Leadership and Perceived Workload
Moderating Effect on Teacher Commitment in Islamic School

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ABSTRACT

There are problems related to teacher commitment for carrying out their work in school. The object school in this study faces problems related to low teacher commitment, and it can be seen in the exit interview process. This study objective is to look for the moderating effect of motivation on leadership and perceived workload for teacher commitment at the school. This research was conducted at an Islamic school in the southern city of Tangerang, Indonesia. The method used census of 61 teachers. The data was analyzed using method Structural Equation Model (SEM) using Smart PLS software. The result shows that there is significant influence on leadership on commitment through mediating perceived workload. Motivation provides a moderating effect on perceived workload and leadership to show teacher commitment. Result shows that schools must motivate the teachers in order to foster commitment in teachers. The higher the motivation given for teacher, even in poor leadership conditions it will give a good commitment for teacher to the school. The suggestion for next research is to find the connection of teacher commitment with the distribution of generations, teacher in the school which consists of several generation (X, Millennials & Z).

Keywords : Structural Equation Model, Smart PLS, Structural Equation Model, Average Variance Extracted Composite Reliability, Leadership, Perceived Workload, Teacher Commitment

I. INTRODUCTION

Teacher's commitment for education in school is often becoming a very important issue. Because of this, some schools has been included an element of commitment as one of the requirement for becoming a teacher. Commitment is an agreement (attachment) to do something, contract, obligation, responsibility.(Maria Eliophotou-Menon & Ioannou, 2016).

The Islamic school that used as the object of research is experiencing a significant growth of student number, and need to re-cruitmany new teachers. Turnover and res-ignation of teacher

increasing every year, and management felt that the commitment of the teachers seemed to be declining. This is in line with the results of the interview before the teacher resigns. This issue becomes very important, because the school requires many teachers to be able to carry out the teaching process properly and correctly, due to in-creasing in number of student.

School management have been sees some leadership and teacher motivation problems.The workload of teacher is in-creasing due to the increasing number of students. Therefore, management intends to sees

whether the leadership, perceived workload and motivation affect the com-mitment of teachers.

Indonesian government hastried vari-ous effort to improve the teacher profession in Indonesia, one of the programed isthe certification of teacher. Certification program purpose is, increasing the quality and feasi-bility of teachers in carrying out their duties as agents of learning for national education goals. (Kusumawardhani, 2017).

Requires professional teachers who have competence, mastering science and technology, have teaching skills, committed for carrying out learning process to carry out an effective and quality learning process . (Haryanto, Mukminin, Murboyono, Muazza, & Ekatina, 2016).

One of the element to carry out the effective and quality learning process are committed teachers. Committed teacher are teachers that loyal, aware, and responsible for carrying out the learning process. (Singh & Gupta, 2015).Leadership impacts commit-ment and the people within organization. (Yahaya & Ebrahim, 2016).

Complex interaction between person-ality and situational determination arises motivation.. Clarity about a job description can also increase work motivation. (Marlina, Aliman, & Somantri, 2001). Motivation is a process that measures the intensity, direction and perseverance / persistence of someone in achieving a goal. (De Vos, Van der Heijden, & Akkermans, 2018). Thus, arise question whether motivation has effect on commit-ment, and is it a positive or negative effect.

In PERMENDIKBUD RI no 15, 2018 the workload of teachers in one week is 40 hours, itconsist of 37.5 hours of work and 2.5 hours of rest. The 37,5 working hours, are consist of hours of teaching, planning, men-toring and carry out additional tasks attached to the implementation of main activities

Workload is described as all activities that result in a person spending his or her time doing a job that is compatible with his or her professional duties, obligations and work interests.(Johari, Tan, & Tjik, 2016). Work-load being assessed in this analysis is per-ceived workload, which is a perception that something needs effort to be expended or completed. Person impression that the tasks / jobs assigned to them from the workplace are above average or stressful.(Cömert & Dönmez, 2019).

First hypothesis test about leadership effect to perceived workload (H1), second hypothesis test the effect of motivation to perceived workload (H2). Third hypothesis test the moderating effect of leadership to the power effect of motivation to perceived workload (H3). Fourth hypothesis test per-ceived workload to teacher's commitment (H4), the fifth hypothesis testing the moder-ating effect of perceive workload to leader-ship effecting commitment (H5). The sixth hypothesis testing the moderating effect of perceive workload to motivation to com-mitment (H6). The seventh hypothesis tests the moderating effect ofleadership to moti-vation to perceived workload (H7).

This research uses a structural equation model to create a model based on the laten variables of leadership, motivation, perceived workload and commitment. Structural Equa-tion Simulation (SEM) is a simulation methodology that uses statistics and is commonly used in behavioral sciences. The-oretical constructs use SEM to represent la-tent factors(Kohli, 2017). Incorporates the relations between the construfvcts by path coefficients or the factor regression. (Hunter, 2018).

II. MATERIALS AND METHODS

A questionnaire form is used in the analysis. All school teachers, from kinder-garten, primary school, junior high school and secondary school, were given the question-naire. Questions have been asked by all

per-manent teachers (61 teachers) at the school. Questions given 10 questions per variable relating to leadership, the motivation of teachers, the perceived workload based on teachers ' positions and the dedication of teachers to their work. The questionnaire uses the 1-4 Likert scale, neutral reply choices to produce sharper results have been eliminated. Questions about the instrument use open and closed phrases.

This research uses the Smart PLStmDi-agram structural equation model (SEM) to estimate inner and outer parameters. (Chin, 1988) Preprocessing of bootstrapping analy-sis implemented in PLS for the output of standard error estimates with 500 replications and level changes. (Tenenhaus, Vinzi, Chatelin, & Lauro, 2005). Calculated CR data and extracted averages of variances (AVE) (Werts, Linn, & Jöreskog, 1974) are used to ensure reliability testing. The CR does not exceed 0.7, the AVE does not exceed 0.50 for all data measures. Discriminant va-lidity from the square root of the modeling AVE (Fornell & Larcker, 1981).Model for first-order loadings, second-order loadings, third-order loadings, fourth-order loadings, and structural parameters obtained from SEM estimates (Johari et al., 2016).

III. RESULTS

The questionnaire collected is analyzed using the PLS Algorithm (SmartPLS) and result in the corresponding model picture (Figure 1). The model hereby is tested for reliability and validity in order to produce valid data. Figure 1 below shows several in-dicators were selected in the questionnaire to have reliable data of more than 0.5 for testing. The results chosen later were checked for Average Variance Extracted (AVE), Composite Reliability (CR) (Chin, 1988)and Cronbach alpha (Henseler, Hubona, & Ray, 2016)in Table 1.
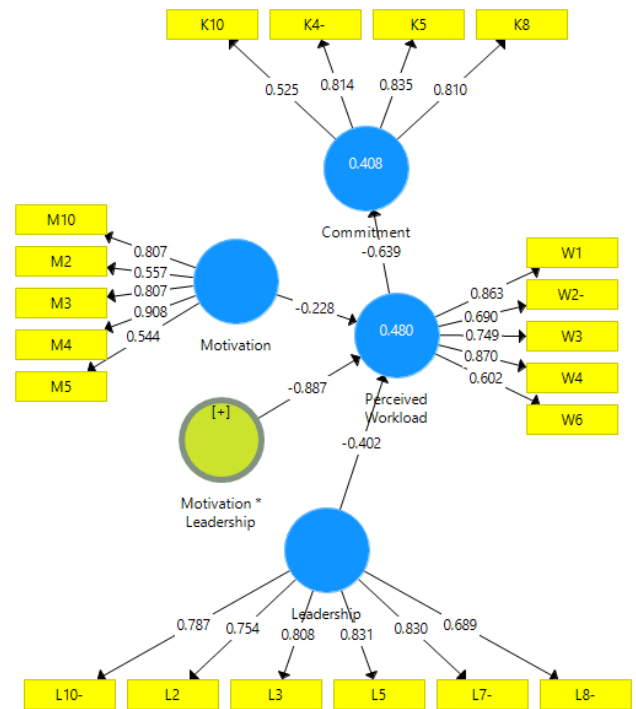

Figure 1. Model results of initial test data

Table 1. Measurement Model

	Items	Loadings[a]	AVE[b]	CR[c]	Cronbach's Alpha
Commitment	K10	0.525	0.573	0.839	0.747
	K4-	0.814			
	K5	0.835			
	K8	0.810			
Leadership	L10-	0.787	0.616	0.905	0.876
	L2	0.754			
	L3	0.808			
	L5	0.831			
	L7-	0.830			
	L8-	0.689			
Motivation	M10	0.807	0.547	0.853	0.827
	M2	0.557			
	M3	0.807			
	M4	0.908			
	M5	0.544			
Perceived Workload	W1	0.863	0.580	0.872	0.814
	W2-	0.690			
	W3	0.749			
	W4	0.870			
	W6	0.602			

a. All items loading > 0.5 indicates item indicator reliability (Hulland, 1999, p. 198)
b. All Average Variance Extracted (AVE) > 0.5 indicates convergen reliability.
c. All Composite Reliability (CR) > 0.7 indicates internal consistency.
d. All Cronbach alpha > 0.7 indicates indicator reliability.

All indicator in the variable follow the reliability criteria from the measurement tests, with all loads exceeding 0.5, all Concentration Reliability

exceeding 0.5, internal consistency above 0.7 and Cronbach alpha reliability exceeding 0.7. This results show that these latent variables can also accurately be determined by the design in the instrument used in this analysis. (Henseler et al., 2016).

Table 2. Indicator Item Cross Loading

	Commitment	Leadership	Motivation	Perceived Workload
K10	**0.525**	0.216	0.434	-0.319
K4-	**0.814**	0.528	0.116	-0.642
K5	**0.835**	0.357	0.390	-0.404
K8	**0.810**	0.460	0.292	-0.473
L10-	0.429	**0.787**	0.129	-0.535
L2	0.317	**0.754**	0.135	-0.338
L3	0.471	**0.808**	0.199	-0.418
L5	0.477	**0.831**	0.221	-0.475
L7-	0.460	**0.830**	0.094	-0.508
L8-	0.392	**0.689**	0.203	-0.320
M10	0.373	0.153	**0.807**	-0.169
M2	0.197	0.070	**0.557**	-0.046
M3	0.217	0.174	**0.807**	-0.103
M4	0.288	0.193	**0.908**	-0.175
M5	0.167	0.060	**0.544**	0.025
W1	-0.633	-0.522	-0.175	**0.863**
W2-	-0.415	-0.334	-0.337	**0.690**
W3	-0.484	-0.492	-0.090	**0.749**
W4	-0.513	-0.536	-0.059	**0.870**
W6	-0.335	-0.184	-0.053	**0.602**

A validity measurement is also conducted to test the suitability of the model by measuring the indicators by cross loading for each object. With Table 2 tests. On the basis of results, calculations for cross loads the

model is right. In calculation of validity, Discriminant validity tests (Fornell and Larcker Criterion) are carried out on the results in table3. There are no indicators of higher correlations with other latent variables than the latent variables themselves. (Fornell & Larcker, 1981).

Table 3. Discriminant Validity (Fornell and Larcker Criterion)

	Commitment	Leadership	Motivation	Perceived Workload
Commitment	0.757*			
Leadership	0.546	0.785*		
Motivation	0.360	0.203	0.739*	
Perceived Workload	-0.039	-0.566	-0.186	0.762*

*The diagonal are the square-root of AVE from the latent variable, also indicates the highest in any row or column

Due to the results of discriminating validity measurements, each latent variable shares more variants with its indicator block than with any other latent indicator block, so that a correct instrument can be declared (Henseler et al., 2016).

Once the test data are consistent with the re-examination to take the next test, the next step will be to bootstrap the correct model. A pattern like Diagram 2 is obtained while processing using SmartPLStm software. The results of the hypothesis tests also reveal whether they support the hypothesis or not. The traditional T-statistic hypothesis is accepted on the basis of the re results of measurements by using bootstrapping if more than 1.97 was obtained (Henseler et al 2016) as shown in table four.

Table 4. Hypothesis testing

| Hypothesis	Relationship	Std Beta	Std Error	[t-value]^	Decision
H1	Leadership -> Perceived Workload	-0.401	0.103	3.891**	Supported
H2	Motivation -> Perceived Workload	-0.221	0.172	1.324**	Not Supported
H3	Motivation * Leadership -> Perceived Workload	-0.938	0.228	3.881**	Supported
H4	Perceived Workload -> Commitment	-0.662	0.082	7.775**	Supported
H5	Leadership -> Perceived Workload -> Commitment	0.266	0.078	3.280**	Supported
H6	Motivation -> Perceived Workload -> Commitment	0.148	0.118	1.231**	Not Supported
H7	Motivation * Leadership -> Perceived Workload -> Commitment	0.622	0.175	3.238**	Supported
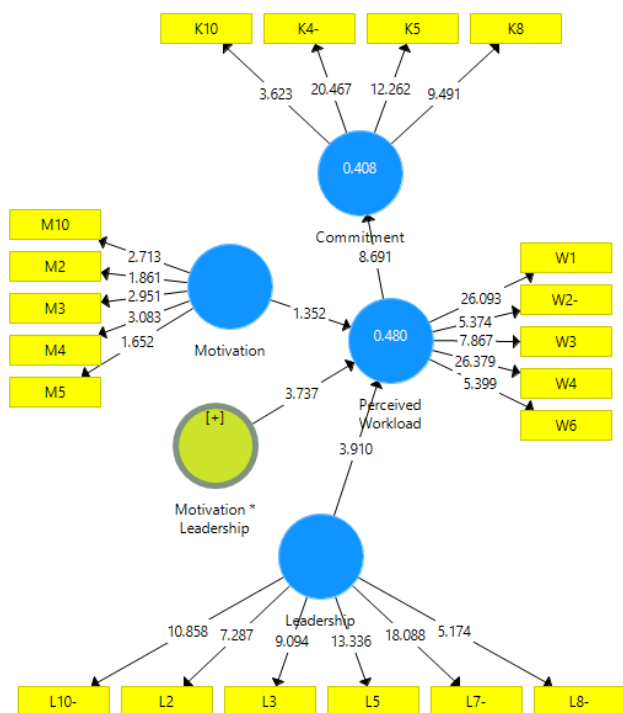
Figure 2. Hypothesis testing model result

IV. DISCUSSION

The need to analyze perceived workload is high in any kind of industry, because perceived workload is based on individual perception. (Cömert & Dönmez, 2019). Yet the effect of it can impact the whole work place.

Based on the result leadership and perceived workload moderating effect on teacher commitment in Islamic school. Hypothesis 1, 3, 4, 5, and 7 are accepted those are elaborated below.

The result shows that leadership does affecting perceived workload, which means that a good principal with good leadership can make the teacher has a good perceived workload; they will see that it is not hard for him/her to do what is expected. Thus in contrary when the leadership is poor then it might result in overburden for the teacher.Our result supporting report that cites bySellen, which state

school leaders can do a good practice in preventing unnecessary workload.(Sellen, 2016)

Leadership also moderating the effect that motivation has to perceived workload, the effect is positive, which means that leadership strengthens the effect of motivation to perceived workload. Good leadership strengthens teacher's motivation thus effecting their perception on their workload. Meanwhile without the effect of leadership motivation has no effect on perceived workload. This result supports ourearlier research that teacher motivation does not effecting perceived workload directly. (Firdaus, Purnamasari, & Akuba, 2019)

Perceived workload directly affecting teacher's commitment. The T values result is positive which means the direction of the effect is positive. Higher perceived workload means higher teacher's commitment. these result differ from a research done by Ni, which state that lowering teacher's workload will increasing their commitmen t(Ni, 2019). The reason behind this difference is that our samples comes from Islamic culture. Since Islamic reckons work as the main element in the success of human being in life, Islam not only encourages employment and promotes employees to seek perfection in their profession by having total commitment to their tasks. So the higher the perceived workload the higher commitment that they will gave to the work. (Fesharaki & Saied, 2017)

The result suggested that perceived workload is positively affecting the effect of leadership to commitment. It means that the higher the perceived workload then the effect of leadership to commitment is also increasing. When the workload is high employee tends to seek guidance from the leader. When the leaders can guide them well, when the leadership is good, then the employee will gave more commitment in it. This result fit with a research result from, Yahaya that leadership affecting commitment. (Yahaya & Ebrahim, 2016)

V. CONCLUSION

The conclusion of the research shows that perceived workload can be affected by leadership and motivation by the moderation of leadership. So to make employee see the workload as something that is achievable and doable, organization need to find a way to increase the employee motivation and give good leadership.

Another conclusion is about the commitment variable. Based on the result commitment affected by perceived workload, leadership with the moderation of perceived workload, and motivation with the moderation of leadership and The limitation of this research is on the sample, we only have 61 teachers in the Islamic school that we examine. For future research it will be good if the sample number is enlarge so the result can be put as a generalization.

Another limitation is on the analyzing tools, we use SEM, for future research another analyzing tools should be tested, to find the reliability of the test result.

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Conflict of interests
The authors declare no conflict of interest.

VII. REFERENCES

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