The Impact of Instructional Leadership, Organizational Culture, and Job Satisfaction on Teacher Commitment in Primary Schools

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Abstract: The purpose of this study was to examine the effect of principals’ instructional leadership and organizational culture on organizational commitment through job satisfaction. This research employed a quantitative approach. The population of this study comprised all primary school teachers in Pringsewu Regency, totaling 2,736 teachers. From this population, a sample of 350 teachers was selected using the cluster random sampling technique. Data collection was conducted by distributing questionnaires using a five-point Likert scale. The data analysis technique used in this study was path analysis. The results showed that the direct effect of instructional leadership on job satisfaction was 32.2%. The direct effect of job satisfaction on organizational commitment was 17.6%. The direct effect of instructional leadership on organizational commitment was 30.6%. Furthermore, the indirect effect of instructional leadership on organizational commitment through job satisfaction was 2%, with the remaining influence attributed to other variables. Based on the study's results, several recommendations are provided, emphasizing that the principal's instructional leadership significantly contributes to organizational commitment. It is recommended that relevant parties focus on improving the principal recruitment system and providing training to principals to enhance their leadership capabilities.

INTRODUCTION

Human resources are undeniably a critical component of any organization (Huzain, 2021). Within educational institutions, human resources, including school principals and teachers, play a pivotal role in determining the effectiveness of organizational activities (Aris et al., 2023). To ensure their effectiveness, it is imperative for educational organizations to invest in the competence and capabilities of their human resources through professional development and educational initiatives (Ramud, 2017).

Recognizing the paramount role of educators, it becomes evident that commitment to the teaching profession is essential (Hariri & Sumintono, 2020). Committed teachers go beyond the classroom, diligently honing their skills through workshops and training, pursuing higher education, demonstrating professionalism, embodying strong work ethics, and acting with integrity (Batugal & Tindowen, 2019; Wanto, 2020). Their commitment is reflected in unwavering dedication to their duties and obligations (Wasito, 2021).

Highly committed educators also exhibit loyalty and adherence to the
school's mission, maintaining professionalism, and upholding values and work ethics (Octavia, 2019). The commitment of individuals to their organizations, as emphasized by Yusuf and Syarif (2018), entails prioritizing the organization's well-being and preserving their membership. However, long-term tenure within an organization has been identified as a factor positively correlated with lower individual commitment levels (Agarwal & Sajid, 2017).

Educators face a multitude of challenges, some of which stem from low commitment behaviors. These behaviors include teachers' physical presence in school without active teaching engagement, undertaking non-teaching tasks, tardiness, and early departures (Rahmy, 2018). Low teacher commitment to an organization also impacts the public perception of the institution, potentially jeopardizing the established reputation and quality of the school (Uno & Nina Lamatenggo, 2022).

Teacher commitment is influenced by various factors, one of which is the leadership of the school principal (Herlina et al., 2020). This assertion aligns with Flippo (2019) and Purnomo (2018), who concluded that leadership directly impacts employee commitment within an organization. Teachers require guidance, inspiration, mentoring, and direction from their leaders to fulfill their professional responsibilities (Rohani et al., 2020). School principals employ different leadership styles, with instructional leadership being one of them.

Leadership is often associated with the ability to influence others. Leadership style must align with the organization's objectives and goals (Hui & Singh, 2020). Thus, instructional school leadership is seen as enhancing school performance by influencing teachers in their instructional roles, as supported by research demonstrating a strong link between instructional leadership practices and teacher commitment (Latif & Habib, 2021; Puruwita et al., 2022). However, the effective implementation of instructional leadership practices can vary due to differences in the level of their application (Yusof & Wahab, 2019).

A study exploring the relationship between the level of instructional leadership practices of school principals and teacher job commitment based on demographic factors reveals a weak positive connection regarding mission and vision planning and the effectiveness of curriculum goals delivery, a low frequency of evaluation, and teaching supervision (Amin & Hamzah, 2021). According to Bada et al. (2020), instructional leadership processes mean that school leaders engage in enhancing teaching through various methods such as classroom monitoring, subsequent teacher guidance or mentoring, and direct teaching intervention.

Furthermore, the school principal's appreciation of teachers, contribution to professional development, and promotion of positive collaboration among colleagues positively influence teacher commitment (Liu & Hallinger, 2018). Effective leadership behaviors and their approach to decision-making shape teachers' perceptions of the school, enhancing their dedication to their roles and willingness to contribute to the school's development (Zahed-Babelan et al., 2019). Thus, instructional leadership and commitment are crucial for school effectiveness, student achievement, and teacher performance.

Instructional leadership significantly influences school success, as demonstrated by research conducted in Western education (Hallinger et al., 2020). School principals, as instructional leaders, ensure a focused, realistic, and achievable learning environment where mutual respect for teachers and students' attitudes and achievements prevails (Day et al., 2020). Consequently, while instructional leadership is not without its challenges, it is achievable and plays a
pivotal role in the overall effectiveness of schools.

Job satisfaction is the degree of pleasantness derived from one's job or work experience (Bashir, 2020; Tanjung et al., 2020). In other words, job satisfaction reflects one's feelings about their work and their perception of it. For teachers, job satisfaction is influenced by various personal, social, cultural, and economic factors (Bahri & SE, 2018). A teacher's job satisfaction reflects their attitude towards their work and related factors, manifesting in their teaching performance. Research conducted by Sidabutar et al. (2017) shows a positive influence of job satisfaction on organizational commitment, indicating that increased job satisfaction leads to heightened organizational commitment.

Based on the background and data described, several researchers have previously conducted studies on the influence of instructional leadership, organizational culture, and job satisfaction on teacher commitment. However, previous research is scarce and has not extensively explored the simultaneous relationship between these three factors in one study. Additionally, there is limited research on these four variables in the context of primary education in Pringsewu, Lampung. This study aims to fill this gap by investigating the influence of instructional leadership, organizational culture, job satisfaction, and teacher commitment simultaneously. Conducting a holistic analysis can provide a deeper understanding of the factors that influence teacher commitment in a primary education setting. With a specific focus on Pringsewu, Lampung, this research makes a valuable contribution in a local context, which may have unique characteristics differing from other educational contexts. Thus, this study is distinctive in exploring the simultaneous influence of instructional leadership, organizational culture, and job satisfaction on teacher commitment in the context of primary education in Pringsewu, Lampung, which has not been explored in previous literature. This makes the study relevant and useful for the development of theory and practice in education management. With this background, the present study aims to address these gaps by examining the intricate relationship between instructional leadership, organizational culture, job satisfaction, and teacher commitment, with a specific focus on primary school educators in Pringsewu, Lampung.

**METHOD**

The research flow involves identifying problems using a quantitative research approach, specifically the ex post facto research type and correlational research method. The researcher first determines the population to be used in the study. Subsequently, questionnaires are distributed, with all variables measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), including several unfavourable items. The validity and reliability of the instrument are calculated before distribution.

The data analysis process then continues using Path Analysis, a method employed to test the hypothesis of a unidirectional cause-and-effect relationship using correlation. Before conducting Path Analysis, prerequisite tests are performed, including outlier detection, normality test, heteroscedasticity test, linearity test, and multicollinearity test. These tests ensure that the data used conforms to the assumptions required for Path Analysis. To facilitate understanding of the research method used, a flow chart is displayed in Figure 1.
The Impact of Instructional Leadership

D. A. Sucitra, H. Hariri, Riswandi, Handoko

Figure 1. Research Flowchart.

Population Sample and Sample

This research utilizes a quantitative approach. The population is a generalization that consists of objects or subjects with specific qualities and characteristics determined by the researcher for study and subsequent conclusions or all the research subjects (Pandey & Pandey, 2021). The population in this study includes all elementary school teachers in Pringsewu District, totaling 2,736 teachers. A sample of 350 teachers was drawn from the research population using the cluster random sampling technique, with 18 from Cluster 1, 15 from Cluster 2, and 15 from Cluster 3. The sample characteristics from the 350 respondents are detailed in Table 1.

Table 1. Sample Data.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>108 (33.9%)</td>
</tr>
<tr>
<td>Prefer not to disclose</td>
<td>2 (0.6%)</td>
</tr>
<tr>
<td>Female</td>
<td>209 (65.5%)</td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>37.68 years</td>
</tr>
<tr>
<td>Youngest</td>
<td>22 years</td>
</tr>
<tr>
<td>Oldest</td>
<td>62 years</td>
</tr>
<tr>
<td>Age Range</td>
<td></td>
</tr>
<tr>
<td>22-55 years</td>
<td>40.8%</td>
</tr>
<tr>
<td>Above 55 years</td>
<td>8%</td>
</tr>
<tr>
<td>Education Level</td>
<td></td>
</tr>
<tr>
<td>Bachelor's (S1)</td>
<td>81.82%</td>
</tr>
<tr>
<td>Master's (S2)</td>
<td>14.11%</td>
</tr>
<tr>
<td>Diploma (D4)</td>
<td>3.13%</td>
</tr>
<tr>
<td>Diploma (D3)</td>
<td>0.94%</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td></td>
</tr>
<tr>
<td>More than 10 years</td>
<td>40.8%</td>
</tr>
<tr>
<td>1-5 years</td>
<td>26%</td>
</tr>
<tr>
<td>5-10 years</td>
<td>24.5%</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>8.8%</td>
</tr>
<tr>
<td>Employment Status</td>
<td></td>
</tr>
<tr>
<td>Civil Servants (PNS)</td>
<td>50.2%</td>
</tr>
<tr>
<td>Non-Civil Servants</td>
<td>27.6%</td>
</tr>
<tr>
<td>PPPK</td>
<td>22.3%</td>
</tr>
</tbody>
</table>

Validity Test

All variables were measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), with some items being unfavorable. Unfavorable statements are those with negative connotations.

a. Organizational Commitment

Sample items include: (1) "I have no desire to leave this school," (2) "I feel
The school's goals are also my goals," (3) "I continue to work at this school because loyalty to the school is essential." The items have validity ranging from 0.001 to 0.026, with a reliability of Organizational Commitment being 0.822.

b. Instructional Leadership of the School Principal
Sample items include: (1) "Formulating school goals regarding the responsibility of teachers to achieve them," (2) "Meeting with teachers individually to discuss student progress," (3) "Encouraging teachers to utilize instructional time to teach and practice new skills and concepts." The items have validity ranging from 0.001 to 0.04, with the Instructional Leadership of the School Principal having a reliability of 0.897.

c. Job Satisfaction of Teachers
Sample items include: (1) "The basic salary I receive is not sufficient for my daily needs,"* (2) "I am satisfied because promotions are based on my abilities," (3) "I am pleased to have responsible colleagues." The items have validity ranging from 0.001 to 0.046, with Job Satisfaction having a reliability of 0.909.

Path Analysis
The data analysis technique employed in this study is path analysis. Path analysis is a method used to examine hypotheses of cause-and-effect relationships in a unidirectional manner using correlations. Additionally, path analysis shares similarities with multiple regression, as it represents a generalized form of multiple regression (Heck & Thomas, 2020). The path model in this study is depicted in the conceptual framework, illustrating the relationships between exogenous (independent) variables, mediators, and endogenous (dependent) variables. According to Bryman and Cramer (2001), the purpose of path analysis is to understand the relationships among variables.

In this section, the results of the prerequisite data analysis for the research data, including organizational commitment, instructional leadership of the school principal, and teacher job satisfaction, are presented before hypothesis testing. Prerequisite data analysis includes outlier detection, normality testing, heteroscedasticity testing, linearity testing, and multicollinearity testing.

a. Outlier Detection
Outlier detection is performed to identify data significantly different from the rest, which may be caused by errors during data collection. Outlier detection is carried out by standardizing the Z-Score. Data is considered an outlier if the Z-score is greater than 2.5 or less than -2.5 for small sample sizes (around 80 respondents). For large sample sizes (above 80 respondents), data is considered an outlier if the Z-score falls between 3 and 4. Based on these criteria, the results of the outlier test can be found in Appendix 8.2, and there is no data identified as an outlier, so none are excluded from further calculations.

b. Normality Testing
Normality testing in this research was conducted using the One-Sample Kolmogorov-Smirnov test, assisted by SPSS 26 software. The results of the normality testing for the four variables, namely the Exact Sig. (2-tailed) values, are greater than 0.05. Thus, it can be concluded that the data are normally distributed. The results of the normality testing for the four variables can be seen in Table 2.

c. Linearity Test
In this study, the linearity test was conducted using the Compare Means function in SPSS 26 software. The
linearity values were examined, and the results are summarized in Table 3.

**Table 2. Normality Test.**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Exact Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Commitment</td>
<td>.206</td>
</tr>
<tr>
<td>Instructional Leadership</td>
<td>.263</td>
</tr>
<tr>
<td>Organizational Culture</td>
<td>.319</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>.167</td>
</tr>
</tbody>
</table>

**Table 3. Research Data Linearity Test Results.**

<table>
<thead>
<tr>
<th>ANOVA Table</th>
<th>Sig. Deviation from Linierity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction * Instructional Leadership</td>
<td>0.067</td>
</tr>
<tr>
<td>Organizational Commitment * Instructional Leadership</td>
<td>0.270</td>
</tr>
<tr>
<td>Organizational Commitment * Job Satisfaction</td>
<td>0.262</td>
</tr>
</tbody>
</table>

A relationship can be considered linear if the significance values for Deviation from Linearity in the test results are greater than 0.05. Referring to the table above, the significance values for Deviation from Linearity were found to be 0.067 for job satisfaction with instructional leadership, 0.270 for organizational commitment with instructional leadership, and 0.262 for organizational commitment with job satisfaction. Since these significance values for Deviation from Linearity are greater than 0.05, it can be concluded that the data in this study exhibits a linear relationship.

**RESULT AND DISCUSSION**

**Hypothesis Testing 1: The Influence of Instructional Leadership of School Principals Directly on Job Satisfaction**

The results of a simple linear regression analysis are presented in Table 4. Based on Table 4, the analysis of the simple linear regression of Instructional Leadership on Job Satisfaction yields a constant value of 41.214 and a regression coefficient of 0.379. The constant value of 41.214 implies that in the absence of instructional leadership, the consistent level of job satisfaction is 41.214. The regression coefficient of 0.379 means that for every 1% increase in instructional leadership, job satisfaction increases by 0.379. Since the regression coefficient is positive (+), it can be concluded that instructional leadership has a positive influence on job satisfaction. Therefore, the regression equation is:

\[ Y = a + bX \]

Furthermore, for hypothesis testing using partial tests in Table 3, the analysis reveals a t-value of 12.263 with a probability (Sig.) value of 0.000, while the t-table value is 1.6449 (df = n - k = 319 - 4 = 315, α = 0.05). This indicates that t-value > t-table, with 12.263 > 1.6449, leading to the rejection of the null hypothesis (Ho). Therefore, it can be concluded that there is an influence of instructional leadership on job satisfaction. The correlation coefficient of instructional leadership on job satisfaction can be observed in Table 5.

**Table 4. Results of Simple Linear Regression Analysis of Instructional Leadership on Job Satisfaction.**

<table>
<thead>
<tr>
<th>Model</th>
<th>Beta</th>
<th>T-value</th>
<th>Sig.</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>41.214</td>
<td>10.889</td>
<td>0.000</td>
<td>Supported</td>
</tr>
<tr>
<td>X</td>
<td>.379</td>
<td>12.263</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

**Table 5. Correlation Coefficient of Instructional Leadership on Job Satisfaction.**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.567*</td>
<td>.322</td>
<td>.320</td>
<td>5.299</td>
</tr>
</tbody>
</table>

186 | Tadris: Jurnal Keguruan dan Ilmu Tarbiyah 9 (1): 181-195 (2024)
Based on Table 5, the correlation coefficient of Instructional Leadership on Job Satisfaction shows an R Square value of 0.322. This indicates that the contribution of instructional leadership to job satisfaction is 32.2%.

**Hypothesis Testing 2: The Direct Influence of Job Satisfaction on Organizational Commitment**

The hypothesis posits that there is an influence of job satisfaction on organizational commitment among public elementary school teachers in Pringsewu Regency. The results of a simple linear regression analysis are presented in Table 6.

Based on Table 6, the analysis of the simple linear regression of Job Satisfaction on Organizational Commitment yields a constant value of 37.010 and a regression coefficient of 0.219. The constant value of 37.010 implies that in the absence of job satisfaction, the consistent level of organizational commitment is 37.010. The regression coefficient of 0.219 means that for every 1% increase in job satisfaction, organizational commitment increases by 0.219. Since the regression coefficient is positive (+), it can be concluded that job satisfaction has a positive influence on organizational commitment. Therefore, the regression equation is:

\[ Z = a + bY \]

Furthermore, for hypothesis testing using partial tests in Table 5, the analysis reveals a t-value of 8.222 with a probability (Sig.) value of 0.000, while the t-table value is 1.6449 (df = n - k = 319 - 4 = 315, \( \alpha = 0.05 \)). This indicates that t-value > t-table, with 8.222 > 1.6449, leading to the rejection of the null hypothesis (Ho). Therefore, it can be concluded that there is an influence of job satisfaction on organizational commitment. The correlation coefficient of job satisfaction on organizational commitment can be observed in Table 7.

**Table 6. Results of Simple Linear Regression Analysis of Job Satisfaction on Organizational Commitment.**

<table>
<thead>
<tr>
<th>Model</th>
<th>Betta</th>
<th>T-value</th>
<th>Sig.</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>37.010</td>
<td>10.889</td>
<td>0.000</td>
<td>Supported</td>
</tr>
<tr>
<td>X</td>
<td>.219</td>
<td>8.222</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

**Table 7. Correlation Coefficient of Job Satisfaction with Organizational Commitment.**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>.419*</td>
<td>.176</td>
<td>.173</td>
<td>3.055</td>
<td></td>
</tr>
</tbody>
</table>

Based on Table 7, the correlation coefficient of Job Satisfaction on Organizational Commitment shows an R Square value of 0.176. This indicates that the contribution of job satisfaction to organizational commitment is 17.6%.

**Hypothesis Testing 3: The Influence of Instructional Leadership on Organizational Commitment**

The hypothesis posits that there is an influence of instructional leadership on organizational commitment among public elementary school teachers in Pringsewu Regency. Based on Table 8, the results of the Simple Linear Regression Analysis of Instructional Leadership on Organizational Commitment reveal a constant value of 32.577 and a regression coefficient of 0.194. The constant value of 32.577 means that in the absence of instructional leadership, the consistent organizational commitment value is 32.577. The regression coefficient value of 0.194 indicates that for every 1% increase in instructional leadership, organizational commitment will increase
by 0.194. Since the regression coefficient is positive (+), it can be concluded that instructional leadership has a positive influence on organizational commitment. Thus, the regression equation is:

\[ Z = a + bX \]

In addition, for hypothesis testing using a partial test in Table 8, the Simple Linear Regression Analysis of Instructional Leadership on Organizational Commitment yields a t-value of 11.843 with a probability value (Sig.) of 0.000. The critical t-value is 1.6449 (df = n - k = 319 - 4 = 315, \( \alpha = 0.05 \)). This indicates that t-value > critical t-value, i.e., 11.843 > 1.6449, so the null hypothesis (Ho) is rejected. Therefore, it can be concluded that there is an influence of instructional leadership on organizational commitment. Based on Table 9, the correlation coefficient (R Square) is 0.306. This indicates that the contribution of instructional leadership to organizational commitment is 30.6%.

**Table 8. Results of Simple Linear Regression Analysis of Instructional Leadership on Organisational Commitment.**

<table>
<thead>
<tr>
<th>Model</th>
<th>Betta</th>
<th>T-value</th>
<th>Sig.</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>32.577</td>
<td>16.275</td>
<td>0.000</td>
<td>Supported</td>
</tr>
<tr>
<td>X</td>
<td>.194</td>
<td>11.837</td>
<td>0.000</td>
<td></td>
</tr>
</tbody>
</table>

**Table 9. Correlation Coefficient of Instructional Leadership on Organizational Commitment.**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.554*</td>
<td>.306</td>
<td>.304</td>
<td>2.802</td>
</tr>
</tbody>
</table>

**Mediating Effect of Job Satisfaction on the Influence of Instructional Leadership on Organizational Commitment**

According to the path diagram, the direct influence of school principals' instructional leadership on organizational commitment is 0.110. The indirect influence of school principals' instructional leadership on organizational commitment through job satisfaction is calculated as the product of the beta value of instructional leadership on job satisfaction (0.330) and the beta value of job satisfaction on organizational commitment (0.064), resulting in an indirect effect of 0.330 x 0.064 = 0.021.

Based on these calculations, the direct influence of school principals' instructional leadership on organizational commitment is 0.110. The indirect influence of instructional leadership through job satisfaction is 0.021, indicating that the indirect influence is smaller than the direct influence. The significance of the indirect influence can be tested using a Sobel test. The Sobel test results in a t-statistic for the indirect effect, which is obtained by dividing the estimate of the indirect effect by the standard error and comparing it to the critical t-value. The standard error of the indirect effect (Sp1p3) is calculated as follows:

\[ \sqrt{p3^2.Sp1^2 + p1^2.Sp3^2 + Sp3^2.Sp1^2} \]

Based on the results of statistic (4) above, the result is 0.009954603, you can calculate the t-statistic for the mediation effect with the formula:

\[ t = \frac{p1p3}{Sp1p3} \]

Therefore, the calculated t-value from calculation (5) of 21.21 is greater than the critical t-value at the 0.05 significance level, which is 2.62. This
result indicates that the indirect influence of school principals' instructional leadership on organizational commitment through job satisfaction is significant. This can be seen in Figure 2.

![Diagram](image)

**Figure 2. Path Analysis.**

**Direct Influence of School Principal's Instructional Leadership on Teacher Job Satisfaction**

The school principal is a professional figure within the school organization responsible for managing all school resources and working with teachers, staff, and other employees to educate students to achieve educational goals (Naidoo, 2019). Instructional leadership is one of the factors influencing teacher job satisfaction. The research results show that the school principal's instructional leadership has a positive and significant influence on teacher job satisfaction. This is consistent with previous research by Dutta and Sahney (2022) and Liu and Hallinger (2018), which found that instructional leadership positively influences teacher job satisfaction. Therefore, school principals should focus on improving teacher job satisfaction and addressing barriers to enhance job satisfaction.

The research indicates that the more positive the instructional leadership of the school principal, the higher the job satisfaction of elementary school teachers in Pringsewu Regency. Teacher job satisfaction increases when instructional leadership can create effective leadership. The school principal plays a crucial role in the school, so cooperation and coordination between the principal and teachers are essential for the advancement of a quality school. Thus, the school principal's leadership becomes a determinant factor in the educational process in the school, especially through the implementation of instructional leadership, which involves defining a clear mission, setting the curriculum, monitoring lesson plans, and managing learning resources (Arrieta, 2021; Bush, 2020).

**Direct Influence of Job Satisfaction on Organizational Commitment**

The research results demonstrate that job satisfaction has a direct influence on organizational commitment. This aligns with research by Damayanti and Ismiyati (2020), which showed that job satisfaction has a positive and significant influence on organizational commitment.
satisfaction reflects an individual's happiness with their work and the results of their efforts (Satuf et al., 2018). If an individual has a positive attitude towards their work, they can be considered satisfied with their job. On the other hand, a negative and unprofitable attitude indicates job dissatisfaction (Lee et al., 2022; Wahyudi & Tupti, 2019). If a teacher has a high level of job satisfaction, their organizational commitment will increase. This is in line with the results of research by Asbari et al. (2022), indicating that teacher satisfaction is essential to enhancing organizational commitment because satisfied teachers are more enthusiastic about investing time and energy in organizational progress (Abdu & Nzilano, 2018).

In this study, the influence of job satisfaction on organizational commitment is the smallest compared to the direct influence of instructional leadership by the school principal and organizational culture. This suggests that job satisfaction is the last independent variable to be considered by primary schools in Pringsewu Regency when aiming to enhance organizational commitment.

The Influence of Instructional Leadership of School Principals on Organizational Commitment

Based on the research data, it is evident that instructional leadership significantly influences organizational commitment. The leadership of the school principal is one of the factors affecting teacher commitment. Teachers require guidance, motivation, mentoring, and direction from their leaders in carrying out their responsibilities (Sukandar, 2018). Leadership is found to have a direct impact on employee commitment within the organization (Rukh et al., 2018). This aligns with the data analysis results from this study, indicating that instructional leadership has a positive impact on organizational commitment.

Leadership is a crucial factor that school principals must possess. Leadership is the ability to exert constructive influence on others to work cooperatively towards predetermined goals (Chaka, 2018; Uthman, 2018). Instructional leadership by school principals is seen as a way to improve school performance by influencing teachers to enhance student learning and teaching (Cansoy & Parlar, 2018; Hallinger et al., 2018). This is supported by previous research showing a strong correlation between instructional leadership practices and teacher commitment (Al-Mahdy et al., 2018). Therefore, school principals should strive to create positive instructional leadership, as suboptimal instructional leadership can negatively affect teacher commitment.

Job Satisfaction as a Mediator of the Influence of Instructional Leadership on Organizational Commitment

Based on path analysis, it can be deduced that the indirect influence of school principals' instructional leadership on organizational commitment through job satisfaction is smaller than the direct influence, even though it is still positive and significant. Literature on the indirect influence of school principals' instructional leadership on organizational commitment through job satisfaction is scarce, suggesting that research on these three variables together may not have been conducted before.

From the direct and indirect influences of school principals' instructional leadership on organizational commitment discussed above, it can be concluded that to enhance organizational commitment, it is advisable to focus on the direct influence of instructional leadership.
influence of instructional leadership by school principals without necessarily relying on job satisfaction as an intermediary variable. This is because, if instructional leadership first affects job satisfaction and then organizational commitment, the impact will be smaller compared to the direct influence. Therefore, at present, elementary schools in Pringsewu District should prioritize the appropriate instructional leadership of school principals in their efforts to enhance organizational commitment.

Research shows that the principal's instructional leadership has a positive and significant influence on teacher job satisfaction, as well as organizational commitment. This is in line with previous research which found that instructional leadership had a positive impact on teacher job satisfaction (Ford et al., 2018; Zahed-Babelan et al., 2019). Furthermore, teacher job satisfaction also has a direct influence on organizational commitment (Čulibrk et al., 2018; Kawiana et al., 2018). However, the direct influence of instructional leadership is greater than the indirect influence through job satisfaction on organizational commitment. Therefore, to increase organizational commitment, focus should be given to directly improving instructional leadership by school principals without having to rely on job satisfaction as an intermediary variable.

CONCLUSION

The research findings and discussions lead to several important conclusions. Firstly, instructional leadership has a notable influence on both teacher job satisfaction and teacher organizational commitment. Secondly, it is crucial to note that job satisfaction serves as an amplifying factor, enhancing the impact of instructional leadership on teacher organizational commitment. In simpler terms, effective instructional leadership positively affects teachers' job satisfaction and commitment, and when teachers are satisfied with their jobs, this, in turn, strengthens their commitment to the organization. Additionally, future researchers interested in this topic can expand the sample size and use a qualitative approach to deepen the research.

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The Impact of Instructional Leadership

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