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THE PRINCIPAL'S SUSTAINABLE LEADERSHIP AND THE RELATION WITH TEACHERS' ORGANIZATION COMMITMENT: A CASE STUDY OF GOVERNMENT ASSISTANCE RELIGIOUS SCHOOL

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Abstrak

Efficiency and effectiveness of school is related to and affected by the practice of principal's leadership in an organization. The leadership practice is fundamental to an organization governed pattern. Features found in a leader in this regard will affect the course of an organization in achieving its own goals. The effective practice of leadership often times contribute to a high level of commitment to work or vice versa. In parallel, descriptive research survey was conducted to identify the principal's sustainable leadership practices and the correlation of the level of organizational commitment among teachers in government-aided religious schools (SABK) in Selangor. This research involves a school government funded religious secondary in Klang area, SAM Nurul Iman. Respondents' population for this study consistedall teachers of SAM NurulIman total of 48 people. Data were analyzed using the StatisticalPackagefor SocialScience (SPSS) software version 22.0 to get the mean score, standard deviation and Pearson correlation. Data were collected using a questionnaire developed and modified by the Sustainable Leadership Theory founded by Hargreaves and Finn (2006) and Theory of commitment by Allen and Meyer (1991).
Keywords: practice sustainable leadership, organizational commitment, principals, SABK

INTRODUCTION

Along with the rapid development of various fields in a borderless world, awareness of the importance of knowledge has increased. Therefore, the society has laid formal educational institutions as the institutions are responsible in educating children. In the Budget 2012, Datuk Seri MohdNajibTunRazak has allocated funds amounting to RM 50.2 billion to the educational sector. In addition, the development allocation of RM1.9 billion to be spent on all types of school consisting of national schools, national-type Chinese and Tamil schools, mission schools and Government-assisted religious schools (Ministry of Finance Portal). This shows the government's determination to uphold the educational sector in order to produce a first-level mind.

To assist and strengthen the implementation of religious schools in Malaysia, the government has stepped up the efforts with the establishment of a purely government-aided religious schools (Ministry of Education 2006). SABK also previously known as Sekolah Agama Rakyat (SAR) that there is a continuation of the present system of

education cottage which has been established in the country since the 16th century.SAR has produced many outstanding scholars in the field of religion besides than academic. Along with it, many parents have placed their trust and high expectations to religious schools because they hope that children will not only excel academically but also in theology. Religious Secondary School (SMA) / SABK not only produce academiciansbut evenprofessional scholars too. It is one of thereasons why the parents are willing to place their children in religious schools.

The study conducted by Abdul Munir (2003) stated a number of reasons why the religious schools becomethe choice for nowadays parents. One of the main reason is their children religious instruction and the opportunity to capture the public happen simultaneously, the government has given recognition to religious schools and for indirectly entitles them who went to the Islam homage university abroad.MuhamadSood (1984) stated in his study on "Perceptions of Students, Parents and Teachers against Religious Secondary School Selection in New Ross District Selangor Malaysia" that parents have a high desire to send their children to religious schools. Obviously all these advantages show the level of public confidence, especially parents who encourage them to enrol their children in religious mainstream schools. But, the school-based religion cannot be avoided by leadership issues that arise like other educational institutions are facing.

Religious school system has a broader aim than the national schools such as spiritual formation of students, touched on the relationship between man and the creator of society, knowledge in academic and life skills. Therefore, the role and duties of teachers SABK become increasingly heavy in addition to the addition of clerical work and at the same time they need to educate students into the right track.Therefore,teachers need to be smart in time management and strategy to educate students so that they not to drift modern there. With the technology workload of teachers, principals as leaders should adopt a leadership style that is relevant to teachers is not easily lost commitment to organisasi.Ini as leadership style adopted will determine the readiness of teachers to accept assignments sustain commitment to the organization ,

The extent of the deterioration of the level of teacher commitment can have a negative impact on the teaching profession? Does leadership among the main factors it happen? Opinion further in this regard, the management of an organization believes that when employees have a strong commitment to the organization, indirectly they will exhibit his happiness at work, reducing the time it useless and do not tend to leave the organization next aka affects productivity and quality of work are positive (Singh and Vinincomber, 2000) Conversely, if the employees are not fully committed to the organization that will lead to various problems arise. Welfare Malaysia 2011 report shows that the teaching profession is in fourth place with a share of 48% compared to other professions such as nurses,doctorsand teachers. About 530 representing 0.128% of the total number of teachers across the country suffer from mental disorders by the interventions made by the Ministry of Education Malaysia.

This study was undertaken to observe, investigate and conclude whether the principal leaders SABK is sustainable or 'sustainable leaders'. In this study, researchers wanted to give a clear picture of the level of leadership behaviors and practices applied

by the principal in particular in promoting leadership in schools as well as the influence of the leadership on organizational commitment of teachers as was founded by Andy Hargreaves and Dean Fink since 2003. Accordingly, the aim of this study was to identify the practice of Sustainable Leadership principals 'and teachers' organizational commitment.

Leadership is one of the issues in the management of which is still interesting for consideration until now. The media, whether electronic or printed, often displaying opinion and discussion to discuss the issue of leadership in the organization (Locke, EA, 1997). Bass, (1990) stated that the quality of a leader is often regarded as the most important factors that determine the success or failure of the organization. The process for making changes to the organization rather than individual change are easy. The changes must start from the top of the leader himself. If top leaders do not have the ability to lead, the tasks that are very difficult and complex cannot be done. When the leader is able to perform its role properly, the organization is likely to achieve its target.

Edmonds in ShahrilMarzuki (1997), states that "... principals can make a difference", which means the success of an organization depends on the discretion of the principals of educational change towards more effective. Therefore, it is the responsibility of each leader of principals and headmasters ensure that the vision, mission and goals of the organization are achieved thereby achieve the level as High Performance Schools (SBT). So many alternatives that can be done in guiding and helping principals/ head teachers and disciples to reach the standard as High Performance Schools (SBT). AyobJantan (2004) states that in pursuing and achieving excellence in education, leadership is seen as the main focus. This means that the principal is the person who triggered the conflict or a conflict resolver is in the arena of education.

In this regard, the role of school leaders is very important in order to strengthen the role of the school as an institution of knowledge and talent development. Empowering schools is necessary because the school is an institution or an important element in the construction of the future (RahimahHj.Ahmad 2005). Who is the person most instrumental in efforts to strengthen the effectiveness of the school institution? Certainly, the principal or headmaster has a significant influence on the effectiveness of a school (Benis 1985).

According to SaporaSipon (2006) that a problem often arises when the teachers do not respect the principal cause of personal issues or uncomfortable with the leadership in a school. In addition, the level of teacher education may be higher than the principal and the cause they do not respect their elders, deeming the better.

In the present situation, principals often interchange the ages who are allowed to work in the government sector. So, the new principal will be appointed to replace the principals that have been pensioned. Therefore, any administrator who is pensionable certainly will leave a legacy and its own effect. The legacy and this effect will be adopted while waiting for new administrators.

This opinion is supported by Supian (2012) that leadership brings different effects on schools, especially teachers. All behaviors shown by the leadership will bring great impact on the whole school community. In modern times now, there is a range of stylish new leadership to replace the traditional leadership in line with the current

changes.Sarvinder(2008)agreed with this statement that today's leaders need to adopt appropriate leadership to lead the organization and subordinates in handling problems that arise.

RELIGIOUS SCHOOL OF GOVERNMENT ASSISTANCE

Government-assisted religious schools (SABK) is a People Religious School (SAR) Registration Program and statereligious schools. This is a milestone in the government to uphold and strengthen the religious schools in Malaysia. The program was proposed in 2002 by the Minister of Education and proposed again by the Special Committee Tan Sri Murad in August 2004. The national curriculum for SABK is the same as regular school, only added to the curriculum of Al-Azhar University (in Arabic).

SUSTAINABLE LEADERSHIP

Sustainable leadership was formed as a result of 30 years of research in educational leadership in the United States and eight high schools in Canada (Andy Hargreaves, 2007). Sustainable leadership means to maintain educational leadership, maintain and continue the preservation or in other words respecting the future of sustainable leadership, the present and the past and look at the past in an effort to create a better future sustainable leadership concept expressed by Andy Hargreaves and Dean Fink (2003) are:

"*Sustainable leadership matters, spreads and lasts. It is a shared responsibility, that does not unduly deplete human or financial resources, and that cares for and avoids exerting negative damage on the surrounding educational and community environment. Sustainable leadership has an activist engagement with the forces that affect it, and builds an educational environment of organizational diversity that promotes cross-fertilization of good ideas and successful practices in communities of shared learning and development*"

There are seven principles outlined in the Theory of Sustainable Leadership can be practiced by an administrator to administer and lead the school. Among the seven principles of Sustainable Leadership Theory in FauziSulehan (2013) are:

a. Sustainable leadership creates and preserves sustaining learning

b.Sustainable leadership secures success over time

c.Sustainable leadership spreads

d. Sustainable leadership share knowledge and resources with neighboring schools and the local communities

e. Sustainable leadership develops environmental diversity and capacity in teaching and learning

f. Sustainable leadership pays careful attention to its resources

g. Conservation

While Lokman (2009) states that; do not refer to the concept of sustainability remains in a short time but it's a continuing basis and can be improved in the future to the benefit of all.

ORGANIZATIONAL COMMITMENT

Commitment is basically a loyalty to the organization (Bello, 2012). In the school context, it is the extent to which teachers identify their institution and wishes to continue to work to achieve the school's vision. Teachers who have a high commitment at school will also feel that they have a high status in it and is willing to contribute above and beyond what is expected of them (Bogler&Somech, 2004). Meyer and Allen (1997) have studied the background in organizational commitment and demonstrates that the commitment of teachers in teacher organization formed by the characteristics of the organization's statutes, such as school leadership

Organizational commitment is the subject of several studies organizational behavior and is considered an important variable in understanding the behavior and attitudes of employees (Mowday, Porter, and Steers, 1982; Meyer and Allen, 1984; De Cotiis and Sumners, 1987; Meyer and Allen, 1986, 1988; Farkas and Tetrick, 1989; Allen & Meyer, 1990). The study by McGee and Ford, 1987; Meyer and Allen (1984) confirmed that the commitment the organization has three components; namely affective, normative and continuous organization. Commitment refers to the emotions of employees to involvement in the organization. Employees with a strong affective commitment will continue to serve the organization because they want to do so. Continued commitment refers to the awareness of the costs associated with leaving the organization. Finally, normative commitment refers to the sense of responsibility to continue the work. Employees with high levels of normative commitment feel that they should remain with the organization.

Three-component model of Meyer and Allen organizational commitment has been a key model in the study of commitment to organization. In organizational behaviour and industrial and organizational psychology, organizational commitment is individual psychological approach to the organization. The main basis for most studies is to find ways to improve how employees feel about their jobs so that employees will be more committed to their organizations. Among the factors such as stress, power, job insecurity, and leadership is a major contributor to employee commitment.
Meyer and Allen (1991) divides employees' commitment to the organization's commitment to the three types, namely:

a. Affective commitment
This commitment refers to the feeling of bonding workers to maintain their involvement in the organization. Employees with a strong affective commitment will continue to survive in the organization because it is something that they want to remain in the organization and there is a genuine job that suits their soul to the organization (Meyer and Allen, 1997).

b. Continuous commitment
This commitment refers to the sensitivity of the employee that the operating costs of the organization is related to the results of their involvement to continue working or leave the organization. Continuous or ongoing Commitment employee when the employee intends to stay afloat and remain working in an organization that does not even get a return as expected
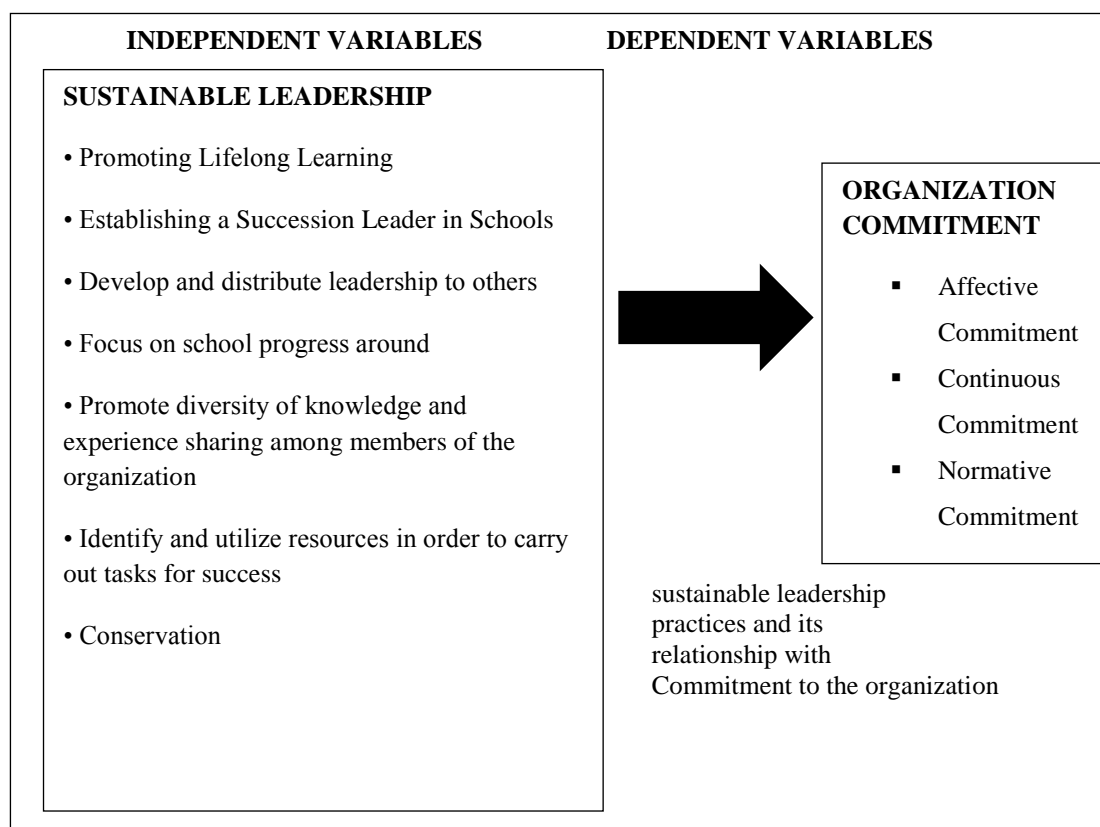
c. Normative Commitment
This commitment refers to the obligations of employees and their willingness weeks to survive in a particular organization based on feelings and beliefs about the value of truth and moral values into the norms and values in the organization of work (Wiener, 1982; Allen and Meyer, 1996).

LEADERSHIP STYLES AND ORGANIZATIONAL COMMITMENT

Studies on the influence of leadership style and organizational commitment revealed a significant positive correlation (Rehman, et al, 2012; Saeed, 2013). The level of impact varies according to the type of leadership style and commitment. Study on primary school teachers Segamat Johor shown that sustainable leadership has a positive influence on the commitment of teachers (Supian and Khadijah, 2012).

THE CONCEPTUAL FRAMEWORK OF STUDY

The independent variables in this study is the trend sustainable leadership principals while the dependent variable is the commitment of public guru. My perception say that the leadership style affects teachers' commitment. Researcher believes that sustainable leadership style exhibited by the school principal will have a certain effect the dimensions of organizational commitment.

INDEPENDENT VARIABLES	DEPENDENT VARIABLES
SUSTAINABLE LEADERSHIP • Promoting Lifelong Learning • Establishing a Succession Leader in Schools • Develop and distribute leadership to others • Focus on school progress around • Promote diversity of knowledge and experience sharing among members of the organization • Identify and utilize resources in order to carry out tasks for success • Conservation	**ORGANIZATION COMMITMENT** ▪ Affective Commitment ▪ Continuous Commitment ▪ Normative Commitment sustainable leadership practices and its relationship with Commitment to the organization

PREVIOUS RESEARCH

What is the scope of principals in school until they are directly responsible role in implementing the education program at the school. Their duties include tasks as an administrator, manager, supervisor, director, representative, facilitator, coordinator, and evaluator. To carry out that responsibility, they must mobilize all forms of human capital and resources in schools, especially teachers so that teachers can be served by committed and effective (Lokman Tahir, 2008). School leaders' research have discovered that a sustainable approach has a positive effect on organizational commitment of teachers .According to Abdul (2005), Sabariah et al. (2008) and Cheah (2008) mainly focused on the commitment of teachers caused by main leadership styles.

Many teachers feel more committed to their task when principals can create communities of mutual support to each other. A principal with poor administration and ineffective viewed invited many teachers to quit from their profession (Fiore, 2004). Many authors agree that organizational commitment is a multidimensional (Becker, Rangal&Riegel, 1995; Bateman and Strasser, 1984). Meyer and Allen (1987) developedthe commitment Model consists of three dimensions: effective, sustained and normative. McShane and Von Glinow (2010) defines the affective commitment as employees' emotional attachment and involvement in a particular organization, while continuing commitment is feeling tied workers to remain in organization in order to avoid heavy losses. In addition, Meyer and Allen (1991) noted that normative commitments are feeling the obligation of workers to survive in an organization based on personal ethics and moral values.

This study was conducted to see, examine and conclude whether the principal is a leader SABK sustainable or 'sustainable leaders'. In this study, researchers wanted to give a clear picture of the level of leadership practices applied by the principal in particular in promoting its leadership in the school that was founded by Andy Hargreaves and Dean Fink since 2003.Teori or Sustainable Leadership Sustainable Leadership is a leadership theory was founded by graduate educational leadership. This means that the theory is not adapted from any other leadership theories that are universal. Therefore, the researchers decided to use sustainable leadership model as independent variables in this study.

Establishment of sustainable leadership principals of high quality is important in the continued growth of sustainable schools. (Owens and Valesky 2011). Sustainable Leadership as described by Hargreaves and Finn (2003) is a responsibility that is shared in a organisation.Hargreaves and Finn (2003) produced seven principles of sustainable leadership: 1) promote sustainable leadership learning; 2) creating a sustainable leadership in school leaders; 3) develop sustainable leadership and other leadership to distribute; 4) leadership emphasizes sustainable development around the school; 5) promoting sustainable leadership diversity of knowledge and experience sharing among

members of the organization; 6) identify and exploit resources in order to carry out the duties of success; 7) maintaining sustainable leadership.

Research findings and explained that leadership in schools is a process of how a principal was leading, the intelligence in managing or governing a school, and the influence and establish a relationship with an individual or a teacher it administers. Through the commitment can be assured they will contribute to school success as expected by many people Lack of commitments will result in symptoms that are not as healthy as truancy, low job satisfaction, burnout, declining performance and the effective application of the frequentlyexchange of teachers. Thus, the researchers propose a conceptual framework shown in Figure 1 below.

METHODOLOGY

The sample for this study involved 48 teachers SAM NurulIman, Selangor involving all teachers in the school population. The study focused to determine the level of sustainable leadership principals 'and teachers' organizational commitment.

RESEARCH INSTRUMENT

The principals sustainable leadership and teacher's organizational commitment were tested through two types of questionnaires; the Sustainable Leadership Questionnaire (SLQ) and the Organisational Commitment Questionnaire (OCQ). The questionnaire tested the practice of sustainable leadership by the principal and the organisational commitment of the teachers. Four demographic variables are also tested in the questionnaire. For every item in the questionnaire, the respondents have to rate their answers based on 5 point Likert Scale, ranging from 5 (strongly agree) to 1 (strongly disagree). The instrument in this research is divided into three parts (Part A, B and C). Part A consists of four items. The demographic variable of the respondent will be asked. In the second part (Part B), the researcher used SLQ. OCQ will be answered by the respondents in Part C.

ANALYSIS
The data gained from this research was analyzed with a device called Statistical Package for the Social Science (SPSS) Version 15.0. Descriptive analysis was used to interpret the demographic variables. The researcher used frequency, percentage, mean and standard deviation. In addition to this, the researcher also used inferential analysis to identify the relationship between the variables.

Level of Mean Score

Mean Score	Level
1.0 – 2.66	Low
2.67 – 3.99	Average
4.00 – 5.00	High

Table 1: Distribution of Survey Item

Part	Item	Number of Question	Total Item
Questions Distribution			
A	Demography	1,2,3 & 4	
B	Sustainable Leadership Principle	1 until 28	28
C	Meyer and Allen Model (1997)	29 until 33	5
	Normative Teacher's Commitment Continuous Teacher's Commitment	34 until 38	5
	Affective Teacher's Commitment	39 until 43	5

RESULT
Demography Characteristics of the Respondent
Table 1: Demographic characteristic of the respondents

Demographic characteristic		Frequency	Percent
Gender	Male	9	18.8
	Female	39	81.2
Age	20-29	12	25.0
	21-39	18	37.5
	31-49	15	31.3
	>50	3	6.3
Category	DGA29	5	10.4
	DGA32	4	8.3
	DGA41	26	54.1
	DGA44	13	27.1
Teaching Experiences	<9 years	17	35.4
	10-19	28	58.3
	>20 years	3	6.3

RESEARCH FINDINGS
The finding of this research is divided into two parts. Part one deals with the levels of principal's sustainable leadership as well as the teachers' organisational commitment from teacher's perspective, while part two deals with the hypothesis tested.

Analysis of the level of teacher commitment
Overall level of sustainable leadership practices was high (mean = 4.29; sd = .680), in line with the commitment of teachers is also high (mean score = 4.0, sd = 0708 ...).

Tables 2 to 5 below shows the mean and standard deviation for each score of teachers' commitment to the available school schedule. From the affective commitment, it is shown that the highest mean (mean = 4.07; sd = 0.650). This was followed by an continuance commitment (mean = 4.06; sd = 0771 and normative commitment (mean = 3.89; sd = 0,702)

Table 2: The Standard Deviation and Mean Score for Teachers' Commitment in School

Variables	Min	Standard Deviation	Level
Affective Commitment	4.07	0.650	High
Continuance Commitment	4.06	0.771	High
Normative Commitment	3.89	0.702	High
Overall Commitment	4.00	0.708	High

Table 3: Teacher's Affective Commitment

Item No	Question	Mean	SD
OCQ1	I would be very happy to spend the rest of my career with this department	3.81	0.790
OCQ2	I love to share my school achievement with other	4.08	0.651
OCQ3	I really feel as if this department problems are my own	4.10	0.660
OCQ4	I feel a strong sense of 'belonging' to my school	4.21	0.544
OCQ5	This department has a great deal of personal meaning for me	4.13	0.606
	Affective Commitment	**4.07**	**.650**

OCQ – Organisational Commitment

Table 4: Teacher's Continuance Commitment

Item No	Question	Mean	SD
OCQ6	I have put so much of myself into this department that I would not consider working elsewhere	4.04	.713
OCQ7	One of the few negative consequences of having this department would be the scarcity of available alternatives	3.88	1.104
OCQ8	I feel that I have too few options to consider leaving this department	4.17	.519
OCQ9	Too much of my life would be disrupted if I decided to leave in department now	4.19	.762
OCQ10	I am not afraid of what might happen if I quit my job without having another one lined up	4.02	.758
	Affective Commitment	**4.06**	**.771**

OCQ – Organisational Commitment

Table 5: Teacher's Normative Commitment

Item No	Question	Mean	SD
OCQ11	Jumping from organization to organization does not seem at all unethical to me	3.75	.700
OCQ12	One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain.	3.73	.707
OCQ13	If I got another offer for a better job elsewhere I would not feel it was right to leave my organization	3.81	.790
OCQ14	I was taught to believe in the value of remaining loyal to one organization	4.04	.651
OCQ15	Things were better in the days when people stayed in one organization for most of their careers.	4.10	.660
	Normative Commitment 3.89		**.702**

OCQ – Organisational Commitment

Analysis of the practice of sustainable leadership principals

This section describes the practice of principal's sustainable leadership based on the seven principles of sustainable leadership practices by Hargreaves and Finn (2002). Table 6 to 12 shows the mean scores for all seven principles of principal's sustainable leadership practiced by SAM NurulIman .Overall data shows that those principles are at high. Analysis of mean for the seven principles are between 4:03 (TT) to 4.85 (TT) with the mean score for the principles of sustainable leadership creates and preserves sustaining learning is at the highest level (4.85) and the mean score principle pays careful attention to its how many resources at their lowest level (4.03).

a.Sustainable leadership creates and preserves sustaining learning

Table 6:Sustainable leadership creates and preserves sustaining learning

Item No	Question	Mean	SD
SLQ1	Principle promotes and encourage lifelong learning among teachers	4.48	.652
SLQ2	Principle make learning the paramount priority in school	4.42	.647
SLQ3	Engage students in discussions and decisions about their own learning	4.52	.505
SLQ4	Principle involve parents more in their children's Learning	4.52	.583
	Overall	**4.85**	**.600**

SLQ-Sustainable Leadership

b.Sustainable leadership secures success over time

Table 7:Sustainable leadership secures success over time

Item No	Question	Mean	SD
SLQ5	Principalshare knowledge in term of management with teachers	4.44	.616
SLQ6	Principal trained the teachers as leaders so that it is easier when they become a school administrator later	4.48	.652
SLQ7	Principals provide training related to leadership in the effort to apply the leadership skills of teachers.	3.98	.729
SLQ8	Principals are always trying to make sure his deputy leader is capable of assuming the duties in his absence.	4.27	.610
	Overall	**4.29**	**.652**

SLQ-Sustainable Leadership

c.Sustainable leadership spreads

Table 8:Sustainable leadership spreads

Item No	Question	Mean	SD
SLQ9	The principal was open to the views expressed by teachers	4.48	.618
SLQ10	Principal encourages teachers to work with teachers from other schools to improve school's performance	4.35	.668
SLQ11	Principal appreciates if the teacher can decide for the good of the school without his help	3.87	.789
SLQ12	Principal encourage teacher to think creatively in teaching	4.33	.630
	Overall `	4.26	.676

SLQ-Sustainable Leadership

d.Sustainable leadershipshare knowledge and resources with neighboring schools and the local communities.

Table 9:Sustainable leadership share knowledge and resources with neighboring schools

Item No	Question	Mean	SD
SLQ13	Principal shares existing expertise in school with nearby schools to help improving that school's performance	4.56	.580
SLQ14	The principal asks for help in administrators expertise from other schools to solve problems in	4.04	.824

Item No	Question	Mean	SD
	school.		
SLQ15	Principalgetting close with administrators at other schools to learn the secrets of their school's performance	4.44	.681
SLQ16	Principal shares information with administrators atother schools so that they also excel	4.33	.663
	Overall	**4.34**	**.687**

SLQ-Sustainable Leadership

e.Sustainable leadership develops environmental diversity and capacity in teaching and learning

Table 10:Sustainable leadership develops environmental diversity and capacity in teaching and learning

Item No	Question	Mean	SD
SLQ17	Principal practices mentor-mentee system for teachers	3.65	1.000
SLQ18	Principal encourages the sharing of knowledge among teachers with different expertise	4.21	.771
SLQ19	Principal cares about teachers' competency By encourage them to join in the students' learning development programme	4.23	.722
SLQ20	Principal emphasis on the concept of teamwork among teachers when they perform a task	4.37	.640
	Overall	**4.12**	**.783**

SLQ-Sustainable Leadership

f.Sustainable leadership pays careful attention to its resources

Table11:Sustainable leadership pays careful attention to its resources.

Item No	Question	Mean	SD
SLQ21	Principal is fair in the distribution of tasks between teachers	4.10	.831
SLQ22	Principal caresabout teachers' welfare matters	4.10	.778
SLQ23	Principal caresabout teachers' emotion	3.81	.790
SLQ24	Principal is confidence towards teachers' efforts	4.04	.651
SLQ25	Principal gives appreciation towards teachers' works	4.10	.660
	Overall	**4.03**	**0.74**

SLQ-Sustainable Leadership

g. Conservation

Table 12:Conservation

No	Question	Mean	SD
SLQ26	Principals take into account the past experiences as a school administrator in the lead now	4.21	.544
SLQ27	Principal will not carry out the programme which has been successfully implemented in other schools to be implemented in school now without analyzing their suitability	4.13	.606
SLQ28	The principal makes the problems faced in the past as a guide to lead the school more effectively	4.04	.713
	Overall	**4.13**	**.621**

CORRELATION ANALYSIS

In search of the answer to the third question, namely the relationship between leadership practices and organizational commitment to sustainable principals, teachers, analysis of these variables was conducted and summarized in Table 13 below.

Table 13:Relationship of principle's sustainable leadership and teacher's organizational commitment component

Principle's Sustainable Leadership		Teacher's Organizational Commitment
	r = 0.642	
	r =0.646 ➡	Affective Commitment
	r =0.564 ➡	Continuance Commitment
	r =0.564 ➡	Normative Commitment

Table 13 shows that sustainable leadership practices accounted for 64% of the commitment of teachers' organizations. There is a significant relationship with the principals of sustainable leadership practices of all organizations committed teachers with r = -0,646 for affective commitment, r = 0,564 for the normative commitment and values of r = 0564 continued commitment at the level of sig = 0.000 (p <0.01) for all organizational commitment. This proves that sustainable leadership principals variables and the level of organizational commitment that teachers have a strong and positive relationship significant with r = 0,642 (p <0.01) as the value of the correlation

coefficient close to 1 (the maximum value of a correlation coefficient). The results also clearly show that there is a correlation between the level of commitment to sustainable leadership and organization in which the significant is which is smaller than the fixed significant level of 0.01 at the two-way of correlation test. Therefore, based on the hypothesis that has been built hypothesis 1 is accepted.

DISCUSSION

The results show that the level of principal's sustainable leadership and teachers' level of commitment to the organization is at a high level. Correlation analysis also showed a significant correlation between the practices of principal's sustainable leadership to teachers' organizational commitment. The findings show that the affective commitment has the highest mean items' I feel a strong sense of 'belonging' to my school "with a mean 4.21(SD =0.544). These findings indicate that school teachers are very fond of making the school as their second home. The continuous commitment needs a constant attention to the school management since its mean is the second highest after affective commitment (Table 4). This is due to the fact that the respondents committed to their schools because they consider the loss of membership of the organization, including the economy will result in a loss to them. As shown in Table 5, normative commitment has the lowest mean (although still at a high level) than with affective commitment andcontinuance.Ini may indicate that respondents remain with the school because of a feeling of obligation. In other words, respondents felt they should remain in the same school as they "should", and not because they "want" or "need".

Based on correlation test was conducted, the findings of the analysis of these tests had proved the hypothesis of the study. Test results show that there is a significant and positive relationship between leadership style and commitment to sustainable organization. Research by Ilham (2014) also showed a strong positive relationship between sustainability leadership and organizational commitment. The results of the Ilham (2014) findings are equal toPearson coefficient analysis that has been described in Table 13. This reinforces the hypothesis in this study were also found that there was a significant relationship between organizational commitment to sustainable leadership. This finding is also consistent with studies by Fauzi, 2013: Roslizam et al. 2012: Supian et al: 2002.

CONCLUSIONS

Overall, the results show that the practice of principal'ssustainable leadership in SAM NurulIman is at a high level. The study also found that teachers in SAM NurulImanachieved thehigh level of commitment affective, continuance, and normative.

Sustainable leadership model is used as an important reference in this study is an alternative leadership practices that can be implemented by the principal for the purpose of creating a conducive work environment even catalyze the attainment of school goals. With good leadership style, organizational commitment will increase and so will indirectly increase the productivity and effectiveness while working. The findings and literature studies available of this study can be used as an evidence in any leadership style remained a positive factor to organizational commitment.

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