PERCEPTIONS OF TRANSFORMATIONAL LEADERSHIP OF SCHOOL PRINCIPLES AND WORK ENGAGEMENT TO PERFORMANCE THROUGH ORGANIZATIONAL COMMITMENT

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ABSTRAK

Penelitian ini bertujuan adalah untuk menganalisis dan menguji pengaruh persepsi kepemimpinan transformasional dan keterlibatan kerja terhadap kinerja melalui komitmen organisaisonal pada pegawai di Surabaya Grammar School. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksplanatif dan teknik pengambilan sampel yaitu total sampling dengan jumlah responden sebanyak 90 orang. Teknik analisis data yang digunakan adalah model path analysis. Hasil penelitian ini menyimpulkan, antara lain: 1.) Persepsi kepemimpinan transformasional Kepala Sekolah berpengaruh terhadap komitmen organisasional secara positif dan signifikan; 2.) Keterlibatan kerja berpengaruh terhadap komitmen organisasional secara positif dan signifikan; 3.) Persepsi kepemimpinan transformasional Kepala Sekolah berpengaruh terhadap kinerja secara positif dan signifikan; 4.) Keterlibatan kerja berpengaruh terhadap kinerja secara positif dan signifikan; 5.) Komitmen organisasional berpengaruh terhadap kinerja secara positif dan signifikan; 6.) Persepsi kepemimpinan transformasional Kepala Sekolah berpengaruh terhadap kinerja melalui komitmen organisasional secara positif dan signifikan; 7.) Keterlibatan kerja berpengaruh terhadap kinerja melalui komitmen organisasional secara positif dan signifikan.

Kata kunci: *Perception, Transformational Leadership, Work Engagement, Performance, Organizational Commitment*

ABSTRACT

This study aims to analyze and examine the effect of leadership perception.commitment organizational to employees at Surabaya Grammar School. This study uses a quantitative approach with an explanatory method and a sampling technique that is *total sampling* with a total of 90 respondents. The data analysis technique used is the *path analysis*. The results of this study conclude, among others: 1.) Principal's perception of transformational leadership has a positive and significant effect on organizational commitment; 2.) Job involvement has a positive and significant effect on organizational commitment; 3.) Principal's perception of transformational leadership has a positive and significant effect on performance; 4.) Work involvement has a positive and significant effect on performance; 5.) Organizational commitment has a positive and significant effect on performance; 6.) Principal's perception of transformational leadership influences performance through positive and significant organizational commitment; 7.) Work involvement has an effect on performance through positive and significant organizational commitment.

Keywords: *Perception, Transformational Leadership, Work Engagement, Performance, Organizational Commitment*

INTRODUCTION

Education is a very strategic vehicle in improving the quality of human resources which is a determinant factor of development. Education is a conscious effort to prepare students through guidance, teaching, and or training activities for their roles in the future (Dou, Devos & Valcke, 2016). This confirms that quality performance will describe the professional teachers and employees, and conversely performance that is below work standards illustrates the failure of teachers and employees to respect their own profession (Inayatillah, Abdurakhman & Aliyyah, 2016). Coaching and professional development of teachers and

employees is seen as necessary to pay attention to as a form of commitment in improving the pattern of education in order to achieve the quality of education as expected (Lai, *et. al.*, 2014). The low quality of the ability of teachers and employees will have an impact on the low quality of education (Novitasari, 2020). The performance of teachers and employees is real behavior as a work achievement displayed by a teaching staff or administrative staff to carry out the educational process in schools or educational institutions (Arifin, *et. al.*, 2014).

Arokiasamy, *et. al.* (2016) mentions that the principal's leadership is where the efforts of an individual who is trusted as an organizational leader in the school that influences its members include teachers, employees, students, and school committees to realize an educational goal. The principal can be defined as a functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where there is interaction between teachers who give lessons and students who receive lessons (Novitasari, 2020). The role of the principal is as an educator, manager, administrator, supervisor, leader, innovator, motivator, but according to the problems in the field, it is more focused on the transformational leadership of a school principal (Inayatillah, Abdurakhman & Aliyyah, 2016). The ideal leadership influence has an impact on staff performance (Mehrad, Fernández-Castro & De Olmedo, 2020).

When managers act as role models for their followers by promoting their vision, leading by example, demonstrating strong commitment to goals, creating trust and confidence in employees and representing organizational goals, culture, and mission there will be an increase in staff performance (Li, *et. al.*, 2019). Jati, *et. al.* (2015) defines job involvement as the degree to which individuals identify with their work, actively participate in it, and consider their performance important for their self-worth. A high level of work involvement will reduce the rate of absenteeism and resignation of teachers and employees in an organization, while a low level of work involvement will increase absenteeism and higher resignation rates at Surabaya Grammar School. Job involvement is a measure of the degree to which individuals psychologically take their job and attach importance to the level of performance achieved as a form of self-esteem (Srikanth & Saraswathi, 2018).

Teachers and employees who have a high level of work involvement are very impartial and genuinely care about the field of work they do. High levels of work involvement and delegation of authority are strongly associated with organizational citizenship and job performance (Lee, Idris & Delfabbro, 2017). In addition, it has been found that high job involvement is associated with less absenteeism and lower resignation rates (Yongxing, *et. al.*, 2017). Learning with a lack of facilities, media, creativity and innovation is always the main reason. This means that the level of involvement of principals, teachers and employees at Surabaya Grammar School is low, the desire to provide quality learning to students is seen as not strong enough. This shows that Surabaya Grammar School has problems with the affective commitment of its members.

Affective commitment refers to the emotional attachment, identification, and involvement of employees to the organization (Dajani, 2015). Employees with a strong affective commitment continue their membership in an organization because they want to do it or in other words members like their organization (Sudiarta, 2018). If every teacher and employee has a strong commitment to the school, then what happens in the school, whether in the form of obstacles, challenges, will not dampen the enthusiasm to offer the best, realize the goals and values of the school that they believe in and tend to stay in school (Arifin, *et. al.*, 2014). The purpose of this study was to analyze and examine the effect of perceptions of transformational leadership and job involvement on performance through organizational employees at Surabaya Grammar School.

Transformational Leadership

is a process that involves the entry of messages or information into the human brain (Abazeed, 2018). Dimitrov (2015) suggests that perception is organizing, interpreting the stimulus it receives, so that it becomes something meaningful and is integrated within the individual. The principal is an educational leader, educational leadership is the process of educational leaders influencing students and educational stakeholders and creating synergies to achieve educational goals (Arokiasamy, *et. al.*, 2016). According to Hui, Phouvong, & Phong (2018), principals who are able to lead transformationally are essentially principals who can convert potential into real energy, and through transformational leadership of a principal, followers of both teachers and education staff will be able to achieve performance that exceeds determined by the leader or principal of the school.

Li, *et. al.* (2019) defines transformational leadership by using the term 4-I, namely: 1.) *Individual consideration*; 2.) *Intellectual inspiration*; 3.) *Inspirational motivation*; 4.) *Idealized influence*. Principals who are able to carry out leadership transformations mean that they can change the potential of their institutions into energy to improve the quality of student learning processes and outcomes (Inayatillah, Abdurakhman & Aliyyah, 2016). According to Khan, *et. al.* (2018), the new paradigm in transformational leadership raises seven principles and three skills to create a perception of transformational leadership that is in synergy with the goals of educational organizations. The seven principles related to the perception of transformational leadership according to Khan, *et. al.* (2018) are described as follows: 1.) Simplification; 2.) Motivation; 3.) Facilities; 4.) Innovation; 5.) Mobility; 6.) Standby; 7.) Determination.

Job Involvement Job

involvement is a description of the extent to which a person believes in his work and how far his work is useful for satisfying his needs (Gözükaraa & Simsek, 2015). Enwereuzor, Ugwu & Eze (2018) explains that individuals tend to be more involved in certain activities when they are seen as having the potential to satisfy their psychological needs. Breevaart, *et. al.* (2016) defines job involvement as the internalization of values about the goodness of work or the importance of work for one's worth. Job involvement is the degree to which a person's work performance affects his self-esteem and psychologically identifies with his work or the importance of work in his total self-image (Al Mehrzi & Singh, 2016).

Individuals who have high involvement identify more with their work and perceive work as very important in their lives (Blomme, Kodden & Beasley-Suffolk, 2015). Job involvement is a psychological identification with a particular job where it depends on how important the job is to a person's needs and perceptions of the potential for a job that satisfies his needs (Mehrad, Fernández-Castro & De Olmedo, 2020). According to Sunny and Joshua (2016) there are 3 interrelated components of work engagement, namely: 1.) Cognitive aspects; 2.) Emotional aspect; 3.) Behavioral aspects.

Performance

Performance is a condition that must be known and confirmed to certain parties to determine the level of achievement of an organization's results and to know the level of achievement of an organization's results and to know the positive and negative impacts of an operational policy taken (Dajani, 2015). With the performance of an organization, it will be able to take the necessary actions such as correction of policies, straightening the main activities and main tasks of the agency, materials for planning, determining the level of success

of the agency in achieving its mission and vision, to decide on an action (Darma and Supriyanto , 2017).

Yongxing, *et. al.* (2017) interpret performance with work performance or performance. Arifin, *et. al.* (2014) explains that performance is a form of work or business results in the form of physical appearance, as well as ideas. Performance is the achievement shown by employees in carrying out their duties and obligations according to the applicable or established standards for the work in question (Mariati & Mauludin, 2018). The elements of performance according to Buil, Martínez and Matute (2019) are as follows: 1.) Loyalty; 2.) Work performance; 3.) Responsibility; 4.) Obedience; 5.) Honesty; 6.) Cooperation; 7.) Initiative; 8.) Leadership.

Organizational Commitment Organizational

Commitment is an employee behavior associated with a strong belief in and acceptance of organizational goals and values, a willingness to strive to achieve organizational goals, and a desire to maintain position as a member of the organization (Lai, *et. al.*, 2014) . According to Novitasari (2020), organizational commitment is a reflection where an employee recognizes the organization and is bound to its goals. In addition, organizational commitment is an important behavioral dimension that can be used to assess employee tendencies, identify and involve someone who is relatively strong in the organization, and knows the desire of organizational members to maintain membership in the organization and are willing to strive for the achievement of organizational goals and are able to accept norms. -the norms that exist within the company (Srikanth & Saraswathi, 2018).

Sudiarta (2018) states that organizational commitment is a psychological bond in employees which is characterized by a strong belief and acceptance of the goals and values of the organization, a willingness to strive for the achievement of organization and a desire to maintain position as a member of the organization. Organizational commitment according to Dajani (2015) is a reflection of employee loyalty and an ongoing process in which members of the organization express their concern for the organization and the belief to accept the values and goals of the organization.

According to Dou, Devos and Valcke (2017) there are several main steps that can be taken to build employee organizational commitment, namely as follows: 1.) Make something charismatic; 2.) Build traditions; 3.) Have a comprehensive complaint procedure; 4.) Provides extensive two-way communication; 5.) Creating a sense of togetherness; 6.) Build the value of homogeneity (similarity); 7.) Share as is; 8.) Emphasize maintenance, cross-utilization, and teamwork; 9.) Hold a gathering; 10.) Supporting employee development; 11.) Committed to actualization; 12.) Proving job challenges; 13.) Enrich and empower; 14.) Promote yourself from within; 15.) Participate in developmental activities; 16.) Employee safety; 17.) Committed to values; 18.) Writing for character cultivation; 19.) Hire the best possible managers; 20.) Live in the conversation.

METHOD

The approach used in research is a quantitative approach, which is said to be a quantitative method because the research data is in the form of numbers and the analysis uses statistics. This study uses an explanatory research method (explanatory). *research*). According to Sugiyono (2017) explanative research is a study that explains the position between the variables studied and the relationship between one variable and another through testing the formulated hypothesis. Explanative research is connecting or looking for cause and effect between two or more concepts (variables) to be studied, including: perceptions of

transformational leadership (X_1), work involvement (X_2), performance (Y), and organizational commitment (Z).

Data Collection and Analysis

Data collection techniques were carried out through several things, including: 1.) Questionnaires; 2.) Documentation Study; 3.) Observational Study. Descriptive analysis method is an analysis method that is carried out by determining data, collecting data and interpreting data so that it can provide an overview of the problems faced (Trisliatanto, 2020). This descriptive analysis method aims to describe the nature of something that was taking place at the time the research was conducted and examine the causes of a certain symptom (Sugiyono, 2017). Statistical analysis descriptive, classical assumption test, influence test, determinant coefficient, multiple linear regression analysis and *path analysis*.

Population and Sample

The population in this study were all teachers and employees who worked at the Surabaya Grammar School. The sampling technique used by the researcher in this research is *total sampling*. According to Trisliaanto (2020), *total sampling* is a technique where the number of samples is the same as the population. *Total sampling* was chosen by the researcher as a sampling technique because the total population was only 90 people. The research instrument used in this study was a questionnaire or a questionnaire made by the researcher himself using a Likert scale which was tested on the instrument with a validity test (t_{table} = 0.207) and a reliability test (Cronbach's Alpha = 0.600).

RESULTS AND DISCUSSION
Data Normality Test

According to Arikunto (2016), testing using data analysis techniques from *Kolmogorov-Smirnov* are widely used, especially after there are many statistical programs in circulation. The advantage of this test is that it is simple and does not cause differences in perception between one observer and another, which often occurs in normality tests using graphs. The basic concept of the *Kolmogorov-Smirnov* is to compare the distribution of the data (which will be tested for normality) with the standard normal distribution (Trisliatanto, 2020).

Actually, the *Kolmogorov-Smirnov* test is a test of the difference between the data being tested for normality and the standard normal data. As in the ordinary difference test, if the significance is below 0.05, it means that there is a significant difference, and if the significance is above 0.05, there is no significant difference. The application of the *Kolmogorov-Smirnov test* is that if the significance is below 0.05, it means that the data to be tested has a significant difference with standard normal data, meaning that the data is not normal.

The normality test of this data was carried out using a *normal probability plot* in the *Kolmogorov-Smirnov*. If there are points that are increasingly clustered around a straight line, it can be concluded that residually, the regression model is normally distributed. The following is an image *normal probability plot* generated from the regression model:
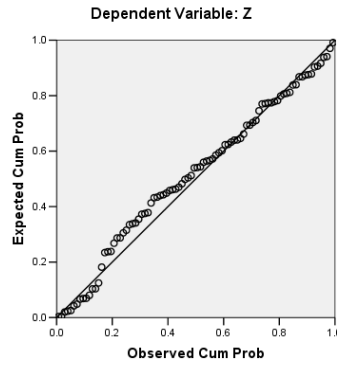
Figure 1. *Normal Probability Plot* **of Regression Model X_1 and X_2 Against Z**
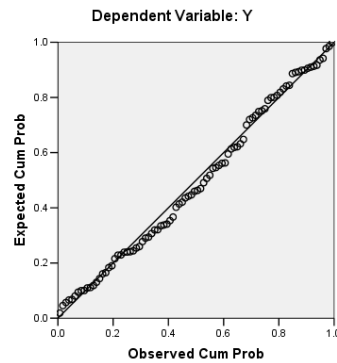(Source: Primary Data, 2021)

Figure 2. *Normal Probability Plot* **Regression Model X_1, X_2 and Z Against Y**
(Source: Primary Data, 2021)

Through Figure 1 and Figure 2 it shows that if the points are collected around the normal line, it can be concluded that residually, the regression model is a normal distribution. In order to determine the normality of the residual regression model, Kolmogorov-Smirnov. If the significance value (α) of the *Kolmogorov-Smirnov* > 0.05 (5%), it can be concluded that the residuals of the regression model are normally distributed. The normality test aims to test the regression model on the residual variables that are normally distributed or not. Table 1 below is the results of the normality test of the data:

Table 1. The results of the normality test of the data using *the Kolmogorov-Smirnov*

Model	Regression	Significant Value Values	Information
First	Effect of X_1 and X_2 Z	0.506	with Normal Distribution
Second	Effect of X_1, X_2 and Z on Y	0.886	Distributed Normal

(Source: Primary Data, 2021)

Table 1 shows a significance value of 0.506 in the first regression model and a significance value of 0.886 in the second regression model, where each significance value is greater than 0.05 (α=5%), it is concluded that the residuals of the two regression models are normally distributed and these assumptions are met.

Multicollinearity Test Multicollinearity

is a situation that shows a strong correlation between two or more independent variables in a multiple regression model, then the beta coefficient value of an independent variable or predictor variable can change dramatically if there is an addition or subtraction of independent variables in the model (Arikunto, 2016). Therefore, multicollinearity does not reduce the predictive power simultaneously, but affects the predictive value of an independent variable. The predictive value of an independent variable here is the beta coefficient.

Multicollinearity is often detected with a large standard error value of an independent variable in the regression model using *Variance Inflation Factor* (VIF), if the *tolerance* is > 0.10 or the VIF value is < 10, then there is no multicollinearity between the independent variables in the regression model. The following *tolerance* and VIF values for the two regression models in this study:

Table 2. Results

Regression	for Independent Variables	Tolerance	VIF	Information
Effect of X_1 and X_2 Z	Perception of Transformational Leadership (X_1)	0.642	1.558	There is no Multicollinearity
	of Work Involvement (X_2)	0.642	1.558	No Multicollinearity
Effect of X_1, X_2 and Z Y	Perception of Transformational Leadership (X_1)	0.587	1.704	No Multicollinearity
	Work Involvement (X_2)	0.547 1.829	1.654	No Multicollinearity
	Organizational Commitment (Z	0.605	None	Multicollinearity

(Source: Primary Data, 2021)

Based on Table 2, it is known that the *tolerance* of each independent variable in regression model 1 and regression model 2 is more than 0.10. Likewise, the overall VIF value is below 10. This concludes that the regression model 1 and regression model 2 are completely free, there is no multicollinearity and these assumptions have been met.

Heteroscedasticity Test Heteroscedasticity

is the opposite of homoscedasticity, which is a condition where there is an inequality of variance from the error for all observations of each independent variable in the regression model. On the other hand, the notion of homoscedasticity is a condition where there is an equal variance of error for all observations of each independent variable in the regression model. Heteroscedasticity testing is used to test whether or not the variance between the residual observations is equal to one another (Arikunto, 2016).

If there is a residual variance that is not homogeneous, then heteroscedasticity occurs. A good regression model does not contain heteroscedasticity, in other words the residual variance must be homogeneous. Detection of heteroscedasticity is done by using the *rank spearman test*, which is to correlate the independent variables with the absolute residual value. The *spearman test* gives *an output* of significance value (α) > 0.05 (5%), so it can be concluded that there is no heteroscedasticity in the regression model. Table 3 below is the results of heteroscedasticity testing:

Table 3. Results of Heteroscedasticity Testing with *Spearman Rank Test*

Effect of Inter-Variables	Significantly Independent Variables	(α)	Description
Effects of X_1 and X_2 Z	Perception of Transformational Leadership (X_1)	0.788	There is no
	Involvement Work (X_2)	0.382	Heteroscedasticity does not occur
Effect of X_1, X_2 and Z on Y	Perception of Transformational Leadership (X_1)	0.625	No Heteroscedasticity Occurs
	Work Involvement (X_2)	0.572	No Heteroscedasticity
	Organizational Commitment (Z)	0.774	No Heteroscedasticity

(Source: Primary Data, 2021)

Based on Table 3, it shows that the *rank spearman test* on the heteroscedasticity test produces a significance value for each independent variable in the two regression models whose value is greater than 0.05 (α=5%), so it is concluded that there is no heteroscedasticity occurs in both regression models and these assumptions have been met.

Autocorrelation Test Autocorrelation

The test is a statistical analysis carried out to find out whether there is a correlation of variables in the prediction model with changes in time (Arikunto, 2016). Therefore, if the assumption of autocorrelation occurs in a prediction model, then the disturbance value is no longer in independent pairs, but in autocorrelation pairs. The autocorrelation test in model linear regression must be carried out if the data is time series data or series. Because what is meant by autocorrelation is actually a value in a sample or observation that is strongly influenced by the value of previous observations.

Detection of the presence or absence of autocorrelation can be done using the *Durbin-Watson* test (DW-test). A variable observation result is said to have no autocorrelation if the *durbin watson* dU < dw < 4-dU. Table 4 below is an autocorrelation test with the calculation of the *-Watson* value generated from the regression model:

4. Results of the Autocorrelation Test -

of	the	Table	Calculation	.
for$_{the}$ Durbin$_{Durbin}$ Watson	Value	1.94	2.27	There is no autocorrelation
The effect of X_1, X_2 and Z on Y	1.72	1.78	2.27	There is no autocorrelation

(Source: Primary Data, 2021)

Based on table 4 it is known that each influence between variables has a *Durbin-Watson* (DW) value which is between the due value and the 4-Du value. So, it is concluded that the two regression models do not experience autocorrelation and these assumptions have been met.

Path Analysis Test

Results The test results in *path analysis* show the influence of perceptions of transformational leadership (X1) and job involvement (X2) on organizational commitment (Z) resulting in a *path* of significance value $t_{calculated}$ according to Table 5 below:

Table 5. ResultsTesting *Path Analysis* First

Model	Coefficient *Path*	t_{count}	Significance	Description
Perception of Transformational Leadership (X_1)	0.255	2.853	0.005	significant
Work Involvement (X_2)	0.393	3.888	0.000	significant
R-Square = 0.395				

(Source: Primary Data, 2021)

Based on the test results on *the path analysis* in accordance with Table 5 shows that the results of the test of the effect of the perception of transformational leadership on organizational commitment produce a t-value$_{2.853}$ with a significance value of 0.005 less than 0.05 (α=5%), it is concluded that the perception of transformational leadership has a significant effect. to organizational commitment to teachers and employees at Surabaya Grammar School. Coefficient value of *path* effect of transformational leadership perception on organizational commitment is 0.255, indicating that the perception of transformational leadership has a positive direction on organizational commitment to teachers and employees at Surabaya Grammar School and the positive effect is significant. This means that increasing perceptions of good transformational leadership will significantly increase organizational commitment to teachers and employees at Surabaya Grammar School.

The results of the test of the effect of work involvement on organizational commitment resulted in a t-$_{count}$ of 3.888 with a significance value of 0.000 less than 0.05 (α=5%), it was concluded that work involvement had a significant effect on organizational commitment to teachers and employees at Surabaya Grammar School. The *path coefficient* effect of work involvement on organizational commitment of 0.393 indicates that work involvement has a positive direction on organizational commitment to teachers and employees at Surabaya Grammar School and the positive effect is significant. This means that if the work involvement of teachers and employees increases, it will significantly increase the organizational commitment of teachers and employees at Surabaya Grammar School.

The *R-Square* test *path analysis* is 0.395 indicating that changes in organizational commitment to teachers and employees at Surabaya Grammar School are influenced by perceptions of transformational leadership and work involvement by 39.5%, the remaining 60.5% is influenced by other factors besides perceptions of transformational leadership and job involvement. The test results in *path analysis* show that there is an influence of perceptions of transformational leadership (X_1), work involvement (X_2) and organizational commitment (Z) on performance (Y) resulting in a *path* of significance value $t_{calculated}$ according to Table 6 below:

Table 6. Results *Path Analysis* Both

Models	Coefficient *Path*	t_{count}	Significance	Description
Perception of Transformational Leadership (X_1)	0.317	2.441	0.017	significant

Work Involvement (X₂)	0.012	0.388 2.553	significant	Organizationa l
Commitment (Z)	0.471	3,170	0.002	significant
R-Square = 0.489				

(Source: Primary Data, 2021)

Based on the results of *path analysis* shown in Table 6, it shows that the results of the test of the effect of the perception of transformational leadership on performance produce a $t_{2.441}$ with a significance value of 0.017 less than 0.05 (α=5%), it is concluded that the perception of transformational leadership has a significant effect on the performance of teachers and employees at Surabaya Grammar School. The *path coefficient* perception of transformational leadership on performance is 0.317, indicating that the perception of transformational leadership has a positive direction on the performance of teachers and employees at Surabaya Grammar School and the positive effect is significant. This means that a good perception of transformational leadership will significantly improve the performance of teachers and employees at Surabaya Grammar School.

The results of the test of the effect of work involvement on performance resulted in a t_{count} of 2.553 with a significance value of 0.012 less than 0.05 (α=5%), it was concluded that work involvement had a significant effect on the performance of teachers and employees at the Surabaya Grammar School. The *path coefficient* effect of work involvement on performance is 0.388, indicating that work involvement has a positive influence on the performance of teachers and employees at Surabaya Grammar School and the positive influence is significant. This means that work involvement will significantly improve the performance of teachers and employees at Surabaya Grammar School.

The results of the test of the effect of organizational commitment on performance resulted in a t_{count} of 3.170 with a significance value of 0.002 less than 0.05 (α=5%), it was concluded that organizational commitment had a significant effect on the performance of teachers and employees at the Surabaya Grammar School. The *path coefficient* influence of organizational commitment on performance of 0.471 indicates that organizational commitment has a positive influence on the performance of teachers and employees at Surabaya Grammar School and the positive influence is significant. This means that organizational commitment will significantly improve the performance of teachers and employees at Surabaya Grammar School.

The *R-Square* value resulting from the *path analysis* is 0.489, indicating that changes in the performance of teachers and employees at Surabaya Grammar School are influenced by perceptions of transformational leadership, work involvement and organizational commitment by 48.9%, the remaining 51.1% influenced by factors other than perceptions of transformational leadership, job involvement and organizational commitment. Based on the results of the analysis test on *the* first path analysis and *path analysis*, an image in the form of a *path diagram can be made*. From the *path diagram* below, it is known the magnitude of the *error* for each independent variable influence on the dependent variable which is obtained through the following calculations:

$$Pe_1 = (1-0.395)^{0.5} = 0.777$$
$$Pe_2 = (1-0.489)^{0.5} = 0.714$$

Based on the results Therefore, the validity of the model can be calculated through the coefficient of total determination as follows:

$$Rm^2 = 1 - P_{e1}^2 P_{e2}^2$$

$$Rm^2 = 1 - (0.777^2 \text{ x } 0.714^2)$$

$$Rm^2 = 0.690$$

The total coefficient of determination value of 0.690 indicates that 69% of the information contained in the research data can be explained by the model, while the remaining 31% is explained by *errors* or other variables that are not used in the model. The *path diagram* is interpreted in Figure 5.3 below:

Figure 3. *Path Diagram*
(Source: Primary Data, 2021)
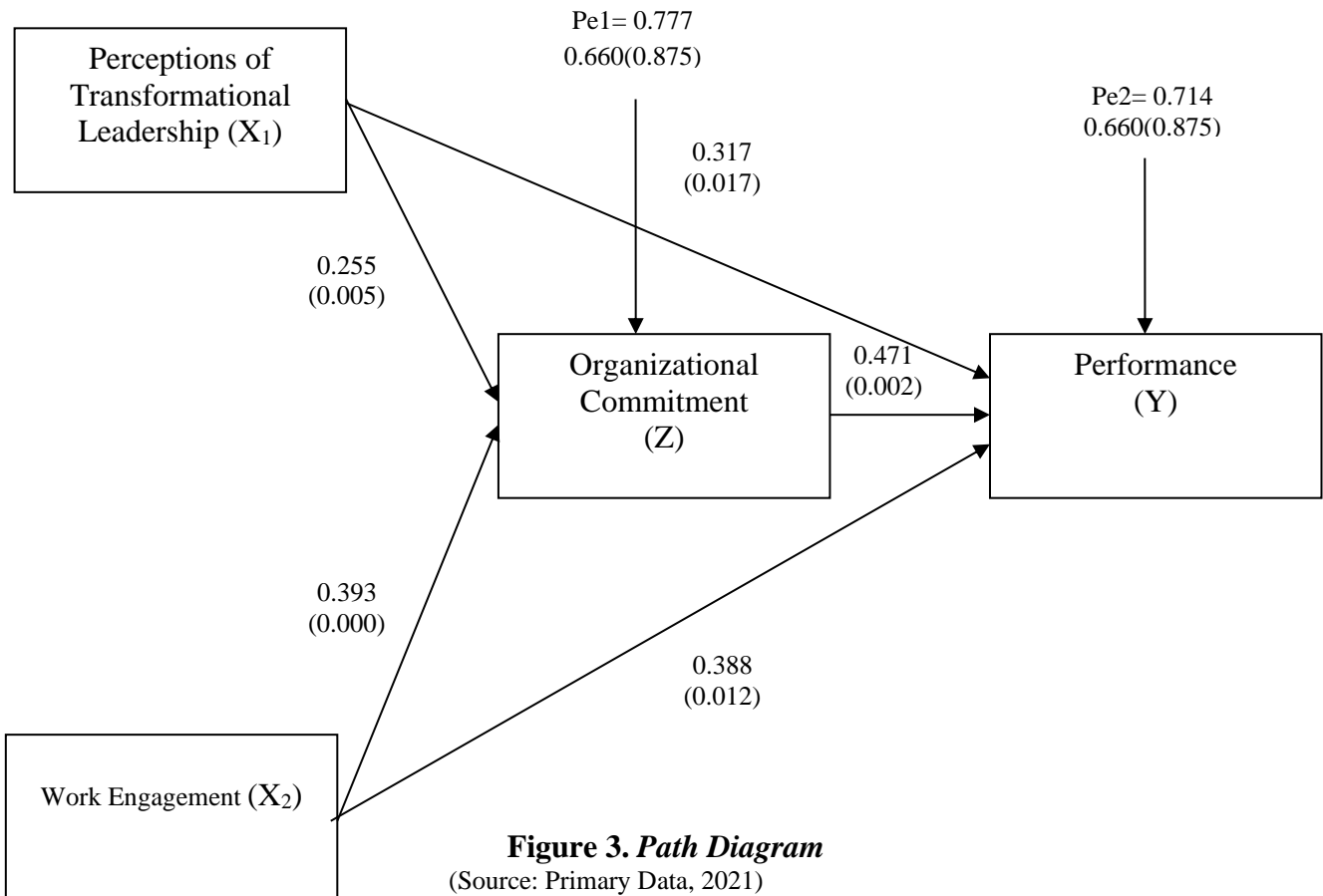
Hypothesis Testing

Based on the results of the *path analysis* that has been carried out, it can be summarized into direct influence analysis and indirect influence analysis as in Table 7 and Table 8 below:

Table 7. Analysis of the Direct Effect of Directly

Influenced	Direction	Value
Perception of Transformational Leadership (X1) on Organizational Commitment (Z)	Positive	0.255
Effect of Work Involvement (X2) on Organizational Commitment (Z)	Positive	0.393
Effect of Perceived Transformational Leadership (X₁) on Performance (Y)	Positive	0.317
Effect of Work Involvement (X₂) on Performance (Y)	Positive	0.388
Effect of Organizational Commitment (Z) on Performance (Y)	Positive	0.471

(Source: Primary Data, 2021)

Based on Table 7, several things can be described, including:

1.) The effect of perceived transformational leadership (X1) on organizational commitment (Z) is significant, with a large effect of 0.255. Hypothesis (H1$_{first}$) regarding the effect of perceived transformational leadership (X1) on organizational commitment (Z) on teachers and employees at Surabaya Grammar School is positively significant, proven and accepted.

2.) The effect of work involvement (X2) on organizational commitment (Z) is significant, with a large effect of 0.393. Hypothesis (H2$_{second}$) regarding the effect of work involvement (X2) on organizational commitment (Z) on teachers and employees at Surabaya Grammar School is positively significant, proven and accepted.

3.) The effect of perceived transformational leadership (X1) on performance (Y) is significant, with a large effect of 0.317. Based on these results, the third hypothesis (H$_3$) regarding the effect of the perception of transformational leadership (X$_1$) on the performance (Y) of teachers and employees at Surabaya Grammar School is positively significant, proven and accepted.

4.) The effect of work involvement (X$_2$) on performance (Y) is significant, with a large effect of 0.388. Based on these results, the fourth hypothesis (H4) regarding the effect of work involvement (X2) on the performance (Y) of teachers and employees at Surabaya Grammar School is positively significant, proven and accepted.

5.) The effect of organizational commitment (Z) on performance (Y) is significant, with a large effect of 0.471. Based on these results, the fifth hypothesis (H$_5$) regarding the effect of organizational commitment (Z) on performance (Y) on teachers and employees at Surabaya Grammar School is positively significant, proven and accepted.

On the other hand, the indirect effect analysis uses the Sobel. test and the results are listed in table 8 as follows:

Table 8. Analysis of Indirect

Effects	Directions	Value
Influence of Perceived Transformational Leadership (X$_1$) On Organizational Commitment (Z) Through Performance (Y)	Positive	2.05
Effect of Work Involvement (X2) Against Organizational Commitment (Z) Through	Positive	2.41

(Source: Primary Data, 2021)

In this study, there is *an intervening* variable or mediating variable (Z) which is tested through the Sobel test, namely organizational commitment. A variable is called *intervening*/mediation if the variable participates in giving effect to the relationship between the independent variable (X) and the dependent variable (Y). The indirect influence analysis test uses the Sobel test. The Sobel test is carried out by testing the value of the magnitude of the indirect effect on the influence of the independent variable (X) on the dependent variable (Y) through the mediating variable (Z).

Based on Table 8 shows that the results of the Sobel test, the t-$_{count}$ of the transformational leadership perception variable is 2.05, which is greater than the t$_{table}$, which is 1.96 (significance 5%). This states that organizational commitment is a variable

that is able to mediate the effect of perceived transformational leadership on performance. Based on these results, the sixth research hypothesis (H_6) regarding the influence of perceptions of transformational leadership on performance through organizational commitment to teachers and employees at Surabaya Grammar School is positively significant, accepted and proven true.

The results of the Sobel test obtained that the t value$_{involvement}$ variable was 2.41, which was greater than $t_{table} = 1.96$ (significance 5%). This states that organizational commitment is a variable that can mediate the effect of job involvement on performance. Based on these results, the seventh research hypothesis (H_7) regarding the effect of work involvement on performance through organizational commitment to teachers and employees at Surabaya Grammar School is positively significant, accepted and proven true.

CONCLUSION

The results of this study conclude several things, including:

1.) There is an effect of perception of transformational leadership on organizational commitment resulting in a t-$_{count}$ of 2.853 with a significance value of 0.005 and a *path* of 0.255. Based on these results, the first hypothesis of research on the influence of perceptions of transformational leadership on organizational commitment to teachers and employees at Surabaya Grammar School is positively significant, proven and accepted.

2.) There is an effect of work involvement on organizational commitment resulting in a t value$_{3.888}$ with a significance value of 0.000 and a *path coefficient* of 0.393. Hypothesis ($H2_{second}$) regarding the effect of work involvement ($X2$) on organizational commitment (Z) on teachers and employees at Surabaya Grammar School is positively significant, proven and accepted.

3.) There is an effect of transformational leadership perception on performance resulting in a t value$_{2.441}$ with a significance value of 0.017 and a *path coefficient* of 0.317. Based on these results, the third hypothesis (H_3) regarding the effect of the perception of transformational leadership (X_1) on the performance (Y) of teachers and employees at Surabaya Grammar School is positively significant, proven and accepted.

4.) There is an effect of work involvement on performance resulting in a t$_{count}$ of 2.553 with a significance value of 0.012 and a *path coefficient* of 0.388. Based on these results, the fourth hypothesis ($H4$) regarding the effect of work involvement ($X2$) on the performance (Y) of teachers and employees at Surabaya Grammar School is positively significant, proven and accepted.

5.) There is an effect of organizational commitment on performance resulting in a t$_{count}$ of 3.170 with a significant value of 0.002 and a *path coefficient* of 0.471. Based on these results, the fifth hypothesis (H_5) regarding the effect of organizational commitment (Z) on performance (Y) on teachers and employees at Surabaya Grammar School is positively significant, proven and accepted.

6.) There is a positive and significant perception of transformational leadership on performance through organizational commitment, with the t-$_{count}$ of the transformational leadership perception variable of 2.05, which is greater than the t$_{table}$ of 1.96 (significance 5%). This states that organizational commitment is a variable that is able to mediate the effect of perceived transformational leadership on performance. Based on these results, the sixth research hypothesis (H_6) regarding the influence of perceptions of transformational leadership on performance through organizational

commitment to teachers and employees at Surabaya Grammar School is positively significant, accepted and proven true.

7.) There is an effect of work involvement on performance through organizational commitment, with the t value$_{involvement}$ variable of 2.41, which is greater than the t$_{table}$ of 1.96 (significance 5%). This states that organizational commitment is a variable that can intervene in the effect of job involvement on performance. Based on these results, the seventh research hypothesis (H$_7$) regarding the effect of work involvement on performance through organizational commitment to teachers and employees at Surabaya Grammar School is positively significant, accepted and proven true.

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