

Improving The Performance Of School Heads Through Strengthening Commitments To Organizations, Emotional Intelligence, And Achievement Motivation (Empirical Study Using Correlational Approach And Sitorem Analysis On Principals Of Private Junior High Schools In Bekasi)

**Pendi Kurniawan¹, Sri Setyaningsih², Thamrin Abdullah³, M. Entang⁴,
MuhamadRiyad⁵, Munakib⁶**

¹School Postgraduate, UniversitasPakuan Bogor, Indonesia.

^{2,3,4}UniversitasPakuan Bogor, Indonesia.

^{5,6}Institut Ummul Quro Al Islami Bogor, Indonesia.

ABSTRACT

School success is part of the contribution of the principal as a leader who has influence, power and encouragement to his subordinates. The success of the principal has a significant influence on the performance of teachers and employees. High school principal's performance is demonstrated by the achievement of school programs that are in accordance with the specified targets and goals. The principal will evaluate the performance that has been achieved and what has not been achieved, meaning that the principal always engages the teacher in various matters especially those relating to school progress. Based on the background of the problems above, the purpose of this study is to make efforts to improve the performance of the principal by conducting research on related variables. The related variables are commitment to organization, emotional intelligence and achievement motivation.

This research is a correlational study with SITOREM analysis to determine whether the variable commitment to the organization, emotional intelligence and achievement motivation can improve the performance of school principals. The SITOREM method is used to determine the order of priorities and recommendations for improvements that need to be made. The population of the study was 247 principals of Private Middle Schools in Bekasi Regency. The research sample was 153 respondents who were determined by the Slovin formula. Sampling is done by proportional random.

The results of quantitative research found that all independent variables can improve the performance of school principals. According to the order of the strength of the strongest correlations namely emotional intelligence $(r_{yx2})^2 = 0.874$, achievement motivation $(r_{yx3})^2 = 0.869$, and commitment to the organization $(r_{yx1})^2 = 0.804$. SITOREM Analysis Results show that the principal's performance component, commitment to the organization, emotional intelligence and achievement motivation. Components of achievement motivation that require improvement are: (1) establishing relationships with relationships, (2) increasing self-esteem and special abilities, and (3) being able to control and influence others. While the components that need to be maintained include: Responsible (4.29), Engagement (4.12), Objectives (4.05), Working (4.21), Desire (4.05), Responsible (4.29), Acting (4.09), Emotions of others (4.05), Feelings (4.05), Controlling (4.04), Self-emotions (4.18), Relationships (4.26), Managing (4, 04), Work plan (4.11), Responsibility (4.13), Target (4.12), Work quantity (4.06), work quality (4.09), work efficiency (4.19), cost effectiveness (4.06), time efficiency (4.07), and the need for supervision (4.10).

Keywords Performance, Commitments To Organizations, Emotional Intelligence, Achievement Motivation, SITOREM Analysis.

I. INTRODUCTION

The principal's performance is basically the result of the work achieved by the principal in carrying out his main duties, functions and responsibilities in managing the school he leads. The results of the work are a reflection of their competence, it shows that the principal's performance is shown by the results of work in concrete, observable, and measurable quality and quantity. The principal's performance can be measured from three aspects, namely: (a) behavior in carrying out main tasks, namely the behavior of the principal when carrying out managerial, supervisory and entrepreneurial functions (b) how to carry out tasks in achieving work results which are reflected in his commitment as a reflection of their personal and social competencies, and (c) the results of his work which are reflected in changes in the performance of the school he leads. The explanation reflects the existence of problems with the principal's performance, if the points above cannot be implemented or do not materialize, it is possible that the goals that have been set will not be achieved.

Initial symptoms that can be observed through observations in the field, the recruitment of private school principals is very different from the recruitment of public school principals, in recruitment private schools there is still an element of like and dislike, this is reasonable considering that private schools apply it because there is a belief or guarantee that the principal who appointed by the foundation has the ability and high loyalty to the chairman of the foundation. That is why private schools have a goal to make a profit too, because all the financing or education budget is charged to the students.

Performance is identical with a sign of the success of an organization and the people in the organization, therefore, performance both in the form of individuals and in the form of an organization should

continue to be evaluated to obtain a standard of success. To measure a person's performance, that is by comparing the results of the evaluation with his work using predetermined and mutually agreed criteria.

The principal is the main key and the central figure for realizing improved school management performance and improving the quality of education. This is in line with the granting of greater authority to schools to manage their own institutions. Schools become autonomous institutions whose implementation remains within the corridors of the National Education System (Sisdiknas). The principal is one of the factors that can encourage the realization of the school's vision, mission, goals, and objectives through programs that are implemented in a planned and gradual manner. The principal has an important role in coordinating, mobilizing, and harmonizing all educational resources. Therefore, principals are required to have managerial skills and to be able to take the initiative to improve school quality.

Based on the facts and provisional data found in the field, it shows that the performance shown by the principal is still low with the following indicators: (1) the school program that has been made is not realized optimally, (2) there are no more concrete and measurable efforts to improve the quality education in schools, (3) principals only carry out policies that come from superiors or the education office, (4) principals are less concerned with the problems faced by teachers, and (5) principals are less motivated by the achievements of other schools. .

The results of the preliminary research (pre-survey) obtained based on the distribution of temporary instruments conducted on 30 private junior high school principals (SMP-S) in the Bekasi Regency area, showed the following results:

1. There are 45% of school principals who are less than optimal in completing their

programs and work assignments with the maximum frequency within the set time, this can be seen from the number of programs that have been realized and have not been implemented properly.

2. There are 48% of principals who are less than optimal in producing the quality of their work so that there are still improvements in various sectors, in other words the programs that have been made by the principal are not in accordance with the standards issued by the education office.
3. There are 42% of school principals who do not use school resources optimally, such as teacher human resources and learning facilities, thus hindering them in saving their work which in the end the achievement of educational goals is not achieved optimally.
4. There are 45% of school principals who are less skilled in managing school budgets so that prioritized programs cannot be realized in improving school quality
5. There are 47% of school principals who are less efficient in the use of time, this can be seen from several activities that cannot be attended by the principal, because many activities are carried out outside such as invitations, district office meetings.
6. There are 43% of principals who do not provide supervision to the organization, this is because the principal does not make a schedule for supervising the class, nor to provide direction before the teacher enters the class.

The results of the pre-survey above show that in fact the performance of principals is still low in schools in achieving the desired organizational goals by looking at these problems, the authors are interested in researching further by formulating the title as follows: "Improving Principal Performance through Strengthening Commitment to the

Organization, Emotional Intelligence and Achievement Motivation."

II. LITERATURE REVIEW

A. Performance

According to Kreitner and Kinicki (2010: 185), performance is performance which is largely determined by the right combination of effort, ability and skill. Ability shows the characteristics of a stable character of responsibility at the maximum level of performance as opposed to mental and physical work abilities, while skill is a special capacity that a person has to manipulate objects physically. The quote above states that performance is not only determined by ability, but performance is determined by a combination of abilities, efforts and skills possessed by a person. Ability is not enough, without taking action and maximum effort.

Campbell (2009:195) defines performance as follows: "performance is formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishments". Performance is formally defined as the value of a set of employee performance that contributes both positively and negatively to achieving organizational goals. This means that performance is comprehensive and covers all elements, elements or inputs that must be empowered by the organization. To improve organizational performance, a performance system is needed to measure, evaluate, prevent poor performance and how to work together to improve performance, more importantly, a performance relationship means continuous two-way communication (feedback on) between superiors and employees.

Armstrong (2007:7) defines performance as follows:

Performance means both behaviors and results. Behavior emanate from performer and transform performance from abstraction to action. Not just the instruments for results, behaviors are also outcomes in their own right the product of mental and physical effort applied to tasks and can be judge apart from result.

Based on Armstrong's opinion above, performance can be defined as performance and results. Behavior comes from actors who transform performance from abstraction into action. Not only is it something that stands alone, it is a product of mental and physical effort that is applied in carrying out tasks, and can be assessed separately from results. High performance indicates behavior with work goals. Performance can be demonstrated by actions in using competencies to achieve work results. Performance is often interpreted as the level of success in carrying out tasks.

Simamora (2014:339) says that performance refers to the level of achievement of the tasks that make up an employee's job. Performance reflects how well an employee fulfills the requirements of a job. The quote implies that an employee must have the ability to achieve or complete a job.

Anderson (2010:114) defines performance as follows:

Performance as the record of outcomes produced on a specified job function or activity during a specified time period. Althoight a person's job performance depends on some combination of ability, motivation and situational constraints, it can be measured only in terms of some outcomes.

Based on the quote above, performance is a record of the results

produced in a particular job function or activity within a certain period of time. Performance depends on a combination of ability, motivation and situational constraints, performance can be measured only from several aspects of work results. The result of each work behavior is called performance. Thus, performance can be seen as a form of ability to carry out work.

B. Commitment to the organization

Wagner and Hollenbeck (2005:143) state that:

“Organizational commitment is the degree to which people e identify with the organization that employs them. It implies a willingness on the employee's part to put forth a substantial effort on the organization's behalf and his or her intention to stay with the organization for a long time.”

Commitment to the organization is the identification of the employee's level of loyalty to the organization which includes his willingness to work hard in the organization and intends to remain with the organization in the long term. Commitment to the organization is the level of recognition of organizational members to the organization that employs them. This implies a willingness from employees to continuously and firmly become part of the organization and consciously remain with the organization for a long period of time.

According to Mathis & Jackson (2008:70)

Organizational commitment is the degree to which employees believe in and accept organizational goals and desire to remain with the organization. A related idea is employee engagement, which is the extent to which an employee is willing

and able to contribute. Various research studies have revealed that people who are relatively satisfied with their jobs are somewhat more committed to the organization.

The quote above can be interpreted that commitment to the organization is the extent to which employees believe and accept the goals of the organization and the desire and involvement to remain with the organization.

Commitment to the organization is a measure of an employee's willingness to remain with the company in the future. This reflects the employee's belief in the company's mission and goals and implies a willingness from employees to continuously and firmly become part of the organization and with an awareness of staying with the organization for a long time.

According to Mathis & Jackson (2008:147)

Organizational commitment is most often defined as (1) a strong desire to remain a member of a particular organization (2) a willingness to exert high levels of effort on behalf of the organization; and (3) a definite belief in, and acceptance of, the values and goals of the organization.

According to Golembiewski (2009:46) that commitment to the organization is the conditioning of people to achieve a goal with two important steps, namely ensuring that the goal is important and able to achieve it even though sometimes it is not always fully achieved, with a belief (a) people must believe that the goal is important, (b) people must believe that they are capable of achieving or making significant progress toward their goals,

even if they are not always fully achieved.

Commitment to the organization has an emphasis on the process of individuals (employees) in identifying themselves with the values, rules, and goals of the organization. In addition, commitment to the organization implies passive loyalty to the organization, commitment to the organization implies an active relationship between employees and the company or organization, because employees who show high commitment have a desire to provide more energy and responsibility in supporting welfare. and the success of the organization in which they work.

According to Sopiah (2008:156), commitment to the organization is characterized by: (1) strong belief and acceptance of organizational goals and values; (2) readiness to work hard; and (3) a strong desire to stay in the organization. This commitment is classified as an attitude or affective commitment because it relates to the extent to which individuals feel that their personal values and goals are in accordance with the values and goals of the organization. The greater the congruence between individual values and goals and organizational values and goals, the higher the employee's commitment to the organization.

According to McShane and Von Glinow (2008:119) "Organizational commitment refers to the employee's emotional attachment to identification with, and involvement in a particular organization." The quote places more emphasis on employee activities, by identifying and involving them in the organization. This definition can be seen that the organization refers to everything that employees do in an organization.

C. Emotional Intelligence

Goleman (2006:7) states that emotions include all the turmoil and

surge of feelings along with all the physical physiological changes that accompany them. Emotions can be positive, such as love, joy, hope, courage. It can be negative, such as aversion, sadness, hopelessness, fear, anger. It can also be neutral, such as; inclination, desire, desire. Thus, it is a big mistake if someone interprets emotions as only negative things.

Emotions can make a person more alive and successful in life if someone was able to foster, hone and even constantly cultivate positive emotions in him. But emotions can also be a pit that is ready to throw someone into a pit of failure and misery if he can't control it. According to Goleman (2006:411) emotion refers to a distinctive feeling and thought, a biological and psychological state and a series of tendencies to act. Emotions are reactions to stimuli from outside and within the individual. According to Efendi (2008:176) emotion is a feeling and typical thoughts, a biological and psychological state, as well as a series of tendencies to act.

Emotional intelligence in this last study turned out to contribute more to a person's success than intellectual intelligence, so many studies reveal that emotional intelligence really determines success. Thus it can be seen that every action towards success will involve emotional intelligence.

Shapiro (2008:5) explains the term emotional intelligence was first raised in 1990 by psychologist Salovey who explained that, "emotional qualities are important for success". This means that emotional quality is very important in its role as an energy generator in supporting one's success, because people who really optimize their emotional intelligence will have sensitivity, creativity, high commitment, and be able to overcome various

challenges. Thus people who have high emotional intelligence will easily build social relations in the family, office, business and social environment, therefore emotional intelligence is an absolute requirement as a supporter of success.

Someone who has emotional intelligence will know their feelings, can handle their own feelings well, be able to read and deal with other people's feelings effectively, think positively so that he will have the ability to control his feelings and can control events and events. Therefore, without emotional intelligence, people will not be able to use their cognitive abilities according to their maximum potential. Agustian (2006:36) states that, "the presence of emotional intelligence is very important for their fate". That is, how important emotional intelligence is in determining success, because with emotional skills, you will be able to know and handle your own feelings well, be able to read and deal with other people's feelings effectively,

D. Achievement motivation

According to Winardi (2008:1) motivation comes from the word motivation which means to move. Motivation is the result of a number of processes that are internal or external to an individual, which causes an attitude of enthusiasm and persistence in carrying out certain activities. Siagian (2009:140) argues that motivation is the driving force for someone to make the greatest possible contribution to the success of the organization in achieving its goals. With the understanding that achieving organizational goals means achieving the personal goals of the members of the organization concerned. According to Uno (2010: 3) motivation comes from the word motive which can be interpreted as the power contained in

the individual, which causes the individual to act or do.

Motivation makes someone try to improve the work they want to achieve. This effort will continue to be done until you get what you want. The emergence of motivation according to Sardiman (2011: 90) is due to the psychological need to meet physical satisfaction such as eating, drinking, oxygen and so on as well as psychological social needs to meet social satisfaction such as; appreciation, praise, security and so on. In addition, the emergence of motivation is also influenced by the environment in which the individual is located. Motivation gives direction and purpose to individual behavior.

According to Djaali (2011: 101) motivation is a condition in a person that encourages him to carry out certain activities in order to achieve a certain goal, motivation can also generate, direct, and strengthen behavior towards a goal. The meaning of the quote is that someone who is motivated by his behavior will be directed towards the desired goal.

George and Jones (2005:175) define motivation as the psychological forces within a person that determine the direction of a person's behavior in an organization, effort level, and persistence in the face of obstacles. (psychological force that determines the direction of a person's behavior in an organization, the degree of effort and persistence in the face of obstacles or obstacles).

III. Methods

This research method uses correlational approach and SITOREM analysis. Information from the survey results was collected from respondents using a questionnaire for all variables, both the principal's performance (Y), commitment to the organization (X1), emotional intelligence (X2), and achievement

motivation (X3). The population in this study was the Principal of Private Junior High Schools (SMPS) in the Bekasi Regency area, amounting to 247 people and the sample using the Slovin formula obtained a sample of 153 people.

IV. Result

1. There is a significant positive relationship between commitment to the organization and an increase in the performance of the principal as shown in the correlation coefficient of 0.804 and the coefficient of determination $r_{y12} = 0.646$; it means that the contribution of commitment to the organization to the principal's performance is 64.60%. Thus, the higher the commitment to the organization, the higher the principal's performance is predicted.
2. There is a significant positive relationship between emotional intelligence and the improvement of the principal's performance as evidenced by the correlation coefficient of 0.874 and the coefficient of determination $r_{y22} = 0.763$; it means that the contribution of emotional intelligence to the principal's performance is 76.30%. Thus, the higher the emotional intelligence, the higher the principal's performance is predicted.
3. There is a significant positive relationship between achievement motivation and an increase in the principal's performance as shown in the correlation coefficient of 0.869 and the coefficient of determination $r_{y22} = 0.755$; it means that the contribution of achievement motivation to the principal's performance is 75.50%. Thus, the higher the achievement motivation, the higher the principal's performance is predicted.
4. There is a significant positive relationship between commitment to the organization and emotional intelligence

together with an increase in the performance of the principal as shown in the correlation coefficient of 0.890 and the coefficient of determination of $r_{y122} = 0.792$, meaning that the contribution of commitment to the organization and emotional intelligence together on performance principal of 79.20%. Thus, the higher the commitment to the organization and emotional intelligence together, it is predicted that the higher the performance of the principal.

5. There is a significant positive relationship between emotional intelligence and achievement motivation together with an increase in the performance of the principal as shown in the correlation coefficient of 0.905 and the coefficient of determination of $r_{y122} = 0.818$, meaning that the contribution of emotional intelligence and achievement motivation together to the principal's performance by 81.80%. Thus, the higher the emotional intelligence and achievement motivation together, it is predicted that the higher the performance of the principal.
6. There is a significant positive relationship between commitment to the organization and achievement motivation together with an increase in the principal's performance as shown in the correlation coefficient of 0.878 and the coefficient of determination of $r_{y122} = 0.771$, meaning that the contribution of commitment to the organization and achievement motivation together on performance principal of 77.10%. Thus, the higher the commitment to the organization and the achievement motivation together, the higher the principal's performance is predicted.
7. There is a very significant and very strong positive relationship between commitment to the organization, emotional intelligence and achievement motivation together with an increase in

the performance of the principal as shown in the correlation coefficient of 0.906 and the coefficient of determination of $r_{y1232} = 0.822$, meaning that the contribution of commitment to the organization, intelligence emotional and achievement motivation together on the principal's performance of 82.20%. Thus, the higher the commitment to the organization, emotional intelligence and achievement motivation together, the higher the principal's performance is predicted.

V. Conclusion

Based on the results of the research above, it can be concluded as follows:

- a. The principal's performance can be improved through strengthening commitment to the organization.
- b. The principal's performance can be improved through strengthening emotional intelligence
- c. The principal's performance can be improved through strengthening achievement motivation
- d. Principal performance can be improved through strengthening commitment to the organization and emotional intelligence
- e. The principal's performance can be improved through strengthening emotional intelligence and achievement motivation
- f. The principal's performance can be improved through strengthening commitment to the organization and achievement motivation
- g. The principal's performance can be improved through strengthening commitment to the organization, emotional intelligence and achievement motivation

REFERENCES

- Alder, Harry. *Boost Your Intelligence: Pacu EQ dan IQ Anda* (Jakarta: Ertangga, 2007).
- Anderson, Neil. *Handbook of Industrial: Work and Organization Psychology*, Vol. 1, (London: Sage Publications Ltd, 2010).
- Armstrong, Michael. *Performance Management* (India: Kogan Page, 2007).
- Bernardin, John, H. and E.A. Russel *Human Resource Management, An Experiential Approach*. (Singapore: Mac Graw Hill Book Co., 2009).
- Colquitt, Jason A. Lepine, Jeffery A. dan Michael J. Wesson. *Organizational Behavior: Improving Performance and Commitment in the Workplace*. (New York: McGraw-Hill, 2009).
- Cooper, Rober K. and Sawaf, Ayman. *Executive EQ: Emotional Intelligence in Leadership 2nd Organisation*, Alih Bahasa Alex Tri Kantjono Widodo (Jakarta: GramediaPustakaUtama, 2007).
- George, Jennifer M. and Jones, Gareth R. *Understanding and Managing Organizational Behavior*. (New Jersey: Pearson Education, Inc. 2005).
- Gibson, James L., John M. Ivancevich, James H. Donnelly Jr., Robert Konopaske. *Organizational: Behavior, Structure, Processes*. (New York: McGraw-Hill, Irwin. 2009).
- Greenberg, Jerald dan Baron, Robert A. *Behavior in Organizations*. (New Jersey: Prentice-P1, 2007).
- Griffin, Ricky W. & Moorhead, Gregory. *Organizational Behavior*. (New York: HoongtonMiffin Company Boston, 2007).
- Jex Steve M. *Organizational Psychology, A Scientist-Practitioner Approach* (New York: John Wiley, 2002).
- Stein, Steven J. & Book, Howard E. *Ledakan EQ: 15 Prinsip Dasar Kecerdasan Emosional dan Sukses* (Bandung: Kaifa, 2008).
- Stollz, Paul G. *Adversity Quotient: Terjemahan; T Hermaya*. (Jakarta: Grasindo. 2007).
- Stoner, James F. *Manajemen*. Terj. Alfonsus Sirait. (Jakarta: Erlangga, 2004).
- Wagner, John A. and John R. Hollenbeck. *Organizational Behavior: Securing Competitive Advantage* (New York: South-Western, Thomson Learning, 2005).