

The Influence Of The Role Of Situational Leadership In Increasing Teacher Commitment, Satisfaction And Motivation

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ABSTRACT

This study aims to find out the impact of situational leadership on teacher satisfaction, commitment, and motivation in Jambi City. The results of the research that has been carried out show that situational leadership has a positive impact in improving job satisfaction and organizational commitment as well as teacher motivation. This study uses a quantitative method with SEM-PLS analysis. The results are consistent with previous studies, which show that a leadership style that adapts to individual situations and needs can contribute to teacher well-being and performance. However, no motivational influence on teacher satisfaction was found in the context of this study, unlike the findings of previous studies. The conclusion of this study is to emphasize the importance of adopting a situation-based leadership style in the context of education to create a working environment that motivates, satisfies, and consolidates the commitment of teachers. Implications of this research can contribute to the development of leadership strategies that focus on teacher well-being and the overall quality of education.



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INTRODUCTION

Every human being is a leader, and must be able to lead himself. In essence, every leader must have a leadership spirit (Usman, 2019). Leadership is included in the administrative sciences, where administrative science is part of the social sciences (Pakaya, 2018). In general, leadership is the readiness and ability to encourage, influence, guide, invite, direct and mobilize an individual or group of individuals to accept this influence and do something to help achieve goals (Sukatin, 2023). An expert defines leadership as directing and influencing group actions (Umar, 2003). Leadership according to other experts is the ability to motivate other people to collaborate (Suparman, 2019). So, it can be concluded that leadership is the skill or ability to persuade people to be willing to work together to achieve a common goal. Thus, leadership involves influencing activities and character to achieve goals. Leadership is about moving others. Leadership in

the context of educational institutions plays a crucial role in forming teacher commitment, satisfaction and motivation. One leadership model that reflects a significant influence on these aspects is the situational leadership style. As emphasized by Usman (2019), leadership is not only the responsibility of formal leaders, but every individual should be able to lead themselves. A leadership style that can adapt to directions or orders, as well as behavioral patterns to the situation in the organization being led, where before the leader takes action he must first understand and find out the situation so that he can implement the relevant leadership style to be applied is called the situational leadership style (Siagian et al., 2022). This situational leadership style influences employee work motivation so that it has an impact on increasing the effectiveness of employee performance (Zidan et al. 2023). Situational leadership style, as an approach that emphasizes the leader's responsiveness to the level of readiness and maturity of followers, can have a striking impact on teacher commitment, satisfaction and motivation..

The main idea of situational leadership is that a leader must be able to adapt to different situations and team members and choose the right leadership style for the situation (Widyasari, 2017). There are three skills in the situational approach that must be present in school principals, namely the skills to diagnose or analyze problems and teachers, the skills to adapt leadership styles, and the skills to determine goals and how to achieve goals. This is because theoretically, situational leadership style is a leadership style that can adapt to relationships when faced with different levels of readiness of educational staff and teachers (Walean & Koyongian, 2022). The implementation of situational leadership involves three main steps, namely understanding the level of development of team members, understanding the situation and existing demands, and choosing the right leadership style for the situation. This requires the leader to continuously monitor and understand the situation and team members and react quickly and appropriately to ensure that the leadership style chosen is appropriate to the situation and team members. The implementation of situational leadership requires the leader's ability to understand business situations and conditions and adapt leadership styles based on these conditions and situations. Leaders must also be able to match a leadership style that is relevant to the needs and situations of their subordinates, so that subordinates can work optimally (Az-Zahroh et al., 2023). The application of situational leadership in the school environment involves testing the teacher's maturity and readiness in carrying out their duties, which is achieved through guidance, direction and emotional support from the leader (Aisyah & Takdir, 2017). This factor turns out to play an important role in forming teacher commitment. Teacher commitment reflects the relative strength of individuals' identification with their role as educators (Utaminingsih, 2014). Therefore, leaders' understanding and responsibility for teacher maturity can make a positive contribution to their level of commitment.

Apart from commitment, situational leadership style can also influence teacher work motivation. In an effort to motivate individuals or groups, leaders need to understand the needs and level of readiness of team members. This is in accordance with the thoughts of an expert who expressed his opinion that motivation is inner potential that can be

developed in a better direction (Jamaluddin et.al., 2021). By understanding teacher maturity and readiness, leaders can provide appropriate motivation, encouraging better performance. Not only commitment and motivation, situational leadership style also has an impact on teacher job satisfaction. By creating a good relationship between leaders and followers, job satisfaction can be realized (Harahap & Khair, 2019). The understanding, support and motivation provided by leaders can create a positive work environment, where teachers feel valued and supported in carrying out their duties.

In this context, research and views from various sources, as described above, provide an in-depth understanding regarding the impact or positive influence of situational leadership styles on teacher commitment, satisfaction and motivation. Therefore, research on situational leadership styles, commitment, satisfaction and teacher motivation is very important. The importance of this research is illustrated by the fact that situational leadership is not only related to organizational management, but also has direct implications on teacher commitment, motivation and satisfaction. By understanding how this leadership style influences these aspects, we know how to create a work environment that supports the professional growth and well-being of educators. Thus, this research contributes to developing leadership strategies that are oriented towards teacher welfare and the overall quality of education.

This research aims to find out the influence of the role of situational leadership in increasing teacher commitment, motivation and satisfaction in Jambi City. The hypotheses of this research are:

H1: Does situational leadership (X1) have an influence on satisfaction (Y2)?

H2: Does situational leadership (X1) have an influence on commitment (Y1)?

H3: Does situational leadership (X1) have an influence on teacher motivation (Y3)?

H4: Does commitment (Y1) have an influence on satisfaction (Y2)?

H5: Does motivation (Y3) have an influence on satisfaction (Y2)?

LITERATURE REVIEW

The situational leadership style is defined as a leadership style that focuses on followers, where the followers concerned are teachers at a school. This situational leadership can be implemented by testing the maturity and readiness of teachers and staff at the school in carrying out the work assigned by the leader. This maturity and readiness is achieved through the level of guidance and direction given by the leader and also emotional support from the leader to his subordinates (Aisyah & Takdir, 2017). Situational leadership is a leadership style where a leader must change according to the knowledge and skills of followers in assigning tasks (Nuradhawati, 2021). Leaders with a situational leadership style must be able to adapt in giving tasks to their followers depending on what is needed in order to succeed or be successful in carrying out a job. Situational leadership is based on the relationship between the level of direction and guidance, the level of national social support provided by the leader and the level of readiness shown by followers to carry out certain functions, tasks and goals. Another expert explained that situational leadership is a manifestation of 3 parts, namely the situation where the leadership process is created, subordinates, and the leader (Ali, 2013). Situational leadership is the desire and ability that comes from people who have a

sense of responsibility in managing their own behavior (Paul Hersey & Kenneth Blanchard, 1996). This situational leadership style is based on its relationship to things such as the direction given by the leader and the number of instructions, the amount of socio-emotional support, as well as the level of maturity or readiness of followers shown in carrying out functional tasks, specific and specific goals (Hersey & Blanchard, 2003).

Teacher commitment is defined as the relative strength of an individual's identification in relation to his or her involvement as an educator (Utaminingsih, 2014). In order to build their commitment as a professional teacher, a teacher is required to do several things, namely being able to advance science according to changing times, so that students can absorb whatever is taught by teachers, there is discipline and order in carrying out their duties (Marlina, 2001).

Job satisfaction is a positive attitude related to workers' adaptation to work situations and conditions including social conditions, psychological conditions and physical conditions (Mohtar, 2019). Job satisfaction is an assessment of how far the work of workers as a whole can satisfy needs (Panji & Suyati, 1995). Job satisfaction is related to employee attitudes towards their work. Basically, job satisfaction is things related to a sense of security, has socio-economic aspects, as well as social psychological aspects. According to other experts, job satisfaction is related to the feelings of employees (Davis & Newston, 1995). Employees in every organization certainly have needs, desires, and past experiences that shape job expectations. Therefore, job satisfaction shows the match between a person's expectations and the rewards provided by the job.

This situational leadership style also influences teacher work motivation. This is because leadership is related to motivation which can be understood as a leadership effort to provide motivation to the person or group of people they lead by generating motivation or enthusiasm for each person they lead to carry out the responsibilities or tasks that have been handed over to them as a form of achieving goals. The school principal as a leader must be able to improve the quality of teachers' performance through motivational efforts. School leaders must also be able to influence teachers to be effective in carrying out their duties so that their performance is better. Motivation is the potential that lies in each person's soul, which can be increased through oneself and can also be increased by factors from outside influences (Jamaluddin et.al, 2021). Mohtar (2019), states that teacher work motivation is all the driving force which results in the desire to carry out activities to carry out tasks as a teacher which are carried out systematically, repeatedly, continuously and move towards achieving goals. According to other experts, work motivation is the driving force of an individual to contribute to achieving organizational goals, which means showing that if the organization's goals are achieved, then the goals of every member of the organization involved can also be achieved (Siagian, 2002).

METHODS

1. Research Methods

The quantitative method is the method used in this research. Quantitative research is a type of research carried out to determine what is being studied, investigating related

matters impartially through objective efforts (Creswell, 2008). Sujarweni (2014), believes that quantitative research is a form of research that creates discoveries that can be achieved through statistical means or other methods of quantification. The aim of quantitative research is to prove the hypothesis proposed by the researcher. Quantitative research is research where the research data is in the form of numbers calculated using statistics as a means of testing calculations, related to the problems observed in order to produce a decision (Sugiyono, 2018). The aim of this quantitative research is to prove the hypothesis. Meanwhile, the method used in this research to analyze data is through the SEM-PLS approach method in Smart PLS version 3.2.9. The SEM PLS (Structural Equation Modeling Partial Least Squares) method is useful for conducting tests and finding out the correlation between the independent variable and the dependent variable (Parashakti et.al., 2016). This research uses a survey design, and the main instrument is an online questionnaire. This questionnaire is part of the situational leadership questionnaire developed by previous researchers and is widely used to determine the performance of school principals and teachers.

The endogenous variables in this research are teacher commitment, satisfaction and motivation. This variable is the focus of the research and can be influenced by other variables in the research. The exogenous variable in this research is the role of situational leadership. This variable is an independent variable that influences the endogenous variables in this research. The unit of analysis/research object, namely the teacher, was given an online questionnaire in the form of a Likert scale (1 strongly disagree - 5 strongly agree). From October 18 2023 to October 25 2023, 263 respondents were obtained using the Google form. There are two types of correlation in PLS-SEM analysis: First, the outer model which includes testing convergent validity (convergent is the ability of indicators to measure the same construct), discriminant validity (discriminant is the ability of indicators to differentiate between different constructs), and reliability (reliability is stability and consistency of measurements). Second, the inner model which also includes testing convergent validity, discriminant validity and reliability. In addition, R-square (coefficient of determination), Q-square (coefficient of prediction), and hypothesis testing are also evaluated in the inner model.

2. Population and Sample

Population is a collection of elements (Lesmana, 2021). Meanwhile, according to an expert, he concluded that the population is all people or cases or objects to which the results of the research will be generalized (Swarjana, 2022). Understanding the population is very important in research, because a representative sample will be taken from the population. From this understanding, it can be concluded that a population is a collection of individuals who live in the same space and have the same characteristics. The total population of this study was 2,357 teachers spread throughout Jambi City. Meanwhile, sampling for this research used random sampling techniques.

The sample is an element of the population that is determined to be data in the research (Swarjana, 2022). Meanwhile, according to other experts' opinions, a sample is defined as a component that is included in the characteristics or size of a population. Samples are taken if faced with a large population, and researchers cannot understand all

the elements in that population, for example due to limited manpower, funds, time and energy, then researchers can use samples taken from the population for research (Ahmad & Jaya, 2021). In this study, G Power was used to calculate the minimum sample size required which is useful for testing the analysis of this study. Based on this, the test suggests that the total sample required for this study is 263, which reaches a power of 0.84.

Table 1. Results of G Power Analysis to Determine the Total Sample

INPUT		OUTPUT	
Tail(s)	Two	Noncentrality parameter 6	3.6193922
Effect size f^2	0.5	Critical t	1.9692739
α err prob	0.5	Df	256
Power ($1-\beta$ err prob)	0.95	Total sample size	262
Number of Predictors	5	Actual power	0.9500993

3. Data Collection Instrument

This research instrument is formed from two parts, the first is a questionnaire which is used to collect demographic information from respondents. The second part of the questionnaire contains information related to research and views from various sources, which the research team summarized into 27 questions divided into 4 constructs, namely the influence of situational leadership roles (9 items) adopted from Suparno (2007) and Widyastuti (2020), commitment teacher (5 items) adopted from Juwita (2016), teacher satisfaction (6 items) Yulinda (2022) and Herlambang (2022), and teacher motivation (7 items) adopted from Widyastuti (2020) and Herlambang (2022).

Each statement in the questionnaire is measured using a Likert scale involving the options "Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree". Overall, the Questionnaire was well received by the respondents.

FINDINGS AND DISCUSSION

Findings

a) Description of Research Data

Table 2. Demographic Profile of Respondents

Variabel	Demografi	Frekuensi	Persentase
Gender	Man	86	32,8%
	Woman	177	67,2%
Years of service	< 10 Year	171	65,2%
	>10 Year	92	34,8%

Table 2 displays descriptive statistical results that describe the demographics of respondents in this study. Based on demographic data, it can be seen that teachers are divided based on length of service, with 171 people (65.2%) with a service period of less than 10 years, and 92 people (34.8%) with a service period of more than 10 years.

Furthermore, they were also divided by gender, with 86 people (32.8%) being men, and 177 people (67.2%) being women.

b) Data Analysis

PLS-SEM was chosen to be used in this research because of its strong ability to make accurate predictions. Additionally, Smart PLS software was chosen to analyze the data and test the proposed hypotheses (Hair et al., 2017). This research utilizes PLS-SEM techniques to elaborate a model that explains the relationship between variables that have an influence on teacher commitment, satisfaction and motivation. To ensure a robust design, the instrument used in this study was validated with Smart PLS to accurately measure what it was supposed to measure (Hair et al., 2017). The instrument validation process in this research involves convergent validity and discriminant validity methods with the help of Smart PLS 3.2.9. The initial stage, involves importing raw data in CSV format into Excel software. Then the raw data is entered, the data analysis stage can be carried out according to predetermined procedures.

Table 3. Description of Questionnaire Statistics, Loading Factor, VIF, AVE, Composite Reliability and Cronbach's (Hair et al., 2020)

Construct	Question	Mean	Loading	VIF	AVE	Reliability	Cronbach's
Situational Leadership	<ul style="list-style-type: none"> At any given period, the principal never provides feedback about my difficulties in carrying out my duties. 	4,198	0,045	1.454	0.576	0.870	0.812
	<ul style="list-style-type: none"> The school principal where I work is able to stimulate members to equip themselves with knowledge and skills, for example by providing skills or knowledge training in the job desk that I work on. 	4,137	0,023	181.746			
	<ul style="list-style-type: none"> The principal where I work is able to appreciate every difference of opinion for a better purpose. 	4,160	0,049	1.534			
	<ul style="list-style-type: none"> The principal where I work explains in detail who, what, when, where and how to do the assignment as best as possible. The principal encourages or provides encouragement in achieving goals. 	4,133	0,023	180.512			

Construct	Question	Mean	Loading	VIF	AVE	Reliability	Cronbach's
		4,202	0,064	1.360			
Commitment	<ul style="list-style-type: none"> I feel that my loyalty to this school is still relatively low. I am confident that my career can continue to develop if I continue to work at this school. I will work as hard as possible for the progress of this school. I am very happy because I chose this school as a place to work and not another school. I feel that the decision to work at this school was a mistake. 	 ,027 ,323 ,414 ,323 ,175	 ,034 ,056 ,066 ,107 ,039	 0 0 0 0 0	 1.743 1.505 1.269 1.325 1.882	 0.855 0.855 0.855 0.855 0.855	 0.789 0.789 0.789 0.789 0.789
Satisfaction	<ul style="list-style-type: none"> Teacher Colleagues help me in doing my work. I enjoy working 	 ,970 ,141	 ,061 ,041	 0 0	 1.375 1.593	 0.845 0.845	 0.774 0.774

Construct	Question	Mean	Loading	VIF	AVE	Reliability	Cronbach's
	as a teacher.						
	• My salary is commensurate with the work i do.	,137	,022	622			
	• I can achieve targets at work on time.	,251	,064	400			
	• I feel that my work atmosphere and environment is good.	,240	,047	546			
Motivation	• The principal of the school where I work is able to be an example in mastering a job.	,190	,031	377	.530	0.818	0.705
	• The principal where I work applies the pattern that every individual can become a leader.	,304	,062	294			
	• I am always responsible for what I do at the school where I work	,038	,031	458			
	• I am encouraged to work together with my colleagues.						

Referring to the table, it can be seen that based on the mean score, the commitment variable has the highest mean value of 4.25. At the second level, the situational leadership variable has a mean value of 4.17. Meanwhile, the motivation variable has a mean value of 4.15. Meanwhile, the satisfaction variable has the lowest mean value of 4.14.

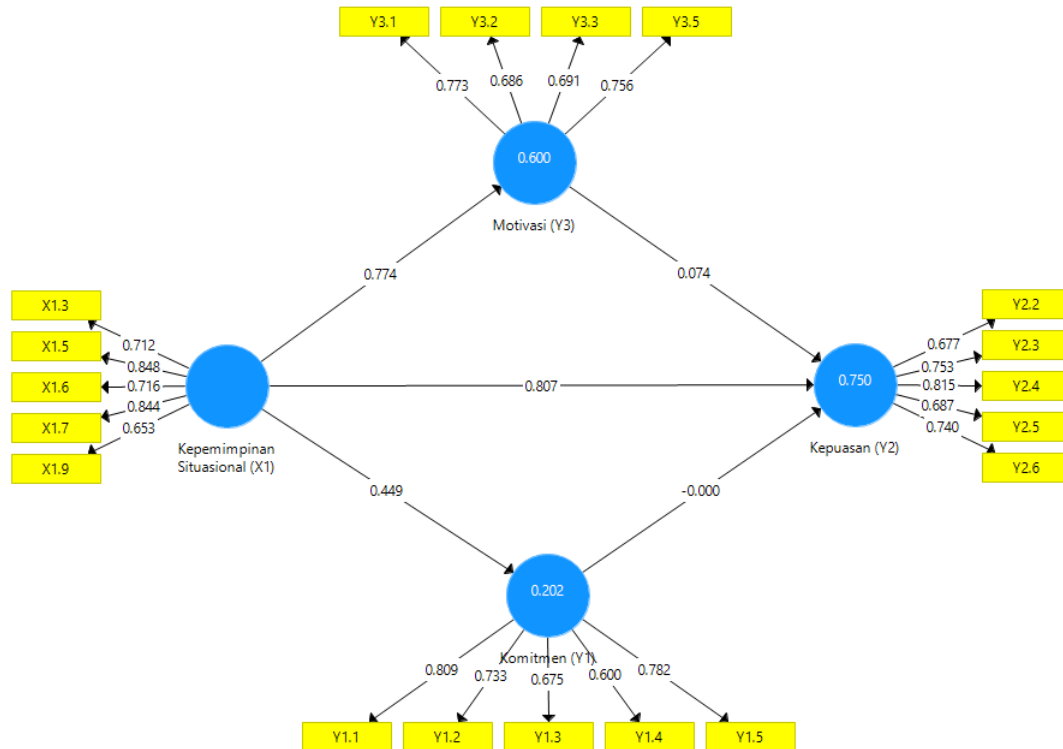


Figure 1. PLS Algorithm Processing Results

c) Evaluation of the Measurement Model Confirmatory Composite Analysis (CCA)

Evaluation of the CCA measurement model is divided into several stages, namely initially assessing the indicator loading and its significance. Standardized loadings must have a value of at least 0.708 and the associated t-statistic above ± 1.96 to be significant in a two-tailed test at the 5% level (Hair et al., 2011). The t-statistics in PLS-SEM are obtained by running a bootstrap procedure (Hair et al., 2012). As an alternative, an expert introduced the use of confidence intervals with PLS-SEM (Wood, 2005). The benefit of confidence intervals is that the dichotomous approach of significance testing can be avoided, and authors can consider other methods to identify practically significant indicator loadings when using confidence intervals (Cohen, 1994). This research produces data by utilizing Smart PLS 3.2.9 to display the loading of various items. Table 3 and Figure 1 comprehensively summarize the loadings of the 19 items. Commitment (Y1.4; 0.600) has the lowest value, while situational leadership has the highest value (X1.5; 0.848). The next stage is to square the individual indicator loadings and provide a measure of the amount of variance shared between the individual indicator variables and the related constructs. This is referred to as indicator reliability (Hair et al., 2019). Next, the superiority stage of the construct can be measured in two ways - Cronbach's alpha (α) and composite reliability (CR). The rule of thumb for both of these reliability criteria is that they must be above 0.70. Because indicators do not have equal reliability, composite reliability, which has weights, is more accurate than Cronbach alpha and therefore CR

should be assessed and reported (Hair et al., 2019). It should be noted that internal consistency reliability, including Cronbach's alpha and composite reliability, can be too high. If reliability reaches 0.95 or higher, all individual items test the same concept and are therefore redundant. In short, redundancy indicates that indicators test concepts that have similarities, therefore do not cover the diversity needed to determine the validity of multi-item constructs (Hair et al., 2019). In table 3, the Cronbach alpha and composite reliability values show values above 0.70 and all constructs have good values. Where in situational leadership the Cronbach and reliability values are 0.812 and 0.870. And for commitment, the Cronbach values and reliability are 0.789 and 0.855. The Cronbach's and reliability values for satisfaction are 0.774 and 0.845. For the motivation variable, the Cronbach's and reliability values are 0.705 and 0.818.

Convergent validity refers to the extent to which the indicators used in measuring the same variable are correlated with each other and have similarities in measuring the same construct. AVE is one of the metrics used to measure convergent validity. The AVE value reflects the average reliability of indicators of a construct and measures the proportion of variance explained by the construct. In general, the generally accepted AVE value as a convergent validity criterion is 0.5 or higher. This means that if the AVE value of a variable reaches 0.5 or more, then the variable is considered to have adequate convergent validity. In this research, table 3 explains that the AVE value of the satisfaction variable is 0.524 which explains 52% of the variation, while the situational leadership variable has an AVE value of 0.576 explaining 57% of the variation. In both cases the AVE exceeds the criterion limit of 0.5 indicating that the variable has adequate convergent validity. So, based on the AVE values, it can be said that the convergent validity of the variables in this study supports the measurements carried out.

Discriminant validity is demonstrated when the variance shared within a construct (AVE) exceeds the variance shared between the constructs. The method that must be used is the heterotrait-monotrait ratio of correlations (HTMT) (Henseler, Ringle, & Sarstedt, 2015). Researchers can use cut scores such as 0.85 and 0.90 to interpret HTMT results. Additionally, Franke and Sarstedt (2019), recently recommended additional significance testing that includes confidence intervals to better assess the HTMT ratio and discriminant validity. All HTMT values in Table 3 get values less than 0.900, indicating significant differences. In the SmartPLS 3.2.9 application, discriminant validity was tested using the cross-loading method, Fornell-Larcker Criterion and Heterotrait-Monotrait (HTMT) (Henseler et al., 2015).

Table 4. Fornell-Larscher Criterion

	Situational Leadership (X.1).	Satisfaction (Y2)	Commitment (Y1)	Motivation (Y3)
Situational Leadership (X1)	0,759			
Satisfaction (Y2)	0,865	0,736		
Commitment (Y1)	0,449	0,396	0,724	
Motivation (Y3)	0,774	0,699	0,446	0,728

The criteria for discriminant validity, as shown in the Fornell-Larcker and cross-loading criteria, are evaluated using table 4 above. The off-diagonal values in the table indicate the relationship between each variable, while the diagonal values are the square of the average value which indicates the average extracted variance (AVE) for each variable is higher than the other variables. Thus, it can be concluded that the root value

of AVE has a high value when compared with the relationship between the variables below it. In this context, the root mean square value of each variable is higher than the value of the relationship between the variables and other variables to be tested, indicating that this form has good discriminant validity (Hair, et al., 2011). Therefore, the results of discriminant validity testing carried out in this research using the Heterotrait-Monotrait Ratio technique can be found in table 5 below.

Table 5. Rasio *Heterotrait-Monotrait (HTMT)*

	Situational Leadership (X.1).	Satisfaction (Y2)	Commitment (Y1)	Motivation (Y3)
Situational Leadership (X1)				
Satisfaction (Y2)	0,758			
Commitment (Y1)	0,547	0,488		
Motivation (Y3)	0,705	0,639	0,586	

The HTMT method compares the relationship between different constructs with the relationship between indicators in the same construct. The expected HTMT value must be less than 0.9 in order to indicate the existence of discriminant validity between two reflective variables. If the HTMT value between two reflective variables is lower than 0.9 as in the data in table 5, then the research instrument used has adequate discriminant validity. The variable Commitment to situational leadership has a value of 0.547. The commitment to satisfaction variable has a value of 0.488 and the motivation to commitment variable has a value of 0.586. To ensure overall discriminant validity, it is recommended to use several discriminant validity measurement methods and analyze the results comprehensively by considering the relevant research context.

d) Structural Model Evaluation atau Structural Model Assesment

Structural model evaluation is divided into five steps, namely the first step is evaluating the structural model construct to determine whether high multicollinearity is a problem. Structural models characterized by high multicollinearity influence the size of the beta coefficient by increasing or decreasing the value and making changes to the sign of the same coefficient. As with indicators on formative constructs, VIF values can be examined, and if they are below 3.0, then multicollinearity is unlikely to be a problem. An alternative approach is to examine bivariate correlations between construct scores. If the bivariate correlation is higher than 0.50, multicollinearity may affect the size and/or sign of the path coefficient. When multicollinearity appears to be a problem, the recommended solution is to create higher-level constructs by combining separate constructs into conceptually similar and theoretically supporting lower-level constructs (Cenfetelli & Bassellier, 2009). The collinearity of this study was measured through the Variance Inflation Factor (VIF) and the results are presented in Table 3 in the data analysis. The table shows that there are no VIF values that exceed 5.0, meaning that multicollinearity is not a problem in the research (Hair et al., 2017). Thus, based on analysis using VIF, this research shows that there is no multicollinearity problem between the variables used.

Next, examine the size and significance of the path coefficients, to test the hypothesized relationships between the constructs. The path coefficient is a standardized value that can range from +1 to -1, but is rarely close to +1 or -1. This is especially true with complex models that have multiple independent constructs in the structural model.

The closer the path coefficient value is to 0, the weaker its ability to predict the dependent (endogenous) construct, and the closer the values are to the absolute value of 1, the stronger its ability to predict the dependent construct. From the image presented above, there is a hypothesis model that describes the partial influence of each research variable, including Situational Leadership, Commitment, and Motivation on Satisfaction. To evaluate the structural model, this research data was subjected to the Bootstrapping method (263 sub-samples).

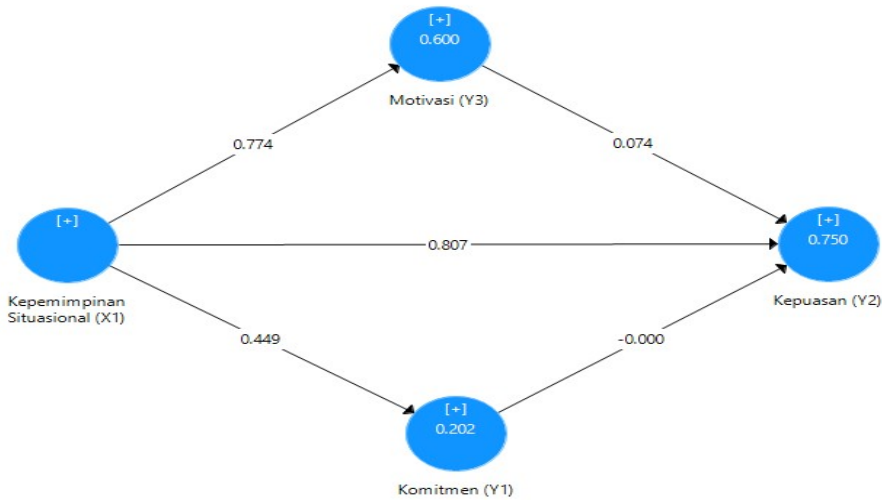


Figure 2. Bootstrapping Processing Results

The structural model for the five research hypotheses was proven to be significant with P Values in the Situational Leadership → Satisfaction hypothesis of 0.000, in the Situational Leadership → Commitment hypothesis of 0.000, in the Situational Leadership → Motivation hypothesis of 0.000, in the Commitment → Satisfaction hypothesis of 0.995, finally in Motivation→Satisfaction hypothesis is 0.277.

Table 6. Summary of Hypothesis Testing Results

	Hipotesis	Path Coefficient	P Values	
1	Situational Leadership →Satisfaction	0,807	0,000	Supported
2	Situational Leadership →Komitmen	0,449	0,000	Supported
3	Situational Leadership →Motivation	0,774	0,000	Supported
4	Komitmen→Satisfaction	-0,000	0,995	Not Supported
5	Motivation →Satisfaction	0,074	0,277	Not Supported

Then, as in the multiple regression model, the metric most often used to assess structural model predictions is R2. Referred to as the coefficient of determination, it is a measure of the in-sample prediction of all endogenous constructs. This means the prediction is a measure of predictive ability only for the data sample used in calculating the results, and R2 should not be inferred to the population (Rigdon, 2012). The minimum R2 value is 0, but it rarely reaches such a low value. As in multiple regression, the more independent variables (constructs) in the structural model, the higher the R2 value, assuming the independent variables are truly related to the dependent variable construct. The maximum R2 value is 1, but such high values are rare. In evaluating the R2 size of a structural model, researchers should review similar studies in relevant empirical research

and use those results as a guide, assuming the research contexts are not too different. Finally, some disciplines also examine adjusted R², which systematically adjusts the R² value downward based on sample size and number of predicting constructs. As in multiple regression, adjusted R² is useful when researchers include too many non-significant predictor constructs in the structural model (Hair, et al., 2017). For example, if the R² value is 0.75, 0.50, and 0.25, it shows that the model has a strong, medium and weak level of power in explaining the variability of endogenous variables (Sarstedt et al., 2017). A study by Hair et al., (2020) provides R² value criteria of 0.67, 0.33, and 0.19 which can generally be interpreted as strong, weak, and moderate levels of strength. In this research, measurements using the coefficient of determination (R²) are shown in table 7 below. The data in table 7 shows that Satisfaction has a high determination test, then motivation has a moderate determination test, while Commitment has a weak determination test. Thus, based on the measurement results in this study, the Satisfaction variable has a high level of power in explaining its variability, while the motivation variable has a medium level of power in explaining its variability, while the Commitment variable has a weak level of power in explaining its variability.

Table 7. Koefisien Determinasi (R²)

	R Square	R Square Adjusted
Satisfaction (Y2)	0,750	0,747
Commitment (Y1)	0,202	0,199
Motivation (Y3)	0,600	0,598

The next step, namely the second measure for the predictive ability of the structural model, is the effect size, which provides an illustration of the predictive ability of each independent construct in the model. To calculate this value, each predictor construct is systematically removed from the model (SmartPLS does this automatically) and a new R² is calculated without that predictor. Next, R² with predictors in the model is compared with R² without predictors in the model, and the difference between the two R² values indicates whether the omitted construct is a meaningful predictor of the dependent construct (Hair, et al., 2017). Effect sizes, referred to as f², were classified as small, medium, and large. Values above 0.02 and up to 0.15 are considered a small effect; a value of 0.15 to 0.35 is a moderate influence; and a value of 0.35 and above has a big influence (Cohen, 1988). Effect size is also considered a prediction metric in samples. The f² value is presented in table 8 below. From the results in table 8 it shows that Situational Leadership has a big influence on satisfaction and motivation. And situational leadership has a moderate influence on commitment. Apart from that, Commitment and Motivation on Satisfaction cannot be said to have an influence.

Table 8. Effect Size (F²)

Situational Leadership (X1)	Satisfaction (Y2)	Commitment (Y1)	Motivation (Y3)
Situational Leadership (X1)	1,007	0,253	1,499
Satisfaction (Y2)			
Commitment (Y1)	0,000		
Motivation (Y3)	0,009		

Finally, the third metric used to assess predictions is the Q2 value, also known as blindfolding (Geisser, 1974; Stone, 1974). When interpreting Q2, values greater than zero are meaningful, whereas values below 0 indicate a lack of predictive relevance. Then, Q2 values greater than 0.25 and 0.50 represent moderate and large predictive relevance of the PLS-SEM model. Redundant cross-validation (Q2) or Q-square test was used to evaluate the predictive significance of the model. If the Q2 value > 0 , this indicates that the model has accurate predictive capabilities on certain variables. Conversely, if the Q2 value < 0 , it shows that the model does not have a significant predictive value (Sarstedt, et al., 2017). In this study, the test utilizing cross-validated redundancy (Q2) is shown in Table 9. And the results show that the Q2 results in this study are Satisfaction (0.389), Commitment (0.092), and Motivation (0.305).

Tabel 9. Q² Square

	SSO	SSE	Q² (=1-SSE/SSO)
Situational Leadership (X1)	1315.000	1315.000	
Satisfaction (Y2)	1315.000	803.779	0,389
Commitment (Y1)	1315.000	1194.284	0,092

Discussion

The research aims to test the extent of the influence of situational leadership on teacher commitment, satisfaction and motivation using a sample of 263 respondents, of which the respondents were teachers in Jambi City. The influence of several variables can be seen, namely satisfaction, motivation, and commitment by formulating 5 hypotheses related to the research questions. In this research it can be stated that there are several hypotheses proposed that have an influence. This shows that we can expect a significant relationship or connection between the variables selected in the research and situational leadership.

Based on the research results, it is known that the influence of situational leadership on satisfaction was found, this is relevant to previous research. In 2020, Rosida conducted a research entitled "The Influence of Situational Leadership on Employee Job Satisfaction in Cibeureum District, Tasikmalaya City" which was published in the Journal of Public Administration and Policy. This research aims to explore the influence or effects of situational leadership on employee job satisfaction in Cibeureum District, Tasikmalaya City, and includes further understanding of how situational leadership style influences perceptions of teacher job satisfaction in the area. The results of this research include findings related to the extent to which variables in situational leadership such as delegation, support and direction contribute to the level of teacher job satisfaction (Rosida, 2020). In 2019, Mattalatta conducted research entitled "The Influence of Situational Leadership on Job Satisfaction, Organizational Citizenship Behavior and Employee Performance in Family Companies (Case Study at PT. Putra Karella Group)" which was published in the Management Development and Applied Research Journal. This research aims to find out the impact or influence of situational leadership on organizational citizenship behavior, employee performance and job satisfaction at PT. Putra Karella Group. The results of this research are related to the extent to which situational leadership contributes to these aspects in the context of family companies, where the results show that a leadership approach that is relevant to situations is able to increase job satisfaction, encourage positive organizational citizenship behavior, and have a positive impact on employee performance in the company. (Mattalatta, 2019). Meanwhile, in 2020, Hardono also conducted research entitled "The Influence of Contingency Leadership and Situational Leadership on Job Satisfaction" which was

published in *The Journalish: Social and Government*. This research aims to understand the influence or effect of contingent leadership and situational leadership on job satisfaction. By examining these aspects of leadership, the results of this research were able to determine that a leadership style that is adapted to certain conditions and sustainability influences job satisfaction (Hardono, 2020). In these studies, it can be seen that situational leadership has a positive effect on the level of job satisfaction. This shows that situational leadership, which adapts the leadership style to the teacher's situation and needs, has a positive correlation with job satisfaction.

Based on the research results, there is an influence of situational leadership on commitment, where this hypothesis is relevant to the results of previous research. In 2020, Nasir, Basalamah, and Murfat carried out research entitled "The Influence of Situational Leadership Style, Organizational Culture and Organizational Commitment on Employee Performance" which was published in the *Akrab Juara Journal*. This research aims to determine the impact of situational leadership style, organizational commitment, and organizational culture on employee performance. By focusing on situational leadership, this research aims to understand the extent to which a leadership style that is responsive to situations influences the level of employee commitment to the organization. The results of this research show that situational leadership has a positive impact on employee commitment, as well as showing the extent to which other factors such as organizational culture also play a role in influencing this relationship (Nassir et., al. 2020). In 2022, Rambe conducted research entitled "The Influence of Situational Leadership and Organizational Culture on Teacher Commitment in State Madrasah Tsanawiyah" which was published in the *Journal of Applied Science*. The aim of this research is to investigate the influence of situational leadership and organizational culture on teacher commitment at Madrasah Tsanawiyah Negeri. The research aims to find out to what extent a leadership style responsive to the situation and organizational culture influences the level of commitment of teachers in the madrasah. The results of this research are that situational leadership contributes positively to teacher commitment, and organizational culture also plays an important role in forming this commitment (Rambe, 2022). In 2023, Rizlan conducted research with the title "The Influence of Situational Leadership and Organizational Culture on Teacher Commitment in the State Madrasah Tsanawiyah Tanjungbalai City" which was published in the *Journal of Education and Culture*. This research aims to find out the influence of organizational culture and situational leadership on teacher commitment at the State Madrasah Tsanawiyah Tanjungbalai City. As can be seen, the research wants to understand the extent to which a leadership style that is responsive to the situation and organizational culture influences the level of teacher commitment. The results of this research show that situational leadership has a positive impact on teacher commitment in the madrasah, and organizational culture plays a role in forming this commitment (Rizlan, 2023). In 2017, Adman conducted research entitled "The Role of Principal Situational Leadership To Increase Teachers Organizational Commitment" which was published in the *Journal of Office Management Education*. The aim of the research is to find out how situational leadership can contribute to teachers' commitment. This research has results showing that responsive leadership to situations influences the level of teacher commitment (Adman, 2017). In the same year, namely 2017, Adman also conducted research with the title "The Role of School Principals' Situational Leadership Style to Increase Teachers' Organizational Commitment" which was published in the *Journal of Office Management Education*. The aim of this research is to find out the role of the school principal's situational leadership style in increasing teachers' organizational commitment, or it could also be said to see the extent to which situational leadership influences the level of teachers' commitment to their organization. The results

of this research are that there is a positive contribution from the school principal's situational leadership in increasing teacher organizational commitment (Adman, 2017). So, these studies show that situational leadership has a positive effect on the level of organizational commitment, especially in the educational context. This shows that a situational leadership style that is able to adapt to the situation, demands and needs of individuals or groups in the organization, appears to contribute to increasing their commitment to the organization where they work.

Based on the research results, there is an influence of situational leadership on motivation, where this hypothesis is in accordance with the results of previous research. In 2017, Azizah conducted research entitled "Situational Leadership and Organizational Culture on Work Motivation and Employee Performance" which was published in the Business and Management Journal. The research conducted aims to find out and understand the extent to which situational leadership can influence the level of employee motivation in an organization. This research has results showing that situational leadership has an influence on employee motivation (Azizah, 2017). In 2019, Santoso carried out research entitled "The Influence of Situational Leadership and Motivation on Employee Performance" which was published in the Managerial Journal. This research aims to examine the influence or impact of situational leadership and motivation on employee performance, where the results of this research show that this situational leadership style influences employee performance motivation (Santoso, 2019). Meanwhile, in 2016, Huda conducted research entitled "The Influence of Situational Leadership Style on Work Motivation" which was published in the FEB Student Scientific Journal. The research aims to find out the extent to which situational leadership style influences the level of work motivation. The results of this research include information about certain aspects of situational leadership that influence work motivation (Huda, 2016). These studies show that situational leadership has a positive effect on the level of employee work motivation. Where a situational leadership style that is able to adapt to the situation and needs of employees has a positive correlation with higher levels of work motivation.

Based on the results of research conducted on 263 respondents, no influence of motivation on satisfaction was found. This is demonstrated by the results of data that has been processed using SmartPLS 3.2.9. Then, the results of research conducted on 263 respondents also found no influence of motivation on satisfaction. This is demonstrated by the results of data that has been processed using SmartPLS 3.2.9.

So, based on the research results, it shows that the research that has been conducted shows that situational leadership has an important role in increasing teacher satisfaction, commitment and motivation. This is also supported by previous research. However, in this research regarding teachers in Jambi City, no influence of motivation on teacher satisfaction was found. Therefore, it can be concluded that situational leadership plays a significant role in forming a work environment that motivates, satisfies and strengthens the commitment of teachers in Jambi City. The implication of this research is the importance of adopting a leadership style that is responsive to the situation and needs of individuals or groups in the educational context.

CONCLUSION

The conclusion of the research, it can be seen that the situational leadership variable has a positive effect on the level of job satisfaction. This shows that situational leadership, which adapts the leadership style to the teacher's situation and needs, has a positive correlation with job satisfaction. Situational leadership variables have a positive influence on the level of organizational commitment, especially in the educational context. Where this shows that the situational leadership style which is able to adapt to the

situation, demands and needs of individuals or groups in the organization, appears to contribute to increasing their commitment to the organization where they work. Situational leadership variables have a positive impact or influence on the level of employee work motivation. Where a situational leadership style that is able to adapt to the situation and needs of employees has a positive correlation with higher levels of work motivation.

Overall, it can be concluded that situational leadership plays an important role in forming a positive and motivating work environment. This finding is consistent with previous research which shows that situational leadership style has a positive effect on teacher satisfaction, commitment and motivation. This shows that leadership that is responsive to the situation and needs of individuals or groups in educational organizations can improve teacher welfare and performance. However, the results of research conducted on 263 teacher respondents in Jambi City showed that there was no influence of motivation on teacher satisfaction, which is different from findings in previous studies. Nevertheless, the overall implications of this research remain to emphasize the importance of adopting a situational leadership style in educational contexts. Leadership that is able to adapt to the situation and needs of teachers can create a work environment that motivates, satisfies and strengthens the commitment of teachers.

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