

## THE INFLUENCE OF PRINCIPALS' LEADERSHIP MODEL ON THE AFFECTIVE COMMITMENT OF ELEMENTARY SCHOOL TEACHERS IN TEMANGGUNG DISTRICT

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### ABSTRACT

School success and educational success depend on the level of commitment among school staff, especially teachers. This study aims to 1) determine the leadership model, 2) determine the affective commitment of teachers, and 3) determine the influence of the principal's leadership model on the affective commitment of teachers in elementary schools in Temanggung District. This research was conducted with a descriptive quantitative approach. The population in this study were elementary school teachers in Temanggung Regency, totaling 142 teachers from 9 schools. The sampling technique used in this study was probability sampling, which included 50% of the total population. Thus, the number of samples in this study was 71 teachers. The data collection technique used in this study was a questionnaire. Data analysis is used to analyze descriptive statistics and linear regression. The results of this study showed: 1) the leadership model of principals in elementary schools in Temanggung Sub district from a total of 9 schools found two schools with autocratic leadership and four schools with democratic leadership models, as well as three schools with laissez-faire (free control) leadership models; 2) Teachers' affective commitment is in a good category, this is evidenced by the percentage distribution of 3) There is a positive and significant influence between the principal's leadership model on the affective commitment of teachers, the autocratic leadership model influences the affective commitment of teachers by 24.2%, the free control/laissez-faire leadership model with details of the effective contribution of 64.9%, which gives influence to the affective commitment of teachers is a democratic leadership model with an effective contribution of 49.2%.

**Keywords:** affective commitment; leadership model; school principal

### INTRODUCTION

Affective commitment is a person's involvement in an institution by generating a pleasant experience and gaining something valuable experience and gaining something valuable, so there is sincerity to spend the rest of his career at the institution. Availability to spend the rest of his career at the institution.<sup>1</sup> The success of the school, as well as the success of education, depends on the level of commitment, especially teachers.<sup>2</sup> Opinion from Rhoades that affective commitment determines a member's loyalty and dedication to his institution.

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<sup>1</sup> Thomas Larfo Dimeira, "Bagaimana Gaya Kepemimpinan Mempengaruhi Komitmen Organisasi: Motivasi Pelayanan Publik Sebagai Mediator ( Studi Pada Biro Pengadaan Barang Dan Jasa Atau BPBJ Provinsi Riau )," *JMBT (Jurnal Manajemen Dan Bisnis Terapan)* 2, no. 2 (2020): 144–55.

<sup>2</sup> et al Shahzad Haider, "Secondary School Teachers and Their Professional Commitment an Empirical Evidence from District," *Secondary School Teacher s' and their Professional Commitment*, 2020, <https://www.researchgate.net/publication/344348277>.



The problem of teachers' affective commitment needs to be studied scientifically by analyzing the factors related to the affective commitment of teachers and the theories of experts using different approaches.<sup>3</sup> Organizational commitment can be influenced by organizational culture, structure, and group mechanisms such as leadership models.<sup>4</sup>

In other words, organizational commitment refers to an employee's belief and willingness to serve the organization's aims and values to become a long-term employee.<sup>5</sup> Affective commitment to his organization; has confidence in the goals and values of the organization; willing to submit efforts on behalf of the organization; strives constantly to maintain the good name of the organization, the desire to remain a member of the organization, to continue working in the organization, have a connection with the principles, values, and goals of the organization where he works.<sup>6</sup>

Negative attitudinal and mental changes, loss of consistency, lack of love for the school, and voluntary active participation of teachers in developing their schools are also not maximized.<sup>7</sup> The best leadership model is needed to achieve the highest affective commitment of employees/teachers so school principals can apply the ideal leadership model so that teachers' affective commitment becomes better and optimal.<sup>8</sup>

According to research findings by Ratina, The principal's leadership model includes the principal as a communicative figure, protective, firm but educational, arrogant, indifferent, and authoritative.<sup>9</sup> The research suggests that principals need to

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<sup>3</sup> Firda Nurfaida and Neti Karnati, "Perkembangan Tren Penelitian Komitmen Afektif Pada Guru : Sebuah Analisis Bibliometri," *Seminar Nasional Pendidikan Biologi Dan Saintek (SNPBS) Ke-VII VII* (2022): 523–33.

<sup>4</sup> R. M Yusuf and D Syarif, *Komitmen Organisasi, Nas Media Pustaka*, I (Makasar, 2018).

<sup>5</sup> Van Dat Tran, Thi Tuong Vy Huynh, and Thi A.Dong Le, "Effects of Principals' Leadership Styles on Teachers' Commitment in Vietnam," *International Journal of Evaluation and Research in Education* 12, no. 3 (2023): 1572–81, <https://doi.org/10.11591/ijere.v12i3.25225>.

<sup>6</sup> Suharnomo Aflah, K. N., "Islamic Work Ethics and Employee Performanc.," *Islamic Work Ethics and Employee Performanc* vol8.no1.9 (2021): 997–1007.

<sup>7</sup> Mukhneri Mukhtar Pertiwi, "The Influence of Ethical Leadership , Integrity , Affective Commitment and Trust on ( OCB ) Of Teachers.," *Advances in Social Science, Education and Humanities Research* 178(ICoIE) (2019): 578–84.

<sup>8</sup> Dimeira, "Bagaimana Gaya Kepemimpinan Mempengaruhi Komitmen Organisasi : Motivasi Pelayanan Publik Sebagai Mediator ( Studi Pada Biro Pengadaan Barang Dan Jasa Atau BPBJ Provinsi Riau )."

<sup>9</sup> T. Y. R. Ratina, N. A., Lestariani, R. I., Indradewa, R., & Syah, "The Effect Of Transformational Leadership on Affective Commitments with Job Satisfaction And Organizational Culture as An Intervening Variable.," *Journal of Multidisciplinary Academic* 4(6). (2020).

have and apply a particular leadership model to bring their members to produce optimal affective commitment.<sup>10</sup>

Previous research confirms leadership style and employee commitment to the national digital payment strategy: The multilevel mediating role of job satisfaction.<sup>11</sup> Leadership style has a positive influence on teacher commitment.<sup>12</sup> According to Nurfaida, Effective commitment in teachers is an important aspect in determining the success of education reforms.<sup>13</sup> Becker presents affective commitment as a tendency to be consistently involved in organizational activities.<sup>14</sup> Pertiwi explains affective commitment as a strong relationship between an individual and an organization or company that is identified by his participation in the activities of the company or organization.<sup>15</sup> Despite the significant role committed teachers play in the lives of their students and in implementing educational reforms and changes, the topic of teachers' commitment has not received due attention in the United Arab Emirates (UAE). Therefore, this study attempted to investigate teachers' commitment at one large school district in the UAE, where the system has substantially changed over the last two decades. Specifically, this paper explored personal and school-related variables that could have impacted teachers' commitment. In this study, teachers' commitment is explored through two main dimensions: organizational commitment, which includes affective, normative, and continuance commitment, and commitment to teaching, which includes commitment to the profession, students, and the subject.

The study utilized a quantitative research methodology where commitment was assessed through a survey completed by 737 teachers from 40 Al Ain School District schools. The results revealed that teachers' commitment to teaching scored higher than their organizational commitment. The study also found that commitment increased with

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<sup>10</sup> Fachrurazi Fachrurazi and Ita Nurcholifah, *Dasar Kepemimpinan* (Cendekia Mulia Mandiri, 2022).

<sup>11</sup> C Abera Timbula, M., & Marvadi, "Leadership Styles and Employees' Commitment toward the National Digital Payment Strategy: Multilevel Mediating Role of Job Satisfaction.," *African Journal of Science, Technology, Innovation and Development*, 16 (91) (2023): 56–63, <https://doi.org/https://doi.org/10.1080/20421338.2023.2250548>.

<sup>12</sup> Pengelolaan Pendidikan Islam, *Pengantar Manajemen Pendidikan Islam*, n.d.

<sup>13</sup> Nurfaida and Karnati, "Perkembangan Tren Penelitian Komitmen Afektif Pada Guru : Sebuah Analisis Bibliometri."

<sup>14</sup> Hendriawan, "Peran Kepemimpinan Terhadap Komitmen Organisasional," *MARS Journal* 3, no. 2 (2023): 80–86.

<sup>15</sup> Pertiwi, "The Influence of Ethical Leadership , Integrity , Affective Commitment and Trust on ( OCB ) Of Teachers."

age, length of service, and staying at the same school, and it dampened when teachers had heavy teaching loads, taught multiple subjects, and were given exhausting non-teaching duties. The study concluded with recommendations to help school principals and educational policymakers increase teachers' commitment.<sup>16</sup> In the context of teacher affective commitment, affective commitment is a person's involvement in the institution by producing pleasant experiences and gaining something valuable so that there is sincerity to spend the rest of his career in the organization.<sup>17</sup> Shows that teachers with an explicit school vision more strongly share the school vision related to their affective commitment.<sup>18</sup>

Various analyses of affective commitment have been conducted in multiple countries, including Indonesia.<sup>19</sup> the contribution of Laissez-faire leadership to organizational commitment, with a special focus on Democratic Leadership Style, Affective Commitment.<sup>20</sup> Based on these data, no research has been conducted regarding simultaneous research on the leadership models of autocracy, democracy, and laissez-faire models on teacher affective commitment, and no researchers have raised this topic in Temanggung District. This type of research is needed because it can explain the principal's leadership model, the affective commitment of teachers, and the influence of the principal's leadership model on the affective commitment of elementary school teachers in the Temanggung sub-district. In addition, this research can also be the basis for further research using teacher affective commitment.<sup>21</sup>

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<sup>16</sup> Ali Ibrahim and Fawzia Aljneibi, "Heliyon The in Fl Uence of Personal and Work-Related Factors on Teachers' Commitment during Educational Change : A Study on UAE Public Schools," *Heliyon* 8, no. February (2022): e11333, <https://doi.org/10.1016/j.heliyon.2022.e11333>.

<sup>17</sup> Dimeira, "Bagaimana Gaya Kepemimpinan Mempengaruhi Komitmen Organisasi : Motivasi Pelayanan Publik Sebagai Mediator ( Studi Pada Biro Pengadaan Barang Dan Jasa Atau BPBJ Provinsi Riau )."

<sup>18</sup> Ester Moraal, Cor Suhre, and Klaas Van Veen, "The Importance of an Explicit , Shared School Vision for Teacher Commitment," *Teaching and Teacher Education* 137, no. October 2023 (2024): 104387, <https://doi.org/10.1016/j.tate.2023.104387>.

<sup>19</sup> Mushaddiq Suaidy, "Pentingnya Gaya Kepemimpinan Dalam Mengelola Organisasi," *Jurnal Bisnis Dan Ekonomi* 1, no. 1 (2023): 29–49, <https://ogzrepublish.com/index.php/JEB/article/view/2>.

<sup>20</sup> John Gilbert Arfid Wona Awang, "Pengaruh Gaya Kepemimpinan Demokratis, Komitmen Afektif Dan Disiplin Kerja Terhadap Kinerja Pada Dinas Kesehatan Kota Yogyakarta," *Jurnal Manajemen Dan Sains*, 9, no. 1 (2024): 508–15, <https://doi.org/10.33087/jmas.v9i1.1694>.

<sup>21</sup> Nurfaida and Karnati, "Perkembangan Tren Penelitian Komitmen Afektif Pada Guru : Sebuah Analisis Bibliometri."

## RESEARCH METHODS

This research was conducted with descriptive quantitative methods and aimed to test specific theories by examining the influence between variables, namely whether or not the principal's leadership model influences the affective commitment of elementary school teachers in Temanggung District.<sup>22</sup> The population of this study amounted to 142 teachers; the research sample was 71 teachers from 9 elementary schools in the Temanggung sub-district, which became the research sample using the Quota Sampling method. More details can be seen in the following table:

Table 1  
Elementary school in the Temanggung sub-district

NO.	UNIT	NUMBER OF TEACHERS	NUMBER OF SAMPLES TEACHER
1	SD NEGERI LUNGGE	6	3
2	SD NEGERI KOWANGAN	16	8
3	SD MUHAMMADIYAH TEMANGGUNG	28	14
4	SD ISLAM TERPADU CAHAYA INSANI	24	12
5	SD NEGERI MADURESO	8	4
6	SD NEGERI 1 TEMANGGUNG II	8	4
7	SD NEGERI 1 JAMPIROSO	16	8
8	SD ALKAUTSAR TEMANGGUNG	20	10
9	SD NEGERI 2 JAMPIROSO	16	8

Source: DAPOKEMDIKBUD

This study uses a questionnaire as a data collection tool to obtain respondents' opinions. The 30-item questionnaire has been tested for validity and reliability. The validity test of the research subject was given to elementary school teachers who were not included in this study. Scale measurement of this research uses the Likert scale. The results showed that the valid principal leadership model questionnaire had 15 items while the affective commitment questionnaire had 15. The reliability test showed that the

<sup>22</sup> Nisa Baiatun Fauzi ahmad, Handy Permana, and Maria Susila Sumartiningsih, *Metodologi Penelitian, I (Pertama)* (Banyumas Jawa Tengah: CV. Pena Persada, 2022).

principal's leadership model criteria had Cronbach's alpha  $0.926 > 0.6$ , indicating the questionnaire's reliability. Cronbach's alpha of the affective commitment questionnaire was  $0.896 > 0.6$ , and therefore, the questionnaire was declared reliable. The results of the research instrument trial showed that 30 questionnaires could be distributed to elementary school teachers in Temanggung District to obtain further data.

Table 2  
Principal Leadership Model Instrument Lattice (X)

No.	Variable	Component Variable	Indicator	Number of Items	Number of Items
1	Principal's Leadership Model	Autocratic Model	1. Nature	2	1-2
			2. Habits	2	3- 4
			3. Disposition	1	5
		Democracy Model	1. Participatory	3	6-8
			2. Decision-making	2	9-10
		Free Leadership Model (Laissez Faire)	1. Delegation of authority	2	11-12
			2. Job responsibility	2	13-14
			3. Work ability	1	15
		In total			

Source: Personal Documents

Table 3  
Affective Commitment Instrument Lattice (Y)

No.	Variable	Indicator	Number of Items	Number of Items
1	Affective Commitment	1. Teacher's Will	5	1- 5
		2. Teacher loyalty	5	6 - 10
		3. Teacher's pride in the organization/School Institution	5	11- 15
In total			15	

Source: Personal Documents

The data analysis process uses a normality test, where the test criteria are as follows: the Kolmogorov-Smirnov test, linearity test, descriptive statistics, and simple linear regression.

This study examines the effect of the principal's leadership model (X) as an independent variable (free) on affective commitment (Y) as the dependent variable (bound). The chart of this research method can be seen in the following figure:

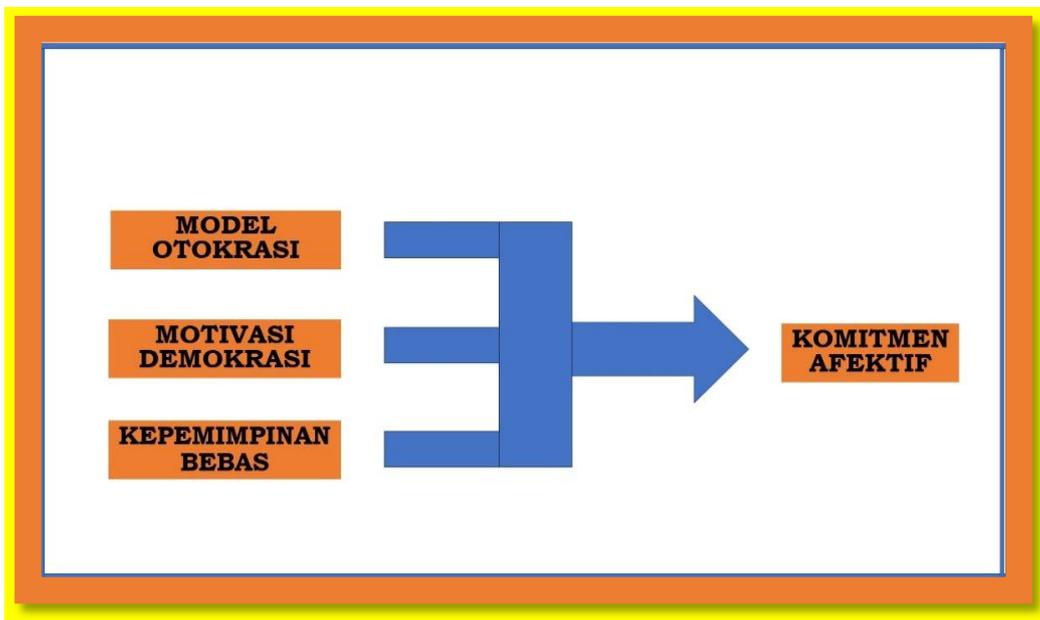


Figure 1  
The Influence of Principal Leadership Model on Teachers' Affective Commitment in Elementary Schools in Temanggung Sub-district  
Source: Personal Document

**RESULT AND DISCUSSION**

**Analysis of Principal Leadership Model Description**

The data collection results on the sample respondents were then tabulated in tabular form. The following are the results of the data processing.

Table. 4  
Results of Descriptive Analysis of Principal Leadership Model

No.	Leadership Model	Number of Schools
1	Autocracy Model	2 School
2	Democratic Model	4 School
3	Free Control/Laissez-Faire	3 School
In total		9 School

Source: Primary Data Processing Results, 2024

Based on the results of the data processing listed in Table 4, it is explained as follows: The leadership model of school principals in this study: there are two elementary schools in Temanggung Sub-district whose principals apply the autocratic leadership

model, four elementary schools in Temanggung Sub-district whose principals apply the democratic leadership model, three elementary schools in Temanggung Sub-district whose principals apply the free control / Laissez-Faire leadership model.

Based on the descriptive statistical analysis, it is known that the implementation of the Autocratic Leadership Model of Principals in 2 elementary schools in Temanggung sub-district is in the excellent category, the implementation of the Democratic Leadership Model of Principals in 4 elementary schools in Temanggung sub-district is in the good category, and the implementation of the Laissez-Faire Leadership Model (Free Control) of Principals in 3 elementary schools in Temanggung sub-district is in the good category.

#### Autocratic Leadership Model in Elementary Schools in Temanggung Sub-district

The criteria for categorizing the leadership model variable (autocracy) of respondents can be seen in Table 5

Table 5  
Percentage Distribution of Autocratic Leadership Model Variables

<b>Percentage distribution of autocratic leadership model variables</b>			
<b>Range of Scores</b>	<b>Criteria</b>	<b>Quantity</b>	
		<b>Frequency</b>	<b>Percentage</b>
>20	Very good	0	25 %
16 - 20	Good	6	75 %
10 - 15	Simply	2	0 %
< 10	Low	0	0 %
In total		8	100 %

Source: Primary Data Processing Results, 2024

Based on Table 4. it can be seen that the autocratic leadership model in elementary schools in Temanggung District is in a good category. This is evidenced by the respondents studied; 75% or as many as six teachers think that the autocratic leadership model of the principal is in a good category, while 25% or two teachers believe that the autocratic leadership model of the principal is in the good enough category.

The descriptive analysis of the Autocratic Leadership Model of Elementary School Principals in Temanggung District, Temanggung Regency, shows that the autocratic leadership model has good criteria. This is evidenced by the 71 respondents studied; as many as eight teachers from 2 schools thought that principals in Temanggung Sub-district implemented an autocratic leadership model in the good category. In the item, the principal has full authority and makes all decisions and regulations, and teachers always follow and accept all the principal's decisions.

By Samosir.<sup>23</sup> Autocratic leadership models tend to centralize authority, dictate and control work methods, make unilateral decisions, and limit employee participation. Authoritarian leaders are known for their seriousness, firmness, and compliance in setting policies, albeit rigidly. Subordinates are expected to follow all instructions without questioning or providing feedback. The leader assumes full responsibility for the institution's complexity and views subordinates as resources. In the autocratic leadership model, power is highly prioritized. This is in line with the research results by<sup>24</sup> Mushaddiq Suaidy and<sup>25</sup> Leadership model, power is prioritized. This is in line with the results of the research.<sup>26</sup>

Principal leadership with an autocratic model has an impact on improving the work discipline of Educators and Education Personnel.<sup>27</sup> Autocratic leadership is a style of leadership characterized by individual control over all forms of decisions by obtaining little input and information from subordinates. According to Jamalul.<sup>28</sup>

#### Democratic Leadership Model in Elementary Schools in Temanggung Sub-district

The criteria for categorizing the leadership model variable (Democracy) of respondents can be seen in Table 6

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<sup>23</sup> Lasma Rohani Rosalia Samosir et al., "Pengaruh Gaya Kepemimpinan Dan Lingkungan Kerja Terhadap Kinerja Pegawai Pada Kantor Camat Tanah Jawa," *Jurnal Maker* 1, no. 1 (2019): 105–12.

<sup>24</sup> Mushaddiq Suaidy, "Pentingnya Gaya Kepemimpinan Dalam Mengelola Organisasi."

<sup>25</sup> Jati Imantoro2 Sugeng, "Pengaruh Kepemimpinan Otokrasi Terhadap Kinerja Karyawan Dengan Motivasi Intrinsik Sebagai Variabel Moderator (Studi Kasus Pada Badan Pendidikan Dan Pelatihan Badiklat Provinsi Bandar Lampung)," *Jurnal Manajemen Diversifikasi* 4, no. 2 (2024): 404–12.

<sup>26</sup> Mushaddiq Suaidy, "Pentingnya Gaya Kepemimpinan Dalam Mengelola Organisasi."

<sup>27</sup> Sri Wahyuni et al., "Authoritarian Leadership Style (Autocitas) in Education Management," *Educational Leadership* 1, no. 2 (2022): 123–30, <https://doi.org/10.24252/edu.v1i2.26148>.

<sup>28</sup> Jamalul Lail Abdul Wahab Norzhaahirah Abdullah, "Principal Autocratic Leadership Practice and Its Relationship with Teacher Job Satisfaction in Secondary Schools of Jempol District, Negeri Sembilan," *International Journal of Academic Research In Business And Social Sciences* Vol. 13, (2023): 1945–59, <https://doi.org/DOI:10.6007/IJARBS/v13-i9/18637>.

Table 6  
Percentage Distribution of Democratic Leadership Model Variables

<b>Percentage distribution of autocratic leadership model democracy</b>			
<b>Range of Scores</b>	<b>Criteria</b>	<b>Quantity</b>	
		<b>Frequency</b>	<b>Frequency</b>
>20	Very good	6	17.65 %
16 - 20	Good	23	67.65 %
10 - 15	Simply	5	14.70 %
< 10	Low	-	
In total		34	100 %

Source: Primary Data Processing Results, 2024

Based on Table 6, it can be seen that the democratic leadership model in elementary schools in the Temanggung sub-district is good. The respondents evidence this study: 17.65% or as many as six teachers think that the principal's democratic leadership model is very good, 67.65% or 23 teachers think that the principal's democratic leadership model is good, and 14.70% or as many as five teachers think the principal's democratic leadership model is sufficient.

The results of the descriptive analysis of the Democratic Leadership Model of Elementary School Principals in Temanggung District, Temanggung Regency, show that the democratic leadership model is in a good category. This is evidenced by the 71 respondents studied; as many as 44 teachers from 4 schools thought that principals in Temanggung Sub-district implemented a democratic leadership model in the good category, applying a democratic leadership model with the good category, in the opinion of Daryanto.<sup>29</sup>

The democratic leadership model describes a friendly leader who always involves employee participation in making decisions. Principals with this type of leadership strive for teachers to advance and achieve success with their efforts that encourage employee participation and delegate authority in determining work methods and goals. Democratic leadership models are characterized by the ability to influence others to cooperate in achieving predetermined goals.

<sup>29</sup> S Lianti, C Wijaya, and H Fauza, "Pengaruh Gaya Kepemimpinan Demokratis Kepala Sekolah Terhadap Kinerja Guru Di MTs Yayasan Perguruan Miftahul 'Ulum Dolok Masihul," *Jurnal Islami: Manajemen ...*, 2021.

Democratic leadership of school principals will be more effective if they can make wise decisions by choosing several options through a selective process, paying attention to extrinsic factors or conditions (situations), and knowing and understanding the basics of decision-making, namely before making decisions by identifying and selecting problems; compiling alternative solutions to problems, and choosing the best alternative solutions to problems.<sup>30</sup>

Leaders with democratic models are treated with respect and admired, rather than feared, for their inclusive behavior. In an organizational environment, democratic leadership encourages subordinates to develop innovative and creative abilities. Leaders sincerely accept opinions, suggestions, and even criticisms from others, especially from subordinates, as a listening practice. This leadership model emphasizes the importance of the human factor as the organization's main element. Democratic leaders act as protectors and facilitators, encourage organizational growth and development, and build mutual trust and respect within the organization; this supports the results of research conducted by.<sup>31</sup> Democratic leaders believe a collaborative culture is essential to engaging teachers in creating and maintaining a safe, healthy, and respectful workplace that builds trust and mutual respect.<sup>32</sup> Principal leadership with a democratic model has the impact that teachers have the right and obligation to participate in decision-making related to school operations.<sup>33</sup>

#### Laissez-Faire Leadership Model in Elementary Schools in Temanggung Sub-district

The criteria for categorizing the respondents' leadership model variable (Laissez-Faire (Free Control)) can be seen in Table 7.

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<sup>30</sup> Dea Mustika et al., "Konsep Kepemimpinan Demokratis Dalam Membuat Keputusan Di Lingkungan Sekolah," *Jurnal Pendidikan Tambusai* 6, no. 2 (2022): 11139–42.

<sup>31</sup> Muhammad Arif Abdillah and Jajuk Herawati, "Pengaruh Kepemimpinan Demokrasi, Keadilan Organisasi Dan Kepuasan Kerja Terhadap Komitmen Organisasi," *Jurnal Ilmiah Universitas Batanghari Jambi* 23, no. 3 (2023): 3283–88, <https://doi.org/10.33087/jiubj.v23i3.3724>.

<sup>32</sup> Rob Liggett, "Toward A Conceptualization of Democratic Leadership in a Professional Context," *Canadian Journal of Educational Administration and Policy* 193 (2020): 115–27.

<sup>33</sup> Dr Panagiotopoulos Giorgos, "Democratic Operation and Organization of the School Leadership," *International Journal of Scientific Research and Management (IJSRM)* 11, no. 12 (2023): 3082–90, <https://doi.org/10.18535/ijstrm/v11i12.e101>.

Table 7  
Percentage Distribution of Leadership Model Variables Laissez-Faire (Free Control)

Range of Scores	Criteria	Quantity	
		Frequency	Frequency
>20	Very good	2	10.52 %
16 - 20	Good	12	63.16 %
10 - 15	Simply	5	26.32 %
< 10	Low	0	0%
In total		19	100 %

Source: Primary Data Processing Results, 2024

Based on Table 7, the Laissez-Faire (Free Control) leadership model in elementary schools in Temanggung Sub-district is good. The respondents evidence this study: 10.52% or as many as two teachers think that the principal's Laissez-Faire leadership model is very good, 63.16% or 12 teachers think that the principal's Laissez-Faire leadership model is good, 26.32% or five teachers think that the principal's Laissez-Faire leadership model is sufficient.

The results of the descriptive analysis of the leadership model show the laissez-faire leadership model (free control) of school principals in the good category. This is evidenced by the 71 respondents studied; as many as 19 teachers from 3 schools thought that principals in Temanggung Sub-district implemented a laissez-faire leadership model (free control) in the good category.

This is evidenced by three schools arguing that principals in Temanggung Sub-district apply a laissez-faire leadership model (free control) with a good category. In line with <sup>34</sup>, The leader of the free control/laissez-faire model has a permissive attitude, in the sense that members of the organization may act according to their beliefs and consciences as long as the common interests are maintained. Organizational goals are achieved, happy to delegate authority to subordinates and prefer situations where subordinates make decisions, reluctant to impose sanctions (especially harsh ones) on subordinates who display dysfunctional or deviant behavior but otherwise love to give praise. In line with research conducted by <sup>35</sup> With the title "The Importance of Leadership Style in Managing

<sup>34</sup> Fachrurazi and Nurcholifah, *Dasar Kepemimpinan*.

<sup>35</sup> Sari Rahayu, Ike Kurniati, and Didin Wahidin, "Hakikat Kepemimpinan Dan Tipe-Tipe Kepemimpinan Pendidikan," *Islamic Education Journal* 4 (2022).

Organizations," the success of the free control/laissez-faire leadership model depends on the ability of subordinates to effectively and responsibly make decisions and take actions aligned with organizational goals. Leaders trust their subordinates and give them autonomy to work independently, thus fostering a sense of empowerment and belonging among the team.

This is supported by<sup>36</sup> and <sup>37</sup> This is supported by Leadership, which is a person's ability to influence and mobilize others to achieve predetermined goals. It is the skill or ability to influence others to work towards a predetermined goal.

Laissez-faire leadership provides leverage in developing a positive organization where leaders and followers can feel like a family,<sup>38</sup> This is supported by Laissez-faire leadership, which has a positive effect. If talented employees are given freedom, they tend to get involved and get more opportunities for self-development by solving problems independently.<sup>39</sup>

Affective Commitment of Teachers in Elementary Schools in Temanggung Sub-district

The criteria for categorizing the Teacher Affective Commitment variable from respondents can be seen in Table 8

Table 8  
Percentage Distribution of Affective Commitment Variables

Range of Scores	Criteria	Quantity	
		Frequency	Frequency %
>51.5	Very good	19	26.76 %
42 - 51.5	Good	44	61.97 %
30.5 - 41	Simply	8	11.27 %
< 30.5	Low	0	
In total		71	100 %

Source: Primary Data Processing Results, 2024

<sup>36</sup> Heru Setiawan et al., "Kepemimpinan Kepala Sekolah," *AKTUALITA Jurnal Penelitian Sosial Dan Keagamaan* 11, no. Juni (2021): 31–43.

<sup>37</sup> Agung Trisna, "Kontribusi Kepemimpinan Laissez-Faire, Sarana Dan Prasarana, Kepuasan Kerja, Dan Ketahananmalangan Terhadap Komitmen Organisasional Guru Sekolah Dasar," *Jurnal Administrasi Pendidikan Indonesia* 13, no. 1 (2022): 94–103.

<sup>38</sup> Bijendra Rajbanshi, "Impact of Laissez-Faire, Transactional and Transformational Leadership," *Journal of Business and Finance in Emerging Markets* 3, no. 2 (2020): 55–68, <https://doi.org/10.32770/jbfem.vol355-68>.

<sup>39</sup> Mohammad Ali and Muhammad Shariat Ullah, "Role of Laissez-Faire Leadership in Talent Management: Evidence from the Pharmaceutical Industry of Bangladesh," *Heliyon* 9, no. 6 (2023): e17234, <https://doi.org/10.1016/j.heliyon.2023.e17234>.

Based on Table 8, it can be seen that the Affective Commitment of teachers in elementary schools in Temanggung Sub-district is good. Of the 71 respondents evidence this studied, 26.76% or as many as 19 teachers think that the teacher's affective commitment variable is in the very good category, 61.97% or 44 teachers think that the teacher's affective commitment variable is in the good category, 11.27% or eight teachers think that the teacher's affective commitment variable is in the moderate category, so it is concluded that the affective commitment of teachers in Temanggung Elementary School is in the good category.

The results of descriptive analysis of teachers' affective commitment showed 66.83% in the good category. This is evidenced by the 71 respondents studied; 44 teachers from 9 schools thought that teachers' affective commitment was in a good category.

This is following the results of research from<sup>40</sup> and supported by<sup>41</sup> An attitude is one in which an individual thinks about their relationship and considers the alignment of their values and goals with their educational institution. The ability to be inseparable from everything about the school, participate fully in school activities, maintain the school's good name, and show high loyalty to the school can be seen in teachers who have an affective commitment to their work.

Teachers' affective commitment is important in determining the success of education reform and school effectiveness. Teachers with high affective commitment will be willing to give maximum effort and mobilize all their abilities to achieve the school's vision and goals. Affective commitment is also one factor that determines loyalty and dedication; it tends to show a sense of belonging and can increase involvement and the desire to stay and participate in striving to achieve organizational goals; this is in line with the study's results.<sup>42</sup>

If every teacher has a strong affective commitment to the school, then any problems that occur at school do not reduce the enthusiasm of teachers to provide the best for students at school; teachers also have a sense of belonging, a feeling of attachment to the organization, and have a relationship with personal characteristics, organizational

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<sup>40</sup> Ashhabul Jannah and Widyastuti Widyastuti, "Relationship Between Job Satisfaction and Affective Commitment in Kindergarten Teachers," *Indonesian Journal of Innovation Studies* 21 (2023): 1–11, <https://doi.org/10.21070/ijins.v21i.797>.

<sup>41</sup> Hendriawan, "Peran Kepemimpinan Terhadap Komitmen Organisasional."

<sup>42</sup> Nurfaida and Karnati, "Perkembangan Tren Penelitian Komitmen Afektif Pada Guru : Sebuah Analisis Bibliometri."

structure, management work experience, role clarity.<sup>43</sup> The primary foundation of the affective commitment concept lies in SET, where its strength is based on the employees' reciprocal relationship with their companies.<sup>44</sup>

The Effect of Principal Leadership Model on Teachers' Affective Commitment

Based on the data analysis above, the following results were obtained: the principal's leadership model has a positive and significant effect on the affective commitment of teachers in elementary schools in Temanggung District with the following details; if the autocratic leadership model of the principal increases by one unit, the affective commitment of teachers will increase by 0.242 or 24.2% and the effective contribution to the affective commitment of teachers is 87.8%. In comparison, the democratic leadership model of the principal increases by one unit, teachers' affective commitment will increase by 0.147 or 14.7%, and the effective contribution to teachers' affective commitment is 49.2%. 8%, while the principal's democratic leadership model has an increase of one unit, the teacher's affective commitment will increase by 0.147 or 14.7%. An effective contribution to the teacher's affective commitment of 49.2%, and for the principal's free control/laissez-faire leadership model has an increase of one unit, the teacher's affective commitment will increase by 0.236 or 23.6%, and an effective contribution to the teacher's affective commitment of 64.9%, with the following detail the effect of managerial support has an indirect positive relationship with affective commitment.<sup>45</sup>

The Effect of Principal Autocratic Leadership Model on Teachers' Affective Commitment

Table 9  
Coefficients

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.786	6.657		1.019	.347
	autocratic	.242	.369	.937	6.584	.001

a. Dependent Variable: Affective Commitment  
Source: Primary Data Processing Results, 2024

<sup>43</sup> Risaldi Syahrul and Ahmad Suardi, "Luwu Peran Kepemimpinan Terhadap Komitmen Organisasional Tenaga Pendidik SMKN 10 Luwu," *Management Studies and Entrepreneurship Journal* 4, no. 4 (2023): 3713–18.

<sup>44</sup> Udin Udin et al., "Islamic Work Ethics, Affective Commitment, and Employee's Performance in Family Business: Testing Their Relationships," *SAGE Open* 12, no. 1 (2022), <https://doi.org/10.1177/21582440221085263>.

<sup>45</sup> Komal Khalid, "The Impact of Managerial Support on the Association Between Pay Satisfaction, Continuance and Affective Commitment, and Employee Task Performance," *SAGE Open* 10, no. 1 (2020), <https://doi.org/10.1177/2158244020914591>.

The results of Table 9, namely regarding the results of the regression coefficient test, state that if the autocratic leadership model of the principal increases by one unit, the teachers' affective commitment will increase by 0.242.

Table 10

	<b>Model</b>	<b>Sum of Squares</b>	<b>df.</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
	Regression	82.571	1	82.571	43.350	.001 <sup>b</sup>
1	Residual	11.429	6	1.905		
	Total	94.000	7			

a. Dependent Variable: Affective Commitment

b. Predictors: (Constant), autocratic

Source: Primary Data Processing Results, 2024

Table 10, the sig value is 0.001 <0.05, so the regression model can be used to predict the affective commitment variable, or in other words, there is a positive and significant influence between the autocratic leadership model of the principal and the teachers' affective commitment.

Table 11  
Model Summary

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.937 <sup>a</sup>	.878	.858	1.380

a. Predictors: (Constant), autocratic

Source: Primary Data Processing Results, 2024

R Square is 0.878, which implies that the principal's autocratic leadership model influences teacher affective commitment by 87.8%.

Based on the data analysis above, the following results were obtained: the principal's leadership model has a positive and significant effect on the affective commitment of elementary school teachers in Temanggung Regency with the following details; if the autocratic leadership model of the principal increases by one unit, the affective commitment of teachers will increase by 0.242 or 24.2% and the effective contribution to the affective commitment of teachers is 87.8%. In comparison, the democratic leadership model of the principal increases by one unit, and teachers' affective commitment will increase by 0.147 or 14.8%. 242 or 24.2% and an effective contribution to teacher affective commitment of 87.8%, while the principal's democratic leadership model increases by one unit, teacher affective commitment will increase by 0.147 or 14.7% and an effective contribution to teacher affective commitment of 49.2%. 8%, while

the principal's democratic leadership model has increased by one unit, the teacher's affective commitment will increase by 0.147 or 14.7%, and the effective contribution to the teacher's affective commitment is 49.2%. For the principal's free control/laissez-faire leadership model has increased by one unit, the teacher's affective commitment will increase by 0.236 or 23.6%, and the effective contribution to the teacher's affective commitment is 64.9%, with the following details <sup>46</sup>and that leadership roles have a significant positive effect on Organizational Commitment.

The influence of leadership on the affective commitment of lecturers.<sup>47</sup> Teachers still feel comfortable despite the principal's authoritarian leadership model because the relationship between superiors and subordinates is well established. Through a well-established relationship, one party working with high demands is not a form of excessive pressure. A good relationship between superiors and subordinates is a good basis for building interactions during work. Although this way of leading will cause discomfort in the team, there are still positive sides to authoritarian leadership. The affective commitment of teachers shown can be more than just completing their work willing to work for the achievement of school goals; every problem that occurs at school does not reduce the enthusiasm of teachers to provide the best for students at school; teachers also have a sense of belonging, a sense of attachment to the organization.

The Effect of Principal's Democratic Leadership Model on Teachers' Affective Commitment

Table 12  
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	20.102	4.376		4.594	.000
democratic	.147	.231	.702	6.384	.000

Source: Primary Data Processing Results, 2024

<sup>46</sup> Syahrul and Suardi, "Luwu Peran Kepemimpinan Terhadap Komitmen Organisasional Tenaga Pendidik SMKN 10 Luwu."

<sup>47</sup> Cia Cen, Azizul Amrizah, and Kamaluddin Kamaluddin, "The Influence of Service Leadership on Affective Commitment and Its Implications on the Performance of Stie Lecturer in Medan City," *Jurnal Riset Bisnis Dan Manajemen* 17, no. 1 (2024): 75–86, <https://doi.org/10.23969/jrbm.v17i1.10262>.

The results of Table 12, namely regarding the results of the regression coefficient test, state that if the autocratic leadership model of the principal increases by one unit, the teachers' affective commitment will increase by 0.147.

Table 13  
ANOVA

Model	Sum of Squares	df.	Mean Square	F	Sig.
1 Regression	582.642	1	582.642	40.750	.000 <sup>b</sup>
Residual	600.517	42	14.298		
Total	1183.159	43			

a. Dependent Variable: affective commitment.  
Source: Primary Data Processing Results, 2024

Table 13, sig value.  $0.000 < 0.05$ , then the regression model can be used to predict the affective commitment variable, or in other words, there is a positive and significant influence between the principal's democratic leadership model and teachers' affective commitment.

Table 14  
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.702 <sup>a</sup>	.492	.480	3.781

Source: Primary Data Processing Results, 2024

R Square is 0.492, which implies that the influence of the principal's democratic leadership model on teacher affective commitment is 49.2%. The significant analysis of the principal's democratic leadership model on teachers' affective commitment uses a t-test at a significant value level 0.05. From the results of calculations based on the regression equation guided by the regression coefficient table, it is explained that if the value of the principal's democratic leadership model will increase by 1-unit score, the teacher's commitment will increase by 14.7%, the value of the correlation coefficient R Square, the principal's democratic leadership model affects the affective commitment of teachers with an effective contribution of 49.2%.

The results of this study align with previous research that states a positive influence between the principal's leadership style and the work commitment of Islamic-based teachers in the Jatisampurna-Bekasi sub-district. The results of this study obtained an effective contribution of the influence of the principal's leadership style of 13.2% on teacher work commitment, and the principal's leadership style variable determined

41.10% of the variance of the teacher work commitment variable. Furthermore, the research findings concluded that the Democratic Leadership Style variable significantly affected Affective Commitment and Work Discipline.

The principal's democratic leadership model is a leadership model that tends to involve teachers in making decisions, delegating authority, encouraging participation in determining work methods and goals, and using feedback as an opportunity to train teachers. Affective commitment relates to members' emotional connection with their institution, identification with the institution, and involvement with activities in an institution. High affective commitment will continue to be an active member of the organization, fully believing in the mission carried out by the institution. Thus, a form of affective commitment is the strong desire of employees to work for the institution because they agree with the goals and values espoused by the institution.<sup>48</sup>

This study implies the importance of the democratic leadership style displayed by the principal in building commitment in schools to generate optimal teacher performance.<sup>49</sup>

The Effect of Principal's Laissez-faire Leadership Model on Teachers' Affective Commitment

Table 15  
Coefficient <sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	9.643	7.513	1.283	.217
	laissez-faire	.236	.423	.806	5.608

a. Dependent Variable: affective commitment  
Source: Primary Data Processing Results, 2024

This statement states that if the autocratic leadership model of the principal increases by one unit, teachers' affective commitment will increase by 0.236.

<sup>48</sup> Valenciennes Stephina Charista<sup>2</sup> Sherly Rosalina Tanoto<sup>1</sup>, “Membangkitkan Komitmen Afektif: Peran Kepemimpinan Transformasional, Otonomi Pekerjaan, Dan Kesejahteraan Psikologis,” *JIMFE (Jurnal Ilmiah Manajemen Fakultas Ekonomi)* <https://Journal.Unpak.Ac.Id/Index.Php/Jimfe/Index> E-ISSN: 2502-5678; P-ISSN: 2502-1400 MEM 10, no. 1 (2024): 17–34, <https://doi.org/10.34203/jimfe.v10i1.9043>.

<sup>49</sup> Sumardin Raupu et al., “Democratic Leadership and Its Impact on Teacher Performance,” *AL-ISHLAH: Jurnal Pendidikan* 13, no. 3 (2021): 1556–70, <https://doi.org/10.35445/alishlah.v13i3.990>.

Table 16  
ANOVA

	<b>Model</b>	<b>Sum of Squares</b>	<b>df.</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	563.816	1	563.816	31.445	.000 <sup>b</sup>
	Residual	304.816	17	17.930		
	Total	868.632	18			

a. Dependent Variable: affective commitment

b. Predictors: (Constant), laissez-faire

Source: Primary Data Processing Results, 2024

Sig value.  $0.000 < 0.05$ , then the regression model can be used to predict affective commitment variables. In other words, a positive and significant influence exists between the principal's laissez-faire leadership model (free control) and teachers' affective commitment.

Table 17  
Model Summary

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.806 <sup>a</sup>	.649	.628	4.234

a. Predictors: (Constant), laissez-faire

Source: Primary Data Processing Results, 2024

R Square is 0.649, implying the influence of the principal's laissez-faire (free control) leadership model on teacher affective commitment by 64.9%.

The results of the significant analysis of the principal's laissez-faire leadership model (free control) on the affective commitment of teachers using the t-test at a significant value level of 0.05, the regression coefficient explains that if the value of the principal's laissez-faire leadership model (free control) increases by 1-unit score, the teacher's commitment will increase by 23.6%. Based on the results of R Square, 64.9% of the principal's laissez-faire leadership model variables affect teachers' affective commitment.

This research is supported by previous research conducted by <sup>50</sup>The results showed a direct effect of the principal's leadership style on teacher work commitment, as shown by the calculation of Standardized Coefficients beta of  $0.2512 = 0.063$  or 6.3%.

<sup>50</sup> Zulkarnain Herlina, "Pengaruh Budaya Organisasi, Kepuasan Kerja Dan Gaya Kepemimpinan Kepala Sekolah Terhadap Komitmen Kerja Guru Man 1 Dan Man 2 Pekanbaru," *Jurnal JUMPED (Jurnal Manajemen Pendidikan)* 8, no. 2 (2020): 123–38.

This means that in this study, the principal's leadership style affects the teacher's work commitment by 6.3%. This is reinforced by research that concludes that laissez-faire leadership is correlated and significant to employee organizational commitment, especially in affective commitment, and that the contribution of laissez-faire leadership to organizational commitment is 2.26%.

Teachers with high affective commitment have an optimal desire to achieve school goals, high work enthusiasm, high discipline, and high interest and motivation in working and thinking creatively and imaginatively in finding alternative teaching methods. Teachers' affective commitment can be influenced by support from the school, one of which is the leadership model itself.<sup>51</sup> In addition to this, according to<sup>52</sup> Organizations with highly committed members can achieve planned targets and have low resignation and absenteeism rates. In the context of school management, the principal's leadership is one factor that determines the strength of teachers' organizational commitment to the school they lead.

## CONCLUSION

The research results prove that; 1) The principal's leadership model in elementary schools in Temanggung Sub district, there are 2 schools where the principal implements or implements the autocratic leadership model and 4 schools with a democratic leadership model and 3 schools with a laissez-faire (free control) leadership model, the three principal's leadership models with good categories; 2) The affective commitment of teachers in elementary schools in Temanggung Sub district is categorized as good; 3) There is a positive and significant influence between the principal's leadership model on the affective commitment of teachers in elementary schools in Temanggung Sub district, with the following details; the autocratic leadership model of the principal provides an effective contribution of 87.8%, while the democratic leadership model of the principal provides an affective contribution to the effective commitment of teachers by 49.2%, and for the free control/ laissez-faire leadership model of the principal provides an affective

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<sup>51</sup> Milna Chairunisa, Nurul Hasanah, "Pengaruh Gaya Kepemimpinan Transformasional Kepala Sekolah Terhadap Komitmen Afektif Pada Guru Di Smp Negeri 2 Tanjung Pura Kabupaten Langkat.," *JURNAL PENDIDIKAN DAN KONSELING* 3, no. 2 (2022): 343–56, <https://doi.org/10.30829/alirsyad.v12i2i.14704>.

<sup>52</sup> Trisna, "Kontribusi Kepemimpinan Laissez-Faire, Sarana Dan Prasarana, Kepuasan Kerja, Dan Ketahananmalangan Terhadap Komitmen Organisasional Guru Sekolah Dasar."

contribution to the effective commitment of teachers by 64.9%. Based on the research findings, the principal's leadership model becomes a benchmark in increasing the affective commitment of elementary school teachers in Temanggung District.

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## DECLARATION OF CONFLICTING INTERESTS

We declare no potential conflict of interest between the study, writing, and publication of the article in this paper.

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