

The Effect of Participative Leadership on Organizational Commitment with Impact on Work Productivity Vocational School Teachers in Mataram City

Abdul Kadir Jaelani¹, Anak Agung Gede Agung², I Made Yudana³, Kadek Rihendra Dantes⁴

^{1,2,3,4}Ganesha University of Education, Singaraja Bali, Indonesia; E-Mail:¹abdul.kadir.2@undiksha.ac.id; ²agung2056@undiksha.ac.id; ³made.yudana@undiksha.ac.id; ⁴rihendra.dantes@pasca.undiksha.ac.id

Abstracts: The productivity of vocational school teachers in Mataram City is low, teacher performance is influenced by head leadership and work motivation. The purpose of this study was to determine the effect of participatory leadership on organizational commitment and its impact on the work productivity of vocational schoolteachers in Mataram City. This research method is quantitative. The technique of determining the sample was 721 people randomly based on Morgan's theory confirmed by the Warwick and Linger formula to obtain data for 259 teachers. Hypothesis analysis using Structural Equation Modeling - Partial Least Squares technique. The results of the study are; (1) participative leadership has a direct positive and significant effect on organizational commitment as evidenced by the T-Statistic 7.835 and P-Values 0.000; (2) participative leadership has a direct positive and significant effect on teacher performance as shown by the T-Statistic 7.007 and P-Values 0.000; (3) organizational commitment has a direct positive and significant effect on teacher performance shown T-Statistic 2.226 and P-Values 0.012 (4) participative leadership has an indirect effect on work productivity through organizational commitment with T-Statistic 2.606 and P-Values 0.009. The finding of this study is that organizational commitment mediates the effect of participatory leadership on the work productivity of vocational school teachers in Mataram City. It is concluded that participative leadership affects organizational commitment and organizational commitment.

Keywords: Participative Leadership, Organizational Commitment, Work Productivity.

1. INTRODUCTION

Teachers have an important role in building a nation, especially a developing nation like Indonesia. Teachers who carry out their obligations depending on their intention to work hard and carry out their duties must have the required competencies so that they can work effectively and efficiently to achieve quality education. [1]. Teacher competence is formed through mastery of knowledge that is needed to carry out work programs. The most important competency for teachers is the ability to learn or master the material. competence in learning, the field of character education, and guiding services as well as the ability to conduct relationships and community service. [2]. The teaching profession is a public trust and support to increase its productivity. The strength of the profession affects public trust. People believe that they can receive the school services they need from teachers. This trust is an important factor in strengthening professional identity and enabling teachers to perform their functions responsibly [3].

Indonesia's human resources data from the UN data report on March 21, 2017, HDI (Human Development Index), Indonesia ranked 113th out of 187 countries. Previously ranked 110th. The dynamics of Indonesia's HDI component between 2014-2015 in the field of education showed that the number of students out of school rose from 11% to 18.1%, while the education gap was 20.8%. [5]. This phenomenon also exists in research results at vocational school educational institutions in Matarram City showing low levels of teacher work productivity. It was shown that 18.55% of teachers made learning tools, carried out learning 24.18%, compiled enrichment and remedial programs 64.96% and made evaluation instruments 64.96% [6].

The most fundamental factors influencing work productivity are teachers' commitment and satisfaction with their well-being. This job satisfaction is motivated by the factors of service rewards, security, interpersonal relationships, work environment conditions, and career promotion opportunities. These factors have not been fully realized in the teacher's living environment. [7]. Low job satisfaction can impact other aspects of learning. Teacher productivity in lesson preparation has decreased. This condition can be seen when there is supervision of the preparation of learning tools, many teachers have not mastered it. Many found that the preparation of devices they bought freely

on the market. This condition demands the importance of assistance in writing learning tools and training in writing papers related to learning tools.

Indicators of productivity include: having skills, having a work ethic, self-development, efficiency of education services, and making learning designs. [10] and [11]. The principles of effectiveness and efficiency characterize educational productivity as criteria or measures in education. Work productivity is measured based on 6 indicators including: (1) Ability, (2) Increased results, (3) Self-enthusiasm, (4) Self-development, (5) Quality, (6) Efficiency.

Another factor that affects work productivity is leadership. In this study, leadership is seen as one part of management. Leadership has a dominant, crucial, and critical role in all efforts to increase work productivity, both at the individual level, at the group level, and the organizational level. Leaders must be able to manage the mindset of their subordinates and function as a symbol of moral unity to express the ethics and values that exist in the organization.

Leadership means the ability of each person to influence and mobilize his subordinates in such a way that his subordinates work with passion, are willing to cooperate, and have discipline that encourages them to achieve their goals.[13]. In line with the above understanding, leadership is the ability to influence followers to achieve a set goal. [14]. Bass [15] divides leadership styles into participative leadership and autocratic leadership and others. Participative leadership is characterized by individual influence, spiritual encouragement, and intellectual modeling. They often consider individuals, build a vision and aim to create an open culture, trust subordinates to achieve goals, and give full discretion for the development of staff potential.

Leaders provide sufficient space for subordinates to participate in decision-making and there is an atmosphere of friendship and trust between leaders and members. [16]. Participative leadership assumes that it is the group's decision-making process that should be the main concern of participative leadership. [13]. This leadership model is based on the beliefs of, among others: (1) to improve organizational effectiveness, (2) it is run and supported by democratic values, (3) it is particularly suitable in the context of school-based management where legitimate stakeholders can share their interests. [17].

Another factor that can increase productivity is the strong organizational commitment of its members. A person's commitment to the organization in the world of work is often a very important issue. Commitment to the organization is an acceptance of the goals and values of the organization, whereas commitment is defined as a willingness and determination to dedicate themselves to the values and goals of the organization. Organizational commitment can mediate the influence of leadership on teacher work productivity because commitment can strengthen this influence while towards organizational culture and job satisfaction on work productivity, organizational commitment does not mediate so it does not strengthen this influence Organizational commitment has a negative but insignificant effect on teacher work productivity.

Organizational commitment is a person's determination and involvement in their organization and the strength of their identification with a particular organization. Organizational commitment is characterized by three things, namely a strong belief in the organization as well as acceptance of the goals and values of an organization, a strong desire to maintain a relationship with the organization, and readiness and willingness to give up something for the benefit of the organization. [15].The organizational commitment variable includes 5 indicators, namely: (1) Affective commitment, (2) Continuance commitment, (3) Normative commitment, (4) work contribution, and (5) building creativity.

Research conceptual framework that describes research questions and hypothesis testing to determine the influence between research variables. This study aims to determine and explain the effect of the independent variable (X) on the dependent variable and the role of the mediating variable. The research conceptual framework is described as follows

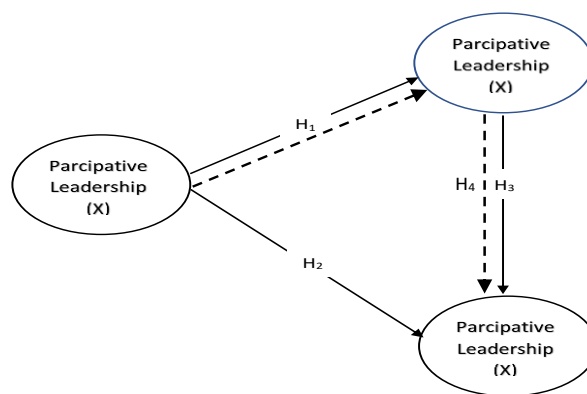


Figure 1 Research model

Based on the research conceptual framework, the following hypotheses are formulated: (1) Participative leadership has a direct positive and significant effect on organizational commitment; (2) Participative leadership has a direct positive and significant effect on work productivity; (3) Organizational commitment has a direct positive and significant effect on work productivity; and (4) Participative leadership has an indirect positive and significant effect on work productivity through organizational commitment.

2. MATERIAL AND METHOD

2.1 Research Design

In research, a researcher must be able to design the right research. This is intended so that researchers can get a clear picture of the problem at hand and the steps used to analyze research data into a correct explanation. [19]. The type of research used in this study is a quantitative research approach. Quantitative research is a type of research that uses a deductive-inductive approach. [20].

Quantitative research methods can be interpreted as research methods based on the philosophy of positivism to research on certain subjects and samples, data collection using instruments, data analysis is quantitative statistics, with the aim of testing predetermined hypotheses. This method is referred to as the positivistic method because it is based on the philosophy of positivism. [21]. This method is scientific because it has met scientific principles, namely concrete and empirical, objective, measurable, rational, and systematic. This method is called a quantitative method because the research data is in the form of numbers and analysis using statistics. [22].

2.2 Research Subjects and Samples

Population is the entire research subject [23] Population is all data that is targeted at a specified scope and time (Sugiyono 2011). Population is a combination of all elements in the form of events, things, or people that have similar characteristics that become the center of attention of researchers because it is seen as a research universe (Priyono 2008). Based on several opinions, it is concluded that the population is the entire element of the object that is the source of data with certain characteristics in a study. The population in this study were all SMK teachers in Mataram City, totaling 721 teachers from 7 schools.

The sample is part of the population, consisting of several members of the population. [24]. The sample is a part or representative of the population under study because it is not possible to take the population as a whole, so in this study, a sample is used as the research subject. [25]. The basis for sampling is to be able to conclude with several elements and populations as samples for the whole study. The benefits of sampling are cheaper, better accuracy of results, faster data collection, and availability of population elements. [20]. The sampling technique used by researchers is the random sampling technique, which is a sampling method that provides equal opportunities for each element of the population to be selected as a sample. Sample determination is carried out

with various considerations (Setyawarno 2016). In this study, the sampling technique used the R.V. Krejcie and D.W. Morgan table, namely from a population of 721 teachers, the sample was 259 taken randomly with an accuracy level (d2) of 95% and a significance level (z2) of 5%. [26].

2.3 Data Collection Technique

Data is information that is recorded and can be distinguished from other data, can be analyzed, and is relevant to a particular program. Data collection is a systematic and standardized procedure for obtaining the necessary data. To collect research data, the authors used the questionnaire method. The questionnaire method is a list containing a series of questions about a problem under study. [27]. To obtain data, questionnaires were distributed to respondents, namely teachers, to answer questions posed for research purposes.

2.4 Research Instrument

The author makes written questions then answered by the respondent. The form of the questionnaire is closed, namely questions that use multiple choice techniques or already have answer choices so that respondents just choose the desired answer. Data on work productivity variables, participative leadership, and organizational commitment were collected using a questionnaire.

Research instruments are tools for researchers in data collection. Functionally, the diversity of research instruments is to obtain the necessary data when researchers have stepped on the data collection step in the field. To measure the expected data, a tool called an instrument is needed (Sugiyono 2011). The research instrument developed in this study is a questionnaire.

2.5 Data Analysis Technique

Based on the objectives of this study and the characteristics of structural model analysis, choosing the SEM-PLS analysis technique as a data analysis tool in this study is expected to show accurate data analysis results, especially in predicting the variables that are the focus of this study. [28].

To test the effect of exogenous variables on endogenous variables or independent variables on dependent variables, the "Structural Equation Model-Partial Least Square (SEM PLS) technique is used. This PLS model approach is very suitable for prediction purposes. According to Wold, 1982 (in Ghazali, 2006), SEM PLS is a multivariate analysis that describes the application of several models which include: (1) canonical correlation technique, (2) redundancy analysis, (3) multiple regression, (4) multivariate analysis of variance (Manova), and (5) principle component analysis. It is explained that PLS-SEM is also suitable for causal-predictive analysis in situations of high complexity and weak theoretical support. [29].

3. RESULTS AND DISCUSSION

3.1. Result

The results of the PLS-SEM analysis of the effect of Participative Leadership (1) Organizational Climate (X2) Organizational Commitment (Y1) on Work Productivity (Y2) using the Smart PLS application and the results of the analysis can be seen in the following figure.

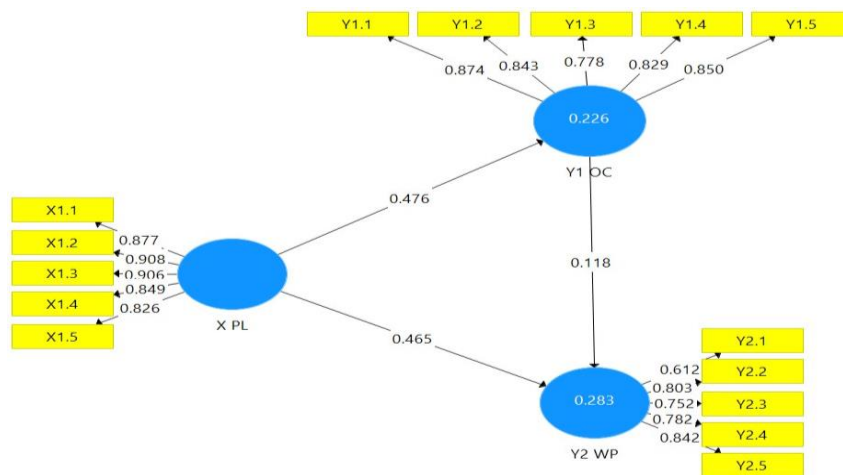


Figure 2 Structural Equation Modelig

3.2. Convergent Validity

Based on the results of this analysis, an outer evaluation is carried out to see and determine whether the indicators used to form constructs or latent variables have met the valid provisions, and the results of the convergent validity analysis are shown in the following table

Table 1 Outer Loading Participative Leadership Variables (X), Organizational Commitment (Y1) and Work Productivity (Y2)

Indicators	Original Sample	Standard Deviation	T Statistik	P Values	Result
X1.1 <- X1 Participative Leadership	0,876	0,017	52,912	0,000	Significant
X1.2 <- X1 Participative Leadership	0,908	0,012	76,531	0,000	Significant
X1.3 <- X1 Participative Leadership	0,906	0,014	63,988	0,000	Significant
X1.4 <- X1 Partisivative Leadership	0,849	0,027	31,356	0,000	Significant
X1.5 <- X1 Participative Leadership	0,827	0,018	44,949	0,000	Significant
Y1.1 <- Y1 Organizational Commitment	0,873	0,018	48,518	0,000	Significant
Y1.2 <- Y1 Organizational Commitment	0,837	0,020	42,494	0,000	Significant
Y1.3 <- Y1 Organizational Commitment	0,781	0,034	23,068	0,000	Significant
Y1.4 <- Y1 Organizational Commitment	0,835	0,034	24,278	0,000	Significant
Y1.5 <- Y1 Organizational Commitment	0,852	0,028	30,199	0,000	Significant
Y2.1 <- Y2 Work Productivity	0,589	0,055	10,743	0,000	Significant
Y2.2 <- Y2 Work Productivity	0,757	0,045	16,873	0,000	Significant
Y2.3 <- Y2 Work Productivity	0,723	0,037	19,559	0,000	Significant
Y2.4 <- Y2 Work Productivity	0,763	0,029	26,132	0,000	Significant
Y2.5 <- Y2 Work Productivity	0,824	0,024	34,783	0,000	Significant
Y2.6 <- Y2 Work Productivity	0,825	0,019	42,826	0,000	Significant
Y2.7 <- Y2 Work Productivity	0,643	0,050	12,931	0,000	Significant

3.3. Discriminant Validity

Discriminant validity is a path diagram process that shows the extent to which a latent construct discriminates other latent constructs, discriminant validity simultaneously states that the latent construct can explain variance in the observed variable greater than the unmeasured variance of the construct associated with measurement error. [30]. The correlation between constructs based on discriminant validity can be seen in the following table.

Table 2 Discriminant Validity of Participative Leadership Variable Constructs (X), Organizational Commitment (Y1) and Work Productivity (Y2)

Construct	X Participative Leadership	Y1 Organizational Commitment	Y2 Work Productivity
X Participative Leadership	0,874		
Y1 Organizational Commitment	0,473	0,836	
Y2 Work Productivity	0,540	0,368	0,737

Based on Table 3, it can be seen that Discriminant Validity has been fulfilled because the indicator has a greater cross-loading on the construct compared to other constructs to the left or below it. In this study, there is one exogenous variable, namely Participative Leadership (X), and two endogenous variables, namely Organizational Commitment (Y1) and Work Productivity (Y2).

Then on Average Variance Extracted (AVE), Composite Reliability, and Cronbach's Alpha Composite reliability is used for reflective indicators which aim to measure the internal consistency of a construct and Cronbach's Alpha. Construct feasibility can be seen from Discriminant Validity (DV) through Average Variance Extracted (AVE) with a minimum value. The results of the data analysis are presented in the following table

Table 3 Average Variance Extracted (AVE), Composite Reliability, and Cronbach's Alpha Composite

Konstruk	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X Participative Leadership	0,922	0,924	0,942	0,764
Y1 Organizational Commitment	0,895	0,920	0,921	0,699
Y2 Work Productivity	0,860	0,880	0,891	0,543

Reliability criteria on Cronbach's Alpha are more than 0.70 on rho more than 0.70 and Average Variance Extracted (AVE) is more than 0.50. It can be said that Participative Leadership (X), Organizational Commitment (Y1), and Work Productivity (Y2) have met the Reliability requirements.

After the evaluation is carried out and then the direct effect test is carried out to test the direct effect between the research variables, the results of which are in the table below

Table 4 Results of Direct Influence Hypothesis Testing Between Research Variables

Direct Effect	Original Sample	Standard Deviation	T Statistik	P Values	Hypothesis
X Participative Leadership -> Y1 Organizational Commitment	0,478	0,061	7,835	0,000	accepted
X Participative Leadership -> Y2 Work Productivity	0,465	0,066	7,007	0,000	accepted
Y1 Organizational Commitment -> Y2 Work Productivity	0,118	0,053	2,226	0,012	accepted

1) Hypothesis-1: The direct relationship between participative leadership and organizational commitment is shown by a coefficient of 0.478 and a T-statistic of 7.835 greater than 1.96 and P-values of 0.000 smaller than 0.05, as a result, H₀ is rejected while H₁ is accepted, it is said that participative leadership has a direct positive and significant effect on organizational commitment, meaning that increasing participative leadership makes organizational commitment increase.

2) Hypothesis-2; The direct relationship between participative leadership and work productivity is shown by a coefficient of 0.465 and a T-statistic of 7.007 greater than 1.96 and P-values of 0.000 less than 0.05, the result is that H₀ is rejected while H₁ is accepted, it is said that participative leadership has a direct positive and significant effect on work productivity. meaning that increasing participative leadership makes work productivity increase.

3) Hypothesis-3 The direct relationship between organizational commitment and work productivity is shown by a coefficient of 0.118 and a T-statistic of 2.226 greater than 1.96 and P-values of 0.012 smaller than 0.05, the results of H_0 are rejected while H_1 is accepted, it is said that organizational commitment has a direct positive and significant effect on work productivity. meaning that increasing organizational commitment makes work productivity increase.

Furthermore, the results of the indirect effect test aim to see the role of Organizational Commitment (Y1) as a mediating variable on the effect of Participative leadership (X) on Work Productivity (Y2), the results are as in the following table

Table 5 Hypothesis Testing Results Indirect Influence between Research Variables

Indirect Effect	Media in	Original Sample	Standard Deviation	T Statistik	P Values	Hypothesis
X Participative Leadership -> Y1 Organizational Commitment -> Y2 Work Productivity	Y1	0,086	0,033	2,606	0,009	accepted

4) Hypothesis-4; The indirect relationship between participative leadership and work productivity through organizational commitment is shown by a coefficient of 0.086 and a T-statistic of 2.606 greater than 1.96 and P-values of 0.009 smaller than 0.05, as a result, H_0 is rejected while H_1 is accepted, it is said that participative leadership has an indirect effect on work productivity through organizational commitment. This means that organizational commitment can mediate the indirect effect of participative leadership on work productivity.

4. DISCUSSION

In this section, the results of research based on hypotheses about the direct and indirect effects of independent variables on the dependent variable will be analyzed.

1) Participative leadership characters that provide trust and opportunities to be involved in thinking about goals can increase commitment so that teachers become more solid together in advancing and realizing school programs. This is in line with the results of research conducted [31] and [32]

2) Participative leadership involves teachers being creative to improve their work, especially in vocational schools that require innovation that can produce production that is beneficial to the competence of students. Research conducted by [13] that teachers are more productive when given enough space to be creative. [33].

3) The character of organizational commitment in a teacher is always ready to support the school program, if the teachers commit, they will certainly be able to improve their performance. This is like the results of research conducted [34] and also in line with the results of research [35]

4) Participative leadership has a positive and significant indirect effect on work productivity through organizational commitment. this means that organizational commitment can mediate the indirect effect of participative leadership on work productivity. Participative leadership has a direct effect on teacher work productivity, and leadership also has a direct effect on commitment, so indirectly participative leadership certainly affects work productivity through commitment as a mediating variable. Similar research was conducted [18] dan (Salahuddin et al., 2020)

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that; (1) participative leadership has a direct positive and significant effect on the organizational commitment of vocational school teachers in Mataram City; (2) participative leadership has a direct positive and significant effect on the work productivity of vocational school teachers in Mataram City; (3) participative leadership has a direct positive and significant effect on the work productivity of vocational school teachers in Mataram City; (4) participative leadership has an indirect effect on the work productivity of vocational school teachers in Mataram City through organizational commitment.

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