



The influence of principal leadership, professional attitude, work ethic and school culture on organizational commitment and performance of elementary school education in Dukuh Turi Sub District, Tegal District

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ARTICLE INFO

Article history:

Received Jan 23, 2023

Revised Feb 12, 2023

Accepted Feb 22, 2023

Keywords:

Organizational Commitment
Principal Leadership
Professional Attitudes
Performance of Personnel
School Culture
Work Ethics

ABSTRACT

The objectives of this study are: Principal leadership, professional attitudes, work ethics and school culture have a positive impact on the performance of personnel and organizational commitment of elementary school educators. Organizational commitment positively affects the performance of educators. The population of this study was all elementary school educators in Dukuh Turi Subdistrict, Tegal Regency, totaling 303 people and the sample was taken using the formula from Slovin. In this study, the data collection method used was a questionnaire. The data analysis method of this research is the validity and reliability test of the instrument and quantitative analysis of structural equation modeling (SEM). The results of the study can be concluded that Principal leadership has no a negative impact on commitment of elementary schools. Professional attitudes, and school culture have a positive impact on commitment of elementary schools. Work ethics and school culture have a negative impact on commitment of elementary schools. Principal leadership and professional ethics have a positive impact on the performance of educators elementary schools. Work ethics has a negative impact on the performance of educators elementary schools. Organizational commitment has a positive effect on the performance of educators.

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INTRODUCTION

The professional attitude of educators can affect the quality of teaching of educators because the professional attitude of educators is important. The professional attitude of educators is a personality or response that describes the tendency to react as an educator who has the competencies required to carry out educational and teaching tasks that are expert in delivering them. Based on the National Education Standards, educators must have four basic competencies, namely pedagogical competence, social competence, personality competence, and professional competence (Alwi, 2020). In addition to being influenced by the factors above, some opinions state

that it is also influenced by school culture, including Sobirin (2019) mentioning that organizational culture contributes to the success of school performance. School culture is basically the same as organizational culture. In general, school culture or organizational culture is no different from the culture of society that has been known so far. The main difference lies in its scope so that the specificity of school culture stems from its scope, in this case narrower and more specific. (Mulyadi, 2019). The progress of a school is largely determined by the school culture embedded in each school community. This is quite reasonable because school culture contains the power that can move school life. School culture directs the thoughts, words, and actions of all school members. A well-conceptualized school culture in accordance with school goals has strategic value, leverage to achieve as well as deliver school members to the gate of success. Professionalism is an indicator of the commitment of educators to the profession as well as the school as an organization where they teach. An educator who has a commitment will try to work seriously as an appreciation of the profession he has, besides that it is also to realize the goals that the school wants to achieve wholeheartedly for the progress of the institution where he serves (Librawati, 2017). In other words, the commitment of a teaching staff can be seen from the awareness to develop and improve self-quality, and from the results of their performance to produce quality educational output (students) as a form of service to the institution (Pananrang, 2020).

Based on observations, the performance of some elementary school educators in the Dukuhturi sub-district of Tegal Regency has decreased, especially when study from home is implemented through online learning by utilizing technology. The term online learning is not new in the world of Indonesian education, some higher education personnel have implemented a distance learning process.

However, at the primary school level, the online learning process has never been used before, which means that educators have no experience in implementing online learning. The fact on the ground based on the research observation is that not all students can participate in online learning activities. The economic situation of parents is the main reason why it is difficult for children to attend online classes. In addition, student discipline in carrying out online learning is also an obstacle, even in conditions of having to maintain distance, parents are overwhelmed to ensure that children do not play in the home environment with their friends. This means that students' playing time is long enough to lack the time and enthusiasm to do assignments because they are tired of playing. In addition, the habits of students who have been learning with a face-to-face system, listening directly to the explanation of educators, have greatly affected student learning outcomes during the pandemic.

The ability of educators to manage learning by utilizing technology is also an obstacle in online learning. Educators aged 40 years and over have limitations in their ability to use technology. Some educators also submit lesson plans that still use face-to-face learning methods even though pandemic learning should be done online.

This happens because of the limited ability and knowledge of educators in the use of technology so that educators have difficulty implementing online learning methods and the performance of educators also decreases. The principal is the person at the forefront who coordinates efforts to improve quality learning, the principal is responsible for education management. The problem related to the principal's leadership is due to the change of the principal so that the change of the principal causes a change in the principal's leadership style, so that educators must be able to adjust to the changing leadership style of the principal. Based on the description that has been stated previously, the researcher is very interested in conducting a study entitled "The Influence of Principal Leadership, Professional Attitude, Work Ethic and School Culture on Organizational Commitment and Performance of Elementary School Educators in Dukuhturi Subdistrict, Tegal Regency".

RESEARCH METHOD

Principal leadership

Principal leadership is one of the factors determining the quality of teacher performance, this is because in the school environment the principal acts as a driving force so that he must be able to become a role model for teachers, administrative staff and also all other school residents and be able to stimulate, encourage, and or guide teachers towards continuous development so that they are able to carry out their duties or performance optimally (Akbar, 2019; Aninda, 2018; Priyono et al., 2018). So that the quality of the principal's leadership is indispensable for the successful implementation of activities at school (Juniarti, 2019). To increase teachers' work commitment, principals need to pay attention to their leadership methods (Imansyah, 2020). In addition, the principal's leadership performance is the achievement or contribution made by the leadership of a principal, both quantitatively and qualitatively measurable in order to help achieve goals. Besides being influenced by the principal's leadership, the quality of teacher performance is also caused by the commitment and professionalism of teachers when teaching as the core of the educational process (Prasetya, 2020). Commitment has an important role, especially in a person's performance when working, this is due to the commitment that becomes a reference and encouragement that makes them more responsible for their obligations (Trisnowati, 2019). Based on the hypothesis in this study are:

H₁ : The effect of principal leadership on organizational commitment of elementary schools

H₅ : The effect of principal leadership on the performance of elementary school teachers

Professional attitudes

The professional attitude of a teacher is needed in facing the world of education in this global era. The task of teachers is not only teaching, but also educating, nurturing, guiding, and shaping the personality of students in order to prepare and develop human resources. Teachers' mistakes in understanding their profession will result in a slow shift in the function of teachers. So that it will result in the relationship between teachers and students who originally needed each other turning into a relationship that is mutually indifferent, unpleasant, and boring. Teachers are highly respected figures because they have a huge contribution to the success of learning in schools. Teachers play a very important role in assisting the development of students to realize their life goals optimally. When parents enroll their children in school, at that time parents also put their hopes on the teacher, so that their children can develop optimally (Mulyasa, 2005: 10). The interests, talents, abilities, and potential of students will not be able to develop optimally without the help of teachers. In this case, teachers need to pay attention to students individually. The task of teachers is not only to teach, but also to educate, nurture, guide, and shape the personality of students in order to prepare and develop human resources (HR). Based on the hypothesis in this study are:

H₂ : The effect of professional attitudes on organizational commitment of elementary schools

H₇ : The effect of professional attitudes on the performance of elementary school teachers

Work Ethic

Work ethic can be improved and achieved if teacher performance can be optimized. Improving teacher performance can be influenced by several things both from internal and external factors of the teacher. The factors inherent in improving performance can have a positive influence on efforts to increase work ethic, but if one of these factors is weakened or less than optimal, it is certain that the teacher's performance will decrease so that it will have an impact on the quality of education that will be achieved. Previous research conducted by (Barrung and Limbong, 2021; Fadhilah et al, 2020; Fairy et al, 2019; Segantara et al., 2018) resulted in findings that

work ethic affects teacher performance. A teacher must be able to improve his work ethic so that he can work optimally to produce quality graduates in the world of education. Based on the hypothesis in this study are:

H₃ : The effect of work ethics on organizational commitment of primary schools

H₆ : The effect of work ethics on the performance of elementary school teachers

School culture

School as an organization has its own culture that is shaped and influenced by the values, perceptions, habits, educational policies, and behaviors of the people within it. As an organization, the school shows distinctiveness in accordance with the core business it runs, namely learning. School culture should demonstrate capabilities that are in accordance with the demands of learning, namely to develop students in accordance with humanitarian principles. Therefore, it is very appropriate that school culture should be based on all constituents as the basic assumptions and beliefs that can make the school have a proud image of stakeholders. Therefore, all individuals have the same position to raise the image through performance that refers to the effective school culture. Effective school culture is the values, beliefs, and actions as a result of mutual agreement that gives birth to the commitment of all personnel to implement it consequently and consistently. Based on the hypothesis in this study are:

H₄ : The effect of school culture on organizational commitment of primary schools

H₉ : The effect of school culture on the performance of elementary school teachers

Organizational Commitment

According to Robbins (2017) organizational commitment is a condition where an employee identifies himself with the organization, the goal is to maintain his membership in the organization. Commitment to the teaching profession is important. The attitude of teacher commitment shows the teacher's loyalty to his profession and organization. Organizational commitment is the degree to which employees believe and accept organizational goals that will remain or will not leave the organization (Hayati, 2020). Organizational commitment requires teachers to carry out work according to schedules, curriculum, policies, as well as social interactions that occur with these structures (Gumilar, 2020). In accordance with teacher performance, what is a joint organizational commitment is to carry out tasks according to the standards for achieving teacher duties based on the competencies that teachers must have in terms of educating, teaching, guiding and training (Hersanti, 2020).

Based on the hypothesis in this study are:

H₈ : The effect of organizational commitment on the performance of elementary school teachers

Performance

Teacher performance is defined as the ability of a teacher to carry out learning tasks and be responsible for the students under his guidance by improving students' learning achievement (Salihin, 2019). Teacher performance is also defined as a high effort made by teachers in carrying out their duties as teachers, in an effort to achieve learning goals (Wasito, 2021). In this case, teachers who carry out work at educational institutions are required to have these qualifications which guarantee their expertise, proficiency or skills as professional educators (Wahidin, 2020). Teacher professionalism that meets these standards is a support for the creation of the quality of a teacher in carrying out his work. Smith (2009) in Herry et al. (2020) explained that performance is "Output drive from processes, human or otherwise", namely the result or output of a person's process. Susanto (2016) in K. Kartini et al. (2020) states that performance is an effort to produce something based on the ability of knowledge, skills, attitudes, and motivation. the result of a job based on attitude, knowledge and motivation. Meanwhile, Uno (2014) says that performance is a demand made by a person in carrying out functions. Teacher performance is the result of a

teacher's work in carrying out activities and improvements in accordance with his responsibilities in achieving the desired results (Lukman et al., 2020). According to A. Rusyan (2015) in Isnaneni (2020) explained that teacher performance is the ability of a teacher to carry out his work both the learning process inside and outside the classroom as well as learning and school administration activities.

Conceptual Framework

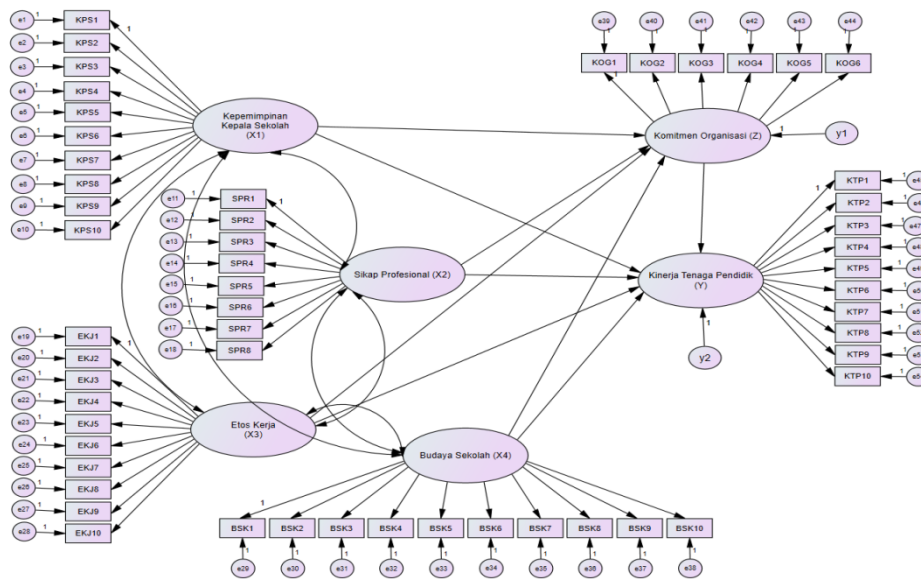


Figure 1. Conceptual framework

This type of research is categorized into quantitative research. The population of this study was all elementary school educators in DukuhTuri Subdistrict, Tegal Regency which amounted to 303 people and in this study the sample was taken using the formula from Slovin. This research used data collection method is questionnaire

RESULTS AND DISCUSSIONS

Table 1. Regression weights

			Estimate	S.E.	C.R.	P
KOGZ	←	KPSX1	-.472	,243	-1,941	,052
KOGZ	←	SPRX2	,457	,232	1,965	,049
KOGZ	←	EKJX3	-.196	,081	-2,428	,015
KOGZ	←	BSKX4	,432	,132	3,278	,001
KTPY	←	KPSX1	,359	,092	3,889	***
KTPY	←	EKJX3	-.068	,026	-2,612	,009
KTPY	←	SPRX2	,348	,086	4,055	***
KTPY	←	KOGZ	,066	,028	2,339	,019
KTPY	←	BSKX4	,093	,041	2,276	,023

Source: primary data processed, 2022

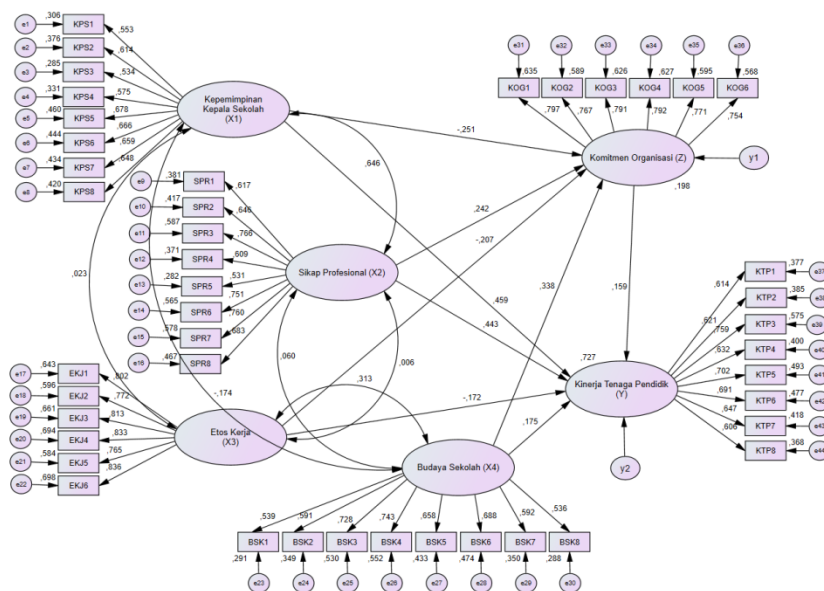


Figure 2. Relation research model between latent variables

The effect of principal leadership on organizational commitment of elementary schools

Hypothesis 1 was conducted with the aim to examine the effect of principal leadership on organizational commitment of elementary schools. The processed results are indicated by the estimated coefficient value of -0.427 , which means that the increase in principal leadership will decrease the organizational commitment of elementary schools and vice versa, the lower the principal leadership will increase the organizational commitment of elementary schools.

The p-value of the t statistic is $0.052 > 0.05$, so H_0 is accepted and H_1 is rejected, it can be concluded that it is not proven. The sign of the estimated coefficient that is not in accordance with the theory shows that the proposed hypothesis is not supported or in other words, it can be concluded that it is not proven that principal leadership has a positive effect on organizational commitment of elementary schools.

The effect of professional attitudes on organizational commitment of elementary schools

Hypothesis 2 was conducted with the aim of examining the effect of professional attitudes on organizational commitment of elementary schools. The processed results are shown with an estimated coefficient value of 0.457 which means that the increase in professional attitudes will increase the organizational commitment of elementary schools and vice versa the lower the professional attitudes will decrease the organizational commitment of elementary schools. The p-value of the t statistic is $0.049 < 0.05$, so H_0 is rejected and H_1 is accepted, it can be concluded that it is proven. The sign of the estimated coefficient that is in accordance with the theory shows that the proposed hypothesis is supported or in other words it can be concluded that it is proven. The p-value of the t statistic is $0.052 > 0.05$, so H_0 is accepted and H_1 is rejected, it can be concluded that it is not proven that professional attitudes have a positive effect on organizational commitment in elementary schools.

The effect of work ethics on organizational commitment of primary schools

Hypothesis 3 was conducted with the aim of examining the effect of work ethics on organizational commitment of primary schools. The processed results are indicated by the estimated coefficient value of -0.196 , which means that the increase in work ethics will reduce the

organizational commitment of elementary schools and vice versa, the lower the work ethics will increase the organizational commitment of elementary schools. The p-value of the t statistic is $0.015 < 0.05$, so H_0 is rejected and H_1 is accepted, it can be concluded that it is proven. The sign of the estimated coefficient that is in accordance with the theory shows that the proposed hypothesis is supported or in other words, it can be concluded that work ethics has a positive effect on organizational commitment in primary schools.

The effect of school culture on organizational commitment of primary schools

Hypothesis 4 was conducted with the aim to examine the effect of school culture on organizational commitment of primary schools. The processed results are indicated by the estimated coefficient value of 0.432, which means that the increase in school culture will increase the organizational commitment of elementary schools and vice versa, the lower the school culture will reduce the organizational commitment of elementary schools. The p-value of the t statistic is $0.001 < 0.05$, so H_0 is rejected and H_1 is accepted, it can be concluded that it is proven. The sign of the estimated coefficient that is in accordance with the theory shows that the proposed hypothesis is supported or in other words, it can be concluded that school culture has a positive effect on organizational commitment of elementary schools. The results of this study are in line with the results of previous research conducted by (Wijaya & uniawan, 2017) (Lestiyanie & Yanuar, 2019) (Yusuf, 2020), (Jeong & Cho, 2020) stating that organizational culture has a significant effect on organizational commitment.

The effect of principal leadership on the performance of elementary school teachers

Hypothesis 5 was carried out with the aim of examining the effect of principal leadership on the performance of elementary school teachers. The processed results are indicated by the estimated coefficient value of 0.359, which means that the increase in principal leadership will improve the performance of elementary school teachers and vice versa, the lower the principal leadership will reduce the performance of elementary school teachers. The p-value of the t statistic is $0.000 < 0.05$, so H_0 is rejected and H_1 is accepted, it can be concluded that it is proven. The sign of the estimated coefficient that is in accordance with the theory shows that the proposed hypothesis is supported or in other words, it can be concluded that the principal's leadership has a positive effect on the performance of elementary school teachers. The results of the study were supported by Irvawan and Sutarya (2021) who stated that Principal Leadership had a positive and significant effect of 66.6% on Teacher Performance. (Windasari et al., 2022; Rifa'i, 2020; Wote & Patalatu, 2019) produced findings that the principal's leadership style had an effect on teacher performance in a positive direction.

The effect of work ethics on the performance of elementary school teachers

Hypothesis 6 was conducted with the aim of examining the effect of work ethics on the performance of elementary school teachers. The processed results are indicated by the estimated coefficient value of -0.068, which means that the increase in work ethics will reduce the performance of elementary school teachers and vice versa, the lower the work ethics will improve the performance of elementary school teachers. The p-value of the t statistic is $0.009 < 0.05$, so H_0 is rejected and H_1 is accepted, it can be concluded that it is proven. The sign of the estimated coefficient that is in accordance with the theory shows that the proposed hypothesis is supported or in other words, it can be concluded that professional attitudes have a negative effect on the performance of elementary school teachers. The results of the study are supported by research conducted by Barrung, Limbong, (2021); Fadhillah et al, (2020); Fairy et al, (2019) and Segantara et al., (2018) produced findings that work ethic affects teacher performance.

The effect of professional attitudes on the performance of elementary school teachers

Hypothesis 7 was conducted with the aim of examining the effect of professional attitudes on the performance of elementary school teachers. The processed results are indicated by the estimated coefficient value of 0.348 which means that the increase in professional attitudes will improve the performance of elementary school teachers and vice versa the lower the professional attitudes will decrease the performance of elementary school teachers. The p-value of the t statistic is $0.000 < 0.05$, so H_0 is rejected and H_1 is accepted, it can be concluded that it is proven. The sign of the estimated coefficient that is in accordance with the theory shows that the proposed hypothesis is supported or in other words, it can be concluded that professional attitudes have a positive effect on the performance of elementary school teachers.

The effect of organizational commitment on the performance of primary school teachers

Hypothesis 8 was conducted with the aim of examining the effect of organizational commitment on the performance of primary school teachers. The processed results are indicated by the estimated coefficient value of 0.066 which means that the increase in organizational commitment will improve the performance of elementary school teachers and vice versa the lower the professional attitudes will reduce the performance of elementary school teachers. The p-value of the t statistic is $0.019 < 0.05$, so H_0 is rejected and H_1 is accepted, it can be concluded that it is proven. The sign of the estimated coefficient that is in accordance with the theory shows that the proposed hypothesis is supported or in other words, it can be concluded that organizational commitment has a positive effect on the performance of elementary school teachers.

The effect of school culture on the performance of elementary school teachers

Hypothesis 9 was conducted with the aim of examining the effect of school culture on the performance of elementary school teachers. The processed results are indicated by the estimated coefficient value of 0.093, which means that the increase in school culture will improve the performance of elementary school teachers and vice versa, the lower the school culture will reduce the performance of elementary school teachers. The p-value of the t statistic is $0.023 < 0.05$, so H_0 is rejected and H_1 is accepted, it can be concluded that it is proven. The sign of the estimated coefficient that is in accordance with the theory shows that the proposed hypothesis is supported or in other words, it can be concluded that school culture has a positive effect on the performance of elementary school teachers. The results of this study are in line with the results of previous research conducted by (Jufrizen & Rahmadhani, 2020); (Muis et al., 2018); (Jufrizen, 2017b); (Indajang et al., 2020); (Jufrizen et al., 2017) and (Jufrizen et al., 2018) which state that organizational culture affects employee performance stated that organizational culture affects employee performance

CONCLUSION

Based on the results of the analysis and discussion that has been carried out in the previous chapter, the researcher obtained the following conclusions. The results of the study can be concluded that Principal leadership has no a negative impact on commitment of elementary schools. Professional attitudes, and school culture have a positive impact on commitment of elementary schools. Work ethics and school culture have a negative impact on commitment of elementary schools. Principal leadership and professional ethics have a positive impact on the performance of educators elementary schools. Work ethics has a negative impact on the performance of educators elementary schools. Organizational commitment has a positive effect on the performance of educators

The theoretical implication of this research is that it shows that Principal leadership has no a negative impact on commitment of elementary schools. Professional attitudes has a positive impact on commitment of elementary schools. School culture has a positive impact on commitment of elementary

schools. Work ethics has a negative impact on commitment of elementary schools. School culture has a negative impact on commitment of elementary schools. Principal leadership has a positive impact on the performance of educators elementary schools. Professional ethics has a positive impact on the performance of educators elementary schools. Work ethics has a negative impact on the performance of educators elementary schools. Organizational commitment has a positive effect on the performance of educators.

While the managerial implications of this research can be addressed to elementary school principal leaders that the results of this study are practically expected to be useful for decision makers and stakeholder policies, especially elementary school principal leaders in determining "The Influence of Principal Leadership, Professional Attitude, Work Ethic and School Culture on Organizational Commitment and Performance of Elementary School Educators in Dukuh Turi Subdistrict, Tegal Regency".

ACKNOWLEDGEMENTS

Our gratitude is addressed to the Rector of Pancasakti University Tegal Dr. Taufiqulloh, M, Hum, who has helped smoothly to study. Our gratitude is also addressed to Dr. Dien Noviany Rahmatika, SE, MM, Ak, CA as the Dean of the Faculty of Economics and Business concurrently as a supervisor who has guided and directed us, also to Dr. Drs. Tabrani, MM as a supervisor who took the time to direct and help the lecture to be completed quickly and thanks are addressed to Dr. Mahben Jalil, SE, MM as Head of the Master of Management Postgraduate Study Program. May your good deeds be rewarded by Allah SWT, amen.

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