

## The Influence of Participatory Leadership and Teacher Competence on Performance with Organizational Commitment

Imam Junaris

Universitas Islam Negeri (UIN) Sayyid Ali Rahmatullah Tulungagung, Jl. Mayor Sujadi  
No.46, East Java, Indonesia  
im02juna@gmail.com

**ABSTRACT:** *This study examines the mediating role of organizational commitment on the effect of participatory leadership and competency on teacher performance. This research consists of two independent variables, participatory leadership and competence, one mediating variable, organizational commitment, and one dependent variable, teacher performance. The research method used is quantitative. Explanative research approach with a survey approach. Tests were carried out at Tulungagung MAN with a total sample of 100. Data analysis in this study used Partial Least Square (PLS) analysis using Smart PLS. The results of the survey show that participatory leadership has a significant effect on teacher performance. Thus the higher the participatory leadership, the higher the teacher's performance. Teacher competence has a significant impact on teacher performance. Thus the higher the teacher's competency, the higher the teacher's performance. Teacher competence has a substantial effect on organizational commitment. Hence the more elevated the teacher's competency, the higher the organizational commitment. Organizational commitment has a significant impact on teacher performance. Thus, the higher the organizational commitment, the higher the teacher's performance. There is no indirect effect of participatory leadership on performance through organizational commitment. There is an indirect effect of teacher competence on performance through organizational commitment. These results can be a reference for anyone involved in the world of work, especially teachers, to strengthen commitment so that performance can run well continuously.*

Penelitian ini menguji peran mediasi komitmen organisasi pada pengaruh kepemimpinan partisipatif dan kompetensi terhadap kinerja guru. Penelitian ini terdiri dari dua variabel independen yaitu kepemimpinan partisipatif dan kompetensi serta satu variabel mediasi yaitu komitmen organisasi, dan satu variabel dependen kinerja guru. Metode penelitian yang digunakan adalah kuantitatif. Pendekatan penelitian Explanatif dengan pendekatan survey. Pengujian dilakukan pada MAN Tulungagung dengan jumlah sampel sebanyak 100. Analisis data dalam penelitian ini menggunakan analisis *Partial Least Square (PLS)* menggunakan *Smart PLS*. Hasil penelitian menunjukkan bahwa kepemimpinan partisipatif berpengaruh signifikan terhadap kinerja guru. Dengan demikian semakin tinggi kepemimpinan partisipatif, semakin tinggi pula kinerja guru. Kompetensi guru berpengaruh signifikan terhadap kinerja guru. Dengan demikian semakin tinggi

kompetensi guru, maka semakin tinggi pulakerja guru. Kompetensi guru berpengaruh signifikan terhadap komitmen organisasi. Dengan demikian semakin tinggi kompetensi guru, maka semakin tinggi pula komitmen organisasi. Komitmen organisasi berpengaruh signifikan terhadap kinerja guru. Semakin tinggi komitmen organisasi, maka semakin tinggi pula kinerja guru. Hasil tersebut dapat menjadi acuan bagi siapa saja yang akan terjun dalam dunia kerja khususnya pada guru untuk selalu memperkuat komitmen sehingga kinerja dapat berjalan dengan baik.

**Keywords:** *Participative Leadership, Teacher Competence, Teacher Performance, Organizational Commitment.*

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## I. INTRODUCTION

Education is an essential part of the national development process, which also determines the direction of growth and progress of a country. The development of the education sector on a national scale will be able to realize the life of an intelligent nation and compete in the era of globalization. The Law on the National Education System Number 20 of 2003 states that national education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia, rooted in religious values and Indonesian national culture, and responsive to the demands of changing times.

Education is an effort to produce people with good character because, in life, it is not enough to have a bright and intelligent brain. Good character and values are absolute things that humans have (Haryanti, 2014). Education always experiences changes, developments, and improvements by developments in all areas of life (Ronaldo & Suryanto, 2022). Changes and improvements in education include the various components involved, including education implementers, curriculum tools, educational facilities and infrastructure, and the quality of education management, especially changes in learning methods, types and strategies and more innovative leadership. Efforts to improve and change are carried out by teachers aiming to bring the quality of Indonesian education in a better direction (Raymond, Sharp, & Piper, 2020).

The teacher is one of the components of the education system, and he is very decisive in the implementation of the educational process (Cojocariu, 2017). The existence of teacher is the leading actor as a facilitator of organizing the student learning process. The responsibility of the teacher is to provide guidance or assistance to students in their physical and spiritual development so that they reach maturity, can carry out their duties as creatures of Allah, Khalifah on the surface of the earth, as social beings and as individuals who can stand alone (Chrisvianty, Arafat, & Mulyadi, 2020). Teachers have a duty as educators, instructors and coaches. Educating means continuing and developing the values of life. While teaching means continuing and developing science, knowledge and technology. Training means developing skills in students (Vasset et al., 2023). A teacher is a position or profession that requires particular skills as a teacher (Kumar & Wiseman, 2021).

Teacher performance is influenced by teacher competence. Teacher competence is the ability of a teacher to carry out his teaching profession professionally and responsibly

(Choirozziyaadatas & Anwar, 2022). Therefore, a teacher must have the knowledge and skills embodied in the four competencies that the teacher must possess. Research conducted by (Mukhtar & Luqman, 2020) shows that educators must further improve their competence in responding to implementing the 2013 curriculum. Competencies that teachers must possess include pedagogical competence, personal competence, social competence, and also professional competence so that they can achieve success.

Islam, through the Qur'an, provides a concept for its people to work diligently in order to gain achievements and obtain balance in life in this world and the hereafter as stated in surah Al-Qashash, 77 as follows:

وَابْتَغِ فِيمَا آتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ وَلَا تَنْسَ نَصِيبَكَ مِنَ الدُّنْيَا وَأَحْسِنَ كَمَا أَحْسَنَ اللَّهُ إِلَيْكَ وَلَا تَبْغِ  
الْفَسَادَ فِي الْأَرْضِ إِنَّ اللَّهَ لَا يُحِبُّ الْمُفْسِدِينَ

“And seek what Allah has bestowed on you (happiness) in the hereafter, and do not forget your share of worldly happiness and do good (to others) as Allah has done well to you.” (QS. Al Qashash [28]: 77).

And it is also in the letter Al-Jumu'ah verse 10:

فَإِذَا قُضِيَتِ الصَّلَاةُ فَانْتَشِرُوا فِي الْأَرْضِ وَابْتَغُوا مِنْ فَضْلِ اللَّهِ وَاذْكُرُوا اللَّهَ كَثِيرًا لَعَلَّكُمْ تُفْلِحُونَ

“So when the prayer has been carried out, then scatter on the face of the earth, seek Allah's grace and remember Allah a lot so that you will be lucky.” (QS. Al Jumu'ah [62]: 10).

These two verses instruct humans to always be diligent and active in doing good and avoiding evil. Humans are asked constantly to pray to be kept away from things that are not desirable. That does not mean that humans only ask and surrender. However, by asking to be kept away from lazy attitudes, you must work diligently to make ends meet. Thus, world prosperity and happiness in the hereafter are achieved (Ikhwan, Farid, Rohmad, & Syam, 2020).

From the opinions and understanding of the two verses above, working diligently is ordered by all humans to achieve the goals that have been determined. So, performance is a universal concept for all humans. Because Islam is a religion that humans practise, actual performance is human behaviour in carrying out its role in life to meet predetermined standards of behaviour to produce the desired actions and fruits by these predetermined standards.

(Rasmita, 2019) explains that teacher competence includes pedagogical, personal, social, and professional competence. The Permendiknas details teacher core competencies and teacher competencies in subjects. (Purba & Ali, 2018) argued that teacher competence includes abilities in terms of (1) Understanding and being able to apply educational foundations, both philosophical, psychological and so on; (2) Understanding and applying learning theory according to the level of development of students' behaviour; (3) Able to handle subjects or fields of study assigned to them; (4) Understand and be able to apply appropriate teaching methods; (5) Able to use various learning tools and media as well as other learning facilities; (6) Able to organize and implement teaching programs; (7) Able to carry out learning evaluations and; (8) Able to foster student motivation.

In addition to these teacher competencies, teachers must also pay attention to the principal's involvement as the leader needed. The principle in providing shared freedom for teachers must be open, especially to subordinates, not make decisions independently and delegate to subordinates (Soim, Haryanti, Mufron, & Erfiana, 2022). This attitude shows that a wise leader stimulates teachers' creativity to develop innovation. Participatory leadership or the principal's participation in appreciating new ideas, new ways, and teacher practice in the learning process in the classroom.

Teacher performance is also influenced by organizational commitment. Organizational commitment is the degree to which individuals identify themselves in an organization based on their goals and desire to maintain their membership (Robbins & Judge, 2013). Organizational commitment involves three attitudes, namely: (1) self-identification of organizational goals, (2) the desire to be involved in organizational tasks, and (3) a sense of loyalty to the organization (Gibson, Folley, & Park, 2009). Organizational commitment reflects a psychological state that binds individuals to organizations or educational institutions. The psychological state can be described as the employee's relationship with the leadership and is related to the decision to continue or stop membership in an educational institution which also depends on the leader.

Leadership is a social interaction where there is a process of influencing between leaders and subordinates or members in a social community or organization (Guzmán, Muschard, Gerolamo, Kohl, & Rozenfeld, 2020). The issue of leadership is one element that is often discussed today. A leader is a driving force, an individual who has the authority to lead, and leadership is an art and ability that needs to be possessed by a leader to influence members to take action within the same container, namely the organization.

Over time, the leadership styles in this world have developed quite a lot. There is a coercive leadership style that places the leader as the only person in control in making decisions in the organization. A leadership style with a humanitarian approach provides an opportunity for the organization to have good interpersonal relationships among its members (Melton, Mallory, & Chance, 2013). A leadership style also focuses on creating a conducive organizational culture, where members feel empowered and encouraged to try and learn new things to grow together as the organization develops (Obama, Eunice, & Orodho, 2015). All of these are choices that can only be controlled by the role that exists in a leader.

Participatory leadership is the same as applying delegation, making a decision together, consultative and autocratic. This participatory leadership model is usually interpreted by a leader who, in the process, involves subordinates and actively participates from various parties, from teachers, students and other community members. Because in its application, participatory leadership has a high morale value, which will affect work achievement (Nurman, Yuliejantiningih, & Roshayanti, 2018). The importance of a leader will have a significant impact by adhering to several views of how good a leader's attitude is. In school education institutions, leadership is led by the principal, where the principal will be held accountable for the achievement of goals and vision and mission (Ikhwan, 2019).

In participatory leadership, a leader is not only able to realize community participation but is also required to have the ability to coordinate all efforts and policies in the field of development so that the potential of related parties can be utilized so that it is hoped

that it can assist the process of implementing development (Suyono, Fahyuni, & Haryanto, 2022). Coordination is also needed in the implementation of development as an organized movement. Rosyid research states that participatory leadership affects teacher performance (Dwarakanath, Szoko, & Miller, 2021). The results of this study are by (Nurman et al., 2018). Participatory leadership is one of the leadership styles used by those who are trusted; that is, with trust and credibility, it motivates the people who involve them in the decision-making process.

## II. METHOD

The research approach used in this research is quantitative research. It uses explanative research with a survey approach. Explanative research examines causality between variables that explain a particular phenomenon (Fitri & Haryanti, 2020). This researcher uses this type of explanatory research to test the proposed hypothesis, so this research can explain the relationship and influence between the independent and dependent variables in the hypothesis.

Population refers to the entire group of people, events, or things of interest that the researcher wants to investigate (Sekaran & Bougie, 2013). The population used in this study were all teachers at MAN Tulungagung, namely 300 people. The sample in this study is 100 respondents, according to the theory of (Frankel & Wallen, 2019), which states that the minimum sample size for research is 100. The sample used was teachers at MAN Tulungagung, namely 100 teachers.

The research instrument used was a questionnaire. Questionnaires are data collection techniques that are carried out by giving questions or written statements to respondents to answer. Questionnaires are an efficient data collection technique when researchers know with certainty the variables to be measured and what can be expected from respondents.

Data analysis uses the *Partial Least Square* (PLS) approach using SmartPLS software. PLS is a component or (variance) based *Structural Equation Model* (SEM). In the analysis with PLS, two things are done: Assessing the Outer Model or measurement model. Three criteria for assessing the outer model are Convergent Validity, Discriminant Validity and Composite Reliability. They are assessing the inner Model or Structural Model. The inner or structural model is tested to see the relationship between constructs, significant value and R-square of the research model.

## III. RESULT AND DISCUSSION

### Data Quality test results (Outer Model)

There are three criteria for using data analysis techniques with SmartPLS to assess the outer model: Convergent Validity, Discriminant Validity, Composite Reliability and *Average Variance Extracted* (AVE).

#### 1. Convergent Validity

The convergent validity of the measurement model with reflexive indicators is assessed based on the correlation between the item score/component score estimated by the PLS Software. The individual reflexive measure is considered high if it correlates more than 0.70 with the measured construct. In this study, a loading factor

limit of 0.70 will be used. Based on the table below, it can be seen that all outer loading results are > 0.60, so all research items are included in the criteria. The results of outer loadings are in Table 1 below:

**Table 1. Outer Loadings**

Indicator	Research Model
<b>Participatory Leadership</b>	
X11	0.781
X12	0.807
X13	0.821
X14	0.777
X15	0.730
<b>Competence</b>	
X21	0.721
X22	0.734
X23	0.778
X24	0.747
X25	0.688
<b>Organizational Commitment</b>	
Y11	0.711
Y12	0.738
Y13	0.781
Y14	0.815
Y15	0.715
Y16	0.683
<b>Teacher Performance</b>	
Y1	0.801
Y1	0.781
Y1	0.819
Y1	0.807

Data Source: Primary Data Processed (2022)

Based on the results of processing using SmartPLS can be seen in Table 4.1. The value of the outer model or the correlation between the construct and the variables already meets convergent validity. The estimation results for the outer loading test calculation using PLS. From the output, it can be seen that all items are valid. This is because the Factor loading values are all more than 0.6.

## 2. Discriminant Validity Analysis

After confirming that all indicators of latent variables are constructs of latent variables, the next step is to test discriminant validity. Discriminant validity must also be done so that the scale used does not have two constructs that measure the same thing. To find out, the correlation between constructs must be < 0.90. If between constructs reaches 0.90 or more, there will be multicollinearity between constructs. The results of discriminant validity testing were obtained as follows:

**Table 2. Discriminant Validity**

Indicators	Participatory leadership	Organizational commitment	Teacher performance	Competence
X11	0.781	0.632	0.592	0.595
X12	0.807	0.649	0.640	0.663

X13	0.821	0.568	0.567	0.567
X14	0.777	0.616	0.552	0.558
X15	0.730	0.493	0.512	0.510
X21	0.600	0.618	0.538	0.721
X22	0.532	0.517	0.541	0.734
X23	0.479	0.588	0.501	0.778
X24	0.534	0.574	0.629	0.747
X25	0.503	0.582	0.470	0.588
Y1	0.555	0.647	0.804	0.600
Y2	0.561	0.582	0.782	0.530
Y3	0.674	0.615	0.817	0.646
Y4	0.558	0.551	0.805	0.634
Y11	0.516	0.714	0.537	0.625
Y12	0.506	0.742	0.503	0.617
Y13	0.564	0.782	0.562	0.642
Y14	0.636	0.816	0.570	0.676
Y15	0.544	0.711	0.580	0.532
Y16	0.609	0.678	0.580	0.485

Data Source: Primary Data Processed (2022)

The table above shows no multicollinearity between variables because each construct measures different things. This is evident from the correlation value between constructs, which is less than 0.90.

### 3. Evaluating Reliability and Average Variance Extracted (AVE)

The validity and reliability criteria can also be seen from the reliability value of a construct and the *Average Variance Extracted (AVE)* value of each construct. The construct is highly reliable if the value is 0.70 and the AVE is above 0.50. Table 3 will present the Composite Reliability and AVE values for all variables as follows:

**Table 3. Outer Model, AVE, Composite Reliability**

Variable	AVE	Composite Reliability	Information
Participatory leadership	0.615	0.888	reliable
Organizational commitment	0.550	0.880	reliable
Teacher performance	0.644	0.878	reliable
Competence	0.513	0.839	reliable

Data Source: Primary Data Processed (2022)

Based on Table 4, all constructs meet the criteria of reliability. This is indicated by the composite reliability value above 0.70 and AVE above 0.50 according to the existing criteria.

### Model Feasibility Test Results (Inner Model)

Testing of the inner model or structural model is tested to see the relationship between constructs, significance value and R-square of the research model. The structural model was evaluated using the R-square for the dependent construct t-test and the significance of the structural path parameter coefficients. Assessing the model with PLS begins by looking at the R-square for each latent dependent variable. Table 5 is the result of R-square estimation using SmartPLS.

**Table 4. R-Square Value**

Variable	R-Square
Teacher performance	0.656
Organizational commitment	0.708

Data Source: Primary Data Processed (2022)

Table 5 shows the R-square value for the teacher performance variable obtained at 0.656. This means that the variability of teacher performance constructs can be explained by the variability of the construct of participatory leadership and competence of 65.6%. At the same time, other variables outside the model were studied to explain the rest. The greater the R-square number indicates, the more significant the independent variable can explain the dependent variable, so the structural equation is better. As for the organizational commitment variable, it was obtained at 0.708. This means that the variability of the organisational commitment construct can be explained by the variability of the construct of participatory leadership and competence of 70.8%. In contrast, the rest is explained by other variables outside the model studied. The greater the R-square number indicates, the more significant the independent variable can explain the dependent variable so that the structural equation is better.

### Hypothesis Test

The significance of the estimated parameters provides beneficial information about the relationship between the research variables. The basis used in testing the hypothesis is the value contained in the output result for inner weight. Table 5 provides the estimated output for testing the structural model. In SmartPLS, statistical testing of each hypothesized relationship is conducted using a simulation. In this case, the bootstrap method was carried out on the sample. Testing with Bootstrap is also intended to minimize the problem of abnormal research data. The results of testing with bootstrapping from the SmartPLS analysis are as follows:

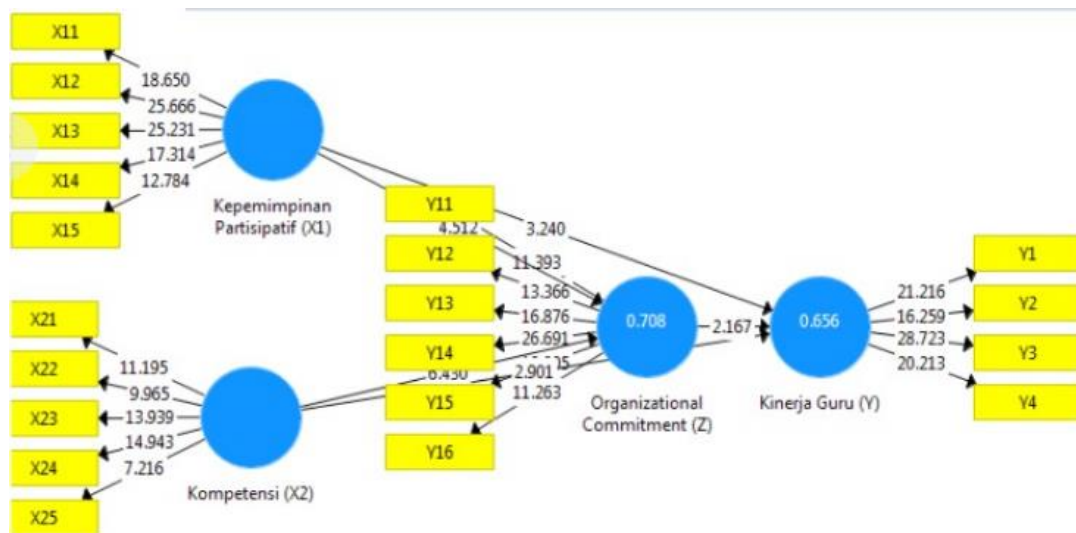


Figure 1. Bootstrapping results

The significance level in hypothesis testing is measured using the path coefficient value parameter (Abdillah & Hartono, 2015). This test looks at the estimated path coefficient and t-statistic value with significance at  $\alpha=5\%$ . If the t-statistic value is higher than the t-table value, equal to 1.984 for the one-tailed hypothesis, then the



hypothesis is accepted. The following is the path coefficient value in testing the central hypothesis of this study:

**Table 5. Path Coefficient Value**

No	Correlation	Original Sample	Sample Mean (M)	Standard Deviation	T-Statistics	P Values	Decision
1.	Participative leadership -> Teacher performance	0.293	0.294	0.090	3.240	0.001	Accepted
2.	Competency -> teacher performance	0.319	0.314	0.110	2.901	0.004	Accepted
3.	Participatory leadership -> organizational commitment	0.361	0.369	0.080	4.512	0.000	Accepted
4.	Competency -> organizational commitment	0.537	0.536	0.084	6.340	0.000	Accepted
5.	Organizational commitment -> teacher performance	0.269	0.277	0.124	2.167	0.031	Accepted

Data Source: Primary Data Processed (2022)

1. Hypothesis 1 test: Participatory leadership affects teacher performance

The test on participatory leadership resulted in a t-statistic value of 3.240 with a P value of  $0.001 < 0.05$  (sig level). The test results prove that the hypothesis proposed in this study can be accepted, namely, participative leadership influences teacher performance.

2. Hypothesis 2 test: Competence influences teacher performance

The competence test resulted in a t-statistic value of 2,901 with a P value of  $0.004 < 0.05$  (sig level). With these results, the test results prove that the hypothesis proposed in this study can be accepted. Namely, competence affects teacher performance.

3. Hypothesis 3 test: Participative leadership influences organizational commitment

The test on participatory leadership resulted in a t-statistic value of 4,512 with a P value of  $0,000 < 0.05$  (sig level). The test results prove that the hypothesis put forward in this study can be accepted, namely that participatory leadership influences teacher performance.

4. Hypothesis 4 test: Competence influences organizational commitment

The competence test resulted in a t-statistic value of 6,340 with a P value of  $0,000 < 0.05$  (sig level). The test results prove that the hypothesis proposed in this study can be accepted: competence affects organizational commitment.

5. Hypothesis 5 test: Organizational commitment affects teacher performance

The innovation test resulted in a t-statistic value of 2.167 with a P value of  $0.031 < 0.05$  (sig level). The test results prove that the hypothesis proposed in this study can be accepted. Namely, organizational commitment affects teacher performance.

### Mediation Test Results

Influence analysis was carried out to analyze the strength of influence between variables, both direct, indirect and total influence. The direct effect is the coefficients of all the coefficient lines with one-pointed arrows.

**Table 6. Indirect Effects**

No	Correlation	Original Sample	Sample Mean (M)	Standard Deviation	T-Statistics	P Values
1.	Participatory leadership -> organizational commitment -> Teacher performance	0.097	0.103	0.053	1.820	0.065
2.	Competence -> organizational commitment -> Teacher performance	0.145	0.148	0.072	2.019	0.044

Data Source: Primary Data Processed (2022)

From Table 7 above, the results show no indirect effect of Supply Chain Integration on performance through knowledge management P-values  $0.065 > 0.05$ . The result is that innovation indirectly affects performance through knowledge management P-values  $0.044 < 0.05$ , which means it is significant.

### Discussion

Participatory leadership has a significant effect on teacher performance. This means that the higher the participatory leadership, the higher the teacher's performance. The results of this study by (Nurman et al., 2018). Participatory leadership is one of the leadership styles used by those who are trusted. That is, trust and credibility motivate people who involve themselves in decision-making. The principal, as a leader, has a strategic role in improving teacher competence. With the principal's leadership ability to influence teachers to continue to improve their competence, participatory leadership must also be influenced by gender. Male principals in the proportion of time they spend working alone in a particular domain. Planning/goal setting was the only area where female principals significantly differed from male principals in the proportion of time they spent working alone. Female school principals spend a lower proportion of time working alone in planning/setting goals when compared to male school principals (Astutik, Roesminingsih, & Sumbawati, 2021).

The results are by (Rosyid, 2021) research show that participatory leadership affects teacher performance. The results of this study by (Nurman et al., 2018). Participatory leadership is one of the leadership styles used by those who are trusted; that is, with trust and credibility, it motivates people who involve themselves in decision-making.

Competence has a significant effect on teacher performance. This means that the higher the competency, the higher the teacher's performance. The results of this study by (Karlen, Hirt, Jud, Rosenthal, & Eberli, 2023) show that teacher competence is a set of knowledge and skills that must be owned, internalized, and mastered by a teacher in carrying out their duties in learning, including pedagogic competence, personal competence, social competence, and professional competence.

Teacher commitment has a significant effect on teacher performance. This means that the higher the organizational commitment, the higher the teacher's performance. The results of this study are by (Labetubun & Dewi, 2022). Organizational commitment can also be interpreted as an individual expression of self-identification, loyalty, and organisational involvement. Employees who are committed to the organization will work dedicatedly because employees think that the critical thing to achieve is the achievement of tasks within the organization. Competence is a fundamental characteristic of an individual, namely the causes related to the reference criteria for effective performance. Some experts have also formulated the notion of competency, such as (Lauda, Brahmasari, & Kusmaningtyas, 2019);(Verma, 2020), explaining that talking about HR competency is inseparable from existing job requirements. Competence can consist of employees' knowledge, skills, attitudes and behaviour.

There is no indirect effect of participatory leadership on performance through organizational commitment. There is an indirect effect of competency on performance through organizational commitment. The results of this study are by (Junaidi & Mildawati, 2022). Organizational commitment can also be interpreted as an individual expression of self-identification, loyalty, and organisational involvement. Employees who are committed to the organization will work dedicatedly because employees think that the critical thing to achieve is the achievement of organisational tasks (Labetubun & Dewi, 2022). Organizational commitment involves three attitudes, namely: (1) self-identification of organizational goals, (2) the desire to be involved in organizational tasks, and (3) a sense of loyalty to the organization (Haryanti, Junaris, & Winarto, 2022). The principal's participatory leadership is how the principal plans for the future by communicating, establishing harmonious relationships with teachers, delegating authority, making decisions, and improving the professional competence of teachers for the better. The principal's leadership style is an essential aspect of subordinates' maturity. Participatory leadership is a leader involving subordinates to play a role in the decision-making process jointly. The leader gives the delegation of authority to make decisions, either through the approval or without the leader's approval. Leaders must trust teachers to take on their duties with full responsibility.

#### **IV. CONCLUSION**

Based on the results of research and discussion in this study, participatory leadership significantly affects teacher performance. Thus the higher the participatory leadership, the higher the teacher's performance. Competence has a significant effect on teacher performance. Thus the higher the competency, the higher the teacher's performance. Competence has a significant effect on organizational commitment. Thus the higher the competence, the higher the organizational commitment. Organizational commitment has a significant effect on teacher performance. Thus, the higher the organizational commitment, the higher the teacher's performance. There is no indirect effect of participatory leadership on performance through organizational commitment. There is an indirect effect of competency on performance through organizational commitment.

Suggestions that can be given to madrasas are expected to be able to manage teacher performance and always maintain participatory leadership and the competence of each teacher, where this application can increase teacher organizational commitment. Future research directions are recommended for future researchers to examine the

effect of participatory leadership and competency on teacher performance through organizational commitment by associating it with other variables. Future researchers, they can conduct studies by adding these variables or adding samples on a large scale.

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