

ANALYSIS OF LEADERSHIP STYLE AND COMPETENCE ON TEACHER PRODUCTIVITY WITH ORGANIZATIONAL COMMITMENT AS AN INTERVENING VARIABLE AT PERMATA 2 STATE MIDDLE SCHOOL IN BENER MERIAH REGENCY

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Abstract

This research investigates the influence of leadership style and competence on teacher productivity, with organizational commitment acting as an intervening variable. The study was conducted at SMP Negeri 2 Permata in Bener Meriah Regency, involving 81 teachers. A quantitative approach was employed, utilizing a saturated sample. Results indicate that leadership style has a positive and significant impact on both teacher productivity and organizational commitment. Competence, however, showed a positive but insignificant direct effect on teacher productivity. Organizational commitment significantly mediates the relationship between leadership style and competence with teacher productivity. The study recommends that school leaders maintain clear instructions and that internal supervision be conducted periodically with constructive feedback to improve teacher productivity.

Keywords: *Leadership Style, Teacher Competence, Teacher Productivity, Organizational Commitment, Mediating Variable.*

INTRODUCTION

Teacher productivity is a key factor in achieving quality education. Productive teachers are able to manage their time, deliver material effectively, and demonstrate responsibility and discipline in carrying out their duties. Teacher productivity is influenced by various factors, including the principal's leadership style, individual competencies, and commitment to the organization where they work. The principal's leadership style plays a crucial role in creating a work climate that supports teacher productivity. As educational leaders, principals function not only as administrative managers but also as motivators and inspirators. In their research, Helmina et al. (2023) found that a transformative leadership style significantly impacts teacher performance and productivity in vocational education settings. Similarly, Nur et al. (2020) revealed that a participatory leadership style encourages increased teacher loyalty and responsibility towards their duties, which directly impacts their productivity. Besides leadership, teacher competence is a key foundation for supporting productivity. Competence encompasses not only mastery of teaching materials but also pedagogical, social, and personality skills.

According to Hutasuht and Hidayat (2024), teacher competence significantly influences work productivity, particularly in classroom management and delivery of learning materials. In a separate study, Hartati (2025) emphasized that teachers with strong professional competence tend to be more productive because they are able to work independently and efficiently, and are responsive to changes and student needs. However, the influence of leadership style and competence on teacher productivity is not always direct. Organizational commitment is a psychological factor that can strengthen this relationship. Teachers who are highly committed to their school will demonstrate dedication, belief in the organization's vision, and a willingness to contribute beyond their core duties. Putri et al. (2025) showed that organizational commitment acts as a significant mediating variable between competence and performance. Similar findings were presented by Komarudin et al. (2021), who stated that organizational commitment increases teacher productivity through positive perceptions of the work environment and supportive leadership. As a formal educational institution, SMP Negeri 2 Permata in Bener Meriah Regency faces challenges in developing productive teaching resources, particularly in the face of dynamic curriculum changes and

demands for quality education. In this context, research on the influence of leadership style and competency on teacher productivity, considering the role of organizational commitment as an intervening variable, is crucial. The results of this study are expected to provide scientific and practical contributions to managerial policymaking in the school environment.

LITERATURE REVIEW

Theoretical Framework

Teacher Productivity

Understanding Teacher Productivity

Fitrianawati & Kurniawan (2020) define teacher productivity as the achievement of learning objectives by professional teachers. This includes teachers' ability to manage student learning, which can be improved through activities such as writing scientific papers.

Teacher Productivity Indicators

Fitrianawati and Kurniawan (2020), productivity indicators include:

- 1) Ability to complete tasks on time
- 2) Quality of student learning outcomes
- 3) Use of effective learning methods and media
- 4) Continuous self-development
- 5) Efficiency and effectiveness in managing classes
- 6) Innovation in the learning process

Organizational Commitment

Understanding Organizational Commitment

Wijayanti & Suharnomo (2021) organizational commitment is a psychological condition that describes the employee's relationship with the organization, which impacts the decision to remain in the organization and provide their best contribution.

Organizational Commitment Indicators

Wijayanti & Suharnomo (2021) frequently used indicators of organizational commitment include:

- 1) Affective Commitment
Employees' emotional attachment to the organization, where employees feel part of the organization and have a desire to remain in it.
- 2) Ongoing Commitment
Employees' consideration of the costs or losses that may arise if they leave the organization, which makes them choose to stay.
- 3) Normative Commitment
An employee's sense of moral obligation to remain in the organization because they feel it is the right thing to do.

Teacher Competence

Understanding Teacher Competence

According to Manik, Nasution & Sumanti (2023), teacher competency is defined as a combination of knowledge, talent, and attitudes that teachers must master and apply to effectively carry out professional duties in the classroom. This includes pedagogical skills—exploration, analysis, critical thinking, and attention to detail—to achieve efficient and effective learning.

Teacher Competency Indicators

Teacher Competence according to Manik et al (2023) includes the teacher's ability to:

- 1) Prepare a good lesson plan (RPP)
- 2) Carry out learning appropriately and correctly
- 3) Provide assessment of student learning processes and outcomes
- 4) Conduct optimal supervision of the learning process
- 5) Understanding the characteristics and needs of individual students

- 6) Design & develop curriculum
- 7) Enabling interactive dialogue in learning
- 8) Implementing learning outcome evaluation effectively

Leadership Style

Understanding Leadership Styles

Northouse (2021) defines leadership style as a leader's characteristic behavior when influencing, motivating, and directing subordinates toward achieving organizational goals. Northouse emphasizes that leadership style is not just about personality, but also about repeated patterns of action.

Leadership Style Indicators

Leadership style indicators according to Northouse (2021), namely:

- 1) Task-Oriented Behavior
Focus on achieving goals and productivity.
- 2) Relationship-Oriented Behavior
Focus on subordinates' needs and interpersonal relationships
- 3) Situational Leadership Style
- 4)

Conceptual Framework

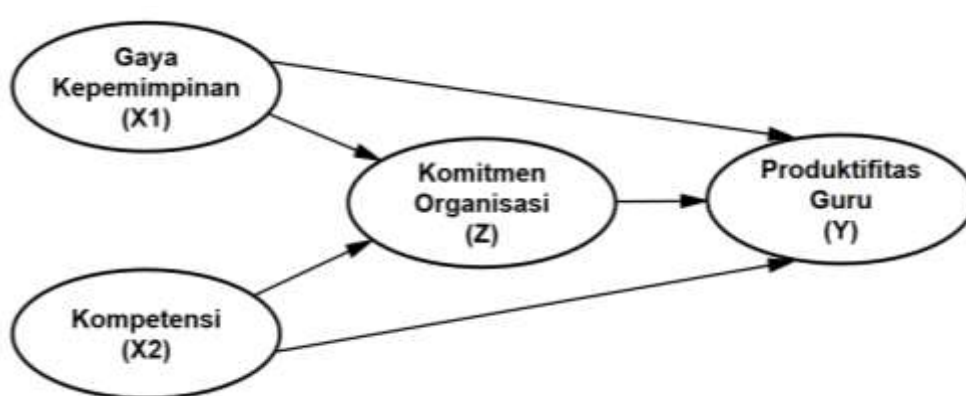


Figure 1. Conceptual Framework

Research Hypothesis

- H1: Leadership style has a positive and significant influence on teacher productivity at SMP Negeri 2 Permata in Bener Meriah Regency..
- H2: Leadership style has a positive and significant influence on organizational commitment at SMP Negeri 2 Permata in Bener Meriah Regency.
- H3: Competence has a positive and significant influence on teacher productivity at SMP Negeri 2 Permata in Bener Meriah Regency.
- H4: Competence has a positive and significant influence on organizational commitment at SMP Negeri 2 Permata in Bener Meriah Regency.
- H5: Organizational commitment has a positive and significant effect on teacher productivity at SMP Negeri 2 Permata in Bener Meriah Regency.
- H6: Leadership style has a positive and significant effect on teacher productivity through organizational commitment at SMP Negeri 2 Permata in Bener Meriah Regency.
- H7: Competence has a positive and significant effect on teacher productivity through organizational commitment at SMP Negeri 2 Permata in Bener Meriah Regency.

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RESEARCH METHOD

Types of research

The type of research used by the researcher was quantitative. This type of quantitative research was conducted to conduct a study aimed at tailoring research and analyzing leadership style and competency on teacher productivity, with organizational commitment as an intervening variable at SMP Negeri 2 Permata in Bener Meriah Regency.

Research Location and Research Time

The research was conducted at SMP Negeri 2 Permata, located in Jelobok, Permata District, Bener Meriah Regency, Aceh. The study was conducted over a three-month period, from April to June 2025.

Population and Sample

In this study, the population was 81 people, consisting of 71 ASN teachers and 10 PPPK teachers. The sample used in this study was a saturated sample because the entire population was used as a sample. because the number is relatively small and allows for research as a whole.

RESULTS AND DISCUSSION

Outer Model Analysis

Outer Model Analysis using *PLS Algorithm*, produce:

Validity Test

Table 1. Values Outer Loadings

	Competence	Leadership Style	Organizational Commitment	Teacher Productivity
X1.1		0.798		
X1.2		0.863		
X1.3		0.851		
X2.1	0.747			
X2.2	0.817			
X2.3	0.839			
X2.4	0.739			
X2.5	0.786			
X2.6	0.822			
X2.7	0.842			
Y.1				0.780
Y.2				0.746
Y.3				0.725
Y.4				0.833
Y.5				0.814
Z.1			0.863	
Z.2			0.769	
Z.3			0.854	

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, it shows the results of testing the outer model through the loading factor value /Outer loadings: All indicators for each variable have loading values ≥ 0.70 . This indicates that each indicator measured is valid and robust. Therefore, it can be concluded that all items in the questionnaire meet the validity criteria, as shown in the following figure.

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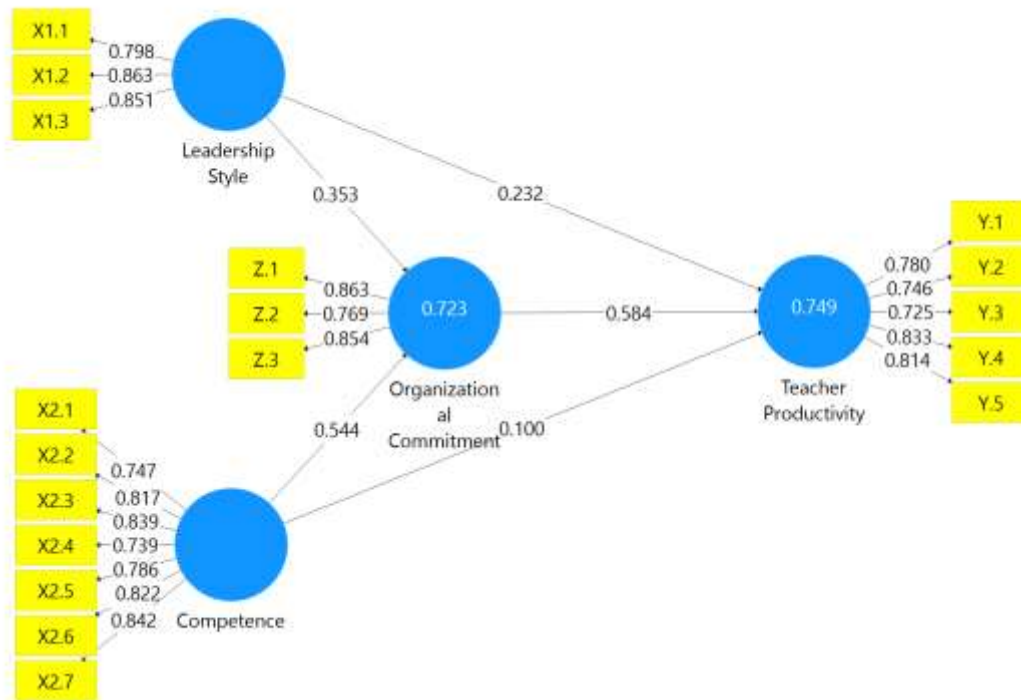


Figure 1. Outer Loading

In this study there is an equation and the equation consists of two substructures for substructure 1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.353 X_1 + 0.544 X_2 + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.232 X_1 + 0.100 X_2 + 0.584 Z + e_2$$

Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Competence	0.906	0.913	0.925	0.640
Leadership Style	0.788	0.796	0.876	0.702
Organizational Commitment	0.773	0.784	0.869	0.688
Teacher Productivity	0.839	0.845	0.886	0.609

Source: Smart PLS Output, 2025

Table 2 above shows that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and can be relied upon to measure their respective constructs. Therefore, the research instrument is deemed reliable and suitable for use in testing the structural model.

Coefficient of Determination (R²)

Evaluating a model with PLS begins by examining the R-square for each dependent latent variable. The table below shows the results of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Organizational Commitment	0.723	0.718
Teacher Productivity	0.749	0.742

Source: Smart PLS, 2025

In table 3 there is an R square value for both dependent variables for the organizational commitment variable there is an R square value of 0.723 meaning that the influence of leadership style and competence is 0.723 or 72.3% the rest is on other variables outside the model. The R square value of teacher performance is 0.749 meaning that leadership style and competence are 0.749 or 74.9% the rest is on other variables outside the model.

Structural Model Testing (Inner Model)

Hypothesis Testing

Direct Influence Between Variables

The direct influence between variables can be seen in the path coefficients. The data processing results show the direct influence values, as shown in the following table.

Table 4. Path Coefficients (Direct Effect)

	Original Sample	T Statistics	P Values	Conclusion
Leadership Style -> Teacher Productivity	0.232	2,621	0.009	Accepted
Leadership Style -> Organizational Commitment	0.353	3,099	0.002	Accepted
Competence -> Teacher Productivity	0.100	0.590	0.555	Rejected
Competence -> Organizational Commitment	0.544	4,807	0,000	Accepted
Organizational Commitment -> Teacher Productivity	0.584	3,219	0.001	Accepted

Source: Smart PLS Output, 2025

In the results of Table 4, there are direct influence values as follows:

1. Leadership style has a positive and significant effect on teacher productivity with a t-statistic value of 2.621 above 1.96 and a significance of 0.009 below 0.05 means that leadership style has a positive and significant effect on teacher productivity because the significance value is below 0.05. The results of this study are in line with the results of previous studies that leadership style has a positive and significant effect on teacher performance in Secondary Schools in Kutai Negara.
2. Leadership style has a positive and significant effect on organizational commitment with a t-statistic value of 3.099 below 1.96 and a significance level of 0.002 below 0.05, indicating that leadership style has a positive and significant effect on organizational commitment because the significance value is below 0.05. This research aligns with research stating that leadership style has a positive and significant effect on organizational commitment (Katper et al., 2020).
3. Competence has a positive but not significant effect on teacher productivity with a t-statistic value of 0.590, below 1.96, and a significance level of 0.555, above 0.05, indicate that competence has a positive but insignificant effect on teacher productivity, as the significance value is above 0.05. The results of this study contrast with previous research, which found that competence has a positive and significant effect on teacher productivity (Azainil et al., 2021).
4. Competence has a positive and significant influence on organizational commitment with a t-statistic value of 4.807, above 1.96, and a significance level of 0.000, below 0.05, indicating that competence has a positive and significant effect on organizational commitment. The results of this study also align with research conducted by Indradewa & Randi et al. (2021), which states that competence has a positive and significant effect on organizational commitment.

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5. Organizational commitment has a positive and significant effect on teacher productivity with a t-statistic value of 3.219 above 1.96 and a significance level of 0.001 below 0.05, indicating that organizational commitment has a positive and significant effect on teacher productivity because the significance value is below 0.05. The results of this study are consistent with previous research, indicating that organizational commitment has a positive and significant effect on teacher productivity (Onyemah et al., 2024).

Indirect Influence Between Variables

The indirect influence between variables can be seen in the specific indirect effects values. The data processing results show the indirect effect values, as shown in Table 5 below.

Table 5. Specific Indirect Effects

	Original Sample	T Statistics	P Values	Conclusion
Competence -> Organizational Commitment -> Teacher Productivity	0.318	3,392	0.001	Accepted
Leadership Style -> Organizational Commitment -> Teacher Productivity	0.206	1,964	0.049	Accepted

Source: Smart PLS, 2025

In table 5 there is an indirect influence between variables which will be explained as follows:

1. Competence has a positive and significant influence on teacher productivity through organizational commitment with a t-statistic value of 3.392 above 1.96 and a significance value of 0.001 below 0.05 means that organizational commitment acts as an intervening variable between competence and teacher productivity.
2. Leadership style has a positive and significant influence on teacher productivity through organizational commitment with a t-statistic value of 1.964 above 1.96 and a significance value of 0.049 below 0.05 means that organizational commitment acts as an intervening variable between leadership style and teacher productivity.

CONCLUSION

1. Leadership style has a positive and significant influence on teacher productivity at SMP Negeri 2 Permata in Bener Meriah Regency.
2. Leadership style has a positive and significant influence on organizational commitment at SMP Negeri 2 Permata in Bener Meriah Regency.
3. Competence has a positive but not significant effect on teacher productivity at SMP Negeri 2 Permata in Bener Meriah Regency.
4. Competence has a positive and significant influence on organizational commitment at SMP Negeri 2 Permata in Bener Meriah Regency.
5. Organizational commitment has a positive and significant effect on teacher productivity at SMP Negeri 2 Permata in Bener Meriah Regency.
6. Leadership style has a positive and significant influence on teacher productivity through organizational commitment at SMP Negeri 2 Permata in Bener Meriah Regency.
7. Competence has a positive and significant influence on teacher productivity through organizational commitment at SMP Negeri 2 Permata in Bener Meriah Regency.

SUGGESTION

1. For the leadership style variable, the indicator with the lowest score was the statement, "School leaders provide clear instructions in carrying out tasks." School leaders should maintain consistency in providing clear instructions so that tasks can be carried out effectively and with minimal errors.
2. Competence with the statement "I conduct internal supervision of the learning process for improvement." Internal supervision should be conducted periodically and accompanied by constructive feedback so that improvements to the learning process are more focused and sustainable.
3. Organizational commitment, expressed as "I remain at this school because of the long-term benefits." Continue to improve your competencies and positive contributions so that your presence adds value to the school and aligns with its long-term goals.

4. Teacher productivity with the statement "I use appropriate and effective learning methods and media." I use appropriate and effective learning methods and media.

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