The Impacts of Digital Leadership and Work Motivation on the Organizational Commitment of State Middle School Teachers

YENNI AULIA[1*], SYAHRIL[2], ANISAH[3] AND LUSI SUSANTI[4]

Abstract

This research aimed to reveal the influence of digital leadership and work motivation on organizational commitment. This research was quantitative and was of a correlational associative type. The population in this research was all the 520 civil servant teachers who taught at State Middle Schools in West Pasaman Regency. In comparison, the sample in this research was 156 teachers with the Cochran formula with an error rate of 10% with the cluster random sampling technique. Data was collected using a Likert scale model questionnaire, which was tested for validity and reliability. The research data were processed using SPSS version 26 after carrying out prerequisite tests consisting of normality tests, linearity tests, multicollinearity tests, regression coefficient significance tests, and correlational tests. The results of data analysis show that (1) digital leadership influences teacher organizational commitment, (2) work motivation influences teacher organizational commitment, and (3) digital leadership and work motivation have the same effect on teacher organizational commitment.

[1,] Universitas Negeri Padang, Indonesia Corresponding author: yenniauliaaa@gmail.com
[2,3,4,] Universitas Negeri Padang, Indonesia

Introduction

Education is the main foundation for developing the potential and quality of a nation's human resources through a series of quality learning activities. Quality learning is characterized by activities focusing on student development, including knowledge, skills, and attitudes (Hilton & Pellegrino, 2012). Teachers are the central pillar in improving educational standards. Therefore, to achieve the desired increase in the quality of education, the presence of qualified teachers who perform optimally and are committed to educating society is significant. Without commitment to the organization, even if the educational goals and all supporting facilities are optimal, achieving the expected quality of education will be difficult. Muis et al. (2018) added that organizational commitment is a person's identification with and loyalty to the organization.

Furthermore, organizational commitment is the strength of a person's recognition and involvement in a particular organization. For an organization, an employee with a high commitment to work, the level of absenteeism would decrease loyalty to the organization, and he will want to be able to give his best in realizing the success of his organization's goals (Wahyuni et al., 2021). Pandey and Khare (2012) also stated that organizational commitment is a feeling of identification, involvement, and loyalty workers express toward the company.

Someone with high organizational commitment is characterized by three things: firm belief in and acceptance of the goals and values held by the organization, strong motivation to actively contribute to achieving organizational goals, and a strong desire to remain part of the organization (Luthans & Avolio, 2010). This commitment is reflected in three different but closely related attitudinal dimensions, namely, the first is identification with the organization's vision and goals, the second is emotional involvement in carrying out organizational tasks, and the last is loyalty and a high sense of attachment to the organization. According to Riggio (2015), someone with organizational commitment has several characteristics, such as being brave enough to make sacrifices to realize the company's goals. Other characteristics include feeling a sense of encouragement in the form of incredible enthusiasm to realize the organization's larger mission. To achieve a goal, vision, and mission, all employees must participate in making it happen. In line with that, Schultz and Schultz (2020) stated that individual characteristics that show that there is a relationship with the organization are accepting the values and goals of the organization, having the will always to do whatever for the sake of the organization, and having a strong desire to stay in the organization.

Based on the results of this preliminary research by interviewing 30 teachers and related parties at the West Pasaman Regency Middle School in February, several phenomena were felt regarding teacher organizational commitment as follows:

- The commitment of teachers in Indonesia is illustrated by the report on the results of the ACDP (Analytical and Capacity Development Partnership) Indonesia Education Sector project in 2014, which revealed that teacher absenteeism at

schools in Indonesia was 10-11% every day, while classroom absenteeism was 12-14%. School absenteeism is 8% in the Sumatra region, and class absenteeism is 17%. At the junior high school level, absenteeism from school is 10%, and absence from class is 16%.

- Teachers do not involve themselves in the decision-making process at school, such as formulating policies or curriculum planning. This can also be seen in the lack of teacher participation in extracurricular activities. Teachers have not involved themselves in extracurricular activities or other school activities outside of class hours; this could indicate the teacher's lack of belonging to the agency where the teacher works.

- There are still teachers who have not contributed actively to achieving organizational goals and carrying out the vision and mission held by the school. This can be seen from teachers who have not carried out the school's vision and mission during the learning process.

- Teachers are inconsistent with school starting times, as seen in teachers who come late. Teachers have the responsibility to attend school regularly and on time. Teachers are also responsible for preparing the teaching and learning process optimally. However, some teachers still create the same teaching modules yearly.

Devos et al. (2014) stated that leadership influences teacher organizational commitment. Teacher work motivation also influences teacher organizational commitment (Pranitasari, 2020). Teacher organizational commitment influences the quality of teacher work, especially in determining work discipline. Teachers with high organizational commitment tend to be more disciplined in carrying out their duties and obeying organizational rules. Teacher organizational commitment can influence student achievement. Teachers who are committed to the organization provide better quality teaching, which can ultimately improve student achievement. Since there is still a need to increase teacher organizational commitment in State Middle Schools in West Pasaman Regency, it is necessary to research teacher organizational commitment to determine teacher organizational commitment and the factors that influence teacher organizational commitment.

Literature Review

According to Lestari and Rahmawati (2020), a teacher's success in his work is determined by the level of competence, professionalism, and commitment to the field. Commitment is an agreement to do something consistently for the benefit of oneself, others, groups, or organizations. Commitment to the organization is reflected in the willingness to adjust personal interests to achieve the organization's vision, mission, and goals optimally. Employees with high commitment feel they have a strong physical and psychological bond with their work institution. Hajiali et al. (2022) stated that these employees desire to remain members of the organization and are willing to work hard to achieve organizational goals

optimally. In addition, Purnomo (2018) revealed that commitment includes the strength, emotional ties, and dedication of employees to determine whether they will remain in the organization with high loyalty, devotion, and commitment or look for another job, which ensures their involvement as members of the organization remains.

From several expert definitions above, organizational commitment is a person's attitude towards the organization where he works, which is reflected in the degree of identification, involvement, and loyalty towards the organization. Organizational commitment is key to creating a productive, sustainable, thriving work environment. Organizational commitment is significant because it is a condition in which employees are very interested in their organization's goals, values, and targets, more than just formal membership.

Furthermore, leadership in the digital era is critical because of the individual's ability to find solutions to various complex problems that arise in the digital era. Leadership style in the digital era requires understanding leadership concepts and the soft and hard skills needed to adapt to an ever-changing work environment. The digital leadership style of school principals is a concept that combines the use of digital technology in leadership practices in schools in the digital era. In this context, school principals integrate digital technology, such as mobile devices, communication applications, and web applications, to change and improve school culture through technology.

School principals must be able to solve various challenges in the world of education in the digital era, such as advancing the school they lead amid globalization, creating creative and innovative ideas in carrying out their duties and functions as leaders, and adapting to changes that occur in the world of education. School principals in the digital era must be able to turn various problems into opportunities to create schools capable of producing quality graduates.

Leadership is crucial for the organization's success. Leadership is vital in developing relationships between individuals and forming school values as an essential foundation for achieving school goals. It is increasingly felt in organizations with a broader structure, such as schools, where leaders have a wide span of control. Educators and educational staff are usually led directly by the school principal, assisted by his deputy. Many experts have put forward indicators for measuring leadership. Gooty et al. (2010) suggested that the indicators used to measure leadership consist of the ability to make decisions, the ability to motivate, the ability to communicate, the ability to direct subordinates, responsibility, and the ability to control emotions. Anderson (2017) explained that the indicators used for leadership are management skills, stable emotions, relatively high intelligence, and the ability to direct subordinates.

Work motivation is an individual's desire, enthusiasm, and encouragement to accomplish a job or activity and achieve the desired goals (Asir & Rachman, 2021). Apart from that, work motivation is a factor that inspires enthusiasm or encouragement in carrying out individual or group tasks to achieve desired results. In the context of teachers, work motivation describes the conditions that encourage a teacher to have the determination or desire to achieve specific goals by carrying out the tasks given (Andriani et al., 2018). From several opinions, work motivation is an internal state within an individual that encourages him to

perform high, try hard, and work enthusiastically to achieve work or activity goals. Teacher work motivation involves encouraging a teacher to mobilize and direct the implementation of tasks according to plans to achieve predetermined goals. In this case, teacher work motivation is a driver of desire and energy that motivates a teacher to teach enthusiastically, fulfilling his needs.

Motivation's important benefit is that it encourages, directs, and supports human behaviour and encourages them to work diligently and enthusiastically to achieve optimal results. Thus, motivation is central to stimulating action, providing direction, and encouraging activities that support goal achievement. It is increasingly important because it directs the work of subordinates to be achieved well and integrated with the desired goals. The benefits of work motivation are that it stimulates work enthusiasm, enthusiasm increases teacher productivity, and thus, the results of teacher work also increase.

Methodology

This research is quantitative with a correlational associative type. The population is 520 civil servant teachers at state middle schools in West Pasaman Regency. The researchers chose teachers with civil servant status as the population because they have teaching experience that exceeds that of honorary teachers. The sample in this research uses the Cochran formula with an error rate of 10%, using the cluster random sampling technique, and 156 teachers were obtained.

The instrument in this research is a questionnaire prepared using a Likert scale model with five alternative answers, namely Always (A), Often (O), Sometimes (S), Rarely (R), and Never (N). In this research, the questionnaire is closed-ended; the answers have been provided, and the research sample only needs to choose one of the available alternative answers. Data are collected after the instrument testing results are valid and reliable. Afterward, descriptive analysis is carried out. In addition, testing the analysis requirements in this case: the normality test, homogeneity test, and multicollinearity test. Hypothesis tests are also carried out using simple linear and multiple regression tests.

Based on the problem formulation, research objectives, theoretical studies, and framework of thought that have been put forward in this research, the hypotheses are:

1. Digital leadership has a significant influence on teacher organizational commitment.
2. Work motivation has a significant influence on teacher organizational commitment.
3. Digital leadership and work motivation have a significant influence on teacher organizational commitment.

Findings

Normality test

Test normality in this research by looking at Kolmogorov-Smirnov. The normality test for the variable scores of teachers' organizational commitment (Y), digital leadership (X1), and work motivation (X2) was carried out using techniques (SPSS Version 26.0 program). Data can be normally distributed if KS has a significance level (Symp. Sig.) > 0.05; conversely, if the significance level (Symp. Sig.) < 0.05, then the data is not normally distributed. The results of the examination can be seen in Table 1.

Table 1. *Summary of normality test results*

Kolmogorov-Smirnov (KS) test	Organizational commitment	Digital leadership	Work motivation
Test statistics	.059	.064	.065
p = Asym. sic value	0.200	0.200	0.200

In Table 1, the significance value of each variable is more significant than alpha 0.05. Thus, the second requirement, namely data normality, has been fulfilled.

Homogeneity test

The data homogeneity test was carried out to determine the similarity of the variances of the dependent variable teacher organizational commitment (Y) in each group of independent variables, which include digital leadership (X1) and work motivation (X2), to find out whether Levene meets the requirements or not. The test method is used. As a testing criterion, if the significance value is > 0.05, the variance of two or more data groups is the same, as in Table 2 below.

Table 2. *Summary of homogeneity test results*

Variable	Levene statistics	df1	df2	Sig.	Note
Digital leadership (X1)	1.272	39	258	0.141	Homogeneous
Work motivation (X2)	1.082	39	258	0.350	Homogeneous

Based on Table 2, the visible results analysis of organizational commitment (Y), which includes digital leadership (X1) and work motivation (X2), is homogeneous, which means data variance

group Y over X1 and X2 is homogeneous. It means the requirement of homogeneity is fulfilled.
.

Multicollinearity test

The multicollinearity test states that the independent variable must be free from symptoms of multicollinearity (symptoms of correlation between independent variables) to test whether there is multicollinearity, which can be seen through the Variance Inflation Factor (VIF) < 10 and Tolerance > 0.1. The results of the multicollinearity test can be seen in Table 3 below:

Table 3. *Summary of multicollinearity test results*

Model		Collinearity statistics	
		Tolerance	VIF
1	(Constant)		
	X1 (Digital leadership)	0.112	8.965
	X2 (Work motivation)	0.112	8.965

Table 3 above shows that the digital leadership variable has a VIF value of 8.965 and a tolerance of 0.112, and work motivation has a VIF value of 8.965 and a tolerance of 0.112. This means that the VIF (Variance Inflation Factor) value of the two independent variables is < 10 and the Tolerance value is > 0.1, so it can be concluded that there is no multicollinearity problem or there is no relationship between the independent variables, namely digital leadership and work motivation.

Linearity test

The final requirement is testing the regression line of the independent variable with the dependent variable. This regression line test was carried out to see whether the data on the digital leadership and work motivation variables tended to form a linear line on the organizational commitment variable. The decision about whether the linear regression line is tested using the F test with a significance level of 0.05 means the regression line is linear. However, the regression line is not linear if the F significance value is smaller than alpha 0.05. The summary results of the linearity test between X1 and X2 against Y are presented in Tables 4 and 5.

Table 4. *Summary of analysis results of the linearity test of X1 against Y*

Source	Sum of squares		Average sum of squares	F	ρ
Deviation	12563.131	68	184.752	1.4	0.70
In group	11348.264	86	131.957		
Total		154			

Table 4 shows that the value of F = 1.4 with ρ = 0.70 (p> *0.05)* means that the regression equation is linear.

Table 5. *Summary of analysis results of the linearity test of X2 against Y*

Source	Sum of squares		Average sum of squares	F	ρ
Deviation	10126.704	62	163.334	1.107	0.326
In group	13576.117	92	147.566		
Total		154			

Table 5 shows F = 1.107 with ρ = 0.326 (p > 0.05*)*. This means that the regression equation is linear.

Hypothesis testing

The influence of digital leadership on teacher organizational commitment

The first hypothesis tested in this research is that digital leadership influences teacher organizational commitment. In testing this hypothesis, the correlation analysis of digital leadership scores with teacher organizational commitment can be seen in Table 6.

Table 6. *Summary of correlation analysis results between digital leadership (x1) and teacher commitment (y)*

Model Summary				
Model	R	R-square	Adjusted R-square	Std. error of the estimate
1	.436a	.190	.185	12.461
a. Predictors: (Constant), Digital leadership				

The calculation results in Table 6 show that the correlation coefficient between the digital leadership variable and the teacher organizational commitment variable is 0.436, and the coefficient of determination is 0.190. This means that digital leadership's impact on organizational commitment is 19.0%. This figure of 19.0% was obtained by applying the

formula: Coefficient of determination = r² x 100%, it can be calculated that Coefficient of determination = 0.190 x 100 = 19.0%. Thus, digital leadership significantly correlates with teacher organizational commitment of 19.0%.

A simple regression analysis is carried out to determine whether this relationship's form is predictive. The results of simple regression analysis calculations obtained the regression equation $\hat{Y} = 116.334 + 0.292 X1$. This equation was then tested for significance using the F test. A summary of the analysis results for testing the equation's importance can be seen in Table 7.

Table 7. *Summary of the significance of the digital leadership regression equation on teacher organizational commitment*

Source	Sum of squares		Average sum of squares	F_{count}	ρ
Regression	5620.964	1	5620.964		
Residue	23911.395	68	155.269	36.202	0.000
Total	29532.359	69			

Table 7 shows that the calculated F value is 36.202 with $\rho = 0.000 < \alpha = 0.05$. This means that the regression equation $\hat{Y} = 116.334 + 0.292 X1$ is significant, so it can be used to predict teacher organizational commitment. A summary of the results of the analysis can be seen in Table 8.

Table 8. *Summary of digital leadership coefficient test results on teacher organizational commitment*

Source	Coefficient	Q	Sig.
Constant	116.334	14.909	.000
Digital leadership	0.292	6.017	.000

In Table 8, the *t-value* of the regression coefficient is 6.017, and the significance level is 0.000. This means that the regression coefficient = 0.292 is significant and can be used to predict teacher organizational commitment. The predictive power of the regression model found above is determined by a directional coefficient of 0.292. This means that every increase in digital leadership by one scale will affect teacher organizational commitment by 0.292. Meanwhile, the value of teacher organizational commitment is already 116.334 without digital leadership. For example, if the digital leadership score is 100 on the scale, the teacher's organizational commitment can be predicted to be 116.334 + 0.292 x 100 = 145.534. Based on the tests carried out above, all of which are significant, the hypothesis that digital leadership affects teacher organizational commitment can be accepted at a confidence level, and the magnitude of the influence is 19.0%.

The influence of work motivation on teacher organizational commitment

The second hypothesis tested in this research is that work motivation influences teacher organizational commitment. Correlation analysis was used to determine the effect of work motivation on teacher organizational commitment. According to the calculation results, the correlation coefficient for work motivation is 0.444. The results of the correlation analysis of work motivation scores on teacher organizational commitment can be seen in Table 9.

Table 9. *Results of the correlation between work motivation and teacher organizational commitment*

Model Summary				
Model	R	R-square	Adjusted R-square	Std. error of the estimate
1	.444 [a]	.197	.192	12.406
a. Predictors: (Constant), work motivation				

The calculation results in Table 9 show that the correlation coefficient between the work motivation variable and the teacher organizational commitment variable is 0.444, and the coefficient of determination is 0.197. This means that work motivation toward teacher organizational commitment is 19.7%. This figure of 19.7% was obtained by applying the formula: Coefficient of determination = r^2 x 100%, it can be calculated that Coefficient of determination = 0.197 x 100 = 19.7%. Thus, work motivation is significantly related to teacher organizational commitment of 19.7%.

To find out whether the form of this relationship is predictive or not, a simple regression analysis is carried out. The results of simple regression analysis calculations obtained the regression equation $\hat{Y} = 113.5 + 0.328 X2$. This equation was then tested for significance using the F test. A summary of the results of the analysis for testing the significance of the equation can be seen in Table 10.

Table 10. *Summary of the significance of the work motivation regression equation (x2) on the organizational commitment variable (y)*

Source	Sum of squares		Average sum of squares	F count	ρ
Regression	5829.539	1	5829.539	37.875	.000
Residue	23702.820	154	153.914		[b]
Total	29532.359	155			

Table 10 shows the calculated F value of 37.85 with $\rho = 0.000 < \alpha = 0.05$. This means that the regression equation $\hat{Y} = 113.5 + 0.328 X2$ is significant and can be used to predict teacher organizational commitment. A summary of the analysis results can be seen in Table 11.

Table 11. *Summary of work motivation coefficient test results (x2) on teacher organizational commitment (y)*

Source	Coefficient	t	Sig.
Constant	113.5	140.34	.000
Work motivation	.328	6.154	.000

In Table 11, the *t-value* of the regression coefficient is 6.154, and the significance level is 0.000. This means that the regression coefficient of 0.328 is significant and can be used to predict teacher organizational commitment. The predictive power of the regression model found above is determined by a directional coefficient of 0.328. Increasing work motivation by one scale will affect organizational commitment by 0.328. Meanwhile, the teacher's organizational commitment score is 113.5 on a scale without work motivation. For example, if the work motivation score is 100 on the scale, the teacher's organizational commitment can be predicted to be 113.5 + 0.328 x 100 = 146.3.

Based on the results of the tests that have been carried out above, all of which are significant, the hypothesis that work motivation influences teacher organizational commitment can be accepted at the level of confidence. The magnitude of the impact is 19.7%.

The influence of digital leadership and work motivation on teachers' organizational commitment

The third hypothesis tested in this research is that digital leadership and work motivation influence teacher organizational commitment. Multiple correlation analyses were carried out to test this hypothesis. After analysis, it was obtained that the double correlation coefficient for digital leadership and work motivation with teacher organizational commitment was 0.447. The results of calculating the double correlation between digital leadership work motivation and teacher organizational commitment can be seen in Table 12.

Table 12. *Summary of correlation analysis results between digital leadership variables and work motivation on teacher organizational commitment*

Correlation	Correlation coefficient (r)	Coefficient of determination (r²)	ρ
R y1.2	.447 ᵃ	.200	0.000

The calculation results in Table 12 show that the correlation coefficient (R y1.2) = 0.447 with $\rho = 0.000 < 0.05$, and the coefficient of determination is 0.200. This means the magnitude of digital leadership and work motivation on teacher organizational commitment is 20%. This 20% figure is obtained by applying the formula Coefficient of determination = r² x 100; it can be calculated that Coefficient of determination = 0.200 x 100% = 20%. Thus,

digital leadership and work motivation are significantly related to teacher organizational commitment.

A multiple regression analysis was carried out to determine the form of a predictive relationship between digital leadership and work motivation on teacher organizational commitment, and the regression equation $\hat{Y}$ was obtained. = 113.197 + 0.105X1 + 0.219X2. The significance of this equation needs to be tested. A summary of the analysis results of testing the significance of the equation can be seen in Table 13.

Table 13. *Summary of regression analysis results between digital leadership variables and work motivation on organizational commitment*

Source	Sum of squares		Average sum of squares	F $_{count}$	ρ
Regression	5910.532	2	2955.266	19.141	.000 ^{b}
Residue	23621.827	153	154.391		
Total	29532.359	155			

Table 13 shows that F count = 19.141 with ρ = 0.000 < 0.05. This means the regression equation $\hat{Y}$ = 113.197+ 0.105X 1 + 0.219X 2 is significant and can be used to predict teacher organizational commitment. Next, a significance test of the regression coefficient was carried out. A summary of the analysis results can be seen in Table 14.

Table 14. *Summary of regression coefficient test results for digital leadership and work*

Source	Coefficient	Q	Sig.
Constant	113.197	13.956	.000
Digital leadership	.105	.724	.000
Work motivation	.219	1.370	.000

In Table 14, the *t* value of the digital leadership regression coefficient is 0.724, and the significance level is 0.470, while the t regression coefficient for work motivation is 1.370, and the significance level is 0.173. This means that the regression coefficients of 0.105 and 0.219 can be used to predict teacher organizational commitment.

The regression equation model $\hat{Y}$ = 113.197 + 0.105X1 + 0.219X2 explains that the X1 direction coefficient is 0.105 and the X2 direction coefficient is 0.219. This means that every increase in digital leadership (X 1) by one scale will influence increasing the value of teacher organizational commitment (Y) by 0.105 scales, and growing work motivation (X 2) by one scale will have an impact on improving the value of teacher organizational commitment (Y) of 0.219. Previously, the value of teacher organizational commitment was constant, namely 113.197 on a scale without the influence of these two predictors. For example, if it is known

that the digital leadership style and work motivation scores are 100 on a scale each, then the teacher's organizational commitment score can be predicted to be $\hat{Y} = 113.197 + 0.105 \times 100 + 0.219 \times 100 = 145.597$.

Based on the test results above, the magnitude of digital leadership and work motivation on teacher organizational commitment, the magnitude of the influence of the digital leadership variable (X1) on the teacher organizational commitment variable is 19.0%. The work motivation variable (X2) on the teacher organizational commitment variable (X2) was 19.7%. The variables digital leadership (X1) and work motivation (X2) on teacher organizational commitment (Y) are 20%. At the same time, the rest is determined by other factors not included in this research.

Discussion

Based on the results of data analysis and the level of achievement of the response of State Middle School teachers in West Pasaman Regency to the variables measured, it can be explained that the level of achievement of the teacher's response to digital leadership is in the medium category (79.65% of the ideal score), the work motivation variable is in the medium category (79.04% of the perfect score), and the teacher organizational commitment variable is in the high category (82.22% of the ideal score). This research's findings differ from the results of initial observations. Initial observations regarding the organizational commitment of West Pasaman District Middle School teachers are still lacking. Differences in initial research findings occurred because the results of measurements carried out based on observation alone or without valid and reliable instruments were not strong enough to be used as a basis for generalization, so it was necessary to carry out systematic research according to procedures to obtain empirical evidence and truth.

The data analysis and hypothesis testing results show that the three hypotheses tested by this research are acceptable. The results of data analysis show that digital leadership and work motivation, individually and group, have a significant influence and role in increasing the organizational commitment of State Middle School teachers in West Pasaman Regency. For clarity, we will discuss the research findings below in detail.

The influence of digital leadership on teacher organizational commitment

The descriptive analysis results show that digital leadership is in the medium category, with an average score of 79.65%. Meanwhile, the research indicates that the highest indicator is the ability to direct subordinates, which is in the high category (80.07%) of the ideal score. In contrast, the indicator with the lowest achievement is the indicator of the ability to motivate, which is in the medium category (79.39% of the ideal score). From the three digital leadership indicators analyzed, it is known that all of them are in the medium and high categories.

The results of this research show that digital leadership has a significant influence on teacher organizational commitment. The t-count value for the work commitment variable (X1) is 6.017 > t-table 1.655 (sig 0.000 < 0.05), so Ha is accepted. Therefore, it can be concluded that Ho is rejected, and Ha is accepted. Digital leadership (X1) partially and significantly influences teacher organizational commitment (Y). Leadership plays a vital role in realizing digital transformation. According to Tulungen et al. (2022), leaders who can lead and utilize technology are called digital leaders. The era of the development of information technology, artificial intelligence, and the use of big data in the education sector will help improve services and accelerate the achievement of educational goals.

The influence of work motivation on teachers' organizational commitment

The results of the descriptive analysis show that work motivation is in the medium category, with an average score of 79.04%. Meanwhile, if we look at each research indicator, the highest indicator is perseverance, which is in the high category (80.85% of the ideal score). In comparison, work enthusiasm is the indicator with the lowest achievement level, in the medium category (78.11% of the ideal score). From the three work motivations analyzed, it is known that respondents' average level of achievement is in the medium category. Being in the medium category is necessary to increase work motivation to become a very high category. This means that the higher the work motivation, the more positive influence it will have on increasing teacher organizational commitment.

The results of this research show that work motivation has a significant influence on teacher organizational commitment. The t-count value for the work motivation variable (X2) is 6.154 > ttable 1.655 (sig 0.000 < 0.00), so Ha is accepted. Therefore, Ho is rejected, and Ha is accepted. Work motivation (X2) partially and significantly influences teacher organizational commitment (Y). Teacher work motivation is an effort to support teachers in increasing their organizational commitment. Focusing on work motivation is essential because this factor is one of the main drivers in achieving organizational commitment. Siregar et al. (2019) also supports this view by stating that work motivation drives teachers to carry out their work according to plan. This view aligns with Krulj et al. (2016), that emphasized motivation is encouragement or stimulation that stimulates a person to act.

The influence of digital leadership and work motivation on teachers' organizational commitment

This research indicates that digital leadership and work motivation have a significant relationship and provide a meaningful influence to increase teacher organizational commitment—digital leadership and work motivation impact teacher organizational commitment by 20%. Next, the regression equation obtained is the digital leadership variable of the principal and teacher work motivation with the teacher's organizational commitment,

namely $\hat{Y}$ = 113.197 + 0.105X1 + 0.105X1 + 0.219X2. This shows that digital leadership and work motivation have a significant influence on teacher organizational commitment.

Data analysis shows that teacher organizational commitment is significantly influenced by digital leadership and work motivation, individually and jointly. Digital leadership and work motivation are essential factors to pay attention to. Digital leadership and high work motivation will increase teacher organizational commitment.

The achievement of scores on the organizational commitment variable of State Middle School teachers in West Pasaman Regency is in the high category, the digital leadership variable is in the medium category, and work motivation is in the medium category. Thus, the variables of digital leadership and work motivation, if improved in a better direction, will significantly influence teacher organizational commitment.

The principal is a manager who must manage the school according to his duties and roles, assisted by teachers. This is related to increasing teacher organizational commitment, which is constantly being developed and improved. To realize high organizational commitment, school principals can help by increasing teacher motivation and influencing organizational commitment. High teacher motivation can increase organizational commitment. Gorozidis and Papaioannou (2014) stated that motivated teachers can encourage themselves and their students to implement learning. Teachers with high motivation consistently develop goals that challenge them to take full responsibility for achieving these goals and expect feedback to improve themselves. Motivated teachers will have the strength to act; this condition will affect the way and ability of teachers to teach so that, in synergy, it will impact students' absorption of teaching material and their behavior. Thus, digital leadership and work motivation will also determine teacher organizational commitment.

Conclusion

Based on the results of the analysis, the conclusions are:

- Digital leadership has a significant influence on teacher organizational commitment by 19%. This means that 19% of the variance in teacher organizational commitment influences the principal's digital leadership. Then, based on the data processing results, the highest indicator achievement level score was 80.07%. The "high" category was the ability to direct subordinates. This shows that the better digital leadership is demonstrated, the greater the organizational commitment of State Middle School teachers in West Pasaman Regency will be.

- Work motivation has a significant influence on teacher organizational commitment of 19.7%. Next, the data description analysis results of the work motivation variable for public middle school teachers in West Pasaman Regency are generally known to still be in the medium category with a 79.04% ideal score. Then, based on data processing for each variable, persistence is the highest indicator achievement level score of 8 0.85% in the

"high" category. This shows that the better the work motivation, the higher the organizational commitment of State Middle School teachers in West Pasaman Regency.

- Digital leadership, the principal's and teacher's work motivation influence teacher organizational commitment by 20%. This shows that the better the principal's level of digital leadership and work motivation, the more public middle school teachers in West Pasaman Regency will increase.

References

Anderson, T. (2017). *Transforming leadership: Equipping yourself and coaching others to build the leadership organization*. Routledge.

Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers' performance. *International Journal of Scientific & Technology Research*, *7*(7), 19-29.

Asir, M., & Rachman, S. (2021). Implementation of employee motivation in the gowa regency office's general area. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities Ana Social Sciences*, *4*(4), 7557-7567.

Devos, G., Tuytens, M., & Hulpia, H. (2014). Teachers' organizational commitment: Examining the mediating effects of distributed leadership. *American Journal of Education*, *120*(2), 205-231.

Gooty, J., Connelly, S., Griffith, J., & Gupta, A. (2010). Leadership, affect and emotions: A state of the science review. *The Leadership Quarterly*, *21*(6), 979-1004.

Gorozidis, G., & Papaioannou, A. G. (2014). Teachers' motivation to participate in training and to implement innovations. *Teaching and Teacher Education*, *39*, 1-11.

Hajiali, I., Kessi, A. M. F., Budiandriani, B., Prihatin, E., & Sufri, M. M. (2022). Determination of work motivation, leadership style, employee competence on job satisfaction and employee performance. *Golden Ratio of Human Resource Management*, *2*(1), 57-69.

Hilton, M. L., & Pellegrino, J. W. (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. National Academies Press.

Krulj, J. R., Marković, E., Simijonović, I., & Lazović, N. R. (2024). Intrinsic and extrinsic motivation within the context of creating a stimulating learning environment. *Društvene i humanističke studije*, *9*(2), 1329-1344.

Lestari, H., & Rahmawati, I. (2020). *Commitment to teacher's work and authentic leadership in the industrial revolution era 4.0*. Atlantis Press.

Luthans, F., & Avolio, B. J. (2014). Brief summary of psychological capital and introduction to the special issue. *Journal of Leadership & Organizational Studies*, *21*(2), 125-129.

Muis, M. R, Jufrizen, J., & Fahmi, M. (2018). The influence of organizational culture and organizational commitment on employee performance. *Jesya (Journal of Economics and Sharia Economics*, *1*(1), 9–25.

Pandey, C., & Khare, R. (2012). Impact of job satisfaction and organizational commitment on

employee loyalty. *International Journal of Social Science & Interdisciplinary Research*, *1*(8), 26-41.

Pranitasari, D. (2020). The influence of effective leadership and organizational trust to teacher's work motivation and organizational commitment. *Media Ekonomi dan Manajemen*, *35*(1), 75-91.

Purnomo, E. (2018). The influence of leadership on organizational commitment. *Socio E-Cons, 10(1), 28-38.*

Riggio, R. E. (2015). *Introduction to industrial and organizational psychology*. Routledge.

Schultz, D. P., & Schultz, S. E. (2020). *Psychology and work today: An introduction to industrial and organizational psychology*. Routledge.

Siregar, Z. M. E., Suryana, E. A., & Senen, S. H. (2019). Factors influencing innovative work behavior: An individual factors perspective. *International Journal of Scientific & Technology Research*, *8*(9), 324-327.

Tulungen, E. E. W., Saerang, D. P. E., & Maramis, J. B. (2022). Digital transformation: Role of digital leadership. *Journal EMBA: Economic Research, Management, Business, and Accounting*, *10*(2), 1116-1123.

Wahyuni, A., Gistituati, N., Rifma, R., & Alkadri, H. (2021). Komitmen pegawai kantor dinas pendidikan dan kebudayaan Kota Padang (Commitment of employees of the Padang City education and culture office). *Jurnal Pendidikan Tambusai*, *5*(2), 4334-4340.

Biographical Notes

YENNI AULIA is the student at Universitas Negeri Padang, Padang, Indonesia.
SYAHRIL is working at Universitas Negeri Padang, Padang, Indonesia.
ANISAH is working at Universitas Negeri Padang, Padang, Indonesia.
LUSI SUSANTI is working at Universitas Negeri Padang, Padang, Indonesia.