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The Effectiveness of Shepherd Leadership and Trust in the School on Teacher's Work Motivation and Commitment to the School during the COVID-19 Pandemic

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Abstract: This research aims to find the effect of shepherd leadership and organizational trust on work motivation and school commitment. This study was directed at Ketapang Christian Schools (SKK), located in Jakarta and Cibubur (West Java). This research used a saturated sample technique, which means the entire population became sample. The total number of respondents is 100. The Partial Least Square Structural Equation Modeling (PLS-SEM) method was selected as a statistical analysis technique. The conclusion showed that shepherd leadership and trust in the school are essential factors that positively impacted teacher's work motivation. Shepherd leadership and trust in the school also have a positive influence on the commitment to the school. Shepherd leadership has a supportive influence on trust in the school, and work motivation has a supportive impact on the commitment to the school. The finding is expected to provide input for the school in considering policies, especially those related to school organizational structures, to build up trust, work motivation, and teachers' commitment to the school.

Keywords: Leadership, Shepherd Leadership, Work Motivation, Commitment to the School, Trust in the School

INTRODUCTION

In early March 2020, the government officially announced the first case of a COVID-19 patient in Indonesia. One of the sectors that experienced a significant impact on the entry of COVID-19 is the world of education. Students and teachers start doing distance learning in their own homes. The outbreak of the COVID-19 case has made the government pay special attention to the quality of education in Indonesia. One way of realizing quality education is by having quality human resources; in this case, the teacher has an essential role in the education process.¹

As the front line in education, teachers face changes in the educational climate due to the COVID-19 pandemic. They need guidance or direction from leaders to continue to provide quality education.² In this situation, Christian schools are called to respond from the perspective of shepherd leadership. Shepherd leadership is a form of effective and appropriate leadership in the context of Christian education.³ This type of leadership provides a clear direction for Christian schools to live up to their vocation (organizational trust). Shepherd leadership also increases teachers' work motivation and ultimately fosters a deeper commitment to school to fulfill their vocation in education. Previous research conducted by

Pranitasari focused on organizational commitment (as output) due to educational services' quality through an effective leadership process (transactional form), trust, and motivation.⁴ This study tends to look more at transformational shepherd leadership as an effective way to bring good quality education and, at the same time, respond to the impact of the COVID-19 pandemic, which is still ongoing today.

LITERATURE REVIEW

Shepherd Leadership

Shepherd leadership is one of modern leadership, such as servant leadership and transformational leadership. According to Holly Culhane, "shepherding is a universal ... leadership principle" that can be applied in various organizations and sectors of life.⁵ In the context of Christianity, shepherd leadership is a hallmark of the biblical model of leadership, wherein this metaphor depicts God himself as a shepherd for His people.⁶

The Old Testament describes God as the Shepherd of Jacob and his descendants (Gen. 48:15; 49:24). The psalmist in Psalms 23, 28, 80, and 121 describes God as the Shepherd of His flock. The Old Testament metaphor of shep-

¹Ministry of Education and Culture of Republic Indonesia issued circular letter number 2 year 2020 about "Prevention and Handling of COVID-19 in Its Area" and circular letter number 3 year 2020 about COVID-19 prevention in education unit (see Ayunda Pininta Kasih, "Covid-19, Ini Sederet Perubahan Kebijakan Pendidikan di Indonesia," *KOMPAS.com*, 15 Mei 2020, diakses 11 September 2020, <https://www.kompas.com/edu/read/2020/05/15/143254571/covid-19-ini-sederet-perubahan-kebijakan-pendidikan-di-indonesia?page=all>).

²Martinus Tukiran, *Fondasi Teori Manajemen: Sebuah Tinjauan Filosofis, Teoretis, Metodis, dan Praktis* (Yogyakarta: Kanisius, 2020), 223. Quoting the philosophy of Ki Hajar Dewantara, the Father of Indonesian Education, who said *Ing Ngarso Sung Tulodo* which means that leaders must be in the front of position come forward when an urgency position occurs. If many plans don't work, a leader needs to come out front, take over and make breakthroughs to solve problems.

³K. Thomas Resane, "Leadership for the Church: The Shepherd Model," *HTS Teologiese Studies/Theological Studies*

70, no. 1 (2014): 1, accessed September 12, 2020, <https://doi.org/10.4102/hts.v70i1.2045>. The Holy Bible tells us a lot of leadership model such as: school of prophets, servant leadership, teacher-learner relationship, disciple-making, coaching, mentoring and one of them is shepherd leadership.

⁴Diah Pranitasari, "The Influence of Effective Leadership and Organizational Trust to Teacher's Work Motivation and Organizational Commitment," *Economic dan Management Media* 35, no. 1 (2020): 75, accessed September 12, 2020, <https://doi.org/10.24856/mem.v35i1.1257>.

⁵Holly Culhane, "The Leader as Shepherd," in *Servant Leadership in Action: How You Can Achieve Great Relationships and Results*, ed. Kenneth H. Blanchard and Renee Broadwell (Oakland: Berrett-Koehler, 2018), chap. 8.

⁶Quentin P. Kinnison, "Shepherd or One of the Sheep: Revisiting the Biblical Metaphor of the Pastorate," *Journal of Religious Leadership* 9, no. 1 (2010): 65–67.

herd is inherent in the nation's leaders referred to as shepherds (2Sam. 5:2; Ezek. 34:1; Jer. 23:1).⁷ This shepherd image reflects how a leader guides, protects, and provides for his flock.⁸

The New Testament uses the shepherd metaphor regarding the relationship between Jesus and His followers (Heb. 13:20). Jesus himself said he is the Good Shepherd, who lays down his life for His sheep (John 10:7-18). Raymond Brown said, "Jesus is the model or noble shepherd because he is willing to die to protect his sheep."⁹ After Christ's resurrection, He asked Peter to feed His flock (John 21: 15-17).¹⁰ Resane describes the leader's role as shepherd in the Old and New Testaments as follows:

The broader functions of the shepherd were to lead the sheep to pastures and water (Ps 23:1) to protect them from wild animals (1 Sm 17:34–35); and to guard them at night, whether in the open (Lk 2:8) or in sheepfolds (Zeph 2:6) where they counted them as they entered the fold (Jr 33:13). They took care of the sheep and even carried weak lambs in their arms (Is 40:11).¹¹

The shepherd-sheep metaphor Jesus said in John 10 shows the shepherd's close relationship with his sheep. This close relationship can be seen from how the sheep recognize the shepherd's voice and trust in the shepherd. Köstenberger said, "This intimacy of a shepherd and his flock provides a beautiful illustration of the trust, familiarity, and bond

existing between Jesus and his followers."¹² In this metaphor, Jesus also showed that the trustworthiness of the true shepherd is contrasted with the untrustworthiness of the hired shepherd who runs away from the sheep when danger comes. From all the descriptions above, the conclusion is that the shepherd leader's trustworthy character determines the shepherd leadership's effectiveness. That trustworthy character is indicated by how the flock trusts his words and all his deeds for the welfare of his sheep.

This metaphor concludes that in the context of Christianity, a leader's image is very closely related to the shepherd figure.¹³ In a school context, the leader in question is the Principal, who portrays as a shepherd for the flock, namely the teachers. The interesting thing about the concept of shepherd leadership is the shape of its relationship. In school, the highest leadership, such as the school director, will shepherd the head of field or the school principal, while the principal shepherding the teachers, who will also shepherd the students. So, the relationship in this community is to shepherd each other. The teacher, as a shepherd, is also shepherded by the school principal. Meanwhile, teachers are also leaders who are shepherding their students. Teachers also have the role of shepherd leaders. Besides caring and feeding for his flock, the shepherd's role is also to lead with knowledge and understanding (see Jer. 3:15). The picture of shepherd and teacher cannot be separated from one another. Therefore, shepherd leadership is a model for implementing effective leadership in Christian schools.

⁷Resane, "Leadership for the Church," 1.

⁸Kelebogile T. Resane, "Servant Leadership and Shepherd Leadership: The Missing Dynamic in Pastoral Integrity in South Africa Today," *HTS Teologiese Studies/Theological Studies* 76, no. 1 (2020): 3, accessed September 12, 2020, <https://doi.org/10.4102/hts.v76i1.5608>.

⁹Quoted from Susan E. Hulen, "The Shepherd's Risk: Thinking Metaphorically with John's Gospel," *Biblical Interpretation* 24, no. 3 (2016): 383, accessed September 12, 2020, <https://doi.org/10.1163/15685152-00243p05>.

¹⁰The context in John 21:15-27 tells us that Lord Jesus appears to his disciples on the shore of lake Tiberias and have

personal conversation with Peter. Jesus gave Peter three commands to shepherd His flock as proven love to Him.

¹¹Resane, "Leadership for the Church," 2.

¹²Quoted from Nathan H. Gunther, "The Shepherd-Leader Motif As A Pastoral Model for a Globalizing Church," *Perichoresis* 16, No. 3 (2018): 99, accessed September 12, 2020, <https://doi.org/10.2478/perc-2018-0018>.

¹³Steven Crowther, *Biblical Servant Leadership* (New York: Springer, 2018), 53. In the Old Testament, kings, priests, elders, and government leaders were referred to as shepherds. The description of shepherd leadership is very clear in the Old Testament.

The role of shepherd leadership in the context of the school is described into three roles. First, shepherd leadership influences the sustainability of Christian schools' vision (impacting educational vision) to create trust in schools (organizational trust). School, as an organization, has a clear vision, which becomes a driving force. Richard J. Edlin wrote about the importance of understanding vision to maintain the vision that must be achieved: "It is impossible to maintain a vision unless you have a clear understanding of exactly what that vision is in the first place."¹⁴ A shepherd leaders' central role is to provide direction for schools amid climate change in education due to the COVID-19 pandemic.¹⁵ The leader re-directs the Christian school's vision and mission and how the school continues to carry out the cultural mandate (Gen. 1:28) and the gospel's mandate (Matt. 28:18-20).¹⁶

Second, shepherd leadership affects teachers' motivation to work in schools to fulfill their calling in education. As a shepherd knows his sheep, so a shepherd leader knows his or her followers' condition.¹⁷ A school leaders are sensitive to (aware of) the conditions of their teachers struggling with new contexts in education. School leaders provide encouragement or motivation for teachers to continue to adapt and have the willingness to learn new things related to the distance learning process due to the COVID-19.

Third, shepherd leadership influences teachers' commitment to the school. The leader reminds the teachers of their vocation in education.¹⁸ God's calling is a strong foundation for teachers to remain faithful in doing their work and ministry in the school. The teachers' loyalty to continue serving in education gives birth to a commitment to the school.

Trust in the School

Shepherd leadership is unique in building the trust of the people they lead. The shepherd's words have a profound effect on the sheep. They recognize the voice of their shepherd and only trust in the voice of the shepherd. Shepherd leadership shows a particular relationship between the leader and the person being led. Leaders build trust with their shepherding words. In school leadership, trust is associated with trust in the Principal and the school as an organization. The leader using pastoral words to build teachers' trust in the school.

According to Vakola and Bouradas, organizational trust is defined as a psychological state that provides feedback on how workers perceive a particular condition in every situation.¹⁹ In this situation, teachers have a particular perception about the school amid changes in schools' learning situation during the pandemic period. Trust in the organization (such as school) can be branched into lateral

¹⁴Richard J. Edlin, *The Cause of Christian Education*, 4th ed. (Sioux Center: Dordt College Press, 2014), 75.

¹⁵The fall of humankind into sin causes man's direction to deviate from God's will. God's created structure in humans is still capable, but the direction or function tends to deviate because humans have fallen into sin. See Albert M. Wolters, *Creation Regained: Biblical Basics for a Reformational Worldview*, 2nd ed. (Grand Rapids: Eerdmans, 2005), 53.

¹⁶Khoe Yao Tung, *Menuju Sekolah Kristen Impian Masa Kini: Isu-Isu Filsafat, Kurikulum, Strategi Dalam Pelayanan Sekolah Kristen* (Yogyakarta: Andi, 2015), 2-3.

¹⁷Blanchard and Broadwell, *Servant Leadership in Action*, 72. A good leader knows each flock's condition, whether they are young sheep or new in their community or struggling. The leader here gives a response to the condition of the sheep. In the school community context, a shepherd

leader must have a sensitivity to his/her sheep (teachers) both in terms of psychological, spiritual, and so on. This sensitivity is needed given the change in educational teaching patterns during the COVID-19 pandemic, which is currently taking place.

¹⁸Vocation or *vocare* (Latin) means calling. In the context of Christianity, it is associated with spiritual calling where God calls every believer personally according to their uniqueness to do a noble work that He prepared in advance (Eph. 2:10).

¹⁹Maria Vakola and Dimitris Bouradas, "Antecedents and Consequences of Organizational Silence: An Empirical Investigation," *Employee Relations* 27, no. 5 (2005): 441-458, accessed September 12, 2020, <https://doi.org/10.1108/01425450510611997>.

trust and vertical trust. Lateral trust is defined as trust between individuals and other individuals, while vertical trust is trust between individuals and leaders in an organization. Other forms of trust can also refer to a person's trust in the structuring of the organization.²⁰ Therefore, organizational trust is shown by individuals (in this case, teachers) in the form of school integrity and reliability with the dimensions of lateral, vertical, and institutional trust.

Work Motivation

A Christian teacher has a calling in carrying out his work in the world of education, so that the motivation to work for a Christian teacher is more based on God's personal calling on him. Regarding the teacher's motivation in doing his job, self-motivation can be interpreted as a form of encouragement through certain factors that influence individuals to behave in a certain way.²¹ There are two kinds of motivation here, namely internal and external motivation. Internal motivation comes from within a person to take action, while external motivation comes from outside the individual. Christian teachers who carry out their calling to work as a response to God's call are a powerful and long-lasting form of motivation. This type of motivation is not included in internal or external motivation because it comes directly from God and manifests itself in a determination to carry out a vocation.²² The shepherd leaders' task is to

encourage (motivate) their followers to continue faithfully doing every job entrusted to them.

Commitment to the School

Teachers' commitment is one of the keys to an organization's success in realizing its vision and mission. In this context, the organization is the school that depicts a series of life with Christ as the Great Shepherd for the whole school's community. Mowday, Steers and Porter define organizational commitment as individuals' strength and their involvement in the organization. There are three components in a person's commitment to the organization: (1) having beliefs and accepting the values and goals of the organization (identification); (2) eagerness to exert endeavor on behalf of the organization (involvement); (3) appetency to maintain membership in the organization (loyalty).²³ In this study, organizational commitment uses an affective approach that identifies itself as part of an organization involved in the process and forms of loyalty shown to the organization in achieving common goals.²⁴

HYPOTHESIS DEVELOPMENT

This research replicated²⁵ Pranitasari's model²⁶ but saw greater effectiveness in transformational leadership, i.e., shepherd leadership. The following six hypotheses are posed to show the effectiveness of shepherd leadership and trust in the school on teacher motivation and school commitment.

²⁰Parastoo Gashtasebi Fard and Fariba Karimi, "The Relationship Between Organizational Trust and Organizational Silence with Job Satisfaction and Organizational Commitment of the Employees of University," *International Education Studies* 8, no. 11 (2015): 197–217, accessed September 12, 2020, <https://doi.org/10.5539/ies.v8n11p219>.

²¹Michael Armstrong and Stephen Taylor, *Armstrong's Handbook of Human Resource Management Practice*, 13th ed. (Philadelphia: Kogan Page, 2014), 169.

²²Mary Shepard Wong, Carolyn Kristjansson, and Zoltan Dornyei, eds., *Christian Faith and English Language Teaching and Learning: Research on the Interrelationship of Religion and ELT* (New York: Routledge, 2013), 225.

²³Richard T. Mowday, Richard M. Steers, and Lyman W. Porter, *Employee-organization linkages: the psychology of commitment, absenteeism and turnover* (New York: Academic

Press, 1982) as cited by Hester Hulpia, Geert Devos, and Hilde Van Keer, "The Influence of Distributed Leadership on Teachers' Organizational Commitment: A Multilevel Approach," *The Journal of Educational Research* 103, no. 1 (2009): 41, accessed September 12, 2020, <https://doi.org/10.1080/00220670903231201>.

²⁴Armstrong and Taylor, *Armstrong's Handbook*, 22.

²⁵For the validity of replication study see Jörn Block, and Andreas Kuckertz, "Seven Principles of Effective Replication Studies: Strengthening the Evidence Base of Management Research," *Management Review Quarterly* 68 (2018): 355–359, <https://doi.org/10.1007/s11301-018-0149-3>; Peter Harremoës, "Replication Papers," *Publications* 7, no. 3 (2019): 1–8, <https://doi.org/10.3390/publications7030053>.

²⁶Pranitasari, "The Influence of Effective Leadership," 78–80.

H1: Shepherd Leadership has a Positive Impact on Commitment to the School

Fasola, Adeyemi, and Olowe mentioned that effective leadership has a significant impact on commitment.²⁷ The better the leadership in an organization (such as school), the more visible the commitment that will be built. Effective shepherd leadership is a transformative leadership that depicts the shepherd who guides the flock (teachers) from a perspective that the school is home. This perspective helps teachers have a sense of belonging to the school and are actively involved as part of the school community. Thus, the first hypothesis stated that shepherd leadership positively impacts teachers' commitment to the school as an organization (school commitment).

H2: Shepherd Leadership has a Positive Impact on Trust to the School

The leader's role in organizational transformation is vital. The progress of creating profound organizational trust is the responsibility of quality leaders. Shepherd leadership has to build the teachers' trust in the organization, namely the school. The leader's shepherding voice encourages teachers to trust their fellow teachers, trust the leader's words, and trust the school organization. In sum, the second hypothesis is that shepherd leadership has a positive impact on school trust.

H3: Shepherd Leadership has a Positive Impact on Work Motivation

Motivation is related to the choices and direction of behavior that a person makes. Hersona and Sidharta clarify the function of leadership,

which directly impacts one's work motivation.²⁸ Shepherd leadership that puts forward the form of relationship between the shepherd (leader) and his flock (teachers) fosters an intense form of relationship that can motivate teachers to remain faithful in doing their work according to God's call to the individual. In short, the third hypothesis is that shepherd leadership has a positive impact on work motivation.

H4: Trust in the School has a Positive Impact on Work Motivation

The level of trust makes someone able to do something, whether it is innovation in completing their responsibilities, as motivation. Guinot, Chiva, and Mallen looked at the effect of organizational trust on one's performance by interceding one's work motivation.²⁹ Motivation becomes a process that must be achieved first and not as a result. Trust in school encourages every teacher to do a good job. The form of trust in schools is shown by solid relationships between individuals and trust in leaders. In other words, the fourth hypothesis states that organizational trust has a positive impact on work motivation.

H5: Trust in the School has a Positive Impact on Commitment to the School

In their research, Fard and Karimi implied that someone who trusts the organization would encourage commitment to the organization.³⁰ Trust in the school organization fosters each teacher's trust, giving birth to an individual commitment to the organization manifested in loyalty to achieve organizational goals. These explanations bring the fifth hypothesis that

²⁷Fasola O.S et al., "Exploring the Relationship Between Transformational, Transactional Leadership Style and Organizational Commitment Among Nigerian Banks Employees," *International Journal of Academic Research in Economics and Management Sciences* 2, no. 6 (2013): 97, accessed September 12, 2020, <https://doi.org/10.6007/IJA.REMS/v2-i6/445>.

²⁸Sonny Hersona, and Iwan Sidharta, "Influence of Leadership Function, Motivation and Work Discipline on Employees' Performance," *Journal of Applied Management*

15, no. 3 (2017): 528–537, <https://doi.org/10.21776/ub.jam.2017.015.03.18>.

²⁹Jacob Guinot, Ricardo Chiva, and Fermín Mallén, "Organizational Trust and Performance: Is Organizational Learning Capability a Missing Link?" *Journal of Management and Organization* 19, no. 5 (2013): 559–582, <https://doi.org/10.1017/jmo.2014.3>.

³⁰Fard and Karimi, "The Relationship Between Organizational Trust," 224–225.

organizational trust positively impacts school commitment.

H6: Work Motivation has a Positive Impact on Commitment to the School

Motivation has a significant effect on improving a commitment to an organization.³¹ The higher the motivation perceived by a person, the higher the level of commitment he has. The motivation of a Christian teacher is built upon his or her vocation. This foundational reason is what builds a teacher's commitment to the school where he or she serves. These facts are summarized in the sixth hypothesis, i.e., work motivation positively impacts school commitment.

RESEARCH METHOD

The research was conducted at the Ketapang Christian School (SKK), located in two locations: Ketapang, Jakarta, and Cibubur, West Java. The two schools are considered to have relatively proximity. The population in this study were all 100 teachers from Kindergarten to Senior High School level.

The sampling form used a saturated sample, which means that the entire population was used as the research sample. The data analysis technique of this study used Partial Least Square Structural Equation Modeling (PLS-SEM). This technique is used because it is considered useful in determining the relationship between latent variables and the indicators forming them. Narimawati explained that the covariance-based Partial Least Square provides concessions in the rules for using SEM procedures.³² However, this method does not ignore the rules relating to reliability, validity, and accuracy in data calculations. There are three components in the PLS-SEM

measurement model: structural, measurement, and weighting scheme models. This method's measurement scales include the metric scale, such as intervals and ratios, and nonmetric scales, namely ordinal and nominal.

The scale of measurement that can be done using this technique provides leeway that cannot be done using other techniques. In addition, some assumptions that must also be considered in this method include data that can have an abnormal distribution, small sample sizes, and no need to randomize samples. Measurement indicators can be carried out in a reflective and formative manner, dichotomous latent variables. Measurement scales do not require an interval measurement scale. Residual distribution is not required; it can act as a theory development and approach with linear regression—recursive relationships that are not needed and complex models that can be tested.³³ According to the PLS-SEM research standard, the minimum sample size to use is ten times the number of lines in the structural model. Because this study uses six structural paths, the minimum sample size required is 60 samples. This study uses 100 samples, so it is more than sufficient. In addition, the reflective measurement model in PLS-SEM uses the reliability and validity of the model, namely Cronbach's alpha or uses a p-value (composite reliability) of 0.7, the external loading value of each latent variable is at least 51% or 0.51, as well as convergent and discriminant validity by looking at the AVE (Average Variance Extracted) value of at least 0.5. This analysis technique can also be used even though it uses a sample that is not too much, namely 30 as the minimum sample. There are four variables to be tested in this study: shepherd leadership and trust in the school as exogenous variables,

³¹Catherine R. Curtis, Randall S. Upchurch, and Denver E. Severt, "Employee Motivation and Organizational Commitment: A Comparison of Tipped and Non-tipped Restaurant Employees," *International Journal of Hospitality &*

Tourism Administration 10, no. 3 (2009): 264-267, <https://doi.org/10.1080/15256480903088469>.

³²Umi Narimawati et al., *Ragam Analisis Dalam Metode Penelitian* (Yogyakarta: Andi, 2020), 5.

³³Ibid., 6.

school commitment as an endogenous variable, and work motivation as a mediating variable.³⁴

RESULT AND DISCUSSION

The respondents who filled out the questionnaire of this study were 72.5% women, and others were men, 67.9% had worked five years for this school and had become permanent teachers, 56.9% of them were also teachers who were already in the structural position.

The fit model test (outer model) has also been carried out by looking at the reliability > 0.70 and construct validity using $AVE > 0.50$. As can be seen from Table 1, the value of composite reliability and AVE for each variable indicated the construct explains more than 50 percent of the indicator's variance, thus providing acceptable item reliability. Path analysis is used to see the amount of influence generated between variables in this research model.

Table 1 Composite Reliability and Construct Validity of Measurement Result

Measurement Indicator Item	Composite Reliability	AVE
Shepherd Leadership The Principal gives motivation to me The Principal guides us to achieve the vision and mission of this school The Principal is my inspiration The Principal understands well every policy The Principal makes an effective structure in this unit The Principal understands well the condition of his or her structure The Principal facilitates teacher well	0.911	0.672
Trust in the School The school becomes better from day today The school treats all teacher fair The school is honest in carrying out its leadership The policy makes school become better Teachers in this school have a good personality Every teacher wants this school becomes better day by day Every teacher in this school has a sense of belonging to one another	0.894	0.678
Work Motivation I do my responsibilities well I have a good method for my class I want to help other teachers I will follow every rule in this school I solve my problem well I know what this school want to do	0.881	0.649
School Commitment I am happy working in this school I care about the problem that this school face All the teachers in this school have one another I feel happy to spend my career here This school is means a lot to me This school is my second family I have a sense of responsibility to this school	0.903	0.699

³⁴George A Marcoulides, ed., *Modern Methods for Business Research* (New York: Psychology Press, 1998), 295.

Table 2 Discriminant Validity

	Shepherd Leadership	Trust in the School	Work Motivation	School Commitment
Shepherd Leadership	0.820			
Trust in the School	0.538	0.823		
Work Motivation	0.381	0.544	0.806	
School Commitment	0.613	0.619	0.564	0.836

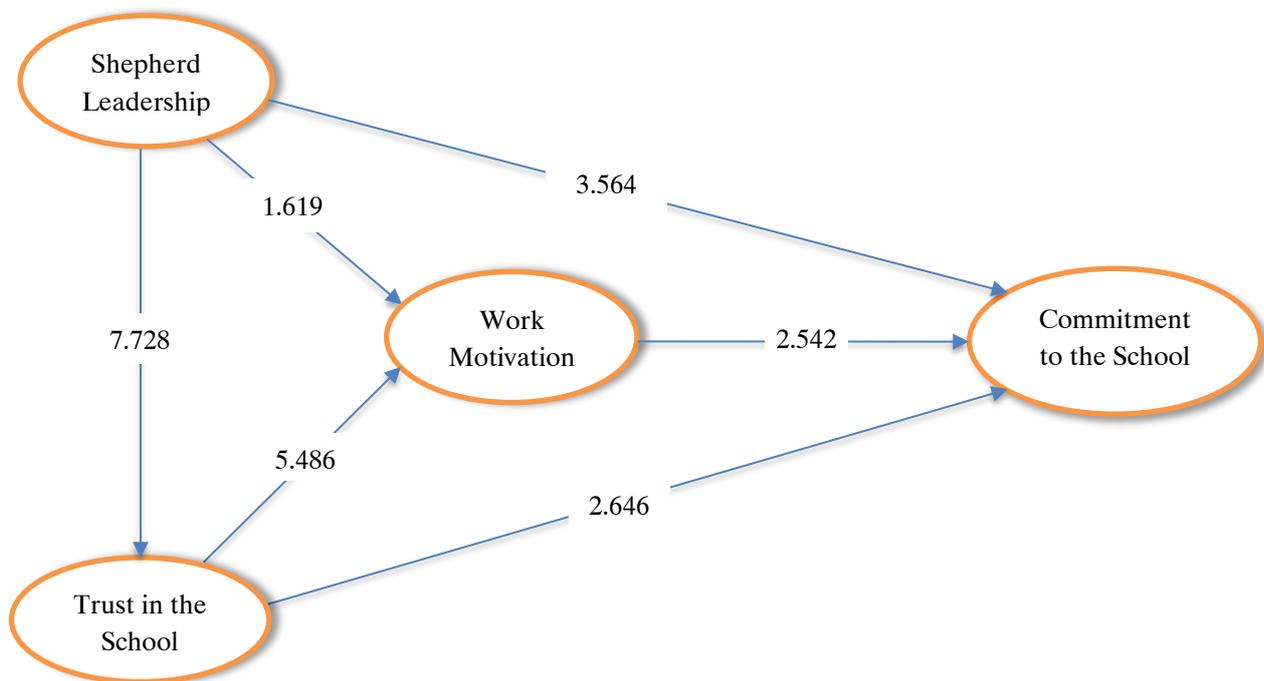


Figure 1 Research Model and Path Coefficient Analysis Between Latent Variables

Discriminant validity counted as construct validity assumed that one item should correlate higher among other items from other constructs theoretically supposed not to correlate. Leadership (see table 2) has a value of 0.820, which is the highest compared with trust (0.538), motivation (0.381), and commitment (0.613). These data indicated that leadership is much larger than any correlation among any pair of latent constructs. Trust has value 0.823 which is highest compared with leadership (0.538) motivation (0.544) and commitment (0.619). Motivation has value 0.806 which is highest compared with leadership (0.381) trust (0.544) and commitment (0.564). Commitment has value 0.836 and also the highest compared with leadership (0.613) trust (0.619) motivation (0.564). These are also indicated the same thing. They indicated that much

larger than any correlation among any pair of latent constructs. The inner model analysis is accomplished by looking at the path coefficient of direct influence, which is in figure 1.

H1: Shepherd Leadership has a Positive Impact on School Commitment

The influence of shepherd leadership on school organizational commitment is 3,564 (see figure 1). This value implied that the more influential the shepherd leadership (in this case, the Principal’s leadership), the teacher’s commitment to the school will also increase. With commitment, the Principal can ensure teachers’ contribution, energy, and mechanism in carrying out the school’s vision and mission. This finding is in line with Fasola, Adeyemi,

and Olowe, which concluded that effective leadership positively impacts organizational commitment.³⁵ Expected commitment in this area is an affective commitment that involves feelings and bonding. This commitment is believed to have the strongest impact than other commitments, normative, and continuance commitment.³⁶

H2: Shepherd Leadership has a Positive Impact on Trust to the School

The influence of shepherd leadership on trust in schools is 7,728 (see figure 1). This value implied that a shepherd leader who is effectively leading and conveying duties and responsibilities will positively impact the teachers' trust in the school. This kind of leadership is needed to bring the school to become a better organization through competencies, consistency, and openness of the teachers who work there. The existence of good competence, high consistency, and openness creates a conducive climate in that organization. A good working climate allows every teacher to work and participate actively in school. This finding supports Rua and Araujo's research, who found the impact of effective leadership on organizational trust.³⁷

H3: Shepherd Leadership has a Positive Impact on Work Motivation

The impact of shepherd leadership on work motivation is 1,619 (see figure 1). This value implied that a shepherd leader who is effectively leading and carrying out duties and responsibilities will increase teachers' work

motivation. This finding supports Hersona and Sidharta, who proved that leadership has a positive impact on work motivation.³⁸

H4: Trust in the School has a Positive Impact on Work Motivation

The impact of school trust on work motivation is 5,486 (see figure 1). This value implied that the teachers' trust in the school would bring higher work motivation. Trust, as discussed before, is an essential indicator in creating a good working atmosphere. A good situation will trigger a person to work with high motivation. Without motivation, teachers may not do their job and responsibilities properly to bring no good to the school itself. This finding is in line with Guinot, Chiva, Mallen,³⁹ and Tezergil, Kose, and Karabay,⁴⁰ who found that trust organizations positively impact work motivation.

H5: Trust in the School has a Positive Impact on Commitment to the School

The consequence of organizational trust on organizational commitment is 2,646 (see figure 1). This value can be interpreted as the teachers' trust in the school will increase the commitment to the school. The commitment expected to increase the teachers' sense of trust to the school is affective commitment, involving more feelings and bonds. This type of commitment has the strongest influence compared to other commitments. This finding is in line with Fard and Karimi⁴¹ as same as Ghazinejad, Hussein, and Zidane,⁴² who found

³⁵Fasola O.S et al., "Exploring the Relationship," 96.

³⁶Armstrong and Taylor, *Armstrong's Handbook*, 22.

³⁷Orlando M. Rua and João M. Araújo, "Linking Transformational Leadership and Organizational Trust: Has Organizational Commitment a Mediating Effect on It?" *Management Letters* 16, no. 1 (2016): 43–62, <https://doi.org/10.5295/cdg.140484om>.

³⁸Hersona dan Sidharta, "Influence of Leadership Function," 536–537.

³⁹Guinot, Chiva, and Mallen, "Organizational Trust and Performance," 559–582.

⁴⁰Seher Arikan Tezergil, Ali Kose, and Melisa Erdilek Karabay, "Investigating the Effect of Trust, Work-Involvement, Motivation and Demographic Variables on Organizational Commitment: Evidence from IT Industry," *International Journal of Business and Management* 9, no. 12 (2014): 111–122, <https://doi.org/10.5539/ijbm.v9n12p111>.

⁴¹Fard and Karimi, "The Relationship Between Organizational Trust," 197–217.

⁴²Masoumeh Ghazinejad, Bassam A. Hussein, and Youcef J.T. Zidane, "Impact of Trust, Commitment, and Openness on Research Project Performance: Case Study in a

that trust is essential for creating a firm commitment.

H6: Work Motivation has a Positive Impact on Commitment to the School

The effect of work motivation on commitment to the school is 2,542 (see figure 1). This value indicated that the teachers' motivation in carrying out their roles and responsibilities will bring a higher commitment to the school. External motivation is expected to create a robust affectional commitment or bond to the school. This finding is in line with Gondokusumo and Sutanto (2015) results, suggesting that work motivation affects organizational commitment.⁴³

CONCLUSION

Shepherd leadership has an influence of 3,564 on commitment to the school, 7,728 on trust in the school, and 1,619 on work motivation. Trust in the school contributes to work motivation and commitment to school, respectively 5,486 and 2,646. Work motivation has an effect of 2,542 on commitment to school. The most prominent role in increasing trust, work motivation, and commitment is the shepherd leadership role. In this context, the shepherd leader is the Principal who leads each level in each school unit and who must carry out his/her role effectively because otherwise trust, motivation, and commitment will not be built well in the school. These research findings are intended for Christian schools that want to increase their teachers' commitment to the school, starting with the Principal's role and responsibility as the shepherd leader who builds teachers' motivation, whose fruit is a commitment to the school. An effective shepherd leadership is essential in order to advance good quality education in Christian schools.

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⁴³Steven Gondokusumo and Eddy Madiono Sutanto, "Motivasi Kerja, Kepuasan Kerja, Dan Komitmen

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