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## THE EFFECT OF TRANSFORMATIONAL LEADERSHIP TOWARDS AFFECTIVE COMMITMENT IN VOCATIONAL SCHOOL OF WEST KALIMANTAN

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**Abstract.** In the era of industrial revolution 4.0, the functional reformation must be conducted to vocational education. The vocational education sector has been in a crucial position to prepare good quality human resources (teachers and students) that are well-prepared in the era of industrial revolution 4.0. An ability of computer literacy and noble character (*akhlakul karimah*) of human resources are two essential aspects that have been concern in the effort of the superior human preparation. Therefore, this aim of this study is to develop a new model of affective commitment and see its impact to transformational leadership in vocational school across west Kalimantan. A quantitative approach using partial least squares path modeling (PLS-SEM) Wrapppls version 7 was used to calculate 254 data sample from 29 private and public vocational high schools throughout West Kalimantan. The result revealed that the role of affective commitment as a mediating variable had been able to provide a positive and significant influence as well as this variable was able to improve the performance of leaders and teachers in vocational high schools throughout West Kalimantan through exogenous variables in the form of transformational leadership.

**Keywords:** transformational leadership, affective commitment, teacher, vocational high school

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### I. INTRODUCTION

A demographic bonus of Indonesian population is predicted occurred in 2030 – 2040 where the productive age is expected to reach about 65% of the total population or which accounts for 297 million. This such situation can lead to a serious social problem when the government does not take any measurement to deal with. Therefore, the potential population must be equipped with skills that are able to develop their potential, both as employees and entrepreneurs. In particular, education sector has been in a crucial position to prepare good quality human resources (teachers and students) that are well-prepared in the era of industrial revolution 4.0. An ability of computer literacy and noble character (*akhlakul karimah*) of human resources are two essential aspects that have been concern in the effort of the superior human preparation. However, a secondary education is one of the concern for government to provide a

comprehensive human development program where the vocational school plays a key role to prepare people to enter the workforce, and increase competence or acquire new skills set.

Within five years, a growth of vocational school shows an increment with more than new 3000 schools which affecting one million new students born. According to King & Palmer (2010), in the era of industrial revolution 4.0, the functional reformation must be conducted to vocational education. Djahari et al. (2018) said that the serious issue of vocational education faced is the quality of graduates that do not match between the output and the industry requirement. Wardina et al (2019) stated the vocational curriculum needs to contain mastery of 4.0 competencies such as data, technology and human literacy. In addition, the analysis towards the policies made by government on vocational education system should be performed where the expected output of vocational school must be absorbed by the industry. However, Djahimo et al. (n.d.) conveyed that there was a

huge discrepancy of vocational graduates that could be absorbed in the job market due to less vocational training and the number of competitive teachers. The teachers that are equipped with high creativity would trigger many new innovative ideas in order to giving better education service where this can be happened through a strong leadership of the leader.

In a modern organization, the leaders are responsible to motivate and encourage all the talented group members to perform a continuous improvement in order to be innovative and competitive in the business competition (Aguirre, Hewlett, and Post 2009; Dychtwald, Erickson, and Morison 2013; Pangarkar and Kirkwood 2013). The transformational leadership style has a significant effect to the motivation, innovation and performance of the organization (Ahmad 2014; Laras and Haryono 2016). It involves all organization members to have such a strong feeling connection. Consequently, they are motivated in performing their duties and developing the self-potential to carry out an innovation in every problem solving as well as inspiring all the subordinates to achieve goal of the organization.

Determination of the research gap in this study, based on findings that have been previously studied by Schoemmel and Jønsson (2014) stated that, affective commitment to the organization does not have a significant effect on job performance, as well as the research study of Darmawa, Brahmasari, and Ratih (2019) found that transformational leadership had no significant effect on performance, and organizational climate has no significant effect on performance. Krishnan (2009) showed no significant influence between transformational leadership and organizational commitment. Shahsavan and Safari (2017) perceived organizational and supervisor support can directly influence turnover intentions without mediating affective commitment. Affective commitment only separately mediates the negative relationship between perceived supports.

Based on previous studies, this study is aimed to perform a comprehensive research work on the effect of transformational leadership towards affective commitment in all vocational school across west Kalimantan. However, to the best of our knowledge this such research work have not been carried out before. In addition, this research is performed upon the problem of leadership role in developing affective commitment in the vocational school through transformational leadership. This study involves around 29 public and private vocational schools in three different location in west Kalimantan. The survey method is used to collect the data and analysis of partial least squares path modeling (PLS-SEM) Wrapppls version 7 is used to analyze the data collection. Theoretically, the results of this research are expected to contribute to the development of leadership and management economic concepts in improving performance in Vocational Education institutions, especially in Vocational Schools throughout West Kalimantan. The findings in this study are also expected to be able to express a positive and significant influence, so that it becomes the basis for leaders and teachers to change views in an effort to

increase shared commitment and to provide progress for performance development, to have productivity and innovation. As a result, it enables to encourage an economic improvement and competitiveness of nation

## II. THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

### A. *In Vocational School*

Transformational leadership based on conceptual through charismatic, inspirational motivation, intellectual stimulation, and attention to individuals is believed to be able to produce ideas that contain revolutionary, democratic and transparent principles, which therefore need to be adopted into school principal leadership (Sivarat, Thamma, and Kenaphoom 2021). The leadership ability that must be owned by a school principal is a set of knowledge, skills, and behaviors that are owned, internalized, mastered, and realized in carrying out professional duties in accordance with the management standards of the Education system (Agung 2018; Zuhariah, Ali, and Yusra 2020). The character of vocational education is not the same as other types of education in Indonesia. The difference is located on the orientation of vocational graduates who will be expected to work in the business and/or industrial world. The vocational high school must be able to combine knowledge, skills and attitudes and behavior to meet the competency standards of prospective workers as well as they must have competence of basic skills (core skills), job skills (employability skills), and vocational skills (Suhaini, Ahmad, and Bohari 2021). The existence of vocational high school is very dependent on the leadership.

The principal as a leader is a functional position that is assigned the task of managing the teaching and learning process, or a place where there is interaction between the teacher giving the lesson and the students receiving the lesson (Sumidjo 2002). (Dempster et al. 2017) said that: School leaders, understand and utilize the contexts in which they operate, mobilize and work with others to articulate and achieve shared intentions that enhance the learning and lives of students. To encourage school development, especially in terms of developing teachers and students. Principals are pioneers who are willing to step out of the unknown, and look for opportunities to innovate, grow and improve themselves (Kouzes and Posner 2006). Such leadership can provide organizational change, of course, in the hope of building formations, structures, levels of culture or performance and is measurable which will motivate subordinates to adopt organizational attitudes in society and perform in the best way as agreed upon goals and objectives. Transformational leadership practiced by school principals can motivate teachers to change their value attitudes by being committed to the vision and mission of education (Arokiasamy et al. 2016).

### B. *Affective Commitment.*

Strong organizational commitment can lead to positive behavior towards achieving the vision, mission and goals of the organization, which consist of affective commitment, continuance commitment, normative commitment (Meyer,

Allen, and Smith 1993). Affective commitment plays an important in improving the performance of organizational leaders and employees. For highly committed employees, support from superiors can be more influential than for employees who are less committed. The performance of educational institutions is greatly influenced by the performance of the school's core competencies, namely leaders, teachers, and stakeholders, which has a significant impact on the overall performance of the organization (Asbari et al. 2019; Bernarto et al. 2020; Purwanto et al. 2020). Leaders act as facilitators as well as the center of initiative in learning, who must continue to develop themselves independently by utilizing personal initiative and creativity (Royhatudin, Supardi, and Juhji 2020). This affective commitment can then result in expected behaviors, such as a willingness to provide assistance or a tendency for further development, (Piehler et al. 2016). Therefore, a joint commitment from all stakeholders, both at the central and regional levels, is needed to achieve organizational goals. The operations of an organization are also inseparable from the role of available resources. Based on the several definitions that have been presented, it can be concluded that affective commitment is an emotional attachment within employees to survive in the organization and help the organization achieve its goals. Commitment looks at the interrelationships of individual processes within the organization and how to get them to solve their problems. The attitude and behavior perspective on organizational commitment is presented in Figure 1 as follows:



Fig. 1 The attitude and behavior perspective on organizational commitment

In this case, teachers and school principals must at least have a commitment to their work and workplace, so that a strong sense of ownership emerges in carrying out their activities in the workplace. (Agarwal and Gupta 2015) suggest that teacher commitment is the most important aspect of the organizational experience as it contributes to performance retention and increased productivity. Employee commitment is reported as a key element of the organizational experience, as it impacts high performance retention and higher productivity. Affective commitment has a complex factors in influencing teachers such as emotional factors, limitations in the job market, and teaching locations reducing teacher commitment (Whipp and Geronime 2017). This affective commitment always examines a person's desire to be loyal in the organization and feel satisfied and valued in every activity, which is related to emotional, identification, and employee involvement in an organization.

Employees who feel treated fairly by the company will hold commitment, trust, satisfaction, and a sense of belonging to each other compared to those who have the perception that they are treated unfairly (Bakhshi, Kumar, and Rani 2009). The results of the study Wong & Wong (2013) showed that the harmony between superiors and subordinates has a positive and significant effect on commitment.

The conceptual framework of this study is seen in Figure 2 and 3. The variable of Transformational Leadership in this study adopts the opinion of Robbins, Judge, and Millett (2015) where the transformational Leaders inspire group members to transcend their self-interest for the good of the organization and can have an extraordinary effect on their members. Transformational leaders are leaders who inspire members to put aside their own interests and have extraordinary influencing abilities.

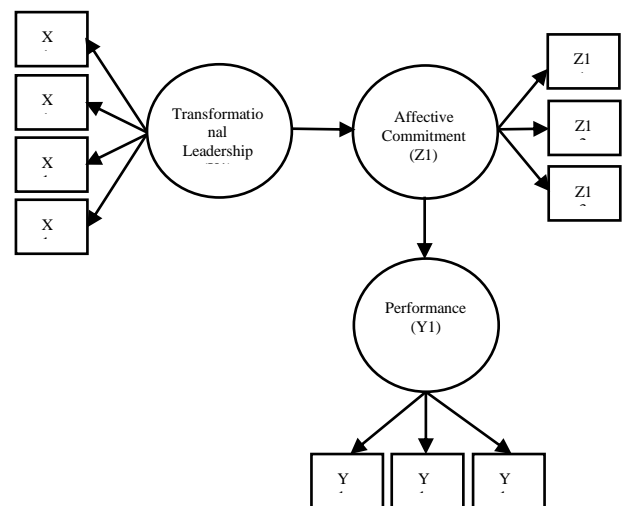


Fig. 2 Conceptual framework of transformational leadership

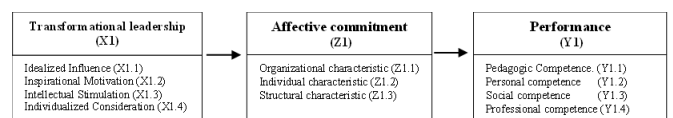


Fig. 3 Variable involved in the study

The approach used in this research is through a quantitative approach with survey techniques in order to analyze the relationship between the predictor variables, which is variable of Transformational Leadership, to the Performance variable, and furthermore this study will also examine the role of the Affective Commitment Mediation variable. In this study, Structural Equation Modeling (SEM) was the statistical test utilized. SEM enables researchers to examine complex models by providing comprehensive solutions and estimating intricate relationships between variables. This research refers to variance or what is commonly called Partial Least Squares Path Modeling (PLS-SEM). This PLS-SEM aims to examine the possible relationship between the constructs that are built and the

testing that can be carried out even though the underlying theory is still weak and of course also excludes some (non-parametric) assumptions. The accuracy of the prediction model can be assessed using the Coefficient of Determination (R-squared) value. It is considered very appropriate to be used for research that leads to theory development. PLS is a regression method that can be used to identify factors which are a combination of X variables as explanatory and Y variables as responses (Jogiyanto and Abdillah 2009). Research models that utilize reflexive outer models (where indicators reflect the variables) are assessed based on convergent validity, discriminant validity, and composite reliability: (1) Convergent validity is evaluated using loading values, which are considered adequate when they fall between 0.5 and 0.6 for models with 3 to 7 latent variables; (2) Discriminant validity is determined by the AVE (Average Variance Extracted) value, which should be greater than 0.5; (3) Composite reliability is deemed acceptable if the value is  $\geq 0.7$ . Reflexive indicators represent variables that are influenced by latent variables. So the reflexive indicator model is a construct or latent variable explained by indicators or the direction of the relationship from construct to indicator.

### III. METHODS

The research targets teachers from both public and private vocational schools across West Kalimantan. A quantitative approach, utilizing a questionnaire method, is employed to examine the relationship between transformational leadership and affective commitment. For statistical analysis, Structural Equation Modelling (SEM) is applied, allowing the researcher to explore complex relationships among the variables. Specifically, the Partial Least Square Structural Equation Modelling (PLS-SEM) technique is used. Validity tests for both the outer and inner models are conducted to evaluate the model constructed for the variables of transformational leadership, affective commitment, and performance. The hypotheses of this study are as follows::

- H<sub>1</sub>: Transformational leadership poses a positive impact towards affective commitment
- H<sub>2</sub>: Transformational leadership has a positive impact to the performance
- H<sub>3</sub>: Affective commitment has a positive impact to the performance
- H<sub>4</sub>: Transformational leadership is positively related to performance through affective commitment

Researchers will examine data on transformational leadership, affective commitment, and job performance from the research sample in order to verify all hypotheses. Additionally, the data will be scientifically processed, analyzed, and interpreted to reach research conclusions.

### IV. RESULT AND DISCUSSION

The model testing involved both outer and inner model evaluations, assessing the independent variable's capacity to explain the dependent variable. This process was conducted to determine the appropriateness of the model for analysis.

#### A. Outer Model Evaluation

1) *Goodness of Fit Indices*: The results of the transformational leadership and affective commitment regression tests for performance are tabulated in Table I.

TABLE I  
 GOODNESS OF FIT INDICES

No	Criteria	Index	Prob	Threshold	Remarks
1.	Average Path Coefficient (APC)	0.203	p<0.001	p<0.005	Fit
2	Average R-squared (ARS)	0.403	p<0.001	p<0.005	Fit
3	Average adjusted R-squared (AARS)	0.359	P<0.001	p<0.005	Fit
4	Average block VIF (AFVIF)	1.958	-	Acceptable if $\leq 5$ , ideally $\leq 3.3$	Ideally (Fit)
5	Average full collinearity VIF (AFVIF)	1.766	-	Acceptable if $\leq 5$ , ideally $\leq 3.3$	Ideally (Fit)
6	Tenenhous GoF (GoF)	0.412	-	Small $\geq 0.1$ , Medium $\geq 0.25$ , Large $\geq 0.36$	Large (Fit)
7	Sympson's paradox ratio (SPR)	1.000	-	Acceptable if $\geq 0.7$ , Ideally = 1	Acceptable (Fit)
8	R-squared contribution ratio (RSCR)	1.000	-	Acceptable if $\geq 0.9$ , Ideally = 1	Acceptable (Fit)
9	Statistical suppression ratio (SSR)	1.000	-	Acceptable if $\geq 0.7$	Acceptable (Fit)
10	Nonlinear bivariate causality direction ratio (NLBCDR)	1.000	-	Acceptable if $\geq 0.7$	Acceptable (Fit)
1	Average path coefficient	0.203	p<0.001	p<0.005	Fit

2	nt (APC) Average R-squared (ARS)	0.403	p<0.001	p<0.005	Fit
3	Average adjusted R-squared (AARS)	0.359	p<0.001	p<0.005	Fit
4	Average block VIF (AVIF)	1.958	-	Acceptable if ≤5, ideally ≤3.3	Ideally (Fit)

Based on the 10 criteria for evaluating the accuracy of the SEM-PLS model provided by WarpPLs version 7, all fit index criteria surpassed the standard thresholds. According to Hu & Bentler (1999) recommendation, a structural equation model that meets at least two goodness of fit indices is sufficient to determine that the empirical model aligns with the conceptual or theoretical model. Therefore, the researchers concluded that the model used in this study is appropriate and consistent with the theoretical framework.

2) *Covergent Validity*: Convergent validity can be evaluated through the Average Variance Extracted (AVE). AVE reflects the average amount of variance in the indicators that is explained by a latent or construct variable (Hair Jr et al. 2014). A higher AVE indicates that the latent or construct variable explains more variance in its indicators. An AVE value greater than 0.5 implies that the latent or construct variable accounts for more than 50% of the variance in its indicators. The minimum acceptable AVE is 0.5, meaning AVE values above 0.5 are considered acceptable. Additionally, Hu & Bentler (1999) proposed a more stringent threshold, suggesting that an AVE of 0.7 or higher is required to demonstrate that the latent variable meets the criteria for convergent validity. The AVE results can be seen in Table II.

TABLE III  
GOODNESS OF FIT INDICES

	X1	Z1	Y1
R-squared	-	0.309	0.501
Adj. R-squared	-	0.301	0.493
Composite reliab.	0.966	0.883	0.888
Cronbach's alpha	0.953	0.801	0.828
Avg. var. extrac.	0.877	0.717	0.668
Full Collin. VIF	1.275	1.449	1.958
Q-squared		0.314	0.503
Min	-5609	-2.621	-4.840
Max	1.635	2.548	2.607
Median	-0.157	-0.261	-0.085
Mode	-0.278	-0.365	-0.179
Skewness	-1.442	0.634	0.058
Exc. Kurtosis	6.224	0.024	2.663

Based on the AVE results in Table II, the AVE value for X1 is 0.877, for Z it is 0.717, and for Y it is 0.668. Since all

AVE values are greater than 0.5, this indicates that the latent variables X1, Z, and Y have captured more than 50% of the variance from each indicator. This is in line with Fornell & Larcker (1981) who stated that a "loading factor greater than 0.5 signifies that convergent validity has been achieved".

3) *SEM-PLS Analysis*: In SEM-PLS analysis using WarpPLS version 7, two reliability criteria are evaluated: Cronbach's alpha for internal consistency and composite reliability. A variable demonstrates good internal consistency if the Cronbach's Alpha coefficient is  $\geq 0.7$  (Agbo 2010; Schrepp 2020). Similarly, composite reliability is considered satisfactory if the coefficient is  $\geq 0.7$ , indicating that the measurement of latent variables is reliable (Ghozali and Latan 2015). Compared to Cronbach's alpha, composite reliability is regarded as a more appropriate measure of reliability (Hair Jr et al. 2014). The accepted threshold for composite reliability is  $>0.7$ , meaning that Dillon-Goldstein's rho value exceeding 0.7 reflects a unidimensional indicator block. In exploratory research, a composite reliability value between 0.6 and 0.7 is still considered acceptable. The internal consistency coefficient and composite reliability in this study are presented in Table III.

TABLE IIIII  
THE RESULT OF ALPHA CRONBACH'S AND COMPOSITE RELIABILITY

Variable	Coef. Alpha	Composite
X1	0.953	0.966
Z1	0.801	0.883
Y1	0.828	0.888

Based on Table III, Cronbach's alpha coefficients for all latent variables in this study exceed the acceptable threshold, with values ranging from 0.801 to 0.953. Since the alpha coefficient is greater than 0.7, it indicates that the measurement of each latent variable in this study demonstrates strong internal consistency. The composite reliability results further support this, showing a composite reliability value of 0.966 for X1, 0.883 for Z, and 0.888 for Y. As all composite reliability values are above 0.7, ranging from 0.883 to 0.966, this confirms that the latent variable measurements in the study have good reliability, meeting the composite reliability criterion.

### B. Inner Model evaluation

The assessment or evaluation of the structural model (inner model) in SEM-PLS analysis involves several stages. The first stage is constructing a path diagram (Path Diagram) based on the hypothesized model, second; conduct an assessment of the direct effect (Direct Effect), third; conduct an indirect effect assessment (Indirect Effect), fourth; perform a total effect assessment (Total Effect), fifth revise the model based on the significance level of the influence on each path (hypothesis).

1) *Path Diagram*: The route The structural model (inner model) in SEM-PLS analysis is assessed or evaluated in multiple steps: first, create a path diagram (Path Diagram)

based on the hypothesis model; second, evaluate the direct effect; third, evaluate the indirect effect; fourth, execute the total effect; and fifth, revise the model based on the significance level of the influence on each path (hypothesis).

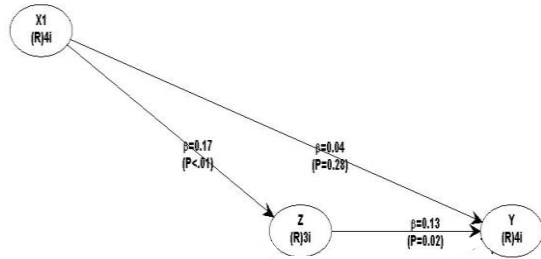


Fig. 4 Variable involved in the study

2) *Direct Effect Testing of Hypotesis:* The capacity of exogenous latent variables to explain endogenous variables without the use of intermediary factors is known as the direct effect. Dimensions The factor loading values on the route coefficients show the direct impact of exogenous variables on endogenous latent variables. The path coefficient in this study is presented in Table IV.

TABLE IVV  
 DIRECT EFFECT

Laten Endogen	Laten Exogen	Parameter	P
Z1	X1	0.171	0.003
Y1	X1	0.036	0.282
	Z1	0.125	0.021

The path parameter coefficient (path coefficient) of direct influence and the probability significance value in Table 5 can be interpreted as follows:

- the influence of transformational leadership style on affective commitment produces a path parameter coefficient of 0.171 with a probability <0.003, then H0 is rejected and H1 is accepted, meaning; there is a direct positive and significant influence of transformational leadership on affective commitment,
- the effect of transformational leadership on performance produces a path parameter coefficient of 0.036 with a probability of 0.282, because the probability is > 0.05 and the sign of the path parameter coefficient is negative, then H0 is accepted and H4 is rejected, meaning; there is a positive effect that is not significant directly from the transformational leadership style on performance,
- the effect of affective commitment on performance produces a path parameter coefficient of 0.125 with a probability of 0.021, because the probability <0.05 and the sign of the path parameter coefficient is negative, then H0 is rejected and H7 is accepted, meaning; there is a direct significant positive effect of affective commitment on performance.

hypothesis testing's indirect impact. The route sequence in the proposed structural model that passes via one or more

intervening/mediator variables is known as the indirect impact. Baron & Kenny (1986), state that three factors are known in order to assess the indirect effect: endogenous latent variables (criterion), predictor variables (intervening/mediator), and exogenous latent variables (predictors). There are four steps that can be taken in order to test the indirect effect: (1) testing the predictor's direct effect on the criterion; (2) determining whether the predictor has an impact on the mediator variable; (3) determining whether the mediator has an impact on the criterion; and (4) determining the impact of predictors on the criterion while taking the mediator variables' effect into account. The results of testing the indirect effect using the Wrappls version 7 software in this study are presented in Table V.

TABLE V  
 THE RESULT OF INDIRECT EFFECT

Laten Endogen	Laten Exogen	Parameter	P
Z1	X1	0.314	0.021

Based on the parameter coefficients and the significance probability of indirect influence in table 6. The coefficient of the effect of transformational leadership on performance through affective leadership is 0.314 with a probability of 0.021, because the probability is <0.05, then H0 is rejected, and H4 is accepted; it means; transformational leadership has a significant effect on performance through affective commitment.

3) *Total Effect:* A Analisis pemodelan persamaan struktural dengan pendekatan Partial Least Square (PLS), untuk mencari koefisien parameter jalur diperoleh melalui bobot model struktural (inner model) dengan terlebih dahulu diestimasi melalui prosedur bootstrap standard error, hasil perhitungan software WrapPLS 7.0 yang dapat disajikan pada Tabel VI.

TABLE VI  
 TOTAL EFFECT

Laten Endogen	Laten Exogen	Parameter	P
Z1	X1	0.171	0.003
Y1	X1	0.035	<0.001
	Z1	0.331	<0.001

In Table IV, Considering that P <0.05 indicates that H1 is accepted, it is evident that the combined influence of transformational leadership and affective commitment results in a parameter coefficient of 0.171 with a significance probability of 0.003. This indicates that the combination of these two leadership philosophies has a noteworthy impact on performance. Based on the coefficient of parameter 1 and the likelihood of significance of the overall impact in Table 7, it can be observed that the external latent variable has the most dominating influence on the endogenous latent variable. In contrast, the exogenous latent variable with the smallest parameter coefficient and the greatest probability indicates that the latent variable has the least influence on the variable endogenous latency. The parameter coefficient that is the

largest and is supported with the smallest probability indicates that the variable has the most dominant effect on the endogenous latent variable.

4) *Model Recommendation*: The revision of the model in this study is based on the level of significance of the path coefficient which is significant and trimming the path diagram which is not significant. This revised model can be used for further studies by other researchers. The results of the revised model using the Wrappls software are presented in Figure 5.

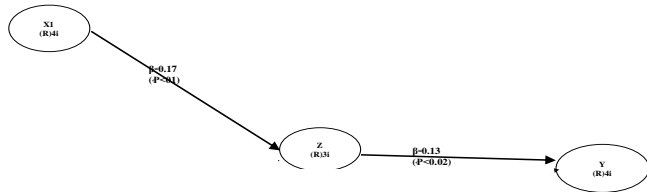


Fig. 5 Variable involved in the study

Based on the model revision path diagram in Figure 4, the transformational leadership variable is hypothesized to have a direct effect on affective commitment and however a direct influence between the transformational leadership variables has an effect on affective commitment. On the other hand, affective commitment has a significant effect on performance, therefore, the relationship between affective commitment and performance must be maintained in the hypothetical model and the relationship between transformational leadership and self-efficacy on performance is recommended in future research.

5) *Hypothesis Testing Conclusion*: Testing the hypothesis in this study there are 4 hypotheses, consisting of 3 hypotheses of direct effect and 1 hypothesis of indirect effects for paths, based on the substantial likelihood of indirect effect and the parameter coefficient and route coefficient for direct influence. Table VII presents the findings for all of the study's hypotheses with respect to the coefficients of direct and indirect impacts.

TABLE VII  
 THE RESULT OF INDIRECT EFFECT

No	Hypothesis	Variable path	M	Koef PJ	P_V	Remark
1.	H <sub>1</sub>	X <sub>1</sub> -Z	-	0.171	<0.003	Positive and significant
2	H <sub>2</sub>	X <sub>1</sub> -Y	-	0.036	0.282	Positive and not significant
3	H <sub>3</sub>	Y-Z	-	0.125	0.021	Positive and significant
4	H <sub>4</sub>	X <sub>1</sub> -Y	Z	0.314	0.021	Positive and significant

cant

Based on the results of the data analysis above, the researcher can conclude the results of testing the hypotheses that have been described in table 8, in the following detail:

- H<sub>1</sub>: Affective commitment is positively impacted by transformational leadership. According to the findings of hypothesis testing (H<sub>1</sub>), transformational leadership's path coefficients (X<sub>1</sub>) on (Z) emotional commitment have a positive value of 0.171, indicating that (X<sub>1</sub>) has a positive influence on (Z). The P-Value is known to be 0.003, or less than 0.05. A direct or unidirectional link between the two variables is shown by the positive path coefficient value, and the variable (X<sub>1</sub>) transformational leadership significantly influences the variable (Z) emotional commitment. This demonstrates that instructors at West Kalimantan Vocational Schools have higher levels of emotional commitment the more transformational leadership the school principal has, and the interaction between the two variables offers considerable significance to impact each other.
- H<sub>2</sub>: Transformational leadership has a positive impact to the performance. The results of testing hypothesis (H<sub>2</sub>) indicate that the variable (X<sub>1</sub>) has a positive, but not significant, effect on the variable (Y) performance. The path coefficient value (path coefficients) for X<sub>1</sub> on Y is 0.036, which is positive; however, the value of X<sub>1</sub> does not have a significant effect on Y because the P-Values is 0.282, which means > 0.05. Therefore, H<sub>0</sub> is accepted and H<sub>2</sub> is rejected, indicating that there is no significant relationship between the transformational leadership variables and performance, but each variable's path coefficient value (path coefficients). This shows that the path coefficients show a unidirectional relationship between the variables, meaning that the higher the level of transformational leadership, the higher the teacher's affective commitment. However, the unidirectional relationship of these variables does not have a significant or meaningful effect between the transformational leadership variables of school principals and teacher performance in vocational high school throughout West Kalimantan.
- H<sub>3</sub>: Affective commitment has a positive impact to the performance. The impact of the variable (Y) performance indicates the route coefficients Z to Y are 0.125, which is positive, indicating that Z has a positive effect on Y, according to the findings of testing the hypothesis (Z) emotional commitment. Given that Z has a considerable impact on Y and that the P-Values are 0.021, or less than 0.05, it can be inferred that emotional commitment directly and significantly improves performance. H<sub>0</sub> is thus rejected and H<sub>3</sub> is accepted. This indicates that the teacher's affective commitment variable in SMKs across Kalimantan has a value (path coefficients) that show a path that is in the same direction as the performance variable. This means that the more an

educator practices affective commitment, the more their performance improves, and that the relationship between an educator's affective commitment and performance has a significant or meaningful influence.

- H<sub>4</sub>: Performance is favorably correlated with transformational leadership due to emotional commitment. According to the findings of the hypothesis test, (X1) Transformational Leadership and (Y) Performance are positively correlated through (Z) Affective Commitment. Based on the testing of the mediating variable, it is determined that X1 has an indirect effect of 0.314 on Y through Z. Z is shown to substantially moderate the link between X1 and Y, with a P-Value of 0.314, or less than 0.05. To put it another way, if X1 indirectly and significantly influences Y through Z, then H<sub>0</sub> is rejected and H<sub>4</sub> is allowed; this implies; transformational leadership of school principals in SMKs throughout West Kalimantan provides a unidirectional path to teacher performance through affective commitment, the higher the level of transformational leadership, the more teacher performance increases, through affective commitment and the influence of these three variables gives a significant value or gives a different meaning high.

The relationship of transformational leadership is positively and significantly related to affective commitment. The results of this study state that the transformational leadership of school principals in implementing idealized influence behavior, inspirational motivation, intellectual stimulation, individualized consideration, Cahyono et al. (2020)) has had an impact a significant effect on increasing teacher affective commitment related to organizational characteristic commitment, individual commitment, structural commitment and work experience. The school principal in carrying out his duties and functions as a leader and task responsibilities in an effort to influence the increase in teacher affective commitment in Vocational Schools throughout West Kalimantan has been carried out well. In an effort to achieve school goals, the principal is required to have a high commitment to where he works, this commitment is a condition that allows the behavior of a school principal to be motivated or unmotivated in carrying out tasks effectively and efficiently.

The results of this study provide support to Mintzberg (2009) related to the principal's role as an interpersonal role (interpersonal role, consisting of: figure or figure (figurehead), leader (leader), liaison (liaison) so that it has a major effect on the teacher's affective commitment. Individuals who work with teams that contribute to the achievement of predetermined goals. Based on a study of this theory, the transformational leadership of school principals in Vocational Schools in West Kalimantan has been able to form a teamwork so as to improve the teacher's affective commitment in carrying out his duties and functions. The principal is a pioneer who is willing to step out of unknown problems, and seeks opportunities to innovate, grow and

improve himself and the teacher is committed to change in achieving goals, creating relationships harmonious and unique and continue to learn for this unique thing (Burns 2005).

Transformational leadership practiced by school principals can motivate teachers to change their value attitudes by being committed to the vision and mission of education (Arokiasamy et al. 2016). Agarwal and Gupta (2015) suggested that "teacher commitment is reported to be an important part of an organizational experience as it leads to higher performance retention and high productivity). According to Lee et al. (2011) defined teacher commitment as a teacher's psychological attraction to the teaching profession, professional associations, schools, co-workers (colleagues), parents, and students.

The affective commitment possessed by an employee also makes employees perform extra role behavior. Extra role behavior or what is called extra role performance is the desire to do tasks outside the responsibilities or job description.

The results of the influence of transformational leadership on performance produce coefficient values that are in the same direction but not significant or do not give a meaning of connectedness. This shows that the direct relationship with the transformational leadership variable of school principals in West Kalimantan Vocational Schools cannot affect performance improvement. The findings of this study reject the fourth hypothesis and are contrary to previous research findings which have a significant impact. The findings of García-Morales, Jiménez-Barrionuevo, and Gutiérrez-Gutiérrez (2012) stated that transformational leadership has become a common method for determining the impact that leaders have on the skills and knowledge of their employees, in additions to the underlying business processes. Besides that, Bass and Avolio (1997) emphasized that over the years it had shown a close relationship with the determinants of human resources and organizational performance. The transformational leadership as a leadership style can improve organizational performance. However, in this study, the researchers found that the influence of ideal leadership, inspirational motivation, intellectual stimulation and individual consideration in the transformational leadership of school principals had not had a significant impact on the pedagogic, personality, social and professional competence of teachers in vocational high schools throughout West Kalimantan. This is because each aspect contained in the two variables shows a level of relevance that does not intersect with each other. Based on this explanation, the researchers provide recommendations related to the positive relationship of transformational leadership of school principals in vocational high schools in Kalimantan which do not have a significant impact on improving teacher performance for future researchers to examine in more depth.

The results of testing this seventh hypothesis, state that the higher the level of teacher affective commitment in West Kalimantan Vocational Schools, the more it improves teacher performance and the influence of teacher affective

commitment in West Kalimantan Vocational Schools on teacher performance gives a significant influence or gives a significant influence .

Conceptually, the results of this study support the theory of commitment that applies to organizations, namely the three component mode (TCM) put forward by (Allen and Meyer, 1990), namely affective, continuance, and normative commitment, where affective commitment can lead to the desired behavior such as willingness to assist or inclination for further development. Furthermore Agarwal and Gupta (2015) suggested that teacher commitment is the most important part of an organizational experience because this leads to performance retention and increased productivity” (employee commitment is reported to be an important part of an organizational experience as it leads to higher performance retention and high productivity).

The effect of teacher affective commitment in West Kalimantan Vocational Schools on teacher performance is an organizational activity that cannot be separated from the role of resources which is an important factor in running the wheels of the organization. Commitment is considered as an individual resource that is associated with the professional characteristics of a teacher as one of the dimensions of teacher performance in SMKs throughout West Kalimantan. Committed teachers feel proud of the school where they teach, increase the desire to work harder, and support the future of the school. Teachers who have low performance not only fail to meet performance standards, but will also have a bad influence on others (Jones, Jenkin, and Lord 2006). Based on the results of the theoretical discussion of the seventh hypothesis which states that the effect of the mediating variable of teacher affective commitment in West Kalimantan Vocational Schools has a significant positive effect on teacher performance, the findings of this study have led to a renewed model of developing teacher performance in West Kalimantan Vocational Schools.

## V. CONCLUSIONS

In order to achieve improved performance, this study which involved 254 respondents, including 29 leaders and 225 teachers raises the importance of leaders and teachers in fostering affective commitment mediation as research gaps and renewal through transformational leadership, entrepreneurial behavior, and self-efficacy in Public and Private Vocational Schools throughout West Kalimantan. The study's findings indicate that, when combined with exogenous variables like transformational leadership, affective commitment as a mediating variable has been able to positively and significantly influence, or this variable is able to improve, the performance of leaders and teachers in SMKs throughout West Kalimantan. The uniqueness of this research is satisfied as the outcomes of this investigation may be used to counter the contradicting findings of earlier studies. Furthermore, this study's direct association revealed that the variable transformational leadership might either positively and significantly impact teachers' emotional commitment or raise it. In contrast, performance is positively impacted by the transformational leadership variable but not

significantly; in other words, this variable has a unidirectional connection but can still lead to performance improvements.

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