

Transformation of Islamic Education Viewed From The Influence of Leadership Style, Managerial Cognitive Capability, and Job Satisfaction on The Organizational Commitment of Principals in Asahan District

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ABSTRACT

This research aims to determine the transformation of Islamic education in terms of the influence of leadership style, managerial cognitive abilities, and job satisfaction on the organizational commitment of elementary school (SD) principals in Asahan Regency. This study focuses on transformation efforts in Islamic educational institutions. This research uses a quantitative approach, with a sample of 136 respondents through kercie-based sampling. Test the validity of the instrument using the formula $r_{count} > r_{table}$. The results of this research conclude that there is an indirect influence of Leadership Style (X1) and management cognitive abilities (X2) through Job Satisfaction (X3) on the Organizational Commitment of School Principals in carrying out their duties (Y) in Asahan Regency amounting to 47.2% and 52.8 % is the simultaneous influence of Leadership Style and Management Cognitive Ability through Job Satisfaction on the Principal's Organizational Commitment.

Keywords: *Leadership Style, Principal, Job Satisfaction, Management Cognitive, Organizational Commitment.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui transformasi pendidikan Islam ditinjau dari pengaruh gaya kepemimpinan, kemampuan kognitif manajerial, dan kepuasan kerja terhadap komitmen organisasi kepala Sekolah Dasar (SD) di Kabupaten Asahan. Kajian ini berfokus pada upaya transformasi pada kelembagaan pendidikan Islam. Penelitian ini menggunakan pendekatan kuantitatif, dengan sampel 136 responden melalui pengambilan sampel berbasis *kercie*. Uji validitas instrumen menggunakan rumus $r_{hitung} > r_{tabel}$. Hasil penelitian ini menyimpulkan bahwa terdapat pengaruh tidak langsung Gaya Kepemimpinan (X₁) dan kemampuan kognitif manajemen (X₂) melalui Kepuasan Kerja (X₃) terhadap Komitmen Organisasi Kepala Sekolah dalam melaksanakan tugas (Y) di Kabupaten Asahan sebesar 47,2% dan 52,8% merupakan pengaruh simultan di luar Gaya Kepemimpinan dan Kemampuan Kognitif Manajemen Melalui Kepuasan Kerja terhadap Komitmen Organisasi Kepala sekolah.

Kata Kunci: *Gaya Kepemimpinan, Kepala Sekolah, Kepuasan Kerja, Kognitif manajemen, Komitmen Organisasi.*

A. INTRODUCTION

Human resources are a measure of quality in an organization, including educational organizations (Sholihah & Firdaus, 2019). In this context, collective awareness is needed among educational institution administrators as a form of high and complete commitment to improving the quality of educational organizations. Efforts to emphasize this awareness are the moral responsibility of the leaders of educational institutions (school principals) (Mahardhani, 2016).

Organizational commitment is a very important aspect that the Principal must have because commitment is a person's agreement with himself (Nurul, *et.al.*, 2022). High organizational commitment means there is also a high level of alignment with the organization. Commitment as a predictor of a person's performance is a better predictor and is global in nature, and persists in the organization as a whole than Job Satisfaction alone (Hidayat, 2017).

In organizational structuring, commitment has a very important role, because commitment provides encouragement with confidence and a strong will to organize people into positions in the organization or organize and empower existing resources in the organization. With commitment, organizations can be changed and organized according to demanding needs (Putro, 2018).

In the principal's leadership activities, the ideal of a principal is to have high organizational commitment to his educational institution, so that organizational effectiveness will be better. However, empirical facts through preliminary studies in elementary schools in Asahan Regency show that this organizational commitment is not fully possessed by elementary school principals. So there is still low organizational commitment found by elementary school principals in Asahan Regency.

This is indicated by the existence of elementary school principals who do not work hard enough to provide learning services or facilities. Lack of cooperation with the school committee in efforts to procure school infrastructure. The lack of elementary school principals guiding the values or procedural mechanisms that apply in the educational institution, the principal always responding to all comments, making it difficult to determine priorities, the principal not accepting constructive criticism and suggestions, the principal not utilizing the work team, the indications are more Dominant works individually or only entrusts work to the people closest to him (Lestari, 2016).

Another reality is that school principals do not schedule enough meetings to provide guidance and direction or evaluate the performance of teachers and other educational staff.

Apart from that, the process of teaching and learning activities observed by researchers was less effective, this can be seen from teachers who arrived late, so they didn't start lessons on time, and ended lessons before the time had expired. The conditions above indicate that the principal does not pay enough attention to the teacher's duties.

The empirical facts above cannot be left alone, requiring serious attention and improvement efforts from the government through in-service education such as education and training related to Organizational Commitment to elementary school principals. However, these efforts have not shown any significant changes in increasing the commitment of elementary school principals. For this reason, it is necessary to know and understand what factors really determine or influence the organizational commitment of the elementary school principal.

In order for the Principal to be able to carry out his role as a manager, he is required to have special (professional) knowledge in the field of management as well as experience in carrying out his duties. A school principal is required to have good managerial skills and be able to manage in the sense of mastering management, so that the managerial process can run as expected. A person who has knowledge and ability in their field of work will gain good job satisfaction in carrying out their duties, which will systematically increase the work commitment of the Principal.

Based on the explanation above, it is clear that the organizational commitment of elementary school principals in Asahan Regency needs attention in order to improve the quality of education. Elementary school was chosen as the research location, because the tendency and majority of elementary school problems in Asahan Regency are related to issues of commitment, satisfaction, ability and leadership style. So it is natural that this research focuses on the elementary school (SD) education unit in Asahan Regency. Therefore, researchers are interested in studying in more depth by conducting research on *"Transformation of Islamic Education in View of the Influence of Leadership Style, Cognitive Management Ability and Job Satisfaction on the Organizational Commitment of Elementary School Principals in Asahan Regency"*.

B. METHOD

This study uses a quantitative approach. The sample in this research consisted of 136 respondents from a total of 209. This research was carried out in Asahan Regency (all public elementary schools in the Regency) with a total of 209. It was carried out from May-October 2023, starting with the activity of obtaining a research permit until the final

process. managing field data and ending with the activity of making a research report. Test the validity of the instrument using product moment correlation with the formula $r_{count} > r_{table}$ items are declared invalid or invalid at the alpha significance level (α)= 0,05 (Assingkily, 2021), with the Leadership Style variable (X_1), management cognitive abilities (X_2), Job satisfaction (X_3) and the Principal's Organizational Commitment (Y).

C. RESULTS AND DISCUSSION

Based on the overall calculation results, they can be interpreted and discussed so as to provide objective information as follows: first, based on statistical testing, all exogenous variables X_1 and X_2 accepted, because statistically structure 1 path coefficients are all significant, after trimming. Thus, the results of the findings of this analysis provide information that: (a) The Leadership Style variable has a direct influence on the job satisfaction of school principals in carrying out their duties by $(0,519) \times 100\% = 51,9\%$, and the remainder is equal to $(e_{13}) = (0,481) \times 100\% = 48,1\%$ is an influence outside the Organizational Culture variable. (b) The Management Cognitive Ability variable has a direct influence on Job Satisfaction $(0,494) \times 100\% = 49,4\%$, and the remainder is equal to $(e_{23}) = (0,506) \times 100\% = 50,6\%$ is an influence outside the Cognitive Management Ability variable.

Second, based on statistical testing, all variables are exogenous X_1 , X_2 , dan X_3 accepted, because the coefficients of structure 2 are all statistically significant. Thus, the findings of this analysis provide information that: (a) The Leadership Style variable has a direct influence on the Principal's Organizational Commitment in carrying out their duties $(0,462) \times 100\% = 46,2\%$ and direct influence of $(e_{14}) = (0,538) \times 100\% = 53,8\%$ is an influence outside the Leadership Style. (b) The Management Cognitive Ability variable has a direct influence on the Principal's Organizational Commitment in carrying out their duties $(0,464) \times 100\% = 46,4\%$ and direct influence of $(e_{24}) = (0,536) \times 100\% = 53,6\%$ is an influence outside Management Cognitive Ability. (c) The Job Satisfaction variable has a direct influence on the school principal's Organizational Commitment in carrying out tasks of $(0,654) \times 100\% = 65,4\%$ and direct influence of $(e_{34}) = (0,346) \times 100\% = 34,6\%$ is an influence outside of Job Satisfaction.

Based on these results, it can be concluded that the four variables used to build a specific theoretical model of School Principals' Organizational Commitment in carrying out their duties: Leadership Style, Cognitive Ability Management does not fully

accommodate the Principal's Organizational Commitment motives in carrying out their duties. The results of this research also examine that the results of this research can be used to transform Leadership Style, Management Cognitive Abilities, and Job Satisfaction which directly or indirectly influence the Organizational Commitment of School Principals in carrying out their duties in Asahan Regency. This will answer questions about the background of the research problem regarding Leadership Style, Management Cognitive Abilities, and whether Job Satisfaction is directly related to the Organizational Commitment of school principals in carrying out their duties in Asahan Regency.

Based on the research findings above, it shows that:

The Direct Influence of the Leadership Style Variable (X1) on the Organizational Commitment of School Principals in Carrying Out Their Duties in Asahan Regency (Y)

The previous hypothesis stated that Leadership Style had a direct effect on the Principal's Organizational Commitment in carrying out their duties and in this research it was proven statistically, where the effect was 79.4%.

Direct Influence of Leadership Style Variables (X1) on Job Satisfaction (X3)

The findings of this research show that the direct influence of Leadership Style on Job Satisfaction is 59.4%. This means that the findings show that leadership styles are divided into three, namely transactional, transformational and passive. However, there are three other leadership styles, namely servant leadership, autocratic leadership and shared leadership. In practice, the transformational leadership style is more often applied because it has a high level of job satisfaction, however transactional and servant leadership styles also have a high level of job satisfaction (Assingkily & Mesiono, 2019). However, in the servant leadership style employee motivation is very low (Harahap, *et.al.*, 2022). Meanwhile shared has a low level of job satisfaction (Waruwu, 2021). Then autocratic leadership tends to be high in nepotism (Fauzi, 2018).

Direct influence of the Management Cognitive Ability variable (X2) on the Principal's Organizational Commitment in carrying out their duties (Y)

These research findings show that the influence of Management Cognitive Ability directly influences the Organizational Commitment of school principals in carrying out their duties in Asahan Regency amounting to 48.9%. School principals carrying out their duties in Asahan Regency.

Based on the description above, it is suspected that management's cognitive abilities have a direct influence on the organizational commitment of school principals in carrying out their duties (X4) in Asahan Regency. This means that the better the management's cognitive abilities, the better the Organizational Commitment in Asahan Regency.

Direct Influence of Management Cognitive Ability Variables (X2) on Job Satisfaction (X3)

The findings of this research show that the magnitude of the influence of Management Cognitive Ability directly has an influence on job satisfaction of around 51.4%. This means that achieving satisfaction in one's work should begin with the quality of management's cognitive abilities so that one can manage the monitoring process well.

Direct Influence of the Job Satisfaction Variable (X3) on the Organizational Commitment of School Principals in carrying out their duties in Asahan Regency (Y)

The findings of this research show that the large influence of job satisfaction directly influences the Organizational Commitment of school principals in carrying out their duties in Asahan Regency, amounting to 67.4%.

Direct Influence of Job Satisfaction (X3) on School Principals' Organizational Commitment in Carrying Out Duties (Y) in Asahan Regency

From the calculation results, it is obtained that the path coefficient between Y and 5% ($\alpha = 0,05$) is 1,654, thus t_{count} is greater than the price t_{table} ($t_{count} > t_{table}$) namely $10,233 > 1.654$. Meanwhile, the path between Y and X_2 $t_{hitung} = 5,256$ while t_{table} with $N = 136$ at the significance level 5% ($\alpha = 0,05$) amounting to 1,654. With this in mind, the calculation is greater than the price t_{table} ($t_{count} > t_{table}$) is $5,256 > 1.654$. On structural equations $Y = 16,997 + 0,632 + 0,262 X_{12}$, then the conclusion is that H_0 is rejected and H_a is accepted, meaning that the coefficient in the path analysis is significant. So, Job Satisfaction and Organizational Commitment of School Principals in carrying out their duties in Asahan Regency.

Direct Influence of Leadership Style Variables (X1) and Job Satisfaction (X2) on Principals' Organizational Commitment in Carrying Out Duties (Y)

From the calculation results, the path coefficient between Y is obtained X_1 $t_{count} = 10,233$ sedangkan t_{table} dengan $N = 136$ at the significance level 5% ($\alpha = 0,05$) amounting to 1,654 so the calculation is greater than the table price ($t_{count} > t_{table}$) is $10,233 > 1.654$.

Meanwhile, the path between Y and X₂ $t_{hitung} = 5,256$ Meanwhile, the t_{table} with N = 136 at the 5% significance level ($\alpha = 0.05$) is equal to 1,654, so t_{count} greater than the price of the t_{table} ($t_{count} > t_{table}$) namely $5,256 > 1,654$. In the structural equation $Y = 16.997 + 0,632 + 0,262 X_{12}$, then the conclusion is that H_0 is rejected and H_a is accepted, meaning that the coefficient in the path analysis is significant. So, Leadership Style and Managerial Ability have an influence on Organizational Commitment in Asahan Regency.

Simultaneous Influence of Management Cognitive Ability Variables (X2) Through Job Satisfaction (X3) on School Principals' Organizational Commitment in Carrying Out Duties in Asahan Regency (Y)

From the calculation results, the path coefficient between Y and X₂ is obtained $t_{count} = 2,022$ while t_{table} with N = 136 at the significance level 5% ($\alpha = 0,05$) amounting to 1,654 sounds the calculation is greater than the price t_{table} ($t_{count} > t_{table}$) is $2,022 > 1.654$. Meanwhile, the path between Y and 1.654, on structural equations $Y = 32.187 + 0.097 + 0.661 X_{23}$, then the conclusion H_0 is rejected and H_a is accepted, meaning the path analysis coefficient is significant. So, Management Cognitive Ability through Job Satisfaction on the Organizational Commitment of Elementary School Principals in Asahan Regency.

D. CONCLUSION

Based on the results described above and the discussion that follows, it is concluded that there is an indirect influence of Leadership Style (X1) and management cognitive abilities (X2) through Job Satisfaction (X3) on the Principal's Organizational Commitment in carrying out tasks (Y) in Asahan Regency at 47.2% and 52.8% is a simultaneous influence of Leadership Style and Management Cognitive Ability through Job Satisfaction on Principal Organizational Commitment.

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