

A Correlation Study Between Principals' Instructional Leadership Practice And Teachers' Organizational Commitment In Yogyakarta Province, Indonesia

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Abstract : The key purpose of the study was to assess the influence of principals' instructional leadership practice on teachers' organizational commitment in Public High Schools at Yogyakarta Province, Indonesia. For that reason, the researcher used a cross-sectional survey design to get wide information from the participants of the study. Public high school teachers were the target group and simple random sampling was implemented to get 250 teachers from 5 high schools from the total of 8 schools in Yogyakarta. OC and PIMRS scales were employed as the questionnaires which are employed to get the intended responses from the sample teachers who participated in the study. The data was analysed by the means of descriptive statistics, correlations (zero-order and partial), and multiple regressions were. From the finding, it was concluded that male, experienced and elder teachers have low commitment level but they believe that instructional level may help them to develop their commitment to their school and principal's instructional leadership practice seems very practical from teachers' view of perception. Therefore it is recommended that the government needs to assign more young teachers in high school and promote peer teaching among teachers to create a balance.

Key Words: Public High School, Instructional Leadership, Teacher Organizational Commitment, Affective, Continuance, Normative

1. INTRODUCTION

This chapter introduces the background, statement of problem, purpose, and significance of the study. The comprehensive descriptions collected from the evidence from the schools' settings and global previous studies.

1.1. Background of study

The Indonesia government puts education as the focal point of civilization and to show how the education system is going with the 21 century needs, Indonesia participated in PISA assessment of 15 years old students since 2000 until the recent one and according to the result, it is clearly observed that students assessment performance is improving year by year especially in science, even if in each assessment year the result is below the average result of OECD for each subjects. Along with the attempts, years have been spent to focus on enhancing the education quality (Bank W., 2005; Bank O. D., 2015; Kurniawati, Suryadarma, Bima, & Asri, 2018). Therefore, the prominent place to boost the education quality is mostly at schools in which the agents of change and the subjects are gathered sharing and obtaining knowledge. According to Daft (1982), organizational change is defined as the adoption of a new idea or behavior by an organization (Daft, 1997: 382) and Indonesia is started a big reform on the educational performance of students after PISA 2015 result of age 15 students assessment outcome. There are two agents of change in educational setting, first, teachers as educators (Ping, Schellings, & Beijjaard, 2018), secondly the principal as the person who responsible of running the school and

enhancing teachers' professional capacity development in which at the end enhances students reflected in school improvement (Balyer, Hakan, & Alci, 2015). School as the organization in an educational setting asks for collaboration of leadership and commitment. The trend of instructional leadership practice has been notable recognized across the globe (Al-Mahdy, Emam, & Hallinger, 2018; Aziz & Baba, 2011; Setwong & Prasertcharoensuk, 2013), to focus deeply, instructional leadership is noted as successful practice in school improvement (Ail, Taib, Jaafar, Salleh, & Omar, 2015). Further, the principal as the leader responsible runs the school under any circumstances, while teachers focus on improving students' outcome through daily teaching-learning processes as the commitment to the school. However, the challenge emerges in Indonesia deal with principal instructional leadership practice towards teachers' organizational commitment (Basilius, Selli, & Ermelinda, 2017; Sofu, Fitzgerald, & Jawas, 2012) have been revealed in Bali and Merauke Province, on the other hand, Yogyakarta Province faces similar obstacle shown in the daily basis which relatively little known by researchers in global context. Therefore, the researcher were motivated to conduct the study of the relationship between principal instructional leadership practice and teachers' organizational commitment since there was no research has been conducted in this area at this province it would be a huge contribution in terms of policy, experience and literatures.

1.2. Problem statement

As education paradigm has evolved into something that we called 21st century education, learning language is not only focusing on building students listening, speaking, reading, and writing skills but also on building and developing critical thinking, good communication, good collaboration, and be creative in order to survive in this global world (Partnership for 21st century skills, 2007). Indonesia to be in that paradigm the principals have a lots of responsibility to

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influence teachers, students, parents and other stakeholders to achieve a common goal. That is the reason the government decided that implementing instructional leadership in a school level to enhance the performance of students by improving the quality of teachers. FirmaningsihK.(2015, p.1) stated that One of the goals of instructional leadership implementation is to increase the learning outcomes of students. However, many of international student assessments have shown that Indonesia's education system was among the incompetent countries. The central leader at school signifies the principal daily basis activities and performance. As in Indonesia, the principal instructional leadership is critical to pursuit (Sumintono, Sheyoputri, Jiang, Misbach, & Jumintono, 2015). As to do so, the prominent instructional leader is a principal who accountable for the school improvement which means dealing with teachers as well as students. To be specific, three responsibilities are accounted (Hallinger, 2005), firstly, setting out a positive school climate including building and sustaining a school vision. Secondly, set forth standard activities for teachers' deals with sharing leadership, leading professional learning community, assessing them regularly as well as monitoring curriculum and instruction. Lastly, encourage the students to shape their fortitude, evaluate the students regularly, and make use of collected data to make a decision, monitor the students' improvement and progress for academic improvement. On the other hand, organizational commitment takes teachers as the doer, focuses on the relationship of each individual or group in the organization, in this case, educational setting or schools (Einolander, 2015; Labrague, et al., 2018; Lambert., Keena, Leone, May, & Haynes, 2019). Three facets of organizational commitments were introduced by Meyer and Allen (1991) covers affective commitment, continuance commitment and normative commitment determine the strong emotional bond to the school. Two essential notions, instructional leadership and organizational commitment become the focus of the study. In-depth, principal instructional leadership is essential determiner towards the teachers' organizational commitment; it influences teachers' capacity development to boost students' outcome as well as school improvement. Moreover, educational scholars put attention on the importance that an instructional leader has to fathom the problems faced by teachers' and students' in order to take a veracious decision. In Yogyakarta Province, the problem occurs when the principal is less understood the teachers or vice versa, in converse, teachers are committed as a result of the principal's instructional leadership practice implemented. The way teachers perceive their principals' roles is important, because positive perceptions of the roles of principals among teachers can provide principals the confidence and the mandate needed to run their schools. Poor perceptions of the roles of principals may negatively impact the way principals perform their duties. Even if the mystery of education is enforcing the principals to practice instructional leadership, but there is no updated information how far they are exercising the leadership and also there should be some kind of evidence which reveal the reform should benefit not only the students even teachers, because if the commitment level of teachers is not guaranteed or known expecting the principal to make teachers the part of

the educational reform will be a dream, because the leadership style require full commitment of teachers and without their heartily commitment to their school expecting the student to perform well in the next PISA assessments will not be attained.

Table 1. Indonesia PISA result from 2006 to 2015

Subjects	2006	2009	2013	2015
Matimatics	391	371	375	403
Reading	392	402	396	397
Science	393	383	382	386

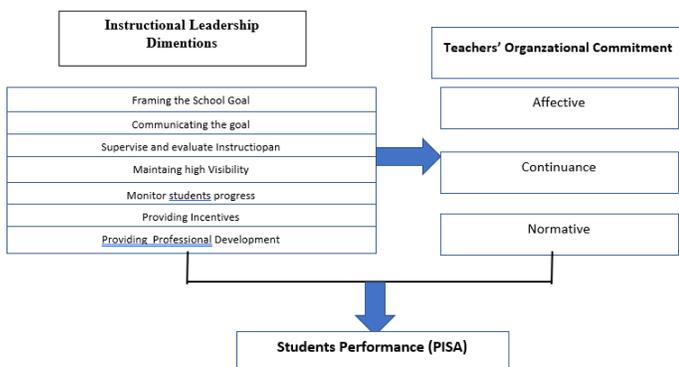
Source: OECD PISA 2006 to 2015 database

From the table above we can observe the PISA result of Indonesia is not showing significance improvement throughout each assessment years and the result of each year PISA was much lower than the average result set by OECD and the result for 2018 will be result on coming December. Since the last result the government was stressing on promotion of instructional leadership at the school level by giving the authority for the principals to have the power to overtake their school. According to OECD (2016) Students in Indonesia who have already started high school (grade 10 or above) perform better in science, with an average 45-point gap over their peers still in grade 9 or below in which both grade 9 and 10 students are studying in public school getting the same importance from the government. That implies that determinants of students performance in high schools are more in to school based factors and that is an impressive or encouraging status, those factors which makes high school students to perform well in PISA might be they already joined the high school and get an advanced skill, knowledge and exposure than age 15 in middle school or the principal leadership to influence teachers commitment to make their students ready for the assessment. However, from the analysis finding of OECD the class difference between students age 15 in middle school and high school do not have a significance influence on their PISA result. Therefore principals need to use the instructional leadership for two purposes; one to lift up students performance, because according to OECD (2016), principals in Indonesia are more concerned about the quality and the lack of material resources at their schools. For instance, 33% of students in Indonesia attend schools whose principal considers that the capacity to provide instruction is hindered a lot by the lack of educational material, compared to 6% of students across OECD and 17% of students in Thailand and at the same time supporting teachers to achieve their personal and organizational goal. According to Nuray And Çetin (2016) one of the most important factors affecting organizational commitment of the teacher, the principal, as an effective instructional leader, should work hard to increase the organizational commitment of the personnel for the school to achieve its goals this concept inline with Blasé and Blasé (1999), in their research about principal instructional leadership and teacher development, reveal that principal's instructional leadership behavior has a strong impact on teachers. However, many Indonesian principals still do not know how to use the new authority to manage their schools

and are afraid to make changes (Chanand Sam 2007; Mulyasa 2011; Silverius 2002; Surakhmad 2002; Zainuddin 2008). Hence, this study was conducted to identify the relationship between principal instructional leadership practice and teachers' organizational commitment to enhance the students performance on PISA.

1.3. Conceptual Framework

From below conceptual framework, the researchers tried to integrate challenges and Allen and Mayer model of instructional leadership and organizational commitment respectively, these two concepts are linked to each other in many ways directly or indirectly. Both instructional leadership and teachers' organizational commitment have a comprehensive impact on school improvement because teachers and principals are the main actors in school improvement.



1.4. Purposes of the Study

The main purpose of the study was to investigate the influence of principals' instructional leadership practice on high school teachers' organizational commitment at Yogyakarta province, Indonesia.

The researchers point out the following purposes:

- To identify the level of principals' instructional leadership practice in high schools in Yogyakarta Province.
- To identify the teachers' organizational commitment level in high schools in Yogyakarta Province.
- To investigate the influence of teachers personal characteristics on their commitment level.
- To examine the relationship between principals' instructional leadership practice and teachers' organizational commitment.

1.5. Research Questions:

The basic research question for this study was "what is the relationship between principals' instructional leadership practice and teachers' organizational commitment."

1. What is the level of instructional leadership practice of principals and teachers' organizational commitment in secondary schools at Yogyakarta Province?
2. What is the relationship between sub-dimension of organizational commitment and teachers' demographic characteristics?

3. To what extent the seven components of instructional leadership practice influence organizational commitment sub-dimensions?

1.6. Significance of the Study

The key significance of the study was to give an updated finding for the government of Indonesia how the reform is going since its launched about the practice of instructional leadership to improve students performance for the next PISA assessment and to give a wake up call for the principals to consider the commitment level of their teacher while working with them and finally to give a breakthrough for other researchers to explore more on this issue so that the problem will be discussed more and easy to give a solution for it.

1.7. Limitation of the study

It is obvious that every research they have their own limitation for the sake of achieving the specific purpose which is planned. Likewise, there are various models of leadership style, due to the limit of time, finance and material resources; this research will not see all school culture in every school extremely. The investigation was run by focusing on the three leadership styles and teachers performance. In addition because of the limits mentioned above, this research was conducted on public high school teachers at Yogyakarta province. Therefore, the study can not be generalized for all public high school in Indonesia.

2. LITERATURE REVIEW

In this chapter, the researcher tried to deal with studying and evaluating the reports of relevant researches, the study of published articles, research abstracts as well as reports of casual observation and opinion that are related to the individuals' planned research project (Agarwal, 1998). The researcher tried to show how far other researchers have done and their findings are congruent or contradict about the Instructional leadership styles practiced by principals has a relation with teachers' organizational commitment.

2.1. The concept of Instructional Leadership

It is known that leadership has plenty of definitions according to the context of the situation, so do instructional leadership. Therefore the researchers tried a lot to review different works of literature to see how deep the concept is and what benefits we get from practicing it from pieces of literature that gives a common understanding and related to the context of Indonesia where the researchers intended to accomplish the purpose of their study. Therefore different authors tried to distinguish these phenomena from relevant articles. To mention some, author-defined instructional leadership is one of the most significant responsibilities of a school leader. Principals are not seen as managerial or organizational administrators any longer (Brazier & Bauer, 2013), because this century a person who is in charge of any organization need to practice more leadership than managing or administrating. Since 70th Managerial tasks such as ordering supplies and creating bus schedules were common daily tasks. Teacher supervision served mostly to eliminate ineffective teachers. But after one decade the concept of Instructional leadership to show up in many educational ideologies. Since then instructional leadership

became one of the most effective leadership practice handled by principals to bring improvement in the school, but there are many stakeholders which are involved in this collaboration since leadership is all about work in a team and one of the most stakeholders in school improvement are teachers and students. Even though principals are involved in many tasks that tend to distract from this planned goal the school setting, effective principals focus on instruction because they know that this will impact students the most (Arlestig&Tornsen, 2014). Many researchers have shown the importance of high-quality instruction as a necessary component of student improvement and achievement. Instructional leadership plays a key role in this goal (Marshall, 2009; Hallinger, 2011; Neumerski, 2012; Kidron, Greenberg, & Schneider, 2015; Marzano, 2011; Sullivan & Glanz, 2013; Ylimaki, 2014; Zepeda, 2012) and for that achievement the teachers are the medium for the instructional leadership implementation, which means if the teachers are acting as the best medium the outcome or the achievement will be amazing otherwise it will be vice versa. Likewise, Instructional leadership encompasses those actions that a principal takes or delegates to others to promote growth in students learning (Hallinger, 2009:12). Blase (2000:131) also indicate that instructional leadership entails direct assistance provided to educators on a one to one basis or by way of group development and this can be staff development in another way. Since the researcher adopted the instructional leadership model of Hallinger, here are some reviews have been done until now about Hallinger's model of instructional leadership. In previous studies, most literature in educational leadership of earlier years showed that leadership effectiveness was considered in terms of leadership styles and capacity of a leader's personality interaction only. However, the uniqueness of each situation in which leadership abilities are practiced makes generalizing of characteristics and leadership styles difficult and loose. Most studies showed that this day's instructional leadership was overshadowed by administrative leadership because the rate of return is very high and encouraging every stakeholder of education. So according to the instructional leadership framework designed by Hallinger (2009:142) consists of five main components which most instructional leadership contains.

- A. Building and sustaining a school vision
- B. Sharing leadership
- C. Leading a learning community
- D. Using data to make instructional decisions
- E. Monitoring curriculum and instruction

The above-listed components are the most crucial phenomena that make a given principal he/she is implementing or practicing instructional leadership and each component have their own impact, but most of them it has a relation with teachers because teachers are the one who is in the classroom implement the curriculum, exercise their power to achieve the school goal, practice leadership which are handed over by the principals. So this whole arrangement needs to be done with teachers. Let's see what are these components and their importance.

A. Building and Sustaining a School Vision

Leave alone a school every organization we can come up with have their own goal and visions, those visions are the reason the organization work to achieve it. Not only manager, owner of the company or the employees will achieve, unless every single person who believes they are working for the organization or who thinks he/she is committed to the organization will do whatever it takes to make it true and the leader has the most likely who has the chance to make that happen by using his power and that power is the leadership style he/she practice. According to Hallinger(2009), a successful instructional leader must have a clear vision that shows how all components of a school will operate at some point in the future. Having a clear image of their schools helps instructional leaders meet the administrative requirements of their jobs, it's like a driver who knows where he/she is heading. A successful instructional leader understands that it is important to set clear learning goals school-wide; and even community-wide goals. The development of a clear vision and goals for learning is emphasized by the instructional leader of high-achieving schools (Leithwood and Riehl, 2003:66), these two authors are implying that school should put their vision or goal because it will serve as the organization road map. Letting them what has to be done, when has to be done, who should do it, who is responsible for it and so on, but just putting on the paper or agendas does not mean that the goals are being achieved.

Therefore, building and sustaining the school's vision focuses on the following principles:

- Instructional leaders need to have clear visions for their schools
- Schools need instructional leaders who strive to improve the quality of instruction in their schools
- Instructional leaders of high-achieving schools expect teachers and students to achieve the schools' goals
- Instructional leaders of high-achieving schools are confident that their schools can attain their goals
- Instructional leaders who focus on school improvement have more effective schools, high-achieving schools, and they communicate to all stakeholders that the school's most important mission is the promotion of effective learning.

B. Sharing Leadership

Instructional leadership is the prime leadership style that will give the principals opportunity to share their leadership, because school is a big organization so the principal cannot be everywhere, therefore by practicing instructional leadership the principal will empower teachers to exercise leadership in the classroom and it will make them be more committed to their school. The ideology of Hargreaves (2009) supplement this idea, he said "key responsibility of school leaders is to sustain learning, and this can best be accomplished through leading learning endeavors that are focused on long-term outcomes rather than short-term returns"(p.12) Leadership that is delegated across the school contributes to sustainable improvements within the school organization. Leaders should develop and count on the expertise of their staff members to improve the effectiveness of the school, this the reason why most

countries this day principals practice instructional leadership mainly to achieve school improvement.

C. Leading a Learning Community

Today's principals must become role models for learning while continually seeking tools and ideas that foster school improvement (Lashway, 2003:53). Simply put, schooling is organized around two key functions:

- (1) Teaching and learning, and
- (2) Organizing for teaching and learning.

Effective instructional leaders tend to the learning of all members of their school communities; serve as participatory learners with their staffs; provide conditions through staff development programs that incorporate study of professional literature; demonstration and practice of new skills and peer coaching; use action research focused on collecting student data; study the effects of new strategies on students; possess a broad view of the expertise of their teachers.

D. Using Data to Make Instructional Decisions

Data of any organization inform a lot of things about the progress of any organization, whether it's going in the right track or not, without tangible data it's impossible to know what has been done and what needs to be done in the organization. Bekuretsion.H (2014) stated on his research that instructional leaders find themselves in a situation where they have to do some analysis, reflection, and refinement constantly. They challenge their staff to re-examine assumptions about their work and how it can be performed. Beyond the ability to successfully gather and analyze school data, principals need to possess basic skills for using these data for setting directions, developing people, and restructuring the organization. His finding indicates that data collection is a means of measuring the degree of instructional leadership practice of the principal because from the researcher's experience principals could not achieve the goal they set because they lack data about the advancement of every activity in and out of the school. Likewise, the use of appropriate data helps to maintain a consistent focus on improving teaching and learning, and, consequently, effective principals accept no excuses for lack of success to improve student learning (Leithwood and Riehl, 2003:76). Therefore those principals who cannot practice it is maybe because of the scarcity of collecting data about each activity they deposit to attain the school vision.

E. Monitoring Curriculum and Instruction

In most countries including Indonesia it's very rare that involving teachers involving regarding curriculum, Principals could support instructional activities and programs by modeling expected behaviors, participating in staff development and consistently prioritizing instructional concerns on a day-to-day basis. A principal who practices instructional leadership are knowledgeable about curriculum and instruction and promote teacher reflection about instruction and its effect on student achievement. Following, Hargreaves(2004) the role of the instructional leaders on monitoring curriculum and instruction indicates the following: A principal who has the knowledge of the curriculum and good instructional practices focus on the practice of curriculum and actively participate teachers in it.

Parallely the monitor very well that the curriculum is being implemented according to the need of the student, culture and country context. While monitoring they will get a lot of things to be maintained and also to be improved, so they will discuss it with the teachers and support them to make more successful. Because principals should not spend most of their time in their office by doing administrative works rather they need to go to the grass root where everything is getting implemented like in the classroom. Principals should visit the classroom of teachers for the sake of many issues but the main issue is to monitor whether the intended curriculum is being implemented well and the instructions the teacher is applicable for the curriculum.

Generally, Instructional principal is there to work with the teacher and support them to make them a better teacher, that conclude us even if the principal is trying to practice instructional leadership and if the teachers are not ready for it because of many reasons like teachers' commitment is in a question mark, its impossible to do the practice since the leadership style needs high intimacy with teachers from what we have seen from the review. Therefore before principals think about practicing instructional leadership they have to make sure that their teachers' organizational commitment is on the safe place otherwise they have to work on that also.

2.2. The culture of Instructional Leadership in Indonesia

Since the researcher has a plan to do the research in Indonesia they have some digging on the trend of Indonesia's school principals in implementing instructional leadership, how far acceptable and successful is for the plan of 21-century education reform of the country. Indonesian students' performance on PISA tests has been among those countries that are statistically significantly below the average PISA score and lower than the PISA scores of its neighboring countries (OECD 2011). Other unsatisfactory performance areas of Indonesian students are their profiles on the 2007 TIMSS and the 2006 PIRLS, which were in the lower part of the rank for both tests (TIMSS and PIRLS 2009). It appears that school reform in Indonesia has not enabled appropriate student achievement in comparative terms (Nandika 2007). School reform aims for a change in pedagogy, an approach to teaching and learning that is oriented towards high expectations of student achievement (Dali 2005). To attain this, there has been an increased demand for public accountability in schools (Hallinger and Murphy 1987; Leithwood and Day 2008; Pont, Nusche, and David 2008; Robinson 2010). This demand has brought the recognition of the importance of school leadership (Leithwood and Day 2008). Based on a study conducted by Sofu et al., (2012) about instructional leadership in Indonesian school reform, instructional leaders have a major contribution to student outcomes. Therefore, Sofu et al., suggest that the principals in Indonesia should be encouraged to perform instructional leadership. This type of leadership is able to create new ideas to foster and to maintain improved academic progress of the school as a whole and of students in particular. (Sofu et al., 2012, p. 517-518.) The theory has been broadly dispersed in ineffective schools; the principals practiced strong instructional leadership, therefore, the government tried to urge all principals to implement the instructional

leadership in order to develop their schools more effectively (Hallinger, 2005, p. 223). In addition, in the training module for the principals based on Departement Pendidikan Nasional or Minister of National Education, 2007, it stated that the main characteristics of effective schools are when the principals are (a) exercising strong instructional leadership, (b) having high expectations for student achievement, (c) creating learning environment that are solicitous and comfortable, (d) emphasizing on basic skills, (e) monitoring continuously the students' progress, and (f) clearly formulating the school's goals. (Departement Pendidikan Nasional, 2007, p. 6.). This proves that not only in theory, also practically instructional leadership has critical benefit for school improvement. That is the reason, even officials put it on the list of criteria to call it an effective school. Currently in Indonesia according to (Minister of National Education, 2007, p. 3.) principal-ship, he/she needs to be able to demonstrate 5 (five) dimensions of competency: personal, managerial, entrepreneurship, supervision and social. Each dimension consists of specific competencies. For the first dimension, personal, a principal is expected to be an integrity leader who can be a good example for his/her teachers and students. He/She also needs to have a strong desire not only for self-development but also for the school's development. The second dimension, managerial, a principal is required to be able to organize school planning optimally, to manage the school changing and development, to create a conducive and innovative school culture for all of the stakeholders, to manage not only teachers and staff but also facilities and infrastructure, to establish and maintain good relationship between school and social community in order to gain positive support, organize students and school capacity, to develop curriculum and school activities based on national education vision and mission. Entrepreneurship is the third dimension, in this case, a principal is required to create a useful innovation to develop the school, to work hard to achieve school goals, have a strong motivation to be successful in becoming the school leader, always trying to find good solutions for emerging problems at the school, having entrepreneurship intuition in managing the activities of school production/service as the main learning source for students. The next dimension, Supervision, a school principal is demanded to be able to make a planning program academic supervision in order to develop teachers' professionalism, to perform academic supervision towards teachers using appropriate approaches and supervision methods, able to follow up the supervision on teachers. Social, is the last dimension, in this case, the school principal needs to be able to build good collaboration and cooperation with other parties to develop the school, to take parts in social activities, to have social sensitivity towards others. (Minister of National Education, 2007, p. 5.) A principal is expected to be able to delegate some tasks to the right people, determine the correct time and place for school activities, able to support his/her teachers to do their tasks based on the applicable standards, therefore, a school principal needs to have a good interpersonal communication skill with their subordinates so that miscommunication will not happen. (Musfah, 2015, p. 2.) Furthermore, in order to enhance the school's quality, MNOE adminis-tered principal's qualifications. Based on

their regulation, the principal's quali-fications consist of two categories; general and specific. In general qualification, a school principal is required to : (1) have graduated with a Bachelor's degree or Diploma IV majoring in education or non-education from accredited universi-ties, (2) be maximum 56 years old, (3) experience in teaching minimum 5 years for becoming a principal in primary to high school, and 3 years in kindergarten (4) entitled to minimum category III/C for civil servants and non-servants who are ranked similar. In specific category, principal needs to have current status as teacher, have formal certification in teaching as well as becoming school princi-pal. (Minister of National Education, 2007, p. 3.) If we compare and contrast what the monster of national education of Indonesia claims the dimension of principals in the school to practice, they are almost congruent with the components of an instructional leader which are proposed by Hargreaves. To conclude the culture of instructional leadership in Indonesia, its very impressive that the government seriously stressed on the practice of instructional leadership for the accomplishments of the reform the country is undergoing and still from the review we have seen the principal need to work on the collaboration with teachers to accomplish what is stated on the blueprint of the policy. On the contrary, unluckily there are very few studies in Indonesia which show how far principals are practicing and how far it has relationship or influence on teachers' organizational commitment, but the researchers did they work to find works of literature which shows the trend of this leadership style in school. There was a research conducted by Mohammad J. And Muhammad H.(2011) showed that most of the principals who participated in their study practice instructional leadership habitually. Congruently Lee, Walker, and Chui's (2012) research found that principal instructional leadership focusing on managing instruction boosts the positive effect of school attachment on student learning. However, the finding of Syarwan Ahmad &MaznahHussain(2012) is somehow odd, which is some respondents failed to specifically mention the principal instructional leadership practices on reviewing student work products, the length of time spent on the classroom observations, and feedback of specific strengths and weaknesses of the teacher's instructional practice. The findings are consistent with those found by Little and Bird (1987) who emphasized the significance of the supervision and evaluation. The schools, whose principal leadership under study, are excellent schools. These schools are called "Sekolahunggulan" in Bahasa. They are favorite schools in Aceh, Indonesia, which implies that only a successful school should not be appreciated for what they have accomplished, also another school who cannot reach on the height of improvement. Therefore there should be deep down research needs to be done to investigate the culture of principals' instructional leadership practice.

2.3. The Concept of Organizational Commitment

Likewise, organizational commitment has also plenty of definitions and explanations about its type also. However, the researcher tried to review mostly common concepts. Organizational commitment is a major concept in the investigation of the organization and understanding of the behavior of workers in the workplace. In fact, organizational

commitment has extensively been acknowledged in the vast literatures of organizational behaviour (Luthans, 2010) and is one of the most investigated constructs in organizational research (Alsiewi, Gaith, & Etlesh, 2016) and "to measure employee relationship with the organization" (Jamalullail et al., 2014, p. 45) and the most known authors regarding employees commitment, Allen and Meyer (1996) defined organizational commitment by "a psychological link between the employee and their organization that makes it less likely for the employee to voluntarily leave the organization" (p. 252). In addition, according to Robbins and Judge (2013) "in organizational commitment, an employee identifies with a particular organization and its goals and wishes to remain a member" (p. 74). It's obvious that organizational commitments are the attraction force that holds teachers with schools together. In other word it means that if that bond is not strong, it will be very hard to achieve the educational goals, to support some researcher in their study conclude that's a negative relationship between organizational commitment, absenteeism, replacement rates, and satisfaction in the workplace (Hackney, 2012; Kumar, Ramendran & Yacob, 2012; Rohani, Sivadahasan Nair, & Haryanni, 2012). In another study, researchers Fauziah, Rahmah, Rohani, Rasimah, and Zabani, (2010) concluded that "policy-makers and principals must work diligently to increase the levels of commitment of the teachers and to reduce the number of teachers that are leaving the profession" (p. 56) and this what is happening in Ethiopia, a lot of teachers are changing their profession every year and that became a big headache for the education system. On top of this reviews, in a 2013 research on teachers in Klang, researchers Siti Fairuz, Norshidah, Afni Anida, and Norsiah used the quantitative method to study the commitment level of 258 daily school teachers. The findings showed that the overall commitment level and its dimensions were only at the average level. This could be due to lack of feelings towards the school by the teachers. Similarly, Ling and Mohammed Sani (2013) found a moderate commitment level among the 1014 trained teachers in 27 secondary schools in Miri, Sarawak. Elsewhere, studies by Colak, Altinkurt, Yilmaz (2014), Gündüz (2014), and Hayat, Kohoulat, Kojuri, and Faraji (2015) had also resulted in similar findings. Therefore in most part of countries teachers, organizational commitment is on danger and it is so wondering to know what the principals are doing to influence, change or transform this issue. Theoretically, definitions of organizational commitment in this study are led by the theory of organizational commitment with the conceptualization of the three-component model (TCM) by Meyer and Allen (1991).

A. **Affective Commitment:-** Affective commitment is about the "identification with, involvement in, and emotional attachment to the organization" (Allen & Meyer, 1996, p. 253). This mean, when employees are emotionally attached to the company, they are likely to be more involved with the organization's goals and "remain with the organization because they want to do so" (Allen & Meyer, 1996, p. 253). Individuals with high levels of affective commitment continue employment because they want to. It is very important for organizations to have employees

feeling affective commitment since strong affective commitment means employees willing to stay in the organization and accepting their objectives and values (Allen & Meyer, 1990).

- B. **Continuance Commitment:-** Continuance commitment considers the idea that individuals do not leave a company for fear of losing their benefits, taking a pay cut, and not being able to find another job (Murray et al, 1991) as they believe they do not have the skills required to compete for positions in another field. As a result, such employees could feel compelled to commit to the organization because of the monetary, social, psychological and other costs associated with leaving the organization. Those with high levels of continuance commitment stay with the organization because they need to. Thus, employees keep their organization membership thinking it might cost them too much to leave the organization (Allen & Meyer, 1990).
- C. **Normative Commitment:-** Normative commitment reflects a feeling of obligation to continue employment (Allen & Meyer, 1990). In other words, normative commitment employees feel morally obligated to keep working in the organization. According to Ibrahim and Iqbal (2015), a high level of normative commitment is based on the teachers' ethical believes that it is right and good to continue within the organization. This means that employees who have high normative commitment "remain because they feel they ought to do so" (Allen & Meyer, 1996, p. 253). Furthermore, these three types of commitments can be used as a yardstick to assess how an employee feel working in the organization. According to Allen and Meyer (1990, 1997), therefore the researcher will adopt this model to construct the research conceptual framework that has been discussed before.

2.4. Teachers Organizational Commitment in Indonesia

Let alone in Indonesia even in most countries literature review we had regarding or concerning teachers' organizational commitment is very limited and when we narrow it down to Indonesia its gone be more scarce, but the researcher has tried to integrate the review they had about teachers' organizational commitment. From the study conducted by Basilius R., Seli M. And Ermelinda A(2017) at Merauke District, Papua, Indonesia reviled that local government need to make an effort of creating more enjoyable working conditions and of creating regulations that will practically guide the way of recruiting and of selecting the school principals because of teachers' organizational commitment in high school especially is moderate and also from their detection the major factor influencing teachers' organizational commitment in Indonesia is teachers' working conditions. the quality of teaching by Indonesia's teachers. Indonesian teachers seemed to be hesitant to accomplish tasks outside of their formal job descriptions. This condition is reflected in the salary and benefit sys-tems in Indonesia where teachers are assessed based on their length of public service not based on their job performances. This has made the

teachers to have lack of ambition, less creativity and low innovation during teaching-learning activities. (Sofa et al., 2012, p. 515-516) The principal is the one who has the responsibility to make sure that the working conditions in the school are favorable, working conditions implied to an interpersonal relationship, classroom safety, and work performance. Therefore from the review, we understood from instructional leadership has lots of links to this phenomena. Luckily recently a study was conducted at Bali Province, Indonesia by Anak A., Gede A., Putu Y. and Kadek R(2018) suggested principals should understand and listen to suggestions and inputs given by the teachers so that they will have a high commitment to their organization and they suggest the other researchers conduct a researcher as much as possible regarding teachers' organizational commitment in Indonesia because only a few authors tried to explain or explore the situation in Indonesia and the country is a very large mass land so this research will be the first time to be conducted in Yogyakarta province, Indonesia.

2.5. The relationship between Instructional Leadership and Organizational Commitment

To start from early researchers who found out these two variables are related each other, Starnaman & Miller (1992) cited in Sinclair et al (1992), posited that workload and support from their principals influenced teacher burnout, job satisfaction, and occupational commitment. Other studies have found principal behaviors to represent an important determinant of teacher commitment, so far as they can help establish supportive organizational climates, Rutter, Maughn, Mortimore, Ouston & Smith (1979); Maehr, Smith & Midgley (1990); Pitner & Soden (1998). So the best answer for this phenomena is leadership, likewise, leadership is a key determinant of organizational commitment (Mowday et al, 1982). In addition to that leadership is positively linked with organizational commitment (Bono & Judge, 2003; Dumdum et al., 2002; Walumbwa & Lawler, 2003). In the study conducted by Emery and Barker (2007), the findings have shown a positive relationship between all components of leadership and organizational commitment among principals and teachers respectively. In the study conducted by Limsila and Ogunlana (2007) the findings revealed that organizational commitment is facilitated by transformational leadership. Ismail and Yusuf (2009) found that there is a significant positive relationship between leadership and organizational commitment, compatibly according to Nyengane (2007), employee commitment reflects the quality of the leadership in the organization. Contingent reward behaviors that represent transactional leadership have been found to be reasonably associated with performance and work attitudes of followers although at a lower level than transformational leadership behaviors. There is a positive relationship between leader support and commitment. (Nyengane, 2007). Kent and Chelladurai (2001) found that individualized consideration has a positive correlation with both affective commitment and normative commitment. Hayward et al (2004) also found that transformational leadership has a moderate positive correlation with affective commitment. Lower correlation coefficients between transformational leadership and

normative, as well as continuance commitment, were found. No correlation was found between transactional leadership and effective, normative and continuance commitment. These findings from the literature which are reviewed expose these two issues are inseparable concepts. To conclude the review which has been done by the researcher from different articles and books that are published or just researched. Even if the topic which designed to be studied is very difficult to get related works of literature to review and show the readers or audiences brief exploration in the context of Indonesia current and recent issue regarding principals instructional leadership and its influence on teachers' organizational commitment, but the researchers did their best to manifest the significance of this study by showing others finding, assumptions, discussion and suggestions and the most common suggestion we got from most reviewed kinds of literature is extremely encouraging other researchers like us to conduct this topic more deep, wide and systematic to show how leadership matters to influence other people to achieve a common goal they all working for and providing the way teachers can achieve their personal goal also and from the review we had, its obvious that instructional leadership has a lot of responsibilities which are linked with teachers daily activity, so for that if teachers are not committed to their school there will not be any way the planned outcomes cannot be achieved.

3. METHODOLOGY

This part of the research discuss on the methodological or procedural aspects of the research, which include the research design, research method, study population, sample size and sample techniques, data collecting instruments and how the researcher conducted the analysis after the data is collected.

3.1. Research Design

The research design is an action plan of the steps involved in the research (Creswell, 2014) and serves as a guide to help researchers in the data collection, analysis, and interpretation processes, and enables researchers to make inferences on the variables studied. Likewise, the general aim of this study was to identify the relationship between the variables discussed before. Therefore the researcher utilized a quantitative survey research design. Quantitative research methods focus on measurements that are objective, with statistical analysis or numerical data collecting. Data are gathered through different methods such as polls and questionnaires (Creswell, 2014). The method is best suited for this study because the researcher will be able to effectively examine the relationship between a dependent variable, an independent variable, and a moderating variable.

3.2. Source of data

In order to obtain relevant data, the study made use of both primary and secondary sources. Primary data sources, which are considered to be more accurate, are prepared by individuals who were participants in or direct witnesses to the events that are being described (Fraenkel et al, 2008). The primary data collected directly from 250 sample high school teachers through different questionnaires which are

organized and designed by the researcher. Beside primary also there are secondary data that the researcher had collected to supplement the primary raw data by obtaining secondary data from the existing literature in previous research paper findings, journal articles, books, studies, websites as well as data.

3.3. Populations and Sampling

This study took place in sampled public high schools in Yogyakarta Province, Indonesia. The target population of the study is the group of respondents with common characteristics that a study can be applied on (Creswell, 2014). In this study, the population are public high school teachers and principals. There is a total of 8 public high schools in Yogyakarta Province, Indonesia. Since the study is a quantitative study, the number of participants are plenty and the area of the targeted group is big, the researcher selected five schools by implementing simple random sampling from the province. To give equal opportunity for every school equal chance to involve in the study the researcher has drawn a lottery for each school the researcher to choose 50 grade 10 high school teachers to administer the purpose of the study, the number of participants are plenty and the area of the targeted group is big, For this study, the participants will be selected based on the statistically significant difference results from the discriminant function analysis: potential participants will vary on how they respond to the questions making up the variable yielding a statistically significant discriminant function. In case none of the discriminant functions is statistically significant, the participants will be selected based on their different responses to the variable making up the factor with the highest eigenvalue in factor analysis.

3.4. The instrument of data collection

The whole plan of this proposal cannot be achieved without collecting data, so Research instrument is any device or any means of acquiring and collecting research data. The instruments used in this study were designed to elicit the required data from teachers in public high schools in Yogyakarta Province, Indonesia administration. For this study, questionnaires will be selected as the basic research instrument for the gathering of primary data. To remind the audiences the fundamental purpose of the study is to analyze the correlation between Practice of Instructional Leadership and Teacher Commitment with mediating variable which influence both phenomena from reviewed literature. Therefore the researcher will employ there existing questioners to execute his objectives and some arrangement and adjustments will be according to the outcome. The first, quantitative phase of the study will focus on identifying components contributing to a correlation between the practice of instructional leadership and teacher commitment.. The cross-sectional survey design, which implies the data will be collected at one point in time (McMillan, 2000), will be used. The questions of quantitative research will build based on theories, OCQ – Standard Questionnaires and Principal Instructional Management Rating Scale (PIMRS). OCQ – Standard Questionnaires focus on Teacher Commitment, the researcher believes that investigating the reliability measurement will be suitable for the study. During the analysis, the SPSS V 25.0

software program will show that the research instrument has a strong reliability (see, Bryman & Cramer 1990, p. 71; 2001, p. 63; Reynaldo & Santos 1999; Saunders et al. 2000, p. 361). On the other hand, the face and content validity of the research instrument will be ascertained by some experts in Test and Measurement. To arrive at the intended analyses, the participants' responses will be keyed into SPSS version 13.0 software and several sets of statistical analyses is going to be performed: mean point value, standard deviation, variance and t-test of significance. One-way-analysis of variance (ANOVA) will be employed to test the relationship between variables and respondents' background information. The t-test of significance will be used to compute the statistically significant differences in the variables. The second questionnaires, Principal Instructional Management Rating Scale (PIMRS) will be pertained to Promote a Positive School Learning Climate (Hallinger, 2008) – it will focus on Principals. The Principal Instructional Management Rating Scale (PIMRS) was designed by Hallinger and Murphy (1985) and consists of three dimensions: (a) defining the School Mission, (b) managing the Instructional Program, and (c) developing a Positive School Learning Climate. Each dimension is further analyzed into 10 instructional leadership functions. The respondents are requested to indicate the frequency of a head teacher's actions on a scale ranging from 1 (almost never) to 5 (almost always). Particularly, the "Defining the School Mission" dimension, consists of two functions, i.e., frames the school's goals and communicates the school's goals. Both of those functions are related with the extent to which a head teacher works with teachers to develop the school mission and the extent to which this mission is focused on student academic progress. The second dimension relates to the extent to which a head teacher coordinates the school instructional program. This incorporates three leadership functions: supervises and evaluates instruction, coordinates the curriculum, and monitors student progress. Finally, the third dimension of the PIMRS consists of several functions such as protecting teaching time, promoting teacher professional development, maintaining high visibility, providing incentives for teachers, and providing incentives for learning. This dimension has a broader focus and to a certain extent overlaps with factors related to transformational leadership (e.g., Leithwood et al., 2006; Marks & Printy, 2003).

3.5. Data analysis procedure

Since mixed methods data analysis will involve analyzing the data from both the qualitative and quantitative approaches used in the study. And this study, the researchers use The explanatory design: QUAN-qual (as known as Explanatory Sequential Design: Follow-up explanatory design), for the quantitative research approach, there will be statistical techniques that are going to be used for analyzing the data collected in the study by Independent-samples t-test, ANOVA-One way, Pearson correlation and Coefficient of Correlation. After the analysis the data and identify the groups, individuals who scored at extreme levels, or unexpected results. The researcher then collects qualitative data from participants who can best help explain these findings through in-dept

interview. In the qualitative analysis, data collection and analysis proceed simultaneously (Merriam, 1998).

3.6. Ethical Consideration

In the context of this study, the participants are teachers at selected public high schools in Yogyakarta Province, Indonesia. We ensured that the participants have the freedom to voluntarily choose to be members of the research study or not. In the context of this study, the teachers were not coerced by anyone (e.g., the principal, supervisor, colleagues, or the researcher) to participate, to withdraw, or to remain as a participant. The researcher gave the participants full assurance that their names and the names of their schools would not be revealed. In addition, they were provided with safe places where the questionnaires is conducted. The questionnaires will be completed anonymously. No one except the researcher is allowed to see the information provided by the participants. Finally, the researcher will not release any information regarding the participants without the participants' permission.

4. Findings and Discussion

4.2. Personal Characteristics Analysis of sample teachers

Table 1. Demographical Characteristics Analysis of teachers

Gender	Teachers				
	M	F	P	SD	
Gender	Male	0.44	28	56	0.501
	Female		22	44	
Age	20-30	2.82	11	22	1.101
	31-40		2	4	
	41-50		22	44	
	51 and above		15	30	
Year of Experience	11.5				7.82
Educational Level	Bachelor Degree	1.46	28	56	0.542
	Masters Degree		21	42	
	PhD		1	2	
Marital Status	Single	0.42	10	20	0.012
	Married		39	78	
	Widow		1	2	

Table 1 shows the distribution of demographical characteristics among secondary school teachers and principals who are taken for a sample for the pilot study, from the analysis it's clear that the distribution of teachers seems fair because the percentage of female to male teachers was (56%, 44%) respectively and 74% of teachers were well matured and experienced in teaching profession. Likewise, principals also well matured not only in terms of age but also in terms of educational background, it's possible to say half of high school teachers have masters degree, the rest half make up teachers who have bachelor degree and 1 teacher with doctoral (PhD) degree. Although, (78%, SD=0.012) of the sample teachers are married and only 20% of teachers are single. Regarding the experience of sample teachers in high school was exciting, because from the analysis it has been found that mean of (M=11.5), with 1 and 30 years of minimum and maximum year of experience.

4.3. Teachers Organizational Commitment Level of highschool teachers

Table 2: The overall organizational commitment analysis

	Minimum	Maximum	Sum	Mean	Std. Deviation
Affective Commitment	1.50	3.50	140.38	2.8075	.34921
Continuance Commitment	1.57	3.43	128.88	2.5771	.41721
Normative Commitment	2.87	4.00	167.67	3.3533	.30424
Valid N (listwise)					

Table 2 reveals that the overall level of teachers' organizational commitment level is defined by the overall mean result from the three sub dimensions mentioned below (Affective, Continuance and Normative), according to the descriptive analysis which was done to measure the overall level of teachers' organizational commitment level, is (M=2.91, SD=0.200) among sample teachers, in the contrary a study conducted by Aslamiah (2018) in Indonesia elementary schools reveal that teachers in elementary level are highly committed to their job. Since the organizational commitment is the result of the three elements which makes up the overall result, analyzing the level each dimensions of commitment was needed to get deep and realistic finding as follows.

4.4. Descriptive analysis of sub dimension of teachers organizational commitment level

Organizational Commitment (OC) questionnaire adopted from Allen and Meyer (1991) with Five Likert scale from "Strongly Disagree to Strongly Agree" divided into three sub dimensions (Affective, Normative and Continuance commitment level) to get the overall result, and from analysis table 3 below it has been founded that affective commitment and Continuance score given by the teachers were (M=2.80, SD=0.349) and (M=2.57, SD=0.417) respectively, in line with this finding Suharno S. (2017) stated that school which has low level of continuance and commitment to leave the profession, but normative commitment observed quite higher (M=3.35, SD=0.304) than the rest components.

Table 3. Level of Teachers Organizational Commitment in terms the three Sub Dimensions.

	Minimum	Maximum	Sum	Mean	Std. Deviation
Overall Level of Organizational Commitment	2.39	3.45	145.83	2.9127	.20099
Valid N (listwise)					

4.5. Relationship between Teachers Commitment level and demographical characteristics

According to literatures the demographic characteristics identified in this study have a lots of links or relations with the tendency of teachers commitment level towards their school. From table 4 and 5, Pearson's correlation analysis has been used to measure the deep correlation between teachers commitment sub dimensions with personal characteristics. First a correlation was done between each personal characteristics of teachers and organizational commitment level. The result exposed that Age, year of experience and gender have a linear negative correlation with organizational commitment ($r=-.492, SD=.988$), ($r=-.537, SD=.798$) and ($r=-.320, SD=.405$) respectively but the findings contradict with Orpen (1995) who proclaimed that the job experience affects organizational commitment and also Allen & Meyer (1993)

reported that the affective and normative commitment positively related with the employee's age. To make it clear age and gender have a weak down hill or negative linear relation with commitment and working experience has a moderate down hill (negative) linear relation with commitment. In the other side Marital status and educational background have positive weak linear correlation with commitment with ($r=.366, SD=.25$) and ($r=.218, SD=.720$) respectively. To support the finding, Ekinci and Yıldırım (2015) also concluded in their study that secondary teachers' multidimensional organizational commitment levels did not vary that much based on their marital status and also Artun's (2008) study showed that married and single teachers' organizational commitment scale scores did not vary. On the other hand Mohammad A (2013) found that educated people represent higher commitment towards their organizations.

Table 4. The correlation between teachers' personal characteristics and organizational commitment.

	Age	Year_of_Experience	Educational_Background	Gender	Marital Status
Overall_level_of_Organizational_commitment	-.492 .988	-.537 .798	.366 .250	-.320 .405	.218 .720

Table 5 shows the deep correlation between the demographical informations of teachers with each sub dimensions of organizational commitment to make the correlation clear and comprehensive. Hence, the analysis reflects what has been observed on the table 4 analysis finding. Age has a weak negative correlation with Affective and normative commitment ($r=-.306, SD=.031$) and ($r=-.241, SD=.775$) respectively. Likewise, year of experience has linear weak negative correlation with continuance commitment ($r=-.215, SD=.425$), but age has a moderate negative correlation with continuance commitment with ($r=.490, SD=.041$), so age has a higher linear negative relation with continuance than other commitment components. Moreover, Marital Status has a linear positive correlation with all sub dimensions of organizational commitment (Affective ($r=.501, SD=.215$), Continuance ($r=.326, SD=.430$) and normative ($r=.309, SD=.301$)) it can be understandable that married teachers have higher level of commitment than single teachers, mainly married teachers tends to have higher affective commitment. It was found similarly at Mellor et al.'s (2001) research, married teachers perceive higher monetary costs associated with leaving this profession and they perceive higher their investments in the school in which they work and also as it was indicated at Haar and Spell (2004), Shore and Wayne (1993) and Fuller et al.'s (2003) researches, for strengthening the married ones' weak affective and normative bonds to this profession that perfectly inline with finding on this study, In addition, gender has linear moderate negative relation with affective ($r=-.404, SD=.473$) and ($r=.430, SD=.834$) but very weak positive linear relation with ($r=.139, SD=.095$) that means female teachers have a higher prominent level of affective and

normative commitment and the reverse with male teachers. But the finding is not consistent with the finding of Gina (2002) and Yahadi (1998) also found in their study that there are no significant differences by gender on teachers' commitment. However, the finding of Mohamad Nawi (2002) found a significant relationship with the level of commitment to gender. Educational background and years of teaching experience possess linear weak and moderate positive interaction with both affective ($r=.273, SD=.614$), ($r=.443, SD=.769$) and normative ($r=.214, SD=.026$), ($r=.536, SD=.805$) respectively. In the contrary, both have also moderate and weak negative linear correlation with continuance commitment level ($r=-.550, SD=.728$), ($r=-.215, SD=.425$) respectively.

Note: significant at level $p < .05$

Table 5. The relationship between demographical information of teachers and sub components of commitment.

	Affective Commitment	Continuance Commitment	Normative Commitment
Age	-.306 .031	-.490 .041	-.241 .775
Year_of_Experience	.443 .769	-.215 .425	.536 .805
Educational_Background	.273 .614	-.550 .728	.214 .026
Gender	-.404 .473	.139 .095	-.430 .834
Marital Status	.501 .215	.326 .430	.309 .301

4.6. The instructional leadership practice of secondary school principals

According to Leithwood (1994) and Halingger (2005), instructional leadership is needed because it is the main task of a principal at the school. The researcher borrowed and made some adjustment on the instrument to get the reflection of teachers on instructional leadership practice of the principal through descriptive statistical analysis of the subjects' (N = 50) responses on the PIMRS, which includes 35 questions divided according to the sub components of instructional leadership practice according to Halingger (2008). According to the descriptive analysis which has been done, table 6 shows how far principals implement or exercise instructional leadership in their corresponding school. So, mean score given from the teachers about their principals instructional leadership practice was ($M=4.18, SD=.436$) that implies most the response were close to the mean (4.18) and that means the principals instructional leadership was high, this finding is supported by Quah (2011) who revealed that principals have successfully implemented instructional time management practices. In the other hand the finding from this finding oppose Mohammad J. And Mohammad H. (2011) finding about principals practice of instructional leadership

in high school at Banda Aceh, Indonesia was very low which was rated between 1 and 2 but support the finding by Abdul T et al.(2017) concerning instructional aspects observed in three Senior High Schools Malang City, Indonesia implemented effective and efficient instructional management. A principal is the instructional leader, who lead with the purpose (Baldoni, 2012) should not only have goals to be achieved by the organization, but to share it with his subordinates and according to (Chan and Sam 2007; Kintamani 2002; Tilaar 2009) in Indonesia protection and freedom given to teachers to be creative, to develop their teaching competencies and to focus on their profession have been rarely considered by superiors but the finding shows that principals are implementing instructional leadership in their school by sharing leadership or empowering teachers to have the freedom of competencies. Providing a safe and orderly academic environment that supported effective teaching and learning has been identified among the instructional responsibilities of principals (Nettles & Herrington, 2007).

Table 6. Principals Instructional Leadership Practice level

	Minimum	Maximum	Sum	Mean	Std. Deviation
Instructional Leadership Practice	3.11	4.89	208.80	4.1780	.43681

4.7. Instructional Sub components practice by principals

Since the instructional leadership model in this study has seven sub dimension which make up the whole instructional leadership image. Therefore the analysis was done for each sub dimensions to find out the level of each dimension of instructional leadership practice and Table 7 disclose the principals instructional leadership practice in terms of the seven components in which a principal is practicing or exercising instructional leadership and the analysis tells us that the principals are implementing the seven dimensions well for their school success except, maintaining visibility ($M=3.6$, $SD=0.50$). The rest six sub dimensions mean is above 4. This shows the reform which is done by the government regarding the implementation of instructional leadership to lift up the performance of students by boosting teachers commitment is one step to success. Although the Indonesian Ministry of National Education (2004) underlined stakeholders' involvement in school programs and activities in the implementation of School Based Management (SBM) to achieve a more transparent, accountable, democratic, and responsive school management. The teachers rated the practice of the principal in framing the goal of the school ($M=4.40$, $SD=.474$), McEwan (2003) stated that the framing should incorporate data on past and current student performance, staff responsibilities, and parents' commitments. This implies how far the principal is involving the stakeholders. Communicating with teachers is one of the tasks of a principal who believe in practicing instructional leadership style and the finding shows that communication culture is wide, to in brace the finding collaboration engaged teachers to work together to improve their working

effectiveness, both personally and collectively. This practice was also identified as a practice of instructional leadership by (Donaldson, 2006; Meier, 2002; Saphier, 2005). The extent of principals in supervising and evaluating the performance of the teaching in implementing instructional materials in classroom was ($M=4.17$, $SD=.543$), parallelly according to Johnson and Kardos (2002), supervising and evaluating instruction, principals can support teacher instruction, contribute through their skills in developing teacher professionalism and giving feedback regarding teacher instruction. Maintaining high visibility was the components rated lower than others ($M=3.65$, $SD=.503$) that explains the interaction between teachers, students and principals should not be only formal, also informal interaction each other. Hallinger and Murphy (1985) stated that although a significant portion of their time is taken up by mandatory meetings and functions, principals can set priorities for how their remaining time is to be spent. The other sub dimension which was analysed was monitoring students progress ($M=4.21$, $SD=.5312$) with the value of significance was estimated $P<0.05$. The finding exhibit how far the principal follow up the performance of the students according with the instructional support given for the teachers and that help both the teachers and students to know how effective their teaching learning is. Similarly (Bateman & Bateman, 2001; Blase & Kirby, 1992; Nettles & Herrington, 2007) found that Monitoring students' progress was identified as a practice of instructional leadership. The finding corresponds to previous studies which indicate that effective schools are characterized by systematic, school-wide procedures for monitoring student progress (Baron & Shoemaker, 1982; Cohen, 1981; Edmonds & Fredericksen, 1978; Sweeney, 1982) and In addition, the importance of the principal's role as an instructional leader and its direct relationship to improve student performance has been researched extensively (Quinn, 2002). Providing incentives from the school to the teachers computed as follows ($M=4.05$, $SD=.631$), monetary and non monetary incentives can be given to bring the enthusiasms of the teachers. This finding inline with (Blasé and Blasé 2000) stated that providing incentives for teachers is one of the factors to help and develop the teaching and learning process in the classrooms and conducive learning environment.

Note: significant at level $p < .05$

Table 7. The level of Instructional Leadership in terms of the scale of dimensions

	Min	Max	Mean	Std. Deviation
FRAME_THE_SCHOOL_GOALS	3.00	5.00	4.40	.474
COMMUNICATE THE SCHOOL GOALS	3.40	5.00	4.44	.440
SUPERVISE EVALUATE	3.20	5.00	4.17	.543
MONITOR STUDENT PROGRESS	3.00	4.60	4.21	.531
MAINTAIN HIGH VISIBILITY	3.00	5.00	3.65	.503
PROVIDE INCENTIVES FOR TEACHERS	3.00	5.00	4.05	.631
PROMOTE PROFESSIONAL DEVELOPMENT	3.0	5.0	4.28	.538

4.8. The relationship between Instructional leadership style and teachers organizational commitment level

The level of Significance $P<0.05$

Table 8. Relationship between principals instructional leadership practice on teachers organizational commitment

	Organizational Commitment	Instructional Practice	Leadership
Organizational Commitment	1	R= .580	
Instructional Practice	R= .580	1	
Leadership			1

Coefficients^a

a. Dependent Variable:
Overall_level_of_Organizational_commitment

Table 9. Multiple regression analysis results regarding the prediction of Instructional leadership dimensions.

Model	B	Std. Error	Beta (??)	Partial Correlation(r)	T	Sig
(Constant)	7.93	.45			.84	.043
PSG	5.43	.10	12.43		21.51	.031
CSG	5.89	.23	15.21		21.51	.033
SE	4.56	.41	7.92	.557	16.30	.030
MSP	4.20	.24	10.92		14.93	.042
MHV	4.11	.10	10.93	.583	13.39	.039
PIT	4.78	.21	15.01		15.77	.037
PPD	5.56	.15	16.05		21.20	.021
				.386		
				.453		
				.378		
				.517		
				.588		
R=.580 R ² =.336 F=52.181 P=.021						

Leadership is the central and most effective factor in educational institution which enhances teacher commitment (Gumus, et al, 2013). The result from table 9 shows that principals' instructional leadership practice and teachers' organizational commitment have a significance linear positive moderate relationship with the correlation $r=.580$. with the $SD=.379$.The finding reached by Serin and Buluç (2012) was instructional leadership behaviors are a predictor of organizational commitment which is parallel to the finding of the current research.This finding is highly supported by Nik Mustafa B. et al. (2014) found Positive correlation between relationship described instructional leadership of principals and teachers' commitment is shown by the value of the correlation $r = .480$, also they stated that the level of principals instructional leadership practices affects the teachers' commitment level Table 9 summarizes regression between teachers' organizational commitment and sub dimensions of principals instructional leadership practice according to PIMRS which is used in this study, so from the above table we can understand that the sub-dimensions of instructional leadership significantly predict the organizational commitment [F=52.181, $p<0.05$].The sub-dimensions of instructional leadership explain 33.6% ($R^2 =0.336$) of the total variance in the identification dimension of organizational commitment. According to b values, the most important of the predictive variables to predict the identification dimension was found to be the providing professional development(PPD) (16.05). Teachers organizational commitment has a moderate linear positive correlation with frame the school goals,communicating the school goals, providing incentives and professional developments for the teachers($r=.557,r=.583,r=.517$ and $r=.588$) respectively.However, the rest dimension of instructional leadership(Supervising and Monitoring students progress and Maintaining high visibility) have weak but still linear positive impact on teachers organizational commitment.To

support the finding a previous study conducted by Huang, Shi, Zhang, & Cheung (2006). The researcher found that instructional leadership behaviour was positively related to the organizational commitment for employees. In addition, Atkinson (2013) argued that participative leader will encourage contribution and participation from the group members and help group members feel relevant and more committed to the decision making process. By implementing instructional leadership, it will encourage staff commitment and cooperation and strengthens the collective identity.

Note: significant at level $p <.05$

Table 10. Correlation analysis of sub dimension

	Pearson's Correlation	PSG	CSG	SE	MSP	MHV	PIT	PPD
Affective	R	.518	.557	.415	.325	.633	.303	.484
Continuance	R	.394	.334	.232	.240	.368	.595	.502
Normative	R	.532	.562	.359	.433	.510	.471	.461

To get an extensive correlation finding between the two main variables, a cross correlation analysis was employed between sub dimension of organizational commitment and instructional leadership. Table 10 convey the root correlation between each corresponding sub dimensions and the finding shows all dimensions of both variables have linear positive correlation to each other even if the degree of correlation differs. To mention the main findings, continuance commitment has a moderate linear positive correlation with the act of principals instructional leadership by providing incentives and professional developments for teachers. Also Framing and communicating the school goals, and maintaining the visibility around the school have positive linear moderate relation with both Affective and Normative commitment, the other dimensions of instructional leadership have weak but linear positive relationship with sub dimensions of commitment.

5. Conclusion and recommendations

Leadership is the central and most effective factor in educational institution which enhances teacher commitment (Gumus, et al, 2013) and taking than assumption the researcher tries to achieve the main purpose of the study to investigate the practice of instructional leadership and its influence on teachers' organizational commitment in high schools at Yogyakarta Province, Indonesia. According to the analysis, finding and discussion made, the following conclusions has been made inline with the research questions drawn previously. Research Question No.1: What is the level of instructional leadership practice and teachers' organizational commitment in secondary schools at Yogyakarta Province? From the finding it is feasible to conclude that the level of instructional leadership practice by high school principals is impressive and significance. The institute of education made the reform to encourage and enforce principals to implement or exercise instructional leadership to lift up students performance to improve the result of PISA from the previous assessment and instructional leadership practice is the right way to bring or promote high students achievement by sharing leadership for teachers and the finding proves that the country is one

step close to their plan, to strength the conclusion a previous research has shown that there is a strong association between instructional leadership and students' academic achievement (Hardman, 2011) and the same with Darling-Hammond (2002), pointed out that in order to improve learning and students' achievement, focus should be on the development of qualified and experienced teachers with strong instructional leadership abilities. It can be conclude that principals are implementing instructional leadership in their school by involving all stakeholders to achive their school vision and mission. According to the scale PIMRS used to measure the practice of instructional leadership by principals to enhance the performance of the students according to the recent reform the government did to improve students achivement since the announcement of PISA 2016 assesment of Indonesia seems high. From the seven components of instructional leadership, principals were practicing almost all of them by sharing the goals with their teachers, making a smooth commication, by following students progress frequently, supervsing teachers and giving feed back for a better outcome and provinding incentives and professional developments, though from teachers response its possible to deduce principals in lack of maintaing visibility among students and teachers comaring with other dimestions, meaning the chance of principals moving around schools to meet with teachers and students for different reasons are infrequent. Likewise, The study also examine the level of organzational commitment of high school teachers with respect to teachers age, gender, years in the profession and marital status. The conclusion of the study are discussed here with reference to the existing literature. The initial closure about teachers commitment is that high school teachers is lower than the mean level of commitment expected, but a study conducted by Aslamiah (2019) at Banjarmasin Indonesia, teachers organzational commitment level in elementary schools was very good. But in the contrary high school teachers in Yojakarta have a low level of organzational commitment to their school and from the finding it can be concluded that high school teachers in Yojakarta are specifically low committed to affective and continuance, that means the teachers have low emotional attachment with their respective schools or not having the feeling of family in the school and also the cost of leaving the profession looks low, that means most of the teachers well educated so even if they quite the job, the chance of getting another job is easy for them. So most of the teachers seems they do not have the intension to stay on the profession. However, the finding shows also teachers have a moderate level of normative commitment, which means teachers are somehow committed to the responsibility and duties given from the school. Research Question No 2: What is the relationship between sub dimestion of organzational commitment and teachers' demographic characterstics? The researcher did deep analysis to find out if their level of commitment of each teacher is related to their personal characterstics and luckily the findings shows that and from the discoveries, the researcher infer that high school teachers personal characters have different degree of relation with respect to their level of commitment. Especially, teachers who are old, single, male and well experianced teachers are the most

uncommitted once in the schools. On the other hand highly educated, married, female and beginner teachers experiance greater commitment level that their resprocals. From the reasone correlation, it can be conclude that female teachers tends to take the responsibility and duties serious than male teachers and teachers who are well experiance and older than 35 with masters degree may leave the profession sooner. Nevertheless, teachers who are married are the most committed one on taking responsibility, having a strong positive emotional attachment and dedicate their life to stay in the profession. Research Question No.3. To what extent the seven components of instructional leadership practice influence organzational commitment sub dimestions? In the over view the finding shows that principal instuctional leadership practice and teachers organzational commitemt have moderate linear positive correlation, that makes the researcher to conclude that implementation of instructional leadership in the school can influence teachers organzational commitment. But this conclusion does not mean its the final conclusion, because we have to see the influence among the sub dimestion from each variables. Thrfore according to the perception of teachers its evidently to conclude that sharing the school goal, providing incentives and professtional development have a signifcance influence on teachers' organzational commitment than other components of instrcutional leadership, meaning these three main components a great role in promoting organzational commitment among teachers. Likewise, both of them have a strong influence on continuance commitment, that makes teachers to stay on their profession and job for long periode of time. Teachers feel that a principals needs to be visible leader so that they can bulid a trust or positive emotional attachment with their school, that means by maintain high vsibility in a school principals need to move around the school to talk to students, teachers and staffs to be updated about the sinario in the school but if the principals spend most of his/her time in the office the teachers feel ignorance or neglegable, thrfore that leads them to lose their positive emotional attachment with their school and that will influence their teaching performance and lead to low students performance.

5.2. Recommendations

The study invesigated the relationship between principals' instructional leadership and teachers' organzational commitment in yojakarta high schools and according to the conclusion which has been made, the researcher mentioned suggestions and advises for the stalkholders to achive the reform objective by lifing up the performance of students in high school by promoting instructionl leadership in the school so that every stalkholder gets a chance or opportunity to involve in the school improvement journey. The first recommendation is since the majority (70%) of teachers in highschool are above 41 years old, theorfreo the mistery of education need to recruite young teachers because the findings and literatures support that young teachers are more committed that older onece. The government need to set up mentoring and professional deveopment program for experianced teachers because may be they are bored of the profession because they could not see something new. The other

suggestion is that, principals need to make peer learning among teachers to eliminate the different commitment level among single/married and male/female. The researcher would like to appreciate to principals for trying to implement instructional leadership in their school to increase their students performance by improving their school. However, the principals need to maintain their visibility in the school by not spending too much time in sitting in the office, having a meeting, writing feedbacks because the teachers and students need informal interaction, so principals should visit classes, teachers' cafeteria or staff room, moving around the corridors or the stairs to make sure that the school environment is safe for teaching learning. Principals need to make a balance between the tasks of instructional leadership, for instance its better to provide incentives and professional development for experienced teachers to keep them safe and focus on sharing the school goal and communicate to implement that with less experienced teachers, so principals are encouraged to implement instructional leadership in their school to improve their teachers commitment level and finally the researcher advice other researchers to conduct a wide and more deep research more than this to help the government to be successful with the reform and widen the scarcity of the study in Indonesia.

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