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## The Effect of the Principal's Situational Leadership Style and the Teacher's Work Commitment to the Implementation of Teaching Tasks for Public Elementary School Teachers in the Nanggalo District

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### Abstract

*This research is motivated by the results of the author's observations regarding the influence of the principal's situational leadership style and teacher's work commitment to the implementation of the teaching duties of public elementary school teachers in Nanggalo District which shows that the situational leadership style of the school principal and teacher work commitment is low and the implementation of teacher teaching tasks is still not good. The purpose of this study was to obtain data and information about (1) the positive influence of the situational leadership style of the school principal on the implementation of the teaching duties of public elementary school teachers in Nanggalo sub-district, (2) the positive effect of teacher work commitment on the implementation of teaching duties of public elementary school teachers in Nanggalo sub-district, This research is a correlational quantitative research with associative type. The population consisted of 261 PNS teachers and the sample was determined using the Cochran formula with an error rate of 5% using the Proportionate Stratified Random Sampling technique, 93 teachers were obtained. The research instrument uses a questionnaire with a Likert scale which has 5 alternative answers. Before the questionnaire was used, trials were carried out to determine its validity and reliability. Data analysis techniques were performed using multiple linear regression tests which were processed using SPSS version 23.0 The results of the data analysis show that there is a significant influence between the situational leadership style of the school principal on the implementation of teacher teaching tasks with  $t_{count} > t_{table}$  ( $749,666 > 27,380$ ). There is a significant influence between the situational leadership style of the school principal and the teacher's work commitment to carrying out the teacher's teaching duties with a value of  $F_{count} > F_{table}$  ( $408,819 > 3,09$ ), so there is a significant influence between the situational leadership style of the school principal and the teacher's work commitment together to implementation of teacher teaching duties. The regression table shows a constant value of 27,380 and a regression coefficient of the X1 variable of 1.251 and the value of the regression coefficient of variable X2 is 0.491. So the multiple linear regression equation used is  $27,380 + 1,251X_1 + 0,491X_2 + e$ . In the determination coefficient test,  $r^2 = 0.901$  which indicates that the determination of the principal's situational leadership style variable and the teacher's work commitment to the implementation of the teacher's teaching duties is 0.90 or 90%.*

**Keywords:** *Influence; Principal Situational Leadership; Teacher Work Commitment; Implementation of Teacher Teaching Tasks*

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## INTRODUCTION

Humans really need education in their lives, because education aims to improve human quality so that humans can develop their potential through learning or other methods that are known and recognized by society. Self-potential development is basically an effort to actualize the knowledge gained so that they can live their lives in society.

The implication of this means that the level of importance of education requires efforts to organize education properly, orderly and systematically as well as anticipating the changes that occur. Because education will always change along with the changing times (Fattah, 2012), so that the processes that occur in it become a major contribution to improving the quality of human resources or developing human potential, which will ultimately have an impact on increasing the quality of people's lives.

In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 7 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence, noble character, as well as the skills needed by himself, society, nation and state. The success of an educational unit in achieving educational goals is determined by several factors, namely: curriculum, teachers, students, management, facilities and infrastructure, as well as school and community relations.

The teacher as a person who is directly responsible for the implementation of learning is required to carry out the main tasks as stated in Permendikbud No 15 of 2018 regarding the fulfillment of the workload of teachers, school principals and school supervisors article 3 paragraph (1), namely: planning lessons, implementing lessons, evaluating learning, guiding and training students, and carrying out additional assignments. This is in line with opinion Rohmawati (2015) that, "qualified teachers are the dominant factor in improving the quality of graduates."

Teachers are one of the determining factors for success in education in Indonesia. Without a teacher, learning strategies cannot be implied, because the teacher is a professional task, so this position requires a special expertise that requires a teacher to master comprehensively related to education and teaching and other sciences, with the hope that he will be able to carry out his duties. Government Regulation no. 74 of 2008 concerning Teachers in article 1 paragraph (1) states that "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early education through formal education, basic education, and secondary education. medium". With the many tasks that must be carried out by the teacher,

In implementing a good teacher's teaching duties, learning activities in the classroom play a very important role in the management of education, because the success of educational units in implementing and achieving educational goals is largely determined by the success of teachers in managing learning activities in class. Therefore, learning activities which include planning, implementing and evaluating learning outcomes must be managed in a systematic and directed manner to improve the quality of student learning processes and outcomes.

In carrying out the teacher's teaching duties, the teacher as a teacher is required to have certain competencies in terms of knowledge, abilities, attitudes, and values as well as personal characteristics, so that the process can take place effectively and efficiently. Learning can also be expressed as a process of interaction between humans and their environment, which may take the form of personalities, facts, concepts or theories. The learning process is always a change in behavior, and occurs as a result of experience.

The implementation of the teacher's teaching duties needs to create a more conducive learning environment system. This will be related to teaching. Teaching is defined as an effort to create a learning environment system that is influenced by various components, each of which will influence each other. These components are for example the learning objectives to be achieved, the material to be taught, the teacher

So many roles of the teacher as an educator in the framework of improving the quality of education are of course very much determined by the quality of the teacher himself. The implementation of quality education is largely determined by quality teachers, namely teachers who can carry out tasks adequately.

As the spearhead of education, of course teachers have high pressure in improving performance. Teachers have different levels of personality maturity, this can be seen from age, level of education, years of service, characteristics and others. Based on these circumstances, the leader must have a leadership style that can take into account the level of maturity of his

subordinates or members. In this case the leadership style that can link the leadership action process with the maturity of its subordinates is a situational leadership style.

One important factor and can affect the maximum performance of a teacher, one of which is the teacher's work commitment. Teachers who have a high commitment will work optimally, devote their attention, thoughts, energy and time to do what is expected of the institution or organization where they work.

This is in line with research conducted by Syahri Rahmadhani that in terms of the importance of carrying out teacher duties, in general the implementation of teacher duties as educators at Vocational High School (SMK) Negeri 1 Baso is in the good category. This can be seen from the average score of the research results which show that the three indicators namely developing students' potential, developing students' personalities, and being role models for students obtain an average score of 4.27. This means that teachers at Vocational High School (SMK) Negeri 1 Baso have carried out their duties as educators properly.

The implementation of these tasks is very important to be accounted for by the teacher as a teacher. This is in line with opinion Jamaliah (2020), which says that the teaching and learning process is the core of the formal education process in schools. However, the implementation of teacher teaching duties that occurred in some public elementary schools in Nanggalo District was not as expected, this can be seen from the following phenomena:

Of the total number of teachers, only 20% submitted reports on the completeness of learning materials (source: results of interviews with school principals and teachers)

There are still teachers who are not serious in carrying out learning, this can be seen from the attitude of the teacher who seems indifferent in responding to students who wander around while the learning process is in progress (source: observation results)

There are still teachers who do not evaluate student worksheets on the grounds that the learning outcomes obtained by students can already be guessed without having to be corrected one by one, this can be seen from the large piles of student assignment books on the teacher's desks (source: observations and interviews with teacher)

There are still teachers who have not followed up on student learning outcomes. This can be seen from the fact that there are still many students who are unable to reach the KKM limit (source: results of interviews with school principals and teachers).

Based on this phenomenon, it can be assumed that the implementation of teacher teaching duties is still low and it is appropriate that it needs to be addressed so that teachers are more optimal in carrying out their duties so that school goals can be achieved properly as determined. In order to improve the implementation of the teacher's teaching duties, it is necessary to study in advance what factors influence or cause the implementation of the teacher's teaching duties not to be carried out properly. One thing that needs to be done to help teachers is to increase teacher work commitment. This is in line with Okta's research where the results of his research show that work commitment contributes to the implementation of teacher duties by 28.3%.

In addition, the factors that influence the implementation of teacher teaching tasks are leadership style factors where researchers want to focus on situational leadership style where situational leadership style is a leadership model where a leader must adjust his leadership style (leadership style) to the developmental stages of his subordinates (follower development level) that is based on the extent of the readiness of the subordinates to carry out a task.

Based on this, the authors feel the need to conduct further research, regarding the factors that influence the implementation of teacher teaching duties and how much the contribution of these factors is to the implementation of teaching tasks for SD Negeri teachers in Nanggalo District.

## RESEARCH METHODS

This research is a correlational quantitative research with associative type, which associative research is an attempt to determine the effect of independent variables (situational leadership style of school principals and teacher work commitment) on the dependent variable (implementation of teacher teaching duties). With this method is intended to investigate and analyze the factors that are suspected to be the cause of the incident.

The population of this study are all teachers Public Elementary School in Nanggalo District, Padang City with civil servant status with a population of 261 consisting of 251 teachers with undergraduate education (S1) and 10 masters (S2) teachers and the sample was determined using the Cochran formula with an error rate of 5% with the Proportionate Stratified Random Sampling technique obtained by 93 teachers. The research instrument uses a questionnaire with a Likert scale which has 5 alternative answers. Before the questionnaire was used, trials were carried out to determine its validity and reliability. Data analysis techniques were performed using multiple linear regression tests which were processed using SPSS version 23.0

## RESULT AND DISCUSSION

### Results

This study uses a correlational quantitative approach with associative research types. In this chapter, the results of the research and discussion will be described from the data obtained through the activities carried out, namely the respondent data consists of three variables, namely the variable data on the implementation of teacher teaching duties (y), the Situational Leadership Style of School Principal data (X1), and the Commitment data. teacher work (X2). The data is described below. The samples processed were 93 teachers. For each variable below, the average value, standard deviation, median, mode and frequency distribution of each variable will be presented.

### *Variable Data Description Implementation of teacher teaching duties*

Obtaining questionnaire data for the implementation of teaching duties for public elementary school teachers in Nanggalo District was obtained from distributing a questionnaire to 93 teachers consisting of 42 items, the minimum score was 42 and the maximum score was 210. From the respondents' answers, the lowest score was 102 and the highest score was 207. Results data processing obtained an average score (mean) of 174.12. The mode (mode) is 188, the median is 183, and the standard deviation is 27.20. The scores for the mean, mode and median are not much different and do not exceed one standard deviation. This means that the distribution of teaching assignments for public elementary school teachers in Nanggalo District tends to be normal.

**Table 1. Frequency Distribution of Teacher Teaching Tasks Implementation**

| No | Interval Class | fo | %fo  | fk | %fk   |
|----|----------------|----|------|----|-------|
| 1  | 102 – 109      | 7  | 7.53 | 9  | 9.68  |
| 2  | 110–117        | 0  | 0.00 | 9  | 9.68  |
| 3  | 118–125        | 3  | 3.23 | 12 | 12.90 |
| 4  | 126 – 133      | 4  | 4.30 | 16 | 17.20 |
| 5  | 134–141        | 0  | 0.00 | 16 | 17.20 |

|    |                  |           |              |           |              |
|----|------------------|-----------|--------------|-----------|--------------|
| 6  | 142–149          | 0         | 0.00         | 16        | 17.20        |
| 7  | 150 - 157        | 0         | 0.00         | 16        | 17.20        |
| 8  | 151-157          | 0         | 0.00         | 16        | 17.20        |
| 9  | 158 - 165        | 8         | 8.60         | 24        | 25.81        |
| 11 | 166 - 173        | 4         | 4.30         | 28        | 30.11        |
| 12 | <b>174 - 181</b> | <b>16</b> | <b>17.20</b> | <b>44</b> | <b>47.31</b> |
| 13 | 182 - 189        | 24        | 25.81        | 68        | 73.12        |
| 14 | 190 - 197        | 21        | 22.58        | 89        | 95.70        |
| 15 | 198–205          | 4         | 4.30         | 93        | 100.00       |
| 16 | 206-213          | 2         | 2.15         | 95        | 102.15       |
|    | Amount           | 93        | 100.00       |           |              |

In table 1, it can be seen that 17.20% of the scores for the implementation of teaching assignments for public elementary school teachers in Nanggalo District are in the interval class average score, and a score of 27.96% for the implementation of teaching assignments for public elementary school teachers in Nanggalo District is below the interval class, and 54.84% are above the class interval score mean that most of the scores for teaching assignments for SD Negeri teachers in Nanggalo District are above the class interval score average.

Furthermore, based on the results of variable data processing of teacher teaching assignments by comparing the average score with the highest score multiplied by 100%, namely 174.12 multiplied by 100, a score of 82.91 was obtained. From the acquisition of this score, it can be interpreted that the implementation variable of the teacher's teaching duties is in the "Good" interpretation of the ideal score. Therefore, it can be said that the implementation of teaching duties for SD Negeri teachers in Nanggalo District is in the "Good" category. Furthermore, the results of the analysis of the level of achievement of the respondents for each indicator of the implementation of the teacher's teaching duties can be seen in Table 2.

**Table 2. The level of response achievement for each indicator of the implementation of the teacher's teaching duties**

| Variable                                     | Indicator             | Number of Items | Total Ideal Score | Average Score | % Achievement Rate | Category     |
|--|-----------------------|-----------------|-------------------|---------------|--------------------|--------------|
| Implementation of Teacher Teaching Tasks (Y) | Planning Lessons      | 11              | 55                | 44,19         | 80.35              | Well         |
|  | Implementing Learning | 18              | 90                | 75,71         | 84,12              | Well         |
|  | Carry out evaluation  | 8               | 40                | 33,43         | 83.58              | Well         |
|  | Follow-up             | 5               | 25                | 20.78         | 83,14              | Well         |
|  |                       |                 | <b>42</b>         | <b>210</b>    | <b>174,12</b>      | <b>82.91</b> |

In table 2. It can be seen that the score with the highest level of achievement indicators (84.12%) is in the good value category, namely carrying out learning, then the score with the lowest level of achievement is planning learning (80.35%) still in the good value category. Overall, the achievement score for the implementation of the teacher's teaching duties was 82.91% in the good category.

This shows that the implementation of the teaching duties of public elementary school teachers in Nanggalo District, seen from the aspects of 1) planning learning, 2) carrying out learning, 3) carrying out evaluations, 4) follow-up, is in the good category.

#### **Variable data description Principal situational leadership style**

Data collection on the variable of the situational leadership style of school principals was obtained by distributing questionnaires to 93 public elementary school teachers in Nanggalo District. Questionnaire The situational leadership style of school principals which was distributed consisted of 38 items, so the minimum score was 38 and the maximum score was 190. From the respondents' answers, the lowest score was 76 and the highest score was 190. The results of data processing obtained an average score (mean) of 157.24. The mode (mode) is 171, the median is 171, and the standard deviation is 36.03. The values of the mean, mode and median scores are not much different and do not exceed one standard deviation. This means that the distribution of the situational leadership style of public elementary school principals in Nanggalo District tends to be normal. Description of the frequency distribution of school principals' situational leadership style scores,

**Table 3. Frequency Distribution of Principal Situational Leadership Styles**

| No | Interval Class   | fo       | %fo         | fk        | %fk          |
|----|------------------|----------|-------------|-----------|--------------|
| 1  | 76-83            | 9        | 9.68        | 9         | 9.68         |
| 2  | 84 - 91          | 0        | 0.00        | 9         | 9.68         |
| 3  | 92 - 99          | 5        | 5.38        | 14        | 15.05        |
| 4  | 100 - 107        | 0        | 0.00        | 14        | 15.05        |
| 5  | 108 - 115        | 0        | 0.00        | 14        | 15.05        |
| 6  | 116 - 123        | 0        | 0.00        | 14        | 15.05        |
| 7  | 124 - 131        | 0        | 0.00        | 14        | 15.05        |
| 8  | 132 - 139        | 10       | 10.75       | 24        | 25.81        |
| 9  | 140 - 147        | 0        | 0.00        | 24        | 25.81        |
| 10 | 148 - 155        | 9        | 9.68        | 33        | 35.48        |
| 11 | <b>156 - 163</b> | <b>0</b> | <b>0.00</b> | <b>33</b> | <b>35.48</b> |
| 12 | 164 - 171        | 32       | 34.41       | 65        | 69.89        |
| 13 | 172 - 179        | 0        | 0.00        | 65        | 69.89        |
| 14 | 180-187          | 5        | 5.38        | 70        | 75.27        |
| 15 | 188 - 195        | 23       | 24.73       | 93        | 100.00       |
|    | Amount           | 93       | 100.00      |           |              |

In table 3, it can be seen that 0.00% of the score of the situational leadership style of the public elementary school principal in Nanggalo District is in the average score interval class, and the score is 35.49%. The situational leadership style of the principals of public elementary schools in Nanggalo District is below the class interval, and 64.52% is above the class interval average score. .

Furthermore, based on the results of data processing variable situational leadership style of the principal by comparing the average score with the highest score times 100%, namely 157.24, a score of 82.76 is obtained. From the acquisition of this score it can be interpreted that the principal's situational leadership style variable is in a good interpretation, from the ideal score. Therefore it can be said that the situational leadership style of the school principal at SD Negeri in Nanggalo District is in the good category. Furthermore, the results of the analysis of

the level of achievement of the respondents for each indicator of the school principal's situational leadership style can be seen in table 4.

**Table 4. The level of achievement of the response for each indicator. The situational leadership style of the principal**

| Variable                                    | Indicator                          | Number of Items | Total Ideal Score | Average Score | % Achievement Rate | Category    |
|---|------------------------------------|-----------------|-------------------|---------------|--------------------|-------------|
| Principal Situational Leadership Style (X1) | How to give instructions (telling) | 12              | 60                | 49,66         | 82.76              | Well        |
|   | How to do consulting (selling)     | 10              | 50                | 41.45         | 82.90              | Well        |
|   | How to involve (participating)     | 9               | 45                | 37,22         | 82.70              | Well        |
|   | How to do delegation               | 7               | 35                | 28,92         | 82.64              | Well        |
|   |                                    | <b>38</b>       | <b>190</b>        | <b>157,25</b> | <b>82.76</b>       | <b>Well</b> |

In table 4 it can be seen that the score with the highest level of achievement indicators (82.90%) is in the good value category, namely the method of consulting (selling), then the score with the lowest level of achievement (82.64%) is the method of delegating (delegating) fixed with good value category. Overall, the achievement score for the implementation of the teacher's teaching duties was 82.76% in the good category.

This shows that the implementation of the teaching duties of public elementary school teachers in Nanggalo District is seen from aspects 1) How to give instructions (telling), 2) How to carry out consultations (selling), 3) How to involve (participating), 4) How to delegate , is in the good category.

#### **Description of teacher work commitment variable data**

Collecting data on the variable Teacher commitment to work was obtained from distributing questionnaires to 93 public elementary school teachers in Nanggalo District. The teacher's work commitment questionnaire which was distributed consisted of 20 items, the minimum score was 20 and the maximum score was 100. From the respondents' answers, the lowest score was 41 and the highest score was 100. The results of data processing obtained an average score (mean) of 83.16. The mode (mode) is 90, the median is 90, and the standard deviation is 13.09. The average, mode and median scores are not much different and do not exceed one standard deviation. This means that the work commitment of public elementary school teachers in Nanggalo District tends to be normal. An overview of the frequency distribution of teacher work commitment scores can be seen in table 5.

**Table 5. Frequency distribution of teacher work commitments**

| No | Interval Class | fo | %fo  | fk | %fk  |
|----|----------------|----|------|----|------|
| 1  | 41 - 48        | 4  | 4.30 | 9  | 9.68 |
| 2  | 49 - 56        | 0  | 0.00 | 9  | 9.68 |
| 3  | 57 - 64        | 0  | 0.00 | 9  | 9.68 |

|   |                |          |             |           |              |
|---|----------------|----------|-------------|-----------|--------------|
| 4 | 65 - 72        | 17       | 18.28       | 26        | 27.96        |
| 5 | 73 - 80        | 24       | 25.81       | 50        | 53.76        |
| 6 | <b>81 - 88</b> | <b>0</b> | <b>0.00</b> | <b>50</b> | <b>53.76</b> |
| 7 | 89 - 96        | 33       | 35.48       | 83        | 89.25        |
| 8 | 97- 104        | 15       | 16.13       | 98        | 105.38       |
|   | Amount         | 93       | 100.00      |           |              |

In table 5, it can be seen that 0.00% of the work commitment score of the public elementary school teachers in Nanggalo District is in the class interval average score, and the score is 48.39%. Work Commitment of Public Elementary School Teachers in Nanggalo District is below the class interval, and 51.61% is above the class interval average score.

Furthermore, based on the results of processing the teacher's work commitment variable data by comparing the average score with the highest score multiplied by 100%, namely 83.16, a score of 83.16 was obtained. From the acquisition of this score it can be interpreted that the teacher's work commitment variable is in a good interpretation, from the ideal score. Therefore it can be said that the teacher's work commitment at SD Negeri in Nanggalo District is in the good category. Furthermore, the results of the analysis of the level of achievement of the respondents for each indicator of teacher work commitment can be seen in table 6.

**Table 6. Level of Attainment of Responses for each indicator of teacher work commitment**

| Variable                     | Indicator      | Number of Items | Total Ideal Score | Average Score | % Achievement Rate | Category    |
|------------------------------|----------------|-----------------|-------------------|---------------|--------------------|-------------|
| Teacher Work Commitment (X2) | Loyalty        | 5               | 25                | 20.87         | 83,48              | Well        |
|                              | Responsibility | 5               | 25                | 20.68         | 82.71              | Well        |
|                              | Involvement    | 10              | 50                | 41.61         | 83,23              | Well        |
|                              |                | <b>20</b>       | <b>100</b>        | <b>83,16</b>  | <b>83,16</b>       | <b>Well</b> |

In table 6 it can be seen that the score with the highest achievement level indicator (83.48%) is in the good value category, namely Loyalty, then the score with the lowest achievement level (82.71%) is Fixed responsibility with the good value category. Overall, the achievement score for the implementation of the teacher's teaching duties was 83.16% in the good category. This shows that the implementation of the teaching duties of public elementary school teachers in Nanggalo District, seen from the aspects of 1) Loyalty, 2) Responsibility, 3) Involvement, is in the good category.

**Table 7. Summary of Research Results**

| Variable                                 | Means  | % Achievement Rate | Interpretation |
|--|--------|--------------------|----------------|
| Implementation of Teacher Teaching Tasks | 174,12 | 82.91              | Well           |
| Principal's Situational Leadership Style | 157,24 | 82.76              | Well           |
| Teacher Work Commitment                  | 83,16  | 83,16              | Well           |

**Discussion**

Based on the results of data analysis and the achievement level of the response of public elementary school teachers in the Nanggalo District to the variables measured, it can be explained that the level of achievement of the teacher's response to the situational leadership of the principal is in the good category (82.76% of the ideal score), the commitment variable the teacher's work is in the good category (83.16% of the ideal score) and the implementation of the teacher's teaching duties is in the good category (82.91% of the ideal score). The findings of this study are different from the results of the initial observations that the researchers made. Preliminary observations regarding the implementation of the teaching duties of public elementary school teachers in the Nanggalo sub-district appear to be lacking.

The results of data analysis and hypothesis testing show that the three hypotheses tested in this study are acceptable. The results of the data analysis show that the situational leadership of the principal and the work commitment of the teacher both individually and jointly have a significant influence and role in improving the implementation of the teaching duties of public elementary school teachers in Nanggalo District.

***The Influence of the Principal's Situational Leadership Style on the Implementation of Teacher's Teaching Tasks***

From the results of the study it was found that the variable of the principal's situational leadership style had a significant effect on the implementation of the teacher's teaching duties by 89.2%. This means that the influence of the principal's situational leadership style can be used as a tool to see the implementation of the teacher's teaching duties to be even better. The results of this study also show that the price perception variable (X1) has a significant value of  $0.000 > 0.050$  and the fcount value is greater, namely 749,666 from the ftable, which is 27,380. It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, while tcount is greater than ttable, namely 21,993, so  $H_a$  accepted and  $H_0$  is rejected where the test level is  $= 0.05$ . Means that Situational Leadership (X1) has a partial and significant effect on the Implementation of Teaching Tasks (Y). The principal is an educational leader at the school level. As a leader, the principal has an important role in achieving goals and improving the quality of education. Achievement of goals and improving the quality of education, among others, by making sure that teachers can carry out their duties properly.

The implementation of the teacher's duties is thought to depend on the leadership style of the school principal. To what extent is the principal able to display good leadership so that it influences the improvement of the implementation of the teacher's teaching duties. Besides that, schools also consist of various teacher characteristics that are different from one another, in which a school principal in carrying out his leadership needs to apply a style that is suitable for the situation that occurs, such as a situational leadership style. This is in line with research Diwiyani (2018) regarding "The Influence of Principal Situational Leadership Style and Teacher Work Motivation on Teacher Performance". Shows that there is a significant relationship between situational leadership style and teacher performance. Where the magnitude of the correlation coefficient is 1,251 on the situational leadership style of the school principal. Based on the description above, there is a link between the situational leadership style of the school principal and the implementation of the teacher's duties, meaning that the better the leadership style of the school principal, the better the implementation of a teacher's duties. Vice versa, the worse the leadership style of the principal, the worse the implementation of the teacher's duties.

***The Effect of Teacher Work Commitment on the Implementation of Teacher Teaching Tasks***

From the results of the study it was found that the teacher's work commitment variable had a significant influence on the implementation of the teacher's teaching duties by 32%. This means that the influence of the teacher's work commitment can be used as a tool to see the implementation of teacher teaching tasks to be even better.

The results of this study indicate that the teacher's Work Commitment variable (X2) has a significant value of  $0.000 > 0.050$  and the value of  $f_{count}$  is greater than  $f_{table}$   $2.996 > 1.731$ , it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected while  $t_{count}$  is greater than  $t_{table}$  which is 4.088, then  $H_a$  is accepted and  $H_0$  is rejected where the test level is  $= 0.05$ , meaning that Work Commitment (X2) has a partial and significant effect on the Implementation of Teaching Tasks (Y). The desire to achieve goals both individually and organizationally will encourage someone to carry out their responsibilities seriously. This means that he is motivated by the desire to achieve his goals. Someone who understands and is responsible for the goals to be achieved, has a high work commitment. Work commitment is the attitude of someone who is aware of and carries out the rules and norms that apply to carry out their duties and responsibilities on their own awareness. Work commitment is needed to achieve achievement (need for achievement), namely a person's desire to work well and achieve maximum results for himself and his organization. Work commitment is a form of reaction to human obligations that creates a sense of responsibility from within the man himself so that he is compelled to take action to fulfill and satisfy his work desires. This work commitment is related to the implementation of teacher teaching duties, where the responsibilities of the teacher will be fulfilled by implementing good work commitments. This is in line with research conducted by Work commitment is needed to achieve achievement (need for achievement), namely a person's desire to work well and achieve maximum results for himself and his organization. Work commitment is a form of reaction to human obligations that creates a sense of responsibility from within the man himself so that he is compelled to take action to fulfill and satisfy his work desires. This work commitment is related to the implementation of teacher teaching duties, where the responsibilities of the teacher will be fulfilled by implementing good work commitments. This is in line with research conducted by Work commitment is needed to achieve achievement (need for achievement), namely a person's desire to work well and achieve maximum results for himself and his organization. Work commitment is a form of reaction to human obligations that creates a sense of responsibility from within the man himself so that he is compelled to take action to fulfill and satisfy his work desires. This work commitment is related to the implementation of teacher teaching duties, where the responsibilities of the teacher will be fulfilled by implementing good work commitments. This is in line with research conducted by Work commitment is a form of reaction to human obligations that creates a sense of responsibility from within the man himself so that he is compelled to take action to fulfill and satisfy his work desires. This work commitment is related to the implementation of teacher teaching duties, where the responsibilities of the teacher will be fulfilled by implementing good work commitments. This is in line with research conducted by Work commitment is a form of reaction to human obligations that creates a sense of responsibility from within the man himself so that he is compelled to take action to fulfill and satisfy his work desires. This work commitment is related to the implementation of teacher teaching duties, where the responsibilities of the teacher will be fulfilled by implementing good work commitments. This is in line with research conducted by Amsal, Hendriani, & Suriyani (2015), regarding "The Effect of Competence and Commitment on Teacher Performance at SMA Negeri 1 Bunut Pelalawan". Shows that there is an influence between work commitment

on teacher performance. Where the magnitude of the correlation coefficient is 0.491 on teacher performance. From the description above, it can be concluded that there is a positive relationship between teacher commitment and the implementation of the teacher's teaching duties in carrying out their duties. In other words, the higher the teacher's work commitment, the higher the implementation of the teacher's teaching duties.

### ***The Influence of the Principal's Situational Leadership Style and Teacher's Work Commitment to the Implementation of Teacher's Teaching Tasks***

The results of this study indicate that the significant value level is  $0.000 < 0.050$  and the fcount value is 408,819. it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, meaning that all dependent variables simultaneously have a positive and significant effect on the dependent variable. The implementation of teacher teaching duties is influenced by several factors including the principal's leadership style and teacher work commitment. The implementation of the teacher's teaching duties as a whole can run optimally, if there is responsibility and awareness of the teacher to show all the potential they have. Research result Suwarni (2011) suggests that there is a significant positive influence between the principal's leadership style and the implementation of the teacher's duties. Hadrawati research results Marhadi (2020) shows that the principal's leadership style has a positive effect on the implementation of the teacher's duties. Further research results Nainggolan (2020) explains that the teacher's work commitment has a positive influence on the implementation of the teacher's duties. Based on the explanation above, it can be understood that the situational leadership style of the school principal and the teacher's work commitment have an effect both individually and jointly on the implementation of the teaching duties of public elementary school teachers in Nanggalo District.

## **CONCLUSION**

Based on the results of the analysis in CHAPTER IV, it can be concluded as follows: (1) The results of the study indicate that the situational leadership style has a significant effect on the implementation of the teacher's teaching duties. With a significant value of  $0.000 > 0.050$  This can be seen from the acquisition of tcount < ttable ( $2.118 < 1.985$ ) with a significance level of less than 0.05 ( $0.000 < 0.05$ ). Therefore  $H_{01}$  is rejected and  $H_{a1}$  is accepted. This shows that the influence of the school principal's situational leadership style is getting better as indicated by the increase in the implementation of the teaching duties of public elementary school teachers in Nanggalo District; (2) The results showed that the teacher's work commitment had a significant effect on the implementation of the teacher's teaching duties with a significant value of  $0.000 > 0.050$  and tcount < ttable ( $3.725 < 1, 985$ ) with a significance level of less than 0.05 ( $0.000 < 0.05$ ). Therefore  $H_{02}$  was rejected and  $H_{a2}$  was accepted. This shows that the better the teacher's work commitment can lead to an increase in the implementation of the teaching duties of public elementary school teachers in Nanggalo District; (3) The research results show that there is a significant influence of the Situational Leadership Style of the Principal and the Teacher's Work Commitment on the Implementation of Teaching Tasks with a significant value level of  $0.000 < 0.050$  and with an fcount of 434,822. it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, meaning that all dependent variables simultaneously have a positive and significant effect on the dependent variable.

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