

# Mapping Leadership Models in Early Childhood Education Institutions and Their Influence on Organizational Commitment and Work Productivity

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## ABSTRAK

Model kepemimpinan yang dijalankan oleh kepala sekolah adalah berseberangan dengan keinginan guru menyebabkan kinerja guru tidak produktif, sehingga berdampak pada mutu lembaga pendidikan. Tujuan penelitian adalah menganalisis bentuk kepemimpinan yang paling sesuai dan berpengaruh terhadap komitmen organisasi dan produktivitas kerja. Jenis penelitian adalah kuantitatif, menerapkan metode survei dengan menggunakan kuesioner. Subjek penelitian adalah guru TK sebanyak 721 orang, pengambilan sampel menggunakan rumus Slovin sehingga diperoleh 236 guru. Analisis inferensial menggunakan teknik Structural Equation Modeling serta Partial Least Squares. Hasil penelitian adalah; kepemimpinan partisipatif mempunyai pengaruh langsung sangat baik terhadap komitmen organisasi. Hasil penelitian membuktikan bahwa kepemimpinan partisipatif, komitmen mempunyai pengaruh terhadap produktivitas kerja, dan komitmen organisasi merupakan variabel yang mampu memediasi kepemimpinan partisipatif terhadap produktivitas kerja. Model kepemimpinan partisipatif perlu diterapkan di Lembaga Pendidikan Anak Usia Dini untuk meningkatkan komitmen organisasional dan pengaruhnya terhadap produktivitas kerja. Implikasi penelitian ini adalah dapat membantu para pemangku kepentingan, seperti kepala sekolah, pengelola lembaga PAUD, dan pembuat kebijakan, dalam memilih dan mengimplementasikan model kepemimpinan yang paling efektif sesuai dengan kebutuhan lembaga.

## ABSTRACT

The leadership model implemented by the school principal is at odds with the teacher's wishes, causing teacher performance to be unproductive, thus having an impact on the quality of educational institutions. The aim of the research is to analyze the most appropriate form of leadership and influence on organizational commitment and work productivity. This type of research is quantitative, applying survey methods using questionnaires. The research subjects were 721 kindergarten teachers. Samples were taken using the Slovin formula to obtain 236 teachers. Inferential analysis uses Structural Equation Modeling and Partial Least Squares techniques. The research results are; Participative leadership has a very good direct influence on organizational commitment. The research results prove that participative leadership, commitment has an influence on work productivity, and organizational commitment is a variable that is able to mediate participative leadership on work productivity. The participative leadership model needs to be implemented in Early Childhood Education Institutions to increase organizational commitment and its influence on work productivity. The implications of this research are can help stakeholders, such as school principals, PAUD institution managers, and policy makers, in selecting and implementing the most effective leadership model according to the institution's needs.

## 1. INTRODUCTION

The work productivity of a teacher who dedicates himself to an educational institution makes a major contribution to the progress of educational institutions and this is an important part in achieving the success and progress of educational institutions at all levels. Teacher work productivity can be seen from their performance in carrying out main tasks starting from planning learning, implementing the teaching

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and learning process using fun models and strategies, providing guidance, assessing and evaluating student learning outcomes and following up on assessment results (Nabila et al., 2019; Primayana & Sastrawan, 2020). Teacher performance greatly influences student learning success, because teachers meet directly in the education and learning process to deliver teaching materials, apart from that, the teacher's job is to educate and guide students during teaching and learning activities. Teachers who show high productivity can be seen from their performance in carrying out their main tasks. However, on the other hand, teachers whose performance is low will have an impact on the low quality of education, and even the goal of education will not be achieved, namely forming people who have broad knowledge, character and skills. However, in reality the performance of Kindergarten teachers in Mataram City shows low results due to their low work productivity. This is evidenced by observations of teacher performance in making learning plans 21.52%, implementing learning 26.23%, using innovative learning media around 32.56%, creating student potential development programs 36.68% and creating evaluation instruments 64.96% .

Teachers' work productivity which is proven to be low will have an impact on student learning achievement and the cause needs to be investigated. It is suspected that the factors causing low teacher work productivity are internal and external factors. Of the external factors is the leadership model applied by the school principal. The leadership model is seen as an important factor because leadership provides a dominant and crucial role in overall efforts to increase a person's work productivity individually, in groups and at a larger level, namely the organization. Apart from that, leaders must have the ability to regulate the mindset of their subordinates and act as an example of moral unity in an effort to express the ethics and values contained in their institution, as proven by research which concludes that leadership has an impact on teacher work productivity (Arya Pering, 2019; Firmansyah & Dede, 2016). Previous research findings reveal that leadership implemented in schools plays a very important role in bringing institutions towards quality education in order to face the demands of current developments. A leader controls the journey of an educational institution in realizing its goals, therefore the quality of education is the responsibility of the leader (Teruna & Ardiansyah, 2019; Utama et al., 2018). The most principle function of leadership is to influence members to move and follow what has been determined. In the world of education, the most important leadership model is when the application of leadership has an impact on the performance of teachers and education staff, because they are the ones who directly implement school programs to realize quality education, thus leadership is encouraged to be able to achieve quality education. to stimulate teacher work productivity (Indrawati & Sembiring, 2017; Sufiyanto et al., 2021).

The results of interview observations with kindergarten teachers in Mataram City show that the leadership style experienced by school principals is authoritarian, the leader does not involve his members in participating in developing the school, the leader does not have a clear vision and mission, the leader does not adapt to changes and developments. Currently, leaders do not set an example for their subordinates. Based on the results of these observations, a mapping of the appropriate leadership model was carried out, namely a leader who has integrity and has a vision of running the organization to achieve goals, a leader who is nurturing, provides space for subordinates to participate, a democratic leader, always prioritizes cooperation. Leadership is needed that can change the way subordinates view the value of an obligation for which they are responsible; leadership that can provide a reference for subordinates; leadership that can generate work enthusiasm and responsibility to carry out tasks with maximum results within the institution in order to achieve goals; leadership that can be a mainstay of the security and safety of subordinates.

To realize productive teacher performance, it is necessary to identify leadership models such as; transformational leadership which is oriented towards changing the progress of the institution, visionary leadership which prioritizes the direction of future institutional development, servant leadership which carries out services to its members to improve their performance, transactional leadership which leads to agreement on the success of work results, participative leadership which prioritizes the role of subordinates in participating in realizing goals, and instructional leadership oriented towards the success of teaching activities for teachers (Astinatria & Sarmawa, 2021; Sidik et al., 2022; "Theory of Leadership Approaches and Models in Educational Institutions," 2019). Based on the characteristics of several leadership models, among the leadership that is widely applied in the management of educational institutions, the one that meets these criteria is the participative leadership model. The research results show that participative leadership has characteristics including; an inspirational person, able to communicate, provide participation to subordinates, work together and be open can increase work productivity (Jaelani et al., 2023; McNaughton & Cowell, 2022). Based on the identification of leadership models, it is stated that participative leadership has the greatest influence on teacher work productivity.

Participative leadership, the ideal approach to apply is an approach that flows from below, accommodating ideas and ideas from subordinates so that they flow naturally, involving subordinates in problem solving, and giving authority to subordinates in turn so that all are involved in organizational

activities. Leaders also provide as much space as possible for subordinates to actively participate in program preparation, apart from involving subordinates in discussions in decision making, and building trust in subordinates so as to create a harmonious relationship between leaders and subordinates. Participative leadership is a leadership system that involves all members to participate and provide opinions for decision making, in other words collective decisions (Maidiana, 2023; Risambessy et al., 2022). The participative leadership model is based on passion and thought; achieving effectiveness and efficiency in organizational travel, implemented with democratic principles, its application is very suitable for school-based management because all stakeholders can share interests (Sugito et al., 2020; Usman, 2023).

The basic internal factor that has an important influence on employee work productivity in educational institutions is organizational commitment. Moreover, a teacher who has a strong intention and commitment to always maintain himself in the institution will have a positive impact on his performance. This teacher is willing to work with strong determination and sincerity without selfishness to work to realize the educational goals set by his institution. A strong commitment to this institution is characterized by the way they accept the rules and values adopted by the institution, carry out their duties seriously without being selfish and dedicate themselves to the progress of the organization, and will even defend and maintain the organization. the existence of institutions from all threats (Monica, 2018; Subhaktiyasa et al., 2022; Suherni et al., 2018). The results of research related to organizational commitment which has a significant influence on teacher performance productivity have been widely carried out. From this research it was concluded that organizational commitment has a strong influence on increasing teacher work productivity. ((Aisah, 2018; Nasution et al., 2020).

Based on the problems described above, it is said that the low work productivity of teachers is caused by the influence of the principal's leadership which is not in accordance with the group's expectations to improve their performance by considering theoretical studies related to participative leadership, organizational commitment and work productivity when compared with the reality of the low work productivity of kindergarten teachers. in Mataram City, as described above, is a problem that must be overcome. This is an important focus and requires research related to participative leadership, organizational commitment, the aim of which is to examine the direct impact of participative leadership on organizational commitment, the direct influence of participative leadership variables on work productivity, the direct impact of organizational commitment on work productivity, and the indirect influence. Participative leadership on work productivity through organizational commitment among kindergarten teachers in Mataram City.

The novelty of this research lies in its holistic approach in mapping leadership models in Early Childhood Education (PAUD) institutions and analyzing its influence on two key aspects, namely organizational commitment and work productivity. In contrast to previous research which generally only focuses on one dimension of leadership or one aspect of performance, this research simultaneously links leadership models with two important variables in the management of educational institutions. Another novelty lies in the focus of the research context, namely PAUD institutions, which have different management characteristics compared to formal education institutions at higher levels. In the PAUD context, the head of the institution not only acts as an administrative leader, but also as a learning facilitator, community mobilizer, and human resource manager, so that the influence of leadership style becomes more complex and significant.

This research also offers novelty in terms of methodology, by using a comprehensive leadership model mapping approach. Through this approach, research not only identifies the dominant leadership model, but also reveals the leadership model that is most effective in increasing the commitment and productivity of teaching staff. In addition, this research provides an original contribution in the development of a theoretical model that can be used as a guide for leadership management in PAUD institutions. It is hoped that the results of this research will enrich the literature related to educational leadership in the PAUD sector and encourage the development of evidence-based leadership training policies for heads of PAUD institutions. Thus, the novelty of this research has a significant impact not only on the management of PAUD institutions, but also on the development of theory and policy in the field of educational leadership.

The main objective of this research is to map the leadership model applied in Early Childhood Education (PAUD) institutions and analyze its influence on organizational commitment and work productivity of educators and staff. This research aims to identify the types of leadership models that are most effective in improving the performance of PAUD institutions, such as transformational, transactional, participative, or situational leadership. In addition, this research aims to measure the extent to which certain leadership styles can strengthen educators' commitment to the institution's vision, mission and goals. This research also aims to explore the relationship between the leadership model applied and work productivity, both in terms of operational effectiveness, performance efficiency, and the quality of

educational services for young children. By achieving these objectives, it is hoped that this research can make a significant contribution to the management and development of leadership in PAUD institutions, as well as provide practical and theoretical guidance for school principals, institutional managers and policy makers in improving the effectiveness of managing PAUD institutions.

## 2. METHOD

This research is a type of quantitative research designed to form a conceptual framework to analyze the influence of Participative Leadership as an exogenous variable, Organizational Commitment as an intermediary, while Work Productivity as an endogenous variable. The research approach is to use a survey method using a questionnaire (Maidiana, 2021). Implementation starts from making instruments, creating data formats, data collection and analysis during March to May 2024.

The population is the subject that is the target of research, in the form of several factors in the form of goods, events, or teachers who have the same identity and are the focus of the researcher as a whole. (Prasetyo, 2023; Rajani, 2019). The research subjects were the population of kindergarten teachers in Mataram City, totaling 560 people spread across 6 sub-districts consisting of 143 schools. The sample is representative of the total number of subjects or a population spread out to describe the total population. Because the population is very large, sampling is necessary. The reasons for taking samples include, among other things, to facilitate the research process, apart from that, it also speeds up research and makes it easier to conclude all the subjects being researched. The advantages of the sampling method are easier and cheaper, better and more accurate results, and relatively faster data collection. The sampling technique is random which allows all members of the population to be sampled (Rodríguez-Oramas et al., 2023; Yuneti et al., 2019). The sample size distribution is presented in Table 1.

**Table 1. Sample Size Distribution**

Area	Number of Schools	Number of Respondents
1. Mataram	32	36
2. Pardon	31	63
3. Selaparang	25	50
4. Sharing	23	20
5. Cakranegara	21	30
6. Sandubaya	11	37
<b>Total</b>	<b>143</b>	<b>236</b>

Table 1 above shows that the sample members for this research are 236 teachers. spread across 6 sub-districts consisting of 143 schools in Mataram City. The research instrument is a research tool created according to the survey research model, namely in the form of a questionnaire. This instrument is used to collect and obtain data from respondents. The instrument created includes the variables Participative Leadership, Organizational Commitment and Work Productivity. The questionnaire in question contains simple and clear questions because they will be answered by the respondent. This questionnaire is a description of each indicator for each research variable, both in the form of positive questions and negative questions. The closed-ended instrument uses a Likert scale pattern consisting of 5 choices. The benchmarks used to measure score acquisition are; Strongly Disagree is 1; Disagree 2, Somewhat Agree 3, Agree 4 and Strongly Agree 5 (Jaelani et al., 2023; Suherni et al., 2018). To view the instrument and make it easier to create a questionnaire, first determine the grid for each variable and its indicators which are presented in Table 2.

**Table 2. Research Instrument Grid**

Variable	Indicator	Number of Items	Total
Participative Leadership (X)	X1 Inspiration	8	40
	X2 Communicative	8	
	X3 member participation	9	
	X4 Cooperate	9	
	X5 Openness	6	
Organizational Commitment (Y1)	Y1.1 Affective commitment	8	42
	Y1.2 Continuance commitment	8	
	Y1.3 Normative commitment	8	
	Y1.4 Contribute	9	

Variable	Indicator	Number of Items	Total
Work Productivity (Y2)	Y1.5 Building Creativity	9	46
	Y2.1 Work ethic	6	
	Y2.2 Quality	6	
	Y2.3 Effectiveness and efficiency	7	
	Y2.4 Self-development	6	
	Y2.5 Progressive	8	
	Y2.6 Promotion	7	
	Y2.7 Innovative	6	

Data analysis uses two events, namely descriptive statistical analysis which aims to explain the data quantitatively, data distribution and total score. Statistical analysis was carried out using SPSS software version 26.0 for Windows, inferential analysis using structural models (PLS-SEM). This method is useful for testing hypotheses regarding relatively complex constellations between variables simultaneously. The data analyzed is numerical data. Structural model testing is also useful for testing theories in order to predict hypothesis results, this technique is very suitable, because it assumes all measures of variance can be explained because this approach estimates latent variables as a linear combination of each indicator (Firmansyah & Dede, 2016; Risambessy et al., 2022). Based on this research and the characteristics of structural model analysis, the choice of the PLS-SEM analysis technique as a data analysis tool is able to demonstrate accuracy, especially in predicting the variables that are the focus of this research because this technique is also suitable for causal predictions in situations of high complexity. Before being used to collect data, the instrument has also been tested for validity so that the results can meet validity.

### 3. RESULT AND DISCUSSION

#### Result

Statistical analysis really needs to be carried out to identify the quality of research data on participative leadership (X), organizational commitment (Y1), work productivity (Y2). The analysis procedure uses the SPSS Type 26 application. The results of statistical analysis are presented in Table 3.

**Table 3.** Statistical Analysis Results

Statistics	Participative Leadership (X)	Organizational Commitment (Y1)	Work Productivity (Y2)
Valid Data	236	236	236
Data is Missing	0	0	0
Means	162.64	160.78	182.16
Median	158.00	158.00	180.00
Standard Deviation	15.584	13.297	12.372
Reach	106	90	81
Minimum	94	120	149
Maximum	200	210	230
Class Scale	81.32	76.56	79.20
Category	High	High	High

Table 3 above proves the statistical analysis of the quality of the research data presented, including: participative leadership (X) obtained an average of 162.74 from the maximum score, namely 81.32% in the high category, Organizational Commitment (Y1) obtained an average of 160.78 from the maximum score, namely 76.56% in the high category, while Work Productivity (Y2) obtained an average of 182.16 from the maximum score, namely 79.20 in the tall. Apart from that, a correlation test was also carried out to test the strength of the relationship between several research variables, the results were a significant correlation at the 0.01 level (Correlation significant at the 0.01 level). In conclusion, the quality of this research data is statistically good, so testing can continue to be carried out.

The results of the inferential analysis were processed using the Structural Model Alternative Partial Least Square (PLS-SEM) analysis procedure to test assumptions regarding the influence of Participative Leadership on Organizational Commitment and Work Productivity. The application used is Smart PLS. The test results can be presented in Figure 1.

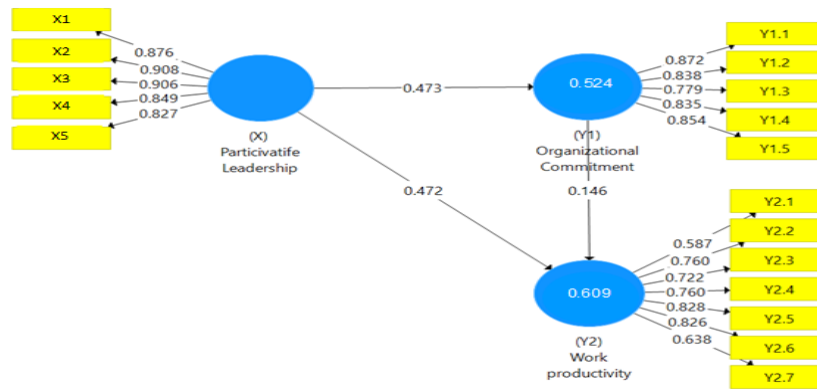


Figure 1. Both Outer and Inner Models are Active

External model evaluation is an assessment that must be carried out to identify the validity and reliability of research data on each variable. A purposeful assessment was carried out by assessing convergent validity and discriminant validity as described below. Convergent Validity evaluation is carried out to see and evaluate the factor loading of each variable on the indicators. The results of the analysis are proven by the outer loading of each research variable which is presented in Table 4.

Table 4. Loading Factor Research Variables into Indicators

Variable	Indicator	Load	T-Statistics	P-Value	Alfa Cronbach	Composite Reliability	Extract Average Variance (AVE)
Participative Leadership (X)	X → X1	0.876	59.914	0.000	0.922	0.942	0.764
	X → X2	0.908	76.133	0.000			
	X → X3	0.906	61.734	0.000			
	X → X4	0.849	34.642	0.000			
	X → X5	0.827	46.175	0.000			
Organizational Commitment (Y1)	Y1 → Y1.1	0.872	50.433	0.000	0.895	0.921	0.699
	Y1 → Y1.2	0.838	42.601	0.000			
	Y1 → Y1.3	0.779	27.642	0.000			
	Y1 → Y1.4	0.835	26.014	0.000			
	Y1 → Y1.5	0.854	33.642	0.000			
Work Productivity (Y2)	Y2 → Y2.1	0.587	11.881	0.000	0.860	0.891	0.543
	Y1 → Y2.2	0.760	17.610	0.000			
	Y1 → Y2.3	0.722	19.206	0.000			
	Y1 → Y2.4	0.760	24.352	0.000			
	Y1 → Y2.5	0.828	38.842	0.000			
	Y1 → Y2.6	0.826	44.143	0.000			
	Y1 → Y2.7	0.638	14.134	0.000			

Based on the results of the analysis in Table 4 above, it can be clearly interpreted that convergent validity in terms of all indicators in each variable proves that the T-Statistic score is greater than 1.96, meaning it is feasible, while the P-value obtained is smaller than 0.05, this shows that it is significant, in conclusion the indicator item is declared valid. Then Reliability is evaluated by looking at Cronbach's Alpha which is greater than 0.70 and Composite Reliability is higher than 0.60 and Average Variance Extracted (AVE) is greater than 0.50. This means that the research instrument is declared reliable. Thus, it can be concluded that the research data on Participative Leadership, Organizational Commitment, Work Productivity are valid and reliable.

Discriminant validity is a route procedure that can assess the extent to which a potential factor discriminates against other variables. The introduction of discriminant validity by simultaneously reporting that potential variables can prove the result of variable variance that appears greater than that of unmeasured constructs. How to see the discriminant validity of Root Square Average Variance Extracts (RSAVE) on variables that are correlated with other variables located below and to the left. The detailed evaluation results are presented in Table 5.

**Table 5.** Discriminant Validity, Participative Leadership Construct, Organizational Commitment, Work Productivity

Build	Participative Leadership	Organizational Commitment	Work Productivity
Participative Leadership	0.875		
Organization Commitment	0.474	0.837	
Work Productivity	0.541	0.369	0.738

Table 5 shows that Participative Leadership, Organizational Commitment, and Work Productivity are declared to meet discriminant validity as seen from the square root value of RSAV, all of which show a cross-loading value that is greater than those below and on the left. It was concluded that the Structural Equation Model measurement variables of this research met the validity and reliability criteria. Evaluation of the inner model on Goodness of Fit to evaluate the suitability of the model formed from the R Square value on the dependent variable is presented in Table 6.

**Table 6.** R Squared Dependent Construction

Dependent Construction	Rectangle	Customized R square	Category
Organizational Commitment	0.524	0.521	Currently
Work Productivity	0.609	0.604	Currently

Table 6 shows the R2 value for organizational commitment of 0.524 in the medium category and work productivity of 0.609 in the medium category. In conclusion, the dependent variable meets the fit model, and the test results meet the requirement of not decreasing, meaning that the more variables that are influenced, the higher the R2 value. The next test is to look at the Stone-Geiser using the Q Square formula. Q<sup>2</sup> The value obtained is 0.814, meaning that 81.40% of the work productivity variable is influenced by participative leadership and organizational commitment, while the remaining 18.60% is influenced by other variables. The conclusion of the analysis results shows that the model that forms the equation structure is able to predict strong categories of hypothesis testing results.

After evaluating the outer and inner models, obtaining results that are in accordance with the provisions, the next stage is to carry out hypothesis testing or hypothesis testing to determine the direct influence related to participative leadership and organizational commitment on work productivity and the indirect influence on work productivity. participative leadership on work productivity mediated by organizational commitment. The results of research hypothesis testing are clearly and quantitatively presented in Table 7.

**Table 7.** Direct and Indirect Effect Test Results

	Direct & Indirect Effects	Load	Standard Deviation	T-Statistics	P-Value	Results
H <sub>1</sub>	Partivative Leadership (X) → Organizational Commitment (Y1)	0.473	0.061	7.708	0.000	important
H <sub>2</sub>	Participative Leadership (X) → Work productivity (Y2)	0.472	0.071	6.669	0.000	important
H <sub>3</sub>	Organizational Commitment (Y1) → Work productivity (Y2)	0.146	0.071	2.060	0.041	important
H <sub>4</sub>	Partivative Leadership (X) → Organizational Commitment (Y1) → Work Productivity (Y2)	0.069	0.033	2.091	0.038	important

Testing the first hypothesis regarding the direct influence of participative leadership on organizational commitment, the path analysis coefficient value was 0.473. Then looking at the T-Statistic result of 7.708, it is stated to be greater than 1.96, while the significance of the P-Value result of 0.000 is stated to be smaller than 0.05. So, it is expressed as H<sub>1</sub> accepted, otherwise H<sub>0</sub> rejected. In conclusion, participative leadership shows a very strong direct influence on organizational commitment. This can be

interpreted as if a high participative leadership value will result in high organizational commitment, low participative leadership value will also result in low organizational commitment.

Testing the second hypothesis regarding the direct influence of participative leadership on work productivity obtained results which were proven in the path analysis results with a coefficient of 0.472. Then looking at the T-Statistic result of 6.669, it is stated to be greater than 1.96, while the significance is shown by the P-Value of 0.000, which is stated to be smaller than 0.05. So, it is said,  $H_1$  accepted otherwise  $H_0$  rejected. The conclusion of the analysis results states that participative leadership has a significant or very strong direct influence on work productivity. This means that if the participative leadership value is high it can cause high work productivity values, if the participative leadership value is low it can cause low productivity.

Testing the third hypothesis regarding the direct influence of organizational commitment on work productivity, the results of path analysis are proven by a coefficient value of 0.146. Furthermore, looking at the T-statistic result of 2.060, it is said to be greater than 1.96, while the significance of the P-Values score of 0.041 is stated to be less than 0.05. Thus, it can be said that the test results,  $H_1$  accepted otherwise  $H_0$  rejected. The conclusion of the analysis results states that organizational commitment has a significant or quite strong direct influence on work productivity. This means that if the organizational commitment value is high it will cause high work productivity, if the organizational commitment value is low it will cause low work productivity.

Testing the fourth hypothesis regarding the indirect effect of participative leadership on work productivity Organizational commitment obtained path analysis results as evidenced by a total coefficient of 0.069. Then the T-statistic test result of 2.091 is greater than 1.96 while the significance is shown by the P-Values score of 0.038 which is stated to be smaller than 0.05. So, in this hypothesis results  $H_1$  accepted, otherwise  $H_0$  rejected. It can be concluded that participative leadership has an indirect influence on work productivity which is mediated by organizational commitment. This means that if the participative leadership value is high it will cause the organizational commitment value to also be high, thus having an impact on high work productivity. If the leadership value is low it can cause organizational failure. Low commitment results in low work productivity.

## Discussion

Participative Leadership has a very strong direct influence on organizational commitment. Participative leadership is the ability of a leader to influence his employees to become members by paying attention and providing space for active participation of subordinates in decision making, establishing intensive communication, collaborating, and delegating decentralized authority to achieve common goals (Nasution et al., 2020). Participative leadership is the real ability of kindergarten leaders in Mataram City to display an attractive personality, involve subordinates in decision making, build relationships, collaborate in completing tasks and be an inspiration to achieve organizational goals. The reference indicators for measurement are: inspirational personality, communication, subordinate participation, cooperation and openness have a strong influence on organizational commitment. This is proven by the significant T-Statistic and P-Values hypothesis, which means that if there is an increase in participative leadership it will also increase organizational commitment. Based on respondents' assessment of participative leadership as a whole it is good in building participative leadership. Participative leadership with inspirational characteristics, two-way communication, subordinate participation, cooperation and openness has a direct influence on organizational commitment. That the personality of a leader in an educational institution who inspires and involves subordinates in decision making in managing the institution will increase the commitment of teachers and educational staff who are increasingly committed to realizing goals (Astinatria & Sarmawa, 2021; Sufiyanto et al., 2021). On the other hand, it is explained that the character of participative leadership which provides trust and opportunities for subordinates to be involved in thinking about the progress of the institution can increase their commitment so that they become more solid in realizing the goals that have been set together (Suherni et al., 2018; Teruna & Ardiansyah, 2019).

Previous research findings also reveal that participative leadership also has a significant direct influence on work productivity. proven by the results of hypothesis testing on significant T-Statistic and P-Values scores, meaning that the more participative leadership increases, the more work productivity increases. Leaders who have the character of always carrying out two-way communication and fostering good cooperation with subordinates can improve their abilities and work ethic (Firmansyah & Dede, 2016; Monica, 2018). Likewise, if the school principal can build participation, it will really encourage his subordinates to increase work productivity, the principal always involves teachers in being creative so that they can improve their work results, especially in early childhood education which requires innovation that can produce useful learning products. useful for students. Research in line with this has been conducted



(Jaelani et al., 2023; Prasetyo, 2023). The results of other similar research explain that teachers will be more productive if they are given enough space to be creative.

Organizational Commitment has a strong direct influence on work productivity. Organizational commitment is a strong determination based on sincere intentions and behavior as well as a high spirit of dedication from a person to always act for the sake of the organization, in order to continue the success of the organization referring to the norms adopted by the organization. Determination to fight that provides positive benefits and contributions to the desired behavior of the organization and the ability to involve oneself in the organization by implementing the organization's laws and regulations, willingness and loyalty to prioritize the interests of the institution, as well as the spirit of self-devotion. for mutual progress. Organizational commitment in teachers is a strong determination and ability to continue school life as evidenced by their intentions, behavior, compliance with school regulations, ability to serve for the progress of the institution and high loyalty, determination to defend and being able and willing to unite the organization. Organizational commitment and its characteristics; affective, sustainability, normative, contribution, and building creativity have a strong influence on work productivity. This is proven by the results of hypothesis testing on the T-Statistic and P-Value values which are significant, meaning that increasing organizational commitment can increase work productivity. Organizational commitment with indicators; affective, continuity, normative, and building creativity have a significant direct influence on work productivity. The character of the organization's commitment to teachers is always ready to support school programs, conditions like this will be able to improve their performance. Growing organizational commitment is very appropriate for increasing the work productivity of teachers and kindergarten employees in Mataram City. The influence of organizational commitment on work productivity is in line with several research results, including (Suherni et al., 2018; Usman, 2023). Thus, research on organizational commitment has an impact on teacher performance productivity.

Participative leadership also indirectly has a positive and significant influence on work productivity which is mediated by organizational commitment as proven by the results of hypothesis testing on significant T-Statistics and P-Values. This means that participative leadership influences organizational commitment and its impact on work productivity. Based on testing the organizational commitment variable measurement model, the indicator that has a dominant contribution is affective commitment. This condition can be seen from the respondents' answers; giving assignments according to interests, liking work, completing work, maintaining work, working sincerely and developing. Then paired with Work Productivity, it is a person's entire potential and ability to carry out tasks optimally and with quality from various resources as well as comparing input and output in order to achieve maximum and profitable results with the principles of effectiveness and efficiency. Teacher work productivity is the entire potential or maximum effort to organize creative and innovative learning including designing, implementing and evaluating learning as well as creating creativity to support their duties. Characteristics of work productivity such as: ability and work ethic, quality, effectiveness and efficiency, keeping records of student learning progress, innovative learning, and self-development. So it shows a strong influence (McNaughton & Cowell, 2022; Nasution et al., 2020). If we pay attention to the direct influence of participative leadership, the results of which are very significant, then it is mediated by organizational commitment so that it automatically has an impact on work productivity. The results of this research are in line with those conducted (Primayana & Sastrawan, 2020; Sufiyanto et al., 2021). From the presentation of the discussion, it can be emphasized that participative leadership which is involving in nature and provides opportunities for members to participate in working together to create programs, actively implementing them seriously will lead to an increase in teacher commitment to their institution, so that it has a very strong impact on teacher work productivity to realize common goal.

This research has significant implications for management, policy and human resource development in the education sector. Practically, the findings of this research can help stakeholders, such as school principals, PAUD institution managers, and policy makers, in selecting and implementing the most effective leadership model according to the institution's needs. The right leadership model can increase the organizational commitment of educators and staff, so that they are more motivated and emotionally involved in achieving institutional goals. This ultimately has a positive impact on work productivity, both in terms of the quality of educational services and the achievement of learning goals for young children. The theoretical implication of this research is to enrich the literature related to educational leadership, especially in the context of PAUD institutions which have unique characteristics compared to other levels of education. The results of this research can also encourage the development of new leadership models that are more relevant to the PAUD context, considering that the challenges of managing these institutions are different from formal schools. As a policy, the findings of this research can be used as a basis for formulating special leadership training programs for heads of PAUD institutions, with a focus on strengthening transformative, participative, or situational leadership competencies, depending on the

characteristics of the institution. Thus, this research plays an important role in building a PAUD management system that is more professional, effective, and has an impact on achieving broader educational goals.

This study has several limitations that need to be considered in interpreting the results and applying the findings. One of the main limitations is that the population and sample coverage is limited to certain regions or institutions, so generalizing the results to PAUD institutions in different regions or social contexts may require caution. In addition, variations in the characteristics of PAUD institutions, such as accreditation status, size of the institution, and background of the head of the institution, can influence the effectiveness of the leadership model, but these aspects may not have been fully accommodated in research. From a methodological perspective, measuring work productivity and organizational commitment often relies on questionnaire data or respondent perceptions, which can be influenced by subjectivity bias. Finally, the dynamics of PAUD management influenced by national policies or regulatory changes can also limit the external validity of research findings.

To overcome these limitations, it is recommended that further research expand the sample coverage by involving PAUD institutions from various regions and different socio-cultural backgrounds. In addition, it is recommended to combine quantitative and qualitative methods in data collection, for example through in-depth interviews or direct observation, to strengthen the reliability of data related to work productivity and organizational commitment. Further research also needs to consider moderating or mediating variables, such as certain leadership styles which may have different influences depending on the characteristics of the institution or the background of the head of the institution. From a policy perspective, recommendations that can be put forward are the development of leadership training programs based on the needs of PAUD institutions, as well as providing policy support that encourages PAUD management based on participatory and transformative leadership. By overcoming these limitations, it is hoped that future research can provide more comprehensive and applicable findings in improving PAUD management in various contexts.

#### 4. CONCLUSION

The conclusions of the research results are formulated based on the results of the hypothesis and discussion, namely; Participative leadership has a significant or very strong direct influence on organizational commitment. Participative leadership also has a very strong direct influence on work productivity, because leaders who always collaborate and involve teachers in decision making will cause teacher work productivity to increase, organizational commitment has a significant direct influence on work productivity, namely someone who has a very strong direct influence on work productivity. Strong determination and commitment to defend the organization where he works will cause work productivity to increase and participative leadership indirectly influences work productivity which is mediated by organizational commitment. Thus, it can be explained that the participative leadership model is most appropriate to apply in Early Childhood Education institutions because it has been proven to have a significant influence on organizational commitment and work productivity of kindergarten teachers.

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