

THE INFLUENCE OF PRINCIPAL LEADERSHIP AND ORGANIZATIONAL CULTURE ON THE WORK COMMITMENT OF PUBLIC HIGH SCHOOL TEACHERS

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ABSTRACT

This research is motivated by the author's observations regarding the influence of the principal's leadership and organizational culture on the work commitment of teachers at SMA Negeri Pasaman Barat which shows that the principal's leadership and organizational culture are still not good and teacher work commitment is still low. The purpose of this study was to obtain data and information about (1) the positive influence of the principal's leadership on the work commitment of teachers of West Pasaman District Senior High School, (2) the positive influence of organizational culture on the work commitment of teachers of West Pasaman District Senior High School, and (3) The influence of positive leadership of the principal and organizational culture on the work commitment of West Pasaman Regency State Senior High School teachers. This research is a correlational quantitative research with associative type. The results of the data analysis show that there is a significant influence between the principal's leadership on teacher work commitment with $t_{count} > t_{table}$ ($2.578 > 1.660$). There is a significant influence between organizational culture and teacher work commitment with $t_{count} > t_{table}$ ($6.937 > 1.660$). There is a significant influence between the principal's leadership and organizational culture on teacher performance with a value of $F_{count} > F_{table}$ ($40.629 > 3.09$), so there is a significant influence between the principal's leadership and organizational culture together on teacher work commitment. The regression table shows a constant value of 32.864 and a regression coefficient of the X1 variable of 0.263 and a regression coefficient of the X2 variable of 0.646

KEYWORDS Leadership; organizational culture; work commitment



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INTRODUCTION

Teachers are people who play a very important role in the implementation of education in schools (Manora, 2019). Therefore, teachers need to carry out their duties as well as possible. Many factors influence the teacher in carrying out the task. One of the success factors for the teacher is the teacher's work commitment.

According to Darmawan (2013) work commitment is a person's agreement with himself and one's sincerity in doing things with full sense of responsibility and full of awareness, actively involved and loyal to tasks. A person who is highly committed is characterized by discipline, a high sense of concern, loyalty, responsibility, taking an active role in the progress of the organization in which he works (Inggiani et al., 2021).

The teacher's commitment to his duties is a very important aspect because someone who has a high commitment will influence the teacher's behavior at work (Sholikhah & Frianto, 2022). If the teacher has a high work commitment at work, then this will achieve effectiveness and success in educational goals. This commitment can be shown from the spirit of teaching and will do its best for the advancement of education.

A high teacher's commitment to duty, authority and responsibility will lead to high results, so as to make a meaningful contribution to the school (Gemnafle & Batlolona, 2021; Sinen, 2017). On the contrary, low commitment will bring destruction to the school. Therefore, it is expected that teachers have a full commitment to their work and school organization. The teacher who has a high commitment, will work to the maximum, devote his attention, thoughts, energy and time, he does what is expected by the institution or organization in which he works (Susanto, 2016). Realizing the importance of the role of teachers, the government has made various efforts in improving the commitment and quality of teachers, for example by equipping school facilities and infrastructure and improving the technical abilities of teachers through upgrading, training, seminars, workshops, educational qualifications, deliberations of subject teachers and providing the widest possible opportunity to continue education to a higher level.

Based on the author's observations from July 18 to July 29, 2022 at the Kabupaten West Pasaman Senior High School (SMA), it shows that the teacher's work commitment has not fully gone well. This can be seen from the following phenomena: 1) teachers often do activities outside of their work during teaching hours, this can be seen from the presence of teachers who use their time to rest and leave the classroom just to gather and chat with colleagues, 2) teachers often come to class late, this can be seen from the still existing teachers who come not in time and there are still teachers who are still procrastinating work such as rpp which unfinished, teaching as it is, not yet checked student assignments causing tasks to accumulate, 3) teachers have not been fully actively involved in participating in school activities, 4) teachers in carrying out their duties still attach importance to personal interests rather than the interests of schoolwork for example not entering on the grounds that no one takes care of children at home.

The low commitment of teachers' work is thought to be a result of the principal's leadership who is still underprivileged in implementing how the leadership is. The results of research conducted by Husnah (2021) show that the

leadership of the principal has a significant effect on teacher commitment with a coefficient value of 0.438. Based on the results of the author's observation, it was found that principals in carrying out their leadership tend to display rigid behavior, and are not strict with the rules that have been made, besides that principals tend to give different treatment from one teacher to another.

In addition, the factor that affects the teacher's work commitment is the organizational culture factor. Organizational culture refers to a system of shared meanings embraced by members that distinguishes the organization from other organizations (Arianty, 2015). Based on the phenomena that the author encountered in the field, it shows that organizational culture has not been implemented properly, such as the following phenomena: 1) teachers still do not cooperate with each other in advancing the school, even though good and directed cooperation will give birth to a good organizational culture so that the realization of school organizational programs, 2) the principal gives confidence to the vice principal and teachers in the duties and responsibilities that given such as collecting the latest learning implementation plan (RPP) in accordance with school guidelines, 3) there is still a lack of discipline that causes bad behavior such as honesty that is lacking by some school personnel in carrying out existing rules, this is reflected in the presence of personnel in the school who come only to take a short absence to school and then go out and go home earlier than the specified time.

Organizational culture is very important in an organization, because organizational culture will be the basic foundation in carrying out activities, the better the value of the existing organizational culture, the better the culture affects the development of an organization, if an organization is founded on a good culture, then the organization will always survive in the midst of an ever-changing era (Al Hairi & Syahrani, 2021; Hadijaya, 2020).

Based on the background of the problem above, the author is interested in pouring into a scientific paper in the form of a thesis entitled "The Influence of Principal Leadership and organizational culture on the work commitment of high school teachers in West Pasaman Regency.

Based on the formulation of the problem above, the purpose of this study can be determined to determine the influence of the principal's leadership on the work commitment of teachers in the West Pasaman District State High School.

This research is expected to provide benefits to all parties involved both theoretically and practically. The benefits provided are that they can provide a detailed and systematic explanation of the influence of the principal's leadership and organizational culture, on the work commitment of west Pasaman District high school teachers.

RESEARCH METHOD

This research uses correlational quantitative methods with the type of "associative" research where associative research is an effort to determine the influence of independent variables (principal leadership and organizational culture) on dependent variables (teacher work commitment) (Creswell & Creswell, 2017). Thus this study reveals the magnitude of the influence of principal leadership and organizational culture on teacher work commitment

The population in question is all teachers at SMA N 1 Pasaman, SMA N 1 Gunung Tuleh, SMA N 1 Koto Balingka, SMA N 1 Lembah Melintang, SMA N 1 Alam Batahan, SMA N 1 Kinali, SMA N 1 Luhak Nan Duo, SMA N 1 Sungai Aur, SMA N 1 Sungai Breimas, SMA N 1 Talamau, SMA N 2 Pasaman, SMA N 2 Kinali, SMA N 2 Alam Batahan with 359 teachers. The distribution can be seen in the following table:

Table 1. Distribution of Teacher Populations by Strata

| No | School Name | Group III | | Group IV | | Sum Teacher |
|------------|-------------------------------|------------|------------|------------|------------|-------------|
| | | <15 th | ≥15 th | <15 th | ≥15 th | |
| 1 | SMA N 1 Pasaman | 22 | 29 | 26 | 25 | 51 |
| 2 | N 1 Mount Tuleh High School | 18 | 8 | 8 | 18 | 26 |
| 3 | SMA N 1 Koto Balingka | 16 | 15 | 17 | 14 | 31 |
| 4 | SMA N 1 Transverse Valley | 25 | 18 | 17 | 26 | 43 |
| 5 | SMA N 1 Batahan Realm | 22 | 2 | 3 | 21 | 24 |
| 6 | N 1 Kinali High School | 16 | 20 | 20 | 16 | 36 |
| 7 | SMA N 1 Luhak Nan Duo | 27 | 12 | 16 | 23 | 39 |
| 8 | High School N 1 Aur River | 14 | 5 | 3 | 16 | 19 |
| 9 | High School N 1 Breimas River | 11 | 7 | 7 | 11 | 18 |
| 10 | N 1 Talamau High School | 9 | 11 | 10 | 10 | 20 |
| 11 | SMA N 2 Pasaman | 27 | 4 | 5 | 26 | 31 |
| 12 | N 2 Kinali High School | 12 | 1 | 4 | 9 | 13 |
| 13 | SMA N 2 Batahan Realm | 7 | 1 | 1 | 7 | 8 |
| Sum | | 226 | 133 | 137 | 222 | 359 |

Source: Pasaman District Education Office in 2022

Data collection is carried out after the results of the questionnaire trial data analysis are declared valid or reliable. To collect data from respondents, the authors used questionnaire techniques. The collection will be carried out by taking care of a research permit from the department which is forwarded to the faculty. After the permit letter was completed, the researcher visited the West Pasaman Regency State High School which was designated as a research sample to ask for permission to carry out the research

RESULT AND DISCUSSION

This research uses a correlational quantitative approach with the "associative" type of research. The data of this study consisted of three variables, namely data on teacher work commitment variables (Y), data on principal leadership variables (X₁), and data on organizational culture variables (X₂). The data is described below. The sample from the results of this study that was processed was 101 teachers. For each of the variables below will be presented the average value, standard deviation, median, mode, and frequency distribution of each variable.

Description of Teacher Work Commitment Variable Data

Data collection on teacher work commitment variables was obtained from the distribution of questionnaires to 101 teachers at SMA Negeri Pasaman Barat Regency. The questionnaire on teacher work commitments distributed consisted of 29 items with the highest point of 5 and the lowest point of 1. The minimum score is 29 (1 x 29) and the maximum score is 145 (5 x 29). From the respondents' answers, the lowest score was 98 and the highest score was 145.

The results of data processing obtained an average score (*mean*) of 123.08, mode of 136.00, median of 123.00 and standard deviation of 11.116. An overview of the frequency distribution of teacher work commitment scores can be seen in Table 2 and the histogram graph in Figure 1.

Table 2. Frequency Distribution of Teacher Work Commitment Scores (Y)

| No. | Interval Class | Frequency | Presentation | Fkum | %Fkum |
|------------|----------------|------------|---------------|------|-------|
| 1 | 98-104 | 5 | 4.95 | 5 | 4.95 |
| 2 | 105-111 | 12 | 11.88 | 17 | 16.83 |
| 3 | 112-118 | 19 | 18.81 | 36 | 35.64 |
| 4 | 119-125 | 24 | 23.76 | 60 | 59.41 |
| 5 | 126-132 | 18 | 17.82 | 78 | 77.23 |
| 6 | 133-139 | 16 | 15.84 | 94 | 93.07 |
| 7 | 140-146 | 7 | 6.93 | 101 | 100 |
| Sum | | 101 | 100.00 | | |

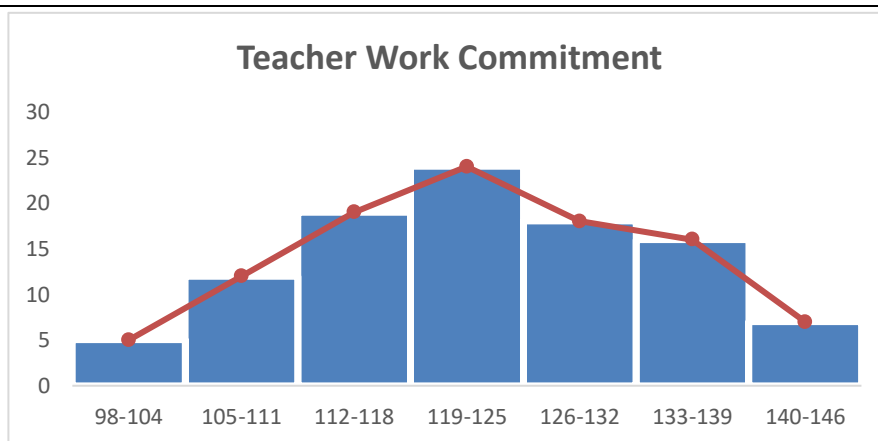


Figure 1. Histogram of Teacher Work Commitment

Furthermore, based on the results of data processing of teacher work commitment variables by comparing the average score with the highest score at times 100%, namely 123.08 divided by 145 and multiplied by 100, a score of 84.88% was obtained. From the acquisition of this score, it can be interpreted that the teacher's work commitment variable is on the "High" interpretation of the ideal score. Therefore, it can be said that the teacher's work commitment to the West Pasaman Regency State High School is in the "High" category. Furthermore, the results of the analysis of respondents' achievement levels for each indicator of teacher work commitment can be seen in Table 3.

Table 3. Response Achievement Rate for Each Indicator of Teacher Work Commitment

| Variable | Indicators | Number of Items | Total Ideal Score | Average Score | % Achievement Rate | Category |
|-----------------------------|----------------|-----------------|-------------------|---------------|--------------------|-------------|
| Teacher Work Commitment (Y) | Responsibility | 10 | 50 | 43.48 | 86.95 | Tall |
| | Loyalty | 9 | 45 | 36.98 | 82.18 | Tall |
| | Concern | 10 | 50 | 42.62 | 85.25 | Tall |
| | | 29 | 145 | 123.08 | 84.88 | Tall |

In Table 3, it can be seen that the highest indicator achievement level score (86.95%) in the high category is responsible. Furthermore, the lowest indicator achievement level score is loyalty (82.18%) in the high category. In general, the achievement rate of the teacher's work commitment score is 84.88% in the high category.

This shows that the work commitment of teachers of West Pasaman District State High School in terms of 1) responsibility, 2) loyalty, and 3) concern, is in the high category.

Principal Leadership Variable Data Description

Data collection on the principal's leadership variables was obtained from the distribution of questionnaires to 101 teachers at the West Pasaman District State High School. The principal's leadership questionnaire that was distributed consisted of 25 items with the highest point 5 and the lowest point 1. The minimum score is 25 (1 x 25) and the maximum score is 125 (5 x 25). From the respondents' answers, the lowest score was 88 and the highest score was 125.

The results of data processing obtained an average score (*mean*) of 106.17, mode of 109.00, median of 107.00 and *standard deviation* of 8.852. The difference in average, mode, and median scores does not exceed one standard deviation. This means that the frequency distribution of the principal's leadership variable scores tends to be normal. An overview of the frequency distribution of the principal's leadership scores, can be seen in Table 4 and the histogram graph in Figure 2.

Table 4. Principal Leadership Score Frequency Distribution (X₁)

| No. | Interval Class | Frequency | Presentation | Fkum | %Fkum |
|-----|----------------|-----------|--------------|------|-------|
| 1 | 88-93 | 8 | 7.92 | 8 | 7.92 |
| 2 | 94-99 | 17 | 16.83 | 25 | 24.75 |
| 3 | 100-105 | 19 | 18.81 | 44 | 43.56 |
| 4 | 106-111 | 27 | 26.73 | 71 | 70.30 |
| 5 | 112-117 | 22 | 21.78 | 93 | 92.08 |
| 6 | 118-123 | 7 | 6.93 | 100 | 99.01 |
| 7 | 124-129 | 1 | 0.99 | 101 | 100 |

| No. | Interval Class | Frequency | Presentation | Fkum | %Fkum |
|-----|----------------|------------|---------------|------|-------|
| | Sum | 101 | 100.00 | | |

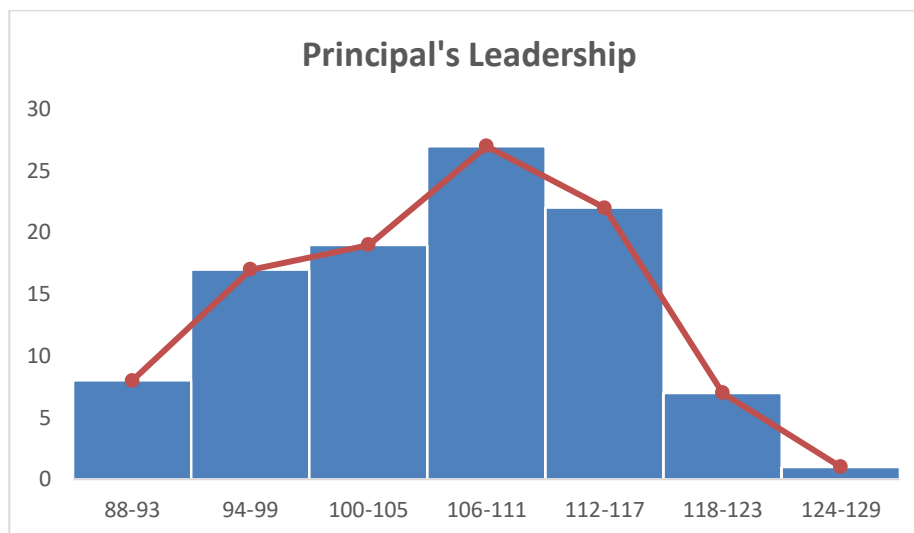


Figure 2. Principal's Leadership Histogram

Furthermore, based on the results of data processing of the principal's leadership variables by comparing the average score with the highest score at times 100%, namely 106.70 divided by 125 and multiplied by 100, a score of 85.36% was obtained. From the acquisition of this score, it can be interpreted that the principal's leadership variable is on the "good" interpretation of the ideal score. Therefore, it can be said that the leadership of the principal at the West Pasaman Regency State High School is in the "good" category. Furthermore, the results of the analysis of respondents' achievement levels for each principal leadership indicator can be seen in Table 5.

Table 5. Response Achievement Rate for each Principal Leadership Indicator

| Variable | Indicators | Number of Items | Total Ideal Score | Average Score | % Achievement Rate | Category |
|---------------------------|-------------------|-----------------|-------------------|---------------|--------------------|-------------|
| Principal Leadership (X1) | Affect | 5 | 25 | 21.39 | 85.54 | Good |
| | Direct | 5 | 25 | 21.62 | 86.50 | Good |
| | Moving/Motivating | 10 | 50 | 43.61 | 87.23 | Good |
| | Guide | 5 | 25 | 20.08 | 78.18 | Good Enough |
| | | 25 | 125 | 106.70 | 85.36 | Good |

In Table 10, it can be seen that the highest indicator achievement level score (87.23%) in the "good" category is moving/motivating. Furthermore, the lowest indicator achievement level score is guiding (78.18%) the "good enough" category. In general, the principal's score achievement rate is 85.36% in the "good" category.

This shows that the leadership of the principal of West Pasaman District State High School in terms of 1) influencing, 2) directing, 3) mobilizing/motivating, 4) guiding, is in the good category.

Description of Organizational Culture Variable Data

Data collection on organizational culture variables was obtained from the distribution of questionnaires to 101 teachers at the West Pasaman District State High School. The organizational culture questionnaire that was distributed consisted of 23 items with the highest point 5 and the lowest point 1. The minimum score is 23 (1 x 23) and the maximum score is 115 (5 x 23). From the respondents' answers, the lowest score was 75 and the highest score was 115.

The results of data processing obtained an average score (*mean*) of 96.43, mode of 103.00, median of 96.00 and standard deviation of 9.687. An overview of the frequency distribution of organizational culture scores, can be seen in Table 11 and its histogram graph in Figure 3.

Table 6. Organizational Culture Score Frequency Distribution (X₂)

| No. | Interval Class | Frequency | Presentation | Fkum | %Fkum |
|------------|----------------|------------|---------------|------|-------|
| 1 | 75-80 | 5 | 4.95 | 5 | 4.95 |
| 2 | 81-86 | 11 | 10.89 | 16 | 15.84 |
| 3 | 87-92 | 17 | 16.83 | 33 | 32.67 |
| 4 | 93-98 | 24 | 23.76 | 57 | 56.44 |
| 5 | 99-104 | 21 | 20.79 | 78 | 77.23 |
| 6 | 105-110 | 14 | 13.86 | 92 | 91.09 |
| 7 | 111-116 | 9 | 8.91 | 101 | 100 |
| Sum | | 101 | 100.00 | | |

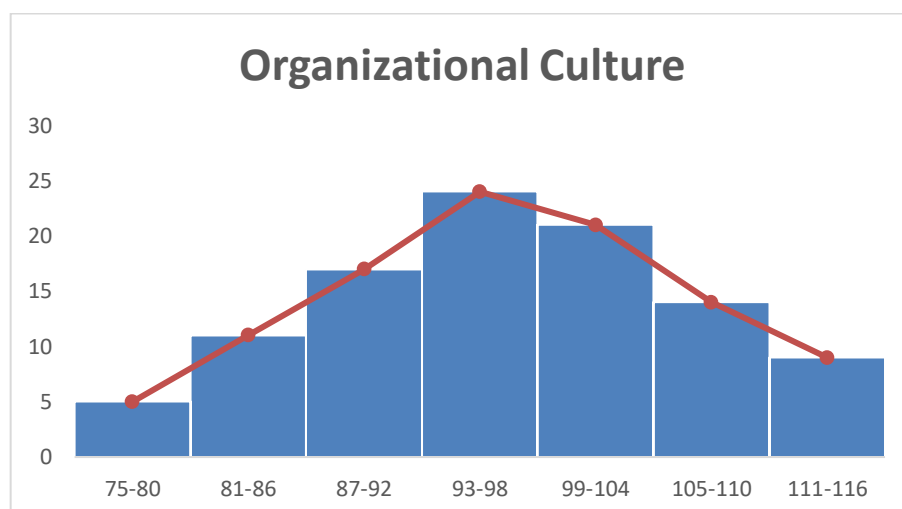


Figure 3. Histogram of Organizational Culture

Furthermore, based on the results of data processing of organizational culture variables by comparing the average score with the highest score at times

100%, namely 96.42 divided by 115 and multiplied by 100, a score of 83.84% was obtained. From the acquisition of this score, it can be interpreted that the organizational culture variable is on the "good" interpretation of the ideal score. Therefore, it can be said that the organizational culture at the West Pasaman Regency State High School is in the "good" category. Furthermore, the results of the analysis of the level of achievement of respondents for each indicator of organizational culture can be seen in Table 7.

Table 7. Response Achievement Rate for each Organizational Culture Indicator

| Variable | Indicators | Number of Items | Total Ideal Score | Average Score | % Achievement Rate | Category |
|-----------------------------|-------------|-----------------|-------------------|---------------|--------------------|-------------|
| Organizational Culture (X2) | Collaborate | 10 | 50 | 41.62 | 83.25 | Good |
| | Belief | 6 | 30 | 25.64 | 85.48 | Good |
| | Honesty | 7 | 35 | 29.16 | 83.31 | Good |
| | | 23 | 115 | 96.42 | 83.84 | Good |

In Table 7, it appears that the highest indicator achievement rate score (85.48%) in the "good" category is trust. Furthermore, the lowest indicator achievement level score is cooperation (83.25%) in the "good" category. In general, the achievement rate of the organizational culture score is 83.84% of the "good" category.

This shows that the organizational culture of SMA Negeri Pasaman Barat Regency is seen from the aspects of 1) cooperation, 2) trust, 3) honesty, is in the good category.

Table 8. Summary of Research Results

| Variable | Mean | % Achievement Rate | Interpretation |
|-------------------------|--------|--------------------|----------------|
| Teacher Work Commitment | 123.08 | 82.05 | Tall |
| Principal Leadership | 106.17 | 85.36 | Good |
| Organizational Culture | 96.43 | 80.35 | Good |

Testing Analysis Requirements

The research data were analyzed using correlation and regression techniques. The use of this technique can only be done if it meets several requirements as stated by Sudjana. Those requirements are: 1) the data is sourced from a randomly selected sample, 2) the data is normally distributed, 3) the data is homogeneous, 4) the data between free variables is independent, and 5) the regression lines are linear.

1. Data Sourced from Randomly Obtained Samples

The random sampling procedure is carried out when selecting samples using the *Stratified Proportional Random Sampling* technique. Thus the first condition has been met.

2. Normality Test

Normality testing of variable scores of teacher work commitment (Y), principal leadership (X₁) and organizational culture (X₂) was carried out using the *Kolmogorov Smirnov-Z* technique assisted by application (SPSS Program Version 24.00). Data can be said to be normally distributed if K-S has a degree of significance (Asymp. Sig) > 0.05, conversely if the level of significance (Asymp. Sig) < 0.05, then the data is not normally distributed. The results of the examination can be seen in Table 9

Table 9. Summary of Normality Test Results

| K-S Test | Teacher Work Commitment | Principal Leadership | Organizational Culture |
|---------------------------|-------------------------|----------------------|------------------------|
| Test Statistics | 0,049 | 0,077 | 0,065 |
| <i>p</i> = asym sic value | 0,200 | 0,148 | 0,200 |

In Table 9 it can be seen that the significance value of each variable turns out to be greater than alpha 0.05. Thus the second requirement, namely data normality, has been met.

Homogeneity Test

Data homogeneity testing was carried out to determine the similarity of variance variables bound by teacher work commitment (Y) for each price of a group of free variables which include principal leadership (X₁) and organizational culture (X₂) to determine the use of the *Leve Test* method. As a test criterion if the significance value > 0.05 then it can be said that the variants of two or more data groups are the same.

The homogeneity test using the *Levene Test* with the SPSS program version 24.00 by looking at the significance level value > 0.05 means that the research data comes from the same variance (homogeneous) and if the significance level value < 0.05 means that the research data comes from unequal variance (not homogeneous) as attached to table 10 below.

Table 10. Summary of Homogeneity Test Results

| Variable | Levene Statistics | DF1 | DF2 | Sig | Information |
|---|-------------------|-----|-----|-------|-------------|
| Principal Leadership and Organizational Culture | 0.903 | 1 | 200 | 0.343 | Homogeneous |

Based on table 10, it can be seen that the results of the analysis of teacher work commitment (Y) which includes the principal's leadership (X₁) and organizational culture (X₂) are homogeneous which means that the variance of group Y data over X₁ and X₂ is homogeneous. This means that the homogeneity requirement is met.

Multicholinerity Test

The multicholinerity test states that the independent table must be free from the symptoms of multicholinerity (symptoms of correlation between free variables) to test the presence or absence of multicholinerity can be seen through the Variance Inflation Factor (VIF) < 10 and Tolerance > 0.1 . The results of the multicholinerity test can be seen from the following table 11:

Table 11. Multicholinerity Test

| Type | Colinerity Statistics | |
|-----------------------------|-----------------------|-------|
| | Tolerance | VIFs |
| 1 (Constant) | | |
| X1 (Principal Leadership) | 0.847 | 1.181 |
| X2 (Organizational Culture) | 0.847 | 1.181 |

From table 11 above, it can be seen that the principal's leadership variable has a VIF value of 1.181 and Tolerance of 0.847 and organizational culture has a VIF value of 1.181 and Tolerance of 0.847. This means that the VIF (Variance Inflation Factor) value of both the free variable < 10 and the Tolerance value > 0.1 thus it can be concluded that there is no problem of multicholinerity or no relationship between the free variables i.e. principal leadership and organizational culture.

Linearity Test

The final requirement is the testing of free variable regression lines with bound variables. This regression line test was conducted to see whether the data on principal leadership variables and organizational culture tended to form a linear line to the teacher's work commitment variables. The decision on whether or not to linear the regression line was tested with an F test with a significance level of 0.05. If the signification value of F is greater than alpha 0.05, then this means that the regression line is linear, but if the significance value of F is smaller than alpha 0.05 it means that the regression line is not linear. The results of the linearity test between X_1 and X_2 against Y are presented in the following Tables 11 and 12.

Table 11. Summary of Linearity Test Analysis Results X_1 to Y

| Source | Sum of Squares | Dk | RJK | F | P |
|--------------|----------------|------------|---------|-------|-------|
| Deviation | 4694.745 | 31 | 151.443 | 1.915 | 0.137 |
| In Groups | 5378.533 | 68 | 79.096 | | |
| Total | | 100 | | | |

In Table 11 it appears that the price of $F = 1.915$ with $p = 0.137$ ($p > 0.05$). This means that the regression equation is linear.

Table 12. Summary of Linearity Test Analysis Results X₂ to Y

| Source | Sum of Squares | Dk | RJK | F | P |
|-----------|----------------|-----|---------|-------|-------|
| Deviation | 4866.315 | 37 | 131.522 | 3.473 | 0.371 |
| In Groups | 2347.669 | 62 | 37.866 | | |
| Total | | 100 | | | |

In Table 12 it appears that the price of $F = 3.473$ with $p = 0.371$ ($p > 0.05$). This means that the regression equation is linear.

Discussion

Based on the results of data analysis and the level of achievement of the response of teachers of SMA Negeri Pasaman Barat Regency to the variables measured, it can be explained that the level of achievement of teacher response to the principal's leadership is in the good category (85.36% of the ideal score), the organizational culture variable is in the good category (83.84% of the ideal score) and the teacher work commitment variable is in the high category (84.88% of the ideal score). The findings of this study are different from the results of preliminary observations that researchers made. Initial observations about the work commitment of teachers of West Pasaman District State High School seem to be lacking. The difference in initial research findings occurs because the results of measurements made based on observations alone or without valid and reliable instruments are not strong enough to be used as a basis for generalization, so it is necessary to conduct systematic research according to procedures, to obtain evidence and empirical truth.

The results of data analysis and hypothesis analysis show that all three hypotheses tested in this study are acceptable. The results of the data analysis show that the principal's leadership and organizational culture both individually and together have a significant influence and role to increase the work commitment of teachers of West Pasaman District State High School. For more details, the following will be discussed regarding the research findings in detail.

The Effect of Principal Leadership on Teacher Work Commitment

The results of this study showed that the principal's leadership had a significant influence on the teacher's work commitment, obtained a t arithmetic value for the principal leadership variable (X₁) was $2.578 > 1.660$ ($\text{sig } 0.011 < 0.05$), then H_a was accepted. Thus, it can be concluded that the leadership of the principal has a positive and significant effect on the work commitment of teachers of West Pasaman District State High School.

The regression equation above illustrates that the principal's leadership has a significant influence on increasing teacher work commitment. The effect of the principal's leadership on teacher work commitment was 26.3%. Based on the results of the descriptive analysis, it shows that the principal's leadership is in the good category with an average score of 85.36%. Meanwhile, when viewed from each research indicator, it can be seen that the highest indicator is motivating / moving which is in the good category (87.23% of the ideal score), while for the indicator

whose lowest achievement is the guiding indicator which is in the good category (78.18% of the ideal score). It turns out that from the four indicators of the leadership of the principal analyzed, it is known that all of them are in the good category.

The results showed that the principal's leadership ability in guiding teachers in increasing their work commitments felt by teachers was still not in accordance with what was expected. Leadership is closely related to the teacher's work commitment because open leadership and pleasant communication will be able to provide support to subordinates and have a good relationship with their subordinates to always increase their teacher's work commitment (Nellitawati & Boon, 2015). This means that if the principal's leadership is carried out properly, this will have a positive influence on the teacher's work commitment.

The Influence of Organizational Culture on Teacher Work Commitment

The results of this study showed that organizational culture has a significant influence on teacher work commitment, obtained a t arithmetic value for the organizational culture variable (X2) is $6.937 > 1.660$ (sig $0.033 < 0.05$), then H_a is accepted. Thus, it can be concluded that organizational culture has a positive and significant effect on the work commitment of teachers of West Pasaman Regency State High School.

The regression equation above illustrates that organizational culture has a significant influence on increasing teacher work commitments. The influence of organizational culture on teacher work commitment was 64.6%. Based on the results of the descriptive analysis, it shows that organizational culture belongs to the good category with an average score of 83.84. Meanwhile, when viewed from each research indicator, it can be seen that the highest indicator is trust which is in the good category (85.48% of the ideal score), while for indicators whose lowest level of achievement is the cooperation indicator which is in the good category (83.25% of the ideal score). It turned out that from the three indicators of organizational culture analyzed, it was known that the average level of achievement of respondents was in the good category.

The results showed that the perceived cooperation in organizational culture was still not in accordance with what was expected by the teachers. The cooperation built both from the principal and from colleagues is felt to be lacking. This is because cooperation is manifested in the form of: 1) respecting the opinions of others, 2) always being able to work together with others according to the time and field of tasks determined, and 3) always being willing to accept decisions taken legally even though they disagree (Ulfatin, 2018). In other words, cooperation here is cooperation carried out between teachers and principals or with colleagues fellow teachers so that work can be completed properly and The results can also be optimal. This means that the better the organizational culture created, the more it will have a positive influence on increasing teacher work commitment (Ulfatin & Triwiyanto, 2016).

The Influence of Principal Leadership and Organizational Culture on Teacher Work Commitment

The results of this study show that the principal's leadership and organizational culture have a significant relationship and provide meaningful influence together to improve teachers' work commitments. The magnitude of the influence of the principal's leadership and organizational culture together on the teacher's work commitment was 45.3%. Furthermore, the regression equation obtained by the principal leadership variable and organizational culture with teacher work commitment is $32.864+0.263X_1+0.646X_2$. This shows that the principal's leadership and organizational culture together have a positive influence on teachers' work commitments.

Data analysis shows that significantly teachers' work commitments are influenced by the principal's leadership and organizational culture, both singly and collectively. The principal's leadership and organizational culture are two very important factors to consider. The principal's leadership and good organizational culture, will increase the teacher's work commitment.

When viewed from the achievement of the variable score of work commitment of teachers of West Pasaman District State High School is in the high category, the principal's leadership variable is also in the good category and the organizational culture variable is in the good category. Thus, it can be believed that the variables of principal leadership and organizational culture if improved in a better direction will have a positive influence on teachers' work commitments.

To increase teacher work commitment, systematic and planned efforts are needed that need to be made by developing good principal leadership and a better organizational culture. These two things are believed to increase teacher work commitment. Through the improvement of the principal's leadership and organizational culture both independently and collectively, it is likely to increase the teacher's work commitment.

Improving the principal's leadership and organizational culture is an effort that can be made to increase teacher work commitment. Increasing the roles and responsibilities of various parties in the education system in developing educational organizations is very important considering that until now the quality of education is increasingly showing demands for better quality.

CONCLUSION

Based on the results of the analysis, it can be concluded that the results of the study show that the leadership of the principal has a positive and significant effect on the work commitment of teachers of West Pasaman District State High School by 26.3%. This shows that the better the principal's leadership shown leads to an increase in teacher work commitment. The principal's leadership achievement rate is in the good category of 85.36%. If the principal's leadership increases, the teacher's work commitment will also increase.

The results showed that organizational culture had a positive and significant effect on teacher work commitments by 64.6% This shows that the better the organizational culture can lead to an increase in the work commitment of teachers of West Pasaman District State High School. Based on the results of the descriptive

analysis, it shows that organizational culture is included in the good category with a score of 83.84%. When viewed from each research indicator, it can be seen that the highest achievement indicator is confidence in the good category (85.48% of the ideal score) while for the indicator whose lowest level of achievement is the cooperation indicator which is in the good category with a score of 83.25%. This shows that the cooperation within the organizational culture that exists in schools is still not in line with what teachers expect. Cooperation from the principal and colleagues is felt to be lacking. However, in general, the three organizational culture indicators analyzed had respondents' achievements in the good category

The results showed that the principal's leadership and organizational culture together had a positive and significant effect on the work commitment of teachers of West Pasaman District State High School by 45.3%. This shows that the better the level of leadership of the principal and the culture of the organization leads to an increase in the work commitment of teachers.

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