The Effect of Implementing Good School Governance and Organizational Religiosity on Teacher Performance through Leader Commitment

Elton Ramos, Arfan Ikhsan, Andri Zainal

{Email : eltonhombing@gmail.com}

Postgraduate Students of Universitas Negeri Medan[1], Department of Accounting, Universitas Negeri Medan[2], Department of Accounting, Universitas Negeri Medan[3]

Abstract. This study aims to determine the effect of implementing good school governance, organizational religiosity, and leadership commitment to teacher performance. This research method is quantitative research. The sample used was 84 people. Data collection techniques were carried out using interviews, observations, and questionnaires, then calculations were carried out through the SPSS application. The results of this study are : 1) Good school governance has an effect but is not significant on teacher performance. 2) Good school governance has a significant effect on leader commitment. 3) Leader commitment has a significant effect on teacher performance. 4) Organizational religiosity has a significant effect on teacher performance. 5) Organizational religiosity has a significant effect on leader commitment. 6) Good school governance has a significant effect on teacher performance through leader commitment. 7) Organizational religiosity affects teacher performance through leader commitment.

Keywords : Implementation of Good School Governance, Organizational Religiosity, Leader Commitment, and Teacher Performance.

1 Introduction

In the course of activities in a school institution, the Human Resources (HR) component is one of the most important factors in supporting the success of a school institution, so that the potential of human resources needs to be managed properly in order to be able to compete with other school institutions. One of the existing human resources in school institutions is the teacher, where teacher performance can affect the success of school institutions. Teachers must provide good quality performance so that the quality of education and the knowledge it produces is of high quality. Improving the quality of education can determine the level of prosperity and welfare of a nation in the future, so that the vision of development has a clear direction of education (Ahmad, 2018).

There are several facts that occur in the field that there are teacher performances that do not meet the standards and achievement of teacher performance competencies as they should. Based on research conducted by Ismara and Khurniawan (2020) found that improving the

performance of Vocational High Schools is influenced by indicators of good school governance, including transparency, accountability, responsibility, autonomy, fairness, participation, effectiveness and efficiency, and consensus oriented. Then the research conducted by Anak Agung Rai Susilawathi, Umi Muawanah, and Ahmad (2021) found that good school governance had a significant effect on school reputation, good school governance had a significant effect on school performance, school reputation has a significant influence on school performance, and good school governance has a significant influence on school performance mediated by school reputation.

From the description above, it can be taken as an example of an educational institution in the city of Medan to see the performance of teachers from educational institutions, namely SMA Methodist Medan (SMA Methodist 1 Medan, SMA Methodist 7 Medan, SMA Methodist 8 Medan, and SMA Methodist 12 Medan). Methodist School is one of the schools in Medan City. The four Methodist High Schools both have very good accreditations, namely the "A" accreditation. The educational background of the teachers and other educators is in accordance with the fields of knowledge being taught and their respective fields of work. However, from temporary observations, it is also known that there are still some teachers in the school who do not yet have an educator certificate (certification). Then it was also found that there are still teachers who have not followed the competence. This is due to the fact that some of these teachers are teachers who have just finished their education from lectures. There are also teachers who have other positions where the teacher serves as vice principal in the curriculum field. One of the tasks of the curriculum is to determine the number of hours of lessons that will be given to teachers in schools to match the income that will be obtained by these teachers.

Identification of problems

Based on the above background, the researcher can identify problems so that this research can be seen as something new. As for some things that can be identified by the author, namely:

1) Good School Governance (GSG) is the most important thing in an organization, because GSG can make the results of the performance of an educational institution increase. However, in reality there are some educational institutions that do not realize the importance of GSG in these institutions.
2) Commitment and religiosity are needed in a person in carrying out their daily activities. Commitment and religiosity can improve performance in organizational institutions. However, the level of commitment and religiosity in organizational institutions may decline. This can be caused by several factors, one of which is the work culture in the organizational environment.

Research purposes

Based on the description of the background, identification of the problem, and the formulation of the research problem above, the writer can make the research objectives to be achieved, namely:

1. To analyze the effect of implementing Good School Governance on teacher performance in schools.
2. To analyze the effect of implementing good school governance on leader commitment.
3. To analyze the effect of leader commitment on teacher performance in schools.

4. To analyze the effect of organizational religiosity on teacher performance in schools.
5. To analyze the effect of organizational religiosity on leader commitment.
6. To analyze the effect of implementing good school governance on teacher performance in schools through Leader Commitment.
7. To analyze the influence of organizational religiosity on teacher performance in schools through leader commitment.

2 Theoretical foundation

2.1 Theoretical Framework

Resource Based Theory. Resources-Based View (RBV) is a theoretical concept that can provide answers in creating a competitive advantage for a company (Kuncoro, 2005). Resource-based approach (Resource Based Theory) is a theory developed to analyze the competitive advantage of a company that emphasizes the advantages of knowledge (Knowledge) or the economy (learning economy) that relies on intangible assets. The Resource Based View holds that the resource base will create a sustainable competitive advantage. According to Barner (2011), the success of an organization is determined by internal resources which are grouped into 3 categories , namely:
1) Physical resources, including all plant, equipment, location, technology, and raw materials;
2) Human resources, including all employees, including their training, experience, intelligence, knowledge, skills and abilities;
3) Organizational resources, including company structure, planning processes, information systems, patents, trademarks, copyrights, databases and so on.

Agency Theory. Agency theory is derived from agency relations, where the main delegate works as an agent. However, agency theory assumes the occurrence of agency problems after the separation of ownership (Huse, 2005). Uncertainty in agency relationships is due to information asymmetry (Deegan, 2004), where agents have higher knowledge and expertise than managers because the former are directly involved in daily operational activities. Agency theory explains that agency relationships arise when one or more people (Principal) hire another person (Agent) to provide a service and then delegate decision-making authority to the agent (Jensen and Meckling, 1976).

Good School Governance. Governance is basically about effective leadership that can be used as a mechanism to create processes, systems and controls that apply and appropriate behavior to ensure long-term sustainability and continuity in an organization such as a school (FEDSAS, 2015: 3). The main key to understanding good school governance is an understanding of the principles in it. There are several principles of Good School Governance, namely:
1) Community Participation (participation)
2) Transparency
3) Consensus Oriented (Consensus)
4) Independence
5) Effectiveness and Efficiency
6) Accountability
7) Strategic Vision (Strategic Vision)

Organizational Religiosity. According to the Great Indonesian Language Dictionary (2020) it states that religiosity has the meaning of devotion to religion. Religiosity is very important for employees to have, because if employees have a higher level of religiosity, then employee motivation to produce good performance or performance will also be higher (Sulistyo, 2011).

Religiosity is the level of trust and confidence inherent in a person to be able to carry out activities in his daily life. In general, there are five aspects of religiosity, namely:

1) Religious belief (ideological dimension);
2) Religious practice (ritual dimension);
3) Religious experience (experience dimension);
4) Religious knowledge (intellectual dimension);
5) Experience (consequential dimension).

Teacher Performance. Performance is a measure of the success of the organizational goals that have been set (Kristiyana and Widyaningrum, 2018). Teacher performance is the ability and success of teachers in carrying out learning tasks (Supardi, 2014). According to Law No. 19 of 2005 concerning National Education Standards, teacher performance can be seen from the ability of teachers to master the required competencies, namely pedagogic competence, personality competence, social competence, and professional competence.

Leader Commitment. According to Gumiandari (2013: 50) states that among the forms of leadership commitment can be realized, among others, in the following ways:

a) Commitment in achieving the vision, mission, and goals of the organization.
b) Commitment in carrying out work in accordance with work procedures.
c) Commitment in developing the quality of the relevant Human Resources (HR) and product quality.
d) Commitment in developing teamwork .
e) Commitment to be dedicated to the organization critically and rationally.

3 Research Methods

This research uses quantitative research, namely the process of finding knowledge that uses data in the form of numbers as a tool to analyze information about what you want to know (Kasiram, 2008). The population used in this research is the office holders in the school (each school apparatus), starting from the Principal, PKS Curriculum, PKS Administration, PKS Student Affairs, PKS Public Relations, and teachers who are in the school environment. The total population in this study were 84 people. Sources of data needed in this study consisted of two, namely primary data and secondary data.

3.1 Data Analysis Methods and Data Techniques

Data analysis. In this study, the scale that will be used is the Likerl scale. On the Likerl scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items in the form of statements or questions. Answers on the Likerl scale can be in the form of words, including:

Strongly Agree   = SS   = 5

Agree   = S   = 4

Neutral   = N   = 3

Disagree   = TS   = 2

Strongly Disagree   = SS   = 1

Data Engineering. Data analysis techniques used in this study are:
1)   Descriptive Statistical Analysis.
2)   Classic assumption test
a)   Multicollinearity Test
b)   Heteroscedasticity Test
c)   Normality test
d)   Linearity Test
3)   Hypothesis testing
a)   Simple Regression Analysis
b)   Path Analysis and Sobel Test

4 Research Results and Discussion

4.1 Description of Research Results

Descriptive Analysis. Descriptive analysis in this study includes analysis of respondents' characteristics, descriptive statistical analysis, and categorization of respondents' answers. The discussion about each descriptive analysis is as follows:

a.   Characteristics of Respondents

In this study, the characteristics of the respondents observed were as follows:

1)   Age

Descriptive characteristics of respondents based on age are presented in the table as follows:

Table 1. Characteristics of Respondents Based on Age

Age (Years)	Frequency (Person)	Percentage (%)
22 – 37	41	48.81
38 – 53	32	38.10
> 53	11	13.09
AMOUNT	84	100

Based on the data above, it can be concluded that the majority of the respondents in this study were teachers aged 22-37 years or around 48.81 %. While the least respondents were teachers aged > 53 years, there were 11 people or around 13.09 %.

2) Length of work

Descriptive characteristics of respondents based on the length of work as follows:

Table 2. Characteristics of Respondents Based on Length of Work

Age (Years)	Frequency (Person)	Percentage (%)
< 1	7	8.33
1 – 5	18	21.43
6 – 10	29	34.52
11 – 15	14	16.67
> 15	16	19.05
AMOUNT	84	100

Based on the data above, it can be concluded that most of the respondents in this study were teachers who had worked for 6 years - 10 years, namely as many as 29 people or about 34.52%.

4.2 Classic assumption test

a. Multicollinearity Test

The following are the results of the multicollinearity test conducted on the research variables:

Table 3. First Multicollinearity Test (X1 and X2 Against Z)

Coefficients [a]							
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	6.906	2.806		2,461	.016		
	Good School Governance	.044	.033	.109	1.333	.186	.944	1.060
	Organizational Religiosity	.860	.105	.669	8.210	.000	.944	1.060
a. Dependent Variable: Leader Commitment								

Table 4. Second Multicollinearity Test (X1, X2, and Z Against Y)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	26,837	5,238		5.124	.000		
	Good School Governance	.002	.060	.003	.032	.974	.923	1.083
	Organizational Religiosity	-121	.255	-.068	-.473	.638	.515	1,942
	Leader Commitment	.603	.200	.436	3.015	.003	.507	1973
a. Dependent Variable: Teacher Performance								

Based on the multicollinearity test conducted on the variables of Good School Governance, Organizational Religiosity, Leader Commitment, and Teacher Performance as the two data above, it can be concluded that there is no multicollinearity between the independent variables in the regression model used in this study. This can be seen from the tolerance value of each variable whose value is greater than 0.10 and the VIF value is less than 10.

b. Heteroscedasticity Test

It is said that heteroscedasticity occurs if the resulting significance value for each variable is < 0.05 . If it is said that there is no heteroscedasticity if the resulting significance value for each variable is > 0.05 .

Table 5. Heteroscedasticity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.095	3.341		-.328	.744
	Good School Governance	.045	.038	.133	1.168	.246
	Organizational Religiosity	-.054	.163	-.051	-.332	.741
	Leader Commitment	.113	.128	.137	.888	.377
a. Dependent Variable: Abs_Res2						

Source: SPSS Data Test Results

Based on the data above, it can be said that in each independent variable there is no heteroscedasticity. This can be seen from the significance value of each independent variable whose significance value is > 0.05 .

c.   Normality test

A good regression model is a normal or close to normal data distribution, detecting normality by looking at the spread of data (points) on the diagonal axis of the graph. In addition, it can also be seen from the table test of normality using Kolmogorov-Smirnov with a value of Sig> 0.05 , then the data can be said to be normally distributed.

Table 6. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		84
Normal Parameters [a,b]	Mean	.0000000
	Std. Deviation	3.14225782
Most Extreme Differences	Absolute	.090
	Positive	.090
	Negative	-.085
Test Statistics		.090
asymp. Sig. (2-tailed)		.086 [c]
a. Test distribution is Normal.		
b. Calculated from data.		
c . Lilliefors Significance Correction.		

Based on the data above, it can be seen that the significance probability value obtained is > 0.05 . Asymp.Sig value. (2-tailed) of 0.086 is greater than 0.05 so that the data can be said to be normally distributed.

d.   Linearity Test

To determine whether there is linearity or not, that is by looking at the Sig column. on the Linearity row in the Anova Table. If the value is < 0.05, it is linear so it can be said to meet the linearity requirements.

Table 7. Summary of Lineraity Test Calculation Results

Model	F_{count}	F_{table} (5%)	Sig.	Information
TP*GSG	$F_{(23.59)}$ = 0.708	$F_{(23.59)}$ = 1.713	0.819	Linear
TP*RO	$F_{(10,72)}$ = 0.782	$F_{(10,72)}$ = 1,964	0.646	Linear
TP*LC	$F_{(15.67)}$ = 1.685	$F_{(15.67)}$ = 1.818	0.075	Linear
LC*GSG	$F_{(23.59)}$ = 0.663	$F_{(23.59)}$ = 1.713	0.861	Linear
LC*RO	$F_{(10,72)}$ = 0.400	$F_{(10,72)}$ = 1,964	0.942	Linear

Based on the results of the linearity test above, it can be seen that the variables of good school governance, organizational religiosity, and leader commitment produce $F_{arithmetic} < F_{table}$. The

significance value is > alpha (0.05) and it can be concluded that the data is in the form of a linear function.

4.3 Hypothesis test

The criterion used is if the value of Sig. smaller than 0.05 then the effect that occurs is significant. If the value of Sig. greater than 0.05 then the effect is not significant.

1) Hypothesis Test 1

The significant test of the Good School Governance variable was carried out by looking at the significance value (Sig.) obtained from data processing with the SPSS program. Based on the output of data processing, it can be seen that the value of Sig. of $0.347 > 0.05$. Thus the effect of the implementation of good school governance on teacher performance is not significant. So it can be concluded that the application of Good School Governance does not have a significant effect on teacher performance. can be seen the results of the value of R^2 or the value of the coefficient of determination of the R Square value of 0.011. This shows that changes in the Teacher Performance variable can be explained by the Good School Governance variable of 1.1 % .

2) Hypothesis Test 2

The significance test of the Good School Governance variable on Leader Commitment was carried out by looking at the significance value (Sig.) obtained from data processing with the SPSS program. Based on the output of the data processing performed, it can be seen that the value of Sig. of $0.014 < 0.05$. Thus the effect of the implementation of Good School Governance on Leader Commitment is significant. So it can be concluded that the implementation of Good School Governance has a significant influence on Leader Commitment. Based on the table above, it can be seen the results of the R^2 value or the value of the coefficient of determination from the R Square value of 0.071. This shows that changes in the leader's commitment variable can be explained by the Good School Governance variable of 7,71 % .

3) Hypothesis Test 3

The significance test of the leader's commitment to teacher performance was carried out by looking at the significance value (Sig.) obtained from data processing with the SPSS program. Based on the output of the data processing performed, it can be seen that the value of Sig. of $0.000 < 0.05$. Thus the effect of Leader Commitment on Teacher Performance is significant. So it can be concluded that the leader's commitment has a significant influence on teacher performance. Based on the table above, it can be seen the results of the R^2 value or the coefficient of determination of the R Square value of 0.152. This shows that changes in the Teacher Performance variable can be explained by the Leader's Commitment variable of 15.2 %

4) Hypothesis Test 4

The significance test of the organizational religiosity variable on teacher performance was carried out by looking at the significance value (Sig.) obtained from data processing with the SPSS program. Based on the output of the data processing performed, it can be seen that the value of Sig. of $0.031 < 0.05$. Thus, the effect of organizational religiosity on teacher performance is significant. So it can be concluded that organizational religiosity has a significant influence on teacher performance. Based on the table above, it can be seen the

results of the R^2 value or the coefficient of determination of the R Square value of 0.055. This shows that changes in the Teacher Performance variable can be explained by the variable Organizational Religiosity of 5,5 % .

5) Hypothesis Test 5

The significant test of the organizational religiosity variable was carried out by looking at the significance value (Sig.) obtained from data processing with the SPSS program. Based on the output of data processing, it can be seen that the value of Sig. of $0.000 < 0.05$. Thus the effect of Organizational Religiosity on Leader Commitment is significant. So it can be concluded that Organizational Religiosity has a significant influence on Leader Commitment. Based on the table above, it can be seen the results of the R^2 value or the value of the coefficient of determination of the R Square value of 0.482. This shows that changes in the leader's commitment variable can be explained by the variable of organizational religiosity of 48.2 % .

6) Hypothesis Test 6

Based on the results of the coefficient of determination, the values of e1 and e2 can be calculated as follows:

$e1 = \sqrt{1 - R}$ $\qquad\qquad$ $e2 = \sqrt{1 - R}$
$e1 = \sqrt{1 - 0.71}$ e2 $\qquad\qquad$ $e2 = \sqrt{1 - 0.152}$
$e1 = 0.538$ $\qquad\qquad$ $e2 = 0.921$

Based on the results of the coefficient of determination of the direct effect given by the implementation of good school governance on teacher performance, an R^2 value of 0,104 was obtained. The R^2 value of the direct effect given by the implementation of good school governance on the leader's commitment is 0,267. And the value of the direct influence given by the leader's commitment to teacher performance is 0,389. So that the value of the indirect effect given by the implementation of good school governance on teacher performance through leader commitment is 0,267 x 0,389 = 0,104. Based on the results of these calculations, it can be seen that the value of direct influence $(0,104 \leq 0,104)$. These results indicate that the variable of good school governance implementation through the leader's commitment variable has an influence on the teacher performance variable.

According to Resource Based Theory, the success of an organization is determined by internal resources which are grouped into 3 categories, including human resources covering all employees, including training, experience, intelligence, knowledge, skills, and abilities, and organizational resources including planning , information systems, databases, and so on (Barner, 2011). The role of a leader is needed in the management of existing resources within the organization. Good school governance with high leadership commitment will be able to improve the quality of teacher performance.

In preparing quality financial reports, it is necessary to have a commitment from a leader to provide policy direction for teachers. Preparation of budgets such as teacher salaries, teacher allowances, teacher training, and so on can be key indicators of organizational success. Leader commitment is needed in budgeting in the organization.

7) Hypothesis Test 7

Based on the results of the coefficient of determination, the values of e1 and e2 can be calculated as follows:

$$e1 = \sqrt{1 - R} \qquad\qquad e2 = \sqrt{1 - R}$$
$$e1 = \sqrt{1 - 0.055} \qquad\qquad e2 = \sqrt{1 - 0.152}$$
$$e1 = 0.972 \qquad\qquad e2 = 0.921$$

Based on the results of the coefficient of determination, the R^2 value of the direct influence given by the variable of organizational religiosity to teacher performance is 0,235. The R^2 value of the influence of organizational religiosity on leader commitment is 0,694. And the R^2 value of the direct influence given by the leader's commitment to teacher performance is 0,389. So that the value of the indirect influence given by organizational religiosity on teacher performance through leader commitment is 0,694 x 0,389 = 0,270. Based on the results of these calculations, it can be seen that the value of direct influence is indirect effect (0,235 < 0,270). These results indicate that the variable of organizational religiosity through the leader's commitment variable has an influence on the teacher performance variable.

4 Conclusions and recommendations

This research theoretically contributes significantly to the understanding of good school governance, organizational religiosity, teacher performance, and leader commitment . The purpose of this study was to determine the effect of implementing good school governance and organizational religiosity on teacher performance through leader commitment.

Based on the results of the discussion and analysis as described in the previous chapter, the conclusions of this study are Good school governance has an effect but not significant on teacher performance, good school governance has a significant effect on leader commitment, leader commitment has a significant effect on teacher performance, organizational religiosity has a significant effect on teacher performance, organizational religiosity has a significant effect on leader commitment, good school governance has a significant effect on teacher performance through leader commitment, and organizational religiosity affects teacher performance through leader commitment.

Suggestion

Suggestion that can be given by the author can be divided into two parts, namely:

1) **For school**
a) Schools need to increase the role of a leader or management to improve the governance and performance of teachers in the school environment. Leaders need to increase teacher participation in regular meetings, seeking advice and input from teachers.
b) Schools need to create good and conducive working relationships, both among teachers, employees, and with top management or leaders.
c) Supporting facilities such as places of worship and work facilities need to be provided to teachers so that teachers are able to work optimally
d) Schools need to improve the procedures for worship that are carried out so that worship can run well.
2) **For Further Researchers**
a) Further research can be carried out by developing the variables used in this study into more specific dimensions.
b) Further researchers can add other variables that can affect teacher performance.
c) Further researchers can develop and expand the object of research so that research results are maximized.

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