ISLAMIC EDUCATION TEACHERS QUALITY SERVICE: EFFECT OF TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL COMMITMENT

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ABSTRACT

The objective of this research was to understand the effect of transformational leadership and organizational commitment on Islamic education teachers quality service. It was quantitative research in sixty six (66) Elementary schools located in Kendari district, South East Sulawesi, Indonesia. The research used a survey method with path analysis applied in the testing hypothesis. It was conducted to 95 teachers as the respondents who were selected in a simple random way. The result of this study are: (1). There is a positive direct effect of transformational leadership on teachers quality service. (2). There is a positive direct effect of organizational commitment on teachers quality service and (3). There is a positive direct effect of transformational leadership on teachers organizational commitment.

Keywords: Transformational leadership, organizational commitment, teachers quality service

I. INTRODUCTION

The quality of teacher service is directly proportional to the quality of education in various aspects. Several studies conducted have shown how the quality of teacher services in various countries has shown positive results towards the advancement of education. In Indonesia, the quality of teacher services, including certified teachers, has not shown maximum service in improving the quality of Indonesian education. There are several phenomena that show this, including: assessments from several international institutions that still categorize the quality of Indonesian education as low. Second, the ability of Indonesian teachers in the 2015 teacher competency test which was held nationally showed disappointing results that the average teacher score was only 44.5, far below the national standard set by the Ministry of Education and Culture of 75. The next phenomenon is that there are still many teachers who experience problems in terms of learning, whether related to understanding the material, use of methods, learning processes, and evaluation. Last phenomenon, the low quality of teacher services can be seen from the aspect of teacher duties which are sometimes seen as mere routine. The low quality of Indonesian teacher service also occurs in Islamic education teachers who teach in public schools. In Indonesia, the position of the teacher of Islamic education in public schools plays a very important role. They are the moral guardians of Indonesian children entering the era of disruption and the era of 4.0. The era of information and technology that is growing rapidly and no longer has boundaries between countries, makes religious values one thing that students in Indonesia absolutely must master. The phenomenon of the low quality of Islamic education teacher services of course related to many factors. These factors include transformational leadership of the principal and also commitment of the teacher itself. Colquitt (2015) describes a transformational leader, as a leader who tends to foster a higher quality relationship between the leader and members, characterized by a strong level of mutual respect and obligation. Transformational principals can change teaching competence of Islamic education teachers to be more optimal, because one of the functions of transformational leadership is to transform or change subordinates to achieve organizational goals. Meanwhile, commitment of the teacher organization determines the quality of PAI teacher services because teachers who are committed will try to provide maximum service to students due to a sense of attachment to the school as a place to devote themselves.

This study will address Islamic education teachers (PAI) teachers. PAI teacher quality service problem as the main topic by linking the influence of principal leadership and teachers organizational commitment. Discussion on the problem PAI teachers quality service has become very important in Kendari region especially at the Elementary schools level, based on the results of the Balitbang Kemenag research, teachers competition test and many.
For this reason, researchers want to find out how much influence of principal leadership, and organizational teachers commitment to PAI teachers Quality service.

II. MATERIALS AND METHODS

Teachers Quality Service
According to Mikros Pakurar (2019) "Service quality is briefly defined as how companies meet or exceed customer expectations" Service quality is defined as the way a company meets or exceeds customer expectations. From this definition, it can be interpreted that service quality is the result of a process in which consumers' expectations of using services are compared with actual service delivery. Another definition put forward by Reeves & Bednar as quoted by Wang (2020) "Service quality is the provision of service that can meet the expectations of customers". Service quality is the provision of services that meet customer expectations. Wisham Abu Jayadi (2020) says that the concept of service quality is increasingly recognized as an important factor in the success of any business "Service quality has been increasingly recognized as a critical factor in the success of any business" in the last few decades, researchers investigated the quality of various different fields such as education, finance, health care, restaurants, transportation, hotels, grocery and retail stores, traffic police services, electronic services and other services provided. All of which demonstrate the importance of service quality. Another definition put forward by Bateson and Hoffman, quoted by Hulya Senor Near (2017) says that service quality is the attitude of customers shown based on their long-term assessment of the organization's service processes. The service attitude of the organization determines customer loyalty. Based on the explanation and concepts above, it can be synthesized that the service quality of Islamic Religious Education Teachers is an effort or effort of Islamic Education teachers in fulfilling the needs and desires of students in the teaching and learning process to achieve learning goals effectively and efficiently with indicators: 1. Physical evidence; 2. Reliability 3. Responsiveness; 4. Guarantee; 5. Empathy

Transformational Leadership
The importance of leadership in organizations can be seen through several definitions put forward by experts, one of which is proposed by Genifer and Gareth Jones (2014) who define leadership as "leadership as the capability of an individual to exercise influence and control over other members to help a group or organization achieve its goals. Leadership is an activity or effort made by an individual to influence people to consciously and voluntarily try to achieve group goals. Robbins and Coulter (2014) say that leadership is the process of influencing followers using various types of strength. "The process of influencing followers using various types of power. Most effective leaders rely on several different forms of power to affect the behavior and performance of their followers. Mc Gregor Burns as quoted by Hossain Reza (2019) argues that transformationalism occurs when a leader relates to other people in such a way that leaders and followers lift themselves up to higher levels of motivation and morality.

Based two conceptual defenition above itcan be synthesized that transformational leadership is the behavior of the principal in dispatching and encouraging subordinates to achieve organizational goals with the indicator 1. Developing teacher potential. 2. Encouraging innovation 3. Concern for the quality of teacher services. 4. Set an example

Teachers Organizational Commitment
Commitment refers to attachment and loyalty. This is related to individual feelings about the organization. According to Victoria Miroshnik (2013) "Commitment is a social action its refers to the binding of an individual to particular values in the pursuit of organizational objectives". Commitment is a social action that refers to the binding of a person to certain values in pursuit of organizational goals.

The definition of commitment has been described by many experts with various theories. Kreitner & Kinicki (2014) argues that organizational commitment is a reflection of where an employee recognizes the organization and is bound to its goals. This is an important work attitude because committed people are expected to demonstrate their availability to work harder to achieve organizational goals and have a greater desire to continue working in a company.

Suzuki and Hur (2020) say managing organizational commitment is important by fostering employee morale so that their level of involvement is higher in organizational activities. Hunt and Mary (2010) define organizational commitment as the extent to which employees’ expectations of what the organization gives them and what they
get from the organization and what the organization gets from employees is as expected. Commitment refers to attachment and loyalty. This is related to individual feelings about the organization. According to Meyer, J.P(2019). "Organizational Commitment is defined as the desire on the part of an employee to remake a member of organization".

Commitment of the teacher is closely related to the professionalism of the teacher and his abilities. There is a strong relationship between teacher commitment and factors related to the teaching and learning process in the classroom Meyer, Morin, Stanley, & Maltin, (2019). Commitment of Islamic religious teachers is one of the critical success factors in school organization. Teachers who are committed will work earnestly accompanied by a determination to contribute their best abilities and competencies for the success of the school.

Based on the definitions and concepts and research exposures above, it can be synthesized that the commitment of the Islamic Religion teacher is a strong belief to accept the goals of the school organization, the readiness to work hard for the school organization, and a strong desire to remain in the school organization with indicators: Affective commitment 2) Continuous commitment 3) normative commitment.

Hypotheses

There are three hypotheses that are the focus of this research:

There is a direct positive effect of the principal's transformational leadership to the service quality of Islamic education teachers in elementary schools in Kendari City

There is a direct positive influence of the commitment of teacher organizations to the service quality of Islamic Education teachers in elementary schools in Kendari City

There is a direct positive effect of the principal's transformational leadership to the organizational commitment of Islamic Education teacher in elementary schools in Kendari City

III. METHODE

Some procedures were carried out to achieve the purpose of this research, these steps: Using the survey method with a causal approach with path analysis, the validity of the instrument items was calculated using the Pearson Product Moment correlation formula. The instrument reliability coefficient was calculated using the Cronbach Alpha formula. Overall calculation of the item validity coefficient and instrument reliability coefficient is done through the Excel program. Data analysis technique used is descriptive and inferential data analysis techniques. The inferential analysis is used to test hypotheses using path analysis. All hypothesis testing was performed using \( \alpha = 0.05 \). Before testing the hypothesis, the normality of the estimated error of the regression is done by using the Lilliefors technique and the linearity test using the ANAVA test. To test the direct effect of the independent variable on a dependent variable, reflected by the path coefficient. The calculation is done, with computer aids. The program used is a data analysis package found in Microsoft Excel, SPSS, and Lisrel.

Research Time and Place

This research was carried out for five months in Kendari Elementary Schools with instruments distributed to teachers, starting in January to May 2021 starting with the administration of research permits, instrument trials, and instrument refinement, data collection, data analysis, and writing research seminar results.

Population and Sample

The population in this study were Islamic education teachers in elementary school in Kendari City. The target population is all teachers from 66 (sixty-six) elementary schools in Kendari City, totaling 125 teachers of Civil Servants.

Sampling techniques use proportional random sampling using formulas from Yamane (2007) thus the sample in this study were 95 respondents.

Research Instruments

Data collection techniques were carried out using questionnaire research instruments, namely: (1) instruments of transformational leadership (2) instruments organizational commitment, (3) instruments of quality service of teachers. Rating scale (branch scale) is used for all variables that have five categories of answer choices, namely:
(a) very often, (b) often, (c) rarely, (d) rarely. Alternative answer choices are given a value of 5 to 1 for positive statements, and weight values of 1 to 5 for negative statements.

The instrument was developed by the researcher herself, and validation by expert. Before being used in research, instruments developed were first tested on 30 respondents. A simple randomly selected trial sample from the empirical trial research population was intended to determine the validity of items for which the instrument was calculated using Pearson's Product Moment correlation formula, as a basis for selecting valid instrument items that could be used in data collection. The acceptance and rejection of instrument items were obtained through calculations with the critical price r obtained from table r at α = 0.05 and n = 30 which is equal to 0.361. An instrument item can be maintained if it has a coefficient (r)> 0.361. The instrument reliability coefficient was calculated using the Cronbach Alpha formula. Overall calculation of the item validity coefficient and instrument reliability coefficient is done through the Excel program.

**Teachers Quality Service Instruments**

Service quality is the teacher's effort in fulfilling the needs and desires of students in the teaching and learning process to achieve learning goals effectively and efficiently with indicators 1. Physical evidence; 2. Reliability 3. Responsiveness; 4. 5. Empati Guarantee

**Principals Transformational Leadership Instruments**

Transformational leadership is individual behavior in inspiring and motivating subordinates to achieve organizational goals. with indicators 1. Developing teacher potential 2. Encouraging innovation. 3. Concern for the quality of teacher services. 4. Set an exam

**Teachers Organizational Commitment Instrument**

PAI Teacher organizational commitment is a strong teacher belief in accepting the goals of the school organization, readiness to work hard for the school organization, and a strong desire to remain in the school organization with indicators: Affective commitment 2) Continuous commitment 3) normative commitment.

**Data Analysis**

The data analysis technique used is descriptive and inferential data analysis techniques. Whereas inferential analysis is used to test hypotheses using path analysis. All hypothesis testing was performed using α = 0.05. Before testing the hypothesis, the normality of the estimated error of the regression is done by using the Lilliefors technique and the linearity test using the ANAVA test. In the path analysis there are two types of variables, namely: exogenous variables and endogenous variables. In accordance with the mindset developed, the endogenous variable in this study Teachers Quality Service While exogenous variables include: Principals Transformational Leadership and, teachers Organizational commitment, calculations performed, with computer aids. The program used is a data analysis package found in Microsoft Excel, SPSS, and Lisrel.

**IV. RESULT AND DISCUSSION**

**Profile of Respondents**

The profile of respondents seen from gender, length of work and level of education. See table

<table>
<thead>
<tr>
<th>No</th>
<th>Data Type</th>
<th>Classification</th>
<th>Amount</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gender</td>
<td>Male</td>
<td>45</td>
<td>52.63</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>50</td>
<td>47.37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 stars - 10 years</td>
<td>25</td>
<td>26.31</td>
</tr>
<tr>
<td>2</td>
<td>Length of work</td>
<td>11 - 15</td>
<td>28</td>
<td>29.47</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16-20</td>
<td>42</td>
<td>44.21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Education Level n</td>
<td>S1</td>
<td>65</td>
<td>68.63</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S2</td>
<td>30</td>
<td>31.57</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Before analyzing the data using path analysis, several statistical tests were carried out which became a requirement in the path analysis. Several statistical tests that must be fulfilled by data in path analysis are: (1) error normality test; (2) The test of significance and linearity of the regression coefficients in this section describes the three statistical tests required in the path analysis.
Table 2. Test Of Significant and linearitas

<table>
<thead>
<tr>
<th>Korelasi</th>
<th>X1</th>
<th>X2</th>
<th>X3</th>
<th>X4</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>1.000</td>
<td>0.452</td>
<td>0.474</td>
<td>0.517</td>
<td>0.626</td>
</tr>
<tr>
<td>X2</td>
<td>0.452</td>
<td>1.000</td>
<td>0.495</td>
<td>0.492</td>
<td>0.603</td>
</tr>
<tr>
<td>Y</td>
<td>0.626</td>
<td>0.603</td>
<td>0.629</td>
<td>0.667</td>
<td>1.000</td>
</tr>
</tbody>
</table>

In the table, it can be seen that all correlation coefficients between variables are positive. In addition, all correlation coefficient values are significant at α = 0.05.

Table 3. Error Normality test Result

<table>
<thead>
<tr>
<th>Variabel</th>
<th>n</th>
<th>L count</th>
<th>L table (0.05;95)</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>X2 over X1</td>
<td>95</td>
<td>0.045</td>
<td>0.088</td>
<td>Normal</td>
</tr>
<tr>
<td>Y over X1</td>
<td>95</td>
<td>0.042</td>
<td>0.088</td>
<td>Normal</td>
</tr>
<tr>
<td>Y over X2</td>
<td>95</td>
<td>0.049</td>
<td>0.088</td>
<td>Normal</td>
</tr>
</tbody>
</table>

In the table, it can be seen that all variables in normal position

Testing the Statistical Hypothesis

The results of the calculation of the path coefficient are used to test the proposed hypothesis and measure the effectiveness of both direct and indirect exogenous variables on endogenous variables in the structural model. Hypothesis conclusions are made through the calculation of the statistical value of t-count of each path coefficient, provided that if t-count > t-table then the path coefficient is significant and vice versa if t-count < t-table then the path coefficient is not significant. The results of the decision on all proposed hypotheses are explained as follows.

Hypothesis 1,
There is a direct effect transformational leadership on teachers quality service

Calculation results show that the path coefficient of X1 to Y (ρY1) is 0.27 with t-count = 3.26 At α = 0.05, it is obtained t-table = 1.65. Because the value of t-count (3.26) > t-table (1.65) rejects H0 and accepts H1, then the path coefficient is significant. Based on these findings, it can be argued that in fact there is a positive direct effect of the principal's transformational leadership style on the quality of teacher services. This means that changes in the improvement of the principal's transformational leadership style will lead to an increase in the quality of teacher services.

Hypothesis 2
There is a direct effect of organizational commitment on teachers quality service

The calculation results show that the path coefficient of X2 to Y (ρY2) is 0.25 with t-count = 3.51. At α = 0.05, it is obtained t-table = 1.65. Because the t-value (3.51) > t-table (1.65) rejects H0 and accepts H1, then the path coefficient is significant. Based on these findings, it can be argued that in fact there is a positive direct effect of organizational commitment (X3) on the quality of teacher services (Y). This means that changes in increased organizational commitment will lead to an increase in the quality of teacher services.

Hypothesis 3
There is a direct Effect of transformational leadership on organizational commitment

Calculation result shows that the path coefficient of X1 to X2 (ρ21) is 0.47 with t-count = 5.35 At α = 0.05, it is obtained t-table = 1.65. Because the value of t-count (5.35) > t-table (1.65) rejects H0 and accepts H1, the path coefficient is significant. Based on these findings, it can be argued that in fact there is a positive direct effect of the principal's transformational leadership style on teacher organizational commitment. This means that changes in the increase in the principal's transformational leadership style will lead to an increase in teacher organizational commitment.
V. DISCUSSION

The results of this research on the quality of PAI teacher services at elementary schools throughout Kendari City have the following implications.

- Increasing the effectiveness of the principal's transformational leadership style results in an increase in the quality of teacher services. Thus, improving the quality of teacher services can be done through increasing the effectiveness of the principal's transformational leadership style in elementary schools throughout Kendari City.

- Increased organizational commitment results in an increase in the quality of teacher services. Thus, improving the quality of teacher services can be done through increasing organizational commitment. The teacher's commitment to the organization is the teacher's strong desire to remain a member of the organization where he works.

- Increasing the effectiveness of the principal's transformational leadership style results in increased organizational commitment. Thus, increasing organizational commitment can be done through increasing the effectiveness of the principal's transformational leadership style.

Acknowledgment

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REFERENCES


