

The Effect of Visionary Leadership and Job Rewards on Teacher Professional Commitment

Hambali
Serambi Mekkah of University

Hayati
Ar-Raniry State Islamic University

Mariati
Serambi Mecca University

Panni Ance Lumbantobing
Sari Mutiara University

Said Ashlan
Ubudiyah Indonesia of University

The purpose of this study was to identify and analyze: (1) the effect of visionary leadership on teacher professional commitment, and (2) the effect of job rewards on teacher professional commitment. The research subjects were of teachers State Senior High School in Banda Aceh with a total sample of 252 people taken by means of stratified proportional random sampling, data were analyzed using path analysis after calculating the correlation of all research variables in the form of a matrix. The results of the analysis of the effect of exogenous variables on endogenous variables in each substructure were obtained (1) Visionary leadership has a positive effect on teacher professional commitment of 0.466, (2) Job rewards have a positive effect on teacher professional commitment of 0.589. The research results illustrate that (1) there is a positive direct effect of visionary leadership on teacher professional commitment of 46.6%, and (2) there is a direct positive effect of job rewards on teacher professional commitment of 58.9%.

Keywords: visionary leadership, job rewards, professional commitment

INTRODUCTION

In order to realize quality education in accordance with the vision of the Ministry of National Education and Aceh Qanun Number 11 of 2014, various statutory provisions have been issued, the following of which are issuance of Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, to create quality education, the role of the government represented by the teachers as the spearhead for carrying out the government's mandate in relevance, quality and governance

are the main determinants, in this case the emphasis is on teachers in committing to carry out their duties properly and in accordance with the provisions of the applicable teacher law in Indonesia.

Teachers as one component of education that plays an important role in teaching and learning activities. In the general provisions of Law no. 14 of 2005 regarding teachers and lecturers stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, assessing, and evaluating students at various levels and types of formal education. Furthermore, to ensure the implementation of the main task, Article 8 requires teachers to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize national education goals. The true teacher is a person who is very influential in the teaching and learning process, the demand is that a teacher must be able to influence his students, have a broad outlook and have various criteria as a professional teacher.

An effective teacher is one who can carry out his duties and functions in a professional manner. To be able to carry out tasks professionally requires various requirements such as having 4 core competencies as an educator, personal maturity, full dedication, and must have a high commitment. One of the dimensions of the teacher that is suspected of contributing to the low quality of education in Indonesia is the commitment of the teaching profession itself in carrying out its duties. The low quality of education in Indonesia certainly does not stand alone but is related to or influenced by the condition of all components of education systemically, namely including the quality and equitable distribution of teachers, curriculum, learning resources, facilities, and infrastructure, learning climate, and the extent of the government's political will, both at the center and in the regions.

Problems with a high level of commitment from teachers are expected that education will be better prepared and able to face all kinds of challenges and obstacles. Teachers' commitment is manifested by their involvement in teaching and learning in schools. Teachers also have organizational commitment, namely the degree to which a person works to identify with the organization and its goals and wishes to maintain membership in the organization. As educators, professional teacher commitments include (1) commitment to himself as a creature of God, (2) commitment to his profession as a learner, (3) commitment to school as a social unit, (4) commitment to school academic activities, (5) commitment to students as unique individuals, (6) commitment to society as a function and social significance, and (7) commitment to create quality learning.

The seven types of commitment are interrelated and complement a full commitment given by a professional teacher. Often found the characteristics of low teacher commitment; do not care about students' problems, less time and energy to think about problems related to their duties, only care about routine tasks, or also less concerned with basic tasks. So, in being committed to being a professional teacher, the characteristics or characteristics of the teacher will appear such as; high attention to students, the amount of time and energy expended, working as much as possible for other people. This can also be seen from how teachers deal with students and the problems that exist in the learning process. Finally, during the recovery period from the COVID-19 pandemic, teachers must be able to carry out learning well in an engaging and courageous manner, and a professional teacher always has the ability to develop himself continuously and sustainably. A teacher always has a commitment to always create quality, adaptive and solutive teaching. So that under any circumstances, a great teacher will always respond to new and up-to-date changes and knowledge and incorporate these new ideas into the implementation of the curriculum in their learning so that learning is always of high quality.

From the results of the 2015 teacher competency test which was attended by 2.670.776 teachers, the average score for pedagogical competence was 48.94. While the average value of professional competence reached 54.77. Overall, the average score for the 2015 teacher competency test was 53.02 and this score was still below the target score of 55. Furthermore, the results of the Teacher Competency Test for the province of Aceh, the average value of pedagogical competence is 48.14. While the average value of professional competence reached 54.31. The results of the 2015 Teacher Competency Test are still relatively low because in general teachers are considered not optimal in carrying out their duties, including on the dimensions of pedagogical competence.

On the other hand, Aceh is a special autonomous region with the issuance of the 2006 Aceh Government Law which has its own legality in the management and implementation of education within the framework of the National Education System Law. However, until now there is still no satisfactory follow-up of the education system in Aceh referring to the Aceh Government Law as an opportunity and strength in efforts to improve the quality of education in Aceh, especially in Banda Aceh city.

Research by Siregar Astri Novia, et al (2017) explains the negative impacts caused by teachers who are not committed, namely: (1) teachers do not work seriously, (2) teachers do not provide the best service, (3) teacher's work responsibility is low, (4) the level of teacher discipline is low, and (5) the desire for achievement and self-development of teachers is still low. Meanwhile, the positive impact of a committed teacher is: (1) work seriously, (2) proud as a teaching profession, (3) proactively improve themselves in accordance with the vision, mission, and goals of the school, (4) always uphold the good name of the teacher, and (5) provide the best service to students.

Previous research has focused on the negative impacts and losses that arise when teachers are not committed to school, for example; Barnes, Crowe, and Schaefer (2007) who estimated the amount of losses borne by schools and all schools in several districts in the United States were caused by the movement of teachers and schools from one school to another or the cessation of teachers and their work as teachers. Taking into account the results of these studies that, at least \$ 86 million per year is wasted on public schools in Chicago alone, not including the risks that schools experience that result in school performance and student achievement.

This further strengthens the belief that teachers are professional staff who are required to be reliable and have a high commitment in carrying out their duties, not only the minds but also the hearts of teachers are involved in their daily life. Teaching is not just presenting facts but also devoting the whole body and soul, so that proper understanding and resolution of the problem of teacher commitment to school is needed.

Based on this, research on teacher commitment is still relevant to study, because teacher professional commitment is considered important for the sustainability of the teacher's organizational wheel in achieving educational goals in schools. Commitment to the institution where you work does not just grow, but many factors influence it. The factors that influence organizational commitment are the internal and external factors of the teacher concerned. Internal commitment is a teacher's strong self-motivation to complete various tasks, responsibilities, and authorities, if the internal commitment is strong, the motivation to develop and spur individual creativity in accepting responsibility will be greater. External commitment is formed by the work environment and culture. This professional commitment arises because of demands for the completion of tasks and responsibilities that must be completed by teachers.

Based on a preliminary study conducted by researchers in 2021 of 220 teachers at six State Senior High Schools in Banda Aceh City, namely: Banda Aceh 15 State High School 20 teachers, Banda Aceh State Senior High School 12 has 40 teachers, State Senior High School 16 Banda Aceh has 25 teachers, State Senior High School 11 Banda Aceh has 45 teachers, State Senior High School 2 Banda Aceh has 45 teachers, and State Senior High School 4 Banda Aceh has 45 teachers. Problems with teacher professional commitment were found.

Phenomena that show this include: (1) teachers do not work seriously (29%), indicated by the fact that there are still many teachers who do not have teaching and learning media in class. (2) Teachers do not provide the best service (34%), indicated by the fact that there are still many teachers who teach not in accordance with the contents of the Learning Program Plan, do not have teaching guidebooks apart from the books distributed by the school. (3) Low work responsibility (31%), indicated by the number of teacher tasks that have not been carried out as they should. (4) The teacher's level of discipline is low (35%), indicated by the fact that there are still many teachers who arrive at school when the bell rings, do not immediately enter the classroom when the bell rings, and close the lesson by leaving the class before the bell rings. (5) Desire to excel and self-development is still low (40%), indicated by the low desire of teachers to continue their education due to age, being busy with side jobs to support their economic life, lack of time, or because the income from side jobs is quite promising.

TABLE 1
THE LOW TEACHING PROFESSION COMMITMENT OF STATE SENIOR HIGH SCHOOLS
IN BANDA ACEH CITY

No	Description	Total of teachers	Percentage
1	Teachers don't really work	65	29%
2	Teachers don't provide the best service	75	34%
3	The teacher's work responsibility is low	70	31%
4	The teacher's level of discipline is low	78	35%
5	The teacher's desire to excel and develop self is low	90	40%

Source: Results of a preliminary study by researchers in 2020

Organizational commitment according to Colquitt, LePine, and Wesson, (2009) is divided into three components, namely *affective commitment*, *normative commitment*, and *continuance commitment*. Affective commitment relates to the individual's desire to remain (want to) emotionally attached to his profession. This is because the individual feels that the values and goals that exist within him are the same as the values and goals of the profession he enters. Normative commitment is a commitment based on an obligation (ought to) to stay in a profession because it is something one has to do. In this case, internalization of the values of a profession also occurs within the individual. Continuing commitment is a commitment based on awareness of a number of costs that will be borne if you survive or leave a particular profession.

Furthermore, one of the factors that influence the commitment to the teaching profession is visionary leadership. Judging from the variable visionary leadership, Susanto (2013) Explaining visionary means that the leader has a far-sighted view of what will be achieved and where the organization wants to go. Leaders with the visionary type are characterized by willingness to accept risks, share their knowledge with members of the organization, and enjoy doing experiments within their organizations, led by example and facilitate learning by encouraging the growth of creativity in each member of the organization. Research results from Yusuf Hadi, M (2020) with the title visionary leadership of the school principal in improving the quality of education at Islamic Vocational High School 2 Durenan, shows that the visionary leadership of the school principal has succeeded in bringing his institution to become one of the superior and competitive schools at the national level.

In addition, previous research by Ika Alifiyah, Ali Imron, Juharyanto (2019) states that the Visionary Leadership of the Principal in Developing Student Character as a leader, the head of the Muhammadiyah 7 Gondanglegi Vocational High School has a view and a dream of where the school he leads will take. The findings related to the formulation of the vision carried out by the principal, namely through several stages. Starting with the principal gathering all teachers and school staff in order to formulate a shared vision. This is done because school changes must be carried out together based on a jointly formulated vision. This vision will later be used as a guide in every action by every school member. the vision that will be compiled must take root and form a school culture in accordance with expectations in the future.

The next factor that effect to teacher professional commitment on job rewards: Slocum dan Hellriegel (2010) put forward the concept of reward is "a reward is an event that an individual finds desirable or pleasing." Rewards are income that an individual wants and pleases. Salary is paid periodically with a definite guarantee, meaning that the salary is still paid even if the employee is not working. Wages are paid to daily workers based on the agreed work agreement. Incentives are additional remuneration given to certain employees for their achievements as standard achievements, while special allowances are additional (financial or non-financial) given based on organizational policy to all employees in an effort to improve their welfare.

Werang (2010) who found that the socioeconomic status of teachers has a significant effect on professional commitment and teacher performance. The higher the socio-economic level, the better the teacher's commitment and performance will be. Teacher welfare needs to be realized as mandated by

Article 10 of the Law concerning teachers and lecturers which states that teachers and lecturers will receive an appropriate and adequate income, including: basic salary, allowances attached to the salary, professional allowances, and/or special allowances and other income related to their duties. Rewards are very important for Civil Service/non-Civil Servant teachers. This is because rewards are a source of income for them and their families. The level of income earned is very influential in determining the standard of living.

Based on the theory and results of this study, it shows that visionary leadership and employee benefits have an effect on the commitment of the teaching profession in improving the quality of education. Therefore, this study was designed to see more clearly how high the teacher's professional commitment of State Senior High Schools in Banda Aceh City and what factors influence it. Relevant of these thoughts, it encourages researchers to conduct research with the title "The Effect of Visionary Leadership and Job Rewards on Teacher Professional Commitment of State Senior High Schools in Banda Aceh City."

LITERATURE REVIEW

Teacher Professional Commitment

Colquitt, Lepine, dan Wesson (2009) explained "*organizational commitment is defined as desire on the part and employs remain a member of organization.*" Charles O'Reilly (2016) states that "organizational commitment is generally understood as a person's psychological bond as a reflection and feeling of liking for the organization including work involvement, loyalty, and a feeling of trust in organizational values." Cohen (2007) explained that commitment to the profession is based on the concept of professionalism, namely the extent to which individual members identify with their profession and support its values. Glickman (Satori and Irawan, 2013) describes the characteristics of a professional teacher's commitment, including: (1) high attention to students, (2) a lot of time and energy to fulfill their obligations, and (3) work as much as possible for other people.

So, the characteristics of a professional teacher's commitment are teachers who have a high commitment because this type of teacher has a high sense of responsibility. He is truly professional through continuous improvement of skills. Professional people always have the ability to develop themselves continuously. As for the indicators, and how to measure the commitment of the teaching profession according to Hasbullah (2006): (1) Commitment to school as a social unit, (2) Commitment to school academic activities, and (3) Commitment to students as unique individuals. One of the variables for an organization to achieve its goals is organizational commitment.

Visionary Leadership

Komariah and Triatna (2015) describes the steps in creating visionary leadership are vision creation, vision formulation, vision transformation, and vision implementation. Visionary leadership is the ability of leaders to create, formulate, communicate, socialize, transforming implementing ideal thoughts that originate from oneself or as a result of social interaction between members of the organization and stakeholders who are believed to be the ideals of the organization in the future that must be achieved or realized through the commitment of all personnel. Susanto (2013) explained, visionary means the leader has a far-sighted view of what will be achieved and where the organization wants to go. Leaders with the visionary type are characterized by willingness to accept risks, share their knowledge with members of the organization, and enjoy doing experiments within their organizations, leading with member contests and facilitating learning by encouraging the growth of creativity from each member of the organization. Taty and Dedi Achmad (2009) describes there are 9 indicators of visionary leadership including: (1) Thinking about the future of the organization, (2) Creating an advanced and anticipatory organizational culture and behavior, (3) Trying to create a quality company, (4) Clarify business direction and objectives, easy to understand and articulate, (5) Reflect high ideals and set good standards, (6) Growing inspiration, enthusiasm, enthusiasm and commitment, (7) Transmitting values that are upheld by the organization, (8) Motivating employees to act in the right direction, and (9) Coordinating certain actions and abilities of different employees.

Job Rewards

Rewards are one of the factors that can encourage a teacher's commitment in carrying out his duties as an educator. If the teacher is overcome by dissatisfaction with the rewards he receives, the impact on educational institutions will be very negative. It is possible that teachers do not fully pursue their profession as a result of being busy working part-time jobs to meet their daily needs, so that work as a teacher will be neglected and disrupted such as being undisciplined, having no preparation when teaching, often being absent or arriving late, and not having the opportunity to improve the quality of oneself.

Darsono and Siswandoko (2011) Mentioning rewards or compensation in outline is divided into two, namely: (1) Intrinsic rewards, namely job satisfaction, for example being able to complete difficult and timely work, participate in making management decisions, have authority and responsibility, and their achievements are appreciated by their leaders., and (2) Extrinsic rewards, are salaries and various benefits. Slocum and Hellriegel (2011) put forward the concept of reward which states that "rewards are events that are desired or enjoyable by individuals."

Based on Syafri Yandika's research entitled "The Influence of Compensation on the Commitment of Civil Servant Teachers at State Senior High School 2 Tapung, Tapung District, Kampar Regency," namely in his research there is a significant influence between compensation and the commitment of civil servant teachers at State Senior High School 2 Tapung with a Determination Coefficient of 37.7%, are in the medium category and 62.3% are influenced by other factors not examined in this study.

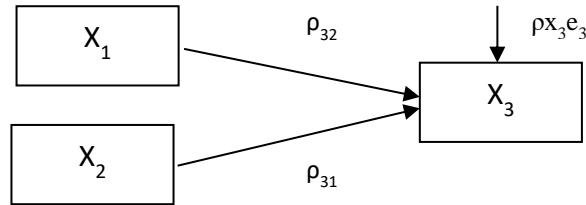
Werang (2010) describes that the socio-economic status of teachers has a significant effect on the commitment to the teaching profession. The higher the socio-economic level, the better the professional commitment of the teacher. Rewards are very important for teachers Civil Servants or non-Civil Servants (contract workers). This is because rewards are a source of income for them and their families. The level of income earned is very influential in determining the standard of living. According to Simamora (Abdussamad, 2014) the reward variable has 4 indicators namely: (1) Salary, (2) incentives, (3) Benefits (eg Health & Holiday Allowances), and (4) Facilities.

RESEARCH METHODS

The research design is explanatory correlational because it aims to describe and measure the degree of relationship between variables in causal modeling using path analysis. The population in this study were State Senior High School teachers in Banda Aceh City. Based on data from the Provincial Education Office, 674 teachers were obtained from 16 State Senior High Schools. While the sample is 252 teachers with the sampling technique using the formula from Slovin. Data analysis includes descriptive analysis, requirements analysis test, and hypothesis testing.

Data analysis in this study uses statistics as a means of correlation analysis and simple and multiple regression. To be able to use correlation and regression analysis there are requirements that must be met, among others: normality test, and linearity test. To test the hypothesis used correlation test and path analysis with the help of SPSS Windows version 22 computer software. Path analysis techniques are used to analyze the pattern of relationships between variables with the aim of knowing the direct and indirect effects between endogenous and exogenous variables. Path analysis must first describe diagrammatically the structure of the causal relationship between endogenous and exogenous variables. As shown in Figure 1:

FIGURE 1
RESEARCH VARIABLE PATH DIAGRAM



Caption:

- X1 = Visionary Leadership
- X2 = Job Rewards
- X3 = Teacher Professional Commitment

The total of teachers is 674 teachers from 16 public high schools. For more details, the position of state senior high schools in Banda Aceh City can be seen in detail in Table 2 below:

TABLE 2
DISTRIBUTION OF STATE SENIOR HIGH SCHOOL TEACHERS IN BANDA ACEH CITY

No	EDUCATION UNITS	ADDRESS	Amount of Teachers
1	State Senior High Schools 1 Banda Aceh	Street. Prof. A. Majid Ibrahim I, Punge Jurong,	46
2	State Senior High Schools 2 Banda Aceh	Street. Tgk. Hasyim Banta Muda, Mulia,	53
3	State Senior High Schools 3 Banda Aceh	Street. Tgk. H. Daud Beureueh, Bandar Baru,	51
4	State Senior High Schools 4 Banda Aceh	Street. Panglima Nyak Makam, Kota Baru,	61
5	State Senior High Schools 5 Banda Aceh	Street. Hamzah Fansuri No.3, Kopelma Darussalam,	55
6	State Senior High Schools 6 Banda Aceh	Street. Tgk. Cot Aron, Lamjabat,	34
7	State Senior High Schools 7 Banda Aceh	Street. Krueng Jambo Aye No. 1, Geuceu Komplek,	63
8	State Senior High Schools 8 Banda Aceh	Street. Tgk. Chik Dipineung Raya, Kota Baru,	58
9	State Senior High Schools 9 Banda Aceh	Komplek Stadion Harapan Bangsa, Lhong Raya,	40
10	State Senior High Schools 10 Banda Aceh	Street. Fajar Harapan Ateuk Jawo, Ateuk Jawo,	33
11	State Senior High Schools 11 Banda Aceh	Street. Paya Umet, Blang Cut	57
12	State Senior High Schools 12 Banda Aceh	Street. Panglima Nyak Makam, Kota Baru,	48
13	State Senior High Schools 13 Banda Aceh	Street. Lampoh Kuta No. 2E Gampong Jawa, Gampong Jawa,	28

No	EDUCATION UNITS	ADDRESS	Amount of Teachers
14	State Senior High Schools 14 Banda Aceh	Street. Lampaseh Kota, Lampaseh Kota,	14
15	State Senior High Schools 15 Banda Aceh	Street. Pelangi No. 23, Mulia,	14
16	State Senior High Schools 16 Banda Aceh	Street. Prof. Ali Hasyimi, Gampong Ilie, Ulee Kareng, Ilie,	19

Source: Aceh Provincial Education Office in the institutional field of State Senior High Schools in 2021

The characteristics of the population of state senior high school teachers in Banda Aceh City can be seen clearly in detail in Table 3 below:

TABLE 3
CHARACTERISTICS OF THE TEACHER POPULATION OF BANDA ACEH CITY STATE HIGH SCHOOL YEAR 2021

No	School Name	Strata Education				Employee Status		Gender		Amount of Teachers
		< S1	S1	S2	S3	Civil Servant	Non Civil Servant	L	P	
1	State Senior High Schools 1 Banda Aceh	0	43	3	0	45	1	8	38	46
2	State Senior High Schools 2 Banda Aceh	3	43	7	0	46	7	13	40	53
3	State Senior High Schools 3 Banda Aceh	0	44	7	0	47	4	6	45	51
4	State Senior High Schools 4 Banda Aceh	0	55	6	0	58	3	7	54	61
5	State Senior High Schools 5 Banda Aceh	0	50	4	1	55	0	11	44	55
6	State Senior High Schools 6 Banda Aceh	1	31	2	0	32	2	8	26	34
7	State Senior High Schools 7 Banda Aceh	3	52	8	0	55	8	11	52	63
8	State Senior High Schools 8 Banda Aceh	0	51	6	1	48	10	16	42	58
9	State Senior High Schools 9 Banda Aceh	0	36	4	0	34	6	10	30	40
10	State Senior High Schools 10 Banda Aceh	0	28	5	0	30	3	9	24	33
11	State Senior High Schools 11 Banda Aceh	0	49	8	0	49	8	10	47	57
12	State Senior High Schools 12 Banda Aceh	0	45	3	0	42	6	10	38	48
13	State Senior High Schools 13 Banda Aceh	0	25	3	0	20	8	6	22	28
14	State Senior High Schools 14 Banda Aceh	0	14	0	0	9	5	1	13	14

15	State Senior High Schools 15 Banda Aceh	0	14	0	0	13	1	3	11	14
16	State Senior High Schools 16 Banda Aceh	0	16	3	0	17	2	5	14	19
	Total	7	596	69	2	600	74	134	540	674

Source: Aceh Provincial Education Office 2020/2021

Based on the description of the population characteristics described above, the population cannot be assumed to be homogeneous, namely spread across all state senior high schools in the city of Banda Aceh consisting of 134 male teachers and 540 female teachers, and civil servants 600 people and non-civil servants as many as 74 teachers with bachelors education totaling 69 people, teachers with Bachelors education totaling 596 people, and those with education below Strata 1 there are 7 teachers, a total of 674 teachers serving in 16 State Senior High Schools in Banda Aceh City.

In this study, the minimum sampling using the formula from Slovin quoted from Prasetyo and Jannah (2011) is:

$$n = \frac{N}{1+(N \cdot d^2)}$$

Caption:

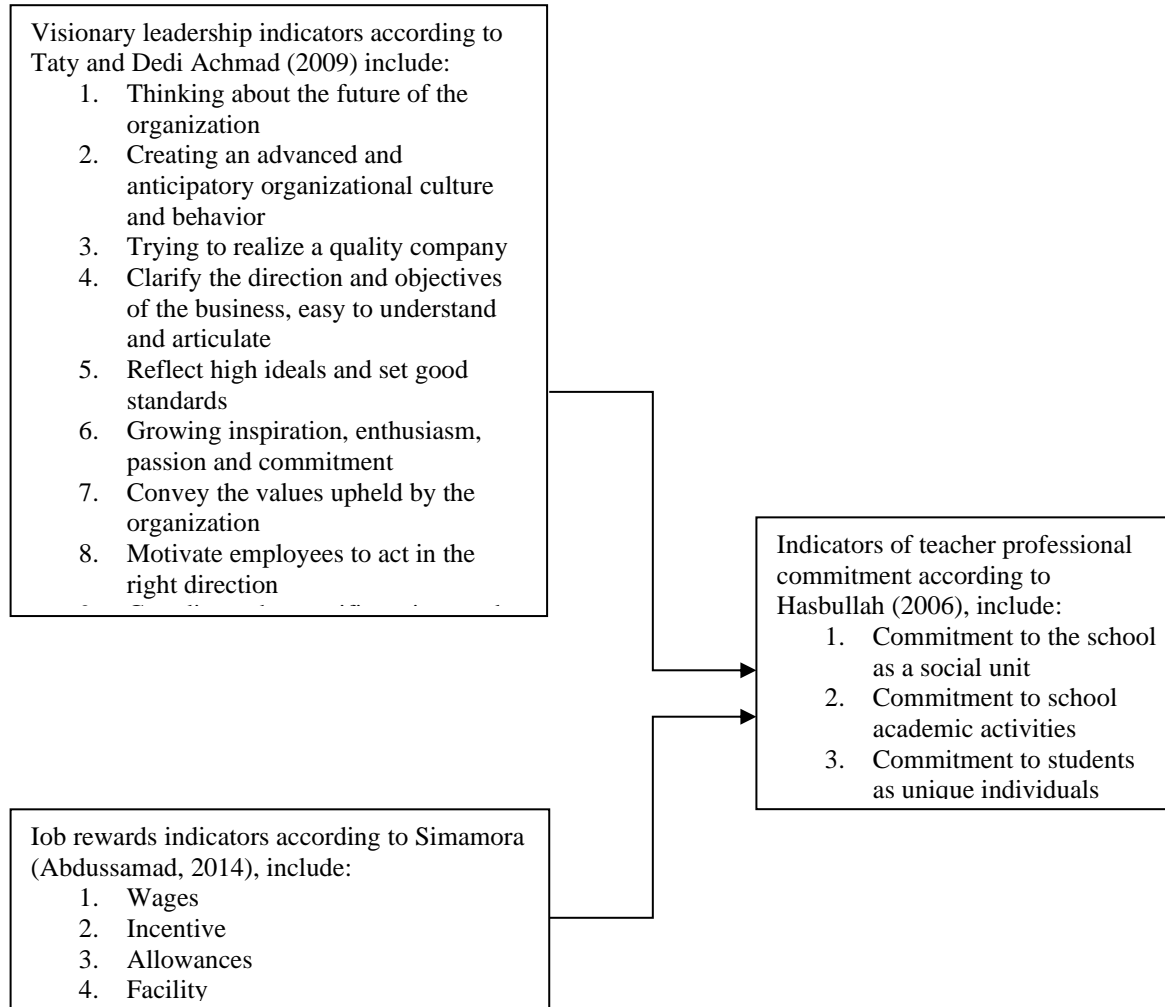
- n = Sample size
- N = Population
- d = Degree of error

Based on the Slovin formula, for a population of $N = 674$, and a degree of error d of 0.05, the number of samples obtained:

$$n = \frac{674}{1+(674 \times 0,05^2)} = 251,0242 = 252$$

The purpose of this study was to examine and analyze the effect of visionary leadership on teacher professional commitment, the effect of employee rewards on teacher professional commitment and the simultaneous effect of visionary leadership and employee rewards on teacher professional commitment. This research was conducted with a framework as shown in Figure 2.

FIGURE 2
THE RELATIONSHIP OF THREE VARIABLES



Source: Author (2022)

RESULTS AND DISCUSSION

The description of the research data presented on these three variables is visionary leadership (X_1), job rewards (X_2), and teacher professional commitment (X_3). Based on the quantification results of the respondents' answers to the distributed questionnaires, as many as 252 sets according to the number of research samples that have been determined on the teachers at State Senior High School in Banda Aceh City. Furthermore, after obtaining the raw data, the researcher processed the data using the statistical program SPSS for Windows version 22. The statistical data units can be seen in Table 4 below:

TABLE 4
STATISTICAL RESULTS DATA UNIT STATISTICS

	Visionary Leadership (X ₁)	Job Rewards (X ₂)	Teacher Professional Commitment (X ₅)
N	252	252	252
Mean	104.42	103.48	108.93
Median	104	103	108.50
Mode	99	100	103
Std. Dev.	9.51	9.97	8.75
Variance	90.49	99.52	76.70
Range	44	44	44
Minimum	85	83	88
Maximum	129	127	132
Sum	26315	26079	27450
Min. Ideal	32	32	35
Max. Ideal	160	160	175
Mean Ideal	96	96	105
SD. Ideal	21,33	21,33	23,33

Based on the data in Table 4 it is known that the mean score of the measurement results of the Visionary Leadership variable (X₁) is 104.42 with the lowest score obtained is 85 and the highest score is 129; fashion 99; median 104; as well as a standard deviation of 9.51.

Visionary Leadership Variable (X₁)

The frequency distribution of the score of the Visionary Leadership variable can be seen in Table 5 below.

TABLE 5
VISIONARY LEADERSHIP VARIABLE FREQUENCY DISTRIBUTION (X₁)

Class	Class Intervals	Class Edge	Freq. Absolute (f ₀)	Freq. Relatively	Freq. Cumulative
1	85 – 89	84.5	13	5.16%	5.16%
2	90 – 94	89.5	29	11.51%	16.67%
3	95 – 99	94.5	39	15.48%	32.14%
4	100 – 104	99.5	53	21.03%	53.17%
5	105 – 109	104.5	50	19.84%	73.02%
6	110 – 114	109.5	23	9.13%	82.14%
7	115 – 119	114.5	28	11.11%	93.25%
8	120 – 124	119.5	12	4.76%	98.02%
9	125 – 129	124.5	5	1.98%	100%
Total			252	100%	

Table 5 shows that the score for measuring visionary leadership is dominated by the class interval 100-104 with 53 people (21.03%). The percentage of the smallest value is in the 125-129 class interval of 5 people (1.98%). The average score of 104.42 lies in the 100-104 class interval of 53 people (21.03%). So as many as 118 people (46.83%) respondents had a score above the average and as many as 81 people (32.14%) respondents had a score below the average.

By referring to the criteria in the methodology section, the tendency of visionary leadership variable is obtained (X_1) as follows:

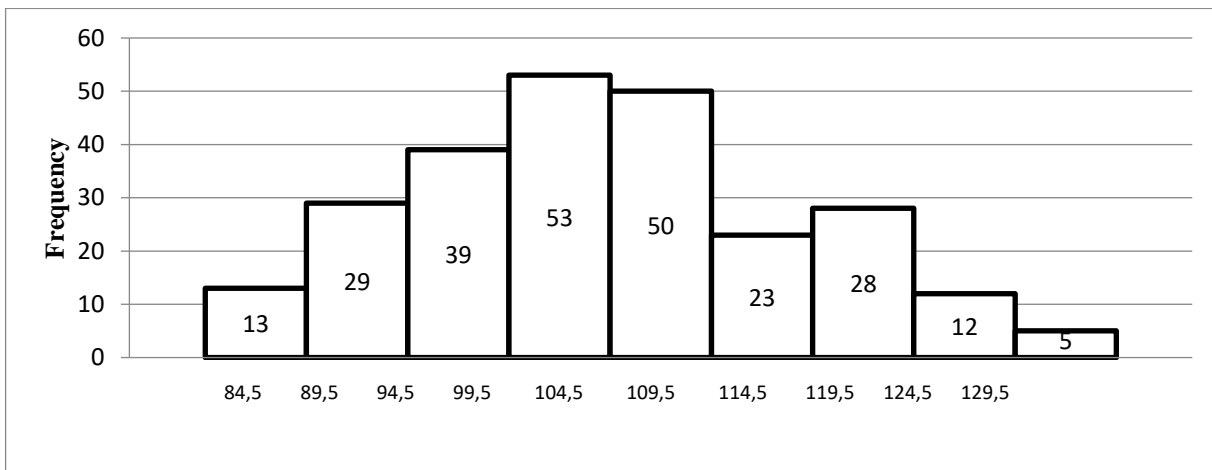
TABLE 6
VISIONARY LEADERSHIP VARIABLE TENDENCY LEVEL (X_1)

Range	Freq. Observation	Freq. Relatively	Category
129 – 160	1	0.40%	Tall
97 – 128	196	77.78%	Enough
76 – 96	55	21.83%	Not enough
32 – 75	-	-	Low
Total	252	100%	

Based on Table 6, it was obtained the level of trend score of the visionary leadership variable data of Principals of State Senior High Schools in Banda Aceh City which showed that 1 respondent (0.40%) was in the high category, 196 respondents (77,78%) with the enough category, 55 respondents (21.83%) in the less category and no respondents (0%) in the low category. Thus, the visionary leadership of the Head of State Senior High Schools in Banda Aceh City is generally in the “enough” category.

The histogram display of the visionary leadership variable can be seen in Figure 3 below this:

FIGURE 3
VISIONARY LEADERSHIP



Job Rewards Variable (X_2)

Furthermore, the distribution of the frequency scores of the Employee Benefits variable can be seen in Table 7 below:

TABLE 7
DISTRIBUTION OF JOB REWARDS VARIABLE FREQUENCY (X₂)

Class	Class Intervals	Class Edge	Freq. Absolute (f₀)	Freq. Relatively	Freq. Cumulative
1	83 – 87	82.5	10	3.97%	3.97%
2	88 – 92	87.5	25	9.92%	13.89%
3	93 – 97	92.5	38	15.08%	28.97%
4	98 – 102	97.5	50	19.84%	48.81%
5	103 – 107	102.5	46	18.25%	67.06%
6	108 – 112	107.5	34	13.49%	80.56%
7	113 – 117	112.5	26	10.32%	90.87%
8	118 – 122	117.5	13	5.16%	96.03%
9	123 – 127	122.5	10	3.97%	100 %
Total			252	100%	

Based on the data in Table 7 it is known that the mean score of the measurement results of the job rewards variable (X₂) is 103.48 with the lowest score obtained is 83 and the highest score is 127; mode 100; median 103; as well as a standard deviation of 9.97. The score for measuring job rewards was dominated by the 98-102 class interval of 50 people (19.84%). The percentage of the smallest value is in the 83-87 class interval of 10 people (3.97%) and class interval 123-127 as many as 10 people (3.97%). The average score of 103.48 lies in the 103-107 class interval of 46 people (18.25%). So as many as 83 people (32.94%) of respondents had a score above the average and as many as 123 people (48.81%) of respondents had a score below the average.

With reference to the criteria in the methodology section, the tendency of the job rewards variable (X₂) is obtained as follows:

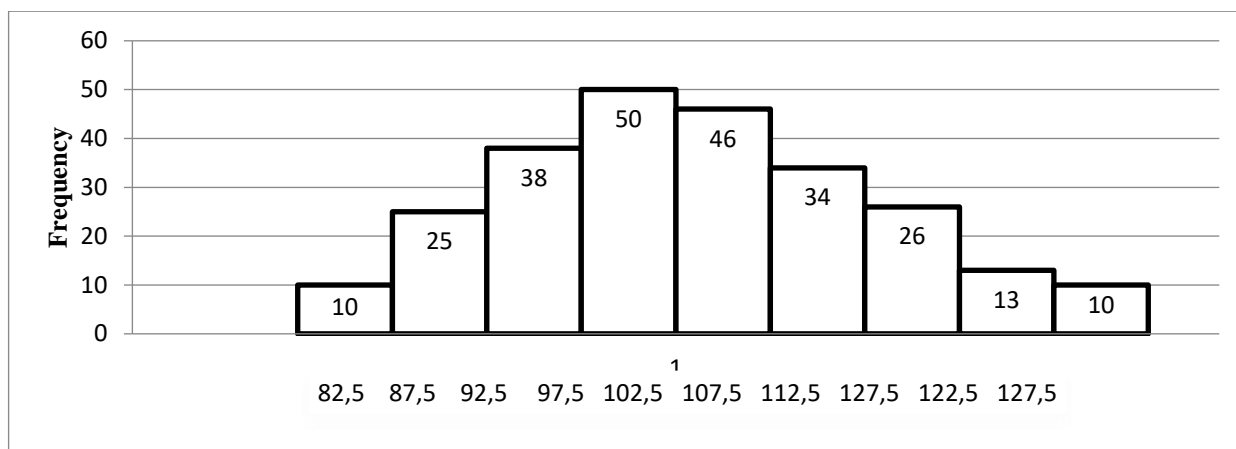
TABLE 8
JOB REWARDS VARIABLE TENDENCY LEVEL (X₂)

Range	Freq. Observation	Freq. Relatively	Category
129 – 160	-	-	Tall
97 – 128	186	73.81%	Enough
76 – 96	66	26.19%	Not enough
32 – 75	-	-	Low
Total	252	100%	

Based on Table 8, it is obtained the level of tendency to score data on the teacher job rewards variable State Senior High School in Banda Aceh City which shows that 186 respondents (73.81%) are in the sufficient category and 66 respondents (26.19%) are in the less category and there are no respondents in the high or low categories. Thus, the compensation for teachers at State Senior High Schools in the city of Banda Aceh is generally in the “enough” category.

The histogram display of the job rewards variable can be seen in Figure 4. below this:

**FIGURE 4
JOB REWARDS**



Teacher Professional Commitment Variable (X_2)

The third variable is the last variable in this study, the frequency distribution of the score of the teacher's professional commitment variable can be seen in Table 9 below.

**TABLE 9
VARIABLE FREQUENCY DISTRIBUTION OF TEACHER PROFESSIONAL COMMITMENT
(X_3)**

Class	Class Intervals	Class Edge	Freq. Absolute (f_0)	Freq. Relatively	Freq. Cumulative
1	88 - 92	87.5	6	2.38%	2.38%
2	93 - 97	92.5	18	7.14%	9.52%
3	98 - 102	97.5	31	12.30%	21.83%
4	103 - 107	102.5	59	23.41%	45.24%
5	108 - 112	107.5	56	22.22%	67.46%
6	113 - 117	112.5	43	17.06%	84.52%
7	118 - 122	117.5	21	8.33%	92.86%
8	123 - 127	122.5	12	4.76%	97.62%
9	128 - 132	127.5	6	2.38%	100%
Total			252	100%	

Based on the data in Table 9 and Table 10 it is known that the mean score of the measurement results of the Teacher Professional Commitment variable (X_3) is 108.93 with the lowest score obtained is 88 and the highest score is 132; mode 103; median 108.50; as well as a standard deviation of 8.75. The score for measuring the teacher professional commitment was dominated by the class interval 103-107 with 59 people (23.41%). The smallest percentage of values is in the 2 interval classes, namely the 88-92 class interval of 6 people (2.38%) and the 128-132 class interval of 6 people (2.38%). The average score of 108.93 lies in the 108-112 class interval of 56 people (22.22%). So as many as 63 people (25%) respondents had a score below the average and as many as 114 people (45.24%) respondents had a score above the average.

With reference to the criteria in the methodology section obtained teacher professional commitment variable (X_3) as follows:

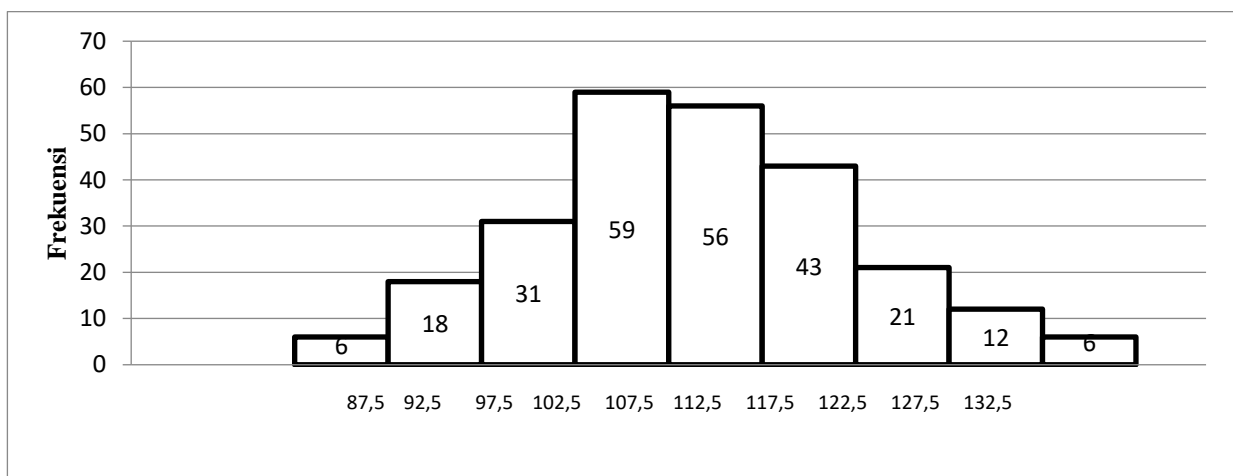
TABLE 10
TEACHER PROFESSIONAL COMMITMENT VARIABLE TENDENCY LEVEL (X₃)

Range	Freq. Observation	Freq. Relatively	Category
141 – 175	-	-	Tall
106 – 140	161	63.89%	Enough
83 – 105	91	36.11%	Not enough
35 – 82	-	-	Low
Jumlah	252	100%	

Based on Table 10, the level of tendency to score data is obtained teacher professional commitment variable State Senior High Schools in Banda Aceh City showed that 161 respondents (63.89%) were in the enough category, 91 respondents (36.11%) in the less category and no respondents (0%) in the high and low categories. Therefore, teacher professional commitment State Senior High Schools in Banda Aceh City are generally in the “enough” category.

Histogram display of teacher profession commitment variable can be seen in Figure 5 below:

FIGURE 5
TEACHER PROFESSIONAL COMMITMENT



Furthermore, to test the normality of the research data, it was carried out by comparing the largest Liliefors value as a calculated Liliefors (L count) and a table Liliefors value (L table) at a significant level $\alpha = 0.05$. The hypothesis put forward is:

H₀: The regression estimate error is not normally distributed

H_a: The error of the regression estimate is normally distributed

Based on the calculation of the normality test, a summary of the results of the normality test for the estimated error of the endogenous variables for the exogenous variables is obtained as shown in Table 11 below:

TABLE 11
SUMMARY OF THE CALCULATION OF THE NORMALITY OF THE LILIEFORS TEST

No.	Exogenous Variable to Endogenous Variable	Linearity Test			Regression Significance Test		
		F _h	Sig	Status	F _h	Sig	Status
1.	X ₃ atas X ₁	1,173	0,233	Linier	35,179	0,000	Berarti
2.	X ₃ atas X ₂	0,585	0,980	Linier	69,446	0,000	Berarti

Based on the summary of the calculation results that the value of L count < Lt (5%), it can be concluded that the distribution of estimated errors in general does not deviate from the normal distribution, meaning that the assumption of normality can be fulfilled.

Summary of the results of the linearity test and the significance of the regression equation for each pair of exogenous variables with endogenous variables through the calculation results of SPSS Windows version 22 it can be concluded that all pairs of exogenous variables with endogenous variables have a linear relationship, while the regression significance test can be seen from the F_h value of all pairs of exogenous variables with endogenous variables that have a significance value (sig.) < 0.05, so it can be stated that the regression coefficient is significant. So, the results of the analysis conclude that all forms of regression are linear, and the average is at a significance level = 0.05.

Based on the results of calculating the correlation coefficient between these variables, the path coefficient can be calculated based on the sub structure. By using the computer program application tool SPSS for Windows version 22, a summary of the results of the correlation analysis and path analysis between exogenous and endogenous variables is obtained as shown in Table 12 below.

TABLE 12
RESULTS OF CORRELATION ANALYSIS AND PATH ANALYSIS BETWEEN TWO VARIABLES

Hypothesis Number	Correlation Coefficient	Path Coefficient	t _{count}	Sig	Caption
1	r ₁₃ = 0,466	P ₃₁ = 0,157	2,771	0,006	Means
2	r ₂₃ = 0,589	P ₃₂ = 0,381	6,449	0,000	Means

* All correlation coefficients are significant {t_{count} is greater than table (5%) = 1.960}

Furthermore, in a summary of the discussion of research results, researchers can describe it as follows:

1. First research finding: Visionary Leadership has a direct positive effect on Teacher Professional Commitment of State Senior High Schools in Banda Aceh City

It can be concluded that visionary leadership has a direct positive effect on teacher professional commitment State Senior High School in Banda Aceh City, meaning that if the visionary leadership of the principal is getting better it will increase the teacher professional commitment. This is based on testing the hypothesis with a path coefficient $\rho_{31} = 0.157$ and $t = 2.771$ with a significance level of 0.005 (the hypothesis is accepted if the significance level is $t_{count} < 0.050$), so that the direct effect of visionary leadership on teacher professional commitment is 0.466. This coefficient value means that an increase of 1 unit in the visionary leadership variable will increase the teaching profession commitment variable by 0.466 units assuming the other variables are considered constant.

This test is supported by the results of Yusuf Dwi Hadi (2019) research with the title visionary leadership of school principal in improving the quality of education at Islamic Vocational School 2 Durenan, shows that the school principal visionary leadership has succeeded in bringing his institution to become one of the superior and competitive schools at

the national level. Based on the theory and research results show that visionary leadership influences the commitment of the teaching profession in improving the quality of education.

Furthermore, Koesmono (2007) research result, concludes that there is an influence between visionary leadership on organizational commitment (teacher profession). This also agrees with Robbins who stated that mature leadership effectiveness can encourage and develop professional commitment in each individual teacher.

2. The second research finding: Job Rewards have a direct positive effect on Teacher Professional Commitment State Senior High School in Banda Aceh City

Job rewards have a direct positive effect on teacher professional commitment at State Senior High School in Banda Aceh City, meaning that if the employee benefits are getting better, it will increase of teacher professional commitment. This is based on testing the hypothesis with a large path coefficient $\rho_{23} = 0,381$ and $t = 6,449$ with a significance level of 0.000 (the hypothesis is accepted if the significance level is $t_{count} < 0,050$), so that the magnitude of the direct effect of job rewards on professional commitment of State Senior High School teachers in Banda Aceh City is 0.589. This research is in accordance with the results of research that has been done previously by research Akmal and Tamini (2015) which states that there is an effect of compensation (rewards), namely basic wages and incentives on professional commitment partially, while the Holiday Allowance does not have a partial effect on employees of GAYA MAKMUR Mobil Medan.

Based on research support, perceptions of compensation justice and teacher job satisfaction simultaneously have a significant positive effect on teacher professional commitment State Senior High School 1 Weru, Sukoharjo Regency. This is evidenced by the statistical results of the regression test, the calculated F value of 9.373 is greater than the F table of 3.209 and the significance value is 0.000, less than 0.05. Sudarma (2013) reveals that Marxist thoughts and views are growth and developed within an educational professional. In this theory, it is argued that economic factors have a real influence on changes in human attitudes. Due to an increase in income or economic resources, humans experience mental and behavioral changes.

CONCLUSION

As for the summary of the conclusions of the results of this study, among others, are:

1. There is an effect between visionary leadership on teacher professional commitment State Senior High School in Banda Aceh City with a correlation coefficient of 0.466, this shows that visionary leadership influences teacher professional commitment by 46,6% with a fairly strong category, artinya semakin tinggi visionary leadership maka semakin tinggi teacher professional commitment, sebaliknya semakin rendah visionary leadership maka semakin rendah pula teacher professional commitment.
2. There is an effect between job rewards and teacher professional commitment State Senior High School in Banda Aceh City with a correlation coefficient of 0.589, this shows that job rewards have an effect on teacher professional commitment by 58.9% with a fairly strong category, This means that the higher of job rewards, the higher to teacher professional commitment, conversely, the lower of job rewards, the lower to teacher professional commitment.
3. There is an influence between visionary leadership and job rewards simultaneously on teacher professional commitment State Senior High School in Banda Aceh City with a correlation coefficient of 0.744, this shows that visionary leadership and job rewards have an effect on teacher professional commitment of 74.4% in the strong (high) category, meaning that the higher the visionary leadership and job rewards, the higher of teacher professional commitment, conversely, the lower the visionary leadership and job rewards, the lower of teacher professional commitment.

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