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Strengthening Transformational Leadership, Professional Competency, and E-Learning Quality in an Effort to Improve Teacher Performance through Organizational Commitment as an Intervening Variable: Research Using Path Analysis and SITOREM Method on Teachers of B Accreditation Ranked Vocational Schools in South Tangerang City

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Abstract

Nanik Indah Setyani, this study aims to analyze and find strategies and ways to improve teacher performance through efforts to strengthen transformational leadership, teacher professional competence, e-learning quality and organizational commitment. This study uses the path analysis method to determine the direct and indirect effects between variables, followed by SITOREM analysis used to analyze the indicators of the research variables so that efforts are obtained to be made in improving teacher performance through transformational leadership, teacher professional competence, e-learning quality and organizational commitment. The population of the study

was all teachers who teach at SMK Swasta Kota Tangerang Selatan Accreditation B totaling 255 people with a total sample of 156 taken using random sampling techniques based on the Slovin formula.

The results of the SITOREM analysis obtained several efforts in improving lecturer performance by improving indicators, namely: 1) job knowledge, 2) personal quality and 3) affective commitment. Likewise with efforts to strengthen transformational leadership, teacher professional competence, e-learning quality and organizational commitment by improving, maintaining or developing its indicators.

Keywords: Transformational Leadership, Teacher Professional Competence, Elearning Quality, Organizational Commitment, Teacher Performance

1. Introduction

The development of the digital era or the era of information technology has led to various changes in various business fields, one of which is the transition of business activities or organizational activities from conventional methods to digital. The industrial era 4.0 can be applied in the scope of education in Indonesia. Education in Indonesia from primary to tertiary levels is required to be able to follow and adapt technology and information in the industrial era 4.0. Understanding and applying technology and information needs to be done in order to produce graduates who are in accordance with the needs of the industrial era 4.0 and are able to face challenges in this era of technology and information. Facing the Industry 4.0 era, education in Indonesia must be able to prepare itself well. Teacher performance needs to be improved so that the performance of SMK can also improve, which is reflected in the graduation results of students who are ready to work and able to compete in the era of society 5.0. This is in accordance with media reports stating that as Educators in the era of society 5.0, teachers must have skills in the digital field and think creatively. According to Alimuddin, Director of Hafecs (Highly Functioning Education Consulting Services), in the era of society 5.0, teachers are required to be more innovative and dynamic in teaching in the classroom. Therefore, there are three things that educators must utilize in the era of society 5.0. including the Internet of things in the world of education (IoT), Virtual / Augmented reality in the world of education (IoT), Virtual / Augmented reality in the world of education (IoT). The use of Artificial Intelligence (AI) in education to find out and identify the learning needs needed by students (Syaihu, 2021). To answer the challenges of the Industrial Revolution 4.0 and Society 5.0 in the world of education, 21st century life skills are needed or better known as 4C (Creativity, Critical Thinking, Communication,

Collaboration). It is hoped that teachers will become creative individuals, able to teach, educate, inspire and become role models (Laila, 2021). Likewise, Vocational High Schools (SMK) must be able to adopt internet technology in teaching and learning activities as has been launched by the government that the world of education must switch to information technology. SMK must be able to produce students who are able to compete in the industrial era 4.0 and society 5.0. In supporting the process of teaching and learning activities in accordance with the industrial era 4.0 and the era of society 5.0, the ability of teachers must be improved and required to better understand the use of internet technology. To face this era of society 5.0, education units also need a change in the education paradigm. Among them, educators minimize their role as learning material providers, educators become inspirers for the growth of students' creativity. Educators act as facilitators, tutors, inspirers and true learners who motivate students to "Merdeka Belajar".

The ability of teachers to adapt to the digital era can improve teacher performance and produce student graduates who are ready to face change. Performance is the value of a series of worker behaviors that contribute, either positively or negatively, to the completion of organizational goals (Colquitt *et al.*, 2019: 35) [28]. Performance is very necessary, because with this performance it will be known how far their ability to carry out the tasks assigned to them (Sinambela, 2016: 480). Good or bad teacher performance depends on various factors that influence it, including: organizational citizenship behavior, organizational culture, transformational leadership style, training, discipline, employee engagement, quality of work life, organizational commitment, emotional intelligence, job satisfaction, competence, work environment, and so on. Teacher performance in this study can be influenced by organizational commitment, transformational leadership and teacher professional competence.

Based on the results of preliminary research conducted by the author on the performance of 30 teachers, it shows the lack of teacher performance, which is presented in the following table. Without good performance from a teacher, educational goals cannot be achieved. So it can be said that the performance of a teacher is very necessary in the world of education, especially in achieving the goals of national education. Based on a preliminary survey of teacher performance of 25 teachers, it can be seen that there are 49% of Private SMK Teachers in South Tangerang City have problems in terms of job knowledge. There are 47% of private vocational school teachers in South Tangerang City with problems in terms of work quality. 41% of private vocational school teachers in South Tangerang City have problems with the amount of work. 45% of private vocational school teachers in South Tangerang have problems with creativity. 47% of private vocational school teachers in South Tangerang City have problems with personal qualities. The preliminary survey results show that teacher performance still needs to be improved. This is the reason for conducting research on how to improve teacher performance in private vocational schools in South Tangerang City and what factors can influence it.

Based on the description above and there are different research results that cause gap research, so it is still possible for other researchers to conduct similar research. So the author is interested in re-examining performance and the

factors that influence it with the title: Strengthening Transformational Leadership, Professional Competence, and E-Learning Quality in Efforts to Improve Teacher Performance Through Organizational Commitment as an Intervening Variable (Research Using Path Analysis and SITOREM Method on Vocational School Teachers Ranked Accreditation B in South Tangerang City).

2. Library Study

The main theory (Grand Theory) in this research is Organizational Behavior. Lately the theory has become an interesting and popular topic of discussion in many circles, not only limited to academics or educators but also among politicians and bureaucrats. This is very reasonable because organizational behavior is easy to understand, increasingly complex organizational problems, and plus various human problems with various characters and behaviors have become the main challenges that organizations often face.

An explanation of Organizational Behavior, among others, is stated by Aeni & Wiwaha (2022) that organizational behavior is the behavior of individuals and groups that have an impact on the organization. Darim (2020) in his research focuses on three determinants of behavior in an organizational environment, namely individuals, groups, and structures. In addition, the organizational behavior approach utilizes the understanding gained about individuals, groups, and the impact of structure on behavior to improve work effectiveness in an organization. Thus, an organization can be defined as an entity consisting of individuals who interact and work together to achieve their goals.

Another explanation was put forward by Colquitt *et al.* (2019) [28] that organizational behavior is a field of study aimed at understanding, explaining, and ultimately improving the attitudes and behavior of individuals and groups in organizations. In more detail Colquitt *et al.* (2014) describe the mechanism of organizational behavior as follows:

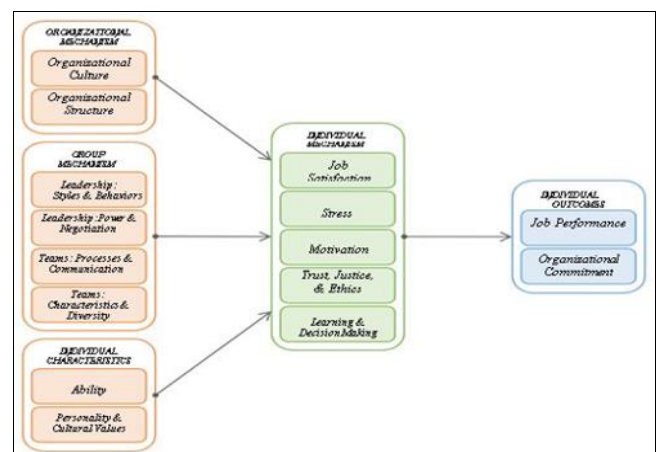


Fig 1

Based on the above organizational behavior model, there are five important components of organizational behavior theory, namely Organizational Mechanisms, Group Mechanisms, Individual Characteristics, Individual Mechanisms and individual outcomes. It can be stated that organizational behavior basically has basic consistency. This means that behavior does not appear randomly, but can be predicted and then modified according to the differences and uniqueness of each individual in the organizational group.

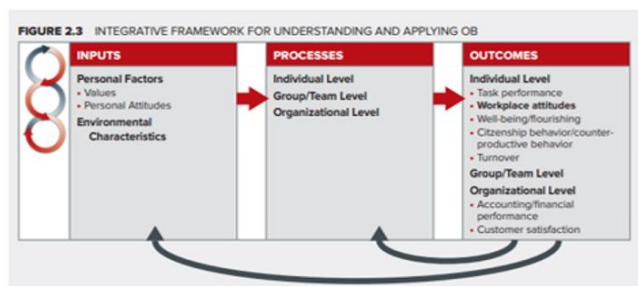


Fig 2

1. Effect of Transformational Leadership on Organizational Commitment

From the theoretical studies described above, it can be synthesized that transformational leadership is the attitude of leaders who pay attention, provide motivation and high expectations, foster good relationships and invite subordinates to be more concerned with organizational goals. Transformational leadership variables are measured by indicators of 1) idealized influence; 2) inspirational motivation; 3) intellectual stimulation and 4) individualized consideration.

Based on the description above, it can be synthesized that organizational commitment is the degree to which a teacher identifies himself with the organization and its goals and wishes to maintain his membership in the organization. Indicators used for organizational commitment variables: 1) affective commitment; 2) continuing commitment and 3) normative commitment.

2. Teacher Professionals on Organizational Commitment

From the theoretical studies described above, it can be synthesized that teacher performance is the achievement of a teacher's results in carrying out tasks and achieving the success standards that have been determined in a teacher's performance indicators. Teacher performance variables are measured by indicators: 1) job knowledge; 2) quality of work; 3) amount of work; 4) creativity and 5) personal qualities.

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3. Implementation of e-Learning Method on Organizational Commitment

Professional Commitment is the level of individual belief and acceptance of organizational goals and their desire to remain in the organization. The dimensions and indicators of professional commitment are *Affective Commitment*, namely (1) a sense of attachment, (2) dedication, and (3) *passion*. *Continuance Commitment*, namely (4) compensation, (4) achievement opportunities, and (6) *rewards*. *Normative Commitment*, namely (7) responsibility and (8) awareness.

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affective commitment; 2) continuing commitment and 3) normative commitment.

4. Transformational Leadership on Teacher Performance

Learning facilities are facilities and infrastructure available to support the learning process in an organization. The indicators of learning facilities are 1) School buildings and classrooms, 2) ICT facilities, 3) Library and completeness of material books, 4) Sports and laboratory facilities, 5) Optimization of media or tools.

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3. Research Methods

The research approach is a research plan and procedure that includes steps: from broad assumptions to detailed methods in data collection, analysis, and interpretation (Creswell, 2016: 3). The research approaches used in this study are explained as follows:

1. From the research objectives, this research is descriptive, which is a study that aims to explain the characteristics of the research variables.
2. From the type of study (type of investigation), this type of research is verification or causality (causal study), because this research wants to find the cause or causal relationship of one or more problems.

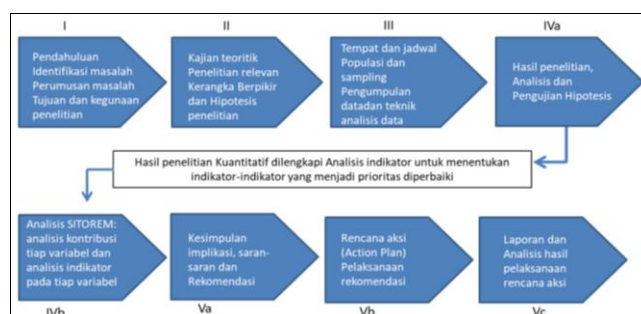


Fig 3: SITOREM

Path analysis and SITOREM analysis are combined research methods that combine path analysis research methods whose results are strengthened by using SITOREM analysis. Through SITOREM Analysis, the results of the Path Analysis research are analyzed in more detail on the indicators of the research variables, so as to find indicators that need to be immediately improved and maintained or developed. In the context of this study, in addition to using Path Analysis, it also uses sitorem analysis. Scientific Identification Theory to Conduct Operation Research in Education Management (sitorem), is a scientific method used to identify variables (theory) to carry out "Operation Research" in the field of Education Management (Hardhienata, 2017). SITOREM analysis is carried out by identifying and analyzing three things, namely: a) Identification of the strength of the influence between the independent variable and the dependent variable; b)

Analysis of the value of the research results for each indicator of the research variable, and c) Analysis of the weight of each indicator of each research variable based on the criteria "Cost, Benefit, Urgency and Importance.

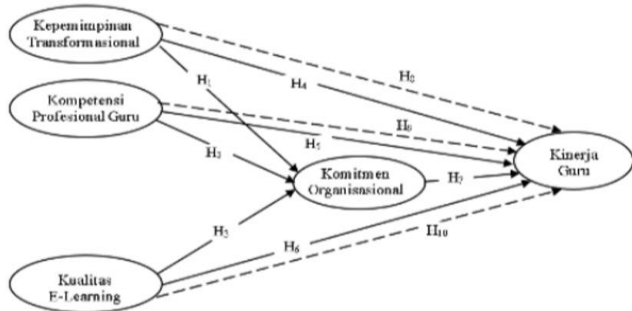


Fig 4

Table 1

No	Nama Sekolah	Guru
1	SMK Kesehatan Via Medika	63
2	SMK Plus Berkualitas Lengkong Mandiri	67
3	SMK Instan Kreatif	64
4	SMK Al Ikhwaniyah	61
Jumlah		255

Sumber: Musyawarah Kerja Kepala Sekolah SMK Kota Tangerang Selatan

4. Results and Discussion

Based on the identification of the strength of influence between research variables, and based on the weight of each indicator of the independent variable that has the greatest contribution, the priority order of indicators that need to be improved immediately and those that need to be maintained can be arranged. The use of SITOREM Analysis is carried out through the following stages:

1. Contribution Analysis (coefficient of determination)

At this stage, the contribution of the independent variables to the dependent variable is analyzed, namely by using the coefficient of determination calculation formula. The coefficient of determination is calculated from the square of the correlation coefficient (or the correlation coefficient is squared) (Supardi, 2013: 188). Based on the path analysis research design in this study, the contribution analysis can be designed as described in the table below:

Table 2

S. No	Influence between Research Variables	Path Coefficient	Coefficient of Determination	Contribution (%)
1	Influence between School Management Effectiveness and Service Quality	$ry_1 = 0,069$ (4)	$(ry_1)^2 = 0,031$	3,1%
2	The influence between Work Motivation and Service Quality	$ry_2 = 0,268$ (1)	$(ry_2)^2 = 0,003$	0,3%
3	Influence between Professional Commitment and Service Quality	$ry_3 = 0,266$ (2)	$(ry_3)^2 = 0,035$	3,5%
4	The Influence between Completeness of Learning Facilities and Service Quality	$ry_4 = 0,125$ (3)	$(ry_4)^2 = 0,024$	2,4%

2. Sitorem Analysis

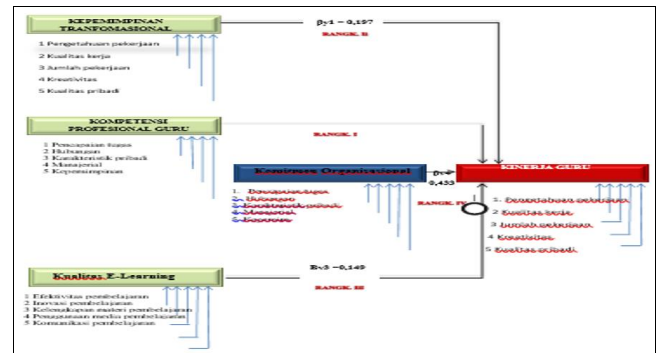


Fig 5

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