The Influence of Leadership Style, Self-learning, and Pedagogical Competence to the Professional Commitment of Kindergarten Teachers in South Jakarta

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Keywords: leadership style, self-learning, pedagogical competence, professional commitment

Abstract: The purpose of this study is to investigate the influence of the leadership style, self-learning and pedagogical competence on professional commitment of kindergarten teachers at South Jakarta. The Study usedquantitative approach, path analysis and survey methods. Data is collected via survey questionnairefrom a sample of 95kindergarten teachers. The result of data analysis concluded as follows: First: the leadership style, self-learning and pedagogical competence had a positive direct effect on professional commitment. Second: The leadership style and self-learning had a positive direct effect on pedagogical competence. Third: the leadership style had a positive direct effect on self-learning. Professional commitment is one of important factors that determining behavior of persons and consider from management and training environment. Definition from professional commitment determines three dimensions for affective, continuous and normative professional commitment. Professional commitment is sense of identifying and necessity to continuous work in a job and high responsibility. Therefore, it is important to improve professional commitment by improving the strong leadership style, the willingness of self-learning and pedagogical competence. Based on these findings can be concluded that the Kindergarten teacher's professional commitment at South Jakarta can be enhanced through improving leadership style, self-learning and pedagogical competence. Implications and limitations of the study are discussed along with suggestions for future research.

1 INTRODUCTION

Indonesian government has given attention to the early childhood education as the first priority. Therefore, this condition has made the role of kindergarten teachers become more important in bringing the success of the students' achievement. Because of that, the quality development of the early childhood teachers must also become the ultimate priority, since teacher is the spearhead in the whole educational process. (Hasan, Hyson and Chang: 2013).

The commitment and involvement of teacher has been identified as one of the most important factor in the success of educational process (Talis: 2009). The level of teachers' commitment is considered to be as a key factor in the success of current educational reform agenda as it heavily influences teachers' willingness to engage in cooperative, reflective and critical practice(Crosswell:2018). This is in line with the National Educational System Act No 20/2003, in Article 40 section 2, which stated that teachers are obliged to: a) create an educational atmosphere more meaningful, fun, creative, and dynamic and dialogist. b) have commitment to increase educational quality professionally, and c) give an example as a model and guard the name of the institution, profession and position according to the reliance which has been given to him/her. In Teacher andLecturer Act No 14/2005 is stated that teacher shall has a competence standard, i.e. pedagogic, personality, social and professional. Therefore, a teacher has to keep on increase his/her competence by doing an independent self-development to seek for a solution of the problem facing in the classroom. Leadership style in the school is also determine in pushing the teachers to keep on learning and upgrading their competences, including pedagogical competence to support the success of learning in the classroom. The condition

of workspace is related to the leadership style in the organization. (Yanxia: 2008).

The important factors in teacher's competence teaching capability areacademic qualification, subject materials and pedagogical competence. Quality of education is not determined by the teacher's knowledge alone, but also motivation, dedication, enthusiasm and commitment in teaching.

A research by Madiha (2012) determined that the teacher who cooperate to plan the school progress, choose the method and activity as well as plan the career development through training will be more committed to their profession. Teachers then, not only teaching in the classroom, but they're also having a position in the structure of the school organization and educational society. Therefore, commitment of the teacher's profession is to devote their own individual time and dedicate their selves to their profession. Commitment of teacher's profession is the important factor and needed nowadays to increase the productivity of educational system, decreasing the level of failure and increasing the quality of education (Ranju: 2013).

From several researches above, the figure of teacher which has a high level of professional commitment is teacher who has a tight bonding, including behavior, attitude, and feelings to stay in this profession. This can be seen from responsibility behavior to the tasks and obligations, having emotional bonding as a mentor can give a result with full of responsibility and good performance, having competence as a teacher, having eagerness to learn, having ability to keep on learning, polishing the ability to teach, having high motivation to self-develop and having loyalty to the job.

The Head of Human Development and Cultural Education Agency, together with Increasing Educational, Ministry of Education and Culture, SyawalGultom (2017), admitting that the quality of teachers in the homeland today is still low. This can be seen from the competence test which conducted in the last three years, shown that the quality of teachers in Indonesia is still low. Many teachers do not understand the substance of materials as well as the appropriate learning pattern applied to the students. There are many things to be done in terms of the teachers issues. Besides the leveling which is not adequate, the teachers' competence is still facing many problems. From the Dapodik cutoff data in 2017, there were 41% kindergarten teachers have not had the qualification of Strata-1, and kindergarten teachers who have possessed the Strata-1, but have not got the certificate of educator

was 47%. That means, among teachers who have achieved the academic qualification, almost half of them were still not holding the certificate of early childhood education. As the other profession like doctors, lawyers, architects, etc., they have to fulfill certain prerequisites in order to maintain their profession seriously. Therefore, a malpractice in the early childhood education cannot be tolerate, and it needs a profession commitment to present the quality of early childhood education.

In the field phenomenon shows that there are teachers who reluctant to conduct a self-development to elevate and increase knowledge and competence in teaching. For example, there are teachers who are so lazy to conduct research, and so on. Learning is a dynamic process, which need a teacher who always maintain improvement and sustainable increasing competence, in accordance with the educational need. Therefore, teachers have to possess a motivation and learning spirit independently to increase competence. The government had made a program to increase professionalism of the kindergarten teachers through Sustainable Profession Development program. But the result of the teachers' competence test is still not satisfying.

All the problems mentioned above, describes that the level of profession commitment of the early childhood education are still low, which noted by some influencing factors. The above condition if it is allowed to go on, could cause poor results and also will effect to the objective, target and output which is desired in the early childhood education become not implemented optimally. Based on the description, to find out how is the profession commitment of the kindergarten teachers in South Jakarta, it will be identified what are the factors and variables which influencing directly or indirectly to the profession commitment of teachers. For that, researcher assumes that the leadership style of the headmaster and pedagogical competence are the dominant factors which influencing the profession commitment of the kindergarten teachers in South Jakarta.

2 LITERATURE REVIEW

2.1 Professional Commitment

There's three teacher's professional commitment: commitment to their profession, commitment to student learning and commitment to the community

(Hussein et. al: 2016). Committed teachersare lifelong learners. Committed teachers devote their time to continuing education. Just as a doctor never stops learning new techniques to help save lives, teachers who are dedicated to their profession never stop learning new strategies to engage and teach their students. They understand that teaching is a career that changes standards and regulations quite regularly, and are committed to keeping up with these ever-changing methods. They attend workshops and conferences, create online professional learning networks, and read educational blogs, all to ensure they are up to date with the latest educational innovations and teaching strategies. They are committed to challenging themselves and take every opportunity to continue learning, all for the success of their students (Janelle Cox: 2010).

Committed teacher to community determined to their organization. Colquitt, Le Pine and Wesson (2009:67) explained the desire on the part of an employee to remain a member of the organization, feelings of obligation toward the organization. Organizational commitment influences whether an employee stays a member of organization (is retained) or leaves to pursue another job (turns over). It is important to acknowledge that turnover can be both voluntary and involuntary. Voluntary turnover occurs when employees themselves decide to quit; involuntary turnover occurs when employees are fired by the organization for some reason. Then Colquitt et.al explained that there were three types of organizational commitment: (1) Affective Commitment: refers to the employee's emotional attachment to, identification with, and involvement with the organization. Employees with a strong affective commitment continue employment with the organization because they want to do so. (2) Continuance Commitment refers to an awareness of the costs associated with leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so. (3) Normative Commitment reflects a feeling of obligation to continue employment. Employees with a high level of normative commitment feel that they ought to remain with the organization. This opinion as argue Allen and Meyer (2007) that employees are theorized to experience this force in the form of three bases, or mindsets: affective, normative, and continuance, which reflect emotional ties, perceived obligation, and perceived sunk costs in relation to a

target, respectively. Thus, any scale that purports to measure organizational commitment should tap one of these mindsets and should reference the target, what the employee is committed to, be it the organization, a team, a change initiative, or a goal. So, the professional commitment divided into three dimensions: affective professional commitment, continuance professional commitment and normative professional commitment.

Somech & Bogler (2004:557) define professional commitmentconstruct have ranged from the extent to which one is engaged in carrying out the specific tasks in the present work environment to degree of importance that work plays in one's life. Aranya, Pollock and Amernic (1981) stated that the relative strength of an individual's identification with, and involvement in one's profession. In a study of accountant professional commitment, Aranya, Pollack and Amernic explored the relative strength of their identification with, and involvement in their profession. They modeled their study after porter et al research on organizational commitment by substituting the word "profession" for organization. consequently they wrote that professional commitment may indicates:

1. The belief in and acceptance the goals and values of the profession;
2. The willingness to exert considerable effort on behalf the profession;
3. A strong desire to maintain membership in the profession. Thus professionally commitment employees expend their effort on behalf of the profession which results in their internalization of the professions success or failure as personal success or failure.

A work commitment index is needed that combines measures of the profession, the organization, and the job itself. Professional commitment is not redundant with other forms of work commitment; and professional commitment is an appropriate concept for representing at least part of the career focus dimension of work commitment. Taylerstated that the theory of professional commitment suggest that the more investment one makes in committed line of actions, the more is difficult it is to renege on the commitment. Professional commitment is one of important factors that determining behavior or of persons and consider from management and training environment. Professional commitment is a rate of working standard. Professional commitment is sense of identifying and necessity to continuous work in a job and high responsibility (Khanigar:2012). They are three key components for ensuring that rapid success

of the process, these being government, teachers and society (including parents). The government provides support for the improvement of teacher professionalism. This support involves upgrading teacher qualifications, improving teacher competencies, providing certification and improving teacher welfare (salary, professional incentives, functional incentives and other fringe benefits). Teachers grow adopt life-long learning as their need, the self-development of their competencies as a challenge and good experience and do their duty well (Fasli Jalal:2009).

According to the concepts of professional commitment, it is concluded that professional commitment is the engagement of a teacher in doing his professional tasks, including behavior, attitude, and sense to his profession determine three dimensions for affective professional commitment, continuance professional commitment, and normative professional commitment.

2.2 Leadership Style

Leadership style refers to your pattern of interacting with your associates: how you lead and coach the work of others, and how you get them to produce the goods and services for which you are responsible. It includes not only your manner of giving instructions, but the methods and techniques you use to motivate your workers and to assure that your instructions are carried out (Walker & Miller, 2010:15)The total pattern of explicit and implicit leaders' action as seen by employees is called leadership style. (Newstroom & Davis (2001: 692).

Leadership style divided into three parts: autocratic, democratic and leissez-faire. A leader who centralized authority, makes decisions alone, and expects followers and subordinates simply to follow instructions uses an autocratic leadership style. A leader who shares decision making with others and encourages subordinates to be involved in setting goals uses a democratic leadership style. A democratic leader may be consultative, seeking input from others but making the final decision alone, or participative, giving employees a say in the decisions. A laissez-faire leadership style is an extremely hand-off approach. Employees are given discretions to make decision and perform they work any way they want. A laissez-faire leader exercises little or no control over the group and may not even participate in these cushions. (Dessler& Philips, 2008: 387).

Colquitt et.al (2009:478) defining leader decision making style: autocratic style, the leader makes the decisions alone without asking for the opinions or suggestions of the employees in the work unit;consultative style, the leader asks their opinions and suggestions before making decision; autocratic style, the leader seeks consensus on a solution, making sure that the opinion receives no more weight than anyone's else; delegated style, the leader gives employee the responsibility for making decision. Goleman (2006:63) defined the styles which also correlated each one of them with the effect they have on the company climate, which then has a direct correlation on results: commanding, visionary, affiliate, democratic, pacesetting, and coaching. The leadership styles give positive climate are visionary, affiliate, democratic and coaching. We cannot depend on one style, the more combination is better. If the leader can masters the six styles, he can achieve the highest science of strategic leadership. The most important aspect of this breakdown is that since each style fits a different situation, a good leader needs to be able to switch them when the context requires that.

A leadership style is thus a tool, not personality trait. On top of that, it's important to note that all these styles relate in one for another to emotional intelligence. Kreitner (2008:513-524) stated that situational theories propose that leader styles should match the situation at hand. He defined full-range theory of leadership: from Leissez-Faire to Transformational Leadership. Leadership behavior varied along a continuum from laissez-faire leadership to transactional leadership to transformational leadership. Transactional leadership focuses on clarifying employees' roles and providing rewards contingent on performance. Transformational leadership transforms employees to pursue organizational goals over self-interests. Employee-centered behavior refers to the extent to which the leader focuses on meeting the human needs of employees while developing relationships. The leader is sensitive to subordinates and communicates to develop trust, support and respect while looking out for their welfare (Achua&Lussier: 2010).

Transformational leadership has a strong positive effect on commitment. Employees with transformational leaders tend to have higher levels of affective and normative commitment. Transformational leadership has no effect on continuance commitment (Colquitt et.al, 2009: 483). There are three characteristics related to transformational leadership style: creating vision, mobilization of commitment, and institutionalization of change (Bass, 1990:628-640). Transformational

leaders motivate their followers to do more than they really expect they can do, increase the sense of importance and value of the tasks, stimulate them to surpass their own interests and direct themselves to the interests of the team, organization, or larger community, and raise the level of change (Bass, 1985). Transformational leader motivates their followers to work for goals instead of short - term self - interest and for achievement and self actualization instead of security; is able to express a clear vision and inspire others to strive to accomplish the vision. (Ivancevich et.al, 2008:432).

Transformational leadership style being assesed compatible in educational environment such as school. Transformational leadership has a strong positive effect on commitment employees with transformational leaders tend to have higher levels of affective and normative commitment. Transformational leadership has no effect on continuance commitment (Colquitt et.al,2009: 497).Base on the concepts of leadership style, it is concluded that leadership style is a pattern behavior's one in doing tasks and responsibility to influence others to achieve organization's goals with creating vision, mobilization of commitment, and institutionalization of change.

2.3   Self-Learning

A good teacher has to keep learning to increase his knowledge and competences in doing his job. The 'good' teacher here is someone who is able to participate in global societies and who is able to integrate their newly acquired knowledge and skills into their practice in order to prepare today's learners for the challenges of a complex and ever changing society Miriam Zulkas (2006).

Self-learning is taking in information, processing it, and retaining it (a.k.a learning) without the need for another individual to be teaching in order for the understanding to occur. Simply stated self-teaching (or self-learning) requires the ability for a learner to work independently. Self through learners are motivated by the sense of a job well done, self-improvement, strengthening self. They are self-motivated because they have the confidence that if they don't know an answer to a question, they know how to use the resources available to find out the answer Nelson (2011:141). Self-learning is give the opportunity to develop a good work ethic. Self-learning a louse the learner to go as deeply into a subject and interact with the subject matter as deeply as he would like to go. Self-learning enables the learner to limit the number of interests undertaken so

as not to be spread to thinly. Self-learning alouse the family to function as a family without emulating an institution at home Ronoff (2012:140). Self-learning is eliminating all excuses for not reaching one's potential. It will never be anyone else's fault if the student doesn't learn. Learning is more fun than being thought at. Self-learning means that mom can read books rather than teacher's manual and textbooks (Aldo at Ronoff 2012:142). Self-learning is trains want to go to the source for information which reduces the possibility of erroneous material. Self-learning is the way of the future now that so much information is available at our fingertips (Nelson, 2011:143).

Colquitt et.al (2009:256) define learning is relatively permanent change in an employee's knowledge or skill that result from experience.Learning has a weakpositive effect on commitment. Employees who gain more knowledge and skill tend to have slightly higher levels of affective commitment. Not much is known about the impact of learning continuance commitment or normative commitment.Learning is an essential process for attaining individual and organizational success. Learning is defined as the process whereby new skills, knowledge, ability and *attitudes* are created through the transformation of experience (Shani& Lau, 2005: 29). Base on the concepts, self-learning is someone's effort to increase his knowledge and competence independentlyand continuously in doing his profession tasks which is shown by behavior in applying learning result and having continuous improvement motivation.

2.4   Pedagogical Competence

Furnham   (2011:598)   statedthe   competencies included motives, trait, self-image and knowledge. Competence is identical to the self-efficacy concept reviewed previously: employees with a strong sense of competence believe the can execute that particular behaviors needed to achieve success at work. Competence brings with a sense of pride and mastery thatitself intrinsically motivating. (Colquitt et.al, 2009: 223). Developmental of competences of the second general level refersto general pedagogical competences. On this basis, special pedagogical competences   are   formed   and   developed. Key competences are fundamental, essential for any person and the level of their development is determined   by   qualifications   and   level   of professional activities (Grourier: 2010). Competence domain is cognitive domain. It is grouping base on certain frame, which is known as taxonomy Bloom.

Cognitive domain includes those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skill.(Bloom, 1984: 7-8).Pedagogical competences can be viewed at either end of the axis as, on the one hand, they help the reaching of achievement/obtaining of success/ development and they influence societal change by the standards, they impose in the educational process and on the labor market and, on the other, they are influenced by all of the above. Therefore, a good knowledge of pedagogical competence, their typology and principles of development will lead to a future successful application/ use in any field developing interdisciplinary thinking creativity and managerial qualities in any field (Oser & Oelkers in Rahman, 2010). Pedagogical competence is demonstrated by successful teaching and development of teaching as well as by evaluations and student learning (Olsson & Roxa: 2013).

Pedagogical Competence: a. Teaching Plan Competency. Efforts made to empower teacher competency in this area were done by directing and enabling teachers to have ability of (1) describing objectives, (2) selecting materials, (3) organizing materials, (4) determining learning methods and strategies , (5) determining learning sources, media and tolls, (6) designing assessment and evaluation tools, (7) determining assessment and evaluation technique, and (8) allocating time. b. learning and teaching process. National Educational System Act No 20/2003, in Article 28 section 3, which stated that pedagogical competence is ability to manage student learning in understanding student characteristics, planning and implementing of learning, assessing and developing students to actualize their potencies. Base on the concepts, pedagogical competence is ability of a teacher in knowledge, understanding, and implementing on learning management, developing curriculum, understanding student characteristics, learning assessment and utilization learning tools.

3 RESEARCH METHODOLOGY

This research used quantitative approach with survey method and path analysis technique. Variables in path analysis consist of exogenous and endogen variables. The constellation between variables describe as below:
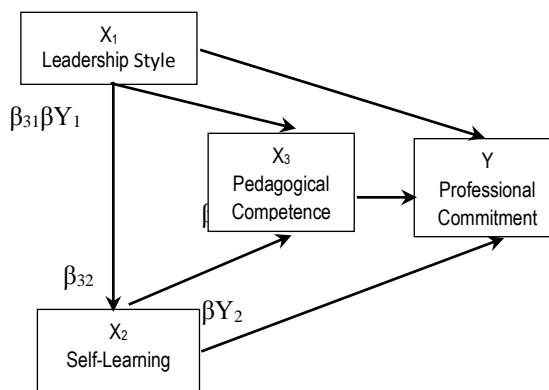

Figure 1: Constellation Model between variable

For the purposes of this research study simple random sampling has been used and the sample size comprised 95 of the 1995 kindergarten teachers in South Jakarta. Proportional technique is used to determine samples in every district in South Jakarta. The table of research sample as below:

Table 1: Research Sample in 10 District in South Jakarta

District	Population	Sample
Kebayoran Lama	282 teachers	282/1995 x 95 = 13
Kebayoran Baru	146 teachers	146/1995 x 95 = 7
Pesanggrahan	229 teachers	229/1995 x 95 = 11
Mampang	69 teachers	69/1995 x 95 = 3
Setiabudi	60 teachers	60/1995 x 95 = 3
Pasar Minggu	252 teachers	252/1995 x 95 = 12
Tebet	199 teachers	199/1995 x 95 = 10
Cilandak	297 teachers	297/1995 x 95 = 14
Jagakarsa	318 teachers	318/1995 x 95 = 15
Pancoran	143 teachers	143/1995 x 95 = 7
Total	1995 teachers	Total = 95

The questionnaire was used to gather the necessary information. The professional commitment questionnaire, leadership questionnaire and self-learning questionnaire was on a scale 1 to 5 Liker scale. The pedagogical competence has been used test to gather the information. Every right answer scored 1 and the wrong answer scored 0. Validity test used factor analysis with critical values of the Pearson product moment and to calculate reliability is used Cronbach's Alpha. Validity of pedagogical competence instrument is calculated by point biserial correlations and reliability is calculated by Kruder Richardson formula (KR-20). Invalid points of the instrument are not use in research data. After calculated the validity test of instruments, all of the research data is reliable. The total points of theinstrument describe before and after validity test are on table below:

Table 2: Total Points of The Instrument After Validity Test

Instruments	Y	X_1	X_2	X_3
Points Before Test	50	45	45	50
Points After Test	43	43	43	40
Points Invalid	7	2	2	10

3.1 Analysis Data Technique

Path analysis is used in analysis data technique in this research. Path analysis refer to general term for an approach that employs simple bivariate correlations to estimate relationship in Statistical Package for Social Sciences (SPSS) Models. Path analysis seeks to determine the strength of the paths shown in path diagram. The method used analysis correlation method by partial and together. Interrelationship model between variables comprise three structures:

1. Substructure 1 comprises one variable professional commitment (Y) as endogen variable and three variables exogenous caused leadership style (X_1), self-learning (X_2) and pedagogical competence (X_3).
2. Substructure 2 comprises two variables exogenous: leadership style (X_1) and pedagogical competence (X_3) and one variable endogenous: self-learning (X_2).
3. Substructure 2 comprises one variable exogenous: leadership style (X_1) and one variable endogenous: self-learning (X_2).

According to the correlation, path model in substructure 1, 2 and 3 are:
1. Path model in substructure 1
2. $Y = \beta_{Y1}X_1 + \beta_{Y2}X_2 + \beta_{Y3}X_3 + \varepsilon y$
3. Path model in substructure 2:
4. $X_3 = \beta_{31} X_1 + \beta_{32}X_2 + \varepsilon_3$
5. Path model in substructure 3: $X_2 = \beta_{21}X_1 + \varepsilon_2$

For the purpose of the study, assumption test used normality and linearity test. Normality and linearity test to intend whether data assumption errordistribute normally or not. A good data is having distribute normal data or along normal. Kolmogorov Smirnov test is used to investigate whether the data distribute normal or not.

According to result of this study, the following of research hypotheses of this study:

1. Leadership style has a positive influence on professional commitment.
2. Self-Learning has a positive influence on professional commitment.
3. Pedagogical competence has a positive influence on professional commitment.
4. Leadership style has a positive influence on pedagogical competence.
5. Self-Learning has a positive influence on pedagogical competence.
6. Leadership style has a positive influence on self-learning.

4 RESULT AND DISCUSSION

4.1 Description Analysis of Data

The Result will comprise descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis describes characteristic of data was carried out by using percentage and frequencies, mean, standard deviation and Pearson product correlation coefficient which was used to find out whether there was significant and positive relationship between variables. The result of description analysis of dataall variable as the following table:

Table 3: Summary Description Result Analysis of Data

Statistic	Y	X_1	X_2	X_3
Total Sample (N)	95	95	95	95
Minimal Score	125	149	129	15
Maximal Score	215	215	215	38
Deviation Score	90	66	86	23
Mean	176,31	184,34	174,72	29,62
Median	173	182	172	30
Modus	172	172	172	28
Deviation Standard	13,959	15,924	13,059	4,783

4.2 Analysis Requirement Test

Before doing path analysis, data should fulfill requirements of statistics test: (1) normalitytest (2) significance test and linearity coefficientregression test. According to calculation result of all data, normality test in this research distribute normally. The summary of the calculation described atthe following table:

Table 4: Summary Result of Calculation Estimate Error Normality Test with Kolmogorov Smirnov Test

Estimate Error	D_{count}	D_{table}	Conclusion
Y of X_1	0,108	0,140	Normal
Y of X_2	0,060	0,140	Normal
Y of X_3	0,106	0,140	Normal
X_3 of X_1	0,100	0,140	Normal
X_3 of X_2	0,111	0,140	Normal
X_2 of X_1	0,103	0,140	Normal

According to the result of significant test regression model (F-significant test), regression model of all variables indicate significant result base on criteria significant test $F_{count} > F_{table}$. Summary of overall regression model described at the following table:

Table 5: Result Summery of SignificantTest Regression Model

No	Error Estimate	F_{count}	F_{table}	Conclusion
1.	Y of X_1	28,730	3,940	Significant
2.	Y of X_2	13,937	3,940	Significant
3	Y of X_3	28,730	3,940	Significant
4.	X_3 of X_1	4,136	3,940	Significant
5.	X_3 of X_2	5,536	3,940	Significant
6.	X_2 of X_1	33,254	3,940	Significant

The result of regression linearity test ($F_{lineraity}$ Test) also indicate that overall regression model in linear pattern. Result summary of overall linearity test of regression model described at the following table:

Table 6: Result Summary of Linearity Test of Regression Model

No	Error Estimate	F_{count}	F_{table}	Conclusion
1.	Y of X_1	1,314	1,622	Linear
2.	Y of X_2	1,457	1,620	Linear
3	Y of X_3	1,596	1,729	Linear
4.	X_3 of X_1	0,995	1,622	Linear
5.	X_3 of X_2	1,551	1,621	Linear
6.	X_2 of X_1	1,244	1,622	Linear

4.3 Analysis Model

After normality test of regression, significant test and regression linearity, model has been done the next step in testing model causality is doing path analysis. According to causality model formed theoretically, diagram path analysis and point of coefficient every path were acquired.

4.3.1 Interrelation Variables of Path Model in Substructure 1

Interrelation variables Model in Substructure 2 comprise one variable endogenous (Y) and three variables exogenous (X_1, X_2, X_3) and one variable residue ε_y. according to this relation, path model in substructure 1 is: $Y = \rho_{YX1}X_1 + \rho_{YX2}X_2 + \rho_{YX3}X_3 + \varepsilon$. SPSS-16 calculation acquired path coefficient in substructure 1 in the following table:

Table 7: Point Path Coefficient in Substructure 1

Coefficients*

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	Constant	122.141	11.372		10.741	.000
	X_1	.301	.058	.471	5.150	.000
	X_2	-.140	.062	-.335	-2.263	.026
	X_3	.743	.337	.332	2.205	.030

a. Dependent

Variable: Y

Path model in substructure 1 is:

$Y = 122,141 + 0,301.X_1 - 0,140.X_2 + 0,743.X_3 + \varepsilon_Y$.

With $R^2_{Y123} = 29$ %. The influence of another variable outside X_1, X_2, X_3 to Y is 86%.

Result of the empiric model is presented in the following table:

Table 8: Result Summary of empiric model in substructure 1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.538[a]	.290	.266	9.831

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.538[a]	.290	.266	9.831

a. Predictors: (Constant): X_1, X_2, X_3,

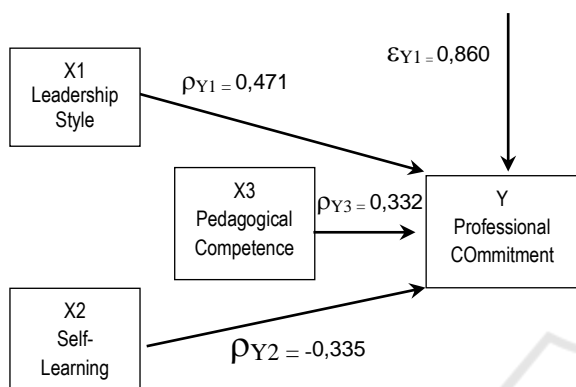Path Diagram Substructure 1 is presented in the following figure:

Figure 1: Interrelation Variable of Empiric Causal in Substructure 1

4.3.2 Interrelation variables of Path Model in Substructure 2

Interrelation variables Model between in Substructure 2 comprise one variable endogenous (X_3) and two variables exogenous (X_1, X_2) and one variable residue ε_y. According to this relation, path model in substructure 2 is: $X_3 = \rho_{Y1}X1 + \rho_{Y2}X2 + \varepsilon_3$
SPSS-16 calculation acquired path coefficient in substructure 1 in the following table:

Table 9: Point Path Coefficient in Substructure 2

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	Constant	11.497	3.011		3.818	.000
	X_1	.041	.016	.276	2.611	.011
	X_2	.062	.019	.336	3.181	.002

a. Dependent Variable:

X_3

Path model in substructure 2 is:
$X_3 = 11,497 + 0,041 X_1 + 0,062 X_2 + \varepsilon_3$.

With $R^2_{213} = 29,2$ %. The influence of another variable outside X_1, X_2, X_3 to Y is 84,1%.
Result of the empiric model is presented in the following table:

Table 10: Result Summary of empiric model in substructure 2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.541[a]	.292	.277	2.274

a. Predictors: (Constant), X_2, X_1

Path Diagram Substructure 2 is presented in the following figure:
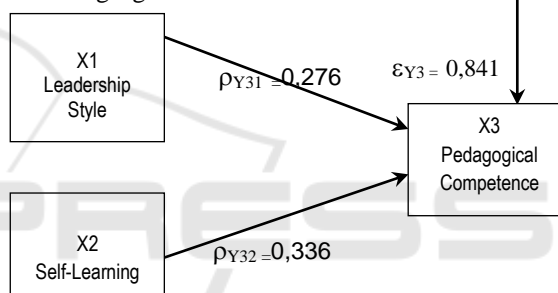

Figure 2: Interrelation Variable of Empiric Causal in Substructure 2

4.3.3 Interrelation variables of Path Model in Substructure 3

Interrelation variables Model between in Substructure 3 comprise one variable endogenous (X_3) and two variables exogenous (X_1, X_2) and one variable residue ε_y. According to this relation, path model in substructure 3 is: $X_2 = \rho_{YX1}X1 + \varepsilon_3$
SPSS-16 calculation acquired path coefficient in substructure 1 in the following table:

Table 11: Point Path Coefficient in Substructure 3

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	Constant	97.130	13.504		7.193	.000
	X_1	.421	.073	.513	5.767	.000

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Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	97.130	13.504		7.193	.000
	X_1	.421	.073	.513	5.767	.000

a. Dependent Variable: X_2

Path model in substructure 2 is:

$X_2 = 97{,}130 + 0{,}421 X_1 + \varepsilon_2$.

With $R^2_{31} = 26{,}3$ %. The influence of another variable outside X_1 to X_2 is 85,8%.

Result of the empiric model is presented in the following table:

Table 12: Result Summary of empiric model in substructure 2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.513[a]	.263	.255	11.268

a. Predictors: (Constant), X_1

Path Diagram Substructure 2 is presented in the following figure:

$\varepsilon_3 = 0{,}858$

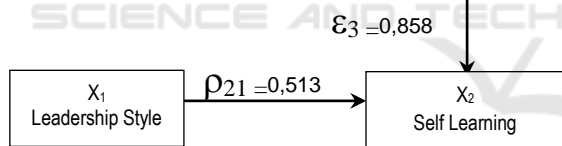| X_1 Leadership Style | $\rho_{21} = 0{,}513$ → | X_2 Self Learning |

Figure 3: Interrelation Variable of Empiric Causal in Substructure 3

After doing test model from six coefficient reaserched, all of path coefficient were identified significant at $\alpha = 0{,}05$. Overall Empiric Path Diagram is presented in the following figure:
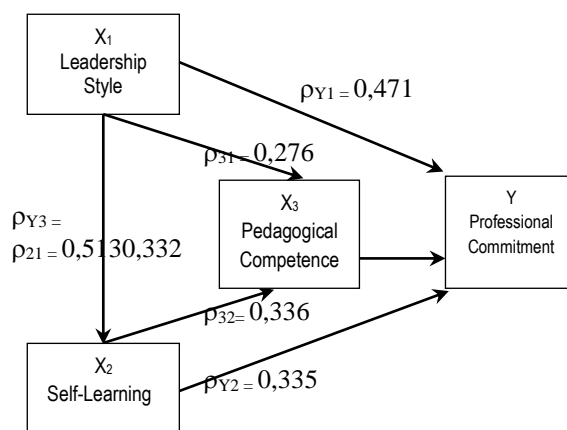

Figure 4: Path Coefficient Leadership Style, Self-Learning, and Pedagogical Competence to Professional Commitment

4.4 Hypothesis Testing

Hypothesis 1: Leadership style has positive direct influence on professional commitment.
In order to test this hypothesis,
$H_0 : \beta Y_1 \leq 0$, $H_1 : \beta Y_1 > 0$
According to the calculation, it is acquired point of path coefficient $\rho_{Y1} = 0{,}471$, point of $t_{counting} = 5{,}150$ meanwhile point of t_{table} in significant degree $\alpha = 0{,}05$ is 1,985. Because $t_{counting} > t_{table}$ so H_0 is denied and H_1 is accepted. Therefore, it can be concluded that leadership style has positive direct influence on professional commitment.

Hypothesis 2: Self-learning has positive direct influence on professional commitment.
In order to test this hypothesis,
$H_0 : \beta Y_2 \leq 0$, $H_1 : \beta Y_2 > 0$
According to the calculation, it is acquired point of path coefficient $\rho_{Y2} = -0{,}335$, point of $t_{count} = \left| -2{,}263 \right|$ meanwhile point of t_{table} in significant degree $\alpha = 0{,}05$ is 1,985. Because $t_{counting} > t_{table}$ so H_0 is denied and H_1 is accepted. Therefore, it can be concluded that self-learning has positive direct influence on professional commitment.

Hypothesis 3: Pedagogical competence has positive direct influence on professional commitment.
In order to test this hypothesis, $H_0 : \beta Y_3 \leq 0$, $H_1 : \beta Y_3 > 0$
According to the calculation, it is acquired point of path coefficient $\rho_{Y3} = -0{,}332$, point of $t_{counting} = 0{,}205$, meanwhile point of t_{table} in significant degree $\alpha = 0{,}05$

is 1,985. Because $t_{counting} > t_{table}$ so H_0 is denied and H_1 is accepted. Therefore, it can be concluded pedagogical competence has positive direct influence on professional commitment.

Hypothesis 4: Leadership style has positive direct influence on pedagogical competence.
In order to test this hypothesis, H_0: $\beta_{31} \leq 0$, H_1: $\beta_{31} > 0$
According to the calculation, it is acquired point of path coefficient ρ_{31}= -0,276, point of $t_{counting}$=2,611,
According to the calculation, it is acquired point of path coefficient ρ_{32}= -0,336, point of $t_{counting}$=3,181, meanwhile point of t_{table} in significant degree α=0,05 is 1,985. Because $t_{counting} > t_{table}$ so H_0 is denied and H_1 is accepted. Therefore, it can be concluded that self-learning has positive direct influence on pedagogical competence.

Hypothesis 6: Leadership style has positive direct influence on self-learning.

meanwhile point of t_{table} in significant degree α=0,05 is 1,985. Because $t_{counting} > t_{table}$ so H_0 is denied and H_1 is accepted. Therefore, it can be concluded that leadership style has positive direct influence on pedagogical competence.

Hypothesis 5: Self-learning has positive direct influence on pedagogical competence.
In order to test this hypothesis,
 H_0: $\beta_{32} \leq 0$ H_2 : $\beta_{32} > 0$
In order to test this hypothesis,
 H_0 : $\beta_{21} \leq 0$ H_2: $\beta_{21} > 0$
According to the calculation, it is acquired point of path coefficient ρ_{21}= -0,513, point of $t_{counting}$=5,767, meanwhile point of t_{table} in significant degree α=0,05 is 1,985. Because $t_{counting} > t_{table}$ so H_0 is denied and H_1 is accepted. Therefore, it can be concluded that leadership stylehas positive direct influence on self-learning.

Table 13: Result Summary Hypothesis Testing

Variable	Path Coefficient	$t_{counting}$	t_{table}	Conclusion
X_1 to Y	0,471	5,150	1,985	H_0 is denied and H_1 is accepted. Leadership style (X_1) has positive direct influence on professional commitment (Y)
X_2 to Y	-0,335	2,263	1,985	H_0 is denied and H_1 is accepted. Self-learning (X_2) has positive direct influence on professional commitment (Y)
X_3 to Y	0,332	2,205	1,985	H_0 is denied and H_1 is accepted. Pedagogical competence (X_3) has positive direct influence on professional commitment (Y)
X_1 to X_3	0,276	2,611	1,985	H_0 is denied and H_1 is accepted. Leadership style (X_1) has positive direct influence on pedagogical competence (X_3)
X_2 to X_3	0,336	3,181	1,985	H_0 is denied and H_1 is accepted. Self-learning (X_2) has positive direct influence on pedagogical competence (X_3)
X_1 to X_2	0,513	5,767	1,985	H_0 is denied and H_1 is accepted. Leadership style (X_1) has positive direct influence on self-learning (X_2)

4.5 Direct and Non-direct Influence between Variables

After testing hypothesis, then identifying and counting direct and non-direct influence between variables. The size of direct and non-direct influence acquired from path coefficient and correlation coefficient. The total of direct and non-direct influence called total influence.

4.5.1 Direct and Non-direct Influence to Professional Commitment (Y)

1. Leadership style has 56,3% direct and non-direct influence through pedagogical competence to professional commitment

2. Self-learning has 22,3% upside direct and non-direct influence through pedagogical competence to professional commitment.
3. Pedagogical competence has 33,2% direct influence
4. In other words, professional commitment has been influenced 67,2% by leadership style, self-learning and pedagogical competence, which means 32,8% has been influenced by another factors.

Table 14: Direct and Non-direct Influence to Professional Commitment (Y)

Variable	Influence		
	Direct	Non-direct	Total
Leadership Style (X_1)	0,471	0,092	0,563

Self-learning (X$_2$)	-0,335	0,112	-0,223
Pedagogical Competence (X$_3$)	0,332	0	0,332

4.5.2 Direct and Non-direct Influence to Pedagogical Competence (X3)

1. Leadership style has 44,8% direct and non-direct influence through self-learning to professional commitment
2. Self-learning has 33,6% direct influence to professional commitment.
3. In other words, professional commitment has been influenced 78,4% by leadership style, and self-learning, which means 21,6% has been influenced by another factors.

Table 15: Direct and Non-direct Influence to Pedagogical Competence (X3)

Variable	Influence		
	Direct	Non Direct	Total
Leadership Style (X$_1$)	0,276	0,172	0,448
Self-learning (X$_2$)	0,336	0	0,336

4.5.3 Direct and Non-direct Influence to Self-Learning (X2)

1. Leadership style only has 51,3% direct influence to professional commitment
2. In other words, 48,7% has been influenced by another factors.

Table 16: Direct and Non-direct Influence to Self-Learning (X2)

Variable	Influence		
	Direct	Non Direct	Total
Leadership Style (X$_1$)	0,513	0	0,513

5 CONCLUSIONS

Base onthe analysis and discussion, the conclusion as below:
1. Leadership style, self-learning and pedagogical competence have positive direct influence to commitment professional. This finding indicated that strong leadership style will effect to a good professional commitment. In educational environment, it means transformational leadershipstyle of a principal who motivate,support, encourage, direct, inspire, develop, facilitate, respect and helping each other will get good respond from the teachers to commit to his profession.Self-learning has positive direct influence to professional commitment. This finding indicated that kindergarten teachers in South Jakarta who has a good willingness of self-learning will influence to their loyalty and dedication to their profession as kindergarten teachers. They study continuously wherever and whenever they are, so they became a good longlife learner. Pedagogical competence learning has positive direct influence to professional commitment. This finding indicated that kindergarten teachers in South Jakarta do their task with full heart because they have a good pedagogical competence so they love their professions and commit to their job with responsibility as kindergarten teachers.
2. Leadership style and self-learning have positive direct influence to pedagogical competence. A good leadership style can create a good climate for self-learning to the kindergarten teachers in South Jakarta, so they can increase their knowledge and teaching skill needed to solve the problems in the class and increase achievement learning of students. Transformational leadership style can motivates teachers to be longlife learners. A good principal also can develop potential of the teachers and motivate and facilitate them with discourse of pedagogical competences.Self-learning has positive direct influence to pedagogical competence. This finding indicated that kindergarten teachers in South Jakarta can increase their teaching skill and pedagogical competence. They have motivation and willingness to improve their teaching skill and pedagogical competence to solve problems they face every day in the class with scientific early childhood learning theory and knowledge which they gather from the books or other reading.
3. Leadership style has positive direct influence to self-learning. This finding indicated that leadership style of the principal who encourage, motivate, respect, support and develop kindergarten will create good climate environment for learning. They also facilitate the tools for learning such as discourse, books, internet, etc so the teachers have no choice to increase their skill through self-learning in order to achievement of students learning. Committed teachers are lifelong learners. Transformational leaderships style motivates the teachers to be lifelong learners.

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