

Relationship between Principal Instructional Leadership, Job Satisfaction, Work Commitment and Performance of SDN Teacher in South Banjarmasin District, Banjarmasin City



Lisna Qadarsih¹, Aslamiah², Sulaiman³

^{1,2,3}Master in Educational Administration, Lambung Mangkurat University, Banjarmasin, Indonesia

ABSTRACT: The purpose of this study was to analyze the direct and indirect relationship between the Headmaster's Instructional Leadership, Job Satisfaction, Work Commitment and Performance of Elementary School teachers in South Banjarmasin District, Banjarmasin City. The method used in this research is cross sectional using a path analysis model to analyze the pattern of relationships between variables. The study population consisted of 309 teachers from 59 elementary schools in South Banjarmasin District, Banjarmasin City, and 174 respondents were taken as the research sample using the Probability Simple Random Sampling technique. Data collection used a questionnaire instrument and data analysis used descriptive analysis, classic assumption test, hypothesis testing and path analysis. The results of the analysis of the regression coefficient value of the headmaster's instructional leadership behavior variable and performance, job satisfaction variables and performance, work commitment variables and performance, variable headmaster instructional leadership and commitment, variable job satisfaction and work commitment, variable headmaster instructional leadership and performance through work commitment and variable job satisfaction with performance through commitment. This study concludes that the variables of Headmaster Instructional Leadership, Job Satisfaction, Work Commitment and Performance of Elementary School teachers in South Banjarmasin District, Banjarmasin City are all included in the high category. There is a partial direct relationship between the headmaster's instructional leadership, job satisfaction, work commitment and teacher performance. There is an indirect relationship between the headmaster's instructional leadership and job satisfaction and performance through work commitment at Elementary School South Banjarmasin District, Banjarmasin City. The headmaster's suggestion is to continue to maintain this instructional leadership because in practice it can improve teacher performance. Things that need to be improved are relationships with teachers such as providing opportunities to attend various trainings that are in line with their profession. Teachers must put more effort into improving performance by having more strategies and methods for assessing learning outcomes not only for the development of the realm of knowledge but also for the realm of student behavior and morals.

KEYWORDS: Instructional Leadership, Job Satisfaction, Commitment, Performance

INTRODUCTION

The role of teachers as educators is a determining figure for success in the learning process in schools. This role is reflected in how teachers carry out their duties and responsibilities. The quality of teacher performance will greatly determine the quality of educational outcomes, because teachers are the parties who have the most direct contact with students in the learning process at school. The success of the teacher's performance in his work is because he has the ability and skills for it, and the interactive relationship of various aspects of work. such as tools, methods or ways of working, relationships with colleagues, and others. According to (Suriansyah, 2015) stated that teacher performance is the result of work or work performance by a teacher based on the ability to manage teaching and learning activities, which includes learning planning, learning implementation, learning evaluation and fostering interpersonal relationships with students.

Some efforts made by the government to improve teacher performance such as making teacher performance assessments, in accordance with the Regulation of the State Minister of State Apparatus Empowerment and Bureaucratic Reform Number 16 of 2009 concerning teacher functional positions and credit figures in article 1 paragraph (8) states that teacher performance assessment is an assessment carried out on each item of the main task activity as a teacher in an effort to develop careers, rank, and the office of a teacher. Furthermore, article 5 paragraph (1) states that the main task of teachers is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, primary education, and secondary education as well as additional tasks relevant to the function of schools / madrasahs. The implementation of the main duties of teachers cannot be separated from teacher competence contained in Law Number 14 of 2005 concerning teachers and lecturers article 8 states that

Relationship between Principal Instructional Leadership, Job Satisfaction, Work Commitment and Performance of SDN Teacher in South Banjarmasin District, Banjarmasin City

teachers must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realize the goals of national education. Furthermore, article 10 paragraph (1) explains that teachers as professionals in education must have 4 competencies, namely (1) pedagogic competence, (2) personality competence, (3) social competence and (4) professional competence.

Based on the results of a preliminary study to determine the performance in SDN South Banjarmasin District through observations in several schools, it was found that teacher performance was still not optimal as seen from the learning process in schools was not going well, such as 1) teacher ability in lesson planning, teachers still have difficulty setting learning goals in RPP that pay attention to the characteristics of students, this is evidenced by the RPP for teachers is still general, not based on differences in the abilities of each student; 2) teachers are also still not maximally using learning media and learning models during the teaching and learning process; 3) learning has not involved students in totality and 4) evaluation tools designed are only cognitive assessments (learning outcome values), but many teachers do not have affective and psychomotor assessment guidelines such as assessment of student behavior, morals and talents, to be able to produce students who are smart and behave with noble morals.

Employee performance is the result of certain work processes planned at the time and place of the employees and the organization concerned (Aslamiah, 2019). The teacher performance assessment indicators (PKG) in this study refer to the Teacher Performance Assessment Tool (APKG) developed by the Ministry of National Education adopting from the Georgia Department of Education about teacher performance assessment, including Learning Planning, Implementation of Active and Effective Learning Activities, and Learning Assessment / Evaluation.

Instructional leadership focuses on teaching and learning and teacher performance is concerned with student achievement. This influence of leadership is targeted at student learning through teachers. Instructional leadership focuses on instruction and instruction, fosters learning communities, collaborates in decision-making, maintains and maintains basics, benefits and optimizes time, supports continuous staff development, designs all resources to support school programs.

The role of instructional leadership in improving teacher performance has long been recognized as a determining factor in school organizations, especially regarding its responsibility in improving the quality of learning in schools. The headmaster's instructional leadership must have competence, be able to motivate, encourage, mobilize, direct, guide, supervise teachers as an effort to improve the performance of teachers and education personnel who are their responsibility in a unity to achieve the vision, carry out the mission, and implement the planned action program. Therefore, a school learning leader is seen as needing to have leadership concepts and strategies, learning supervision, and teacher motivation. As research conducted by (Verawati, 2017) concluded that instructional leadership has a significant influence on teacher performance, the impact of instructional leadership on teacher performance is positive because instructional leadership focuses more on the field of teaching and teacher skills not only as administrators and management, but acts as educators or teachers

In addition to the headmaster's instructional leadership, job satisfaction factors also play a role in producing qualified and high-performance teachers. This is in accordance with the results of research (Hernawati & Sudirman, 2020) concluding that teacher performance can also be improved by job satisfaction. In addition, Hartanto's research results concluded the results of his research that job satisfaction has a significant relationship with performance. Thus, a person's job satisfaction will affect the work productivity of employees in an organization. The better a person's satisfaction in an organization, the better a person's performance will be.

(Robbins, 2019) Defines job satisfaction as a positive feeling about a person's job that is the result of an evaluation of his or her characteristics. While Luthans (Danim, 2015) defines job satisfaction as a happy emotional state or positive emotions derived from a person's job assessment or work experience. The more aspects of his job that fit the individual's wishes and value system, the higher the level of satisfaction he gets. Vice versa, the more aspects of his job that do not match the wishes and value system of the individual, the lower the level of satisfaction obtained. .

Job satisfaction is individual where each individual has a different level of satisfaction. The satisfaction felt by each employee is a comparison of what has been received from the results he has done with what he expected. Job satisfaction must be maintained to be able to improve organizational performance based on the Job Description Index (JDI). Job Description according to this index that job satisfaction is built on the basis of five dimensions which include job suitability (Work it Self), appropriate payment or salary (Payment), promotion opportunities (Promotion Chance, good supervision (Supervision) and relationships with colleagues (Relation) (Rivai, 2014).

The significance of the relationship between job satisfaction and performance was stated by Vroom and Strauss (Halianur & Aslamiah, 2022), saying productivity can be increased through increasing job satisfaction, because job satisfaction provides enthusiasm for workers to increase productivity. On the other hand, Iffaldano and Muchinsky (Daryanto, 2016) found an insignificant correlation between job satisfaction and individual performance.

Other actors that influence teacher performance are teacher commitment to the duties and positions they carry out or commitment to the organization where the teacher works. Vroom and Strauss (Darmansyah, 2017) said teacher performance can be improved through increased work commitment, because work commitment provides loyalty and care to improve their performance.

Relationship between Principal Instructional Leadership, Job Satisfaction, Work Commitment and Performance of SDN Teacher in South Banjarmasin District, Banjarmasin City

Individuals who have low organizational commitment tend to do ways that can interfere with organizational performance such as high desire to change or change workplaces, slowness in work, complaints and even low work absenteeism rates.

Low teacher commitment is often caused by lack of involvement or participation and a sense of belonging (sense of belonging) teachers to the organization. According to Allen and Meyer (Susanto, 2018), teacher involvement in an organization shows a strong desire for someone to continue working for an organization, but according to information provided by some teachers feel not involved or participate in various decision or policy making, causing teacher involvement or participation and sense of belonging to the organization to be low. This causes an effect on teacher performance problems.

When a teacher's commitment is high, the effectiveness of organizational resources in general will be guaranteed. This is because organizational commitment is a key part of improving teacher performance. According to (Robbins, 2019) the quality of teachers that has a strong influence on teacher performance is the commitment of the teacher itself. Teachers who are committed to their work have the potential to improve performance individually, in groups and organizations. Teachers who have high organizational commitment will give maximum effort voluntarily for the progress of the organization. They will strive to achieve organizational goals and maintain organizational values. In addition, teachers will participate and be actively involved in advancing the schools where they work. Teachers who have a high commitment will be responsible by being willing to give their all because they feel they have an organization. A strong sense of belonging will make teachers feel useful and comfortable in the organization (Yowono, 2016).

METHOD

The method used in this study is descriptive correlational using a path analysis model to analyze relationship patterns. The independent variable consists of the headmaster's instructional leadership and job satisfaction, the dependent variable is kinreja teacher (Y) and intermediary variable (**Intervening**) i.e. work commitment. The study population was 309 teachers from 59 elementary schools in South Banjarmasin District and 174 respondents were taken as research samples using the Probability Simple Random Sampling technique and proportional allocation formula. Data collection using questionnaire instruments and data analysis using descriptive analysis, classical assumption tests, hypothesis tests and path analysis including regression tests, partial tests (T-tests), determinant tests and sobel tests.

RESULTS

Based on the results of data analysis using the analysis path (path analysis), direct and indirect relationships between variables can be seen from the following path analysis image:

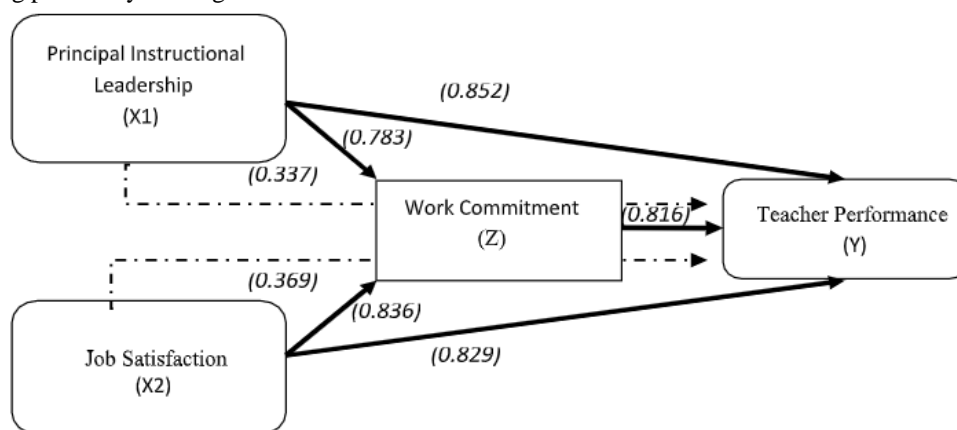


Figure 1. Path Analysis Model X₁, X₂, Z and Y

Table 1. Summary of Direct Effect Hypothesis Test Results

Hypothesis	Sig.	Decision
H ₁ : There is a relationship between the headmaster's instructional leadership and performance	0.852	Accepted
H ₂ : There is a relationship between job satisfaction and performance	0.829	Accepted
H ₃ : There is a relationship between work commitment and performance	0.816	Accepted
H ₄ : There is a relationship between the headmaster's instructional leadership and work commitment	0.783	Accepted
H ₅ : There is a relationship between job satisfaction and work commitment	0.836	Accepted

Relationship between Principal Instructional Leadership, Job Satisfaction, Work Commitment and Performance of SDN Teacher in South Banjarmasin District, Banjarmasin City

Table 2. Summary of Indirect Influence Hypothesis Test Results

Hypothesis	Coefficient Relationship		Sobel Test	Decision
	Immediately	Indirect	T count	
H6 : There is an indirect relationship between the headmaster's instructional leadership and performance through commitment	0.825	0.337	12,316	Accepted
H7 : There is an indirect relationship between job satisfaction and performance through work commitment	0.829	0.369	13,647	Accepted

Based on the summary of the results of the analysis in Tables 1 and 2 above, in this study managed to find relationships between variables that can be explained as follows.

DISCUSSION

A. Direct Relationship Between Headmaster's Instructional Leadership and Primary School Teacher Performance in South Banjarmasin

Based on the results of the analysis, the results of the study interpreted that the headmaster's instructional leadership is related and teacher performance, this shows that the application of effective headmaster instructional leadership can result in higher levels of teacher performance, while the application of ineffective headmaster instructional leadership will affect the low performance of elementary school teachers in South Banjarmasin sub-district. The results of this study are supported by (Mariana et al., 2023) concluding that there is a relationship between headmaster instructional leadership and work performance included in the strong category. The results of the study (Ahmadiyahanto et al., 2022), (Birhasani et al., 2022) and (Syarifuddin et al., 2022) both concluded that the headmaster's instructional leadership had a positive and significant effect on teacher performance acceptable or supported by the reality that occurred in this research object. This means that the better the implementation of the headmaster's instructional leadership, the better the teacher's performance.

The headmaster with his instructional leadership also does things related to improving teacher and student performance such as setting goals to be achieved in student learning, the headmaster focuses learning programs to develop student potential, provides complete facilities and facilities for learning, makes it easy for teachers to develop skills related to education, supports teachers in problems improving his career and position and listening to the wishes of his teachers and students.

The results of this study explain that there is a relationship between the headmaster's instructional leadership to the performance of elementary school teachers in South Banjarmasin District, it can be seen that the headmaster sets a good example for teachers, has high moral and ethical standards and must respect each other's colleagues. Teacher performance in learning at SDN South Banjarmasin District. The amount of influence possessed by the leader determines what and how a job is carried out in an organization he leads. Instructional leadership is a type of leadership that is considered capable of improving the performance of its followers because instructional leadership not only pays attention to self-actualization needs and rewards but also fosters awareness for leaders to do their best by paying more attention to human factors, performance, and organizational growth. The implementation of instructional leadership of school headmasters at SDN South Banjarmasin District, Banjarmasin City, has been proven to be related to teacher performance. This reflects the excellence of the headmaster's instructional leadership concept in improving teacher performance through the headmaster striving for the school's vision and mission to thrive in its implementation, the headmaster involving teachers and other staff in education management, the headmaster providing support for learning, the headmaster monitoring the teaching and learning process to understand more deeply and realize what is being It takes place within the school and the headmaster acts as a facilitator so that in various ways he can know the learning difficulties and can assist the teacher in overcoming these difficulties.

The findings of this study are in line with the results of the study (Aslamiah & Amiril, 2021) which concluded that there was a significant positive influence between the headmaster's instructional leadership on teacher performance. The above opinion confirms the interdependence between leadership and staff in achieving a mutually agreed goal. In addition, several other studies that support this research such as (Birhasani et al., 2022) in the results of testing the relationship between headmaster instructional leadership and teacher performance can be proven by an estimated path coefficient value of 0.250 with a positive direction with a critical point value (t-value) of 2.395 and a signification value (p-value) of $0.023 < \alpha = 0.05$. The test results proved that the headmaster's instructional leadership was positively and significantly related to teacher performance. This means that the better the headmaster's instructional leadership, the better the teacher's performance.

B. Direct Relationship Between Job Satisfaction and Performance of Primary School Teachers in South Banjarmasin District

Based on the results of the research regression test, it can be seen that there is a significant relationship between job satisfaction variables and the performance of elementary school teachers in South Banjarmasin District. The results of this study are in accordance with the

Relationship between Principal Instructional Leadership, Job Satisfaction, Work Commitment and Performance of SDN Teacher in South Banjarmasin District, Banjarmasin City

results of the study (Mujahid et al., 2021) concluding that job satisfaction and teacher performance have a significant relationship. The results of the study (Hidayat et al., 2022) also concluded that 37.11% of teacher performance was influenced by teacher job satisfaction in carrying out their duties. So, teachers who have high job satisfaction, of course, will have greater performance to carry out their duties and responsibilities well, inversely proportional to a teacher with a low level of job satisfaction who will certainly also have low performance.

Job satisfaction is a set of feelings of pleasure or absence from work. A person working in an organization brings with it a set of wants, needs, passions, and past experiences that converge to form work expectations.

Relating to the direct relationship between teacher job satisfaction and teacher performance at SDN South Banjarmasin District, Banjarmasin City, seen from the significance value, there is a direct positive relationship between job satisfaction and teacher performance. (Mulyasa, 2015) explained that teachers at work need supportive satisfaction to interact and cooperate with colleagues or work groups. The benefits of interaction between individuals in the workplace are that they can exchange information, experience, and most importantly social relationships from colleagues can be harmoniously established so as to make teachers feel comfortable and happy, do not feel pressured and free to be able to realize themselves in showing their abilities.

The level of job satisfaction is expected to improve teacher performance so that it can achieve the expected goals in obtaining good work results in producing good performance. Teachers who feel high satisfaction have better performance than those who are dissatisfied, so if the teacher is not satisfied it will produce low performance.

Some previous research results that are also in line with the results of this study such as the results of the study (Mujahid et al., 2021) the results of the study stated that the value of the job satisfaction regression coefficient was 0.291, meaning that if there is an increase in job satisfaction by 1 unit of score, it will increase performance by 0.291 units of score. Based on the Coefficient table, it can be seen that the calculated t value for the variable job satisfaction to performance is 2.118; Then $t_{count} (2.118) > t_{table} (2.04)$ means that there is an effect of job satisfaction on performance. Another study that can prove that job satisfaction has a positive and significant effect on teacher performance is (Syarifuddin et al., 2022) the test results prove that job satisfaction has a positive and significant effect on performance. This means that the higher the job satisfaction, the performance increases.

C. Direct Relationship Between Teacher Work Commitment and Performance of SDN Teachers in South Banjarmasin District

Based on the results of the path analysis test, it can be seen that there is a significant relationship between the variables of work commitment and performance of elementary school teachers in South Banjarmasin District. The results of this study show that work commitment is a driver for carrying out performance in order to get good results. If the teacher has a high work commitment, it can be ascertained that the teacher has high performance as well. This result also strengthens the results of previous research conducted by (Ahmadiyahanto et al., 2022) in their research concluding that work commitment has a positive and significant effect on performance. Mujahid et al., (2021) which concludes that there is a positive contribution to teacher work commitment and teacher performance, meaning that the higher the application of work commitment, the higher the teacher's performance (Rahayu, 2019) in his research gets results, that the commitment variable has a positive and significant effect and on performance teacher teacher.

One of the factors that relate to and influence performance is organizational commitment (Darmansyah, 2017). Work commitment is a strength that arises from within the teacher as a result of influences that come from within him or from outside, which raise, direct, and organize behavior to carry out the tasks he carries. One of the efforts to improve the performance of teachers, it requires the commitment of a teacher. The work of teachers in schools will be more effective if teachers know the obligations of the duties imposed on them. With the commitment of the teacher, his shortcomings in working are overcome.

Based on the results of research seen from the results of respondents' answers, commitment is seen as a process of giving encouragement to themselves to work well, such as meeting the needs desired by teachers. Teachers at SDN South Banjarmasin sub-district of Banjarmasin City have a high work commitment to their work such as teachers feel comfortable with the conditions and situations of working at school so that there is no desire to change workplaces (turn over), teachers have loyalty to the school, teachers feel indebted for comfort and career improvement both to the headmaster and colleagues and also teachers feel confident in school conditions that can improve career in work.

Some previous research results that are in line with the results of this study such as the results of research (Murniasih et al., 2022) concluded that strong organizational commitment within individuals will cause individuals to strive to achieve organizational goals in accordance with organizational goals and interests. The result found that leadership has a positive and significant effect on teacher work motivation (Sapriansyah et al., 2021) x. Other research that can prove that the relationship between positive and significant work commitment to teacher performance is (Maya et al., 2019) the test results prove a significant relationship of work commitment to teacher performance can be proven by the estimated value of the path coefficient of 0.250 with a positive direction. Proving that work commitment has a positive and significant effect on teacher performance. This means that the higher the work commitment, the more teacher performance increases.

Relationship between Principal Instructional Leadership, Job Satisfaction, Work Commitment and Performance of SDN Teacher in South Banjarmasin District, Banjarmasin City

D. Direct Relationship Between Headmaster's Instructional Leadership and Work Commitment of Elementary School Teachers in South Banjarmasin District

Based on the results of the path analysis test, it can be seen that there is a significant relationship between the variables of instructional leadership of school headmasters and the work commitment of elementary school teachers in South Banjarmasin District. The results of this study support previous research such as the study concluded the variables of instructional leadership of school headmasters and work commitment at SDN in South Banjarmasin District. Other studies (Hidayat et al., 2022; Murniasih et al., 2022) that presented the same results in research on the relationship between headmaster instructional leadership and work commitment.

The Headmaster is a leader figure who is ready to work hard to be able to advance the school and increase teacher productivity / performance intensively and is able to nurture and guide teachers, and must always foster enthusiasm and work commitment in order to create harmonization of the relationship between leaders and those led, thereby improving the quality of high work so that good work performance will be created.

The results of this study prove the relationship between instructional leadership and teacher work commitment. The results of data calculations obtained from the field, it can be seen that there is a positive and significant relationship between the headmaster's instructional leadership and the work commitment of elementary school teachers in South Banjarmasin District, Banjarmasin City. However, it does not rule out the possibility that teacher work commitment is not only caused or influenced by leadership effectiveness factors, but there are many other factors that can affect teacher work commitment. Specifically, it can be explained that the headmaster has tried to carry out effective leadership in the school in order to increase teacher work motivation, on the other hand regarding the phenomenon that it can be seen that the headmaster and teachers strongly support the creation of a conducive situation or atmosphere for the achievement of school organizational goals.

Thus, it means that if we want to increase teacher work commitment, it is necessary to pay attention to one of the leadership of the headmaster, thus strong leadership will create high work commitment among teachers. In the end, high teacher work commitment will be created, and vice versa if the headmaster's leadership relationship is weak, job satisfaction will not be created so that teacher work commitment will be weak. Although there are many factors that affect teacher work commitment, from the results of this study it can be seen that leadership has a very significant relationship with teacher work commitment.

The results of his research concluded that there is a relationship between instructional leadership and teacher work commitment (Maya et al., 2019). This result is also supported by research result found that instructional leadership significantly has an influence on work commitment in teachers and elementary school student achievement his research concluded that leadership has a positive and significant effect on teacher work motivation (Nopi et al., 2021; Amelia et al., (2022).

E. Direct Relationship Between Job Satisfaction and Teachers' Work Commitment at SDN in South Banjarmasin District

The results of the regression equation showed that there was a positive relationship between job satisfaction and the work commitment of elementary school teachers in South Banjarmasin District. The results of this study are supported by research conducted by found that concluding that teacher job satisfaction at work is beneficial for increasing teacher work commitment, as evidenced by a determination value of 57% (Ahmadiyahanto et al., 2022). Research concluded that the higher the job satisfaction, the higher the teacher's work commitment to work (Norliani et al., 2023). Conversely, the lower the job satisfaction, the lower the work commitment owned by the teacher. The results of this study are in line with research conducted by Birhasani et al (2022) that job satisfaction significantly affects work commitment in teachers. In line with research by Syarifuddin et al (2022) his research concluded that job satisfaction has a positive and significant effect on teachers' work commitment.

The job satisfaction of teachers can be seen from teamwork between teachers and school leaders, every time there is a problem or difficulty in working will always get help or be assisted by fellow teachers and leaders always help if there are teachers in difficulty working, this is what makes teachers get satisfaction in themselves to produce better performance. The teachers also feel satisfaction because the headmaster always maintains good communication and provides support both in knowledge and providing facilities desired by teachers to improve their performance so that teachers feel high satisfaction in carrying out their duties at work.

Job satisfaction felt by teachers is very influential on life in the organization (school). If the teacher already feels job satisfaction, then the teacher will be more committed. Job satisfaction does not immediately arise by itself, but there are several aspects of job satisfaction. According to Rivai (2014) aspects of job satisfaction are salary, supervision, co-workers, promotion opportunities and the job itself.

This is in accordance with the opinion stated that given the importance of the headmaster's leadership to school achievement, a headmaster must be able to encourage and create a conducive atmosphere, which allows teachers to work comfortably and calmly, full of familiarity and mutual respect so as to grow a high commitment to the organization, which will then affect performance (Susanto, 2018) x. This result also reinforces the results of previous research conducted by Norliani et al (2023) in their research to find that the variable of job satisfaction has a positive and significant effect on the variable of teacher work commitment. The same result was found by Aminah et al. (2023), that teacher job satisfaction has a positive and significant effect on teacher work commitment.

Relationship between Principal Instructional Leadership, Job Satisfaction, Work Commitment and Performance of SDN Teacher in South Banjarmasin District, Banjarmasin City

F. Indirect Relationship Between Headmaster's Instructional Leadership and Performance through Commitment to the Work of Elementary School Teachers in Banjarmasin Selatan District

The calculation of the Sobel test states that there is an indirect relationship between the variables of the headmaster's instructional leadership and teacher performance through the variable of work commitment, with the calculation of the Sobel test showing that the teacher's work commitment is able to function as a mediation/intervening of the headmaster's instructional leadership relationship and performance elementary school teacher in South Banjarmasin sub-district. The results of the study Aminah et al (2023) show that the headmaster's instructional leadership through work commitment has a positive and significant effect on performance. This shows that teacher work performance will be realized if there is a strong commitment to encourage it. Amelia et al (2022) concluded that there is a significant influence of the headmaster's instructional leadership and teacher performance through work commitment.

The results of this study are in accordance with Bass's theory Aslamiah (2019) states that the interaction between instructional leaders and subordinates is able to change subordinates' behavior to feel capable and high work commitment so as to strive to achieve higher and quality work performance. Furthermore, Bass said that making work commitments by aligning the wishes of the leader with the wishes and needs of teachers in achieving learning goals, namely student achievement, and this can only be done with instructional leadership. The results of this study stated that given the importance of the headmaster's leadership to school achievement, a headmaster must be able to encourage and create a conducive atmosphere, which allows teachers to work comfortably and calmly, full of familiarity and mutual respect so as to grow a high commitment to the organization, which will then affect performance (Yowono, 2016). The same thing was also stated by Miner Susanto (2018) that the interaction between qualified superiors and subordinates will have an impact such as work commitment, productivity and employee performance.

The instructional leadership possessed by the headmaster has a relationship with the work commitment of elementary school teachers in South Banjarmasin District. So that with good leadership, the headmaster is able to make a significant contribution to increasing the commitment of teachers' work. Teachers who have work commitments are teachers who want many things and get a lot of them. The headmaster's leadership role in increasing teachers' work commitment is enormous.

Some research results are in line such as Hartanto (2020) which examines the relationship of headmasters' instructional leadership through work commitment to teacher performance. From the results of his research, it illustrates that teacher performance can be improved not only through the headmaster's instructional leadership but also through teacher work commitment. The results of this study are in line with research conducted by (Murniasih et al., 2022) that work commitment will further strengthen the influence of instructional leadership style on teacher performance. In line with research by Mariana et al (2023) her research concluded that instructional leadership through work commitment has a positive and significant effect on teacher performance.

G. Indirect Relationship Between Job Satisfaction and Performance through Work Commitment of SDN Teachers in South Banjarmasin District

Based on the results of the Sobel test calculation, it shows that there is a direct relationship between job satisfaction and performance variables through work commitment variables. So, the mediating variable of teacher work commitment is significant, thus it can be concluded that teacher work commitment is able to function as a mediation/intervention of the relationship between job satisfaction and the performance of elementary school teachers in South Banjarmasin District. Research in line such as research result concludes that teachers with a high level of job satisfaction will certainly have a positive impact on behavior in carrying out tasks which then results in high performance as well (Safitri & Anisah, 2021). The results of the study concluded that the higher the level of teacher job satisfaction in carrying out their duties, the higher the work commitment possessed by the teacher which is reflected in high performance in carrying out each job (Hidayat et al., 2022).

According to Chan Danim (2015) stated that teacher job satisfaction at work is not always able to form teacher commitment. Every school headmaster wants to strive to create job satisfaction for teachers, so that teachers can have a high work commitment to the organization they work for. Teacher work commitment is absolutely necessary to improve teacher performance. Commitment is important to instill a feeling of loyalty in teachers, so a headmaster needs to stimulate teacher loyalty with efforts to cultivate teacher loyalty. The achievement of teacher goals starts from the teacher's loyal attitude towards his work, but not all teachers who feel satisfaction in working are able to increase work and organizational commitment.

Some research results that support other research that can prove that work commitment has a positive and significant effect on teacher performance are the results found that results of the study are job satisfaction variables through intervening variables, namely work commitment cannot affect teacher performance because the value of the coefficient without going through work commitment or directly on teacher performance is greater (Ramadhan et al., 2021). The results of the study stated that the variable of job satisfaction with work commitment as a reinforcing variable was not able to positively and significantly affect teacher performance (Maya et al., 2019).

Relationship between Principal Instructional Leadership, Job Satisfaction, Work Commitment and Performance of SDN Teacher in South Banjarmasin District, Banjarmasin City

CONCLUSIONS

Based on the results of the analysis in the study, it can be concluded that there is a partial direct relationship between the headmaster's instructional leadership, job satisfaction, work commitment and the performance of elementary school teachers in South Banjarmasin District, and there is an indirect relationship between the headmaster's instructional leadership, job satisfaction and teacher performance through the commitment of SDN work in South Banjarmasin District.

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Relationship between Principal Instructional Leadership, Job Satisfaction, Work Commitment and Performance of SDN Teacher in South Banjarmasin District, Banjarmasin City

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