

# The Role of Organizational Commitment in Mediating the Impact of Leadership Style on Teacher Productivity at SMP Negeri 2 Permata Bener Meriah

1<sup>st</sup> Hafnidah

Student of Master Management  
Universitas Pembangunan Panca Budi  
hafnidah@gmail.com

2<sup>nd</sup> Elfitra Desy Surya

Master of Management  
Universitas Pembangunan Panca Budi  
elfitradesy@dosen.pancabudi.ac.id

3<sup>rd</sup> Kiki Farida Ferine

Master of Management  
Universitas Pembangunan Panca Budi  
kikifarida@dosen.pancabudi.ac.id

**Abstract-** This study examines the role of organizational commitment in mediating the impact of leadership style on teacher productivity at SMP Negeri 2 Permata in Bener Meriah Regency. Education, being a key driver of sustainable national development, necessitates teacher productivity to meet learning goals effectively. While teacher productivity is influenced by individual competence, the organizational environment and leadership style are equally pivotal. Transformational leadership, which fosters trust and motivation, is found to positively impact teacher performance. However, the influence of leadership style on productivity is not always direct, as organizational commitment plays a mediating role. Organizational commitment, representing emotional attachment and loyalty, is crucial for enhancing teacher dedication and performance. The study employs a quantitative approach using PLS-SEM to test hypotheses concerning leadership style, organizational commitment, and teacher productivity. The results indicate that leadership style has a significant positive effect on both organizational commitment and teacher productivity. Furthermore, organizational commitment significantly mediates the relationship between leadership style and teacher productivity. This research contributes to the understanding of effective leadership strategies in education and provides insights for policymakers to enhance teacher performance through improved organizational commitment.

**Keywords-** Leadership Style; Organizational Commitment; Teacher Productivity; Transformational Leadership; Education Management.

## I. INTRODUCTION

Education is the main pillar in sustainable nation development. In an effort to improve the quality of education, teacher productivity is one of the key aspects that must be considered. Productive teachers are able to plan, implement, and evaluate the learning process effectively, so that learning goals can be achieved optimally (Susanto & Rahmawati, 2021). However, teacher productivity is not only determined by individual abilities, but is also greatly influenced by the organizational environment in which teachers work.

One of the important factors that affect teacher productivity is the principal's leadership style. An effective leadership style is able to create a positive work atmosphere,

increase work motivation, and encourage active involvement of teachers in school activities. According to Putra and Santosa (2020), transformational leadership styles have a positive influence on improving teacher performance and productivity because they are able to build trust, provide inspiration, and encourage innovation in the learning process.

However, the influence of leadership style on teacher productivity is not always direct. Organizational commitment plays a role as a mediating variable that can strengthen the relationship. Organizational commitment reflects the extent to which individuals have an emotional attachment and loyalty to the institution they work for. Teachers who have high commitment will show greater dedication, work spirit, and responsibility for their duties (Wulandari, 2022). Furthermore, high commitment usually grows from supportive and participatory leadership (Hakim & Ramadhani, 2021).

SMP Negeri 2 Permata in Bener Meriah Regency is one of the public schools that has an important role in supporting the vision of regional education. To achieve a better quality of education, a leadership strategy is needed that not only focuses on the administrative aspect, but is also able to build organizational commitment among teachers. Unfortunately, until now there have not been many empirical studies that reveal the role of organizational commitment as a mediator in the relationship between leadership style and teacher productivity, especially in the context of junior high schools in the region.

Therefore, this study is important to analyze empirically the role of organizational commitment in mediating the influence of leadership style on teacher productivity at SMP Negeri 2 Permata in Bener Meriah Regency. The results of this research are expected to make a practical contribution to the development of educational leadership strategies and become a reference for policy makers in the school environment.

## II. LITERATURE REVIEW

### A. Theoretical Framework

#### 1) Teacher Productivity



### Definition of Teacher Productivity

Fitrianawati & Kurniawan (2020) teacher productivity is defined as the achievement of learning goals carried out by professional teachers. This includes the ability of teachers to manage student learning, which can be improved through activities such as writing scientific papers.

### Teacher Productivity Indicators

Fitrianawati and Kurniawan (2020), productivity indicators, including:

- 1) Ability to complete tasks on time
- 2) Quality of student learning outcomes
- 3) Effective use of learning methods and media
- 4) Sustainable self-development
- 5) Efficiency and effectiveness in managing classrooms
- 6) Innovation in the learning process

### 2) Organizational Commitment

### Definition of Organizational Commitment

Wijayanti & Suharnomo (2021) organizational commitment is a psychological condition that describes the relationship between employees and the organization, which has an impact on the decision to stay in the organization and make their best contribution.

### Organizational Commitment Indicators

Wijayanti & Suharnomo (2021) Frequently used organizational commitment indicators include:

- 1) Affective Commitment  
An employee's emotional attachment to the organization, where the employee feels part of the organization and has a desire to stay in it.
- 2) Ongoing Commitment  
Employees' consideration of the costs or losses that may arise if they leave the organization, which makes them choose to stay.
- 3) Normative Commitment  
A sense of moral obligation for employees to stay in the organization because they feel that it is the right thing to do.

### B. Leadership Style

### Definition of Leadership Style

Northouse (2021) defines leadership style as a leader's typical behavior when influencing, motivating, and directing his subordinates in achieving organizational goals. Northouse emphasized that leadership style is not just about personality, but about repetitive patterns of action.

### Leadership Style Indicators

Indicators of leadership style according to Northouse (2021), namely:

- 1) Task-Oriented Behavior  
Focus on goal achievement and productivity.
- 2) Relationship-Oriented Behavior  
Focus on subordinate needs and interpersonal relationships
- 3) Situational Leadership Style

### C. Conceptual Framework

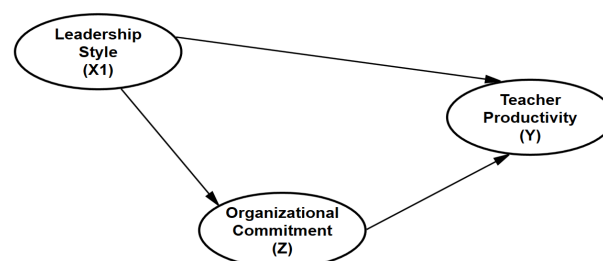


Figure 1. Conceptual Framework

### D. Research Hypothesis

- H1: Leadership style has a positive and significant effect on teacher productivity at SMP Negeri 2 Permata in Bener Meriah Regency.
- H2: Leadership style has a positive and significant effect on organizational commitment at SMP Negeri 2 Permata in Bener Meriah Regency.
- H3: Organizational commitment has a positive and significant effect on teacher productivity at SMP Negeri 2 Permata in Bener Meriah Regency.
- H4: Leadership style has a positive and significant effect on teacher productivity through organizational commitment at SMP Negeri 2 Permata in Bener Meriah Regency.

## III. RESEARCH METHODS

### A. Types of Research

The type of research that the researcher uses is quantitative research. This type of quantitative research was conducted to make a study that aimed to adjust a research and to analyze the leadership style on teacher productivity with organizational commitment as an intervening variable at SMP Negeri 2 Permata in Bener Meriah Regency.

### B. Research Location and Research Time

The location of the research was conducted at SMP Negeri 2 Permata, which is located in Jelobok, Permata District, Bener Meriah Regency, Aceh. The research period was carried out for 3 months, from April to June 2025.

### C. Population and Sample

In this study, the population is 81 people, consisting of 71 ASN teachers and 10 PPPK teachers. The sample used in this study is a saturated sample because all populations are used as samples because the number is relatively small and it is possible to study it as a whole.

## IV. RESULTS AND DISCUSSION

### A. Outer Model Review

Outer Model analysis using the PLS Algorithm, yielding:

#### 1) Validity Test

Table 1. Value of Outer Loadings

	Leadership Style	Organizational Commitment	Teacher Productivity
X1.1	0,798		
X1.2	0,863		

X1.3	0,851		
Y.1			0,780
Y.2			0,745
Y.3			0,725
Y.4			0,833
Y.5			0,815
Z.1		0,861	
Z.2		0,768	
Z.3		0,857	

Source: PLS Smart Output, 2025

Based on the values in Table 1 above, showing the results of the outer model test through the loading factor / outer loadings value, all indicators in each variable have a loading value  $\geq 0.70$ . This shows that each indicator is measured validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the validity criteria and can be seen in the following figure.

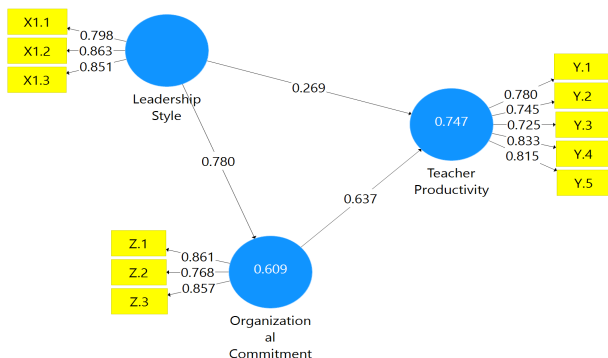


Fig. 1. Outer Loading

## 2) Reliability Test

TABLE I. UJI CONSTRUCT RELIABILITY AND VALIDITY

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Leadership Style	0,788	0,796	0,876	0,702
Organizational Commitment	0,773	0,785	0,869	0,688
Teacher Productivity	0,839	0,845	0,886	0,609

Source: PLS Smart Output, 2025

From Table 2 above, the reliability test results show that Cronbach's Alpha and Composite Reliability values on all constructs have values above 0.70. This shows that all indicators have high internal consistency and are reliable in measuring their respective constructs. So that the research instrument is declared reliable and feasible to be used in testing structural models.

## B. Coefficient of Determination (R²)

In assessing a model with PLS it starts by looking at the R-square for each dependent latent variable. The table below is the result of Rsquare estimation using SmartPLS.

TABLE II. R SQUARE RESULTS

	R Square	R Square Adjusted
Organizational Commitment	0,609	0,605
Teacher Productivity	0,747	0,742

Source: Smart PLS, 2025

In table 3, there is an R square value in both dependent variables for the organizational commitment variable, there is an R square value of 0.609, meaning that the influence of leadership style is 0.609 or 60.9%, the rest is in other variables outside the model. The R square value of teacher productivity is 0.747, meaning that leadership style and organizational commitment are 0.747 or 74.7%, the rest is in other variables outside the model.

## C. Structural Model Testing (Inner Model)

### 1) Hypothesis Testing

#### a) Direct Influence Between Variables

The direct influence between variables can be seen in the value of *path coefficients*. The results of the data processing show the value of direct influence can be seen in the following table.

TABLE III. PATH COEFFICIENTS (DIRECT INFLUENCE)

	Original Sample	T Statistics	P Values	Conclusion
Leadership Style -> Teacher Productivity	0,269	2,513	0,012	Accepted
Leadership Style -> Organizational Commitment	0,780	10,853	0,000	Accepted
Organizational Commitment -> Teacher Productivity	0,637	6,245	0,000	Accepted

Source: PLS Smart Output, 2025

In the results of Table 4, there are the following direct influence values:

- Leadership style has a positive and significant effect on teacher productivity with a t-statistical value of 2.513 above 1.96 and a significance of 0.012 below 0.05, meaning that the leadership style has a positive and significant effect on teacher productivity because the significance value is below 0.05. The results of this study are in line with the results of previous research, namely that leadership style has a positive and significant effect on teacher performance in secondary schools in Kutai Negara.
- Leadership style on organizational commitment has a positive and significant effect with a t-statistical value of 10.853 below 1.96 and a significance of 0.000 below 0.05, meaning that leadership style has a positive and significant effect on organizational commitment because the significance value is below 0.05. This research is in line with research that states that leadership style has a positive and significant effect on organizational commitment (Katper et al, 2020).
- Organizational commitment has a positive and significant effect on teacher productivity with a t-statistical value of 6.245 above 1.96 and a significance of 0.000 below 0.05, meaning that organizational commitment has a positive and significant effect on teacher productivity because the significance value is below 0.05. The results of this study

are in accordance with the results of previous research, namely that organizational commitment has a positive and significant effect on teacher productivity (Onyemah et al, 2024).

#### b) Indirect Influence Between Variables

The indirect influence between variables can be seen in the value of *specific indirect effects*. The results of data processing show the value of indirect influence can be seen in Table 5 below.

TABLE IV. SPECIFIC INDIRECT EFFECTS

	Original Sample	T Statistics	P Values	Conclusion
Leadership Style -> Organizational Commitment -> Teacher Productivity	0,497	5,098	0,000	Accepted

Source: Smart PLS, 2025

In table 5, there is an indirect influence between variables which will be explained as follows:

Leadership style has a positive and significant effect on teacher productivity through organizational commitment with a t-statistical value of 5.098 above 1.96 and a significance value of 0.000 below 0.05, meaning that organizational commitment plays a role as an intervening variable between leadership style and teacher productivity.

#### V. CONCLUSION

1. Leadership style has a positive and significant effect on teacher productivity at SMP Negeri 2 Permata in Bener Meriah Regency.
2. Leadership style has a positive and significant effect on organizational commitment at SMP Negeri 2 Permata in Bener Meriah Regency.
3. Organizational commitment has a positive and significant effect on teacher productivity at SMP Negeri 2 Permata in Bener Meriah Regency.
4. Leadership style has a positive and significant effect on teacher productivity through organizational commitment at SMP Negeri 2 Permata in Bener Meriah Regency.

#### VI. SUGGESTION

1. In the leadership style variable, it turns out that the indicator that has the lowest score is the statement "The school leader gives clear instructions in the implementation of tasks". School leaders should maintain consistency in providing clear instructions so that tasks can be carried out effectively and with minimal errors.
2. The organization's commitment with the statement "I stayed at this school because I considered the long-term benefits". We recommend continuing to improve your competence and positive contribution so that your existence provides more added value to the school and is in line with the expected long-term goals.
3. Teacher productivity with the statement "I use appropriate and effective learning methods and media". I use appropriate and effective learning methods and media.

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