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The impact of transformational leadership, entrepreneurial behavior, and self-efficacy on performance: The mediating role of affective commitment

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Abstract
This study aims to develop performance through transformational leadership, entrepreneurial behavior, and self-efficacy through the mediating role of affective commitment at SMKs in West Kalimantan. The placement of affective commitment mediating variables that relate to transformational leadership, entrepreneurial behavior, and self-efficacy with performance. This study uses a quantitative approach with survey techniques. Data were collected through questionnaires and documentation from 254 teachers as a sample from a population of 3,999 teachers in 29 public and private vocational schools in eight districts / cities as data sources. Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with WarpPLS version 7. The research findings show that transformational leadership, entrepreneurial behavior, and self-efficacy have a positive and significant effect on performance through the role of affective commitment, but transformational leadership and self-efficacy have a positive but insignificant effect on performance directly. The conclusion of this study provides a new contribution to the education management literature, especially in strengthening the role of affective commitment as a mediator, and provides practical implications for the development of leadership and vocational education policies in border areas. Recommendations for future research focus on transformational leadership and self-efficacy have a positive but insignificant effect on performance directly as a limitation of this research.

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INTRODUCTION

Transformational leadership has a significant relationship with motivation, innovation, and performance (Naderi et al., 2019). Leaders who inspire their followers to go beyond their own self-interest and who have the ability to have a deep and extraordinary influence on their followers (Judge et al., 2007). In this regard, teachers and principals at least have a commitment to their work and place of work. Employee commitment is reported to be an important part of the organizational experience as it leads to higher performance retention and high productivity (Agarwal, 2015).

Affective commitment to the organization has no significant effect on performance (Schoemmel & S. Jønsson, 2014). Organization and perceived supervisor support directly affect turnover intention without the mediation of affective commitment, affective commitment only separately mediates the negative relationship between perceived support. Affective commitment is more predictive of major organizational consequences (Mercurio, 2015; Tjahjono et al., 2018). The affective dimension was found to correlate most strongly with the organization thus partially mediating the relationship between openness of communication, work discretion and organizational entrepreneurial behavior (Meyer et al., 2002) in an attempt to explore mediating mechanisms in the transformational leadership process (Judge et al., 2007).

The Managing model has been shown to have a significant impact on management practices at times or in specific business situations, focusing on the area of management control (Mintzberg, 2009a; Pryor & Taneja, 2010). Management control focuses on interpersonal constructs, through interpersonal roles, subordinates, and people outside the organization. and other ceremonial and symbolic tasks. This includes being a figurehead, leader, building relationships between leaders and subordinates, and structuring and motivating subordinates, monitoring their progress, promoting and encouraging their development. Roles in transformational leadership and self-efficacy in relation to performance, as well as balancing effectiveness and liaison, maintaining a network of good relationships outside the work unit to obtain information and resources (Haque et al., 2019).

Applied Theory related to transformational leadership helps employees to exceed expectations in realizing their vision into reality (Bass & Riggio, 2006). There are four (4) components of a leader that can transform his subordinates' charismatic leadership, inspirational motivation, intellectual stimulation, and individualized consideration. Entrepreneurial behavior is an individual activity (entrepreneur), behavior is motivated by the desire to achieve certain goals (Fisher, 2012), which is reflected in personality, relationship skills with people, organizational skills, marketing, and finance, and is individual behavior, not corporate behavior (Rauch et al., 2009).

Transformational leadership, entrepreneurial behavior, and self-efficacy on performance can also be applied in education. Self-efficacy is an individual's subjective perception of his or her ability to perform in a given situation to achieve a desired outcome (Katz et al., 1995) and self-assessment of ability (Alwisol, 2018). Teacher self-efficacy plays an important role in influencing teachers and students (Klassen & Tze, 2014). When teachers with high self-efficacy are in the classroom, teachers direct their efforts to solve problems, whereas teachers with lower self-efficacy avoid problems and show less commitment to teaching (Zee & Koomen, 2016). Performance is a multifaceted construct (Hubbard, 2009) , meaning that each party with an interest in performance

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tends to define performance according to their understanding and interests. Understanding and meaning of performance (Ammons, 2014) , there are several factors that affect performance consisting of their abilities, motivation, support received, the existence of the work they do, and their relationship with the organization.

Dimensions of performance based on the Decree of the Minister of Education, Culture and Research: No.34/year 2018, regarding the national standards of education for SMK/MAK: pedagogical, personality, social and professional competencies (Hartmann & Bambacas, 2000) states affective commitment as a feeling of belonging and a sense of attachment to the organization related to personal characteristics, organizational structure, and work experiences, such as salary, role clarity, and skills. Teachers and principals at least have a commitment to work and a high sense of belonging motivation in each of their activities at work.

Literature Review

Empirical studies of transformational leadership refer to leaders inspiring followers to perform beyond expectations to play an important role in organizational performance (Buil et al., 2019). Organizational leaders who carry out their duties and functions properly and responsibly will provide a sense of pride and high respect from their subordinates. Organizational innovation in the role of transformational leadership can produce high-quality results (Getachew & Zhou, 2018). There is an intervening variable that needs to be studied more deeply as a driving variable that hypothesizes the role of leadership in making changes, competitiveness, to improving performance. Employees who have low performance not only fail to meet performance standards but also have a bad influence on others. There is a conceptually close relationship between the performance of organizational leaders with entrepreneurial behavior, self-efficacy, and affective commitment (Haque et al., 2019). The conceptual framework can be seen in Figure 1 below:

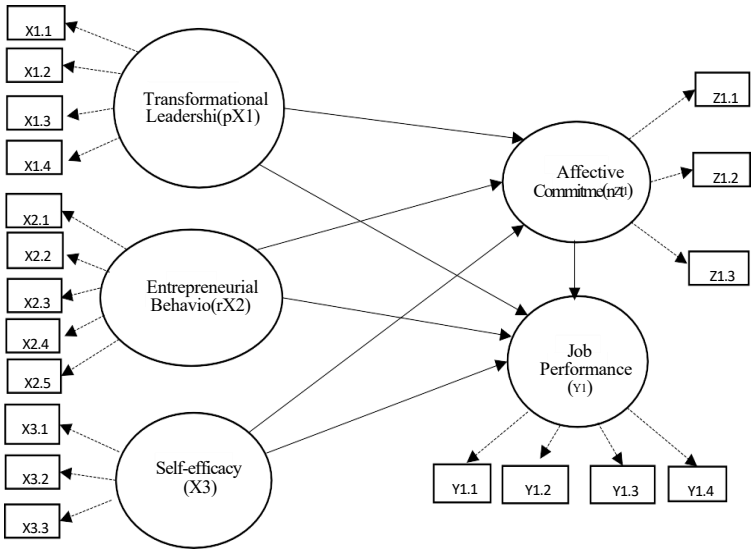

Figure 1. Conceptual Framework Model

The conceptual framework of transformational leadership is a leader style that is suitable to be developed in the current era of technological advances with complex problems, so as to empower subordinates to be independent in carrying out activities in an organization. The role of the leader, in this case the principal, is highly demanded, to develop the concept of affective commitment in

the Vocational High School (SMK) environment, so that students in the future have the expertise to develop their talents and interests and talents that can be more independent in the tight competition of business and employment.

Self-development from transformational leadership is very diverse, depending on the needs in applying to carry out organizational goals in schools, in this case, the development of affective commitment for educators. The ability of a leader to inspire and motivate subordinates to achieve better results than planned. Transformational leadership is expected to strengthen a concept of affective commitment that will be developed in secondary schools in West Kalimantan, which is expected to bring changes in management.

In order to support all these activities, entrepreneurial behavior and self-efficacy are needed, because a leader is required to achieve satisfactory performance in an organizational culture focused on teacher performance. The role of vocational education leaders is highly demanded to develop the concept of entrepreneurial behavior in SMK so that students in the future have the expertise to develop their talents and interests, and talents that can be more independent in the tight competition of business and employment.

This study aims to develop performance through transformational leadership, entrepreneurial behavior, and self-efficacy through the mediating role of affective commitment in vocational schools in West Kalimantan. The placement of affective commitment mediating variables that relate to transformational leadership, entrepreneurial behavior, and self-efficacy with performance is new and is an originality in this study, because not much previous research has been found.

METHODS

This research uses a quantitative approach with survey techniques to analyze the relationship between the three predictor variables. Structural Equation Modeling (SEM) statistical test. Refers to variance or what is commonly called Partial Least Squares Path Modeling (PLS-SEM). SEM uses elements that do not require correlation between indicators or latent constructs in the structural model built (Ulum et al., 2014). Multistakeholder random method in determining research locations based on certain characteristics. The research was conducted in public and private vocational schools in West Kalimantan Province, totaling 223 schools, of which 107 schools/(48%) were public vocational schools and 116 schools/(52%) were private vocational schools. Analysis techniques outer model data based on convergent, discriminant validity, composite reliability: Hypothesis testing of outer model and inner model: (c) Test statistics: t-test; p-value $\leqslant$ 0.05 (alpha 5%), PLS assumes data using resampling techniques with the bootstrap method. Testing the significance of the constants and variables of the structural equation model in this study will be completed with the program software, WarpPLS version 7

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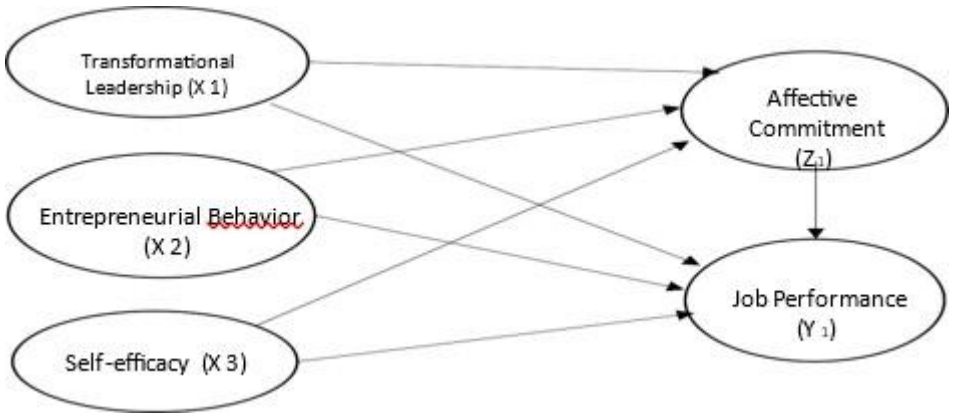

Figure 2. Relationship Between Variables

Guidelines in determining the number of samples, researchers refer to the opinion (Ulum et al., 2014) explaining that PLS is an analytical method that is soft modeling because it does not base on the assumption that the data must be on a measurement scale, data distribution (distribution free), and a certain number of samples, which means that the number of samples can be small. The formula used in determining the sample in this study uses the Isaac and Michael formula (Sugiyono, 2013), which is as follows:

$$s = \frac{\lambda^2 . N . P . O}{d^2 (N-1) + \lambda^2 . P . Q}$$

with dk = 1, Refractive error rate 1%, 5%, 10%. P = Q = 0.5. d = 0.05. s = number of samples λ^2

Information :

S : Number of samples

λ^2 : Chi square whose value depends on the degrees of freedom and the level of error. For the degrees of freedom and errors of 10% Chi Square Price = 2.706 *(Chi Square Table*)

N : Total population

P : Chances are right (0.5)

Q : Chances are wrong (0.5)

d : The difference between the sample mean and the population mean Bias difference of 0.01; 0.05; and 0.1.

In this study, the total population was 3,999 SMK teachers, both public and private teachers, throughout West Kalimantan. Determination of the error tolerance limit of 10% and the value of d = 0.05. Then the number of research samples can be determined as follows:

$$\frac{2.706\ x\ 3.999\ x\ 0.5\ x\ 0.5}{(0{,}05)^2\ (3.999-1) +\ 2.706\ x\ 0.5\ x\ 0.5\ x\ \ 0{,}44\ x\ 0{,}56}$$

$$n = \frac{2705.32}{0025\ (3998) + 0.6765}$$

$$n = \frac{2705.32}{10.6715} = \mathbf{254}$$

$$\boldsymbol{n} = \mathbf{254}$$

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Information:

n	= Number of samples
N	= Number of population (3999)
p	= Estimation of proportion (44%)
Z 2 1-α/2	= Z score at confidence level (95%)
d	= Precision (0.09)

Data analysis using the PLS method in this study refers to the opinion of (Hair et al., 2011; Henseler, 2010; Kurniawan et al., 2016; Ulum et al., 2014) which states that: the PLS data analysis process is carried out in five (5) stages, namely: (1) Conceptual model; (2) Determination of algorithm analysis method; (3) Determination of resampling method; (4) Describing the path diagram; (5) Model evaluation.

Designing a Testing / Measurement Model (Outer Model)
The design of the test model aims to test Construct Validity and Instrument Reliability. Validity test is conducted to measure the ability of research instruments to measure what should be measured (Cooper et al., 2006). The construct validity test in PLS is carried out through convergent validity, discriminant validity, and average extracted (AVE) tests. Designing a Structural Model (Inner model): The Inner Model (inner relation, structural model, and substantive theory) describes the relationship between latent variables based on substantive theory.

Table 1. Role of Thumb Model Fit and Quality Indices

No	Model fit and quality indices	Cut-off Value
1	Average path coefficient	P < 0,05
2	Average R-squared (ARS)	P < 0,05
3	Average adjusted R-squared (AARS)	P < 0,05
4	Average block VIF (AVIF)	Acceptable if ≤5, ideally ≤ 3.3
5	Average full collinearity VIF (AFVIF)	Acceptable if ≤5, ideally ≤ 3.3
6	Tenenhaus GoF (GoF)	Small ≥ 0.1 medium ≥ 0.25 large ≥ 0.36
7	Sympson's paradox ratio (SPR)	Acceptable if ≥ 0.7 ideally = 1
8	R-squared contribution ratio (RSCR)	Acceptable if ≥ 0.9 ideally =1
9	Statistical suppression ratio (SSR)	Acceptable if ≥ 0.7
10	. Nonlinear bivariate causality direction ratio	Acceptable if ≥ 0.7

Hypothesis Testing: (a) Statistical hypothesis for outer model; (b) Statistical hypothesis for inner model: exogenous variables on endogenous; (c) Statistical hypothesis for inner model: endogenous variables on endogenous; (d) Test statistics: t-test; p-value ≤ 0.05 (alpha 5%); significant; (e) Outer model is significant: indicators are valid; (f) Inner model is significant: there is a significant effect; (g) PLS does not assume normally distributed data: using resampling techniques with the bootstrap method.

Data Analysis

Measurement Model Assessment (*Outer Model*)

1. The outer loading value of X1.1 Id_Inf / Idealized Influence is 0.909, the outer loading value of X1.2 In_Mtv / Inspirational Mot*ivation* is 0.951, the outer loading value of X1.3 In_Sti / Intellectual St*imulation* is 0.955 and the outer loading value of X1.4 In_Con / Individualized Consideration is 0.931 .

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2. The outer loading value of X2.1 Sl_Mi / Always creating innovation is (0.824), the outer loading value of X2.2 Bk_Kr / Working hard is (0.808), the outer loading value of X2.3 Me_Mov / Having strong motivation is (0.809), the outer loading value of X2.4 Tdk_Pa / Do not despair is (0.894) and X2.5 Mm_Knk / Having the strength of entrepreneurial instincts in managing (0.861).
3. The outer loading value of X3.1 Dim_Lev/Level (Level Dimension) is (0.863), the outer loading value of X3.2 Dim_Gen/Generality (Generalization Dimension) is (0.932), and the outer loading value of X3.3 Dim_Str / Strength (Strength Dimension) is (0.849).
4. The outer loading value of Z1.1 Kar_Org / Organizational characteristics is (0.865), the outer loading value of Z1.2 Kar_Ind / Individual Characteristics is (0.872), and the outer loading value of Z1.3 Kar_Stp / Structural Characteristics and work experience is (0.801).
5. The outer loading value of Y1.1 Kom_Ped / Pedagogical Competence is (0.920), the outer loading value of Y1.2 Kom_Kep / Personality Competence is (0.642), the outer loading value of YI.3 Kom_Sos / Social Competence is (0.859) and the outer loading value of Y1.4 Kom_Prof / Professional Competence is (0.823).

The outer loading results in table 1, show that all items as a whole have an *outer loading or cross loading* value that varies between 0.642 to 0.955, because the loading factor value> 0.5, then all items have the ability to explain each latent variable to be measured or contribute significantly in measuring the latent variable to be measured. Based on this explanation, it means that all indicators are retained in the further analysis process. Model accuracy (*goodness of fit indices*) can be seen in Table 2 below:

Table 2. Model Accuracy Criteria (Goodness of Fit Indices)

No	Criteria	Index	Prob.	Threshold	Ket
1	Average path coefficient (APC)	0.203	P<0.001	P<0.005	Fit
2	Average R-squared (ARS)	0.403	P<0.001	P<0.005	Fit
3	Average adjusted R-squared (AARS)	0.359	P<0.001	P<0.005	Fit
4	Average block VIF (AVIF)	1.958	-	Acceptable if <= 5, Ideally <= 3.3	Ideally (Fit)
5	Average full collinearity VIF (AFVIF)	1.766	-	Acceptable if <= 5, Ideally <= 3.3	Ideally (Fit)
6	Tenenhaus GoF	0.412	-	Small >= 0.1, Medium >= 0.25, Larger >= 0.36	Large (Fit)
7	Sympson's paradox ratio (SPR)	1.000	-	Acceptable if >= 0.7, Ideally = 1	Acceptable (Fit)
8	R-squared contribution ratio (RSCR)	1.000	-	Acceptable if >= 0.9, Ideally = 1	Acceptable (Fit)
9	Statistical suppression ratio (SSR)	1.000	-	Acceptable if >= 0.7	Acceptable (Fit)
10	Nonlinear bivariate causality direction ratio (NLBCDR)	1.000	-	Acceptable if >= 0.7	Acceptable (Fit)

Based on the 10 SEM-PLS model fit criteria provided by the wrappls software version 7, all fit index criteria exceed the threshold standard. Structural equation modeling that has met at least two *goodness of fit indices* is good enough to decide that the empirical model (research model) is by the conceptual model / theoretical model.

Convergent Validity

Proof of *convergent validity* can be assessed from the average variance extracted (AVE). Average variance extracted (AVE) is a value *on average* that explains how much a latent variable or construct can explain the variance of its indicators (Hair et al., 2014). The higher the AVE, the better a latent variable or construct is in explaining the variance of its indicators. AVE> 0.5 means

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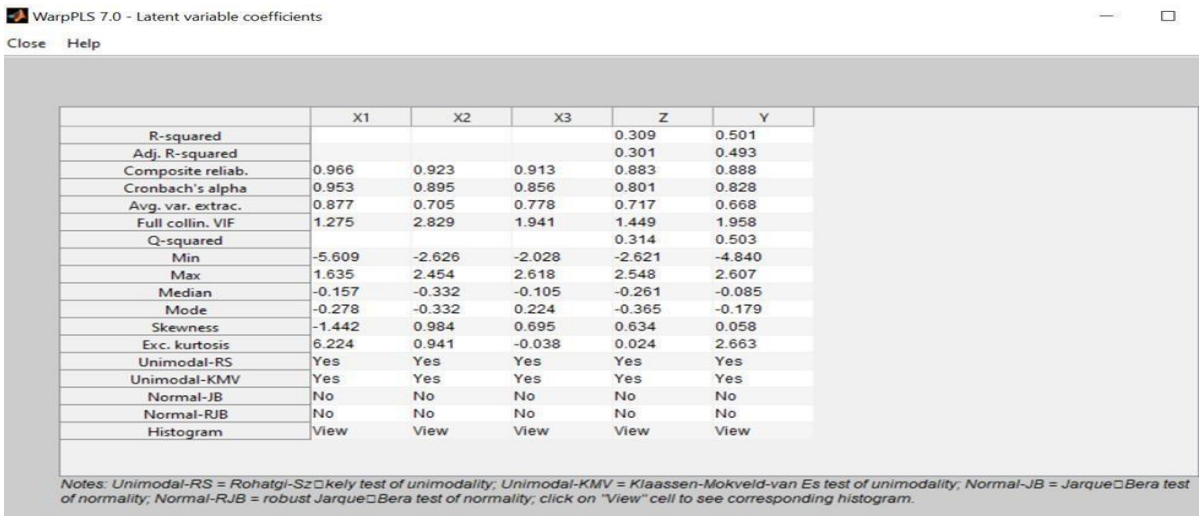
that a latent variable or construct has absorbed information from its indicators by more than 50%. The minimum limit of AVE is 0.5; namely, the value of AVE> 0.5 is acceptable. Another opinion is also conveyed by (Ulum et al., 2014) which states that, the AVE *threshold* criterion is 0.7, if the AVE on each latent variable has an AVE of at least 0.7, it means; the latent variable is proven to have a measurement that meets convergent validity. The AVE results can be seen in Tables 3 and 4 below:

Table 3. Results of AVE Value Analysis


WarpPLS 7.0 - Latent variable coefficients

Close Help

	X1	X2	X3	Z	Y
R-squared				0.309	0.501
Adj. R-squared				0.301	0.493
Composite reliab.	0.966	0.923	0.913	0.883	0.888
Cronbach's alpha	0.953	0.895	0.856	0.801	0.828
Avg. var. extrac.	0.877	0.705	0.778	0.717	0.668
Full collin. VIF	1.275	2.829	1.941	1.449	1.958
Q-squared				0.314	0.503
Min	-5.609	-2.626	-2.028	-2.621	-4.840
Max	1.635	2.454	2.618	2.548	2.607
Median	-0.157	-0.332	-0.105	-0.261	-0.085
Mode	-0.278	-0.332	0.224	-0.365	-0.179
Skewness	-1.442	0.984	0.695	0.634	0.058
Exc. kurtosis	6.224	0.941	-0.038	0.024	2.663
Unimodal-RS	Yes	Yes	Yes	Yes	Yes
Unimodal-KMV	Yes	Yes	Yes	Yes	Yes
Normal-JB	No	No	No	No	No
Normal-RJB	No	No	No	No	No
Histogram	View	View	View	View	View

Notes: Unimodal-RS = Rohatgi-Sz□kely test of unimodality; Unimodal-KMV = Klaassen-Mokveld-van Es test of unimodality; Normal-JB = Jarque□Bera test of normality; Normal-RJB = robust Jarque□Bera test of normality; click on "View" cell to see corresponding histogram.

Table 4. Average Variance Average Extracted Variances

Variabel Laten	AVE
(X1) Tran_Led	0.877
(X2) Ent_Bhv	0.705
(X3) Self_Ef	0.778
(Z) Aff_Com	0.717
(Y) JobPerf	0.668

Based on the AVE results in table 3 and table 4, the AVE value of X1 is 0.877, the AVE value of X2 is 0.705, the AVE value of X3 is 0.778, the AVE value of Z is 0.717 and the AVE value of Y is 0.668. It is known that all AVE values are> 0.5, which means that the latent variables of X1, X2, X3, Z and Y have absorbed the variance of each indicator> 50%. This is supported by (Bagozzi et al., 1981; Ulum et al., 2014)[1] which states that "*loading* factors >0.5 indicate that convergent validity has been met".

1) Discriminant Validity (*Cross-Loading)*

Discriminant validity tests the extent to which a construct is truly different from other constructs. One way to test discriminant validity is to compare the square root value of the average variance extracted (AVE) of a latent variable to the correlation value between that latent variable and other latent variables. This approach is the Fornell-Larcker approach. In this approach, the square root value of a latent variable must be greater than the correlation value between the latent variable and other latent variables. Proof of discriminant validity can be assessed from the *loading* factor or the comparison between *cross loading* or correlation between latent variables on each

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latent variable with the square root of the average variance extracted (AVE), if the *loading* factor >0.7 or AVE root> *cross loading* or correlation between latent variables on each latent variable, it can be interpreted that the variable has proven to meet discriminant validity (Ghozali & Latan, 2015; Hu & Bentler, 1999). Table 5 below, shows the results of the Fornell-Lacker test, which are as follows:

Table 5. Fornell-Larcker test results

Correlations among l.vs. with sq. rts. of AVEs

	X1	X2	X3	Z	Y
X1	(0.767)	0.422	0.288	0.375	0.333
X2	0.422	(0.699)	0.621	0.509	0.650
X3	0.288	0.621	(0.568)	0.449	0.385
Z	0.375	0.509	0.449	(0.577)	0.383
Y	0.333	0.650	0.385	0.383	(0.611)

Source: Primary data processed with Wrappls version 7.0,

Based on the results of testing discriminant validity (Fornell-Larcker) in the table, it is known:

1. The square root value of AVE on variable X1 is 0.767, which is greater than the correlation value between X1 and X2 of 0.422, the correlation between X1 and X3 of 0.288, the correlation between X1 and Z of 0.375 and the correlation between X1 and Y of 0.333.
2. The square root value of AVE on variable X2 is 0.699, which is greater than the correlation value between X1 and X2 of 0.422, the correlation between X2 and X3 of 0.621, the correlation between X2 and Z of 0.509 and the correlation between X2 and Y of 0.650.
3. The square root value of AVE on variable X3 is 0.568, which is greater than the correlation value between X3 and X2 of 0.621, the correlation between X3 and X1 of 0.288, the correlation between X3 and Z of 0.449 and the correlation between X3 and Y of 0.385.
4. The square root value of AVE on variable Z is 0.577, which is greater than the correlation value between Z and X1 of 0.375, the correlation between Z and X2 of 0.509, the correlation between Z and X3 of 0.449 and the correlation between Z and Y of 0.383.
5. The AVE square root value on variable Y is 0.611, which is greater than the correlation value between Y and X1 of 0.333, the correlation between Y and X2 of 0.650, the correlation between Y and X3 of 0.385 and the correlation between Y and Z of 0.383.

Based on the comparison between the square root of AVE (see the value on the diagonal of the matrix) and the correlation between latent variables (the value below the diagonal), only the Self-Efficacy variable *overlaps* with the entrepreneurial behavior variable, this is evident from the correlation value of the latent performance variable with affective commitment of 0.621, while the root of the AVE of the performance variable is 0, 568, meaning that the Self-Efficacy variable does not meet discriminant validity. However, discriminant validity is only one part of the three types of validity proof in SEM-PLS analysis. On the other hand, the measurement items used in this study (including the Self-Efficacy variable) have met construct validity and convergent validity. So that researchers do not have a strong reason to discard items that are suspected of triggering the non-fulfillment of discriminant validity in performance variables.

Reliability Estimation

SEM-PLS analysis using Wrappls version 7 produces two reliability criteria, namely, *Cronbach's alpha* internal consistency and composite *reliability*. A variable has good internal

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consistency if the *Cronbach*'s *Alpha* coefficient ≥ 0,7 (Agbo, 2010; Schrepp, 2020), as well as the composite reliability measure, if the composite reliability coefficient≥ 0,7 means that the measurement of latent variables has good reliability/ reliable (Ghozali & Latan, 2015) Composite reliability is a more appropriate measure of reliability compared to Cronbach's alpha (Hair et al., 2014). Composite reliability is a more appropriate measure of reliability than Cronbach's alpha. The accepted composite reliability value is> 0.7, or in other words, the Dillon-Goldstein's rho value> 0.7 is considered a block of indicators as unidimensional. A composite reliability value of 0.6-0.7 is still acceptable for exploratory research. The internal consistency coefficient and composite reliability in this study are presented in Table 6 as follows:

Table 6. Internal Consistency Coefficient and Composite Reliability.

	Coef. Alpha	Composite
Tran_Led	0.953	0.966
Ent_Bhv	0.895	0.923
Self_Ef	0.856	0.913
Aff_Com	0.801	0.883
JobPerf	0.828	0.888

Based on Table 6, it appears that *Cronbach's alpha* coefficient on all latent variables in this study shows a value that exceeds the *threshold*, which ranges from 0.801 to 0.953, because the alpha coefficient> 0.7, it can be interpreted that the measurements on each latent variable used in this study have good internal consistency. Based on the composite reliability results, the composite reliability value of X1 is 0.966, the composite reliability value of X2 is 0.923, the composite reliability value of X3 is 0.913, the composite reliability value of Z is 0.883 and the composite reliability value of Y is 0.888. It is known that all composite reliability values are> 0.7. The composite reliability coefficient ranges from 0.883 to 0.966, because the composite reliability coefficient> 0.7 means that the measurement of latent variables in this study has good reliability (meets composite reliability).

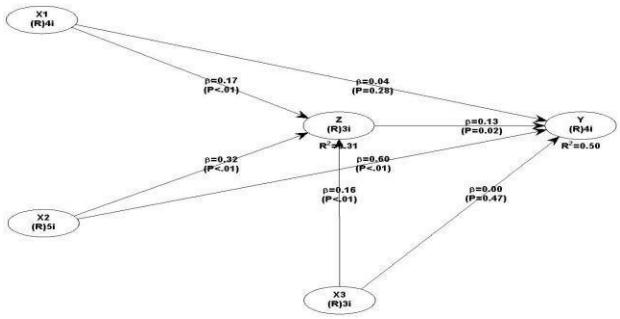

Figure 3: Structural Model Assessment (Inner Model)

Table 7. Direct Effect

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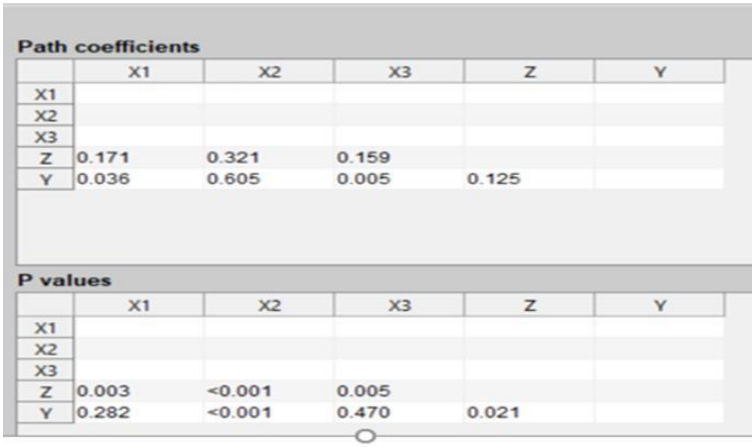

Path coefficients

	X1	X2	X3	Z	Y
X1					
X2					
X3					
Z	0.171	0.321	0.159		
Y	0.036	0.605	0.005	0.125	

P values

	X1	X2	X3	Z	Y
X1					
X2					
X3					
Z	0.003	<0.001	0.005		
Y	0.282	<0.001	0.470	0.021	

Table 8. Direct Effect

Variabel Laten Endogen	Variabel Laten Exogen	Koef. Pamater	P	Keterangan
Aff_Com	Tran_Led	0.171	0.003	Terima H1
	Ent_Bhv	0.321	<0.001	Terima H2
	Self_Ef	0.159	0.005	Terima H3
JobPerf	Tran_Led	0.036	0.282	Tolak H4
	Ent_Bhv	0.605	<0.001	Terima H5
	Self_Ef	0.005	0.470	Tolak H6
	Aff_Com	0.125	0.021	Terima H7

Source: Primary data processed with Wrappls version 7.0

The effect of transformational leadership style, entrepreneurial behavior, self-efficacy on affective commitment produces a path parameter coefficient of (0.171), probability (<0.003), there is a positive and significant effect directly, but the effect of self-efficacy and transformational leadership on performance there is a positive effect that is not significant directly**.**

Hypothesis Testing of *Indirect Effect*

The *indirect effect of* transformational leadership, entrepreneurial behavior and selfefficacy on performance through affective commitment with a probability of (0.021), has a significant *effect* on performance through affective commitment. The effect of entrepreneurial behavior on affective commitment has the highest parameter coefficient compared to transformational leadership style and self-efficacy, namely; amounting to (0.321) with the smallest probability (<0.001), entrepreneurial behavior has the most dominant effect on affective commitment. The effect of entrepreneurial behavior on performance has the highest parameter coefficient when compared to transformational leadership and self-efficacy, amounting to (0.786) with a probability of (<0.001). Effect size: The direct effect between transformational leadership style, entrepreneurial behavior and self-efficacy on affective commitment is classified as having a medium effect size. Transformational leadership, selfefficacy and affective commitment have a weak effect on performance, but entrepreneurial behavior has a strong effect size on performance. The indirect effect between transformational leadership, self-efficacy and entrepreneurial behavior on performance through affective commitment variables has a strong and moderate effect size.

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Model multicollinearity test: The multicollinearity test obtained the Variance Influence Factor (VIF) value which is in the range (1.275 - 2.829), because the VIF value (<3.3), there is no multicollinearity in the indicators in each latent variable. The coefficient of determination of transformational leadership, self-efficacy and entrepreneurial behavior in explaining variations in effective commitment changes is (30.1%) while the remaining (69.9%) is explained by other variables not included in this study. The contribution of transformational leadership, self-efficacy, entrepreneurial behavior and affective commitment in explaining variations in performance changes (49.3%) while the rest (50.7%) is explained by other variables not included in this study, indicating that the hypothesis model used is relevant to the theory.

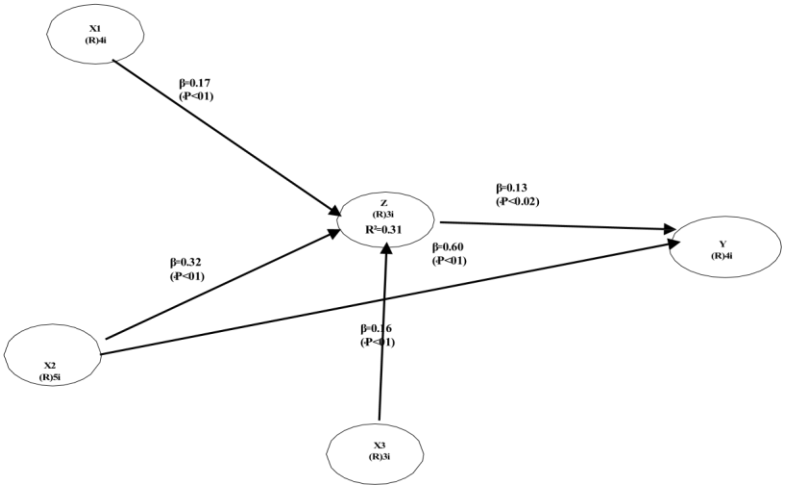

Figure 4. Revised Model (Recommended Model)

Table 9. *Indirect* effects *for paths*

Endogenous Latent Variables	Exogenous Latent Variable	Koef. Parameter	P	Description
Job_Perf	Tran_Led	0.314	0.021	Accept H8
	Ent_Bhv	0.181	0.040	Accept H9
	Self_Ef	0.326	0.020	Accept H10

Table 10. *Total Effect*

Endogenous Latent Variables	Exogenous Latent Variable	Coef. Parameter	P
Aff_Com	Tran_Led	0.171	0.003
	Ent_Bhv	0.321	<0.001
	Self_Ef	0.159	0.005
JobPerf	Tran_Le	0.035	<0.001
	Ent_Bhv	0.786	<0.001
	Self_Ef	0.331	<0.001

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The total effect of transformational leadership, entrepreneurial behavior and self-efficacy on performance has a significant probability (<0.001), because these three variables are hypothesized without mediation of affective commitment, the path coefficient and probability of the total effect are equal in value to the *direct* effect. Transformational leadership, entrepreneurial behavior, and self-efficacy influence performance through affective commitment. Transformational leadership together with affective commitment produces a parameter coefficient of (0.171), the probability of significance is (0.003) because (P < 0.05), then H8 is accepted, meaning; the combination of transformational leadership style and affective commitment has a significant effect on performance. The effect of entrepreneurial behavior on affective commitment has the highest parameter coefficient compared to the variables of transformational leadership style and self-efficacy, amounting to 0.321, with the smallest probability (<0.001). The style of entrepreneurial behavior has the most dominant effect on affective commitment. The effect of entrepreneurial behavior on performance has the highest parameter coefficient when compared to transformational leadership and self-efficacy, which is 0.786 with a probability of <0.001.

2) Effect size

Effect size is a measure of the magnitude of the effect of a variable on another variable, the magnitude of the difference or relationship that is free from the influence of sample size (Olejnik & Algina, 2000). *Effect size* can also be considered as a measure of the meaningfulness of research results in a practical level. *Effect size* is needed because statistical significance does not provide meaningful information related to the magnitude of the difference or correlation. Statistical significance only describes the likelihood of statistics with certain values appearing in a distribution. A small difference or correlation can have a small probability value, meaning it is significant, only by testing it in a large sample. The results of the calculation of the *effect size of* direct and indirect effects in this study using *Wrappls software version 7*.0 are presented in table 11 table 12 as follows:

Table 11. Effect Size of Direct Influence

Endogenous Latent Variable	Exogenous Latent Variable	Effect Size	Ket
Aff_Com	Tran_Led	0.257	Medium
	Ent_Bhv	0.497	Medium
	Self_Ef	0.374	Medium
JobPerf	Tran_Led	0.01	Weak
	Ent_Bhv	0.527	Strong
	Self_Ef	0.016	Weak
	Aff_Com	0.026	Weak

The direct influence between transformational leadership style, entrepreneurial behavior and self-efficacy on affective commitment is classified as having a moderate influence size. Furthermore, transformational leadership, self-efficacy, and affective commitment have a weak effect size on performance, but entrepreneurial behavior has a strong effect size on performance.

Table 12. Effect Size of Indirect Influence

Endogenous Latent Variable	Exogenous Latent Variable	*Effect Size*	Ket
JobPerf	Tran_Led	0.504	Strong

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SelfEfi	0.202	Medium
Ent_Bhv	0.405	Medium

Based on the size of the indirect effect in Table 12, it can be interpreted that the indirect effect between transformational leadership, self-efficacy, and entrepreneurial behavior on performance through affective commitment variables has a strong and moderate effect size. The role of the mediating variable of affective commitment increases the significance of the effect of transformational leadership, entrepreneurial behavior, and self-efficacy on performance as described in the results of the SEM-PLS analysis in Table 12 (indirect effect).

RESULT AND DISCUSSION

Based on the research results can be known as follows: The effect of transformational leadership on affective commitment is positively and significantly related to Affective commitment, so this finding provides support for (Buil et al., 2019; Mintzberg, 2009b) related to the role of the principal as an *interpersonal role* (*figurehead*, *leader*, *liaison*), so that it has a great effect on affective commitment. The effect of entrepreneurial behavior on affective commitment is positive and significant. The results of this study are in line with the theory of *human resource management* (Ammons, 2014) A formal system is designed in organizations to manage human talent to achieve organizational goals. A desire for trust urgently needs to be generated to enable ownership, responsibility, and autonomy of a person to encourage innovation in any organization (Bouhalleb & Haddoud, 2024). Successful entrepreneurs are generally those who have competencies.

The effect of self-efficacy on affective commitment has a positive and significant effect, in line with the context of the definition of *self-efficacy* is an individual's subjective perception of their ability to perform in certain situations or to achieve desired results/self-assessment of ability (Alwisol, 2018). Affective commitment has very complex factors in influencing educators' decisions and changes, including emotional factors, limitations in the job market, and teaching locations. Teacher self-efficacy plays an important role in influencing teachers and students (Caprara et al., 2006). Transformational leadership was positively and insignificantly related to performance. This finding contradicts the findings of previous research that gave a significant impact (García-Morales et al., 2012) and (Zhu et al., 2009) , state that transformational leadership has become a common method for determining the impact that leaders have on the skills and knowledge of their employees, in addition to the underlying business processes.

Entrepreneurial behavior is positively and significantly related to performance. Teachers are highly demanded for their role in improving performance in SMK in order to develop the concept of *entrepreneurial behavior* of students so that they have the skills to develop their talents and interests and talents that can be more independent in the tight competition of business and employment. Entrepreneurial behavior is also increasingly recognized as supporting social change and facilitating innovation in established organizations (Kuratko et al., 2005). Self-efficacy is positively and insignificantly related to performance. The results of this study reject the hypothesis and are not in line with previous theoretical concepts, that social cognitive theory, self-efficacy refers to individuals' beliefs about their ability to successfully perform certain actions. Teacher self-efficacy plays an important role in influencing teachers and students (Caprara et al., 2006).

CONCLUSIONS

The role of affective commitment as a mediating variable has been able to provide a positive and significant influence in improving the performance of leaders and teachers at SMKs in West Kalimantan by involving transformational leadership, entrepreneurial behavior, and self-efficacy. This finding has refuted the conflicting results of previous research, so that the novelty in this

research is fulfilled. Likewise, the relationship between transformational leadership, entrepreneurial behavior, and self-efficacy on Affective commitment provides a positive and significant influence. Furthermore, the relationship between entrepreneurial behavior has positive and significant effect on performance. As for the transformational leadership and self-efficacy variables, they have a positive influence, but these two variables are not significant to performance; in other words, the relationship is unidirectional but unable to improve performance.

Transformational leadership has a positive influence and a large increase on teachers' Affective commitment. School leaders provide high expectations, intellectual stimulation/increasing intelligence, idealized influence/charismatic leaders, and individualized consideration/providing personal attention in carrying out their duties have an increasing impact on Affective commitment, which includes indicators of organizational, individual, structural, and work experience characteristics.

Entrepreneurial behavior and self-efficacy, in reflecting indicators of always creating innovations, working hard, having strong motivation, and not giving up and reflecting indicators of level/dimension of level, generality/dimension of generalization and strength/dimension of strength, have a positive influence and increase the Affective commitment of teachers including indicators of organizational, individual, structural and work experience characteristics in SMK throughout West Kalimantan.

Transformational leadership provides high expectations), Intellectual stimulation (increasing intelligence), idealized influence (charismatic leaders) and individualized consideration (providing personal attention) in carrying out their duties has a positive influence, but does not have a meaningful impact on the performance of SMK teachers in West Kalimantan including indicators of pedagogical, personality, social and professional competencies.

Entrepreneurial behavior of SMK teachers in West Kalimantan in reflecting indicators of always creating innovations, working hard, having strong motivation, and not giving up hope has a positive influence and improves teacher performance including indicators of pedagogical, personality, social and professional competencies.

Self-efficacy of SMK teachers in West Kalimantan in reflecting the indicators of level / level dimension, generality / generalization dimension and strength / strength dimension has a positive influence, but does not significantly improve teacher performance including indicators of pedagogical competence, personality, social and professional competence.

Affective commitment of teachers in reflecting indicators of organizational, individual, structural and work experience characteristics at SMKs in West Kalimantan has a positive influence and improves teacher performance including indicators of pedagogical, personality, social and professional competencies.

Transformational leadership of school principals in reflecting indicators of Inspirational motivation (providing high expectations), Intellectual stimulation (increasing intelligence), idealized influence (charismatic leaders) and individualized consideration (providing personal attention) in carrying out their duties has a positive and significant influence on the performance of SMK teachers in West Kalimantan with indicators of pedagogical competence, personality, social and professional competence, through the mediation of Affective commitment including indicators of organizational, individual, structural and work experience characteristics of SMK teachers in West Kalimantan.

Entrepreneurial behavior of SMK teachers in West Kalimantan in reflecting indicators of always creating innovations, working hard, having strong motivation, and not giving up hope has a positive and significant effect on the performance of SMK teachers in West Kalimantan with indicators of pedagogical competence, personality, social and professional competence, through the mediation of Affective commitment including indicators of organizational, individual, structural characteristics and work experience of SMK teachers in West Kalimantan.

Self-efficacy of SMK teachers in West Kalimantan in reflecting indicators of level/level dimension, generality/generalization dimension and strength/strength dimension has a positive and significant effect on the performance of SMK teachers in West Kalimantan with indicators of pedagogical competence, personality, social and professional competence, through mediation Affective commitment includes indicators of organizational, individual, structural characteristics and work experience of SMK teachers in West Kalimantan.

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Conflicts of interest exist when an author (or the author's institution), reviewer, editor, editorial board member has financial or personal relationships with other individuals or organizations that could inappropriately influence his or her actions in a way that creates bias.

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All authors have to share an accurate and detailed description of their diverse contributions to the published work. The roles describe each contributor's specific contribution to the scholarly output based on **CRediT** (Contributor Roles Taxonomy) including 14 roles, that can be used to represent the roles typically played by contributors to research outputs https://credit.niso.org/

For example: A.B. and B.C. conceived of the presented idea. A.B. developed the theory and performed the computations. C.D. and D.E. verified the analytical methods. B.C. encouraged A.B. to investigate [a specific aspect] and supervised the findings of this work. All authors discussed the results and contributed to the final manuscript.

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