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## The influence of organizational culture and leadership on principal's organizational commitment

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### ABSTRACT

This study aims to analyze the influence of organizational culture and leadership on the principal's organizational commitment. The method used in this research is a survey method. The unit of analysis in this study is the principal of the elementary school. The analytical technique used is path analysis using Lisrel Software. The sample of this research includes principals of public elementary schools who meet the predetermined criteria, with a total sample of 90 principals and 90 teachers. The results showed that organizational culture and leadership had a direct positive effect on organizational commitment, which was 0.31. This means that there is a direct positive influence of organizational culture and leadership on organizational commitment because the value of  $t_{count} = 3.09 > t_{table} = 1.988$ . The coefficient of this path is marked alpha 5%, meaning that this hypothesis is proven, thus the organizational culture and leadership variables have a direct positive effect on the organizational commitment variable. This means that culture and leadership directly affect the commitment of organizational leaders in the city of Palembang. A person's organizational suitability has a strong positive direct influence on a commitment to the organization, members who are in the organization have a high level of effectiveness towards the organization.



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## Introduction

Education is a linked activity that involves numerous parts that are closely tied to one another. According to (Kurniawan & Syamsul, 2017) education is the process through which the elder generation transfers values, information, experience, and skills to the younger generation in order for the older generation to prepare the future generation's life functions, both physically and spiritually. Education is an asset and a necessity for the Indonesian people, to help humans from life's powerlessness to become human beings who useful. (Sofyan, 2018). Education is the most important thing for every country to progress. (Megawati, 2015). It needs organizational commitment that determines the quality of education. Organizational commitment is a value orientation toward the organization that demonstrates that employees consider and prioritize their job and the company (Gun Gumilar & Langgeng Ratnasari, 2020).

The principal is the spearhead of the success of education in school organizations. This is related to (Menteri Hukum dan Hak Asasi Manusia Republik Indonesia, 2010), the principal is the leader who carries

out his role in leading the school as an educational institution. According to (Purwoko, 2018) principal as an organizational leader have a very important role to improve teacher performance. The principal's leadership role is needed to support the creation of quality professional teacher performance in schools.

At the moment, there are still principals of public elementary schools in Palembang with poor organizational loyalty, a lack of active engagement in the organization, and a lack of faith in the organization. Several bouts were discovered in the field. For starters, there are still principals who arrive at school after the bell has rung for no apparent reason. Second, the principal has not addressed all of the issues that students and staff have raised. Third, as evidenced by pupils' low learning attainment, the principal's overall performance has been unsatisfactory, both for parents and the Department of Education. According to (Lestari, 2016) attitudes that reflect the principal's loyalty to the organization and the ongoing process in which members of the organization express their concern for the organization and its continued success and progress. The teaching and learning process in schools is a milestone in school activities. The contribution of the principal is very important for the progress of the school. In his research, Ursa Majorsy stated that in order for the teaching and learning process to be carried out properly, it was hoped that the teaching staff would have a psychological attachment to the organization and their work.

The most difficulties should be anticipated quality of human resources and financing. The quality of human resources includes principals and teachers. Such as commitment, loyalty, creativity, and fighting power. Ever expelled teachers and employees. Teachers for lack of loyalty and defame the school. Meanwhile, the employee's contract period ended and I did not extend it because his performance was not good (Minsih et al., 2019). The work loyalty of a leader to work can be seen in the form of loyalty, commitment, and satisfaction with the work as well as in the form of work motivation displayed. Teachers who have high loyalty to work will certainly display a good perception and satisfaction with their work as well as high work motivation, which in turn will reflect a teacher who can work professionally and has high professional competence (Suwardi et al., 2017)

Then according to (Uno, 2016) very good work loyalty will carry out its position and function as a teacher and educator in schools with a full sense of responsibility, and vice versa if a teacher lacks loyalty in his work, he must only carry out his position and function as a routine. So work loyalty is the main thing that must be owned by a person, both a leader, and therefore it is necessary to increase the loyalty of one's own work as a responsible person who is very good considering the role in education is very important for educators.

Many aspects must be examined while analyzing organizational commitment, however the factors of organizational culture, leadership, work motivation, and job satisfaction are regarded to be the most dominating ones to be evaluated. According to (Ratnasari et al., 2019) organizational culture represents the values, beliefs, and attitudes of members of the organization toward learning and unity. Commitment is a person's decision with himself to carry out a certain activity to achieve the agreed goals. The principal's commitment to providing knowledge, energy, and thoughts to students is very important to achieving educational goals. Commitment is influenced by factors that include 1) organizational culture, 2) organizational structure, 3) leadership style and behavior, 4) leadership power and influence, 5) processes and characteristics of the team, 6) personality and cultural values, 6) ability and as factors that indirectly affect the commitment. Other factors such as 1) job satisfaction, 2) stress, 3) motivation, 4) trust, justice, and ethics, and 5) learning and decision making (Oupen & Yudana, 2020).

Organizational commitment is very important because the commitment-raising process must start from the highest level of the organization. Inconsistency and lack of trust in leaders will reduce the clarity of the vision and mission of an organization. Schools need effective leaders, who are committed, and who can influence the behavior of their members or subordinates. The formation and improvement of the principal's organizational commitment are influenced by several factors. including one of the organizational factors that affect the commitment that can form or give rise to responsibility (Satyawati, 2020). According to (Said, 2018) the commitment of a professional principal is an attachment to his duties and obligations as a teacher, which can give birth to responsibility and responsive and innovative attitudes towards the development of science and technology. And according to (Adi, 2013) the principal's performance, especially when viewed from the dimensions: personality, managerial, supervisory, entrepreneurial, and social as regulated in Permendiknas Number 13 of 2007. Thus, it is natural that in this study high organizational commitment to school greatly affects their performance. According to this definition, the principal's organizational commitment is an aspect that must be explored, 1) the principal is the spearhead of the success of basic education management. Without a strong organizational commitment, the principal will fail to carry out his duties by his obligations, making it impossible to achieve the goals of the elementary school organization; 2) the principal's organizational commitment is a strong belief in the organization; those who trust the organization will be loyal

and actively involved in the organization. One of them is through hard work and active efforts to advance the school organization so that the goals of the school organization can be achieved.

The organizational culture and leadership of the principal play a very important role in binding organizational members in this case binding the principal. With a strong attachment, the principal's organizational commitment will increase. The principal's organizational culture is manifested in the form of values, norms, and rules that apply to the elementary school principal. One of the cultural values that grow is the sense of togetherness that grows within the principal which is manifested in the form of cooperation in solving problems that arise in elementary school organizations. Based on the description above, the researcher examines the influence of organizational culture and leadership variables on organizational commitment. According to (Handayani, E, et al., 2020) in an educational institution, the principal's organizational culture needs to be instilled based on a work culture that is calm, disciplined, and able to mobilize all its potential. School organizational culture is a good habit, believed by all school members so that it can improve teacher performance and can achieve the expected goals. A positive school organizational culture can improve teacher performance.

Meanwhile, according to (Manik & Bustomi, 2011) organizational culture is the norms and values that direct the behavior of organizational members. Culture is always changing, this is the role of schools as agents of change who are always ready to follow the changes that occur. Whereas. School organizational culture is a distinctive characteristic of a school that can be identified through the values it holds, its attitudes, the habits it displays, and the actions shown by all school personnel who make up a special unit of the school system (Handayani, T., & Rasyid, A. A., 2015). Based on this, can be identified several factors that can affect the principal's organizational commitment to the organization of public elementary schools in the city of Palembang: 1) organizational culture, 2) organizational structure, 3) leadership style and its influence. , 4) leadership strengths and styles, 5) work team characteristics and 6) team processes. This study is to identify the impact of principals, who act as key factors and drivers of school life. Power must understand the duties and functions, as well as organizational culture and the influence of leadership on organizational dedication.

According to (Fitriana Nursyfa et al., 2018) because the world of education has chosen the correct and strategic position, organizational commitment has lately become a strategic concern. Improving teacher welfare through certification programs or employment grants that will be launched in the coming Years puts teachers' professional dedication to the test. The question then becomes whether instructors will continue to make comments on the profession and its structure when their material or financial well-being improves. The issue of teacher organizational commitment will continue to be addressed in order to address the reality of teacher life, which are frequently far from society's expectations. According to (Colquitt & LePine, 2011) there are three dimensions of organizational commitment, (1) effective commitment, (2) ongoing commitment and, (3) normative commitment.

According to (Daliman et al., 2021) as organizational commitment grows, instructors require personal growth. Renewing teachers' profession skills and standards, scientific advancement development, and individual ability enhancement Organizational commitment is directly influenced by performance (Carolina, 2014). Organization cannot be separated from the involvement of members in the organization (McShane & Von Glinow, 2010). Commitment is as the attachment and involvement of individuals to identify themselves with the organization. This term implies that in the educational setting, engagement is when the principle may take sides with the task that is his job and actively participate in it. Principals who are involved and concerned about their obligations to the company.

Effective decision-making is when every process is carried out carefully and produces the right decisions in dealing with organizational goals (Rohiyatun, 2018). Teachers' engagement is really beneficial since the nation's cultural heritage and studies reveal chances and opportunities to see. If the prerequisites are satisfied, decision-making cooperation will be relevant. Cooperation, on the other hand, will never be significant or would harm the purpose if done otherwise. Involvement of teachers in decision-making as a form of cooperation with the principal has a significant meaning for the teacher as well as for the quality of decisions. According to (Harrison et al., 2017) millions of individuals volunteer in the United States, and knowing how businesses may create and strengthen relationships with them is crucial to organizational flexibility. Relationship management techniques assist organizations in strengthening ties with volunteers, particularly if the organization has the ability to influence volunteers.

This is more directed to the attitude of the devotion of members to the organization. This attitude can be manifested in the form of loyalty to the organization according to (Davis & Newstrom, 2013) states that organizational commitment can be interpreted, "organizational commitment is as employee loyalty, the extent or degree of self to the organization and his desires to participate in active participation in organizations where

he is. The statement explains the loyalty of members to their organization, which is done sincerely and with full responsibility, this service is a form of self, trust, and loyalty to the organization. This is a matter of pride for members for the efforts made for their organization.

Based on the opinion (Nasrun, 2016) Good principal leadership must can improve teacher performance increases through capacity building programs education. Therefore the principal must have personality or character and abilities and skills to lead an educational institution. As a leader, head schools must pay attention to the needs and the abilities possessed by the teacher and try to improve the ability and performance of teachers.

This shows the importance of the principal's role in moving school life to achieve. According to (Setiyati, 2014) two things need to be considered in the formulation, namely as follows: a) The principal acts as a central force that is the driving force of school life b) Principals must understand their duties and functions for the success of the school, and have a concern for staff and students seen in everyday situations and conditions. Organizational culture is related to how employees perceive the characteristics of an organization's culture, with what they like or don't like. According to (Muis et al., 2018) meaning that culture is a descriptive term. Organizational culture is a shared perception shared by all members of the organization. Organizational culture has a very strategic role to encourage and improve the effectiveness of organizational performance, especially employee performance both in the short and long term.

The role of organizational culture is as a tool to determine the direction of the organization, direct what can and should not be done, allocate organizational resources, and also as a tool to deal with problems and opportunities from the next organizational environment (Trang, 2013). Organizational culture also has an important role in improving employee performance. Organizational culture functions as all components of the organization determine identity, direct energy, motivate, and can be used as a member of the organization. Organizational culture is an adhesive tool that can bring organizational groups closer together, which can be a positive energy that can lead the organization in a better direction. Leadership and organizational culture have a very close relationship because each leader has a different leadership style in the end that is where organizational culture will be formed (Tirtayasa, 2019). According to (Kurniawan, 2013) that culture reflects leadership in organizations, and parables are like two sides of a coin that have the same value. So get the Key organizational culture has a strong influence on the behavior of its members and organizational culture is very important because it is a habit that exists in the organization

According to (Pasolong, 2021) "leader" is the person who functions to lead or the person who guides or guides. While leadership is a person's ability to influence others in achieving. Furthermore, according to (Nasution, 2015) leadership is a process that influences individuals or groups of people to do something voluntarily so that what is desired is achieved (Yudiatmaja, 2013). Leadership is a process that influences and directs the behavior of others, both individuals and groups to achieve certain goals (Lina, 2014). Then according to (Northouse, 2021) leaders are more often involved in leadership behavior a supervisor who praises employees. Leadership is behavior to influence and move subordinates in achieving organizational goals.

As previously stated, the leadership of a Head of the Education Office is expected to be able to provide support and stimulation to school principals to achieve success. A leader must be able to make a deep and extraordinary impact on his subordinates, while taking into account the interests and demands of individual growth. As a result of strong leadership, the principal's dedication to the primary school group he leads can increase engagement.

This is in line with the results of the study which showed that the organizational culture and leadership style of the principal had a simultaneous or partial effect on teacher performance in Muara Padang District. The coefficient of determination (R Square) for multiple regression is 0.371. This shows that the variables of organizational culture and the principal's leadership style together affect teacher performance in Muara Padang Regency by 37.1% (E. Handayani et al., 2020). The results of other studies show that the supervision of the principal has a significant effect on teacher performance. A principal, principal is essentially a person who understands and masters effective managerial and supervision. Successful supervision is demonstrated by the principal's ability to carry out effective learning, form good leadership characters, develop staff manage teaching staff, to be able to form responsive and anticipatory attitudes towards school personnel and to be able to bring schools towards change. To be better, to be able to create a conducive school environment for learning, safe and orderly (Raberi et al., 2020)

Then the results of the study (Aslamiah & Rasidah, 2014) show that 1) there is no contribution of principal leadership to school accreditation, 2) there is no contribution of organizational culture to school accreditation, 3) there is no contribution of principal leadership and shared organizational culture to school accreditation.

Furthermore, the results showed that there was a significant partial or joint influence between academic qualifications, work experience, and work motivation on the performance of elementary school principals in wiradesa district, pekalongan regency. The magnitude of the influence of academic qualifications is 32%, work experience (42.9%), work motivation (35.2%), and mutual influence (59.7%) (Hartati, 2012).

The novelty of this research is how a leader can influence subordinates which is a process of interaction between leaders and subordinates which is not limited to communication, but also the strength of a leader does not make him a boss but as a leader which is seen from personal maturity, work and integration between words and deeds. Weaknesses that are wrapped in strength will not be seen if a great leader is able to bring great people around him a leader must be able to build trust and respect from subordinates by demonstrating high standards of behavior and morals, so that this will provide power and to influence subordinates. , and in the end will be able to increase organizational commitment within the principal at work. As a result, leadership has a direct influence on organizational commitment.

## Method

Based on the problems studied and those that have been determined, the method used in this research is the survey method. The unit of analysis in this study is the principal of the elementary school. The analytical technique used is path analysis using Lisrel Software. This technique is used to analyze the influence that exists between variables that are suspected to have a direct or indirect effect on the principal's organizational commitment to the organization. The strategy used in this research is the survey method. Where this research chooses quantitative analysis. (Sugiyono, 2018) states that quantitative methods can be interpreted as research methods that based on the philosophy of positivism, used to study the population or certain samples, data collection using research instruments, and analysis quantitative/statistical, to describe and test established hypotheses. This study uses a questionnaire as a data collection tool. The survey method was chosen to analyze the influence of organizational culture and leadership on the principal's organizational commitment

The sample in this study was the principal at Palembang Elementary School which was taken by simple random sampling. The main criteria taken in this study is to have a minimum educational background of a Diploma. And occupy a minimum group rank of IV/A. Meanwhile, the assessors used in this study were civil servant teachers with a minimum education of class II/D and educational background. Respondents in this study included principals of public elementary schools who met the predetermined criteria, some 7 sub-districts with a total sample of 90 principals and 180 teachers, with an error rate of 5% so that 90 principals could be used as representatives, population for the commitment variable, organization, organizational culture. As for the principal's leadership variable, two teacher assessors were used to assess each principal to be 90 teachers, which is explained in the following table.

**Table 1.** Research Respondents

Variable	Respondent	Number of Respondents
Organizational culture	Headmaster	90
Leadership	Teacher	90

The variables studied in this study consisted of five variables, namely organizational culture and leadership on the principal's organizational commitment to the organization. To equalize perceptions of these variables, conceptual definitions, operations, and lattice instruments were made. The research instrument is a questionnaire compiled by the researcher based on a predetermined grid.

## Results and Discussions

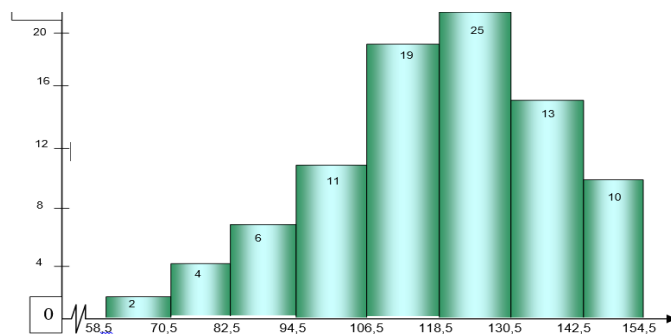
Based on the data obtained in the field which was statistically processed into a frequency distribution list with the number of classes calculated according to sturges, eight classes were obtained as shown in the following table 2.

The data above shows that the value of organizational commitment with the highest frequency of respondents ranges from 118.5 to 130.5 (class interval) in the class interval of 119-130 as many as 25 respondents or 27.7%. While the smallest score ranged from 59-70 as many as 2 respondents or 2.22%. Furthermore, in the class interval 71-82 as many as 4 respondents or 4.44%. Scores between 83 - 94 as many as 6 respondents or 6.67%. Scores between 95 - 106 as many as 11 respondents or 13.33%. Scores between 107 - 118 were 19 respondents or 21.11%. Scores between 131 - 142 as many as 13 respondents or 14.45% and

scores between 143 - 154 as many as 10 respondents or 11.11%. The distribution of this organizational commitment score is visually shown in the form of a histogram in the following figure 1.

**Table 2.** Frequency Distribution of Organizational Commitment Score

Interval Class	Exact Limit	Middle Value	Degrees of Freedom (DF)	Percentage (%)	Cumulative Percentage (C %)
59-70	58,5-70,5	65	2	2.22	2.22
71-82	70,5-82,5	77	4	4.44	6.67
83-94	82,5-94,5	89	6	6.67	13.33
95-106	94,5-106,5	101	11	12.22	25.56
107-118	106,5-118,5	113	19	21.11	46.67
119-130	118,5-130,5	125	25	27.78	74.44
131-142	130,5-142,5	137	13	14.45	88.89
143-154	142,5-154,5	149	10	11.11	100
Total			90	100	



**Figure 1.** Organizational Commitment Score Histogram

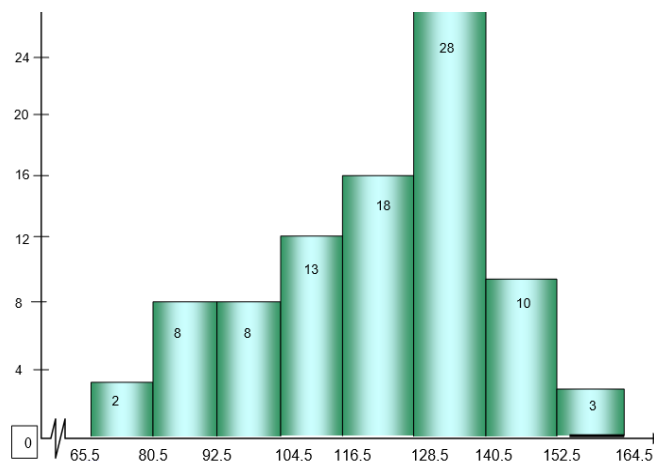
Based on Figure 1. the histogram of organizational commitment scores shows the right limit of 58.5 - 70.5 respondents with 2 people, 70.5 - 82.5 respondents 4 people, 82.5 - 94.5 respondents 6 people, 94.5 - 106.5 respondents 11 people, 106.5 - 118.5 respondents as many as 19 people, 118.5-130.5 respondents as many as 25 people, 130.5 - 142.5 respondents as many as 13 people and 142.5 - 154.5 respondents as many as 10 people. With the number of respondents as many as 90 people, namely the Principal of the Elementary School in Palembang City.

Meanwhile, based on the data obtained in the field, the respondents are teachers. Statistical processing into a frequency distribution list with the number of classes calculated according to the Sturges rule obtained ten classes as shown in the following table.

**Table 3.** Organizational Culture Frequency Distribution

Interval Class	Exact Limit	Middle Value	Degrees of Freedom (DF)	Percentage (%)	Cumulative Percentage (C %)
69-80	68,5 - 80,5	74,5	2	2.22	2.22
81-92	80,5 - 92,5	86,5	8	8.89	11.11
93-104	92,5 - 104,5	98,5	8	8.89	20
105-116	104,5 - 116,5	110,5	13	14.44	34.44
117-128	116,5 - 128,5	122,5	18	20	54.44
129-140	128,5 - 140,5	134,5	28	31.12	85.56
141-152	140,5 - 152,5	146,5	10	11.11	96.67
153-164	152,5 - 164,5	158,5	3	3.33	100
Total			90	100	

The data above shows that the highest response frequency for organizational culture variable scores is between 128.5 -140.5 with a total of 28 respondents or 31.12%. Then 68.5 - 80.5 with 2 respondents or 2.22%, 80.5 - 92.5 with 8 respondents or 8.89%, 92.5 - 104.5 with 8 respondents or 8.89%, 104.5 - 116.5 with 13 respondents or 14.44%. Then 116.5 - 128.5 with a total of 18 respondents or 20%, 140.5 - 152.5 with a total of 10 respondents or 11.11 and 152.5 - 164.5 with a total of 3 respondents or 3.33%. The distribution of cultural variable scores is shown in the following histogram form:



**Figure 2.** Histogram of Organizational Culture Score

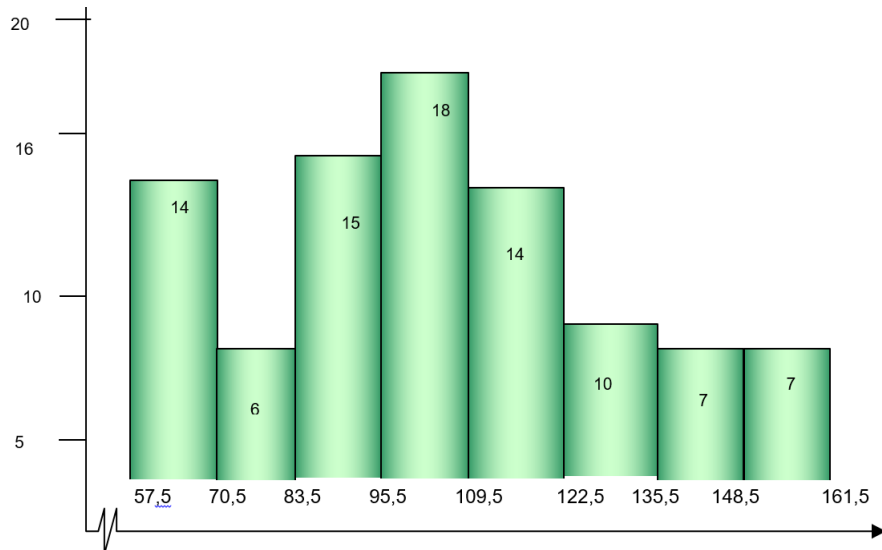
Based on Figure 2. Histogram of Organizational Culture Score shows the right limit of 65.5 - 80.5 respondents with 2 people, 80.5 - 92.5 respondents 8 people, 92.5 - 104.5 respondents 8 people, 104.5 - 116.5 respondents 13 people, 116.5 - 128.5 respondents as many as 18 people, 128.5-140.5 respondents as many as 28 people, 140.5 - 152.5 respondents as many as 10 people and 152.5 - 164.5 respondents as many as 3 people. With the number of respondents as many as 90 people, namely the Principal of the Elementary School in the city of Palembang.

Based on the data obtained in the field which was statistically processed into a frequency distribution list with the number of classes calculated according to the Sturges rule, eight classes were obtained as shown in the table below.

**Table 4.** Frequency distribution Leadership score

Interval Class	Exact Limit	Middle Value	Degrees of Freedom (DF)	Percentage (%)	Cumulative Percentage (C %)
58-70	57,5 - 70,5	64,5	14	15.56	15.56
71-83	70,5 - 83,5	77,5	6	6.67	22.22
84-96	83,5 - 95,5	90,5	15	16.67	38.89
97-109	96,5 - 109,5	103,5	18	20	58.89
110-122	109,5 - 122,5	116,5	14	15.56	74.44
123-135	122,5 - 135,5	129,5	9	10	84.44
136-148	135,5-148,5	142,5	7	7.78	92.22
149-161	148,5-161,5	155,5	7	7.78	100
Total			90		100

The data above shows that the highest frequency of respondents in the variable ranges from 96.5 to 109.5 (fourth class interval) as many as 18 respondents or 20%. Furthermore, between 57.5 - 70.5 as many as 14 respondents or 15.56%. between 70.5 - 83.5 as many as 6 respondents or 6.67%, 83.5 - 95.5 as many as 15 respondents or 16.67%, 109.5-122.5 as many as 14 respondents or 15.56%. Then between 122.5 - 135.5 as many as 9 respondents or 10%, 135.5 - 148.5 as many as 7 respondents or 7.78%, and 148.5 - 161.5 as many as 7 respondents or 7.78%. The distribution of this leadership variable score is visually shown in the form of a histogram in the following figure.



**Figure 3. Leadership Score Histogram**

Based on Figure 3. The leadership score histogram shows the right limit of 57.5 - 70.5 respondents for as many as 14 people, 70.5 - 83.5 respondents for 6 people, 83.5 - 95.5 respondents for 15 people, 95.5 - 109.5 for 18 respondents, 109.5 - 122.5 respondents as many as 14 people, 122.5 - 135.5 respondents as many as 10 people, 135.5 - 148.5 respondents as many as 7 people and 148.5 - 161.5 respondents as many as 7 people. With the number of respondents as many as 90 people, namely elementary school teachers in the city of Palembang.

This test is intended to see the significance of the regression equation for the pairs of variables studied individually with the assumption that individually all pairs show symptoms of movement as a whole.

**Table 5.** Analysis of Significance Test Variance and Linearity  
Organizational Commitment Regression Equation=  $36.48 + 0.693 X_1$

No	Variant Source	ANOVA Table			$F_{\text{count}}$	$F_{\text{table}}$ $\alpha=0,05$	$F_{\text{table}}$ $\alpha=0,01$	Conclusion
		Free Degrees	Number of Squares	Average Sum of Squares				
1	Coefficient (a)	1	1,230,606	1,230,606.4				
2	Regression (w/a)	1	16,586	16,585.91	69.977**	3.95	6.93	Significant
3	Remainder	88	20,858	237.02				
4	Tuna Match	36	2,696	74.89	0.21 <sup>HS</sup>	1.64	2.02	Linear
5	Galata	52	18,162	349.29				

Notes : \*Significant at (0.05); \*\* very significant at (0.01); NS = non significant (regression), at (0.05); dk = degrees of freedom; JK = Sum of Squares; RJK = Average number of Squares.

Based on the test results above, it can be concluded that the regression equation for organizational commitment =  $36.48 + 0.693 X_1$  has  $F_{\text{count}} = 69,977$  which is greater than  $F_{\text{table}}$  at  $\alpha = 0.05 = 3.95$  ( $F_{\text{count}} > F_{\text{table}}$ ). This means that the regression equation is very significant. The price  $F_{\text{count}}$  of suitable ( $F_{\text{tc}}$ ) = 0.21 is smaller than  $F_{\text{table}}$  at  $\alpha = 0.05 = 1.64$  ( $F_{\text{count}} < F_{\text{table}}$ ). This confirms that the regression equation is linear.

Based on the test results presented table 6, it can be said that the regression equation for the organization =  $78.83 + 0.364 X_2$  has  $F_{\text{count}} = 25.259$  which is greater than  $F_{\text{table}}$  at  $\alpha = 0.05 = 3.95$  ( $F_{\text{count}} > F_{\text{table}}$ ). This means that the regression equation is very significant. Price  $F_{\text{count}}$  match ( $F_{\text{table}}$ ), this confirms that the regression equation is linear.



**Table 6.** Analysis of Significance Test Variance and Linearity  
Organizational Commitment Regression Equation =  $78.83 + 0.364 X_2$

ANOVA Table								
No	Variant Source	Free Degrees	Number of Squares	Average Sum of Squares	F <sub>count</sub>	F <sub>table</sub> a=0,05	F <sub>table</sub> a=0,01	Conclusion
1	Coefficient (a)	1	1,230,606	1,230,606				
2	Regression (w/a)	1	8,351	8,350.61	25.259**	3.95	6.93	Significant
3	Remainder	88	29,093	330.60				
4	Tuna Match	53	18,521	349.44	1.16 <sup>NS</sup>	1,70	2.12	Linear
5	Galata	35	10,573	302.08				

Notes : \*Significant at (0.05); \*\* very significant at (0.01); NS = non significant (regression), at (0.05); dk = degrees of freedom; JK = Sum of Squares; RJK = Average number of Squares.

To determine whether the proposed hypothesis is accepted or rejected, hypothesis testing is carried out, after the requirements for path analysis are met. To test the research hypothesis, it is done by calculating the path coefficient 0.05, so it can be considered that the path is not meaningful. The results of the path coefficient calculations from the hypothesized model as obtained in the table above are the basis for testing the following hypotheses. The next step is to calculate the path coefficient value according to the predetermined model. Based on the results of the data analysis, the path coefficient prices for each proposed path can be seen in the following table;

**Table 7.** Price of Path Coefficient

Hypothesis	Path Coefficient	t <sub>count</sub>	t <sub>table</sub> α = 0,05	α = 0,01	Decision
Ho: p51=0 H1: p51>0	P51=034	4,12	1,988	2,634	Very significant
Ho: p52=0 H1: p52>0	P52=0,21	2,94	1,988	2,634	Very significant
Ho: p53 =0 H1: p53=0	P53 =0,31	3,09	1,988	2,634	Very significant

Based on data Organizational culture has a direct positive effect on organizational commitment of 0.34. This means that there is a positive direct influence of organizational culture on organizational commitment because the value of tcount = 4.12 > ttable = 1.988. The coefficient of this path is significant up to alpha 5%, meaning that this hypothesis is proven, thus the organizational culture variable has a direct positive effect on the organizational commitment variable. This means that a good organizational culture has a direct positive influence on increasing the organizational commitment of the principals of public elementary schools in the city of Palembang.

Leadership has a direct effect on an organizational commitment by 0.21. This means that there is a direct positive influence of leadership on organizational commitment because the value of tcount = 2.94 > ttable = 1.988. This path coefficient is significant up to 5% alpha. This hypothesis is proven, with this variable having a direct positive effect on the organizational commitment variable. This means that good leadership has a direct positive influence on the basic commitment of the state organization of school principals in the city of Palembang.

Organizational culture and leadership have a direct positive effect on organizational commitment 0.31. This means that there is a positive direct influence of organizational culture and leadership on organizational commitment because the value of tcount = 3.09 > ttable = 1.988. The coefficient of this path is signed up to 5% alpha, meaning that this hypothesis is proven, thus the organizational culture and leadership variables have a direct positive effect on the organizational commitment variable. This means that culture and leadership have a direct influence on the commitment of the head of the organization in the city of Palembang. The suitability of one's organization has a strong positive direct effect on a commitment to the organization, members who are by the organization have a high level of effectiveness on the organization.

The results showed that the principal's organizational culture had a direct positive effect on the organizational commitment of the principals of public elementary schools in the city of Palembang. As explained in the theory of organizational culture, it is the glue and unifier which is reflected in the attitudes

and norms in an organization continuously and provides moral considerations and ethical awareness about what is good and what is not, as well as considerations to be able to distinguish what is right. And what is wrong, what should be done by members of the organization to behave, so that organizational culture can provide organizational characteristics and identity that distinguishes it from other organizations.

While commitment is a person's attachment to the organization which can be seen from the attitude of the organization's trust towards the organization, the existence of an attitude of loyalty to the organization, and active participation in the organization. The high commitment of the principal of public schools in the city of Palembang in maintaining and developing the system reflects the strength of the weak organizational culture. A supportive organizational culture will foster positive attitudes and norms, this will be able to increase organizational commitment. In this case, a conducive habit or culture in the organizational environment of public elementary school principals in the city of Palembang can increase the principal's organizational commitment.

Based on the results of the study, it was shown that elementary school organizational commitment had a direct positive effect on organizational commitment. A person's leadership which is said in theory is the ability to influence, motivate and direct in achieving. The source of this influence comes from people's formal beliefs, leadership is the use of power and influence.

From the description above, a good leader must have strong abilities, be responsible for completing tasks, be full of enthusiasm and be persistent in achieving. Dare to take risks and have creativity in solving problems, able to take initiative in social situations, confident and have self-identity, willing to accept the consequences of decisions and actions. Leaders who have superior personalities, intelligent knowledge, and social skills can be said to be characteristics of intelligent leaders. With good leadership, a school principal can increase his commitment to the organization he chooses. This organization's commitment to the attitude of the principal's attachment to the state elementary school organization he leads.

Good leadership can grow and develop the organization in achieving. The power and influence possessed by leaders can have a direct positive influence on commitment, and therefore the usefulness of this form of leader power is often associated with increased commitment effectiveness.

In the process, a leader is to have a sense of attitude towards his organization, a sense of belonging and loyalty to the organization he leads, and participate in his organization. Thus the good leadership of the principal can foster high organizational commitment for the principal.

The results showed that organizational culture and principals' leadership indirectly had a positive effect on organizational commitment through organizational culture and principals' leadership. A conducive culture and leadership can improve principal's leadership because culture is the social glue that binds members together through shared values, standardized norms that explain what can and what cannot be said. And the leadership of the principal is more satisfied with the work situation than does not like it, resulting in a sense of belonging and pride in the organization where the principal works. The sense of belonging, trust, and pride will be manifested in the form of being proud of the organization, loyal to the organization so that it will increase its activities towards the organization with increased activity, of course, will increase the principal's commitment to the organization.

The results of the study are in line with the research results of (Ilyas, 2018) the results of the validity and reliability test research show that the data is valid and reliable. Based on the t-test and F test, it shows that organizational culture, principal leadership, and job satisfaction partially and simultaneously influence the organizational commitment of learning teachers at SMK Muhammadiyah 2 Surabaya, while the most significant is the school environment on teacher organizational commitment. The independent variable has a strong and unidirectional relationship and contributes to the dependent variable and has a high correlation to the dependent variable.

Furthermore, the results of (Samtono, 2017) show that (1) Organizational culture has a positive effect on organizational commitment, (2) Principal leadership hurts organizational commitment, (3) Organizational commitment has a positive effect on teacher performance, (4) Principal leadership hurts teacher performance, (5) Organizational commitment has a positive effect on teacher performance, (6) The influence of organizational culture on organizational commitment has a positive effect on teacher performance, (7) The influence of principal leadership on organizational commitment has a positive effect teacher performance.

Based on the results of other studies, namely (Tumanggor, 2019) the results of this study were found: (1) there is a direct influence of organizational culture on job satisfaction with a correlation coefficient = 0.31 with an effect of 9%; (2) the positive direct influence of the principal's leadership on job satisfaction with a correlation coefficient = 0.28 with a direct influence of 7%; (3) there is a direct influence of organizational

culture on organizational commitment with a correlation coefficient of = 0.11 with a contribution of 1%; (4) the direct influence of the principal's leadership on organizational commitment with a correlation = 0.36 with an effect of 13%; and (5) there is a direct effect of job satisfaction on organizational commitment with a correlation coefficient = 0.22 with an effect of 5%. So to increase organizational commitment, it is necessary to increase organizational culture, principal leadership, and job satisfaction. And based on research of (Rifai, 2019) the results of the research are the principal's leadership, school environment, and job satisfaction partially has a significant effect, organizational culture has no significant effect on organizational commitment, while organizational culture, company leadership, company environment, and job satisfaction are simultaneous, significant effect on organizational commitment.

## Conclusions

Referring to the results of these conclusions, to optimize the organizational commitment of school principals in the city of Palembang, first by improving the organizational culture involving principals, teachers, staff, parents, community, and leaders. Then strengthen the leadership of the principal well by being positively influenced by the organizational culture of public elementary schools in the city of Palembang. Positively, organizational culture and leadership on the organizational commitment of public elementary school principals in Palembang City have a very significant effect. The details are described as follows: 1) there is a direct influence of positive culture on organizations. This means that organizational culture will increase organizational commitment. So that the quality of the organizational culture of the Palembang City public elementary school principal has a direct positive effect on the organizational commitment of the Palembang City public elementary school principal. 2) There is a direct influence of positive leadership on organizational commitment. This means that leadership will increase the principal's organizational commitment. So that the leadership quality of the Palembang City public elementary school principal has a direct positive effect on the organizational commitment of the Palembang City public school principal. And 3) there is a positive direct influence of organizational culture and leadership on organizational commitment. This means that organizational culture and leadership will increase the principal's organizational commitment. So that the quality of the culture and leadership of the principal has a direct positive effect on the organizational commitment of the Palembang City public school principal.

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