THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND LEARNING ORGANIZATION ON PROFESSIONAL COMMITMENT

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Abstract.

The objective is to determine the relationship between transformational leadership and learning organization toward teachers' professional commitment and implemented recommendations for related parties. The population in this study was 141 private high school teachers in the Cibinong District using the Slovin formula. Data collection for each variable was studied using a questionnaire with a Likert scale. Data analysis used the Statistical Program for Social Science SPSS 26. The results showed: (a) There is a positive and significant relationship between transformational leadership and professional commitment. The correlation coefficient value is $ry1 = 0.735$, (b) There is a positive and meaningful relationship between learning organization and professional responsibility. The correlation coefficient value is $ry2 = 0.739$, (c). There is a positive and significant relationship between transformational leadership and learning organization in conjunction with professional commitment. The general form of multiple regression used a value of $ry12 = 0.784$ was obtained. Principal support and convenience in the digitalization era make it possible for teachers to share information. The use of technology by teachers to share teaching methods or techniques with fellow teachers from different organizations is possible without space and time limitations. Self-development achieved by teachers shows professional commitment and will increase competence as professional educators.

Keywords: transformational leadership; learning organization; professional commitment

I. INTRODUCTION

The teacher is a noble profession and plays a dominant role in the success of education. Education contributes to creating superior quality graduates, meaning that they are able to compete, are skilled, innovative, have high creativity and are responsible [1]. The strategic role of the teacher requires the teacher to have a variety of competencies as a basis for carrying out his role as an educator [2]. Teachers as teachers and educators have an obligation to guide, train, explore potential and improve student learning achievement. Learning achievement can be realized through the ability and competence of teachers in designing meaningful learning, appropriate learning methods, effective allocation of student learning time, direction and management of discussions in the classroom [3]. In addition, in the teaching and learning process the teacher instills habituation and maintenance of noble values so that students have noble character, are honest, independent, creative and have critical reasoning which forms ownership of learning as a result of the learning process [4]. Teachers with professional positions as well as role models are required to continue to improve their skills and develop themselves both cognitively, affectively and psychomotorically in order to support the fulfillment of educational service responsibilities according to community expectations [5].

One of the problems faced in the world of education is that teachers are less than optimal in fulfilling professional commitments. This is in accordance with research conducted by (Zuraida [6]) carried out in Ciawi District, Bogor district with the title Increasing the Professional Commitment of Middle School Teachers Through Strengthening Self-Efficacy and Organizational Culture, it is known that at certain hours there are still many teachers who are stalling length of time in teaching reflects loyalty to the professional commitment of teachers still needs to be improved, teachers are less diligent, teachers are less focused on serving students [7].

Increasing teacher commitment is inseparable from the figure of a leader in the organization where the teacher serves. Leaders with high positive motivation and providing comfort can inspire teachers to always provide the best in their service to students, parents and the community[8]. The orientation of providing motivation regarding professional commitment leads to the role of the teacher who is often positioned as an important factor in education. Awareness from teachers to be consistent and committed in carrying out their profession as teachers is important in achieving educational goals [9]. Teachers need to have pride and a strong desire to carry out professional development because society gives trust by letting children enter the education system to get knowledge transfer, skills, technology and experience in learning [10].

Therefore it is necessary to carry out further research regarding the relationship of teacher professional commitment as the main variable associated with other variables that are suspected of having a correlation with teacher professional commitment, namely transformational leadership and learning organization [11].Teachers are permanently committed to their work. As a profession of choice, the teacher is obliged to increase knowledge and skills. Professional commitment refers to or refers to dedication between individuals from an organizational group to their profession (Bashir [12]). Teachers are committed to providing professionalism in teaching as a form of moral responsibility to society. Professional commitment is a unification of the spirit shown by consistency, professional loyalty, competence in accordance with established standards and ethics (Jamwal [13]). Professional commitment is a combination of dedication to duties in an effort to improve competence (Hidayat & Patras [14]). Professional commitment is the level of individual loyalty to work or profession which is marked by confidence, dedication and consistency in maintaining and appreciating professional values with full sense of responsibility. The dimensions and indicators of professional commitment are 1) Affective dimension with indicator a. loyalty, b. ethics, 2) Continuance Dimension with indicators c. belief, d. satisfaction 3) Normative dimension with indicators e. responsibility, f. consistency.

Leadership is interpreted charismatically between leaders and subordinates. As a reaction in which a person is influenced to digest and agree to do a job in achieving a goal. Effective leadership is at the core of how to improve schools in a sustainable manner (Martha A. Gephart [15]). Transformational leadership is a leader who can change and directly motivate followers with charisma, role model and intellect (Purwanto et al., [16]). Transformational leadership has the belief that it is good at setting an example in providing change and the school community is made the core of the organization (Riski et al. [17]). The four core components in transformational leadership (Bass [18]), include:

1. Idealized Influence (II) or idealized influence; leaders are willing to take risks and are consistent, trustworthy and demonstrate high standards of ethical and moral behavior.
2. Inspirational Motivation (IM) or inspirational motivation; leaders motivate by providing challenges so that the team has enthusiasm, optimism and enthusiasm at work.
3. Intellectual Stimulation (IS) or intellectual stimulation; Leaders stimulate members to be innovative and creative.
4. Individualized Consideration (IC) or individual considerations.

Transformational leadership is the behavior of leaders who are able to involve all members of the organization in collaborating, communicating and solving problems encountered and expecting organizational members to work beyond what is expected to deal with change in order to advance the organization. The indicators of transformational leadership are, a. exemplary, b. motivate, c. self-confidence, d. appreciate your subordinates.

New thinking models where individuals can continue to learn and how to learn together (Senge [19]). Learning organizations as an intervention tool to develop self-ability in facing challenges so that they can improve performance and become a superior organization. Learning organization is defined as individual behavior effectively learning together in an organization to manage and use knowledge well in a sustainable manner (Fitriyanti et al. [20]). Learning organization is the behavior of individuals who continuously learn together, share knowledge and skills in developing capacities to realize the desired results. The indicators of learning organization are a. persistence in learning, b. collaboration, c. learning ability, d. self-development, e. problem solving skills.

The following results were confirmed, 1) there was a positive and significant relationship between transformational leadership and professional commitment, 2) there was a positive and significant relationship between learning organization and professional commitment, 3) there was a positive and significant relationship between transformational leadership and learning organization together with commitment profession.

II. RESEARCH METHODS

This study uses a correlational approach with survey research methods, namely research to determine the relationship between the variables studied and ultimately draw a conclusion [21]. This study examines three variables, namely professional commitment as the dependent variable, transformational leadership and learning organization as the independent variables. The population in this study was 217 private high school teachers in Cibinong District. The sampling technique in this study used a proportional random sampling technique, with a total sample of 141 teachers..

III. RESULTS AND DISCUSSION

The relationship between Transformational Leadership (X1) and

Professional Commitment (Y)

As stated in the research hypothesis, there is a positive relationship between transformational leadership and professional commitment. The correlation coefficient value from the calculation is $ry1 = 0.735$. The probability (sig) of 0.000 is less than 0.05 so it can be concluded that the relationship between transformational leadership and professional commitment has a significant positive relationship. The magnitude of the contribution of transformational leadership to professional commitment is 54% explaining that the transformational leadership variable contributes 54% to the professional commitment variable and the remaining 46% is another factor not examined in this study. The relationship between transformational leadership and professional commitment is $= 41.652+0.691X1$. A constant of 41.652 states that if there is no transformational leadership then professional commitment is 41.652. The X1 value of 0.691 indicates that transformational leadership can predict professional commitment.

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The empirical research results are in line with (Adzkiya **[22]**) concluding that the transformational leadership of school principals has a positive and significant influence on the level of teacher professional commitment. This means that the behavior of leaders with transformational leadership has a good effect on the professional commitment of MTs Ma'arif NU teachers, Banyumas Regency. (Yu et al. **[23]**) concluded that there is a positive correlation between transformational leadership and teacher commitment, with a large correlation coefficient (r = 0.341). Leaders motivate and appreciate subordinates can make members of the organization carry out their duties and responsibilities well, so that normatively they are willing to commit to sticking around in the profession they are in. There is trust from members of the organization, admiration and loyalty as well as respect and are motivated to give more than what is expected from the leaders of the organization. Transformational leadership increases awareness to make positive changes. Members of the organization are ready to work happily thereby increasing their love for their profession. Professional commitment is putting one's best efforts at work in order to function properly and have integrity. Thus it is clear that transformational leadership has a positive and significant relationship with professional commitment. The existence of this influence indicates that the principal's transformational leadership will have an impact on teacher professional commitment.

Relationship between Learning Organization (X2) and Professional Commitment (Y)

There is a positive relationship between learning organization and professional commitment. The correlation coefficient value is $ry2 = 0.739$. Probability (sig) 0.000 is less than 0.05 so it can be concluded that there is a significant positive relationship between learning organization and professional commitment. The magnitude of the contribution of learning organization to professional commitment is 54.6% explaining that the learning organization variable contributes 54.6% to the professional commitment variable and the remaining 45.4% is another factor not examined in this study. The relationship between learning organization and professional commitment is $= 60.823 + 0.571X2$. A constant of 60.823 states that if there is no learning organization then professional commitment is 60.823. The X2 value of 0.571 indicates that the learning organization variable can predict professional commitment. The results of empirical research are in line with (Wiyono **[24]**) concluding that educational institutions are learning organizations, so educators as the main actors in the school environment are believed to need to develop themselves optimally to become learning teachers. That is, as professional educators it is absolutely essential for educators to learn and develop their capacity and potential. The behavior of organizational members and leaders who actively and continuously share knowledge is manifested by freedom of opinion in generating ideas, respecting differences of opinion and reflecting on a learning organization. Teachers utilize the facilities provided by the organization in the form of training. The opportunity for members to carry out experiments in a linear fashion will produce organizational members who are active, have a positive perspective and are able to collaborate well in completing and carrying out the tasks and responsibilities given. The desire to continuously improve oneself by learning so as to increase knowledge and skills must be the personal agenda of every member of the organization. The impact of a learning organization motivates members of the organization to increase their knowledge and skills that are used for the advancement of the organization and fosters closer attachment between members of the organization and their profession. Thus it is clear that learning organization has a positive and significant relationship with professional commitment. The existence of this influence shows that the teacher's awareness to continue learning and sharing knowledge with other colleagues will have an impact on the commitment to the teaching profession

The relationship between Transformational Leadership (X1) and Learning
Organization (X2) together with Professional Commitment (Y)

In accordance with the research hypothesis, the results or research calculations prove that there is a positive relationship between transformational leadership and learning organization together with professional commitment. A multiple regression value of $ry12 = 0.784$ is obtained. The probability value (sig) of 0.000 is less than 0.005, so it can be concluded that the relationship between transformational leadership and learning organization together with professional commitment has a significant positive relationship. The amount of contribution between transformational leadership and learning organization to professional commitment is 61.4% which explains that transformational leadership and learning organization variables contribute 61.4% to professional commitment variable and the remaining 38.6% is influenced by other factors not examined in this research. The multiple regression equation between transformational leadership and learning organization together with professional commitment is $\hat{Y} = 39.147 + 0.383X1 + 0.329X2$ obtained from the results of the multiple regression test. This functional relationship indicates that a constant of 39.147 is obtained which states that if there is no transformational leadership and learning organization then professional commitment is 39.147. X1 values of 0.383 and X2 of 0.329 prove interdependence and positive value between transformational leadership and learning organization variables to project professional commitment. Learning organization is defined as a learning process carried out by managers on an ongoing basis so that members of the organization understand it in finding new ways to increase organizational effectiveness (Jennifer M. George & Jones **[25]**). Principals who have the sensitivity to be able to understand and appreciate teachers will make teachers feel comfortable, free to discuss, express opinions or ideas as an effort to solve problems or challenges faced in carrying out their profession. In addition, principals who are able to collaborate, share information and experiences with both fellow teachers and principals as leaders will enrich each individual and can assist in the decision-making process when facing challenges.

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Learning organization as a new behavior and way of thinking needs to be continuously developed and maintained consistently for the development of individual professional commitment in the organization. Transformational leadership, learning organization and professional commitment are closely related because the abilities and skills of transformational leaders will create a learning organization while strengthening individual professional commitment to their profession. Three types of approaches are significant and valuable in learning organizations, including adaptive learning, anticipatory learning, and action learning (Marquardt **[26]**). The three are complementary and related. Learning organizations carried out in educational institutions show an increase in cognitive ability and teacher inspiration as a form of continuous or persistent obligation and reflection. Through learning organizations, schools can develop skills and expertise in dealing with various challenges so as to improve schools to become superior schools (Wiyono **[24]**).

Supported by relevant research results and theories so that the final results of the research focus on transformational leadership and learning organization which are simultaneously positively and significantly related to professional commitment. The added value of transformational leadership and learning organization will increase the value of professional commitment.

IV. CONCLUSION

In accordance with the results of the data analysis described earlier, the research findings can be described as follows There is a significant positive relationship between transformational leadership and professional commitment as indicated by the correlation coefficient $ry1 = 0.735$ and the regression equation $\hat{Y} = 41.652 + 0.691X1$ which means that every one increase in the score or value of transformational leadership will be followed by an increase in the score or value of professional commitment by 0.691. Thus the higher the transformational leadership, the higher the professional commitment. There is a significant positive relationship between learning organization and professional commitment as indicated by the correlation coefficient $ry2 = 0.739$ and the regression equation $\hat{Y} = 60.823 + 0.571X2$, which means that every increase of one score or value of learning organization will be followed by an increase of one score or value of commitment profession of 0.571. Thus the higher the learning organization, the higher the professional commitment. There is a significant positive relationship between transformational leadership and learning organization together with professional commitment as indicated by the regression value $ry12 = 0.784$ and the regression equation $\hat{Y} = 39.147 + 0.383X1 + 0.329X2$ which means that every increase of one score or value of transformational leadership and one learning organization score or value together will be followed by an increase in the score or professional commitment value of 0.383 and 0.329. Supported by the coefficient of determination $ry122 = 0.614$, which means that the contribution of transformational leadership and learning organization together to professional commitment is 61.4%. So it can be concluded that (a)

transformational leadership and (b) learning organization are the determinants of professional commitment. This means that professional commitment can be increased by improving the following factors: (a) transformational leadership and (b) learning organization both individually and collectively.

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