

Improving The Principal's Job Performance: The Value Of A Series Of Influence Factors

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ABSTRACT

The purpose of this study was to examine the effect of self-efficacy, engagement of school principals, and affective commitment to the principal's job performance. The approach used is quantitative by using survey methods with path analysis applied in hypothesis testing. The research sample was 199 of 396 samples chosen randomly using the Slovin formula. The findings show (1) self-efficacy has a positive effect on principal's job performance, (2) principal's engagement has a positive effect on principal's job performance, (3) affective commitment has a positive effect on principal's job performance, (4) self-efficacy has a positive effect on affective commitment, (5) the principal's engagement has a positive effect on affective commitment, (6) self-efficacy has a positive effect on the principal's engagement.

Keywords

self-efficacy, principal's engagement, affective commitment, and job performance

Article Received: 18 October 2020, Revised: 3 November 2020, Accepted: 24 December 2020

Introduction

Lorem ipsum dolor sit amet, alii idque ea usu. The Principal is responsible for all activities in the education process in the school so that his role is very important for the implementation of all activities in the School, all problems faced by all components involved in the school must be resolved and overcome with the principal, More operationally, the main tasks of the school include the activities of exploring and utilizing all school resources in an integrated and diverse manner in the context of achieving school goals effectively and efficiently (Tilaar, 2002).

With a variety of resources, the principal is demanded to unite into an integrated force and directed at the process of mutual achievement, he must be able to develop a vision and mission not just to express it (Yokota, 2020). Efforts to make all components in the school into a concerted orchestra require an understanding of the characteristics and potential of each individual as well as an understanding and mastery of how to make all this work together so that the achievement (implementation of

the mission) can be achieved as expected. All this shows that the role of the principal is very important and very heavy in managing the school to achieve school education goals (Mulcahy, 2019). And the performance is necessary to conduct since the challenges in education continue to change. Therefore, teacher performance must be continuously updated to serve the increasing educational needs (Mailool et al., 2020).

Furthermore, several factors can be predictors for improving the principal's job performance including self-efficacy (Bandura, 1977). Self-efficacy is the belief of someone to be able to complete the task in his organization (Bandura, 2015; Judge et al., 2007).

To support the theory of the effect of self-efficacy on job performance, many studies have developed, including many studies with experimental, longitudinal, and meta-analytic methods, supporting the effect of self-efficacy on job performance in various organizations such as research conducted by (Bandura & Locke, 2003; Chen et al., 2001; Walumbwa et al., 2009).

The other predictor that can affect job performance is employee engagement. Engagement is a concept of one's investment to fulfill its role in a task. Engagement is a positive attitude of a person outside the specified work responsibilities or can be called voluntary behavior and behavior to increase profits in an organization as a whole (Ahmed & Dajani, 2015).

Other determinants that can affect job performance besides self-efficacy and engagement are affective commitment, affective commitment is an important dimension of organizational commitment that can be used to predict work behavior, absenteeism, employee turnover intention, and job performance. The results of a recent meta-analysis revealed that affective commitment has the strongest and most positive influence with the desired work consequences such as paying more attention to performance and discretionary behavior (Meyer et al., 2002).

The study is designed to know the influence of self-efficacy, engagement of school principals, and affective commitment on principal's job performance of state elementary schools in the Kapuas Hulu District, West Kalimantan Province, Indonesia.

Literature Review

Job Performance

In the point of view of the concept of performance, there is the term performance and job performance, one of which according to George and Jones (2012) states that performance is the result of an evaluation of one's behavior: involves determining how well and badly someone has completed a task or carry out work. The principal's performance is important to schools because a good principal's performance can achieve school success in achieving goals (Muliati, 2020). A principal's performance is one of the critical success factors in any educational endeavor (Jefri Mailool et al., 2020). Therefore, improving the performance of the

principal in the context of increasing human resources becomes very important. Several attempts have been made, such as curriculum, methods, coaching, and counseling, but they have not been able to fully improve the principal's performance. The principal has a big responsibility and commitment to improving the school performance. He was very keen to lift the quality of the teachers and the pupils' learning outcomes (Yenni Rozimela, 2020).

Furthermore, Gibson et al. (2014), explained that job performance is the result of work-related to organizational goals, such as quality, efficiency, and other effectiveness criteria. This opinion reveals that job performance is the main measure of the success of an organization and its responsibilities. The success of achieving organizational goals is measured by the quality, efficiency, and effectiveness in achieving them (Muliati, 2020). Byars and Rue (2008) explain that job performance is the net effect of employee efforts modified by the ability and role (or task) of perception. Jex and Britt (2008), defined job performance as the overall behavior of employees who are involved while working. Furthermore, Jex and Britt (2008) said that job performance is not only limited to employee behavior related to the performance of tasks but also relates to the duties and responsibilities of employees towards their duties. Job performance is highly desirable when the implementation of work in organizations, agencies, and others is undertaken, the final question will emerge, what the outcome will be (Campbell et al., 2015). Job Performance is highly desirable when the implementation of work in organizations, agencies, and others is undertaken, the final question will emerge, what the outcome will be (Ojokuku, 2013). It can be concluded that performance is a measure of assessment of success and effective work processes or vice versa, in terms of employee behavior in work, creativity, quality, efficiency, and effectiveness criteria in achieving organizational goals (Byars & Rue, 2008).

The achievement of organizational goals will be determined by the extent of employee understanding and acceptance of organizational goals. What is meant by organizational goals is a target to be achieved by the organization for a certain period. The objectives must be formulated so as not to confuse employees in their achievement (Bloisi et al., 2003).

Furthermore, several factors can be predictors for improving the performance of a school principal including self-efficacy (Bandura, 1977), principal engagement (Ahmed & Dajani, 2015) affective commitment (Shore & Barksdale, 1995). Several meta-analyses have shown that attachment has a positive influence on improvement (Abu Khalifeh & Ahmad, 2013; Achieng Otieno et al., 2015). Other determinants that can affect performance are job behaviors), absenteeism), and turnover intention. The results of a recent meta-analysis revealed that among the three dimensions of organizational commitment, affective commitment has the strongest and most positive influence with the desired work consequences such as paying more attention to performance and organizational citizenship behavior (Meyer et al., 2002).

Self-Efficacy

Self-efficacy is the belief that someone has sufficient abilities or abilities in certain situations (Bandura, 2000). Self-efficacy is also part of self-concept related to one's belief in his ability to complete certain tasks/jobs successfully and can achieve organizational goals (Bandura, 1977; 1997; 2000). When it comes to feeling, self-efficacy is like self-confidence (Kanter, 2006). When associated with the task then self-efficacy can be said as self-esteem (Brockner, 1988). While self-esteem is not a psychological factor that controls behavior but refers to the structure of cognition that provides a referral mechanism, and which designs the functions of perception, evaluation, and regulation of behavior (Bandura, 1977).

Self-efficacy also reflects one's belief in his ability to deal with the challenges of

completing a task well, achieving goals, and resolving various obstacles encountered (Robbins & Judge, 2011). Colquitt et al. (2015) explained that self-efficacy is a belief that someone has the skills needed to do a job successfully. Someone with high confidence in completing some work will have expectations and attainment of the highest level of motivation. Self-efficacy has a very important role in task-related performance by influencing individual choice, effort, and persistence (Bandura, 1997; Gist & Mitchell, 1992; Kanfer, 1987). Another research in the field of sales proves that self-efficacy influences adaptive sales, setting targets, and performance.

Principal's Engagement

Employee engagement was first introduced by the Gallup research group. In academic literature, many definitions explain the meaning of employee engagement. Furthermore, employee engagement is explained as a concept that is judged to be able to regulate voluntary employee efforts, that is, when employees have choices, they will go further for the benefit of their organization. As Robbins and Coulter (2014) state, employee engagement is an emotional, cognitive, and physical engagement of employees which then motivates them to complete tasks with satisfaction and enthusiasm. Employee engagement is a positive feeling or involvement of strong feelings towards the organization and will ultimately have a high enthusiasm for work (Schermerhorn, 2011).

Saks (2006) defines employee engagement as not an attitude, but rather the level at which an individual is attentive and happy in carrying out a given task. Glinow and McShane (2010) explaining employee engagement is a multidimensional form which is the emotional, cognitive and physical involvement of workers which then motivates in completing tasks with satisfaction and enthusiasm as an illusory power that motivates workers to a higher level of performance. Attachment occurs

when someone is consciously alert and / or emotionally connected to another person. attachment as a motivational construct that has two dimensions including attention (the cognitive availability of a person to think of his work role in a period) and appreciation (one's intensity in focusing on his work role. In line with the above opinion, Hollbeche et al. (2012) explained that employee engagement can be described as a feeling of commitment, enthusiasm, and energy manifested into unfortunate resilience even in carrying out even the most difficult tasks, and can carry out work outside of performance expectations in general and in the end be able to create new initiatives in his work. Furthermore, Armstrong (2013) explains employee engagement is the extent to which an employee gives voluntary effort in his work, exceeds responsibility for work rules, gives more time to work, mobilizes thinking ability, and more energy for the success of his organization. Otieno et al. (2015) have examined the employees of horticulture companies in Kenya stating that attachment is very influential on employee performance. Furthermore, research on the hospitality industry conducted by Khalifeh and Ahmad, (2013) proved that hotel employee engagement greatly affects customer satisfaction and employee performance. Subsequent research with an object of 245 firefighters proved that attachment mediated the effect of perceptions about organizational support, value congruence, and self-evaluation of performance (Rich et al., 2010). Subsequent research states that attachment shows a positive influence on performance improvement (Demerouti & Cropanzano, 2010). Like Halbesleben, and Wheeler (2008) research conducted on American employees in various industries and occupations, in their research it is proven that work engagement provides a unique contribution to improving performance. Salanova et al. (2005) researched restaurant and hotel employees in Spain as many as 342 employees were used as research objects of 58 hotels, proving that engagement and serving climate had a

positive influence on customer loyalty and employee performance.

Affective Commitment

Employee commitment can be considered as a process of exchange of resources including a permanent offer of benefits and re-establishing a balance between expectations and obligations. Reciprocal obligations between employees and superiors can be said to be formal contracts included in work or indicated through expectations that will arise in the form of psychological contracts that are not written. Employees try to redeem their obligations based on their perception of their obligations in the organization. Psychological conditions in commitment encourage individuals to continue to try and work according to organizational demands and ultimately will have a positive impact on the organization. The consequence of affective commitment behavior is the commitment of employees to continue to be in the organization (Allen & Meyer, 1997; Meyer & Herscovitch, 2001).

Langton and Robbins (2010) define affective commitment as the strength of emotional involvement, emotional strength that a person feels part of an organization, and feels involved in the organization which gives a positive effect to continue to be in the organization. Affective commitment is an emotional engagement of the employee and identifying as part of the organization (McShane & Glinow, 2008). Newstrom (2007) explains affective commitment is a positive emotional state in which employees want to exert all their abilities and determine their hearts to remain in the organization. Affective commitment is an individual relationship that is emotionally involved in an organization (Langton & Robbins, 2010). Affective commitment is an emotional bond attached to an employee to identify and involve himself with the organization (Lutans, 2011). Affective commitment is part of the organizational commitment dimension, which is considered as a commitment that is very beneficial for increasing organizational

effectiveness, and affective commitment is a form of commitment that emphasizes a feeling of involvement and self-identification in an organization (Allen & Meyer, 1997; Ardekani, 2012). Someone with high affective commitment will feel emotionally attached to an employee to identify and involve themselves with the organization (Zeidan, 2006).

Shore and Barksdale (1995) have examined and proved that affective commitment has a positive effect on the improvement of employee performance, while another dimension of organizational commitment, normative commitment, has no effect on improving employee performance. Affective commitment has the strongest and most positive impact with desired job consequences such as paying more attention to performance and organizational citizenship behavior (Haviz, 2017; Meyer et al., 2002).

Methods

Participants

This research was conducted at state elementary schools in the Kapuas Hulu District, West Kalimantan Province, Indonesia. This research was conducted from February 2018 to December 2019. The population of this research is all the principal of the state elementary school Kapuas Hulu District, West Kalimantan Province, Indonesia. Consisting of 396 principals. After being calculated using the Slovin formula with $\alpha = 0.05$, the sample in this study was 199 principals. The reason the researchers researched in Kapuas Hulu District, West Kalimantan Province, apart from having the second largest area in West Kalimantan Province, Kapuas Hulu District is bordered by neighboring countries, namely Malaysia

Research Approach

This research uses the quantitative approach including a survey method with causal techniques. This study analyses the effect of one variable on another (Sekaran, 2016). The variables tested consisted of four variables, namely self-efficacy (X1), employee engagement (X2), affective commitment (X3), and Job performance (Y).

Based on the theories, the hypotheses of the research are the following:

H1.1: Self-efficacy influences job performance

H1.2: Employee engagement influences job performance

H1.3: Affective commitment influence job performance

H1.4 : Self-efficacy influences affective commitment

H1.5 : Employee engagement influences affective commitment

The correlation between the research variables is presented in the following scheme.

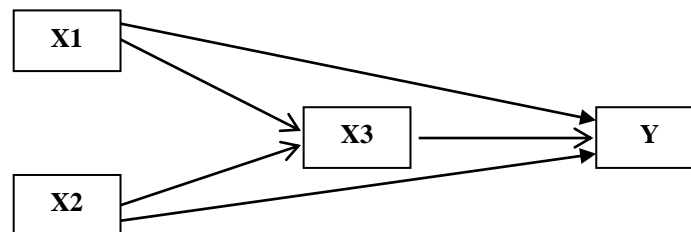


Figure 1. Path analysis model

and Brunei Darussalam. The toughest challenge in improving education in this district, especially being part of the state administration is an underdeveloped area, a huge task for school principals to improve the competitiveness of education in border areas.

The technique of collecting the data

The variables of the research include the dependent variable, which is job performance, and independent variables, which are self-efficacy, employee engagement, and affective commitment. The empiric data of the variables are gathered through a questionnaire distributed to all respondents. The questionnaire of three variables which is self-efficacy, employee engagement, and affective commitment filled

by the principals; and the job performance questionnaire filled by the head of the basic education. The all questionnaire referred to the theoretical framework developed by the researcher. Before it was used, the instruments passed two stages of tests. The first was the construct validity test through an expert judgment, and the second is empirical validity and reliability tests. Each questionnaire uses a Likert scale model with scores 1 to 5, resulting in interval data. The questionnaire has score 1 for 'highly disagree', 2 'disagree', 3 'neutral', 4 'agree', and 5 'highly agree'.

Data analyzing technique

The data were analyzed using the path analysis technique based on the research design that has been described. Functioning to test and analyze the hypothesis employing 3.30 version of smart PLS software. The analysis consists of two steps: evaluating the measuring model and analyzing using a structural model. The first is used to examine the model's validity and reliability. Meanwhile, the structural model analysis step is to test the proposed hypotheses. Permutation was also conducted to analyze the data because the samples were different. It was to determine the path coefficient of two sample groups to see a significant difference. If differences are not found, it can be assumed that both groups are identical to test the proposed hypothesis. The difference was based on the p-value, which should be more than 0.05 (Chin & Dibbern, 2010).

Results (Times New Roman, bold, 12)

Before testing the model using the path analysis method, as explained before, the research data was tested and met all the requirements. One very important requirement that must be met is the existence of a significant correlation between the interrelated and related variables. However, the relationship that has been proven with the magnitude of the correlation coefficient does not conclude that the relationship occurs between these variables. This is based on the understanding that the correlation coefficient is a coefficient that states the degree or degree of relationship between many data variables obtained from the field, processed after going through the various tests required so that the next step is to test the causal model with path analysis. The results of the analysis can be seen that all correlations between variables are greater than r_{table} with a significance level of 5% with a free degree of 199 of 0.302. This shows that the relationship between research variables Self-Efficacy (X_1), Principal's Engagement (X_2), Affective Commitment (X_3), and Principal's Job Performance (Y) are significant with $\alpha=0,05$. The structure of the path analysis model is made: self-efficacy (X_1), the principal's engagement (X_2), affective commitment (X_3), on the Principal's Job Performance (Y). The effect of self-efficacy (X_1) on affective commitment (X_3). The effect of the principal's engagement (X_2) on affective commitment (X_3). can be described as follows:

Table 1. Heteroscedasticity Test Results

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	4,378	7,920		,553	,581
Self Efficacy (X_1)	,028	,037	,057	,768	,443
Principal's Engagement (X_2)	-,066	,050	-,099	-	,188
Affective Commitment (X_3)	,046	,042	,084	1,322	,269

a. Dependent Variable: RESIDUAL Y

From the results of heteroscedasticity testing with the Glejser test in the table above, it shows that all regression models have a significant value of more than 0.05. So that there is no heteroscedasticity problem in the regression model.

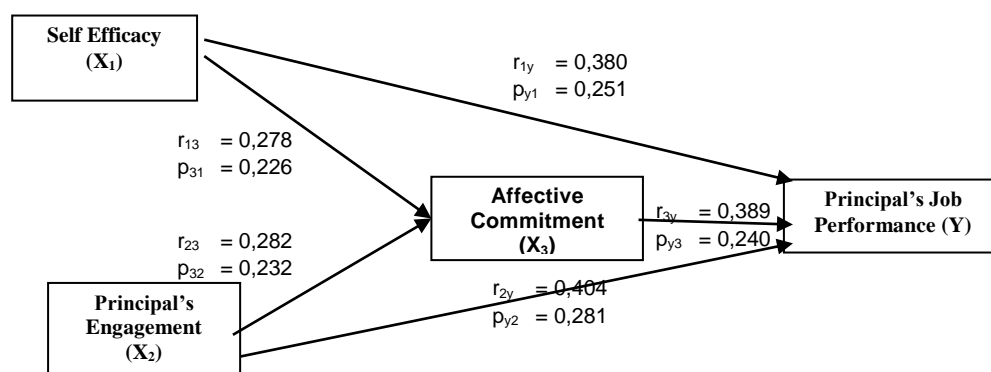


Figure 2. Path analysis

Hypothesis Testing 1

The hypothesis proposed is that the Principal's Self Efficacy (X_1) has a positive effect on the principal's Job Performance (Y). $H_0: \beta_{y1} \leq 0$: $H_1: \beta_{y1} > 0$. Test criteria; reject H_1 if $t_{count} \leq t_{table}$ and accept H_1 if $t_{count} > t_{table}$ at $\alpha = 0.05$. The correlation coefficient is 0.380. The results of hypothesis testing with the t-test, a t_{count} of 4.00 was obtained for one party test with $df = 195$ and the significance level $\alpha = 0.05$ from the list of significance obtained t_{table} of 1.97. From these figures, it can be seen that $t_{count} = 4.00 > t_{table} = 1.97$. The result of testing the research hypothesis is $\rho_{y1} > 0$, meaning that the path coefficient X_1 to Y of 0.251 is significant at the level $\alpha = 0.05$. In other words, this research shows that there is a positive effect of the principal's self-efficacy on the principal's job performance in state elementary school in the Kapuas Hulu District, West Kalimantan Province.

Hypothesis Testing 2

The hypothesis proposed is that the Principal's Engagement (X_2) has a positive

effect on the Principal's Job Performance (Y). $H_0: \beta_{y2} \leq 0$: $H_1: \beta_{y2} > 0$. Test criteria; reject H_1 if $t_{count} \leq t_{table}$ and accept H_1 if $t_{count} > t_{table}$ at $\alpha = 0.05$. The correlation coefficient is 0.404, and the results of hypothesis testing with the t-test, a t_{count} of 4.46 was obtained for one party test with $df = 195$ and the significance level $\alpha = 0.05$ from the list of significance obtained t_{table} of 1.97. From these figures, it can be seen that $t_{count} = 4.46 > t_{table} = 1.97$. The result of testing the research hypothesis is $\rho_{y2} > 0$, meaning that the path coefficient X_2 to Y of 0.281 is significant at the level $\alpha = 0.05$. In other words, this research shows that there is a positive effect of the principal's engagement on the principal's job performance in state elementary school in the Kapuas Hulu District, West Kalimantan Province.

Hypothesis Testing 3

The hypothesis proposed is that Affective Commitment (X_3) has a positive effect on the Principal's Job Performance (Y). $H_0: \beta_{y3} \leq 0$: $H_1: \beta_{y3} > 0$. Test criteria; reject H_1 if $t_{count} \leq t_{table}$ and accept H_1 if $t_{count} > t_{table}$ at $\alpha = 0.05$.

The correlation coefficient of 0.389 was obtained and based on the results of hypothesis testing with the t-test, a t_{count} of 3.75 was obtained for one party test with $df = 195$ and the significance level $\alpha = 0.05$ from the list of significance obtained t_{table} of 1.97. The result of testing the research hypothesis is $\rho_{y3} > 0$, meaning that the path coefficient X_3 to Y of 0.240 is significant at the level $\alpha = 0.05$. In other words, this research shows that there is a positive effect between the principal's affective commitment on principal's job performance in state elementary schools in the Kapuas Hulu District, West Kalimantan Province.

Hypothesis Testing 4

The hypothesis proposed is that the Principal's Self Efficacy (X_1) has a positive effect on the principal's Affective Commitment (X_3). $H_0: \beta_{31} \leq 0$: $H_1: \beta_{31} > 0$. Test criteria; reject H_0 if $t_{\text{count}} \leq t_{\text{table}}$ and accept H_0 if $t_{\text{count}} > t_{\text{table}}$ at $\alpha = 0.05$. The correlation coefficient is 0.278. The results of hypothesis testing with the t-test, a t_{count} of 4.00 was obtained for one party test with $df = 196$ and the significance level $\alpha = 0.05$ from the list of significance obtained t_{table} of 1.97. From these figures, it can be seen that $t_{\text{count}} = 4.00 > t_{\text{table}} = 1.97$. The result of testing the research hypothesis is $\rho_{y1} > 0$, meaning that the path coefficient X_1 to X_3 of 0.226 is significant at the level $\alpha = 0.05$. In other words, this research shows that there is a positive effect of the principal's self-efficacy on the principal's affective commitment in state elementary school in the Kapuas Hulu District, West Kalimantan Province.

Hypothesis Testing 5

The hypothesis proposed is that the Principal's Engagement (X_2) has a positive effect on Affective Commitment (X_3). $H_0: \beta_{32} \leq 0$: $H_1: \beta_{32} > 0$. Test criteria; reject H_0 if $t_{\text{count}} \leq t_{\text{table}}$ and accept H_0 if $t_{\text{count}} > t_{\text{table}}$ at $\alpha = 0.05$. The correlation coefficient is 0.282. The results of hypothesis testing with the t-test, a t_{count} of 4.00 was obtained for one party test with $df = 196$ and the significance level α

$= 0.05$ from the list of significance obtained t_{table} of 1.97. From these figures, it can be seen that $t_{\text{count}} = 4.00 > t_{\text{table}} = 1.97$. The result of testing the research hypothesis is $\rho_{y1} > 0$, meaning that the path coefficient X_1 to X_3 of 0.232 is significant at the level $\alpha = 0.05$. In other words, this research shows that there is a positive direct effect between the principal's engagement on the affective commitment of the principals in state elementary school in the Kapuas Hulu District, West Kalimantan Province.

Discussions

Based on the results of this study, it can be concluded that the three variables used in building the principal's job performance, namely: self-efficacy, principal's engagement, and affective commitment can be used as a correct theoretical model. The results obtained after analyzing the model are used as a basis for answering hypotheses and drawing conclusions in this study. The explanation of the hypothesis's answer can be described as follows: that self-efficacy affects performance. Based on these findings it can be concluded that performance is directly affected positively by self-efficacy. Increased self-efficacy will result in improved performance. The results of this study are in line with the opinions of several researchers who explain that self-efficacy has a very strong effect on one's motivation to carry out work that refers to individual intentions to allocate efforts to achieve targeted performance levels (Bandura, & Locke, 2003; Chae et al., 2020; Cherian & Jacob, 2013; Kanfer, 1987; Stajkovic, & Luthans, 1998). Furthermore, Gist and Mitchell (1992) explain that self-efficacy acts as a motivational mechanism that enables a person to mobilize efforts, cognitive resources, and actions needed for performance. Cohen et al. (2001) suggest that a high level of self-efficacy is a significant differentiator in overall performance. Similarly, Gist and Mitchell (1992), and Won-Moo Hur et al. (2020) explained that the higher the self-efficacy of an individual, the higher the

tendency for performance to be. Furthermore, Carter et al. (2016), Nelson and Cooper (2007) suggested that one's self-efficacy is one of the personality factors that influences performance. From this theory, it can be concluded that the high self-efficacy of the principal of the State Elementary School in Kapuas Hulu District, West Kalimantan Province can affect the job performance improvement of the school principal and vice versa. Moreover, the study shows that there is a direct positive effect between the principals' engagement on the principal's job performance. Based on these findings it can be concluded that the principal's job performance is directly affected positively by the engagement of the principal. Increasing the engagement of the principal will result in improved principal's job performance. The results of this study are in line with the opinions of Carter et al. (2016), Halbesleben, and Wheeler (2008), and Wang et al. (2020) in their research proving that employee engagement provides a unique contribution to improving performance. From this theory, it can be concluded that the high engagement of the principal of the State Elementary School in Kapuas Hulu District, West Kalimantan Province can affect the principal's job performance improvement the school principal, and vice versa. The findings of the research also indicate there is a positive effect between affective commitment on the principal's job performance. With these findings, it can be concluded that the principal's job performance is directly affected positively by affective commitment. Increased affective commitment will result in improved principal's job performance. The finding of the research is supported by the previous research finding that affective commitment is an important factor in improving job performance (Haviz, 2017). Based on the opinion of Chughtai, and Zafar (2006) explains that growing affective commitment among employees is very important because employees who have a high affective commitment to their organization tend to stay longer, have better

performance,. Other researchers explain that affective commitment influences employee performance (e.g., Astuty Isthofaina and Udin., 2020; Jaramillo et al., 2005; Meyer et al., 2002). From this theory, it can be concluded that the high affective commitment of school principals can influence the principal's job performance improvement. And vice versa, The findings of the research also indicate there is a positive effect between self-efficacy and affective commitment. Based on these findings it can be concluded that affective commitment is directly affected positively by self-efficacy. Increased self-efficacy will result in increased affective commitment. The results of this study are in line with the opinions of several experts who explain that self-efficacy has a significant influence on increasing one's affective commitment (Albrecht & Marty, 2020; Shire, 2017;). From this theory, it can be concluded that the high principal's efficacy can affect the principal's affective commitment. Vice versa.

Conclusion

Overall, based on the findings of this study, the ways to improve the principal's job performance are: increasing the principal of self-efficacy, improving the principal's engagement, and affective commitment of the principal. Based on the findings of data analysis, the following conclusions can be drawn:

- a) Self-efficacy of the principal has a direct effect on the principal performance in state elementary school in the Kapuas Hulu District, West Kalimantan Province. In other words, the higher self-efficacy of school principals the higher the performance of school principals in state elementary schools in the Kapuas Hulu District, West Kalimantan Province.
- b) The principal engagement has a direct effect on the principal performance in state elementary school in the Kapuas Hulu District, West Kalimantan Province. In other words, the higher the

principal engagement the higher the performance of school principals in state elementary schools in the Kapuas Hulu District, West Kalimantan Province.

- c) The affective commitment of the principal has a direct effect on the principal performance in state elementary school in the Kapuas Hulu District, West Kalimantan Province. In other words, the higher affective commitment of school principals the higher the performance of school principals in state elementary schools in the Kapuas Hulu District, West Kalimantan Province.
- d) Self-efficacy of the principal has a direct effect on the affective commitment of the principal in state elementary school in the Kapuas Hulu District, West Kalimantan Province. In other words, the higher self-efficacy of school principals the higher the affective commitment of school principals in state elementary schools in the Kapuas Hulu District, West Kalimantan Province.
- e) The principal engagement has a direct effect on the affective commitment of the principal in state elementary school in the Kapuas Hulu District, West Kalimantan Province. In other words, the higher the principal engagement the higher the affective commitment of school principals in state elementary schools in the Kapuas Hulu District, West Kalimantan Province.

Limitations and Future Studies

Limitation

As a scientific work, this research has been carried out in the best possible manner following scientific research procedures. However, it is realized that the results obtained are not immune from deficiencies or weaknesses due to existing limitations. Limitations that can be observed and can occur during the study include data collection instruments. They may not reveal all aspects learned, even though they have previously been validated and tested. Besides, the

limitation is from the researcher in compiling the test from the statement of the instrument, so that there are still statements and tests used that the indicators and research variables are less revealed.

Implication

These findings indicate that there is an influence of principal self-efficacy, principal engagement, and affective commitment of the principal both directly and indirectly on principal performance. The findings of this study also strengthen theories related to research variables, where principal performance is influenced by a variety of variations and exogenous variables such as principal self-efficacy, principal engagement, the affective commitment of the principal so that it is consistent with the proposed theoretical model. These findings are expected to be an addition or reference to research related to principal performance, particularly research with exogenous variables of self-efficacy, principal engagement, and relevant organizational or research commitment. Based on these findings, then to improve principal performance, it is necessary to pay attention to these three variables, namely self-efficacy, principal engagement, and affective commitment.

Suggestions

High school principal self-efficacy factors are expected to get attention and assessment from supervisors as one of the factors in improving the performance of school principals. A harmonious relationship is created between supervisors and school principals, such as supervisors can understand the principal and be friendly, hear the principal's opinion, give praise for good performance, show personal interest in the principal, and hear the principal's opinion. The principal should establish good relationships with all teachers, especially those related to completing assignments, such as cooperation in solving problems that arise at school, and being able to maintain the good name of the school, be able to complete school assignments

maximally, and provide the best results for the organization, provide the best service for education consumers and everyone involved in the school, and helping new teachers to adapt to the school environment, and coordinating with teachers in carrying out school assignments. The principal should establish good relationships with all teachers, especially those related to completing assignments, such as: cooperation in solving problems that arise in school, and being able to maintain the good name of the school, be able to complete school assignments maximally, and provide the best results for the organization, provide the best service for education consumers and all Principals should strive to improve performance for the achievement of the agreed group, make plans for each task to be carried out, support fellow teachers to excel and involve themselves in various school activity forums, and carry out tasks effectively and efficiently, prioritizing work that is more important and conducting a review (review) of the work that has been carried out to achieve organizational goals, trying to improve competence to improve performance, and receiving creative ideas from teachers to improve school quality, helping re teachers who are having difficulty understanding their work, and do not mind being directly involved in solving problems at school, related people in the school, and help new teachers to adapt to the school environment, and coordinate with teachers in carrying out school assignments. For other researchers, this research can be used as reference material in the context of further research related to self-efficacy, principal's engagement, and affective commitment. It is expected to improve the quality of research by including undisclosed and predicted variables that can affect performance.

Acknowledgement

The researchers express their greatest gratitude to all the Head Education Office Of Kapuas Hulu, and Universitas Negeri Jakarta. We would like to thank all the participants who have actively participated in

this research. We also thank the Principals of the state elementary schools in the Kapuas Hulu District, West Kalimantan Province, Indonesia.

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