

The Influence Of Learning Leadership, Educational Administration Knowledge, Job Satisfaction And Work Motivation On Organizational Commitment Of The Head Of The Early Childhood Education (ECE) Units

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The Influence Of Learning Leadership, Educational Administration Knowledge, Job Satisfaction And Work Motivation On Organizational Commitment Of The Head Of The Early Childhood Education (ECE) Units In Medan City

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Abstract.

The purpose of this study is (1) to find a model of organizational commitment of the head of the ECE unit which is built based on an associative causal relationship between exogenous variables with an endogenous variable. (2) to test and find direct and indirect effects between exogenous variables with an endogenous variable. This study used a quantitative method with a survey approach. The population was 750 people, and the samples were 238 people. They were collected using purposive sampling technique based on the sample provisions by Isaac and Michael. Data were collected using questionnaires in the form of a Likert Scale technique with a Merriam technique test instrument. The data were processed using a Path Analysis. The results of the analysis show that (1) the direct influence of learning leadership on the organizational commitment of the head of the ECE units with a path coefficient of 0,119. (2) the direct influence of education administration knowledge on the organizational commitment of the head of the ECE units with a path coefficient of 0,406. (3) the direct influence of job satisfaction on the organizational commitment of the head of the ECE units with a path coefficient of 0,369. (4) the direct influence of work motivation on the organizational commitment of the head of the ECE units with a path coefficient of 0,175. The conclusion is that the organizational commitment model of the head of the ECE units in Medan City has been tested fit with proportional direct and indirect, spurious and unanalyzed effects with a dominant proportional influence that is (1) education administration knowledge of 26,42%. (2) job satisfaction of 13,60%. (3) work motivation of 03,06%. (4) learning leadership is 01,41%. The suggestion is that if you want to increase the organizational commitment of the head of the ECE units, it is necessary to first increase the knowledge of educational administration and then be followed by job satisfaction, work motivation and learning leadership.

Keywords: Learning Leadership, Educational Administration Knowledge, Job Satisfaction, Work Motivation, Organizational Commitment, Head of the ECE Units.

I. INTRODUCTION

Along with the transition period, from the new order era to the reformation period, through the Law of the Republic of Indonesia Number 9 of 2015 concerning Regional Government, the Central Government is committed to giving authority to Regency/City Governments to manage their own regional households and the potential of their own regions optimally. It is called decentralization. Accordingly, [1] suggests

that autonomy is the degree to which the job provides considerable freedom, independence, and flexibility to individuals in scheduling work and determining procedures to be used in adjusting work. As a leader, a principal of the early childhood education ECE Unit makes a commitment to the ECE unit, which is also known as organizational commitment. Organizational commitment is a person's promise or responsibility to work hard according to the organization's wishes to achieve organizational goals effectively and efficiently. In connection with that, [2] states that commitment is the most basic thing for all people in their work. Without a commitment, the tasks given to them are difficult to carry out properly.

Furthermore, [3] argued that organizational commitment is most often defined as (1) a strong desire to remain as a member of a particular organization. (2) The desire to try hard according to the wishes of the organization. (3) Certain beliefs, and acceptance of organizational values and goals. From the commitment of the central government and the regency/city government, as well as the ECE unit organizational commitment, the function of the principals is very dominant in determining the success of the ECE units. Therefore, leadership and educational administration knowledge according to national education standards are required. In this regard, [4] developed four dimensions of leadership that are further described into 16 roles or behaviors as follows: (1) developing mission and goals, (2) developing the function of education production, (3) encouraging an academic learning climate, and (4) developing a supportive work environment. Furthermore, [5] states that the functions of educational administration are as follows: (1) educational planning, (2) educational organization, (3) educational direction provision, (4) educational coordination, (5) educational supervision, (6) educational report submission, (7) educational expenditure budget preparation, and (8) educational movement.

In order to increase the commitment of the principals of the ECE units, various efforts have been made, that is: (1) education and leadership training to improve managerial competence, supervisory competence, and entrepreneurial competence, (2) ECE administration education and training to improve personality competence, social competence, pedagogic competence, and professional competence, (3) provision of allowances for the principals to increase job satisfaction and work motivation, (4) forming the Association of Indonesian Early Childhood Educators and Education Personnel (AIECEEP) to improve the professionalism of the principals of the ECE units in carrying out their duties and functions. However, in reality, based on supervision by [6], it was found that (1) The effectiveness of the implementation of early childhood education is still low, (2) The efficiency of ECE program funds is still low, (3) The utilization of the 2013 ECE curriculum is still low, (4) Empowerment and utilization of ECE human resources are still low, (5) Early childhood empowerment and utilization of natural resources are still low, (6) ECE Operational Assistance is still low, (7) Salary and Incentives are still low, and (8) ECE facilities and infrastructure are still inadequate.

The dissertation research by [7] stated that the organizational commitment of the Head of Junior High School in Medan City was categorized as lacking. Furthermore, [8] states that leadership, competence, work climate, and achievement motivation are factors that directly affect commitment. [9] states that leadership, ability, and work climate directly affect achievement motivation. In addition, [10] also states that leadership and work motivation are variables that directly affect job satisfaction. Journal research by [11] states that school organizational culture, principal's leadership, and principal's work motivation directly affect principal's organizational commitment and performance. Furthermore, [12] states that job satisfaction has a positive effect on organizational commitment. The grounded theory about the Integration Model of Organizational Behavior by [13] suggests that leadership and competence affect motivation and job satisfaction. Subsequently, leadership, competence, motivation, and job satisfaction affect organizational commitment.

Therefore, the Integration Model of Organizational Behavior from Colquitt, LePine, and Wesson explains that leadership indirectly affects organizational commitment through job satisfaction and work motivation. Furthermore, [14] suggests that leadership that gives confidence or empowers a person according to his abilities is one element that can increase organizational commitment. Thus, it is in accordance with the Integration Model of Organizational Behavior and the opinion of Ivancevich, Konopaske, and Matteson explaining that leadership affects organizational commitment directly. Furthermore, [15] suggests several ways to build organizational commitment that is: (1) Justice and support, (2) Shared value, (3) Trust, (4) Knowledge, and (5) Employee involvement. This is in accordance with the Integration Model of Organizational Behavior and the opinion of McShane and Glinow explaining that knowledge as part of cognitive ability is one of the factors that directly affect organizational commitment. The results of supervision, dissertation research, journal research, and grounded theory can support empirical and library data on theories explaining that learning leadership, educational administration knowledge can affect organizational commitment, job satisfaction and work motivation, especially the organizational commitment of the head of the ECE units.

In addition, it also explains the gap between the expected organizational commitment and the implemented organizational commitment of the head of the ECE Units in Medan City. If these problems are not addressed, the consequences can affect the quality of ECE units in Medan City. Therefore, in order to overcome this problem, it is necessary to conduct research on the influence of learning leadership, educational administration knowledge, job satisfaction, and work motivation on organizational commitment of the head of the ECE Units in Medan City. The purpose of this study was to find an organizational commitment improvement model of the head of the ECE Units in Medan City, which is built based on an associative causal relationship between exogenous variables and adaptive endogenous variables implemented in ECE

units in Medan City. Operationally, the purpose of this research was to examine and find direct and indirect effects between research variables that is: (1) the influence of learning leadership on organizational commitment of the head of the ECE Units in Medan City, (2) the influence of educational administration knowledge on organizational commitment of the head of the ECE Units in Medan City, (3) the effect of job satisfaction on organizational commitment of the head of the ECE Units in Medan City, and (4) the effect of work motivation on organizational commitment of the head of the ECE Units in Medan City.

II. METHODS

The method used in this study is a quantitative method with a survey approach. In connection with that, [16] suggests that quantitative research methods can also be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples. Data collection was carried out using research instruments, and the data are analyzed quantitatively/statistically to test the established hypothesis. Furthermore, [17] suggests that causal research is a type of conclusive research where the main objective is to obtain evidence based on cause-and-effect relationships.

This research was conducted in four months, starting from July to November 2019. The research was conducted at the ECE Units in Medan City, North Sumatra Province. This study had a population of 750 head of the ECE Units in Medan City, who was spread over 21 sub-districts. The samples obtained were 238 respondents. The samples were selected using non-probability sampling with a purposive sampling technique based on the sample requirements of the population developed by Isaac and Michael at an error rate of 5%.

III. RESULT AND DISCUSSION

Path diagram, which is a fixed model or theoretical model that describes the causal associative relationship between research variables that determine the organizational commitment of the head of the ECE Units. The associative causal relationship between the research variables can be seen in Figure 1 as follows:

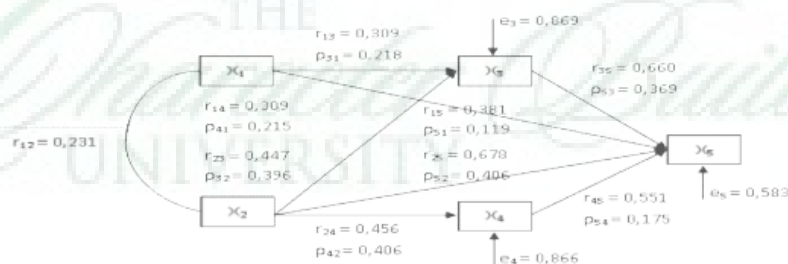


Fig 1. Associative Causal Relationship of X_1 , X_2 , X_3 and X_4 with X_5

Description : X_1 = Learning Leadership
 X_2 = Educational Administration Knowledge
 X_3 = Job Satisfaction
 X_4 = Work Motivation
 X_5 = Organizational Commitment
 e_3, e_4, e_5 = Residual Variables (error)

Based on Figure 1, the overall test, the calculation results show that the value of $F_{count} = 113,203$ with a significance value of $F_{count} < 0,05$ ($0,000 < 0,05$), which means H_a was accepted. Thus, it can be concluded that Learning Leadership, Educational Administration Knowledge, Job Satisfaction, and Work Motivation have a direct positive effect on Organizational Commitment. Therefore, individual testing can be done. Coefficient of Determination $R_{32} = 0,660$, While the value of $\rho_{x_5e_5} = \sqrt{1 - R_3^2} = \sqrt{1 - 0,660} = 0,583$.

Individual testing is as follows: (1) Hypothesis 5, the calculation results show that $\rho_{31} = 0,119$ and $t_{count} = 2,897$ with a significance value of $t_{count} < 0,05$ ($0,004 < 0,05$), which means H_a was accepted. Thus, it can be concluded that Learning Leadership (X_1) has a direct positive effect on Organizational Commitment; (2) Hypothesis 6, the calculation results show that $\rho_{32} = 0,406$ and $t_{count} = 8,971$ with a significance value of $t_{count} < 0,05$ ($0,000 < 0,05$) which means H_a was accepted. Thus, it can be concluded that Education Administration Knowledge has a direct positive effect on Organizational Commitment (X_3); (3) Hypothesis 7, the calculation results show that $\rho_{33} = 0,369$ and $t_{count} = 8,170$ with a significance value of $t_{count} < 0,05$ ($0,000 < 0,05$) which means H_a is accepted. Thus, it can be concluded that Job Satisfaction (X_3) has a direct positive effect on the Organizational Commitment of the head of the ECE Units; (4) Hypothesis 8, the calculation results show that $\rho_{34} = 0,175$ and $t_{count} = 3,856$ with a significance value of $t_{count} < 0,05$ ($0,000 < 0,05$) which means H_a was accepted. Thus, it can be concluded that work motivation has a direct positive effect on the organizational commitment of the head of the ECE units in Medan City.

Therefore, the total direct and indirect proportional, spurious and unanalyzed effects caused by the variables of learning leadership, education administration knowledge, job satisfaction and work motivation on organizational commitment = $0,4647 + 0,1191 + 0,0764 = 0,6602 = 66,02\%$ while the influence of other variables is $1 - 0,6602 = 0,3398 = 33,98\%$ with the path coefficient $\rho_{x_5e_5} = \sqrt{1 - R_3^2} = \sqrt{1 - 0,660} = 0,583$.

Based on the results and research findings, the discussion of the research is as follows: (1) The results of hypothesis 5 testing indicate that learning leadership has a direct positive effect on organizational commitment. This is in accordance with the results of hypothesis testing, which shows that the acquisition of path coefficient $\rho_{31} = 0,119$ and the $t_{count} = 2,897$ with a significance value of $t_{count} < 0,05$ ($0,004 < 0,05$), meaning H_a is accepted. Furthermore, based on the calculation results, the total direct influence of learning leadership on organizational commitment is 0,0141. Thus,

01,41% of changes in organizational commitment can be determined by learning leadership. The results of this study are in accordance with the research results by [11] and [12]. The results of this study are supported by the theory that is used as the basis for submitting a theoretical model of research variables, namely the Organizational Behavior Integration Model. Therefore, the findings of this study are in accordance with the research results and the theory referred to in this study. (2) The results of hypothesis 6 testing indicate that knowledge of educational administration has a direct positive effect on the organizational commitment of the head of the ECE units. This is in accordance with the results of hypothesis testing, which shows that the acquisition of path coefficient $\rho_{32} = 0,406$ and $t_{count} = 8,971$ with a significance value of $t_{count} < 0,05$ ($0,000 < 0,05$), meaning H_a is accepted.

Furthermore, based on the calculation results, the total direct influence of knowledge of educational administration on organizational commitment is 0,2642. Thus 26,42% of changes in organizational commitment can be determined by educational administration knowledge. The results of this study are in accordance with the results of research by [9], [8], [15], and [13]. The results of this study are supported by the theory that is used as the basis for submitting a theoretical model of research variables, that is the Organizational Behavior Integration Model. Therefore, the results of this study are in accordance with the research results and the theory referred to in this study. (3) The results of hypothesis 7 testing indicate that job satisfaction has a direct positive effect on the organizational commitment of the head of the ECE units. This is in accordance with the results of hypothesis testing, which shows that the acquisition of path coefficient $\rho_{53} = 0,369$ and $t_{count} = 8,170$ with a significance value of $t_{count} < 0,05$ ($0,000 < 0,05$), meaning H_a is accepted.

Furthermore, based on the calculations results, the total direct effect of job satisfaction on organizational commitment is 0,1360. Thus, 13,6% of changes in organizational commitment can be determined by job satisfaction. The results of this study are in accordance with the research results by [8], which states that job satisfaction has a direct positive effect on organizational commitment. [12] states that job satisfaction has a positive effect on organizational commitment. [18] states that job satisfaction has a positive effect on organizational commitment. [19] states that job satisfaction has a direct effect on organizational commitment. [20] states that job satisfaction can affect organizational commitment. [21] and [22] suggest that organizational commitment is influenced by job satisfaction. [23] suggests that satisfaction or dissatisfaction directly affects the size of the commitment. [13] suggests that job satisfaction affects organizational commitment. The results of this study are supported by the theory used as the basis for submitting a theoretical model of research variables, namely the Organizational Behavior Integration Model. It explains that job satisfaction has a direct effect on organizational commitment.

Therefore, the results of this study that job satisfaction has a significant positive effect on the organizational commitment of the head of the ECE units is in

accordance with the research results and the theory referred to in this study. (4) The results of hypothesis 8 testing indicate that work motivation has a direct positive effect on the organizational commitment of the head of the ECE units. This is in accordance with the hypothesis testing results, which show that the path coefficient acquisition $\rho_{54} = 0,175$ and the $t_{count} = 3,146$ with a significance value of $t_{count} < 0,05$ ($0,000 < 0,05$), meaning H_a is accepted. Based on the calculation results, the total direct effect of work motivation on organizational commitment is 0,0306. Thus, 03,06% changes in organizational commitment can be determined by work motivation.

The results of this study are in accordance with the research results by [11], which states that work motivation directly affects organizational commitment. [8] states that work motivation has a direct positive effect on organizational commitment. [20] suggests that work motivation can affect organizational commitment. [21] and [22] suggest that organizational commitment is influenced by work motivation. [13] suggests that work motivation affects organizational commitment. The results of this study are supported by the theory used as the basis for submitting a theoretical model of research variables, namely the Integration Model of Organizational Behavior. It explains that motivation has a direct effect on organizational commitment. Therefore, the results of this study that work motivation has a significant and positive effect on the organizational commitment of the principals of ECE units is in accordance with the research results and the theory referred to in this study.

Based on the results of testing the hypothesis, it is found that a fixed model or theoretical model describing an associative causal relationship between exogenous variables and adaptive endogenous variables is implemented in the Medan City ECE Units, which determines organizational commitment. The model of the new findings can be seen in Figure 2 as follows:

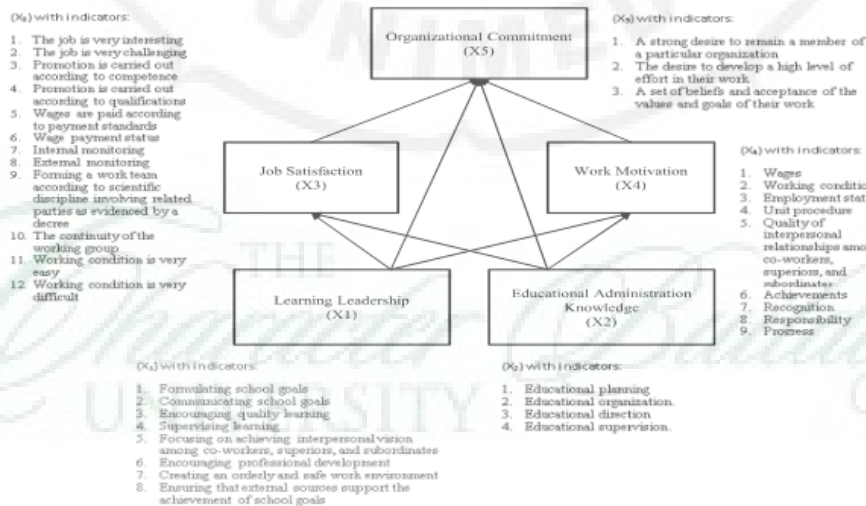


Fig 2. Model of Organizational Commitment of the Principals of ECE Units in Medan City

The model of organizational commitment of the head of the ECE units in Figure 2, explains that the model for improving the organizational commitment of the head of the ECE units in Medan City has been tested for suitability. The results show that the proposed theoretical model fits the proportion of dominant exogenous variables with the order that the educational administration knowledge is the first, followed by job satisfaction, work motivation, and finally, learning leadership which has the smallest proportion of influence. The model for improving the organizational commitment of the head of the ECE Units in Medan City can be seen in Figure 3 as follows:

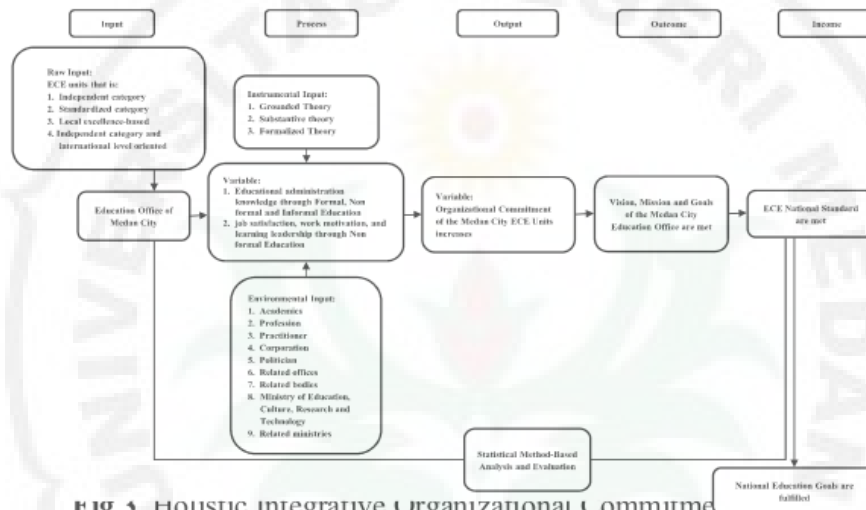


Fig 3. Holistic integrative Organizational Commitment of the Head of the ECE Units Based on the National Education System

Based on Figure 3, it can be explained that if viewed from the national education system, there are five sub-systems that is: (1) the Medan City Education Office is an input sub-system, (2) Formal, non-formal and informal education is a process sub-system, (3) five research variables is an output sub-system, (4) Vision, Mission and Objectives of the Medan City Education Office is an outcome sub-system, and (5) National ECE standards and national education goals is an income sub-system. The Medan City Education Office selects the head of the Medan City ECE Units with the stipulation that the ECE units managed must meet a minimum of four requirements which are raw inputs in the input subsystem that is the PAUD Unit which is: (1) independent category, (2) standardized category, (3) local excellence-based, and (4) independent category and international level oriented. After passing the selection, the head of the Medan City ECE Units should improve (1) educational administration knowledge with **31** indicators through formal education, which was implemented in the form of the **tri dharma** (three pillars) of higher education, that is **education, research, and community services**; non-formal education which is implemented in the form of fourteen stages of activities, that is socialization, quality mapping, technical orientation, technical guidance, internships, comparative studies, workshops, supervision, coordination, mentoring, promotion, incentives, certification and awards;

and informal education which is implemented in the form of one activity, that is strengthening the good and true parental character, which is a sub-system process. (2) job satisfaction with twelve indicators through non-formal education, which is implemented in the form of two stages of activities, that is promotions and incentives, which are sub-system processes.

(3) work motivation with nine indicators through non-formal education, which is implemented in the form of three stages of activities, that is incentives, certification, and awards, which are a sub-system of processes. (4) learning leadership with eight indicators through non-formal education. It is implemented in seven stages of activities, that is socialization, quality mapping, technical orientation, technical guidance, internships, comparative studies, and workshops, which are sub-system processes. When it is improved through formal, non-formal, and informal education, it must be supported by three theories that is: (1) grounded theory, (2) substantive theory, and (3) formalized theory, which is an instrumental input in the process sub-system. It must also be supported by nine components, that is: (1) academics, (2) profession, (3) practitioner, (4) corporation, (5) politician, (6) related offices, (7) related bodies, (8) Ministry of Education and Culture, Research and Technology, and (9) related ministries, which are environmental inputs in the process sub-system. Suppose the input subsystem and process sub-system are fulfilled. In that case, the organizational commitment of the principals, which is the output subsystem, will improve according to the novelty, which is the research result. If so, then the vision, mission, and objectives of the Medan City Education Office, which is an outcome sub-system, will be fulfilled, and the ECE National Standard, which is a sub-system of income, will also be met. Furthermore, the results of each stage, starting from the input to the income, are analyzed and evaluated and then followed up by the Medan City Education Office. The analysis and evaluation must be based on statistical methods to obtain accurate data and facts on every problem experienced by the ECE Units. If so, then the goal of national education, that is the intellectual life of the nation, which is a sub-system of income, can be fulfilled.

IV. CONCLUSION

Based on the results, findings, and discussion of the study, it can be concluded that there is an associative causal relationship between exogenous variables and endogenous variables. The organizational commitment improvement model of the head of the ECE Units in Medan City has been tested for suitability. The results show that the proposed theoretical model fits the proportion of the dominant exogenous variable influence, namely the educational administration knowledge $\rho_{52} = 0,406$ and followed by the job satisfaction $\rho_{53} = 0,369$, work motivation $\rho_{54} = 0,175$, and learning leadership $\rho_{51} = 0,119$, with the total direct and indirect proportional, spurious and unanalyzed effects caused by the variables of learning leadership, education administration knowledge, job satisfaction and work motivation on organizational

commitment = $0,4647 + 0,1191 + 0,0764 = 0,6602 = 66,02\%$ while the influence of other variables is $1 - 0,6602 = 0,3398 = 33,98\%$ with the path coefficient $\rho_{x_5e_5} = \sqrt{1 - R_3^2} = \sqrt{1 - 0,660} = 0,583$.

In detail, the test results of each influence path between exogenous variables and exogenous variables and between exogenous variables and endogenous variables are as follows: (1) learning leadership has a direct positive effect on organizational commitment, with a direct relative effect of 0,119 and a direct proportional effect of 01,41%. (2) knowledge of education administration has a direct positive effect on organizational commitment, with a direct relative effect of 0,406 and a direct proportional effect of 26,42%. (3) job satisfaction has a direct positive effect on organizational commitment, with a relative direct effect of 0,369 and a proportional direct effect of 13,60%. (4) work motivation has a direct positive effect on organizational commitment, with a relative direct effect of 0,175 and a proportional direct effect of 03,06%.

Based on the conclusions, implications, and limitations of the study, the suggestions are as follows: (1) Suggestions to the Minister of Education, Culture, Research and Technology of the Republic of Indonesia, as the person in charge of the management of the national education system. (2) Suggestions to the Principals of the Education Office, as the manager of basic education and secondary education as well as education units based on local excellence in Medan City. (3) Suggestion to the head of the ECE Units as the ECE manager is that the model has been tested for suitability. The results show that the proposed theoretical model fits with the empirical data. Thus, a policy on increasing the organizational commitment of the head can be made and implemented by focusing on the factors affecting organizational commitment. The factors are educational administration knowledge, job satisfaction, work motivation, and learning leadership. (4) Suggestions for further research is that the next researchers need to carry out two activities to increase the organizational commitment of the head of the ECE units as follows: (a) Conducting further research to find evidence that other exogenous variables can influence organizational commitment and (b) Cooperating with higher education institutions and the education office to conduct research at the same place and time so that respondents can fill out the questionnaire and test instruments properly and correctly based on data and facts.

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