



# Work Discipline, Leadership, and Job Satisfaction on Organizational Commitment and Teacher Performance of State Junior High School in Bangko District, Rokan Hilir Regency

Oka Atika<sup>a</sup>, Achmad Tavip Junaedi<sup>b\*</sup>, Astri Ayu Purwati<sup>b</sup>, Zainol Mustafa<sup>c</sup>

<sup>a</sup>Bangko 2 Public Junior High School, Riau, Indonesia

<sup>b</sup>Business Faculty, Institut Bisnis dan Teknologi Pelita Indonesia, Riau, Indonesia

<sup>c</sup>Department of Mathematical Sciences, Universiti Kebangsaan Malaysia, Selangor, Malaysia

## Article History

Received

7 August 2022

Received in revised form

27 August 2022

Accepted

9 September 2022

Published Online

30 September 2022

\*Corresponding author

[achmad.tavip@lecturer.pelitaindonesia.ac.id](mailto:achmad.tavip@lecturer.pelitaindonesia.ac.id)

## Abstract

This study aims to determine and analyze the influence of work discipline, leadership, and job satisfaction on organizational commitment and teacher performance at the Bangko District Junior High School. The number of samples in this study was the entire population of the study as many as 48 PNS teachers at the Bangko District State Junior High School. Data analysis using Structural Equation Modeling (SEM) using SmartPLS 3.0 application. The results of this study indicate that work discipline has no significant effect on organizational commitment, leadership has a significant positive effect on organizational commitment, job satisfaction has no significant effect on organizational commitment, work discipline has a significant positive effect on teacher performance, leadership has no significant effect on teacher performance, job satisfaction does not have a significant effect on teacher performance, and organizational commitment has no significant effect on teacher performance.

**Keywords:** Work Discipline, Leadership, Job Satisfaction, Organizational Commitment, Performance

## 1.0 INTRODUCTION

Schools as formal educational institutions play an important role in improving the quality of education through learning to support (Renaldo, Jollyta, et al., 2022) the smooth running of development in Indonesia as a whole. Learning is the main activity of the school as a form of educational service for the community. Schools are given the freedom to choose strategies, methods, and learning techniques that are appropriate to the characteristics of the subjects, students, teachers, and the real conditions of the resources available in schools. In general, student-centered learning methods are better able to empower student learning.

Realizing quality education cannot be separated from the role of educators and educational staff. They have a very important and strategic role, the teacher is the main actor in the classroom. The title of the main character for educators is indeed very reasonable considering their role that cannot be replaced by anything.

The teacher plays an important role in a school because his performance contributes to the progress of the school. Therefore schools demand that teachers have high morale, as well as tenacity at work, high competence (Gazali et al., 2022; Moreo et al., 2018), and high work discipline (Ngatno et al., 2022; Okolie & Udom, 2019), but unfortunately there are still many school management who pay little attention to the problem of job satisfaction. If a school or company pays a salary to someone below the average of what others receive, then that person may feel dissatisfied so that many studies have found that salary is a job characteristic which is often referred to as a source of dissatisfaction. From the characteristics of the values held by individuals will influence in choosing a job and in carrying out their duties, it is meant that these values are opinions or individual views that are relatively stable regarding behavior (Panjaitan et al., 2022) that is considered right or wrong. Someone would want to know how far the information (Renaldo et al., 2021; Sudarno et al., 2022) about the work on the effectiveness of the work that has been done, this competency is a tool that can measure a person's performance.

SMP Negeri in Bangko District is an education provider at the junior high school level that always strives to improve teacher performance on an ongoing basis. However, in practice the performance of PNS teachers at State Middle Schools in Bangko District, Rokan Hilir Regency is still not satisfactory. One way to assess teacher performance is to look at the results of student scores achieved in semester exams. The average score of Semester

I-V Examinations for State Middle School Bangko District, Rokan Hilir Regency over the past 3 years has decreased from 80.94 in the 2018/2019 academic year to 77.94 in the 2020/2021 academic year.

According to teacher performance can be influenced by organizational commitment (Putra & Renaldo, 2020; Renaldo, Putra, et al., 2022). Low organizational commitment can reduce teacher performance. Carmeli and Freund (2006) proved that organizational commitment has a strong and meaningful impact on teacher performance. To find out the level of organizational commitment of State Middle School teachers in Bangko District, a pre-survey was conducted of 30 PNS teachers at State Middle Schools in Bangko District. From the results of the pre-survey it is known that the average value of organizational commitment is 2.80. This shows that the organizational commitment of State Middle School teachers in Bangko District is still in the sufficient category, so it still needs to be improved.

Teacher performance and organizational commitment are influenced by work discipline. Putra et al (2019), Desi et al (2018), and Manurung, et al (2017) explain that work discipline affects organizational commitment, while Rivaldo, et al (2020) and Matalia (2012) prove work discipline does not affect organizational commitment. Work discipline also affects teacher performance. Siregar, et al (2022), Setianingsih, et al (2019) and Primandaru, et al (2018), explain that work discipline affects teacher performance. Meanwhile, Munir, et al (2020), proved that work discipline does not affect teacher performance.

Leadership (Abasilim et al., 2019; Gusriani et al., 2022) also has an influence on organizational commitment and teacher performance (Asl & Osam, 2021). Purnomo, (2018) and Syaiful et al (2018) proved that leadership affects organizational commitment, while Agung et al (2014) concluded that leadership does not affect organizational commitment. Teacher performance is also influenced by leadership. Hasan (2017) and Yusuf (2016) concluded that leadership influences teacher performance positively and significantly, while Priambudi, et al (2022), Frengky (2016) prove that there is no influence of leadership on teacher performance.

Apart from being influenced by work discipline and leadership (Sirait et al., 2022), organizational commitment (Habibi et al., 2022) and teacher performance are also influenced by job satisfaction (Elfita et al., 2022). Research by Darmawan, (2016), Hasan (2012), and Wibowo, et al (2010), proves that job satisfaction affects organizational commitment, while Adhan, (2020), Nyoto, et al (2019), concludes that job satisfaction does not affect organizational commitment. Ekawati et al (2019), concluded that job satisfaction affects teacher performance, while Respatiningsih, et al (2016), Pahmi, et al (2011) concluded that job satisfaction does not affect teacher performance.

From the phenomenon of decreased teacher performance and low organizational commitment and there are still inconsistencies in the results of previous research on the influence of work discipline, leadership and job satisfaction on organizational commitment and teacher performance, this research was conducted to answer this phenomenon.

The aim of the study was to analyze the influence of work discipline, leadership, and job satisfaction on the organizational commitment and performance of teachers at SMP Negeri Bangko sub-district, Rokan Hilir district.

## 2.0 LITERATURE REVIEW

### Teacher Performance

One of the most important components in the development of education is the availability of adequate resources. Teachers are the front line in the development and service of education for the community. Teacher performance is the result achieved from doing the assignments given according to ability, experience and sincerity as well as time management (Pujiastuti & Rozi, 2017).

Leaders can strengthen teacher performance by identifying their needs and trying to meet them. Teacher performance can be measured through annual reports on their activities in teaching, preparing teaching materials, presenting teaching, mastering their field of study, competence (Istiana et al., 2022), commitment to work and carrying out extracurricular activities. Other areas of assessment can be in the form of effective leadership, effective supervision or supervision, effective monitoring of children's assignments, motivation, classroom management and ability to discipline (Adeyemi, 2010).

Permendiknas Number 35 of 2010 states that teacher performance is the result of an assessment of the process and work results achieved by the teacher in carrying out his duties.

According to the Regulation of the state minister for Administrative Reform and Bureaucratic Reform No. 16 2009, the indicators used to measure teacher performance consist of: (1) Pedagogic, (2) Personality, (3) Social and (4) Professional.

### Organizational Commitment

Commitment (Jeon, 2020; Marliza et al., 2022) is an internalized normative pressure to take action in accordance with organizational goals and states that individuals have such behavior because they believe it is right and moral to do so (Weiner, 1982). The general concept of commitment has a relationship with turnover, employees who have a high commitment will have a small probability of leaving the organization where they work (Indrastuti, 2022).

Griffin (2013) states that organizational commitment is an attitude that reflects the extent to which an individual knows and is bound to his organization. Luthans (Sutrisno 2014) argues that organizational commitment is an attitude most often interpreted as a strong desire to remain as a member of an organization. The desire to try hard according to the wishes of the organization is also interpreted as a certain belief and acceptance of organizational values and goals, in other words this attitude reflects employee loyalty to the organization and an ongoing process in which organizational members express their concern for the organization and its success and continuous progress.

Meyer and Allen (2010) formulated three dimensions of organizational commitment, namely: affective, continuance, and normative. These three things are more accurately stated as components or dimensions of organizational commitment, rather than types of organizational commitment. This is because the relationship between members of the organization and the organization reflects the different degrees of the three dimensions.

### **Work Discipline**

Discipline is the action or activity of the leadership to meet organizational standards. Discipline is a type of training to improve and shape the knowledge and behavior of employees so they want to try and work together and perform better (Werther and Davis, 2003).

Discipline is a condition that is created and formed through a process of behavior, through learning, obedience, loyalty and respect for the provisions/regulations of the norms that apply" (Suradinata, 2002). Obedience and adherence to norms and regulations carried out by employees is basically because employees are aware of the quality of norms to improve their performance. This reflects positive discipline. If obedience and adherence to norms and regulations is based on fear of action or law, then it reflects a negative disciplinary attitude. This arises because of a lack of awareness and conviction from him regarding the importance of discipline in increasing work productivity. The main purpose of discipline is to encourage employees to behave appropriately in the workplace where appropriate behavior is defined as compliance with rules and procedures (Dessle and Gary, 1997). In an organization basically the role of the company functions the same as legislation in society and disciplinary action arises as an attribute due to the violation. From the above understanding of discipline, it is known that discipline is a way to improve employee behavior so that it is in accordance with existing regulations in the organization, on the other hand work discipline is seen as a legal action for employees who violate organizational regulations.

According to Singodimejo in Sutrisno (2014) indicators of work discipline include: (1) Obey the rules of time. This can be seen from the hours of entry to work, hours of going home, hours of rest which are on time according to what is in effect in the company. (2) Obey company regulations. Basic rules on how to dress, and behave in work. (3) Obey the rules of conduct at work. Demonstrated by ways of doing jobs in accordance with position, duties and responsibilities as well as methods related to other work units. (4) Comply with other regulations in the company. Comply with laws and regulations and company procedures in work agreements or work contracts.

### **Leadership**

Leadership is the ability to influence a person or a unit to have the will to work effectively and efficiently to achieve specified goals in certain situations (Chandra, 2016). Leadership involves multidirectional and non-coercive influence among a number of people who expect significant change. Influence is the power to change attitudes, behavior, opinions, goals, needs, values, abilities and actions to get to the expected target in which there is a process of social (Suyono et al., 2021) interaction of two parties to influence each other (Syafaruddin, 2015). Effective leaders are able to be flexible in their leadership style according to the situation required otherwise the leaders who are not good, change their style arbitrarily so that confusing subordinates but there must be a limit in flexibility (Armstrong, 2014).

According to Edison, et al (2018) The indicators used to measure school leadership are: (1) Having a clear and well-communicated strategy. (2) Concern for subordinates and work environment. (3) Motivate subordinates, (4) Maintain team cohesiveness, (5) Respect differences and beliefs.

### **Job satisfaction**

Job satisfaction is a general attitude of an individual towards his work. With "job satisfaction" (job satisfaction) is "the emotional state of employees where there is or is not a meeting point between the value of employee compensation from the company/organization with the level of value of compensation that is desired by the employee concerned".

As'ad (2004) explains that job satisfaction is "a person's feelings towards work." This means that this kind of conception of job satisfaction sees job satisfaction as the result of human interaction with the work environment. Judge (2009) explains that job satisfaction at work will prioritize work over remuneration even though remuneration is important. 17 Job satisfaction is an attitude or emotional response to various aspects of one's work. This definition implies that job satisfaction is not a single concept. Moreover, a person can be relatively satisfied with one aspect of the job and be dissatisfied with one or more aspects. Job satisfaction is a positive and pleasant emotional condition as a result of assessing one's job or work experience. According to Robin (Wibowo

2014), job satisfaction indicators consist of: (1) The work itself, (2) Payment, (3) Promotion opportunities, (4) Supervision, (5) Co-workers.

### **Relations Between Variables and Development of the Hypothesis**

#### **Relationship of Work Discipline on Organizational Commitment**

Hasibuan (2007) says that discipline is an important factor in the organization. Discipline is the most important operational function of Human Resource Management, the better the employee discipline, the higher the work performance or performance achieved. An agency or organization that does not enforce discipline will show symptoms such as high absenteeism, employees not having enthusiasm and enthusiasm for work, decreased work performance and organizational goals that have been set will not be achieved. That way work discipline greatly affects work performance or employee performance. Rizaldi, et al. (2019), Desi Saputra Rafiie et al (2018), showed results that work discipline affects organizational commitment, Manurung, et al (2017) in their research showed work discipline had a positive and significant effect on organizational commitment.

H1: There is a positive influence of work discipline on organizational commitment

#### **Relationship of Leadership to Organizational Commitment**

Sovya (2005) conducted research on the influence of leadership style on organizational commitment at PT POS Indonesia (Persero) Semarang. This study aims to analyze the effect of leadership style on organizational commitment, by measuring the effect of transformational leadership style and transactional leadership on organizational commitment. This study proves that transformational leadership styles and transactional leadership styles have a positive and significant influence on organizational commitment. Purnomo, Eko (2018) in his research Leadership has a direct positive effect on Organizational Commitment, meaning that good leadership will increase Organizational Commitment in the Pembangunan Jaya-YAKAP Private Vocational High School. Syaiful et al (2018) his research proves that leadership affects organizational commitment,

H2: There is a Positive Effect of Leadership on Organizational Commitment

#### **Relationship of Job Satisfaction to Organizational Commitment**

Quoted from Cahyono and Imam (2002) from the research of Aranya et al (1982) analyzing the effects of organizational commitment and professional commitment on the job satisfaction of the accountants who are employed. Using organizational commitment and professional commitment as predictors of job satisfaction, they report statistically a significant correlation between organizational commitment and professional commitment and job satisfaction. Research on the effect of commitment on auditor job satisfaction was conducted by Sri Trisnangsih (2003) by concentrating on research at public accounting firms in East Java. From this study it was concluded that organizational commitment and professional commitment have a significant effect on auditor job satisfaction. organizational satisfaction. Darmawan, Didit. (2016), Hasan (2012), Wibowo, Edi, and Wiwik Susilowati. (2010), proved that job satisfaction affects organizational commitment,

H3: There is a positive effect of job satisfaction on organizational commitment

#### **Relationship of Work Discipline to Teacher Performance**

Hasibuan (2007) says that discipline is an important factor in the organization. Discipline is the most important operational function of Human Resource Management, the better the employee discipline, the higher the work performance or performance achieved. An agency or organization that does not enforce discipline will show symptoms such as high absenteeism, employees not having enthusiasm and enthusiasm for work, decreased work performance and organizational goals that have been set will not be achieved. That way work discipline greatly affects work performance or employee performance.

Work discipline put forward by Keith Davis (2001) states that work discipline as an implementation of management to reinforce guidelines is seen as closely related to performance. This statement is supported by the opinion of Marthis and Jackson (2002) that work discipline is closely related to employee behavior and influences employee performance.

H4: There is a positive influence of work discipline on teacher performance

#### **Relationship of Leadership to Teacher Performance**

Leadership affects teacher performance (Soetopo, 2016). Good leadership can improve the performance of subordinates to maximize quality so that the achievement of goals can be realized effectively and efficiently and organizational culture (Fadhli et al., 2022; Joseph & Kibera, 2019) plays an important role in it (Azim, 2019). Teacher performance can be achieved well if the principal carries out his main duties, functions and responsibilities. There is a significant influence of the principal's participatory leadership style on teacher performance (Handayani & Rasyid, 2015). This shows that both transactional and transformational leadership are significantly positively associated with performance (Paracha et al. 2012). Sri Raharjo (2014) shows that leadership affects performance. On the other hand Putra, Ernila, et al. (2019) and Yusuf (2016) in their research proved that leadership has no significant effect on performance.

H5: There is a positive influence of leadership on teacher performance

### **Relationship of Job Satisfaction to Teacher Performance**

Job satisfaction is a general attitude and level of one's positive feelings towards his work (Robbins, 2003). Furthermore, Greenberg and Baron (2002) define job satisfaction as a positive or negative attitude that a person has towards his job. The reality is that there are many employees who are less satisfied with their work, dissatisfaction at work is a problem that must be taken seriously by the agency. Tiffin (in As'ad, 2004) argues that job satisfaction is closely related to the attitude of employees towards their own work, work situations, cooperation between leaders and fellow employees. This is very important because employees who do not get satisfaction at work will be motivated to work as they please, perform soberly, arrive late, be absent/skip work, not love their job, and may not even be able to survive at their workplace. According to Tuhumena (2004), if the level of employee or employee job satisfaction is low, it will result in organizational and production process disruptions due to high levels of tardiness and absenteeism and high levels of employee turnover.

H6: There is a positive influence of job satisfaction on teacher performance

### **The Relationship between Organizational Commitment and Performance**

Mathis and Jackson (in Nurmansyah, 2010) state that organizational commitment is the level of employee acceptance of organizational goals and a desire to remain in the organization. Furthermore, Steers and Porter, 1983 (in Sopiah, 2008) said that a form of commitment.

What appears is not only loyal and passive, but also involves an active relationship with work organizations that have the goal of giving all their efforts for the success of the organization concerned. In accordance with the results of previous research examined by Mela Meliana (2013) entitled Effects of Job Satisfaction and Organizational Commitment on Employee Performance (Study of Employee Perceptions in Production Department II PT. Chang Jui Fang Indonesia Indramayu). The results showed that job satisfaction has a significant effect on employee performance. The relationship between job satisfaction and organizational commitment with employee performance is stated to be strong. This shows that actually job satisfaction and organizational commitment are already high, but several other factors that affect employee performance such as organizational culture, motivation (Bakhroini et al., 2022; Isik et al., 2018), competence, reward system, need to get more attention from company management if these factors can make a major contribution to performance. employee.

H7: There is a positive influence of organizational commitment on performance

## **3.0 METHODOLOGY**

This research was conducted in 4 (four) state junior high schools in Bangko District, Rokan Hilir Regency, Riau. Namely SMP Negeri 1 Bangko, SMP Negeri 3 Bangko, SMP Negeri 4 Bangko and SMP 5 Bangko. The research time starts from June to August 2022.

### **Population and Sample**

In this study, the population consisted of all teachers working at Bangko 1 Public Middle School, Bangko 3 Public Middle School, Bangko 4 Middle School and Bangko 5 Middle School. Both PNS teachers, regional honorary teachers and committee honorary teachers. The total population is a total of 84 people. The sample in this study were all PNS teachers who taught at SMP Negeri Bangko District, Rokan Hilir Regency, with a total sample of 48 respondents.

### **Data Analysis Techniques Descriptive Analysis**

The descriptive analysis in this study contains a discussion of the respondent's profile and the respondent's responses. (1) Analysis of the respondent's profile, analysis of the respondent's profile consists of gender, age, education, years of service and income of the respondent. (2) Analysis of Respondents' Responses, the analysis of respondents' responses contains a discussion of respondents' responses to the statements submitted in the questionnaire.

### **Questionnaire Feasibility Test**

The feasibility test of the questionnaire consists of: (1) Validity test. Validity test is a test conducted to measure the accuracy of research instruments or questionnaires. The questionnaire is said to be valid if the statements or statements from the questionnaire can reveal something that will be measured by the questionnaire. Accuracy value of the questionnaire can be measured using the correlation coefficient. The questionnaire is said to be good and valid if the correlation coefficient is  $> 0.3$  (Ghozali 2011). (2) Reliability Test. Reliability test is a questionnaire test conducted with the aim of measuring the consistency of respondents' answers. The reliability test was carried out with the Cronbach alpha statistical test. The questionnaire is said to be reliable if the Cronbach alpha value  $\geq 0.70$  (Ghozali 2011).

### **Analysis of Structural Equations and Hypotheses**

Analysis of structural equations and hypotheses consists of: (1) Model development based on theory, the model that has been designed must be based on causality and this relationship must be supported by existing theory.

This stage has been discussed in the framework of thinking and hypotheses. (2) Prepare path diagrams and structural equations. (3) Evaluation of the model in SEM PLS. Evaluation of the model in PLS consists of two stages, namely evaluation of the outer model or measurement model and evaluation of the inner model or structural model (structural measurement). (4) Hypothesis Testing. For partial tests, the P-value is used. The P value is a value that indicates the probability of rejecting  $H_0$  from the research data. P-values are a significance value obtained in testing a hypothesis that represents the probability of an event or hypothesis occurring. P-values are used as an alternative for determining whether the null hypothesis is accepted or rejected. The smaller the p-value, this indicates that the opportunity to reject the null hypothesis is greater. Criteria for testing the hypothesis: (a) P-values  $< \alpha = 0.05$  then the hypothesis is accepted. This means that partially the independent variable has a significant influence on the dependent variable. (b) P-values  $> \alpha = 0.05$ , the hypothesis is rejected. This means that partially the independent variable does not have a significant effect on the dependent variable.

## 4.0 RESULTS AND DISCUSSION

### Respondent Profile

Respondent profiles in this study are shown in table 1.

**Table 1. Profile of Respondents**

Profile	Category	Amount	Percentage (%)
Gender	Man	7	14.6
	Woman	41	85.4
Age	35-40 Years	4	8.3
	>40 Years	44	91.7
	<15 Years	12	25
Years of service	15-20 Years	5	10.4
	>20 Years	31	64.6
Education	S1	47	97.9
	S2	1	2.1
	< 5 Million	1	2.1
Income	>5-7 Million	35	72.9
	>7 Million	12	25
<b>Total</b>		<b>48</b>	<b>100</b>

Source: Processed Data, 2022

### Respondents' Responses

The average respondent gave a response to the teacher's performance variable with an average value of 4.45. It can be concluded that the average respondent gave a very high response to statements to measure teacher performance variables in SMPN Bangko District, Rokan Hilir Regency. The statement that gets the highest score is statement y2.1.6, namely "Communication with students", while the statement that gets the lowest score is statement y2.3.2, namely "Communication with fellow teachers, educational staff, parents of students, and the community". Then, the average respondent gave a response to the organizational commitment variable with an average value of 3.64. It can be concluded that the average respondent gave a high response to the statements to measure the organizational commitment variable in SMPN Bangko District, Rokan Hilir Regency. The statement that gets the highest score is statement y1.1.5, namely "I feel proud to be part of this school", while the statement that gets the lowest score is statement y1.2.5, namely "I feel worried something will happen to my school, so I have to leave it."

The average respondent responds to the work discipline variable with an average value of 4.20. It can be concluded that on average the respondents gave very good responses to statements to measure work discipline variables in SMPN Bangko Pusako District, Rokan Hilir Regency. The statement that gets the highest score is statement X1.1.1, namely "I come and go home according to the set working hours", while the statement that gets the lowest score is in statement X1.2.1 namely "I always comply with the orders and rules set by the school", and statement X1.4.1 namely: "I am willing to take care of the school's equipment and supplies". then, the average respondent responds to the leadership variable with an average value of 3.92. It can be concluded that the average respondent gave a high response to statements to measure leadership variables in SMPN Bangko District, Rokan Hilir Regency. The statement that gets the highest score is in statement X2.5.2, namely: "Leaders value differences and beliefs", while the statement that gets the lowest score is in statement X2.1.2, namely "Leaders involve their members in making decisions". Then, the average respondent gave a response to the job satisfaction variable with

an average value of 3.98. It can be concluded that the average respondent gave a good response to the statements to measure the job satisfaction variable in SMPN Bangko District, Rokan Hilir Regency. The statement that gets the highest score is in statement X3.4.1 namely: "The leader shows concern and always gives advice to me", and in statement X3.5.3 namely: "My colleagues always encourage me to do a good job so that I feel satisfied", while the statement that received the lowest score was in statement X3.2.2 namely "I receive a salary according to my expectations and in accordance with the competencies I have".

### Validity and Reliability Test Results

From the results of the validity test, it can be seen that all statement items have a Corrected Item-Total Correlation value above 0.30. This shows that all statement items used to measure all variables in this study are valid. From the results of the validity test it is known that the Cronbach Alpha value for all variables is above the value of 0.70. Thus, it can be concluded that all variables have good reliability in accordance with the required minimum value limit.

### PLS SEM Model Test Results

It can be seen that each indicator in this study has a loading factor value greater than 0.60. so that all indicators in this study are valid. The AVE value for each research variable is greater than 0.50. meaning that all variables in this study are valid. The Composite Reliability value for each variable in this study is greater than 0.60. meaning that all variables in this study are reliable. Then there is no multicollinearity problem in the indicators of this study, it is proven that the VIF value is less than 10.

It can also be seen that there is a moderate relationship between exogenous variables and endogenous variables. The teacher performance model shows an adjusted R Square value of 0.626 or 62.6%. This means that teacher performance variables are explained by work discipline, leadership, job satisfaction and teacher organizational commitment variables of 62.6%. While the remaining 37.4% is influenced by other factors not included in the research model, such as motivation, competence, and work environment. Meanwhile, the test results for organizational commitment obtained an adjusted R Square value of 0.669 or 66.9%. This means that 66.9% of the variable organizational commitment is influenced by the variables of work discipline, leadership and job satisfaction. While the remaining 33.1% is influenced by other factors not examined in this study, such as motivation, competence, and work environment.

### Hypothesis Test Results

The results of hypothesis testing in this study are shown in table 2.

Table 2. Hypothesis Test Results

Hypothesis	Variable	Original Sample (O)	T statistics ( O/STDEV )	P Values	Conclusion
H1	Work Discipline -> Commitment	0.216	1.828	0.068	Significant Positive
H2	Leadership -> Commitment	0.995	5.504	0.000	Significant Positive
H3	Job Satisfaction -> Commitment	-0.016	0.110	0.913	Not significant
H4	Work Discipline -> Teacher Performance	0.276	2.308	0.021	Significant Positive
H5	Leadership -> Teacher Performance	0.328	1.384	0.166	Not significant
H6	Job Satisfaction -> Teacher Performance	0.246	1.935	0.053	Significant Positive
H7	Commitment -> Teacher Performance	0.062	0.347	0.729	Not significant

Source: Processed Data, 2022

### Discussion

#### The influence of work discipline on organizational commitment at SMPN Bangko District, Rokan Hilir Regency

Based on the results of the analysis of respondents' responses, it was shown that on average respondents gave very high responses to statements to measure work discipline variables in SMPN Bangko District, Rokan Hilir

Regency. This is in line with the results of responses to teacher work commitment, where on average respondents gave very high responses to statements to measure the organizational commitment variable in SMPN Bangko District, Rokan Hilir Regency. Based on the results of hypothesis testing, it can be explained that work discipline has a positive significant effect on teacher job satisfaction. So that these results can be explained that the existing work discipline can have a significant impact on teacher commitment in schools. This is because the teacher always provides and maintains school equipment and supplies

This result is in line with the results of research conducted by Putra et al (2019) and Desi et al (2018) which state that good work discipline can have a positive impact on improving organizational commitment. But contrary to the results of research conducted by Rivaldo, et al (2020) good work discipline has not been able to have an impact on organizational commitment.

#### **The influence of leadership on organizational commitment at SMPN Bangko District, Rokan Hilir Regency**

Based on the results of hypothesis testing, it can be explained that leadership has a positive and significant effect on organizational commitment. Thus, the hypothesis is accepted. So that these results can be explained that good leadership can have a significant impact on increasing organizational commitment in schools.

This result is in line with the results of research conducted by Purnomo, (2018) and Syaiful et al (2018) which explain that good leadership can have an impact on organizational commitment. But contrary to the results of research conducted by Agung et al (2014) which stated that leadership has no impact on organizational commitment

#### **The effect of job satisfaction on organizational commitment at SMPN Bangko District, Rokan Hilir Regency**

Based on the results of the analysis of respondents' responses, it was shown that on average respondents gave very high responses to statements to measure job satisfaction variables in SMPN Bangko District, Rokan Hilir Regency. This is in line with the results of responses to teacher work commitment, where on average respondents gave very high responses to statements to measure the organizational commitment variable in SMPN Bangko District, Rokan Hilir Regency. Based on the results of hypothesis testing it can be explained that job satisfaction is not significant to teacher commitment. So that these results can be explained that existing teacher job satisfaction cannot have a significant impact on teacher commitment in schools. This is because the teacher receives a salary that is not in accordance with expectations and is not in accordance with the competencies they have

This result is in line with the results of research conducted by Adhan (2020) and Nyoto et al (2019) stating that good job satisfaction has not been able to have an impact on organizational commitment. But contrary to the results of research conducted by Darmawan (2016), Hasan (2012), Wibowo et al (2010) stated that good job satisfaction can have a positive impact on increasing organizational commitment.

#### **The effect of work discipline on teacher performance at SMPN Bangko District, Rokan Hilir Regency**

Based on the results of the analysis of respondents' responses, it was shown that on average, respondents gave very high responses to statements to measure work discipline variables in SMPN Bangko District, Rokan Hilir Regency. This is in line with the results of responses to teacher performance, where on average respondents gave very high responses to statements to measure teacher performance variables in SMPN Bangko District, Rokan Hilir Regency. Based on the results of testing the hypothesis, it can be explained that work discipline has a positive and significant effect on teacher job satisfaction. So that these results can be explained that good work discipline can have a significant impact on improving teacher performance in schools.

This result is in line with the results of research conducted by Siregar, et al (2022), Setianingsih, et al (2019) and Primandaru, et al (2018) which state that good work discipline can have an impact on teacher performance. But contrary to the results of research conducted by Indajang (2020), Arizandi et al (2017), Sampurno & Wibowo (2017), Handayani & Rasyid (2015) and Rahmawati (2015) state that good work discipline is not capable of having a positive impact on improving teacher performance.

#### **The influence of leadership on teacher performance at SMPN Bangko District, Rokan Hilir Regency**

Based on the results of the analysis of respondents' responses, it was shown that on average respondents gave very high responses to statements to measure leadership variables in SMPN Bangko District, Rokan Hilir Regency. This is in line with the results of responses to teacher performance, where on average respondents gave very high responses to statements to measure teacher performance variables in SMPN Bangko District, Rokan Hilir Regency. Based on the results of hypothesis testing, it can be explained that organizational leadership is not significant on teacher performance. So that these results can be explained that the existing leadership does not have a significant impact on teacher performance in schools. This is because the leader does not involve the teacher in making decisions.



This result is in line with the results of research conducted by Prambudi et al (2022) and Frengky (2016) which state that good leadership is unable to have an impact on teacher performance. But contrary to the results of research conducted by Hasan (2017) and Yusuf (2016) stating that good leadership can have a positive impact on improving teacher performance.

#### **The effect of job satisfaction on teacher performance at SMPN Bangko District, Rokan Hilir Regency**

Based on the results of the analysis of respondents' responses, it was shown that on average, respondents gave very high responses to statements to measure job satisfaction variables in SMPN Bangko District, Rokan Hilir Regency. This is in line with the results of responses to teacher performance, where on average respondents gave very high responses to statements to measure teacher performance variables in SMPN Bangko District, Rokan Hilir Regency. Based on the results of hypothesis testing it can be explained that job satisfaction is significant on teacher performance. So that these results can be explained that existing teacher job satisfaction can have a significant impact on teacher performance in schools. This is because when the teacher receives the salary it is in accordance with expectations and in accordance with the competence that the teacher has

These results are in line with the results of research conducted by Ekawati, et al (2019) stating that good job satisfaction can have a positive impact on improving grur performance. But contrary to the results of research conducted by Respatianingsih et al (2016) stated that good job satisfaction is not able to have an impact on teacher performance.

#### **The effect of organizational commitment on teacher performance at SMPN Bangko District, Rokan Hilir Regency**

Based on the results of the analysis of respondents' responses, it was shown that on average, respondents gave very high responses to statements to measure the organizational commitment variable in SMPN Bangko District, Rokan Hilir Regency. This is in line with the results of responses to teacher performance, where on average respondents gave very high responses to statements to measure teacher performance variables in SMPN Bangko District, Rokan Hilir Regency. Based on the results of hypothesis testing, it can be explained that teacher work commitment is not significant to teacher performance. So that these results can be explained that the existing teacher's work commitment cannot have a significant impact on teacher performance in schools. This is because the teacher is worried that something will happen to the school, so the teacher intends to leave school. The worry in question is worry about the teacher's career.

These results are in line with the results of research conducted by Frengky (2016) which states that good organizational commitment is unable to have an impact on performance. But contrary to the results of research conducted by Carmeli and Freud (2006) stating that good organizational commitment can have a positive impact on improving performance.

## **5.0 CONCLUSION**

### **Conclusion**

Based on the results of research and discussion, it can be made as follows: Existing work discipline can have a significant impact on organizational commitment, good leadership can have a significant impact on increasing organizational commitment, existing teacher job satisfaction cannot have a significant impact towards organizational commitment. Then, good work discipline can have a significant impact on improving teacher performance, existing leadership does not have a significant impact on teacher performance, existing teacher job satisfaction cannot have a significant impact on teacher performance and existing organizational commitment cannot provide significant impact on teacher performance.

### **Recommendation**

Suggestions that can be given from the results of this study are: It is suggested that the Rokan Hilir Regency education office needs to pay attention to the leadership factor, because the results of the research conducted have proven that good work leadership can increase the organizational commitment of SMPN teachers in Bangko District, Rokan Hilir Regency. In addition, the Education Office also must pay attention to the factor of teacher work discipline in this study also proves that good teacher work discipline can have an impact on improving teacher performance. Then, it is suggested that schools need to pay attention to leadership factors, because the results of research conducted have proven that good work leadership can increase teacher organizational commitment. In addition, school principals must also pay attention to the factor of teacher work discipline. In this study, it also proves that good teacher work discipline can have an impact on improving teacher performance. Then, it is suggested that future researchers add or replace other factors that do not have a significant effect on teacher commitment and performance, for example by adding other human resource management variables or variables outside of human resource management.

## References

- Abasilim, U. D., Gberegbe, D. E., & Osibanjo, O. A. (2019). Leadership Styles and Employees' Commitment: Empirical Evidence From Nigeria. *SAGE Open*, 9(3), 1–15. <https://doi.org/10.1177/2158244019866287>
- Adeyemi, T. O. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. 2(July), 83–91.
- Adhan, M., Jufrizen, J., Prayogi, M. A., & Siswadi, Y. (2020). Peran mediasi komitmen organisasi pada pengaruh kepuasan kerja terhadap kinerja dosen tetap universitas swasta di kota Medan. *Jurnal Samudra Ekonomi Dan Bisnis*, 11(1), 1-15.
- Armstrong, M. (2014). *Armstrong's Handbook of Human Resource Management*.
- Asl, S. G., & Osam, N. (2021). A Study of Teacher Performance in English for Academic Purposes Course: Evaluating Efficiency. *SAGE Open*, 11(4), 1–9. <https://doi.org/10.1177/21582440211050386>
- Azim, M. (2019). The Effect of Servant Leadership, Organizational Culture in Employee Performance Mediated by Job Satisfaction ( Study Case of AlKahfi Islamic Boarding School. *Quality Festival 2019*, 143–162.
- Bakhroini, Junaedi, A. T., & Putra, R. (2022). Motivation, Work Culture, Commitment, and Leadership Style on Job Satisfaction and Employee Performance in Pekerjaan Umum dan Penataan Ruang (PUPR) Services in Kampar District. *Journal of Applied Business and Technology*, 3(1), 86–101.
- Carmeli, A. and A. Freund. (2004). Work Commitment, Job Satisfaction, and Job Performance: An Empirical Investigation, *International Journal of Organization Theory and Behavior*, Fall, Vol 7 No
- Darmawan, D. (2016). Peranan Motivasi Kerja, Komitmen Organisasi dan Budaya Organisasi terhadap Kepuasan Kerja. *Jurnal Ilmiah Manajemen Pendidikan Indonesia*, 2(3), 109-118.
- Elfita, Sudarno, Nyoto, & Sultan, F. M. M. (2022). Work Stress, Workload, and Work Discipline on Work Satisfaction and Teacher Performance (Case Study in Akramunas Islamic Kindergarten, Pekanbaru). *Journal of Applied Business and Technology*, 3(2), 143–152.
- Fadhli, A., Komardi, D., & Putra, R. (2022). Commitment, Competence, Leadership Style, and Work Culture on Job Satisfaction and Employee Performance at the Office of the Ministry of Religion, Kampar District. *Journal of Applied Business and Technology*, 3(1), 56–72.
- Frengky. "Analisis Gaya Kepemimpinan, Kepuasan Kerja, Komitmen Organisasi Dan Kompetensi Terhadap Kinerja Pegawai." *Jurnal Riset Bisnis dan Manajemen UNSRAT*, vol. 4, no. 3, 2016.
- Gazali, D., Panjaitan, H. P., & Chandra, T. (2022). Competence, Motivation, and Organizational Commitment on Job Satisfaction and Employee Performance at Bank Sinarmas Pekanbaru Riau Branch. *Journal of Applied Business and Technology*, 3(1), 26–39.
- Ghozali, Imam. 2011. *Aplikasi Analisis Multivariate Dengan Program SPSS*. Semarang: Badan Peneliti Universitas Diponegoro.
- Gusriani, D., Komardi, D., & Panjaitan, H. P. (2022). Leadership Style, Commitment, and Work Motivation on Job Satisfaction and Teacher Performance at the Vocational School of Multi Mekanik Masmur Pekanbaru. *Journal of Applied Business and Technology*, 3(2), 130–142.
- Habibi, Junaedi, A. T., Sudarno, Rahman, S., & Momin, M. M. (2022). Organizational Commitment, Job Satisfaction, and Locus of Control on Employee Turnover Intention and Performance at PT. Sekarbumi Alam Lestari. *Journal of Applied Business and Technology*, 3(2), 177–192.
- Harahap, S. F., & Siregar, S. M. (2022). Pengaruh Motivasi dan Disiplin terhadap Kinerja Karyawan pada CV Dua Putra Mandiri Medan. *Jesya (Jurnal Ekonomi dan Ekonomi Syariah)*, 5(1), 374-383.
- Handayani, T., & Rasyid, A. A. (2015). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Guru, Dan Budaya Organisasi Terhadap Kinerja Guru Sma Negeri Wonosobo. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 264–277. <https://doi.org/10.21831/amp.v3i2.6342>
- Hasan, L. (2012). Pengaruh kepuasan kerja dan disiplin terhadap Komitmen organisasi pegawai dinas perindustrian Perdagangan pertambangan dan energi kota padang. *Jurnal Manajemen dan kewirausahaan*, 3(1), 57-92.
- Hasibuan, Malayu. 2007. *Manajemen Sumber Daya Manusia*. Jakarta: PT. Bumi Aksara.
- Indajang, K. (2020). Pengaruh budaya organisasi dan kepemimpinan kepala sekolah terhadap kinerja guru dengan kompetensi guru sebagai variabel moderating pada yayasan perguruan sultan agung pematang siantar.
- Indrastuti, Sri. (2019). *Manajemen Sumberdaya Manusia Strategik*. Pekanbaru: UR Press.
- Indrastuti, Sri. (2022). *Manajemen Sumberdaya Manusia Strategik (edisi revisi)*. Pekanbaru: UR Press.
- Isik, U., Tahir, O. El, Meeter, M., Heymans, M. W., Jansma, E. P., Croiset, G., & Kusurkar, R. A. (2018). Factors Influencing Academic Motivation of Ethnic Minority Students: A Review. *SAGE Open*, 8(2), 1–8. <https://doi.org/10.1177/2158244018785412>
- Istiana, N., Putra, R., & Panjaitan, H. P. (2022). Competence, Work Motivation, and Work Environment on Job Satisfaction and Teacher Performance at Yayasan Pondok Pesantren Darul Hikmah Koto Baru Kabupaten

- Dharmasraya. *Journal of Applied Business and Technology*, 3(2), 193–208.
- Jeon, H. J. (2020). The Mechanism of Empathy and Relationship Commitment Through Emojis: Path to Perspective Taking, Inner Imitation, Emotional Empathy, and Relationship Commitment. *SAGE Open*, 10(4). <https://doi.org/10.1177/2158244020969675>
- Joseph, O. O., & Kibera, F. (2019). Organizational Culture and Performance: Evidence From Microfinance Institutions in Kenya. *SAGE Open*, 9(1), 1–11. <https://doi.org/10.1177/2158244019835934>
- Manurung, Nurlaeli, and Asri Laksmi Riani. (2017). Pengaruh disiplin kerja, motivasi kerja, kepuasan kerja dan kompetensi terhadap komitmen organisasi. *Jurnal Manajemen Daya Saing* 18.1: 10-19.
- Marliza, Y., Nyoto, & Sudarno. (2022). Leadership Style, Motivation, and Communication on Organizational Commitment and Employee Performance in the Rokan Hulu Regional General Hospital. *Journal of Applied Business and Technology*, 3(1), 40–55.
- Mathis Robert, Jackson John. 2002. *Manajemen Sumber Daya Manusia*. Jakarta : Salemba Empat.
- Moreo, A., Woods, R., Sammons, G., & ... (2018). Connection or competence: Emotional labor and service quality's impact on satisfaction and loyalty. *International Journal of ...* <https://doi.org/10.1108/IJCHM-03-2017-0176>
- Munir, M., Fachmi, M., & Sani, A. (2020). Pengaruh Disiplin Dan Komunikasi Terhadap Kinerja Pegawai Dengan Kepuasan Kerja Sebagai Variabel Mediasi. *Jurnal Mirai Management*, 5(3), 161-170.
- Ngatno, Junaedi, A. T., & Komardi, D. (2022). Discipline, Service Orientation, Integrity, and Leadership Style on Job Satisfaction and Performance of High School Teachers in Tanah Putih District. *Journal of Applied Business and Technology*, 3(2), 153–165.
- Okolie, U. C., & Udom, I. D. (2019). Disciplinary Actions and Procedures at Workplace: The Role of HR Managers. *Journal of Economics and Management Research*, 8, 90–105. <https://doi.org/10.22364/jemr.8.06>
- Pamungkas, G., Ekawati, E., & Suroto, S. (2019). Analisis faktor yang berhubungan dengan tingkat kepuasan kerja pada karyawan operasional PT. X Semarang. *Jurnal Kesehatan Masyarakat (Undip)*, 7(4), 469- 475.
- Panjaitan, H. P., Renaldo, N., & Suyono. (2022). The Influence of Financial Knowledge on Financial Behavior and Financial Satisfaction on Pelita Indonesia Students. *Jurnal Manajemen Indonesia*, 22(2), 145–153. <https://doi.org/10.25124/jmi.v22i1.4289>
- Priambudi, M. D. (2021). Pengaruh Kepuasan Kerja dan Gaya Kepemimpinan Terhadap Kinerja Karyawan (pada Perusahaan PDAM Kota Pasuruan).
- Primandaru, D. L., Tobing, D. S., & Prihatini, D. (2018). Pengaruh motivasi kerja dan lingkungan kerja terhadap kepuasan kerja, disiplin kerja dan kinerja karyawan PT. Kereta Api Indonesia (Persero) Daop IX Jember. *BISMA: Jurnal Bisnis dan Manajemen*, 12(2), 204-211.
- Pujiastuti, S., & Rozi, F. (2017). The Influence of Professional Competence and Working Environment to The Teachers Performance of The Economic Teachers in Senior High School At Pemalang Regency Through Their Working Motivation. 6(2), 151–160.
- Purnomo, Eko. (2018). Pengaruh Kepemimpinan terhadap Komitmen Organisasi. *Sosio e-kons* 10.1 : 28-38.
- Putra, R., Ernila, Komardi, D., & Suyono. (2019). Pengaruh Gaya Kepemimpinan, Motivasi, dan Budaya Organisasi Terhadap Kepuasan Kerja dan Kinerja Guru Pada SMKN 4 Pekanbaru. *Procuratio: Jurnal Ilmiah Manajemen*, 7(4), 470–483.
- Putra, R., Nyoto, Sayono, & Wulandari, E. (2019). Pengaruh Motivasi, Pelatihan, Budaya Organisasi, dan Komitmen Organisasi Terhadap Kepuasan Kerja dan Kinerja Guru di SMK Negeri Kota Pekanbaru. *Jurnal Ilmiah Manajemen*, 7(3), 328–343.
- Putra, R., & Renaldo, N. (2020). Peningkatan Kepuasan Kerja dan Kinerja Guru melalui Komitmen, Budaya Organisasi, Motivasi, dan Gaya Kepemimpinan Guru SLTA Sederajat di Kabupaten Rokan Hilir. *Procuratio: Jurnal Ilmiah Manajemen*, 8(1), 125–139.
- Renaldo, N., Jollyta, D., Suhardjo, Fransisca, L., & Rosyadi, M. (2022). Pengaruh Fungsi Sistem Intelijen Bisnis terhadap Manfaat Sistem Pendukung Keputusan dan Organisasi. *Jurnal Informatika Kaputama*, 6(3), 61–78.
- Renaldo, N., Putra, R., Suhardjo, Suyono, & Putri, I. Y. (2022). Strategi Menurunkan Turnover Intention Akuntan Pada Kantor Jasa Akuntansi Pekanbaru Tahun 2021. *Jurnal Aplikasi Bisnis Dan Manajemen*, 8(2), 588–600. <https://doi.org/10.17358/jabm.8.2.588>
- Renaldo, N., Suharti, Andi, Putri, N. Y., & Cecilia. (2021). Accounting Information Systems Increase MSMEs Performance. *Journal of Applied Business and Technology*, 2(3), 261–270.
- Respatiningsih, I., & Sudirjo, F. (2016). Pengaruh komitmen organisasi, motivasi, kapabilitas dan kepuasan kerja terhadap kinerja pegawai (Studi Empirik Pada Inspektorat Kabupaten Pemalang). *Serat Acitya*, 4(3), 56.
- Robbins, Stephen P. & A. Judge, Timothy (2011). *Organizational Behavior. Fourteenth Edition*. Pearson education. New Jersey 07458. 77-89\*
- Sampurno, D., & Wibowo, A. (2017). Kepemimpinan Kepala Sekolah, Lingkungan Kerja, Motivasi Kerja, Dan Kinerja Guru Di Smk Negeri 4 Pandeglang. *Jurnal Pendidikan Ekonomi Dan Bisnis (JPEB)*, 3(2), 63.

- <https://doi.org/10.21009/jpeb.003.2.5>
- Setianingsih, F. (2019). *Pengaruh Kepuasan Kerja, Disiplin Kerja, Dan Keselamatan Kerja Terhadap Kinerja Karyawan Pada Pt. Wijaya Karya (Persero) Tbk Departemen Power Plant Dan Energi PLTU Cilacap Ekspansi 1X1000 MW* (Doctoral dissertation, Universitas Muhammadiyah Purwokerto).
- Sirait, L., Sudarno, Junaedi, A. T., Purwati, A. A., & Deli, M. M. (2022). Leadership Style, Motivation, and Organizational Culture on Job Satisfaction and Teacher Performance. *Journal of Applied Business and Technology*, 3(2), 115–129.
- Soetopo, M. P. (2016). Pengaruh Kepemimpinan, Pendidikan dan Pelatihan Motivasi Kerja, dan Budaya Organisasi Terhadap Kompetensi dan Kinerja Guru. *STEI Ekonomi*, 25(01), 85–121. <https://ejournal.stei.ac.id/index.php/JEMI/article/view/75>
- Sudarno, Putri, N. Y., Renaldo, N., Hutahuruk, M. B., & Cecilia. (2022). Leveraging Information Technology for Enhanced Information Quality and Managerial Performance. *Journal of Applied Business and Technology*, 3(1), 102–114.
- Sugihartini, N. M., & Agung, A. A. G. (2018). Kontribusi Implementasi Manajemen Sekolah Berbasis Nilai- Nilai Kearifan Lokal Tri Hita Karana, Kepemimpinan Pelayan Kepala Sekolah dan Kepuasan Kerja Terhadap Komitmen Organisasional Guru di SMP Negeri Kota Singaraja Buleleng. *Jurnal Administrasi Pendidikan Indonesia*, 9(2), 111-120.
- Sutrisno, Edy. 2014. *Manajemen Sumber Daya Manusia. 6th ed.* Jakarta: Kencana Prenada Media Group.
- Suyono, Suhardjo, Renaldo, N., Sudarno, & Sari, S. F. (2021). Faktor-faktor yang mempengaruhi Corporate Social Responsibility dan Nilai Perusahaan. *Procuratio: Jurnal Ilmiah Manajemen*, 9(1), 88–100.
- Syafaruddin. (2015). *Manajemen Organisasi Pendidikan: Perspektif Sains dan Islam*.
- Ujiarto, T., Rifai, R. C., & Raharjo, T. J. (2017). The Journal of Educational Development Effect of the School Principal's Management, Academic Supervision, Organizational Culture, and Work Motivation to the Teacher's Professionalism. 5(3), 414–424.
- Wibowo, E., & Susilowati, W. (2010). Pengaruh kepemimpinan, organizational citizenship behaviour, dan komitmen organisasional terhadap kepuasan kerja pegawai. *Jurnal ekonomi dan kewirausahaan*, 10(1).
- Yusuf, M. (2016). Pengaruh Gaya Kepemimpinan Dan Budaya Organisasi Terhadap Kepuasan Kerja Dan Kinerja Guru Militer Resimen Induk Komando Daerah Militer Vii/Wirabuana Di Sulawesi. *Jurnal Bisnis Dan Kewirausahaan*, 5(2), 219–236.
- Yukl, Gary. 2013. *Leadership in Organizations*. Pearson Education, Inc., publishing as Prentice Hall.