The Influence Of Among Leadership On Organizational Commitment And Its Impact On Madrasah Teacher Performance

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Abstract
Leadership has a strategic role in managing an organization. This aims for analyze the influence of among leadership through organizational commitment and its impact the performance of madrasah teachers. This quantitative survey type was conducted on elementary madrasah teachers in Jembrana district. The population was 274 people, through the Slovin formula plus the Warwick and Lininger technique, a sample of 189 people was obtained. Data collection used a closed questionnaire with 4 choices. The data analysis method was SEM-PLS and the results obtained were: (1) among leadership had a significant direct effect on organizational commitment at a T-statistic value of 3.084 and Sig. was 0.002; (2) among leadership had a significant direct effect on teacher performance at a T-statistic value of 4.024 and Sig. was 0.000; (3) organizational commitment has a significant direct effect on teacher performance with a T-statistic value of 12.001 and a Sig of 0.000 and (4) among leadership has an indirect effect to teacher performance through organizational commitment from a T-statistic value of 2.956 and a Sig of 0.004. The findings of this study are that among leadership, organizational commitment have an effect for the performance of elementary madrasah teachers at Jembrana Regency.
Keywords: leadership among, organizational commitment, madrasah teacher performance

INTRODUCTION

Progress in building a reliable and high-quality education system has had a broad impact and long-term benefits in various aspects of life. Strategies for developing quality education services that involve teachers continue to be a pressing issue (Kanya et al., 2021). Teachers are the dominant factor in achieving educational goals (Wayoi et al., 2021). Teachers are an urgent topic to research because they hold the key to the learning and education. The level for teacher performance will be a benchmark for the success of schools in carrying out their functions effectively. Teacher performance not only includes their role in teaching but is also related to aspects of fostering meaningful relationships with students, colleagues, the community and other stakeholders as well as aspects of contextual behavior that support the effectiveness of school functions in accordance with professional responsibilities (Dantes et al., 2024). Experts agree that performance is not only the result of work but also behavior during work. (Huda, 2022)

Teacher performance is recognized as good if it can optimize the implementation of learning elements, namely mastering and being able to develop teaching materials, being disciplined in carrying out learning tasks, being creative, being able to work together with all school members, being a role model for students, and being objective in guiding and assessing students (Susmiyati & Zurqoni, 2020). As learning facilitators, teachers must create creative learning environments that are fun, dynamic, meaningful, and dialogical. Teachers need to be more open to new ideas in managing learning using a variety of methods and media, plan and organize learning effectively and meaningfully, demonstrate a constructive attitude in responding to and handling students, and care about environmental and educational issues (Mulyani et al., 2020).

In fact, the performance of Indonesian teachers remains relatively low. Many teachers do not meet competency standards (Asrial et al., 2019). As of April 2023, the number of certified Indonesian teachers was 1.43 million, while the remaining 1.55 million, or 51.9%, remained uncertified. Certified teachers possess competency standards that meet the criteria for professional educator quality and can be a

guarantee of optimal performance. The phenomenon of low teacher performance is particularly prevalent among elementary school teachers in Jembrana Regency. The number of certified teachers and those without is not significantly different, with 50.73% and 49.27% not yet certified. This means that not all madrasa teachers in Jembrana Regency have earned the professional certification. Further data can be seen in the 2020 Jembrana Regency Teacher Competency Assessment, which showed an average score of 47.79, with a lowest score of 23.33 and a highest score of 70.67. Concrete evidence researchers found through preliminary studies includes the fact that not all teachers are capable of developing independent lesson plans. Teachers do not yet understand the essence of planning learning from the beginning of mapping the characteristics and abilities of students, formulating learning objectives according to learning achievement targets, designing learning activities that suit students' needs, determining appropriate models, methods, and media, developing contextual teaching materials, to planning assessments.

Recent research has identified various factors that influence teacher performance. Broadly speaking, the dominant factors are competence, motivation, work attitudes or behaviors, and leadership style (Donkor et al., 2021). This study focuses on two variables: Among or organizational commitment. The principal's Among-leadership, which is based on local wisdom. The dynamic challenges of the teaching profession demand performance based on competence, motivation, and commitment. Teachers should carry out their duties based on strong competence, strong motivation to complete tasks, motivation to continuously grow and develop, and motivation to respond to existing environmental conditions (Muliati et al., 2022). To address these weaknesses and maintain the strengths of the transformational leadership style, researchers employed a grand theory of leadership based on local wisdom, termed Among Leadership. This grand theory, which provides the definition and indicators of Among leadership, synthesizes the theory of transformational leadership. The synthesis of these two concepts aims to combine modern leadership styles with the essence of humanistic local wisdom values to create a global leadership perspective that aligns with local culture (Said et al., 2025). Researchers want to highlight the importance of local wisdom, which emphasizes its function of respecting human potential and nature as free and cultured beings. This priority aligns with the essence of education, which aims to liberate humans. Practices derived from local wisdom provide an alternative that can be adapted to address the challenges and opportunities of contemporary leadership (Werang et al., 2024).

Furthermore, low for teacher performance is influenced by organizational commitment as a crucial dimension that can be used as an indicator of a person's persistence in carrying out their duties and obligations within an organization, is both an asset and a challenge in supporting optimal performance. Teachers with high commitment will demonstrate loyal and proactive behavior toward their school (Tabroni et al., 2022). Meanwhile, teachers with low organizational commitment tend to lack enthusiasm and sincerity in their work, which will eventually lead to various problems. Without commitment, goals will have no motivational effect (Mailool et al., 2020). Factors influencing organizational commitment are strongly correlated with teacher performance. Organizational commitment is fundamental to improving overall performance. A high level of commitment is directly proportional to positive attitudes and behaviors at work. Reciprocal communication between leaders and subordinates builds understanding, and from this understanding, trust is built, which can then foster respect and ultimately lead to commitment among followers. Based on this argument, it is necessary to determine whether organizational commitment can act as a mediating variable influencing the relationship between principal leadership and teacher performance. Among leaders encourage commitment in their followers by strengthening their self-concept by increasing the importance of identity and values, reflected in the organization's vision or mission (Nguyen et al., 2024).

Based from this problems on the aspects that the researcher focuses on and needs to be studied more deeply through quantitative research with a survey approach, the aim is to explore or explain the direct influence of among leadership and organizational commitment or teacher performance, the direct influence of organizational commitment on madrasah teacher performance and the indirect influence of among leadership for madrasah teacher performance through organizational commitment at the Jembrana Regency Elementary Madrasah.

LITERATURE REVIEW

Among Leadership is a leadership concept that adopts the Javanese leadership philosophy which emphasizes that education is nurturing in nature (Asrial et al., 2019). The figure of a leader with the spirit of *Asih Asah Asuh* can be seen from his/her characteristics, namely (1) *Asih*, which means loving or caring for his/her subordinates, (2) *Asah*, which means 'scrubbing' the subordinates' thinking so that it becomes sharper or more focused as a protector, and (3) *Asuh*, which means guiding. The principle of Asih, which means loving subordinates, contains the philosophy that a leader or provides a sense of calm through loving attention and support. This principle can be equated with the indicator of individual consideration in transformational leadership, which means providing social and emotional support to subordinates. (Khan et al., 2020). The compassionate nature can be demonstrated through the leadership figure of the principal who is democratic, firm and responsible. The Asah principle means 'sharpening' the abilities of subordinates to have sharper thinking. The application of this principle is carried out by building awareness and logic about the consequences of the responsibilities that must be undertaken and can be equated with the indicators of inspirational motivation and intellectual stimulation. Meanwhile, the Asuh principle means nurturing or caring through example. The implementation of this principle is equivalent to the idealized influenced indicator, namely the attractiveness or charisma of a leader who can be a role model in guiding subordinates. The Among leadership indicators consist of (1) Compassion, democratic, firm, responsible), (2) Asah, providing intellectual stimulation, motivating and inspiring), (3) Nurturing, charismatic, visionary.

Organizational commitment is a complex concept that includes behavioral and attitudinal components that are based on individual initiative in internalizing organizational values, rules and the determination to maintain and remain part of the organization (Setyaningsih & Sunaryo, 2021). Indicated by the intention to remain in the organization, identify with and accept its provisions, and strive for its advancement. This is not a form of passive loyalty, but rather an active relationship between individuals who voluntarily contribute to the organization's success. Organizational commitment is an individual's determination to strive hard to realize the organization's progress, reflecting the desire to remain a member. The concept of organizational commitment is indeed multidimensional, Allen & Meyer (1993) proposed three main components of organizational commitment, including: affective commitment, which refers to the level of emotional attachment to the organization so that individuals identify, engage, and enjoy being part of the organization; continuance commitment, which is associated with the sanctions for leaving the organization; normative commitment, which is the feeling of an obligation to work within the organization. Measuring teachers' organizational commitment uses the following indicators are: (1) affective-commitment; (2) continuance-commitment; (3) normative commitments

A madrasah teacher's performance truly represents their capacity as a professional educator. It reflects how a teacher carries out their responsibilities in the classroom and how they interact with students during the learning process (Fadhilah et al., 2022) defines that work performance or appearance is the highest level of a combination of three elements, namely skills or abilities, effort, and attitudes which are influenced by external conditions (Van Waeyenberg et al., 2022). Competence includes knowledge, skills, and technical proficiency related to the field of work. Efforts are more about the motivation shown in completing work or developing existing abilities. Meanwhile, attitudes influenced by external circumstances are intended to be attitudes formed from external influences that support a person's work productivity, such as the leadership of a school principal. Referring to applicable regulations, teacher performance in this study is defined as the form of behavior and work results of teachers in carrying out professional duties and responsibilities based on competency standards, attitudes, and motivations. Teacher performance indicators are measured through (1) planning student-centered learning (2) implementing enjoyable learning (3) implementing learning outcome assessments (4) building interpersonal relationships (5) carrying out other educational tasks.

METHOD

Research-Design

The type of research is quantitative in the form of ex-post facto using a survey approach using a questionnaire for Among leadership, organizational commitment and madrasa teacher performance (Widarto, 2018). The structure of the research model forms between correlations and explains the presence or absence of such a relationship and how large the relationship is without intervention (Nasution et al., 2020). The relationship in the form of variable design in this study is presented in a conceptual relationship model as shown in Figure 1 below.
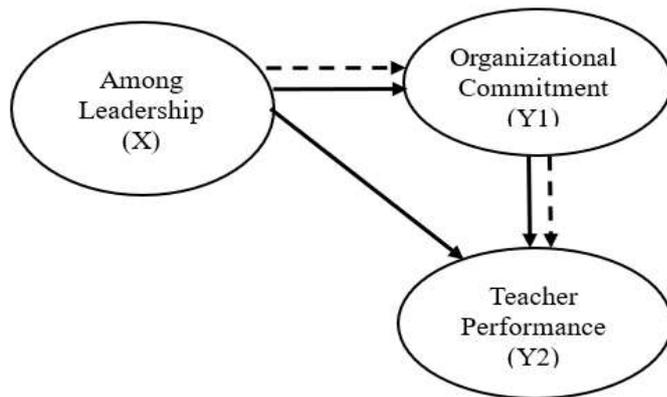

Figure (1). Conceptual of Research Design

Population and Research-sample

The population in this study consisted of 274 teachers at the Madrasah Ibtidaiyah level in Jembrana Regency. The sampling technique used the Morgan and Krejci formula to ensure a consistent sample size, followed by the Warwick and Lininger formula, resulting in a sample size of 189, representing all teachers who were the subjects of the study (A.A. Gede Agung, 2020).

Techniques and Instruments for Data-Collection

The data collection used was questionnaire. Distributed in digital format (Google Form) to assess teachers' perceptions of the Among-leadership, organizational-commitment and the madrasah teacher performance. The questionnaire was structured as a closed-ended questionnaire containing positive and negative statements with four answer options (Anak Agung Gede Agung, 2014). To facilitate the preparation of statement items in the questionnaire, the previous step was to prepare an instrument grid as shown in Table 1 below.

Table (1). Instrument Grid

Variables	Indicator Variables	Number of items
Among Leadership (X)	X1 *Asih*	12
	X2 *Asah*	13
	X3 *Asuh*	12
	Subtotal	37
Organizational Commitment (Y1)	Y1.1. Affective-commitment	14
	Y1.2. Normative-commitment	12
	Y1.3. Continuity-commitment	9
	Subtotal	35
	Y2.1 Planning learning	15

Teacher Performance (Y2)	Y2.2 Implementing learning	6
	Y2.3 Carrying out assessments	4
	Y2.4 Building interpersonal relationships	6
	Y2.5 Carrying out other educational tasks	4
	Subtotal	35
	Total	107

The results of the pilot test of the Among leadership variable instrument, organizational commitment, and teacher performance showed that all items were valid and reliable, with no items being dropped. The instrument, consisting of a number of items in a grid, was used for research data collection (Budiastuti & Bandur, 2018).

RESEARCH RESULT
The analysis of this research is Structural-Equation Modeling of the Partial-Least Squares (PLS-SEM) type using the SmartPLS 3.29 application. The results for outer and inner analysis are obtained as-shown in Figure 2 below.
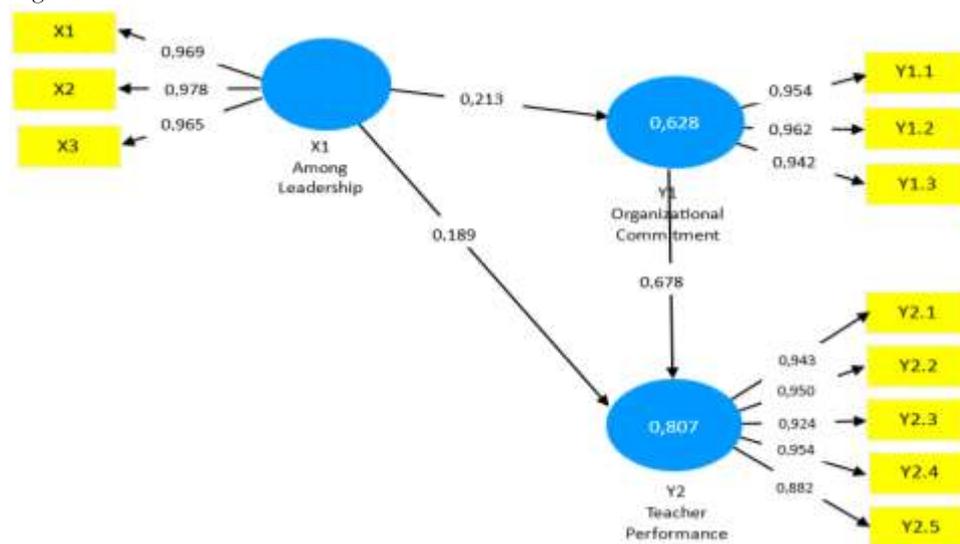

Figure. (2). Outer and Inner-Model Analysis

Evaluation for the Outer-Model
The outer model evaluation serves to determine the validity of the research indicators and the reliability of the research variables that form the latent variables. The results of the instrument tests for outer loading are presented in a summary of results in Table 2 below.
Table (2). Outer-Loading, Validity, Reliability Instrument

Variables.	Indicator	Loadings.	T-Statistic	P; Values	Cronbach's; Alpha	Composite Reliability.	AVE.
Among Leadership (X).	X1 <- X.	0,969	157,512	0,000	0,969	0,980	0,942
	X2 <- X.	0,978	239,801	0,000			
	X3 <- X.	0,965	131,914	0,000			
	Y1.1. <- Y1.	0,954	105,148	0,000	0,949	0,967	0,907

Organizational Commitment (Y1)	Y1.2. ← Y1.	0,962	134,494	0,000			
	Y1.3. ← Y1.	0,942	87,595	0,000			
Teacher Performance (Y2)	Y2.1. ← Y2.	0,943	85,287	0,000	0,961	0,970	0,867
	Y2.2. ← Y2.	0,950	110,382	0,000			
	Y2.3. ← Y2.	0,924	56,961	0,000			
	Y2.4. ← Y2.	0,954	119,062	0,000			
	Y2.5 ← Y2.	0,882	48,404	0,000			

Discriminant. Validity
Discriminant validity is assessed from examining the cross-loadings for latent variables in reflective indicators. This demonstrates the ability of a latent variable to explain. variance in the observed variables. The results were presented. in table 3. below.

Table. (3). Discriminant Validity.

Variables.	Among Leadership (X)	Organizational Commitment (Y1)	Teacher Performance (Y2)
Among Leadership (X)	**0,970**		
Organizational Commitment (Y1)	0,613	**0,953**	
Teacher Performance (Y2)	0,509	0,865	**0,931**

Evaluation. of the Inner Model.
The inner test, known as Goodness. Fit, was conducted to evaluate the model's suitability. The R.Square test are shown in table. 4. below.

Table (4). Results of R-Square Analysis

Endogen variable	R. Square	Adjusted. R Square.	Category.
Y1 Organizational Commitment	0,628	0,622	moderate
Y2 Teacher Performance	0,807	0,803	strong.

Table 4 above shows the R2 for the organizational commitment variable, which is 0.628 in the moderate category, and teacher performance, which is 0.807 in the strong category. The R2 values indicate that the resulting model structure has a good fit.

The Stone Gaiser. for with Q. Square Test (Q^2). The calculation for the Stone. Gaiser by Q. Square Test is formulated as. Follows:

$Q^2 = 1 – (1-0,628)(1-0,807)$
$Q^2 = 1 – (0,372 \times 0,193)$
$Q^2 = 1 – 0,0718$
$Q^2 = 0,9282$

The Q-Square calculation results indicate that 92,82% of madrasah teacher performance. Was influenced by Among leadership or organizational commitment, while the remaining 7.2% is determined by other variables. The Q-Square of 0.9282 indicates the model. can predict the hypothetical test very strong category.

Hypothesis Testing.

Hypothesis testing aims to explain the direct and indirect influences for research. variables. The results are presented in table 5 below.

Table. (5). Results of Hypothesis Testing

Direct or Indirect Effect.	Loading.	Mean	Standard Deviation.	T-Statistic	P-Values.	Hypothesis.
X. Among Leadership -> Y1. Organizational Commitment	0,213	0,213	0,069	3,084	0,002	accepted
X Among Leadership -> Y2 Teacher Performance	0,189	0,189	0,047	4,024	0,000	accepted
Y1 Organizational Commitment -> Y2 Teacher Performance	0,678	0,668	0,057	12,001	0,000	accepted
X Among Leadership -> Y1 Organizational Commitment -> Y2 Teacher Performance	0,144	0,143	0,049	2,956	0,004	accepted

The results for hypothesis testing of the direct or indirect effects. between variables for Among Leadership, organizational. commitment, madrasah teacher performance, analyzed modeling and partial least squares techniques, are as follows.

1) The analysis of the direct. Relation Among Leadership (X) with organizational. commitment (Y1) yielded a coefficient of 0.213, a T. statistic is 3.084 > 1.96, P. value is 0.002 < 0.05. In this case, H_1 is accepted, while H_0 is rejected. Among Leadership has direct on significant effect to organizational commitment. This means, an increase for Among Leadership to an increase. also, in organizational commitment.

2) The analysis of direct relation Among Leadership (X) with teacher. performance (Y2) yielded a coefficient of 0.189, T. statistic is 4.024 > 1.96, P. value is 0.000 < 0.05. In this case, H_1 is accepted, while H_0 is rejected. It was stated that Among Leadership has direct. on significant effect to madrasah teacher. performance. This means, an increase for Among Leadership leads for improved madrasah teacher. performance.

3) The analysis of direct relation Organizational Commitment (Y1) with madrasah teacher. performance (Y2) yielded a loading is 0.678, T. statistic is 12.001 > 1.96, P. value is 0.000 < 0.05. In this case, H_1 is accepted, while H_0 is rejected. It. was stated that organizational-commitment has direct on significant effect to madrasah teacher. performance. This means, an increase for organizational. commitment leads for improved madrasah teacher. performance.

4) The relationship between Among Leadership (X) and teacher. performance (Y2) through organizational commitment (Y1) yielded a loading is 0.144, T. statistic is 2.956 > 1.96 P. value is 0.004 < 0.05. In this case, H_1 is accepted, while H_0 is rejected. It. is stated Among Leadership has significant of indirect effect to madrasah teacher performance through organizational-commitment. In other words, Among Leadership influences organizational commitment and subsequently impacts teacher performance.

DISCUSSION

Among leadership has direct influence to organizational commitment. The hypothesis 1 test indicate that Among leadership has a significant direct influence to organizational-commitment. Among-leadership has a humanistic leadership profile with a character that cares for subordinates, hones subordinates' abilities,

and nurtures through example. Among leadership effectively encourages a sense of attachment and commitment to teachers. This is in line with the results of Nuryanti (2017) research, which states that the Asih Asah Asuh leadership style is effective in increasing organizational commitment. The principal creates warm communication, provides inspiring and stimulating motivation, and sets a good example so that teachers are moved to commit professionally (Susilawati et al., 2021). Strengthening leadership among students can increase organizational commitment. The challenges of the increasingly limitless information age require changes in the roles of teachers, students, technology, and curriculum. The application of the principles of a student-centered learning paradigm drives fundamental changes in the role of teachers. These changes fundamentally require a restructuring that prioritizes four elements: thinking effectively, acting effectively, connecting effectively, and achieving effectively. The role of the principal is one that can drive this as an external factor. The principal's leadership plays a crucial role in managing all components to achieve the school's vision, mission, and goals (Roni Harsoyo, 2022) Principals can encourage teachers to develop a healthy commitment to supporting school effectiveness through optimal performance. Teachers' organizational commitment is reflected in work behavior that internalizes professional and organizational values, their willingness and effort to carry out their work, and their sense of attachment and pride in being part of the school.

Among leadership directly impacts to teacher performance. The hypothesis 2 test indicate Among leadership has a significant, positive, direct impact to teacher performance. Among leadership is believed to provide fair treatment, provide wholehearted service, provide protection, and be reliable. Teachers and the school community will feel calm and cared for, creating a conducive work environment naturally (Sezer & Uzun, 2023). The principal's social and emotional support will strengthen teachers' attachment and commitment to their school, enabling them to recognize the consequences of demonstrating quality performance. Inspiring motivation and intellectual stimulation from the principal motivate teachers to carry out their obligations not out of coercion but rather out of a sense of urgency and self-actualization in response to needs and challenges. The essence of Among leadership for the principal, which emphasizes teacher synergy in realizing goals of the school organization, aligns with indicators of organizational commitment. Achieving the vision, mission, and goals of the organization is certainly not something done simply by instructions or orders. This should be built from an awareness of the alignment of teachers' personal values with those of the school organization, as reflected in indicators of affective commitment. The more skilled the principal is in guiding teachers to perform beyond expectations for shared goals, the stronger the teachers' commitment to continuity and normative commitment in devoting their efforts to the advancement and sustainability. This aligns from research that Javanese cultural, *Asih Asah Asuh*, can improve organizational performance. Leadership with the Among philosophy is a complete leadership. Local wisdom leadership encourages students, teachers, and education personnel to develop independent personalities and perform optimally (Lede et al., 2024). The Madrasah Principal in the tradition of nurturing prioritizes collaborative, shared commitment among the Madrasah community (Busro et al., 2022). The character of the civil service leader who serves, protects, and cares for supports the synergy of the organization and public services.

Organizational commitment directly influences to teacher. performance. The hypothesis 3 test indicate that organizational commitment a significant, positive, direct effect to teacher-performance. Organizational commitment leads to high performance, low turnover, low absenteeism, a perception of a warm organizational climate, and supports synergy among all organizational components (Mailool et al., 2020). High organizational commitment encourages teachers to be more open to work challenges and more enthusiastic and passionate about delivering optimal performance. This is in line with research. Organizational commitment is positively correlated with work engagement and job performance. Loyal teachers will exert great energy in carrying out their primary task of teaching, have a deep love for their work, which equates to professional responsibility, and complete their work with total dedication. Teachers will demonstrate a willingness to sacrifice for the school, share responsibility for the school's progress, and faithfully uphold the school's reputation. Strongly committed teachers will be more productive at work compared to less committed teachers. Research by Herofiatna et al. (2021) showed

consistent results that organizational-commitment has a significant effect to teacher-performance (Erlangga et al., 2021).

Among leadership has an indirect influence on teacher-performance through organizational commitment (Kawiana, 2022). The results of testing Hypothesis 4 indicate that Among leadership has a significant indirect effect to teacher performance through organizational-commitment. Principal's skills in concrete actions and agility in resolving various problems are attractive, strengthening his image in the eyes of teachers, thus creating a sense of trust and a strong commitment to follow similar behavioral patterns (Putu et al., 2025). Teachers are guided to contribute their best in performance, as exemplified by the principal. A smart mindset and a spirit of limitless contribution influence teachers' work behavior, thereby increasing their productivity and performance. The mediating effect from organizational commitment for principal leadership to teacher performance aligns with research findings (Busro et al., 2023) Principal leadership has a significant positive effect to teacher performance, mediated by organizational commitment. A principal's plays a strategic role in fostering a positive ethic and teacher commitment. If teachers' enthusiasm and commitment are strong, their performance will consequently improve.

CONCLUSION

Based on the results and discussion of the research results, it can be concluded: (1) *Among*-leadership has a direct a significant influence to teachers' organizational commitment, (2) *Among* leadership has a direct, a significant influence to teachers' performance, (3) organizational commitment has a direct a significant influence to teachers' performance, (4) *Among* leadership has an indirect a significant influence to teachers' performance through organizational-commitment at the Jembrana Regency Elementary Madrasah.

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