found by examining the impact of the variables of instructional leadership, organizational culture, and organizational commitment (Quines & Ogal, 2023) (Quine; (Romlah, 2024). These three variables are proven to enhance teacher performance, as indicated by the correlation coefficients that are greater than the critical value (r_{table}), demonstrating that the results of this study are both valid and reliable regarding teacher performance.

This is supported by the Cronbach's alpha values for the variables of instructional leadership, organizational culture, and organizational commitment in relation to teacher performance. The Cronbach's alpha values were higher than the minimum acceptable value of 0.60 (Anub, 2020). The results of the correlation coefficients and Cronbach's alpha values are supported by indicators such as lesson planning, the implementation of the learning process, and assessment of student learning outcomes, all of which contribute to improving teacher performance.

To assist researchers in predicting the influence of the three variables on teacher performance, the correlation coefficient values were compared with the r -table value to identify the strength of the relationships with other variables. In this case, the variables that have a strong relationship with teacher performance are instructional leadership, organizational culture, and organizational commitment. Meanwhile, the Cronbach's alpha values have proven to influence these three variables' impact on teacher performance, as the Cronbach's alpha values demonstrated the reliability of the questionnaire distributed to 112 respondents, with values exceeding 0.60 (Firmansyah et al., 2022)(Firmansyah et al., 2022).

The questionnaire was validated by experts in the field before being administered. It was developed from indicators of each variable in this study, namely instructional leadership, organizational culture, organizational commitment, and teacher performance. Instructional leadership is represented by indicators such as teacher development, the quality of teacher performance, and student learning services. The organizational culture indicators include cooperation, discipline, participation, and communication. The commitment indicators encompass affective commitment, normative commitment, continuous commitment, and hard work. Teacher performance is measured by indicators such as lesson planning, the implementation of the learning process, and the assessment of student learning outcomes.

These indicators can predict teacher performance because instructional leadership lies with the school principal, who plays a role in formulating the school's vision and mission, thereby creating a positive learning climate and improving student academic achievement (Mehnaz et al., 2022). Organizational culture is essential in shaping the attitudes and behaviors of individuals involved in organizational activities. This culture can transform unwritten systems, enhance group cooperation, and establish norms as guidelines for achieving goals (Kit Kilag et al., 2024). The next variable, organizational commitment, reflects the teacher's loyalty to the school. This commitment aims to demonstrate the teacher's responsibility and care for the tasks assigned to them. The final variable, teacher performance, reflects the teacher's ability to carry out teaching duties and responsibilities for students in order to improve academic performance and learning outcomes. All of the variables in this study are integrated to enhance teacher performance. This integration helps minimize barriers and challenges while maintaining the quality of teacher performance.

CONCLUSION

This study summarizes all the variables that influence teacher performance. It is difficult to select any one variable over others as the sole factor in improving teacher performance. Even after reviewing and comparing several literatures, it is clear that teacher performance can be influenced by instructional leadership, organizational culture, and organizational commitment. This research is expected to provide an analysis of other variables outside the scope of this study. The researchers and practitioners

involved in this study provide a description of the challenges and the development of knowledge and technology to maintain the quality of teacher performance.

The results of this study are considered valid, as evidenced by the correlation coefficients (r_{hitung}) being greater than the critical value (r_{tabel}), namely instructional leadership (0.364), organizational culture (0.389), organizational commitment (0.376), and teacher performance (0.369). These values show the relationship between variables, as indicated by the equation: $0.364, 0.389, 0.376, 0.369 > 0.184$ (with 112 respondents and a significance level of 0.05). Furthermore, the analysis of the instruments also demonstrates reliability, as indicated by the Cronbach's alpha coefficients for instructional leadership (0.763), organizational culture (0.784), organizational commitment (0.707), and teacher performance (0.902). The values of 0.763, 0.784, 0.707, and 0.902 are greater than the minimum acceptable value of 0.60 for Cronbach's alpha.

Although the minimum acceptable value for Cronbach's alpha is 0.60, the values for these four variables are categorized as high because they exceed this threshold. Therefore, it can be concluded that the validity and reliability tests for instructional leadership, organizational culture, organizational commitment, and teacher performance are valid and reliable, as all four variables have correlation coefficients and Cronbach's alpha values greater than r_{tabel} and the minimum Cronbach's alpha. As such, the results of both the validity and reliability tests are deemed acceptable.

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