# The Influence of Delegative Leadership Style, Work Motivation and Organizational Commitment on Teacher Performance at MTs Tanwiriyyah Cianjur

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**ABSTRACT:** Teachers have a key role in providing quality education to students. Research on teacher performance helps understand the factors that influence teaching effectiveness and helps improve student learning outcomes. This study aims to analyze the effect of delegative leadership style, work motivation, and organizational commitment on teacher performance at MTs Tanwiriyyah Cianjur. This research uses saturation sampling technique. The instrument for taking the questionnaire was for 48 respondents, namely teachers who teach at MTs Tanwiriyyah in the 2022/2023 academic year. The research data were processed in quantitative description using multiple linear regression analysis techniques using the SPSS version 25 application software. The results of this study were processed from primary data using a questionnaire. The results of this study indicate that: (1) Delegative leadership style has a significant effect on teacher performance; (2) Work Motivation has no effect on teacher performance; (3) Organizational commitment has an influence and is significant on teacher performance; (4) Leadership Style, Work Motivation and Organizational Commitment simultaneously and significantly affect teacher performance.

**KEYWORDS:** delegative leadership style, organizational performance, teacher performance, work motivation.

## I. INTRODUCTION

Teachers are one resource main human resources (HR) who are in school. A teacher's performance in the school has an important role in achieving school goals. High and low-achievement students are closely related to the teacher performance who accompanies them every day. Therefore, good teachers are expected by the institution and its students to keep doing a good job. [4] states that "the teacher has a role a huge one in education, in responsibility is burdened on his shoulders on the quality of education."

Many factors influence teacher performance, including adequate competence, safe working conditions, good health, the leadership of the head of the school, the opportunity to develop the ability, work motivation, discipline work, and others. However, In this research, the researcher only focuses on teachers' performance affected by delegating leadership style factors, motivation, and organizational commitment.

The influence of the principal's leadership style on teacher performance is in the form of engineering a school climate that can stimulate or hinder the effectiveness of teacher work. Principal leadership provides work motivation for increasing teacher productivity and student learning outcomes. As the leader of an educational institution, the principal is required to be the driving force for the educational process. Principals must have the courage to donate themselves to always try with all the potential capabilities they have in carrying out their duties to achieve the goals that they have aspired to.

Another factor that can leverage teacher performance is work motivation. Work motivation is the desire to do something. According to [13], "motivation is a psychological process that arouses and directs behavior towards achieving goals or goal-directed behavior." [21] defines work

motivation as "the desire or needs that lie behind a person so that he is compelled to work.

Another factor that can affect teacher performance is Organizational Commitment. [14] stated that organizational commitment is an important behavioral dimension that can be used to measure an employee's tendency to remain a member of the organization.

The facts from the researchers' observations so far show that there are delays in the way of work and the division of work by leaders that need to follow defined areas within the organization. The lack of responsibility at work causes a sense of not yet growing among teachers who tend to depend on others so that work cannot be handled properly, and the results are not as optimal as expected.

The head of MTs Tanwiriyyah, is synonymous with the delegative leadership style by giving full authority to representatives and principals to make decisions. Delegative leadership, according to [11] , is a "leadership style that does not care about how subordinates make decisions and do their work, completely left to subordinates." This is reinforced by his leadership style, which tends to be less concerned about the processes carried out by subordinates in delegating tasks and responsibilities that have been given.

Teachers' low work motivation and organizational commitment will impact low teacher performance results, which can have implications for low student learning outcomes. For example, the value data obtained from the PKG results for MTs Tanwiriyyah teachers do not appear to be optimal, as shown below:

**Table 1. Teachers Competence Measurement**

| NO | COMPETENCE | FLAT FLAT |
|---|---|---|
| A. Peldagogic | | |
| | Knowing the characteristics of students | 3.63 |
| 1 2 | Mastering learning theory and educational principles 3 Developing | 3.71 |
| | curriculum 4 Learning activities | 3.17 |
| | that educate Developing student potential 5 6 | 3.73 |
| | Communication with students 7 | 3.67 |
| | Assessment and evaluation B. Personality | 3.79 |
| | | 3.63 |
| | | |
| 8 | Act in accordance with religious, legal, social, and national cultural norms 9 Produce a | 3.88 |
| | mature and exemplary personality . | |
| | | 3.77 |
| 10 | Eltos of work, high responsibility, pride in being skinny. | 3.21 |
| C. Social | | |
| 11 | Be inclusive, act objectively, and be non-discriminatory. | 3.94 |
| 12 | Communication with fellow guirul, education staff , the elderly, students , and the community. | 3.96 |
| D. Professional | | |
| 13 | Study of material, structure, concept and scientific mindset that supports the subjects studied. | 3.88 |
| 14 | Developing professionalism through reflective action . | 3.13 |

Sulmbelr : Documentation of PKG Results MTs Tanwiriyyah
TP. 2022/2023

Based on the above, pedagogic competence shows that curriculum development has the lowest score (3.17). that curriculum development in the form of compiling learning tools still adopts downloaded results that need to be modified according to the conditions at MTs Tanwiriyyah Cianjur.

The personality component shows that work ethic, high responsibility, and pride in being a teacher have the lowest score (3.21). This is evidenced by the results of observations on teacher attendance data; it was found that several teacher councils still often permit permission due to unclear requirements.

The professional component shows that professional development through reflective action has a low value (3.13). This is evidenced by teachers' low participation in professional development activities such as workshops, Subject Teacher Deliberations, webinars, in-house training, soft skills development, and hard skills.

From the background description, the author wants to research delegated leadership style, work motivation, organizational commitment, and teacher performance. Of course, there have been many previous researchers who studied this matter but only examined one or two variables from the three variables above, coupled with different objects on teacher performance and the competency mapping of madrasah principals that had not been maximized, with the temporary assumption that teacher performance was greatly influenced by the actualization of leadership in leading, very high work motivation supported by an organizational commitment that can touch the emotional side and individual values positive for all stakeholders in the madrasah, the researcher is very interested in carrying out further research studies that entitled "Developmental Leadership Style, Work Motivation and Organizational Commitment to Teacher Performance at MTs Tanwiriyyah Cianjur.".

## II. LITERATURE REVIEW
**Delegative Leadership Style**

According to [9], this leadership style is commonly called "Laissez-faire where the leader gives absolute freedom to members to carry out their goals and their own way."

The delegation leadership style can be especially effective when team members have a high skill level and can be trusted to make the right decisions. However, when the situation gives rise to quick and timely decisions, the delegation leadership style may need to be more effective due to the lengthy and sometimes slow process of participation in decision-making. In addition, the delegation leadership style can also be ineffective if the team members lack experience or sufficient skills in decision-making or action planning.

However, the delegation leadership style has several advantages. By facilitating the participation of team members in decision-making and action planning, the delegation leadership style can increase job satisfaction and motivation of team members. It can also increase creativity and innovation among team members as they feel valued and heard.

In addition, the delegation leadership style can increase the involvement of team members in achieving organizational goals by giving freedom to team members to take the initiative and act within a predetermined framework; the delegation leadership style can increase the team's ability to complete tasks and achieve goals.

The indicators of a delegation leadership style, according to Tambunan in [15], are as follows: Giving assignments from superiors to subordinates with few orders, assigning tasks based on the abilities of subordinates, establishing relationships with outsiders, and delegating authority to subordinates to find ways to achieve the objective.

**Work Motivation**

According to [25]; motivation is "an effort that encourages someone to do something to carry out certain activities in order to achieve a goal." According to [24], work motivation is "the willingness to work of an employee or employee that arises because of encouragement from within the employee concerned as a result of overall integration rather than personal needs, the influence of the physical environment and the influence of the Eliab environment where the strength depends on the integration process. "According to [10] motivation is "an activity that causes a person to complete his work enthusiastically, willingly and responsibly."

Based on several definitions that previous experts have put forward, the authors conclude that work motivation is the drive or force that drives a person to achieve certain goals or perform certain tasks with maximum enthusiasm. Work Motivation Theories:

**a.     Maslow's Hierarchy of Needs Theory**

According to Maslow in [21], "Originally people have various needs and when someone has unsatisfied needs he tries to identify something that will satisfy this need called a goal."

Abraham Maslow's hierarchy of needs theory is a psychological theory that states that human needs are arranged in a hierarchy or a certain level. Maslow stated that five levels of basic human needs must be met successively to achieve higher satisfaction.

The following are the five levels of needs in Maslow's hierarchy of needs theory:
1) Physiological Needs: Basic human needs that must be met, such as food, water, air, shelter, and protection from danger.
2) Security Needs: To feel safe and protected from threats and danger. This includes the need for protection, financial security, and stability.

3) Social Needs: The need to get along with others, to be loved, and to be accepted in a social group. This includes having positive interpersonal relationships, socializing, and feeling included in a group.
4) Appreciation Needs: The need to gain recognition and appreciation from others and

oneself. This includes the need for status, prestige, and respect from others.
5) Self-actualization needs the need to achieve the highest personal potential. This includes the need to achieve life goals, self-development, and creativity.



**Figure 1. Maslow's Theory**

According to Maslow's hierarchy of needs theory, each need must be fulfilled successively, from physiological to self-actualization needs. When one level of needs is met, humans will focus on higher needs in the hierarchy. However, if the needs at a lower level are not met, humans will continue to focus on the needs at that level.

**b. McGregor's Theory X and Y**

Theories X and Y McGregor in Agustini (2019:36) put forward "two human views, namely theory X (negative) and theory y (positive). Theory X argues that employees are naturally lazy and do not like to work, so they need close supervision and strict control to motivate them to work. Theory X also assumes that employees need a sense of responsibility and care about the company's goals. On the other hand, Theory Y views employees as wanting to work and can be counted on to do well without close supervision. Theory Y assumes that employees have a sense of responsibility and a desire for growth. Managers should allow them to participate in decision-making and autonomy in their jobs.

**c. Vroom's Expectancy Theory**

Vroom's Expectancy Theory in [10] says, "An employee is motivated to carry out a high level of effort if he believes that effort will lead to a good performance appraisal." Good judgment will encourage organizational rewards, such as bonuses, raises, or promotions and those rewards will satisfy

the employee's personal goals. According to this theory, employee motivation depends on three main factors: expectations, instrumentality, and valence.

1) Hope
Refers to a person's belief that their effort will produce the desired results. So, the higher a person's expectation level, the more likely he will try to achieve his goal.

2) Instrumentality
Refers to a person's belief that his actions or efforts will result in the desired reward or consequence. In this case, the greater a person believes their efforts will produce the desired reward, the more likely they will be motivated to take that action.

3) Valence
Refers to how valuable or important a person's actions or efforts generate the reward. The greater the value or importance of the rewards generated, the greater the motivation of a person to achieve his goals.

By combining these three factors, Vroom's expectancy theory says that employee motivation depends on how much they believe their efforts will produce the desired reward and how big the value or importance of the reward is. Therefore, organizations need to ensure that employees feel confident that their efforts will be appreciated and

that the rewards are of considerable value or importance to them.

### d. McClelland's Theory of Needs

McClellland stated in [10] "states that there are three important things that are human needs, namely: the need for achievement, the need for social relations, and the need for power."

1) Need for achievement

The need for achievement is an individual's desire to achieve high-performance results and increase self-efficacy; individuals with a high need for achievement tend to have clear goals, pay attention to details, dare to take reasonable risks, and like to get positive feedback.

1) Need for Affiliation

The need for social relations is an individual's desire to connect with others and be accepted in groups; individuals with high social relationship needs tend to like working in teams, building good intellectual relationships, and feeling comfortable in a warm and harmonious social environment.

2) Need for Power

The need for power is an individual's desire to have influence and control over others; individuals with a high need for power tend to like to influence others, want to get positions of authority, and have high self-confidence.
Dimensions and Indicators of Work Motivation According to [2] dimensions and indicators of work motivation are as follows:

**a) Internal Motivation Indicator Dimensions**
1) Responsibility in carrying out the task.
2) Carry out tasks with clear targets.
3) Have clear and challenging goals.
4) There is feedback on the results of his work.
5) Have a happy feeling at work.
6) Always try to outperform others.
7) Preferably, the achievement of what he does.
**b) External motivation**
1) Always trying to meet the needs of life and work needs.
2) Happy to get praise for what he does.
3) Work in hopes of getting incentives.
4) Work in hopes of getting the attention of friends and superiors.

### Organizational Commitment

William and Hazer in [25] state that organizational commitment is "an affective response to the organization as a whole, which then shows an affective response to specific aspects of work." Durkin in [25] that organizational commitment is "a strong and close feeling from someone towards the goals and values of an organization about their role in efforts to achieve these goals and values." Robbin and Judge in [25] define organizational commitment as "a situation in which an employee sided with a particular organization and its goals and desire to maintain membership in that organization." From some of the definitions of organizational commitment above, it can be concluded that organizational commitment is "the attitude of employees who are in favor of the organization, by remaining in the organization, helping to achieve organizational goals and not having the desire to leave the organization for any reason.". According to Mayer and Allen in [25]' "Organizational commitment must reflect three components, namely: affective commitment, continuance commitment, and normative commitment."

### a. Affective Commitment

Affective commitment is an emotional approach of individuals in their involvement with the organization so that individuals will feel connected to the organization indicators include feeling happy in the organization and loyalty to the organization.

### b. Continuance Commitment

Continuance commitment is the desire that individuals have to stay in the organization so that individuals feel the need to be connected with the organization. The indicators include considering the benefits of continuing to work in the organization and considering losses if leaving the organization.

### c. Normative Commitment

Normative commitment is a mandatory feeling for the individual to survive in the organization. The indicators include the willingness to work and the responsibility to advance the organization.

### Teacher Performance

Mangkunegara in [18] performance is "a person who completes his responsibilities with good results." Wibowo in [18] says that employee performance is "the achievement of one's work for the results of his work." Kane in [7] says performance is "results achieved related to position functions within a certain period of time." [5] states that performance is "a work result that is achieved by someone in carrying out the tasks assigned to

him which are based on skill, experience, and sincerity and time."

According to the regulation of the minister of state Utilization of state apparatus and bureaucratic reform number 16 of 2009, the Teacher performance assessment assesses each item of the teacher's main task activity in the context of career development, rank, and position.

The components assessed in the teacher performance assessment focus on mastering four teacher competencies, Namely the pedagogy of social and professional personalities, which is associated with implementing the teacher's main task. In addition to implementing the main task, the teacher will also be assessed for his professional characteristics, which emphasize material mastery and professional attitude, as well as the implementation of other tasks relevant to the function of the madrasah.

**a.       Pedagogic Competence**

Pedagogical Competence, in this case, is a teacher's ability to manage student learning which at least includes: Understanding Insight or educational foundation, Understanding of students, curriculum or syllabus development, learning design, implementation of educational and dialogical learning, utilization of learning technology, evaluation of learning outcomes and student development to actualize their various potentials.

**b.       Personality Competence**

The personality competencies in question at least include personalities who are faithful and pious, noble, Arif and wise, democratic, steady,

authoritative, stable, mature, honest, and Sportive to be an example for students and society to evaluate their performance and develop themselves independently and sustainably objectively.

**c.       Social Competence**

The social competence in question is the teacher's ability as an integral part of society which at least includes competence to communicate verbally, written, and or gestures politely, use communication and information technology functionally, get along effectively with students, fellow educators, education staff, education unit leaders, Parents or guardians of students, get along politely with the surrounding community by adhering to the norms and values that apply, and apply the principles of true Brotherhood and the spirit of togetherness.

**d.       Professional Competence**

The professional competence in question is the teacher's ability to master knowledge in the fields of science, technology, and arts and culture that he/she teaches, which at least includes mastery of subject matter broadly and in-depth following the standard content of the subject education unit program and a group of subjects to be taught. Furthermore, concepts and methods of relevant technological or artistic scientific disciplines that conceptually cover or are coherent with the subject education unit programs and subject groups taught.

Based on the Decree of the Director General of Islamic Education No. 1843 of 2021 concerning the Performance Assessment of Madrasah teachers, indicators for assessing teacher performance are presented in the following table:

**Table 2. Teacher Assessment Indicator**

| COMPETENCE | INDICATOR |
|---|---|
| PEIDAGOGIC | Recognizes the characteristics of students |
| | Mastering learning theories and educational learning principles |
| | Curriculum development |
| | Educational learning activities |
| | Developing the potential of students |
| | Communication with students |
| | Assessment and evaluation |
| PERSONALITY | Act in accordance with religious, legal, social, and national cultural norms |
| | Presenting a mature and exemplary personality . |
| | Eltos work, high responsibility, pride to be gulrul. |
| SOCIAL | Be inclusive, act objectively, and be non-discriminatory. |
| | Communication with fellow gulrul, education staff , elderly people, students , and the community. |
| PROFESSIONAL | Study of material, structural, conceptual and scientific mindsets that support the subjects studied. |
| | Developing professionalism through reflective action . |

## III. METHODOLOGY
**Conceptual Framework**

The conceptual framework models how the theory relates to the various factors identified as important themes. The following is the research model used by researchers in this study:
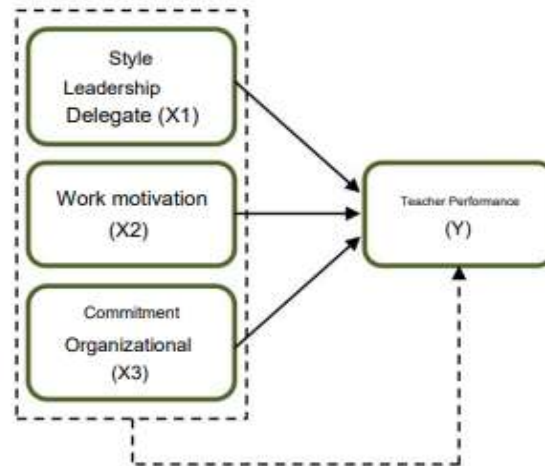


**Figure 2. Research's Conseptual Framework, 2023**

**Research Hypothesis**
The hypothesis in this research is as follows
H1 =   It is suspected that Leadership Style has a significant influence on Teacher performance
H2 =   It is suspected that work motivation has a significant effect on teacher performance
H3 =   It is suspected that Organizational Commitment has a significant effect on Teacher Performance
H4 =   It is suspected that Leadership Style, Work Motivation, and Organizational Commitment simultaneously have a significant influence on Teacher Performance

**Research approach**
This study uses a quantitative approach because the data are expressed in numbers. This research is causal associative research, which is used to determine the causal relationship between the independent and dependent variables.

To test the proposed hypothesis, the researcher collects data using a survey technique in which the variables studied are not controlled. Data collection was carried out objectively using instruments with a Likert scale. The collected data were then analyzed statistically. The final stage is interpreting the analysis results to conclude the relationship between the variables studied.

**Place and time of research**
This research was conducted at Madrasah Tsanawiyah Tanwiriyyah (MTs) on Jl. Aria Wiratanudatar Km. 5 Sindanglaka Karangtengah, Cianjur, West Java. At the same time, the research period starts from May to July 2023.

**Population and sample**
The population in this study were all teachers at MTs Tanwiriyah Cianjur, totaling 48 people. Due to the small population size, all population members were sampled in this study using a saturated sampling technique. Thus, the sample used in this study is all teachers at MTs Tanwiriyyah Cianjur, so this research is called population research.

**Data collection technique**
Data collection is carried out to obtain the information needed in order to achieve research objectives. Data collection techniques used in this study are as follows :
a. Observation, namely by systematically observing and recording the phenomena investigated.
b. Data collection activities include collecting and analyzing written documents, images, and electronically.
c. A Likert scale answer choice accompanies the questionnaire by determining the level of their research on a statement by selecting one of the

four available choice points at intervals of 1-4 without a neutral option (N).

**Data analysis technique**

Data analysis in this study used multiple linear regression analysis with the help of the IBM SPSS application version 25 to test the hypothesis and the significance of the effect of the independent variables on the dependent variable.

## IV. RESULT AND DISCUSSION
**Hypothesis test**

**a)      Hypothesis 1: It is suspected that the Delegative Leadership Style has a significant effect on Teacher Performance**

The significance value of the leadership style variable is 0.019, which is less than 0.05, and based on the t-count value of 2.426, which is greater than the t-table value of 2.015, it can be concluded that hypothesis 1 is accepted. Delegative leadership style has a significant effect on teacher performance.

These results reflect the number of previous studies, including research conducted by [8]; [1]; [18] which states that leadership style has a significant effect on teacher performance.

Leadership and negative styles allow teachers to develop initiative and creativity. They are free to try new approaches, teaching methods, or innovative projects that suit the needs of students to improve teacher performance in class.

**b)      Hypothesis 2: It is suspected that work motivation has a significant effect on teacher performance**

The significance value of the work motivation variable is 0.351, greater than 0.05, and based on the t-count value of 0.943, which is less than the t-table value of 2.015, it can be concluded that hypothesis 2 is rejected. Work motivation does not affect teacher performance.

These results contradict the background of several previous studies, including research conducted by [12]; [1]; [18] which states that work motivation significantly affects teacher performance.

Although work motivation is generally considered to influence teacher performance significantly, certain factors or conditions can cause work motivation not to affect teacher performance, such as health problems, stress, or family problems that can affect teacher performance, regardless of the level of motivation. If teachers need help dealing with personal problems of work motivation, they may not be able

to realize their potential in their performance in class fully.

**c)      Hypothesis 3: Allegedly, Organizational Commitment has a significant effect on Teacher Performance**

The significance value of the organizational commitment variable is 0.015, which is less than 0.05, and based on the t-count value of 2.544, which is greater than the t-table value of 2.015, it can be concluded that hypothesis 3 is accepted. Organizational commitment has a significant effect on teacher performance.

These results support several previous studies, including research conducted by [1]; [5]; [6]; and [15] which states that organizational commitment has a significant effect on teacher performance.

Teachers with high levels of organizational commitment tend to be more resilient to the pressures and challenges they may face in their work. They are more likely to stay in their profession and stay with the same organization for longer. High teacher retention positively impacts the continuity of teaching and quality of education.

**d)      Hypothesis 4: It is suspected that Delegative Leadership Style, Work Motivation, and Organizational Commitment simultaneously significantly affect Teacher Performance.**

The significance value in the F test is 0.000, which is less than 0.05, and based on the calculated f value of 29.958, which is greater than the f table value (3; 45) of 2.812, it can be concluded that hypothesis 4 is accepted. Leadership style, work motivation, and organizational commitment simultaneously influence teacher performance.

**Coefficient of Determination**

The coefficient of determination shows the magnitude of the contribution of the independent variable (X1, X2, X3) to the dependent variable. The coefficient of determination is shown by the value of R Square, which is 0.671 or equal to 67.1%. This means that leadership style, work motivation, and organizational commitment simultaneously affect teacher performance by 67.1%. In contrast, the remaining 32.9% is influenced by other variables outside the regression equation or not studied variables.

## V. CONCLUSION

Based on the analysis and discussion results in this study, the delegation leadership style affects the performance of MTs Tanwiriyah teachers in Cianjur Regency. These results indicate that the teacher at MTs Tanwiriyah performs well when given the freedom to determine how to complete the task. Motivation does not affect standardized teacher performance of MTs Tanwiriyyah teachers Cianjur Regency. Although work motivation is an important factor in influencing individual performance, in this study, work motivation does not directly affect teacher performance in the school. Organizational commitment affects the performance of MTs Tanwiriyyah teachers in Cianjur Regency. The higher the organizational commitment they have, the higher their performance. In order to improve teacher performance at MTs Tanwiriah Cianjur Regency, school management and leaders need to pay attention and strengthen organizational commitment. This can be done by creating an inclusive work culture, providing the right support and appreciation, developing professional development programs, and engaging teachers in organizational decision-making. Overall, the combination of leadership and delegation styles, high work motivation, and strong organizational commitment simultaneously positively influence teacher performance at MTs Tanwiriyyah. Therefore, school management and leaders must pay attention to and manage well these three factors to improve teacher performance and the quality of education in the school.

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