

# Empowering Leadership and Teacher Professional Commitment: The Role of Teacher Learning Capacities

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## ABSTRACT

This study aims to determine how much influence the empowering leadership has on professional commitment and capability. This study uses a quantitative descriptive approach to measure the influence of empowering leadership has on professional commitment and capability of trust as mediation at senior high school 1 & 2 Tebing tinggi Meranti island. Data analysis that researchers use is a quantitative descriptive method. Meanwhile, to determine the effect of the empowering leadership has on professional commitment and capability of trust as mediation using the SEMPLS 6.0 application. From the results of testing the hypothesis, it can be concluded that empowering leadership has a significant professional commitment on capability, the empowering leadership has a significant professional commitment on capability, professional commitment has a significant positive effect on capability, and capability is proven to be a mediating variable between empowering leadership and professional commitment. This is evidenced by a significant value (p-value) of less than 5%.

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## Introduction

Organizational commitment, as defined by Mowday (Steers and Porter, 1979; Anita R & Adi Rahmat, 2022; Rafida et al., 2022; Rahmat, 2015; Rizal et al., 2022), is "the relative strength of an individual's identification with and involvement in a particular organization". This concept is based on three factors: Acceptance of organizational goals and values (identification), willingness to invest effort on behalf of the organization (engagement), and inherent interest in maintaining membership in the organization (loyalty). This characteristic implies that organizational members want to be active players in the organization, have an impact on what happens in it, feel that they have high status within it, and are ready to contribute beyond what is expected of them. This is especially true when organizational leaders are perceived as adopting consultative or participatory leadership behaviors, where shared decision-making is prevalent (Yousef, 2000; Bimantara et al., 2022; Hariono et al., 2022; Rahmat, 2015; Rahmat et al., 2020; Rizal et al., 2022).

Empowering leadership includes the principal's behaviors in formulating and communicating school goals, monitoring, assisting and providing feedback in learning, building an academic climate, and facilitating the occurrence of school-to-school communication. The teacher's role is very central, both as a planner, implementer, and as a learning evaluator. This means that

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the teacher's professional ability in creating. The quality learning greatly determines the success of education as a whole. The quality of learning is very dependent on the professional ability of teachers, especially in providing learning facilities to students effectively and efficiently (Yulita et al., 2022).

Teacher quality can be viewed from two aspects, in terms of process and in terms of results. In terms of process, the teacher is said to be successful if he is able to involve most of the students actively, both physically, mentally and socially, in the learning process. Meanwhile, in terms of results, the teacher is said to be successful if the learning he provides is able to change the behavior of most students towards better mastery of basic competencies to achieve learning standard competencies.

Teachers who have high capability are able to build the minds and future of students. The teacher's role is not limited to transferring knowledge, but also providing an understanding of moral values and social ethics (Olaleye, 2013). Basically, technology in the 4.0 era has opened new learning doors and has changed the direction of education (Janssen et al., 2019). So that with increasingly sophisticated technology accompanied by high teacher capabilities, it can increase the creativity and competitiveness of students (Romine, Sadler, & Wulff, 2017).

Ronit (2005) shows that empowering teachers and involving them in decision-making can reflect their professionalism and commitment. Because of this, principals can have high expectations of subordinate performance, provide good models and visions, and show approval from teachers is a sign of greater professional commitment. Studies have demonstrated a relationship between teachers' perceptions of principals' empowering behavior and teachers' professional commitment (Bogler and Somech 2004; Lee and Nie 2014).

One of the principal's roles as a leader that can improve teacher performance is learning leadership. Learning leadership is leadership that emphasizes 5 aspects of school administration, namely: (1) focus on learning; (2) building cooperation; (3) analysis of student achievement results; (4) teacher development; (5) curriculum, teaching, and assessment adjustments (Lunenburg & Irby, 2006).

Democratic education is expected to be able to provide a more enjoyable and encouraging process for students, not to suppress or demean students' abilities. So that negative comments from students can be minimized and positive comments from students can be more.

Improving the performance of institutions in implementing quality assurance in schools, especially primary and secondary schools needs to be implemented in order to improve the quality or quality of basic education. The achievement of institutional performance in the implementation of quality assurance is one form of higher education success in managing its own resources optimally. The quality or quality of education in question is the achievement of educational goals and graduate competencies in accordance with established standards (Simanjuntak, 2005 in Nirmalasari).

Blanchard (2002) says that leadership is a motor, that is, if a high-performing company is the finish line, then leadership is the engine and it is leadership that directs and delivers a company to become a high-performing company. Alma and Hurriyati (2008) also stated that leadership has a decisive position in the organization, so that leadership which is only a figure has no influence and this leadership ability can result in weak performance of an organization.

Decision making refers to teachers' participation in critical decisions that directly affect their work, involving issues related to budgets, teacher selection, scheduling, and curriculum. To be effective, teacher participation in decision-making must be reliable, and teachers must be confident that their decisions actually have an impact on real results.

Professional growth refers to teachers' perceptions that school provides them with opportunities to grow and develop professionally, to continue learning, and to develop their skills while working at school. Status refers to the professional respect and admiration that teachers feel they get from co-workers. Respect is also given for the knowledge and expertise demonstrated by teachers, thus supporting their actions from others.

Self-confidence refers to teachers' perceptions that they are equipped with the skills and abilities to help students learn, and are competent in efficacy. Autonomy refers to teachers' feelings that they have control over various aspects of their work life, including scheduling, curriculum development, selection of textbooks and planning instructions. This type of control allows teachers to feel free to make decisions regarding their educational environment. Impact refers to teachers' perceptions that they can affect and influence school life (Ronit B & Anit S 2004).

## **Theoretical Support**

### ***Empowering Leadership***

The success of an educational institution is closely related to the leadership of the educational institution. Hikmat (2014) says leadership is an art and a person's skill in utilizing his power to move his subordinates to carry out certain activities directed at predetermined goals, besides that leadership is a process that influences the activities of organized groups towards determining and achieving aim.

Leaders use their abilities and intelligence by exploiting the environment and the potential that exists in the organization. In other words, leaders try to involve members of the organization to achieve goals. The ability to move, direct, and influence members of the organization in an effort to achieve organizational goals as a form of leadership. The ability to influence the behavior of others towards certain goals as an indicator of the success of a leader. The ability to influence the behavior of others towards certain goals as an indicator of the success of a leader. Defines leadership as intentional involvement to influence the behavior of others.

Leadership plays an important role in developing educational institutions. Mastery of the theory of knowledge about leadership is of course a major contribution for school principals so that

they are able to improve the quality of leadership the principal feels is important for the success of the school he leads (E, Mulyasa in Sri Rahmiq et al, 2019).

The same thing was also stated by Yufita and Hotmaulina Sitohang (2020) that school principals have an important role in mobilizing teachers to carry out self-empowerment. As a leader, the principal must be able to guide the people he leads towards changes in the learning process. The principal becomes the motor that moves teachers to change the way they work. The principal must present a leader who is able to increase teacher motivation and performance through his example. One of the leadership style approaches that school principals can apply in an effort to guide and empower teachers towards educational transformation.

According to Short et al in Rohit Bogler and Anit Somech (2004) empowerment is a process in which school participants develop competencies to be responsible for their own growth and solve their own problems. He is an individual that believes they have the skills and knowledge to improve the situations in which they operate.

Empowering leadership or also known as empowering leadership. Amandusen & Martinsen (2015) said leaders who have an empowering leadership style will always encourage employees to always have ideas and innovations in their work, leaders or superiors will also always try to lead employees in ways that can be done to do the job well. so that the work goes according to expectations.

Abderrahman et al (2021) said empowering leadership is a leadership style that targets followers to always develop their own self-control, employees are always encouraged to participate in making decisions. In line with Martin et al (2013) argued that empowering leadership is a leadership style that adopts philosophy and distributes power authority to followers.

### **Professional Commitment**

A professional commitment is basically a perception that has the core of a person's loyalty, determination and expectations guided by a system of values or norms that will direct that person to act or work according to certain procedures in an effort to carry out their duties with a high degree of success (Larkin in Dista Amalia Arifah and Candra Romadhon, 2015).

Lodahl and Kejner in Rohit Bogler and Anit Somech (2004) argue that professional commitment is the extent to which a person's work performance affects his self-esteem. For someone who is professionally committed, work is an important part of life. This means that both the work itself and co-workers mean a lot to the employee, despite the importance he attaches to the organization as a whole. Active participation in decision-making increases engagement and PC, which results in higher levels of acceptance and satisfaction.

Professional Commitment is also defined as a person's belief and acceptance of the values of the profession or field of work he chooses, and a willingness to maintain membership in that profession (Vandaberg & Scarpello, 2004). Meyer et al., in J. Myanmar Acad (2020) define three different components of professional commitment (they use the equivalent term: work

commitment). These components are called affective professional commitment, continuance professional commitment, and normative professional commitment.

Affective professional commitment refers to identification with, involvement in, and emotional attachment to the profession. Thus, employees with strong affective professional commitment remain members of their profession because they want to do so. For example, professionals with a strong sense of affective commitment to their profession will follow their professional developments, subscribe to trade journals, attend professional meetings, and participate in their professional associations.

Continuing professional commitment refers to a commitment based on an employee's recognition of the costs associated with leaving their profession. Employees with a strong continuance commitment stay with their profession because they realize they have much to lose by not doing so. For example, professionals with high levels of continuance commitment may be less likely to engage themselves in professional activities other than those required to maintain their profession membership.

### ***Learning Capabilities***

Septi Riana Putri et al (2002) said the capability or ability of human resources can determine whether or not the process of an agency or company runs in realizing its goals, this capability can be measured or seen from three aspects, namely what Knowledge is owned, Abilities are owned, and their skills. These three things are also supported by adequate experience and educational background. In learning technology, teachers as the main human resources are required to fulfill these three aspects of capability.

Saroni (2011) said that there are factors that influence learning capabilities, one of which is the social environment. The social environment relates to patterns of interaction between personnel in the school environment in general. A good social environment allows students to interact among students themselves, interactions between students and teachers, interactions between students and school employees. Conducive learning conditions can only be achieved if this social interaction takes place well.

The social environment of the school is a social unit consisting of school components such as teachers, students and administrative employees who interact in the implementation of educational, learning and training activities to instill and develop knowledge, attitudes as learning outcomes (Turina Lasriza Hayutika & Subowo, 2016). Goh and Richards' study in Jeres et al (2005) identified that there are five dimensions (clarity of purpose and mission, commitment and empowerment of leadership, experimentation and rewards, transfer of knowledge, teamwork, and group problem solving).

## Research Framework

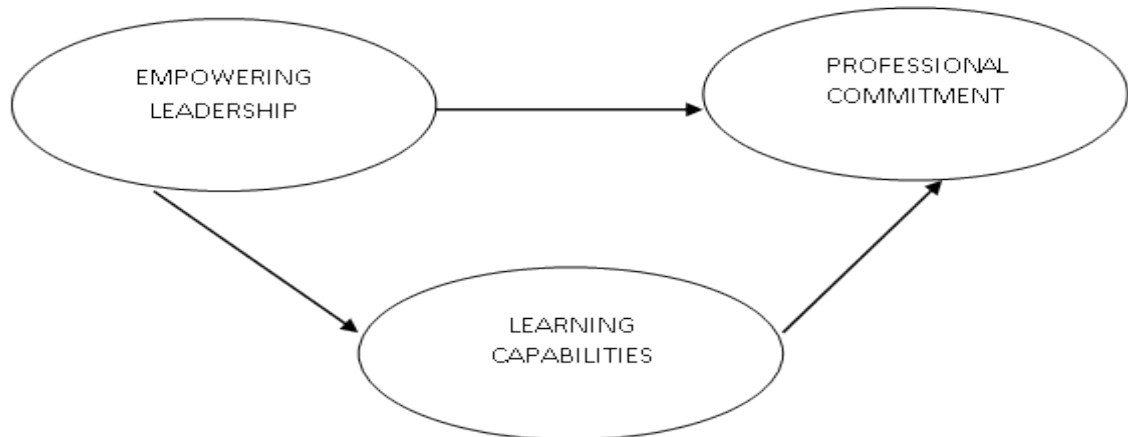


Figure 1. Research Framework.

## Research Method

### Quantitative Method

This research approach uses quantitative methods. In this quantitative research, the researcher formulates a new problem by identifying it through a hypothesis, namely a temporary answer to the research problem formulation. According to Sugiyono (2014) quantitative research methods are research methods used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical in nature with the aim of testing hypotheses that have been set.

## Results

### Analisis SEM-PLS

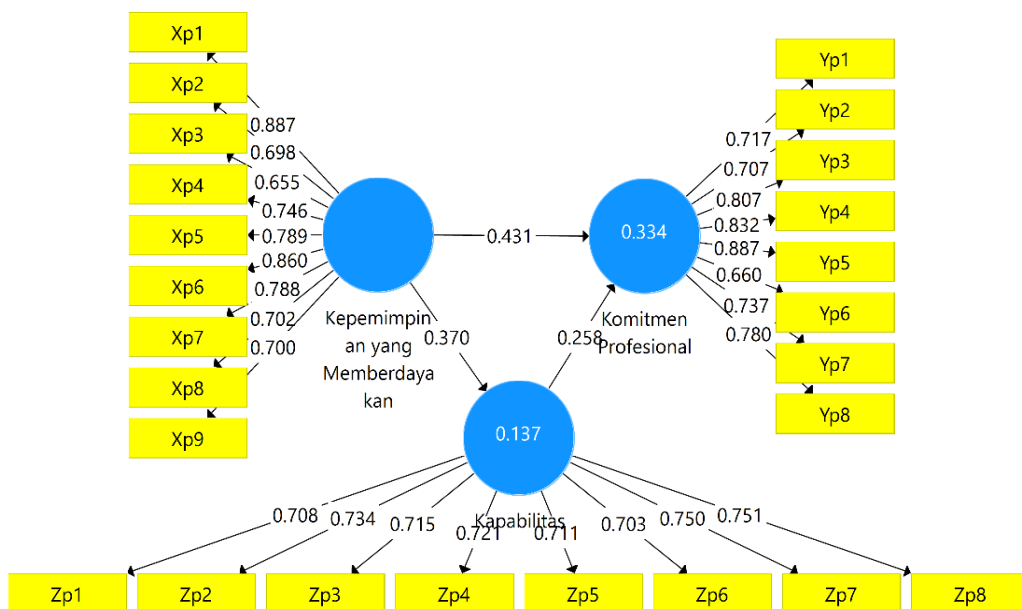


Figure 2. Path Chart.

## Significance Test Results

Table 1. Significance Test Results

Hypothesis	T Statistics ( O/STDEV )	P Values	Note:
Empowering Leadership > Professional Commitment	6,898	<0,001	Received
Empowering Leadership > Learning Capabilities	7,519	<0,001	Received
Professional Commitment > Learning Capabilities	2,815	<0,001	Received

Notes. Data Olahan, 2023

The first hypothesis (H1) predicts that empowering leadership has a positive effect on professional commitment. The results in table 4.19 show that this hypothesis is supported statistically (t statistic 6.898, Pvalue 0.000 > 0.05). The table shows that the empowering leadership variable has a positive effect on professional commitment.

The second hypothesis (H2) predicts that empowering leadership has a positive effect on capabilities. The results in table 4.19 show that this hypothesis is supported statistically (tstatistic 7.519, Pvalue 0.000 > 0.05). The table shows that empowering leadership variables positively affect learning capabilities.

The third hypothesis (H3) predicts that professional commitment has a positive effect on capability. The results in table 4.19 show that this hypothesis is supported statistically (tstatistic 1.650, Pvalue 0.100 > 0.05). The table shows that the capability behavior variable positively influences the professional commitment variable.

## Discussions

### **Empowering Leadership influence on professional commitment**

Based on the results of this study, it shows that empowering leadership has a positive and significant effect on the professional commitment of the teachers of SMA Negeri 1 and SMA Negeri 2 Tebing Tinggi, Meranti Islands Regency. statistically (t statistic 6.898, Pvalue 0.000 > 0.05). This value indicates that the empowering leadership variable has a positive effect on professional commitment.

In line with Aldisa's research (2019) found that empowering leadership has a positive and significant effect on organizational commitment. Increasing empowering leadership will increase organizational commitment. Organizations liberate subordinates more or in other words liberate subordinates more in the decision-making process and organizational policies, develop initiatives that are owned by subordinates so that employees will feel their contribution in working is more meaningful in advancing the organization.

Research by Ni Putu Ayu, and I Gede Riana (2019) also found the effect of empowerment on organizational commitment is positive and significant, better empowerment that is applied can increase organizational commitment through empowerment will have personal control about how to do work and have confidence in the abilities that are owned with the expected results. form of organizational commitment.

### ***The Effect of Empowering Leadership on Capability***

Based on the results of this study, it shows that empowering leadership has a positive and significant effect on learning capabilities in SMA Negeri 1 and SMA Negeri 2 Tebing Tinggi, Meranti Islands Regency. statistically (tstatistic 7.519, Pvalue 0.000 > 0.05). This value indicates that the empowering leadership variable has a positive effect on capability.

In line with Aldisa's research (2019) found that empowering leadership has a positive and significant effect on organizational commitment. The more effective empowering leadership will lead to increased capabilities. Because empowering leadership is a configuration step that is essentially good-intentioned, the positive impression of empowering leadership on increasing capabilities is something that provides institutional benefits.

The results of Miyv Fayzhall et al's research (2020) found that leadership affects teacher innovation capability both directly and indirectly. The more positive the leadership of the school leadership, the more teacher innovation capability a teacher will have.

Research conducted by Fernandez & Moldogaziev (2013), found that empowerment through additional policies handed over to subordinates allows them to show flexibility, improve service quality, facilitate adaptation to unexpected situations, and use time more productively, which ultimately affects capabilities significantly.

### ***Effect of professional commitment on capabilities***

Based on the results of this study, it shows that professional commitment has a positive and significant effect on capability in SMA Negeri 1 and SMA Negeri 2 Tebing Tinggi, Meranti Islands Regency. statistically (tstatistik 2.815, Pvalue 0.005 > 0.05). This value indicates that the professional commitment variable has a positive effect on capability.

The results of research by Sapitri (2016) found that organizational commitment is instilled in every employee so that it has a positive impact on the capability in carrying out their duties as an employee and has a sense of self-determination, namely being free to make choices regarding how to carry out their own work. Through organizational commitment to feel the compatibility between personal and organizational goals which ends in increasing capabilities. The opinion states that organizational commitment that stands through affective commitment, continuing commitment, and normative commitment has a positive and significant impact on capabilities.

The results of this study are in line with the results of previous research conducted by Ali et al (2010) where organizational commitment has a positive and significant effect on capability. Employees who have a high commitment to the organization will be loyal to the goals of professional commitment will show the efforts of an employee in carrying out his work, loyal to his institution by exerting extra effort to achieve goals and identify employees in achieving organizational goals.



## Conclusion

From the results of the discussion that has been described in previous chapters with the support of existing data, the researcher can draw several conclusions as follows:

1. Empowering leadership influences professional commitment. These results interpret that the better or higher the Empowering Leadership, the higher the professional commitment.
2. Empowering leadership influences Capability. These results interpret that the better or higher the Empowering Leadership, the higher the Capability.
3. Professional commitment affects capability. These results interpret that the better or higher the professional commitment given, the higher the capability.
4. Influential capability mediates between Empowering Leadership and Professional Commitment.

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## Disclosure statement

No potential conflict of interest was reported by the authors.

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