



Effects of Principal Leadership Effectiveness and Teacher Commitment on the Performance Level of Islamic High School Teacher in Malang City

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Abstract

The research was aimed to examine: (1) the influence of the effectiveness of school principal leadership on teacher performance, (2) the influence of the effectiveness of school principal leadership on teacher performance, and (3) the simultaneous effects of the effectiveness of school principal leadership and teacher commitment on teacher performance in Islamic high schools across Malang City. The research employs a descriptive quantitative design utilizing a correlational approach. Data collection is conducted through questionnaires, and the collected data are analyzed using descriptive statistical techniques. Results of the study indicate (1) a significant influence of the effectiveness of school principal leadership on teacher performance; (2) a significant influence of teacher commitment on teacher performance; and (3) a significant simultaneous effects of the effectiveness of school principal leadership and teacher commitment on teacher performance.

Keywords: effectiveness of principal leadership; teacher commitment; teacher performance

1. Introduction

Given the high level of competition, private schools require effective school leadership. This is because the success of school principals in managing the learning process in schools depends on the effectiveness of their leadership. This gives rise to the expression that a good school is the result of the hard work of an effective school principal. Effectiveness is related to the alignment between core tasks, behavioral aspects, and the results achieved. When it comes to the role of the school principal, according to Sholeh (2016), Effectiveness is the ability of the school principal to manage resources optimally, directing how well and correctly the principal carries out their duties to achieve the desired goals. Educational leaders must have a high commitment to improving the quality of education. Because school leadership must have a creative and proactive attitude with effective activity demands oriented towards change (Zahro et al., 2018).

Leadership is the ability to influence a group towards the achievement of a vision or set goals, especially in enhancing school progress (Siregar & Tarigan, 2023). Educational institutions, relying on effective leadership as a catalyst for teacher motivation, aim for positive school-wide impact (Liriwati, 2017). The headmaster's role in nurturing and enhancing teacher performance makes leadership attitude a key indicator. Headmasters significantly shape institutional success in meeting national educational standards, yet many schools struggle due to ineffective leadership (Sholeh, 2016). Measurement of effectiveness according to Burhanuddin & Sunarni (2021) namely the development of vision, mission, and objectives,

management, management of learning resources, teacher professional development, and creating a supportive organizational environment.

Another factor that affects the level of teacher performance besides the effectiveness of school principal leadership is teacher commitment. Commitment is one of the internal factors that can impact an individual's performance (Afiyati, 2021). Commitment is an attitude of dedication to the institution and a willingness to work hard to achieve its goals (Meyer & Allen, 1988). Someone who is committed to their institution will strive to achieve the institution's goals to the best of their ability. Commitment in the field of education can be seen from a teacher's perspective towards their institution. Every teacher should have a different level of commitment. Because a teacher's commitment to the school is essentially a condition felt by the teacher that generates positive behavior towards their workplace (Ningsih, 2019). Teacher commitment reflects a teacher's connection to their workplace, thus fostering a sense of ownership towards their place of work (Susanto, 2021). Teacher commitment according to Meyer & Allen (1991), can be measured from several dimensions, namely *affective commitment*, *continuance commitment* and *normative commitment*.

Committed teachers exhibit responsibility and engage actively in school goals Harijanto et al. (2021), will demonstrate a tendency and willingness to fulfill their duties and functions with a sense of responsibility. Additionally, teachers also have strong beliefs to actively engage in achieving the school's goals and strive to remain committed to the respective school. In reality, in private schools, there are some teachers with low commitment, where there are still private school teachers who come late to school, work to compete for higher positions, and there are teachers who are lazy to teach, such as when the weather is very hot so teachers do not enter the classroom to teach, usually done by senior teachers. This is consistent with the research conducted by Purwoko (2018). In reality, there are still many schools where teachers come late and have many idle hours because the teachers are still outside. This indicates that teacher commitment in some schools is still low.

The presence of teachers as educators in schools is crucial for implementing effective teaching and learning activities, thereby fostering excellent, proactive, and competitive human resources (Indajang et al., 2020). To achieve this, every private school needs to enhance its teachers' performance. Human resource performance is influenced by internal and external factors (Kim et al., 2021). Teacher performance can be influenced by several factors, including skills, expertise, knowledge, work design, personality, motivation, leadership, organizational culture, job satisfaction, work environment, loyalty, commitment, and discipline (Harry & Rini, 2022). Teacher performance is reflected in their primary tasks, which include teaching activities and institutional duties (Gurr & Drysdale, 2018; Syahrul, 2020). Teachers are expected to exert influence aligned with graduates' needs and future demands. However, in reality, several teachers in Madrasah Alia do not perform optimally (Lubis, 2020).

Previous studies highlight school principal leadership's positive impact on teaching performance Jauhari & Asmara (2019), revealed that school principal leadership has a positive and significant impact on teacher teaching performance. although some find no significant relationship (Yulisetyawati et al., 2018), suggesting other influencing factors Nainggolan et al. (2020). Teacher commitment consistently correlates with performance Arifin et al. (2018), despite conflicting views (Putro, 2018).). Recognizing these dynamics underscores the study's

importance in Islamic High Schools across Malang City, focusing on leadership effectiveness and teacher commitment's influence on performance.

2. Method

This is a quantitative research that employs a descriptive correlational method, detailing leadership's impact on performance and commitment across Malang's Islamic High Schools. With 178 teachers, a sample of 123 employs random sampling. Closed questionnaires facilitate quick responses and robust data analysis post-collection. A pilot study validated the instrument, ensuring construct validity and reliability. Data analysis includes descriptive and correlation analyses, preceded by tests for normality, linearity, multicollinearity, and heteroskedasticity.

3. Results and Discussion

3.1 Result

Based on the data collected through questionnaires distributed to all teachers of Islamic High Schools in Malang City, the study identifies the characteristics of each respondent. These characteristics can be categorized into several groups based on gender and age.

Tabel 1. Characteristics of Respondents Based on Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	72	58.5	58.5	58.5
	Male	51	41.5	41.5	100
	Total	123	100	100	

Source: SPSS 25 output (2024)

The distribution of respondents by gender reveals that teachers in Islamic High Schools throughout Malang City are predominantly female, comprising a total of 72 female teachers, which accounts for 58.5%.

Table 2. Characteristics of Respondents Based on Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	63	51.2	51.2	51.2
	31-40	25	20.3	20.3	71.5
	41-50	14	11.4	11.4	82.9
	51-60	18	14.6	14.6	97.6
	>60	3	2.4	2.4	100
	Total	123	100	100	

Source: SPSS 25 output (2024)

The distribution of respondents based on other occupations indicates that teachers in Islamic Senior High Schools in Malang City are predominantly without secondary jobs, totalling 67.5%.

Table 3. Descriptive Analysis Results

		Statistics		
		Effectiveness of School Principal Leadership	Teacher Commitment	Teacher Performance
N	Valid	123	123	123
	Missing	0	0	0
Mean		105.72	92.28	107.19
Std. Error of Mean		0.694	0.953	0.717
Median		106	92	108
Std. Deviation		7.701	10.57	7.952
Variance		59.304	111.73	63.235
Range		49	49	51
Minimum		90	73	85
Maximum		139	122	136
Sum		13003	11351	13184

Source: SPSS 25 output (2024)

Based on the data management results in the table, the interpretation is as follows:

1) Teacher performance is the dependent variable of the research. Questionnaires were necessary for data collection to categorize the study. Questionnaires were distributed to 123 teacher respondents who served as samples in this study. The maximum value obtained was 136, and the minimum value was 85, with a range of 51. The total mean score is 107.19; standard deviation 7.952; data variance 63.235; and the sum of scores is 13184.

2) The main independent variable of this research is the effectiveness of the school principal's leadership. Questionnaires were necessary for data collection to categorize the study. The range obtained was 49, with a minimum value of 90 and a maximum of 139. Questionnaires were distributed to 123 teacher respondents who served as samples in this study. The total mean score is 105.72; standard deviation 7.701; data variance 59.304; and the sum of scores is 13003.

3) Teacher commitment serves as the second independent variable in this research. Questionnaires were necessary for data collection to categorize the study. The range obtained was 49, with a minimum value of 73 and a maximum of 122. Questionnaires were distributed to 123 teacher respondents who served as samples in this study. The total mean score is 92.28; standard deviation 10,570; data variance 111,730; and the sum of scores is 11351.

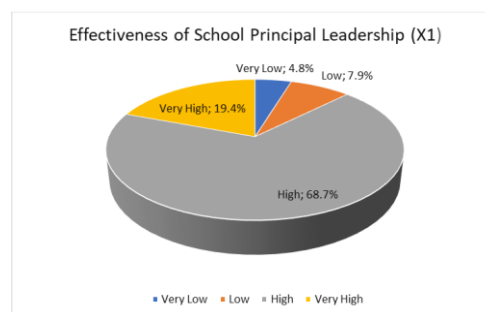


Figure 1. Pie Chart of School Principal Leadership Effectiveness

Based on the diagram above, it can be explained that 4.8% is very low, 7.9% is low, 68.7% is high, and 19.4% is very high. From these results, it can be inferred that the effectiveness of school principal leadership in Islamic Senior High Schools in Malang City falls under the high category.

The variable of effectiveness of school principal leadership consists of 6 sub-variables developed into 15 indicators. The distribution and frequency results can be seen in Attachment 1.

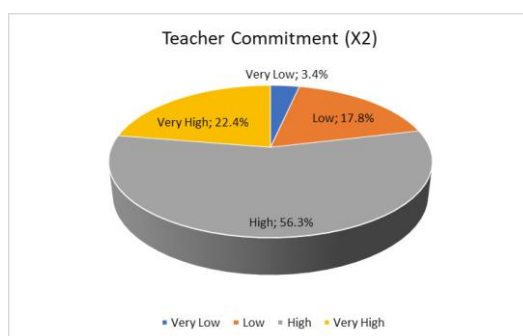


Figure 2. Pie Chart of Teacher Commitment

Based on the diagram above, it can be explained that 3.4% is very low, 17.8% is low, 56.3% is high, and 22.4% is very high. From these results, it can be inferred that the commitment of teachers in Islamic high schools in Malang City falls under the high category.

The variable of teacher commitment consists of 3 sub-variables developed into 8 indicators. The distribution and frequency results can be seen in Attachment 1.

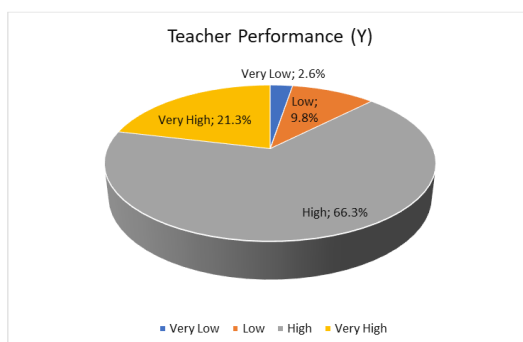


Figure 3. Pie Chart of Teacher Performance

Based on the results of the above diagram, it can be explained that 2.6% is very low, 9.8% is low, 66.3% is high, and 21.3% is very high. From these results, it can be inferred that teacher performance at Islamic high schools in Malang City is in the high category.

This variable consists of 5 sub-variables developed into 13 indicators. To determine the frequency distribution for each sub-variable, first, the total for each sub-variable needs to be determined, followed by determining the interval classes with the assistance of SPSS 25, with the following results:

Table 4. KMO and Bartlett's Test for Examined Variables

Variables	KMO and Bartlett's Test
Effectiveness of School Principal Leadership	0,526
Teacher Commitment	0,842
Teacher Performance	0,599

Based on Table 4. it shows that the KMO and Bartlett's test scores for all variables are > 0.5 with a significance of < 0.00, indicating that the variables and sample can be analyzed using factor analysis.

Sub Variables	KMO and Bartlett's Test
Vision, Mission, and Objective Development	0,600
Leadership Function Implementation	0,554
Management Function Implementation	0,507
Learning Resources Development	0,547
Teacher Professional Development	0,653
Creating a Supportive Environment	0,542
Affective Commitment	0,903
Continuance Commitment	0,911
Normative Commitment	0,811
Lesson Planning Competence	0,654
Method and Strategy Competence	0,784
Classroom Management Competence	0,853
Assessment and Evaluation Competence	0,692
Interpersonal Relationship Establishment Competence	0,653

Based on Table 5. the KMO and Bartlett's test scores for the sub-sub variables are > 0.5 with a significance of < 0.00, indicating that the sub-variables and sample can be analyzed using factor analysis.

Table 6. Regression Weights of Headmaster Leadership Effectiveness and Teacher Commitment on Teacher PerformanceGuru

Criterion	Predictor	Unst. Estimate	Std. Estimate	S.E.	C.R.	P
DESIGN	←- VISION	,188	,190	,084	2,243	,025
METHOD	←- VISION	,218	,212	,073	3,000	,003
METHOD	←- LEAD	,196	,191	,073	2,703	,007
CLASS	←- VISION	,133	,131	,080	1,671	,095
RELATIONSHIP	←- VISION	,153	,155	,085	1,795	,073
ASSESSMENT	←- LEAD	,261	,267	,078	3,357	***
CLASS	←- MANAGEMENT	,206	,203	,080	2,585	,010
METHOD	←- SLEARNING	,526	,511	,073	7,242	***
ASSESSMENT	←- SLEARNING	,224	,229	,078	2,877	,004
RELATIONSHIP	←- SLEARNING	,186	,189	,085	2,194	,028
METHOD	←- ENVIRONMENT	-,233	-,226	,073	3,208	,001
KELAS	←- ENVIRONMENT	,132	,130	,080	1,654	,098
RELATIONSHIP	←- ENVIRONMENT	,178	,181	,085	2,096	,036
DESIGN	←- AFFECTIVE	,259	,262	,084	3,091	,002
CLASS	←- AFFECTIVE	,388	,382	,080	4,858	***
ASSESSMENT	←- AFFECTIVE	,226	,232	,078	2,914	,004
DESIGN	←- BERKELANJUTAN	,140	,142	,084	1,677	,094
CLASS	←- BERKELANJUTAN	-,166	-,163	,080	2,073	,038
ASSESSMENT	←- NORMATIF	,224	,229	,078	2,878	,004

In detail, the results of this second model prove the influence of headmaster leadership effectiveness on several aspects of teacher performance. As seen in the table and path diagram, the regression coefficient weights for the sub-variables or elements of leadership, such as “vision,” significantly affect the teacher performance variables in the element of “design,” with a regression value of $\beta = 0.19$. Regarding the “method” element, it’s $\beta = 0.21$, for the “class” element, $\beta = 0.13$, and for “relationship,” $\beta = 0.15$.

The coefficient of influence of the “leading” sub-variable only significantly affects the “method” element, yielding a coefficient value of $\beta = 0.19$, and for the “assessment” element, $\beta = 0.27$. The “management” sub-variable is proven to only significantly affect one element (sub-variable), namely “class,” with a value of $\beta = 0.20$. The “teaching resources” sub-variable significantly affects “method,” $\beta = 0.51$, “assessment,” $\beta = 0.23$, and “relationship,” $\beta = 0.19$. The “supportive environment” sub-variable significantly affects “method” with $\beta = -0.22$; “class” is $\beta = 0.13$; and “relationship” is $\beta = 0.18$. This proves that of the six elements of headmaster leadership effectiveness studied, none evenly impact teacher performance.

As for the influence of sub-sub-variables in the main variable “teacher commitment,” including “affective,” “sustainable,” “normative,” they have limited influence on some aspects of teacher performance. The “affective” sub-variable is proven to affect the “design” element with a value of $\beta = 0.26$; for the “class” element, $\beta = 0.38$; and for the “assessment” element, $\beta = 0.23$. The “sustainable” sub-variable affects “design,” $\beta = 0.14$, and “class,” $\beta = -0.16$. The “normative” sub-variable is proven to only significantly affect one element (sub-variable), namely “assessment,” with a value of $\beta = 0.23$. This proves that of the three aspects of teacher commitment studied, none evenly impact teacher performance.

Table 7. Regression Weights of the Effectiveness of School Principal Leadership and Teacher Commitment on Teacher Performance

Criterion		Predictor	Unst. Estimate	Std. Estimate	S.E.	C.R.	P
KIN	←-	KEP	,532	,532	,074	7,163	***
KIN	←-	KOM	,200	,200	,074	2,692	,007

Based on the analysis of the three main components, it can be inferred that overall, the effectiveness of school principal leadership and teacher commitment influences teacher performance. This contrasts with the specific analysis results of the previous two models, where sub-variables within each main component of the research showed varying influences.

Table 8. The Influence of School Principal Leadership Effectiveness on Teacher Performance

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.50E-16	.075		.000	1.000
1 School Principal Leadership Effectiveness	.532	.075	.532	7.104	.000
Teacher Commitment	.200	.075	0.2	2.669	0.009

a. Dependent Variable: Teacher Performance
Source: SPSS 25 output (2024)

Based on Table 8. it is evident that the effectiveness of school principal leadership achieves a p-value of 0.000, which is < 0.05. Therefore, Ho is rejected, and Hi is accepted. In other words, there is a significant influence of school principal leadership effectiveness on teacher performance.

Table 9. The Influence of Teacher Commitment on Teacher Performance Guru

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.50E-16	.075		.000	1.000
1 School Principal Leadership Effectiveness	.532	.075	.532	7.104	.000
Teacher Commitment	.200	.075	.200	2.669	.009

a. Dependent Variable: Teacher Performance
Source: SPSS 25 output (2024)

Based on Table 9. it is evident that the significance of teacher commitment is 0.009, which is < 0.05. Therefore, Ho is rejected, and Hi is accepted. In other words, there is a significant influence of the teacher commitment variable on teacher performance.

Table 10. The Influence of School Principal Leadership Effectiveness and Teacher Commitment on Teacher Performance

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	39.966	2	19.983	29.232	.000 ^b
Residual	82.034	120	.684		
Total	122.000	122			

a. Dependent Variable: Kinerja Guru
b. Predictors: (Constant), Komitmen Guru, Keefektifan Kepemimpinan Kepala Sekolah
Source: SPSS 25 output (2024)

Based on Table 10. it is known that the value of Sig. is $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted. In other words, there is a simultaneous significant influence of school principal leadership effectiveness and teacher commitment on the level of teacher performance.

Table 11. Coefficient of Determination

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.572 ^a	.328	.316	0.82680903	.328	29.232	2	120	.000
a. Predictors: (Constant), Teacher Commitment, School Principal Leadership Effectiveness									

Source: SPSS 25 output (2024)

Based on Table 11. the value of Adjusted R Square is 0.316, indicating that school principal leadership effectiveness and teacher commitment collectively influence teacher performance by 31.6%. The remaining 68.4% is explained by other variables not examined by the research.

Table 12. Differences in Respondents' Perceptions Based on Gender Regarding the Variables Under Study

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
VISION1	Between Groups	.201	1	.201	.199	.656
	Within Groups	121.799	121	1.007		
	Total	122.000	122			
LEAD1	Between Groups	.031	1	.031	.031	.860
	Within Groups	121.969	121	1.008		
	Total	122.000	122			
MANAGEMENT1	Between Groups	.329	1	.329	.327	.568
	Within Groups	121.671	121	1.006		
	Total	122.000	122			
SLEARNING1	Between Groups	.009	1	.009	.009	.925
	Within Groups	121.991	121	1.008		
	Total	122.000	122			
PROFESSION1	Between Groups	.256	1	.256	.254	.615
	Within Groups	121.744	121	1.006		
	Total	122.000	122			
ENVIRONMENT1	Between Groups	1.287	1	1.287	1.29	.258
	Within Groups	120.713	121	.998		
	Total	122.000	122			
AFFECTIVE2	Between Groups	.924	1	.924	.923	.339
	Within Groups	121.076	121	1.001		
	Total	122.000	122			
SUSTAINABLE2	Between Groups	.128	1	.128	.127	.722
	Within Groups	121.872	121	1.007		
	Total	122.000	122			
NORMATIVE2	Between Groups	2.102	1	2.102	2.121	.148
	Within Groups	119.898	121	.991		
	Total	122.000	122			
DESIGN3	Between Groups	0.044	1	.044	.043	.836
	Within Groups	121.956	121	1.008		
	Total	122.000	122			
METHOD3	Between Groups	2.551	1	2.551	2.584	.111
	Within Groups	119.449	121	.987		
	Total	122.000	122			
CLASS3	Between Groups	.008	1	.008	.008	.930
	Within Groups	121.992	121	1.008		
	Total	122.000	122			
ASSESSMENT3	Between Groups	.016	1	.016	.015	.902
	Within Groups	121.984	121	1.008		
	Total	122.000	122			
RELATIONSHIP3	Between Groups	.011	1	.011	.011	.918
	Within Groups	121.989	121	1.008		
	Total	122.000	122			

Based on Table 12. all sub-variables have a Sig. value > 0.05, indicating that there is no difference in respondents' perceptions based on gender for the variables under study.

Table 13. Differences in Respondents' Perceptions Based on Age Regarding the Studied Variables

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
VISION1	Between Groups	5.825	4	1.456	1.479	.213
	Within Groups	116.175	118	.985		
	Total	122.000	122			
LEAD1	Between Groups	2.323	4	.581	.573	.683
	Within Groups	119.677	118	1.014		
	Total	122.000	122			
MANAGEMENT1	Between Groups	2.054	4	.513	.505	.732
	Within Groups	119.946	118	1.016		
	Total	122.000	122			
SLEARNING1	Between Groups	5.575	4	1.394	1.413	.234
	Within Groups	116.425	118	.987		
	Total	122.000	122			
PROFESSION1	Between Groups	.830	4	.207	.202	.937
	Within Groups	121.17	118	1.027		
	Total	122.000	122			
ENVIRONMENT1	Between Groups	3.745	4	.936	.934	.447
	Within Groups	118.255	118	1.002		
	Total	122.000	122			
AFFECTIVE2	Between Groups	10.038	4	2.509	2.645	.037
	Within Groups	111.962	118	.949		
	Total	122.000	122			
SUSTAINABLE2	Between Groups	5.506	4	1.376	1.394	.240
	Within Groups	116.494	118	.987		
	Total	122.000	122			
NORMATIVE2	Between Groups	1.424	4	.356	.348	.845
	Within Groups	120.576	118	1.022		
	Total	122.000	122			
DESIGN3	Between Groups	8.369	4	2.092	2.173	.076
	Within Groups	113.631	118	.963		
	Total	122.000	122			
METHOD3	Between Groups	2.244	4	.561	.553	.697
	Within Groups	119.756	118	1.015		
	Total	122.000	122			
CLASS3	Between Groups	.491	4	.123	.119	.975
	Within Groups	121.509	118	1.030		
	Total	122.000	122			
ASSESSMENT3	Between Groups	1.927	4	0.482	.473	.755
	Within Groups	120.073	118	1.018		
	Total	122.000	122			
RELATIONSHIP3	Between Groups	1.939	4	.485	.476	.753
	Within Groups	120.061	118	1.017		
	Total	122.000	122			

Based on Table 13. only one sub-variable, normative, has a Sig. value of 0.37 > 0.05, indicating differences in respondents' perceptions based on age regarding teachers' normative commitment. Meanwhile, the other sub-variables have Sig. values > 0.05, indicating that there are no differences in respondents' perceptions based on age regarding the questionnaire responses in the study.

3.2 Discussion

The Level of School Principal Leadership Effectiveness

The descriptive analysis of the data in this study reveals that the effectiveness of school principal leadership in Islamic Senior High Schools in Malang City achieved a mean score of 105.72. Additionally, 68.7% of respondents indicated that the effectiveness of school principal leadership falls within the high category. This suggests that teachers in Islamic Senior High Schools in Malang City perceive their school principals as effectively implementing leadership practices.

his finding is consistent with the research by Salsabila et al. (2024), where school principal leadership in Vocational High Schools in Padang City scored an average of 4.15 (82.93%), categorized as good. Effective school principal leadership can influence subordinates towards achieving success, as noted by Siregar & Tarigan, (2023), who emphasize the transformative role of leaders in promoting responsible behavior among subordinates.

Analysis shows no significant differences in perceptions of school principal leadership effectiveness based on gender and age among respondents. This contrasts with the findings of Burhanuddin & Sunarni (2021), which suggested that gender and age influence perceptions of school principal leadership effectiveness. In this study, both male and female teachers of various ages showed similar perceptions regarding the effectiveness of school principal leadership.

Regarding the dimensions of vision, mission, and objective development, school principals in Islamic Senior High Schools in Malang City scored 77.2%, indicating high levels of involvement in fostering educational values and engaging subordinates in developing school

goals. Leaders also strategize and guide teachers towards achieving school success, consistent with the principles outlined by AITSL (2019), on effective leadership collaboration.

The dimension of leadership function execution possessed by school principals in Islamic Senior High Schools in Malang City falls within the high category at 71.5%. This implies that, according to the teachers' assessments, their school principals have endeavored to motivate subordinates with enthusiasm and effectively orient them towards the success of school programs. Leaders have also implemented leadership styles according to the maturity of subordinates and provided opportunities for subordinates to lead activities. This aligns with the opinion of Sola (2020), stating that leaders are obligated to motivate, guide, and mobilize subordinates in achieving predetermined goals..

The management function execution dimension scored 77.2%, indicating collaborative involvement in academic processes, designing solutions for school activities, and coordinating learning programs. Regular meetings and feedback on teacher performance are also part of principals' responsibilities, as noted by Enas (2019), stating that school principals, as managers, have the ability to develop long-term, medium-term, and short-term programs and solutions, as well as personnel organization.

The managerial ability of school principals will affect teacher performance (Tanjung et al., 2021). The dimension of learning resources development possessed by school principals in

Islamic Senior High Schools in Malang City falls within the high category at 79.7%. This implies that, according to the teachers' assessments, their school principals have been able to develop learning resources by utilizing them effectively and involving teachers in their management. Learning resources development is important to be developed because it can support improvements in student learning outcomes (Burhanuddin & Sunarni, 2021).

The dimension of teacher professional development possessed by school principals in Islamic Senior High Schools in Malang City falls within the high category at 80.5%. This implies that, according to the teachers' assessments, their school principals have not overlooked improving teacher professionalism by providing motivation, nurturing, and allowing teachers to attend various training programs. This is in line with the opinion of Rostikawati, (2022), where leaders must facilitate and provide opportunities for teachers to engage in professional development activities beyond education and training. The dimension of creating a supportive organizational environment possessed by school principals in Islamic Senior High Schools in Malang City falls within the high category at 74.2%. This implies that, according to the teachers' assessments, their school principals have demonstrated a supportive organizational environment by allowing freedom to create, fostering collaboration, and maintaining good relationships with subordinates. This aligns with the opinion of Julaiha (2019), stating that school principals need to create situations that stimulate creativity and provide opportunities for school members to experiment with new possibilities.

The exposition above draws a common thread that with high school principal leadership effectiveness, it is expected to improve the level of teacher performance in Islamic Senior High Schools in Malang City.

Teacher Commitment Level in Islamic Senior High Schools in Malang City

In addition to the effectiveness of school principal leadership, another crucial aspect in achieving school goals is teacher commitment. Commitment becomes a critical factor because it reflects teachers' personal interpretations of their role as educators. Committed teachers demonstrate persistence and loyalty to their schools (Hong & Matsko, 2019). In organizational terms, commitment signifies an individual's willingness to exert effort and loyalty to achieve organizational goals (Meyer & Allen, 1988).

Based on the descriptive analysis of the data in this study, teacher commitment in Islamic Senior High Schools in Malang City obtained a mean score of 92.28. Furthermore, 56.3% of respondents indicated that teacher commitment falls within the high category. This suggests that teachers in Islamic Senior High Schools in Malang City generally exhibit a high level of commitment to their profession and schools. This finding is consistent with research by Octaviarnis et al. (2021), where teachers in Vocational High Schools in Malang City had an average commitment score of 71.25, falling within the high category. High teacher commitment can influence their performance level. This aligns with the opinion of Nainggolan et al. (2020), stating that a strong desire to develop personal competence that can contribute to the organization will enhance performance.

Based on the test results, there is no difference in perception of teacher commitment based on gender differences among respondents. However, for the normative commitment sub-variable, the Sig. value is $0.37 > 0.05$, meaning there is a difference in perception among respondents based on age regarding normative teacher commitment. This implies that older

teachers tend to possess stronger perceptions of normative commitment, which refers to teachers' sense of obligation towards their schools (Calista, 2020).

Affective commitment among teachers in Islamic Senior High Schools in Malang City is at 61%. This indicates a high level of emotional attachment demonstrated by teachers feeling happy and comfortable at work, taking ownership, feeling proud of their school, and speaking positively about it. Teachers also emotionally invest in the school, feeling its problems as their own, which aligns with Calista, (2020), perspective on affective commitment involving emotional engagement and pride in the organization.

The dimension of continuance commitment possessed by teachers in Islamic Senior High Schools in Malang City is 38.2%. This indicates that teachers have a high level of normative commitment. Here, teachers continue to work at the respective schools because they perceive more benefits than losses and believe that other schools may not need their current expertise. This aligns with Ningsih, (2019), view that teachers with this continuous commitment will continue to work in the organization because they need it..

Normative commitment among teachers in Islamic Senior High Schools in Malang City is at 61.8%. This indicates a high level of moral obligation and loyalty, where teachers are willing to sacrifice for the school's interests, reject more lucrative job offers elsewhere, and uphold responsibilities and schedules. Despite some teachers having secondary jobs in other schools, they remain loyal and dedicated to their current positions, expressing gratitude for the benefits received from their schools. This corresponds with Ismail & Mydin, (2019), view on normative commitment involving personal obligations driven by moral or ethical reasons to remain in the workplace.

This exposition draws a common thread that with high teacher commitment, it is expected to enhance the level of teacher performance in Islamic Senior High Schools in Malang City.

Teacher Performance Level in Islamic Senior High Schools in Malang City

Based on the descriptive data analysis results of this study, teacher performance in Islamic Senior High Schools in Malang City achieved a mean score of 107.04. Additionally, 66.3% of respondents indicated that teacher performance falls within the high category. These findings suggest that teachers in Islamic Senior High Schools in Malang City effectively fulfill their duties and responsibilities, demonstrating a high level of professionalism in their respective schools. This is consistent with the findings of Salsabila et al., (2024), where teacher performance in Vocational High Schools in Padang Business City averaged a score of 4.40 (88.09%), also categorized as high.

According to the test results, there is no significant difference in perceptions of teacher performance based on gender among respondents. However, in terms of competence in planning learning activities, teachers in Islamic Senior High Schools in Malang City scored 81.3%. This indicates their high proficiency in planning learning activities tailored to specific needs and guidelines, preparing relevant teaching materials, and sourcing engaging learning resources. Effective learning design is crucial for producing high-quality human resources (Anisa et al., 2023).

The dimension of competence in methods and strategies among teachers in Islamic Senior High Schools in Malang City scored 75.6%. This indicates that teachers have a high level of competence in methods and strategies. They apply teaching methods and strategies according to technological developments, actively involve students in learning by allowing them to ask questions, develop learning materials from available and interesting sources, and implement varied teaching strategies to enhance student absorption of the material. This aligns with Fariq (2023), these strategies and methods can enhance students' learning outcomes as planned. Because the presence of varied strategies can facilitate students in mastering learning materials optimally.

Class management competence among teachers scored 77.2%, indicating their effectiveness in managing classrooms through preventive measures such as organizing facilities and maintaining a respectful teaching demeanor. They also employ corrective actions to address student issues and apply curative measures by implementing disciplinary actions and monitoring student progress. This approach corresponds with Salmiah et al. (2021), perspective on comprehensive classroom management, addressing varying student behaviors with appropriate strategies.

In providing assessment and evaluation, teachers scored 48%, indicating a moderate level of competence. They conduct remedial sessions for below-average students, assign tasks, and engage in question-and-answer sessions to evaluate learning outcomes. Evaluation plays a crucial role in monitoring student progress and identifying areas for improvement (Syafi'i et al., 2023).

Interpersonal relationship competence scored 66.7%, indicating teachers' proficiency in fostering positive relationships with students, creating a supportive environment through inspirational storytelling, positive interactions, and recognition of student achievements. This aligns with Octavia (2021), perspective on the influential role of teachers in student development through nurturing relationships.

In conclusion, teachers in Islamic Senior High Schools in Malang City demonstrate high levels of performance across various dimensions. Effective teacher performance contributes significantly to the quality of education, reinforcing the viewpoints of Arifin et al. (2018); Jaliah et al. (2020), on the pivotal role of teachers in shaping educational outcomes through direct engagement with students in the learning process.

The Effect of Headmaster Leadership Effectiveness on Teacher Performance in Islamic Senior High Schools in Malang City

Based on the multiple regression analysis, it is stated that there is a significant influence between the effectiveness of the headmaster's leadership on teacher performance. This means that if the effectiveness of the headmaster's leadership increases, then the teacher performance in Islamic Senior High Schools in Malang City also increases. In other words, the effectiveness of the headmaster's leadership is a supporting factor for improving teacher performance in Islamic Senior High Schools in Malang City. Moreover, the effectiveness of the headmaster's leadership also plays a role in the progress of the school, as the quality of the school, whether good or bad, often largely depends on the effectiveness of leadership. This is evidenced by the value of Sig. $0.000 < 0.05$.

This indicates that the effectiveness of the headmaster's leadership is not just a supporting factor but also a determining factor. In other words, the quality of teacher performance is determined by the effectiveness of the headmaster's leadership. This is in line with the opinion of Jauhari & Asmara (2019), stating that leadership is the main factor influencing the performance of a group in achieving set goals, especially the progress of the school. It can be concluded that the effectiveness of the headmaster's leadership in Islamic Senior High Schools in Malang City is good in developing vision, mission, and objectives, implementing leadership functions, management functions, developing learning resources, improving teacher professions, and creating a supportive organizational environment. As a leader, the headmaster has the task of mobilizing all available resources in the school, so that they can be optimally utilized to achieve the set goals. The quality of teacher performance depends on the headmaster's ability to influence teacher behavior to fulfill their duties (Romadhon & Zulela, 2021).

Based on the results of the path analysis, not all elements of the effectiveness of the headmaster's leadership influence teacher performance. Here are the elements of the effectiveness of the headmaster's leadership that affect teacher performance: (1) the element of developing vision, mission, and objectives significantly influences the teacher's ability to plan learning with a regression value of $\beta = 0.19$, the ability to manage classes with a value of $\beta = 0.13$, and the ability to evaluate with a value of $\beta = 0.15$, all coefficients fall into the moderate category; (2) the implementation of leading functions significantly affects the teacher's ability to develop methods and strategies with a regression value of $\beta = 0.19$ and the ability to evaluate with a value of $\beta = 0.27$, both coefficients are of moderate influence; (3) the implementation of management functions significantly affects the teacher's ability to manage classes, $\beta = 0.27$, which is moderately influential; (4) the development of learning resources significantly affects the teacher's ability to develop methods and strategies with a value of $\beta = 0.51$, considered large, the ability to evaluate with a value of $\beta = 0.23$ is "moderate", and the ability to establish interpersonal relationships with a value of $\beta = 0.19$ is moderate; and (5) creating a supportive environment significantly affects the teacher's ability to develop methods and strategies with a value of $\beta = -0.22$, and the ability to manage classes, $\beta = 0.13$, and the ability to establish interpersonal relationships, $\beta = 0.18$, all coefficients are moderate. This proves that the sub-variables of the effectiveness of the headmaster's leadership influence the sub-variables of teacher performance variably.

Overall, the latent variable of the effectiveness of the headmaster's leadership significantly influences teacher performance with $\beta = 0.53$. This coefficient is considered very high, indicating a very strong influence. This means that the higher the effectiveness of the headmaster's leadership applied, the higher the teacher performance in Islamic Senior High Schools in Malang City. This finding is consistent with the research by Salsabila et al. (2024), conducted at the Business State Vocational School in Padang, which found a significant influence between headmaster leadership and teacher performance with a regression coefficient of 14.3%.

Previous research conducted by Damayani et al. (2020), at the State Junior High Schools in the Sungai Ilin Sub-District showed that headmaster leadership influences teacher performance with a t-value of $7.045 >$, t-table 1.497. Previous research conducted by Setiana (2022), at the Serba Bakti Islamic Boarding School in Suryalaya found that headmaster

leadership influences teacher performance with a t-value of 4.906 >, t-table 2.048, sig. 0.000 < 0.05.

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Based on the results of the path analysis, all elements of the teacher commitment variable significantly influence the teacher performance variable. (1) the affective commitment element proves to have a significant effect on the teacher's ability to plan learning with a value of $\beta = 0.26$ "moderate", the ability to manage classes with a value of $\beta = 0.38$ "large", and the ability to evaluate with a value of $\beta = 0.23$ "moderate"; (2) the continuance commitment element significantly affects the ability of teachers to plan learning with a value of $\beta = 0.14$ and the ability to manage classes with a value of $\beta = -0.16$, both coefficients are moderate; (3) the normative commitment element has a significant effect on the ability to evaluate with a value of $\beta = 0.23$, which is moderate. This proves that of the three teacher commitment elements studied, none evenly impacts teacher performance.

Overall, the main components of teacher commitment significantly influence teacher performance with $\beta = 0.20$. This coefficient is considered quite high, indicating a fairly strong influence. This means that the higher the effectiveness of the headmaster's leadership applied, the higher the teacher performance in Islamic Senior High Schools in Malang City. This is consistent with previous research conducted by Hayati et al. (2020), conducted at SMA Sungai Rotan I, which revealed that organizational commitment has a positive and significant effect on teacher performance with sig. 0.000 > 0.05 or t-value > t-table (5.402 > 2.018). High organizational commitment can impact high work performance. The results of this study indicate that school success can be achieved if teachers are based on good organizational commitment to achieve good performance as well. This performance can be demonstrated by their work results. The commitment ingrained in teachers makes them enthusiastic to work as they should.

Previous research conducted by Nainggolan et al., (2020), conducted at SMP Negeri 1 Panel, revealed that organizational commitment has a positive and significant effect on teacher performance with $t\text{-value} > t\text{-table}$ ($6.732 > 2.018$) or $\text{sig. } 0.000 < 0.05$. With an R square of 51.9%, it means that 51.9% of teacher performance is influenced by commitment and the rest is influenced by other variables not examined in this study. With the regression equation $Y = -54.645 + 3.59X$, it means that there is a positive influence between teacher commitment and teacher performance. This study explains that teacher commitment will improve their performance and encourage individuals to be active in various issues within their school.

The Influence of the Effectiveness of School Principal Leadership and Teacher Commitment on Teacher Performance in Islamic Senior High Schools in Malang City

The previous analysis results indicate that the variables of the effectiveness of school principal leadership and teacher commitment influence teacher performance in Islamic Senior High Schools in Malang City. This is evidenced by the Adjusted R Square value of 0.316, meaning that the proportion of influence of the variables is 31.6%. This indicates the extent to which teacher performance is influenced by the effectiveness of school principal leadership and teacher commitment. Both components, based on path analysis results, have a positive albeit small relationship, $r = 0.02$. The hypothesis H_i shows that there is a significant influence. The effectiveness of school principal leadership and teacher commitment are interrelated, supported by previous research and literature reviews.

The effectiveness of school principal leadership is the ability of the school principal to utilize all resources including personnel, funds, facilities, and information to the maximum extent. The effectiveness of school principal leadership is characterized by an increase in the quality of individual involvement in supporting the success of achieving school goals (Juharyanto et al., 2020). Meanwhile, teacher commitment is the psychological attachment of teachers to the school, interpreted as loyalty and involvement in efforts to advance the school. Someone who has commitment will demonstrate a tendency and willingness to fulfill their duties and functions with a sense of responsibility (Harijanto et al., 2021).

This is in line with research by Purwoko (2018), This is in line with research by Purwoko (2018), which found correlation analysis results between school principal leadership, teacher commitment, and teacher discipline towards elementary school teachers in the Binuang District, Tapin Regency, with an R value of 0.611 or 61.1%. The coefficient falls into the high category, as it falls within the interval coefficient of 0.600 – 0.799. In this relationship, it is known that $\text{sig. } 0.00 < 0.05$ or $F \text{ count } 15.738 > F \text{ table } 3.330$. Thus, H_0 is rejected, and H_1 is accepted. It can be said that there is a positive and significant influence between the effectiveness of school principal leadership, teacher commitment, teacher discipline, and teacher performance in elementary schools in the Binuang District, Tapin Regency. The presence of a positive and significant influence means that if the effectiveness of school principal leadership and teacher commitment are high, then teacher performance increases.

4. Conclusion

The conclusions of this study are as follows: (1) the effectiveness of principal leadership in Islamic high schools in Malang City is categorized as high; (2) teacher commitment at Islamic high schools in Malang City is perceived as high; (3) teacher performance in Islamic high schools in Malang City is categorized as high; (4) there is a significant influence of the

effectiveness of school principals' leadership on the performance; (5) there is a significant influence of teachers' commitment on the performance; and (6) there is a significant combined influence of principal leadership effectiveness and teachers' commitment on their performance at Islamic high schools in Malang City.

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