



The Effect of Entrepreneurial Behavior on Performance with Mediation of Affective Commitment in Vocational Schools Throughout West Kalimantan



Rustam ^a, Rizky Fauzan ^b, Ilzar Daud ^c, Titik Rosnani ^d, M. Irfani Hendri ^e

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Corresponding Author ^a



Keywords

affective commitment;
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Partial Least Squares;
Path Modeling;
quantitative approach;
vocational school;

Abstract

The quantitative approach, survey technique, analysis of statistical test data Partial Least Squares Path Modeling (PLS-SEM) Wrappls version 7, questionnaire data collection tool and documentation, the population of 3,999 and sample of 254 teachers, 29 public and private SMKs, research locations (3) hinterland districts: Sanggau, Sekadau, Landak districts; (3) coastal districts: Sambas, Mempawah and Kuburaya districts; (2) the city of Pontianak and the city of Singkawang. From the results of the study it was found that entrepreneurial behavior towards affective commitment has a positive and significant effect, the hypothesis is in a unidirectional relationship and can enhance each other; Entrepreneurship on achievement is positive and significant, the hypothesis is in a unidirectional relationship and can increase each other; Affective commitment to achievement is positive and significant, has a one-way relationship and can improve; Entrepreneurial behavior on achievement through affective commitment has a positive and significant effect, the hypothesis is in a unidirectional relationship and can enhance each other. This investigation has been able to foster a new model of affective commitment and the development of the concept of achievement in SMKs throughout West Kalimantan.

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^a Doctoral Program Lecturer of Management Science, Faculty of Economics and Business, Tanjungpura University, Pontianak, Indonesia

^b Doctoral Program Lecturer of Management Science, Faculty of Economics and Business, Tanjungpura University, Pontianak, Indonesia

^c Doctoral Program Lecturer of Management Science, Faculty of Economics and Business, Tanjungpura University, Pontianak, Indonesia

^d Doctoral Program Lecturer of Management Science, Faculty of Economics and Business, Tanjungpura University, Pontianak, Indonesia

^e Doctoral Program Lecturer of Management Science, Faculty of Economics and Business, Tanjungpura University, Pontianak, Indonesia

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1 Introduction

Changes in today's modern environment result from economic uncertainty, rapid change, continued globalization, increased competition, and the rise of the millennial generation. In such condition leads leaders in modern organizations are tasked with attracting, developing and retaining talent with the skills and abilities to maintain a competitive advantage in the industry. One of the development strategies can be implemented through the secondary education sector which is focused on increasing the relevance of secondary education graduates to the world of work. So that a managerial pattern is needed by the central and regional governments, leaders, teachers and education personnel, students, stakeholders, and the wider community of course. Human Resources in this case productive teachers are fewer than normative teachers; there is still a high gap in the competence of SMK graduates who can be absorbed by the world of work, and there is still a lack of vocational training (Indahri et al., 2020). The activities of an organization cannot be separated from the role of existing resources, which are an important factor in running the wheels of the organization (Monoyasa et al., 2017). Strong organizational commitment can lead to positive behavior towards achieving the vision, mission and goals of the organization, which consists of affective commitment, continuance commitment, and normative commitment (Meyer et al., 1993). Organizational leaders need to constantly evaluate their leadership style to solve daily organizational problems, (Kusumaputri et al., 2021).

From the various existing leadership styles, Sutanto & Liang (2014), concluded that a leader needs a leadership style that is appropriate and follows the personality of individual members and organizational conditions to increase organizational productivity and effectiveness. Transformational leadership is demonstrated by the leader's ability to change teachers' consciousness, to inspire and motivate them to achieve high performance voluntarily beyond formal targets and standards without being forced or coerced by leaders (Luthans, 2002). The performance of educational institutions cannot be separated from the performance of the core competence of school educational institutions, namely leaders, teachers, and stakeholders who will have a significant impact on the overall performance of the organization (Asbari et al., 2019; Bernarto et al., 2020; Purwanto et al., 2020). Leaders as facilitators and at the same time the center of learning initiatives. must always develop themselves independently based on their initiative and creativity (Ratnasari et al., 2020).

Based on the explanation above, then the researcher feels it is important to conduct an in-depth study related to the role of the mediating variable for entrepreneurial behavior, affective commitment and performance at SMK in West Kalimantan which specifically has not been found in previous research results (Evanschitzky et al., 2006; Iglesias et al., 2019). This research was conducted on teachers in vocational high schools in West Kalimantan, which is the government's top priority in improving and equalizing the education, economic and health sectors. The vocational high schools (SMK) targeted in this study are public and private SMK throughout West Kalimantan. Through the Multistage Random Sampling Technique, the researcher considers the selection of the characteristics of the research site, by sorting out the geographical conditions in West Kalimantan which are very broad and numerous (Levesque & Minniti, 2006; Zahoor et al., 2023). Because of this, the geographical location of the research is divided into three (3) regions consisting of: Public/Private Vocational High Schools (SMK N/S) located in two (2) inland districts, (3) coastal districts, and two (2) urban areas. Based on the explanation of the background, research gaps and economic management phenomena as well as the empirical studies mentioned above, the researcher feels it is important to carry out this research by focusing on developing a performance model at SMKs in West Kalimantan which is still low, with the title: The Effect of Entrepreneurial Behavior on Performance with Mediation of Affective Commitment in Vocational Schools throughout West Kalimantan.

2 Materials and Methods

The research focuses on the teachers of public and private vocational schools across west Kalimantan. A quantitative approach with a questionnaire method is used to analyze the relationship between transformational leadership and affective commitment (Rigdon, 2012; Rigdon, 2014). In this work, the statistical analysis used is structural equation modelling (SEM) where this method helps the researcher to analyze a complex model within the variables (Linkov et al., 2009; Smith & Hasan, 2020). The SEM method used is Partial Least Square Modelling (PLS-SEM). The quantitative approach, survey technique, analysis of statistical test data Partial Least Squares Path Modeling (PLS-SEM) Wrappls version 7, questionnaire data collection tool and documentation, the population of 3,999 and sample of 254 teachers, 29 public and private SMKs, research locations (3) hinterland districts: Sanggau, Sekadau, Landak districts; (3) coastal districts: Sambas, Mempawah and Kuburaya districts; (2) the city of Pontianak and the city of Singkawang. The outer and inner model validity test is performed to analyze the model made for the variables of transformational leadership, affective commitment and performance (Mehmood et al., 2012; Benitez et al., 2020). The hypotheses of this research are:

H1: Entrepreneurial Behavior is positively related to Affective Commitment.

H2: Entrepreneurial Behavior is positively related to Performance

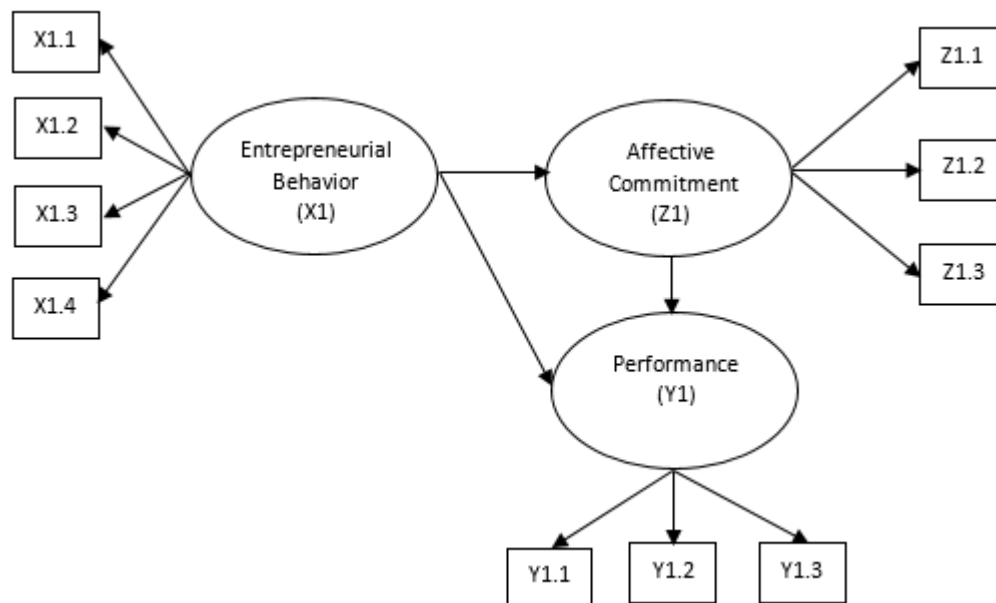
H3: Affective commitment is positively related to Performance

H4: Entrepreneurial Behavior is positively related to Performance through Affective Commitment

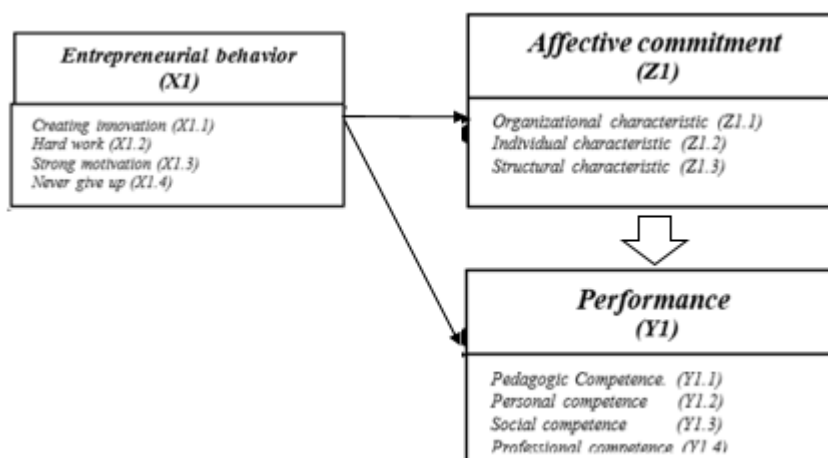
Based on this explanation, to prove the truth of all hypotheses, researchers will analyze data related to transformational leadership, affective commitment and job performance from the research sample. Furthermore, the data will be processed, analyzed and interpreted scientifically in drawing research conclusions.

Conceptual framework

The conceptual framework in this paper entitled "The Effect of Entrepreneurial Behavior, and Self-Efficacy, on Performance with Mediation of Affective Commitment in Vocational Schools in West Kalimantan", can be seen in Pictures 1 and 2.



Picture 1. Conceptual framework of entrepreneurial behavior and self-efficacy



Picture 2. Variable involved in the study

Structural equation modeling

In this research, the statistical test used is Structural Equation Modeling (SEM). SEM allows researchers to test complex models by presenting a complete solution by estimating complex relationships between variables. SEM methods can be classified by covariance-based SEM (CB-SEM) and component-based SEM or Partial Least Square (SEM-PLS). The accuracy of the prediction model can be measured through the Coefficient of Determination (R-square) value. Hypothesis Testing: (a) Statistical hypothesis for the outer model; (b) Statistical hypothesis for the inner model: exogenous variables on endogenous; (c) Statistical hypothesis for the 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.

Measurement Model (Outer Model)

The design of the test model aims to test Construct Validity and Instrument Reliability. Validity is done to measure the ability of research instruments what should be measured (Hartono & Abdillah, 2014). The construct validity test in PLS is carried out through convergent validity, discriminant validity and average extracted (AVE) tests. The reliability test is used to measure the consistency of measuring instruments in measuring concepts or can also be used to measure the consistency of respondents in answering instruments. The instrument is said to be reliable if a person's answer to a statement is consistent or stable over time. Reliability tests in PLS can use composite reliability and Cronbach's alpha methods (Hartono & Abdillah, 2014). Research models that use reflexive outer models (indicators that reflect variables) are evaluated based on convergent, discriminant validity, and composite reliability: (1) Convergent value is seen from the loading value, the value is considered sufficient between 0.5 to 0.6 for the number of latent variables between 3 to 7; (2) Discriminant Validity value is seen based on the AVE value, the AVE value is > 0.5 ; (3) The acceptable Composite Reliability value is ≥ 0.7 . Research models that use formative outer models (indicators that form or cause variables) are evaluated based on their substantive content, namely by looking at significance and weight (Ghozali & Latan, 2015).

Designing the structural model (Inner model)

The inner model (inner relation, structural model, and substantive theory) describes the relationship between latent variables based on substantive theory. The structural model is evaluated using R-square for dependent constructs, Stone-Geisser Q-square test for predictive relevance, and t-test and significance of structural path

parameter coefficients.

3 Results and Discussions

The model testing was carried out using the outer and inner model evaluation covering the ability of the independent variable to explain the dependent variable, which was carried out to test the suitability of the model used for analysis.

Table 1
The goodness of fit indices

No	Criteria	Indeks	Prob.	Limit value	Remark
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 (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 wrap pls software version 7, all fit index criteria exceed the threshold standard. Referring to the opinion of [Hu & Bentler \(1999\)](#), structural equation modelling that has met at least two goodness-of-fit indices is good enough to decide that the empirical model (research model) is following the conceptual model / theoretical model. So the researcher concluded that the model used in this study was appropriate and followed the theoretical model.

Convergent validity

Convergent validity can be assessed from the average variance extracted (AVE). The average variance extracted (AVE) is a value on average (on average) that explains how much a latent variable or construct can explain the variance of its indicators ([Hair Jr 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 that a latent variable or construct has absorbed information from its indicators by more than 50%. The minimum limit of AVE is 0.5, that is, an AVE value > 0.5 is acceptable. Another opinion is also conveyed by [Perry et al. \(2015\)](#), 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 2 and 3.

Table 2
The result of AVE

	X1	Z1	Y1
R-squared		0.309	0.501
Adj. R-squared		0.301	0.493
Composite reliab.	0.923	0.883	0.888
Cronbach's alpha	0.895	0.801	0.828
Avg.var.extrac.	0.705	0.717	0.668
Full Collin. VIF	2.829	1.449	1.958
Q-squared		0.314	0.503
Min	-2.626	-2.621	-4.840
Max	2.454	2.548	2.607
Median	-0.332	-0.261	-0.085
Mode	-0.332	-0.365	-0.179
Skewness	0.984	0.634	0.058
Exc. Kurtosis	0.941	0.024	2.663

Table 3
The result of AVE

Variable	AVE
X1	0.705
Z	0.717
Y	0.668

Based on the AVE results, the AVE value of X1 is 0.705, the value of Z is 0.717 and the value of Y is 0.668. It is known that all AVE values are > 0.5 , which means that the latent variables of X1, Z and Y have absorbed the variance of each indicator $> 50\%$. This is supported by [Fornell & Larcker \(1981\)](#), who state that "loading factors > 0.5 indicate that convergent validity has been met".

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 ([Bastidas-Guerrón et al., 2022](#)). Proof of discriminant validity can be assessed from the loading factor or the comparison between cross-loading or correlation between latent variables on each latent variable with the square root of the average variance extracted (AVE), if the loading factor > 0.7 or the 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](#)).

Table 4
Fornell-Larcker

	X1	Z1	Y1
X1	(0.699)	0.509	0.650
Z1	0.509	(0.577)	0.383
Y1	0.650	0.383	(0.611)

Based on the comparison between the square root of AVE (see the value on the diagonal of the matrix) with 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 performance latent variable with the affective commitment of 0.621, while the AVE root 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-fulfilment of discriminant validity in the performance variable.

Reliability estimation

SEM-PLS analysis using Wrappls version 7 produces two reliability criteria, namely; internal consistency of Cronbach's alpha and composite reliability. A variable has good internal 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 (Ghozali & Latan, 2015). Composite reliability is a more appropriate measure of reliability, compared to Cronbach's alpha, (Hair Jr 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, Dillon Goldstein's rho value > 0.7 is considered a block of indicators as unidimensional. The 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 5.

Table 5
Fornell-Larcker

	Coef. Alpha	Composite
X1	0.895	0.923
Z1	0.801	0.883
Y1	0.828	0.888

Based on Table 5, 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 0.895, 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 0.923, 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 0.923 because the composite reliability coefficient > 0.7 means that the measurement of latent variables in this study has good reliability (meets composite reliability).

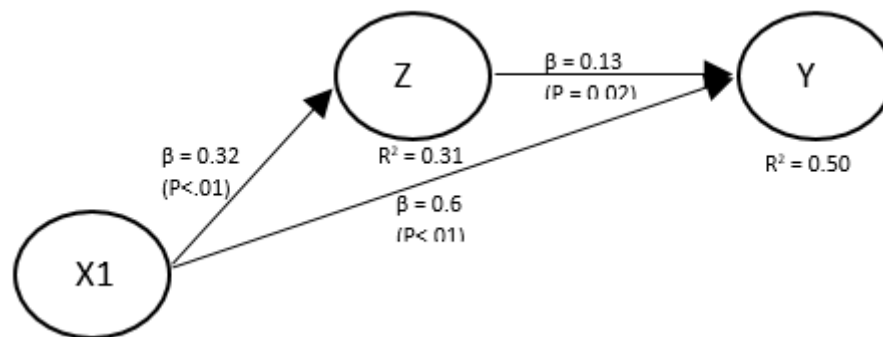
Inner model

Assessment or evaluation of the structural model (inner model) in SEM-PLS analysis includes several stages, first; constructing a path diagram based on the hypothesis model, second; assessing the direct effect, third;

assessing the indirect effect, fourth; assessing the total effect, interpreting the coefficient of determination, fifth; interpreting the statistical model (forecast model), sixth; revising the model based on the significance level of influence on each path (hypothesis).

Path diagram

The path diagram in this dissertation research was developed based on empirical theories that underlie the research hypothesis. Researchers constructed a path diagram in Wrappls software version 7 using reflexive type indicators, but Wrappls software does not display indicators or measurable variables, so researchers cannot display them in the picture, through the path diagram, it can be seen the path parameter coefficient (direct effect), probability significance and R-Square. The path diagram in this study can be seen in Picture 3.



Picture 3. Path diagram

Direct effect hypothesis testing

The direct effect is the ability of exogenous latent variables to explain variables on endogenous variables without involving mediating variables. The size of the direct effect between exogenous variables on endogenous latent variables can be seen from the loading factor value on the path coefficients. The path coefficients in this study are presented in Table 6.

Table 6
Direct effect hypothesis testing

Variabel Laten Endogen	Variabel Laten Exogen	Koef. Pamater	P	Remark
Aff_Com	Ent_Bhv	0.321	<0.001	Accepted H1
JobPerf	Ent_Bhv	0.605	<0.001	Accepted H2
	Aff_Com	0.125	0.021	Accepted H3

The direct effect path coefficient and probability significance value in Table 4.16 can be interpreted as follows:

- 1) The effect of entrepreneurial behavior on affective commitment produces a path parameter coefficient of 0.321 with a probability of <0.001, then H0 is rejected and H1 is accepted, meaning; there is a positive and significant direct effect of entrepreneurial behavior on affective commitment.
- 2) The effect of entrepreneurial behavior on performance results in a path parameter coefficient of 0.605 with a probability of <0.001, because the probability <0.05 and the sign of the path parameter coefficient are positive, H0 is rejected and H2 is accepted.
- 3) The effect of affective commitment on performance produces a path parameter coefficient of 0.125 with a probability of 0.021, because the probability <0.05 and the sign of the path parameter coefficient are negative, then H0 is rejected and H3 is accepted, meaning; there is a direct significant positive effect of affective commitment on performance.

Hypothesis testing of the indirect effect

Indirect effect is a sequence of paths in a structural model that is hypothesized through one or more intervening/mediator variables. According to Baron & Kenny (1986), in testing indirect effects, three variables are known, namely; exogenous latent variables (predictors), predictor variables (intervening/mediators), and endogenous latent variables (criterion). Test the indirect effect can be done through 4 stages, namely: (1) test the direct effect of the predictor on the criterion, (2) see if the predictor influences the mediator variable, (3) see if the mediator has an influence on the criterion, and (4) see the effect of the predictor on the criterion while still including the influence of the mediator variable. The results of testing indirect effects using Wrappls software version 7 in this study are presented in table 7.

Table 7
Indirect effects for paths

Varibabel Laten Endogen	Variabel Laten Exogen	Koef. Parameter	P	Information
Job_Perf	Ent_Bhv	0.181	0.040	Terima H4

Based on the parameter coefficients and significance probabilities of indirect effects in Figure 4.10 and Table 4.17, it can be interpreted that the coefficient of the effect of entrepreneurial behavior on performance through effective leadership is 0.181 with a probability of 0.040, because the probability <0.05 , then H_0 is rejected, and H_4 is accepted; that is; entrepreneurial behavior has a significant effect on performance through affective commitment Results should be clear and concise.

Total effect

Structural equation modelling analysis with the Partial Least Square (PLS) approach, to find the path parameter coefficient obtained through the weight of the structural model (inner model) by first being estimated through the bootstrap standard error procedure, the results of the WrapPLS 7.0 software calculation can be presented in Table 8.

Table 8
Total effect

Varibabel Laten Endogen	Variabel Laten Exogen	Koef. Parameter	P
Aff_Com	Ent_Bhv	0.321	<0.001
JobPerf	Ent_Bhv	0.786	<0.001

Based on Table 8, it can be seen the amount of influence of exogenous latent variables on endogenous latent variables directly plus the influence of mediating variables. The total effect of transformational leadership variables, entrepreneurial behavior and self-efficacy on performance has a significant probability of <0.001 because these three variables are hypothesized without mediation on affective commitment, the path coefficient and probability of total influence are equal in value to the direct effect. Transformational leadership, entrepreneurial behavior, and self-efficacy affect performance through affective commitment. Entrepreneurial behavior jointly with affective commitment produces a parameter coefficient of 0.321 with a significant probability of <0.001 , because $P < 0.05$, then H_9 is accepted, that is; the combination of entrepreneurial behavior and affective commitment has a significant effect on performance.

Based on the parameter coefficient I and the probability of significance of the total effect in Table 8, it can be seen that the exogenous latent variable has the most dominant effect on the endogenous latent variable. The largest parameter coefficient supported by the smallest probability indicates that the variable has the most dominant effect on the endogenous latent variable, and conversely the exogenous latent variable that

has the smallest parameter coefficient with the largest probability indicates that the latent variable has the least influence on the endogenous latent variable.

The effect of entrepreneurial behavior on affective commitment has the highest parameter coefficient compared to the self-efficacy variable, namely; 0.321 with the smallest probability, namely; <0.001. This means; the entrepreneurial behavior style has the most dominant effect on affective commitment.

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. According to [Olejnik & Algina \(2000\)](#), the effect size can also be considered as a measure of the meaningfulness of research results at 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.

[Cohen \(1988\)](#), provides a reference regarding the magnitude of the effect size that can be said to show a strong effect size, namely: $0 < f \leq 0.25$ means having a small effect size, $0.25 < f \leq 0.4$ means having a medium effect size, and $0.4 < f \leq 1$ means having a large effect size. However, this reference is a temporary reference given by Cohen, if there has been no previous research in the field being studied. Determining the size of the effect size is very much related to the specific field of research. For example, in human behavior research, we can expect a large effect size (for example, R^2 close to 1). This is due to the many factors that influence human behavior. The results of the calculation of the effect size of indirect effects in this study using Wrapppls software version 7.0 are presented in Table 9.

Table 9
Direct effect

Variabel Laten Endogen	Variabel Laten Exogen	Effect Size	Remark
Aff_Com	Ent_Bhv	0.497	Mild
JobPerf	Ent_Bhv	0.527	Strong
	Aff_Com	0.026	Weak

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

Table 10
Indirect effect

Variabel Laten Endogen	Variabel Laten Exogen	Effect Size	Remark
JobPerf	Tran_Led	0.504	Strong
	Ent_Bhv	0.405	Mild

Based on the size of the indirect effect in table 9, it can be interpreted that the indirect effect between 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, entrepreneurial behavior and self-efficacy on performance as described in the SEM-PLS analysis results in table 10 (indirect effect).

Multicollinearity test

Multicollinearity test is used to determine how much the relationship between independent variables in SEM-PLS is known as exogenous latent variables. A research model that has independent variables that are significantly correlated will affect the t-test used, so that the partial influence of each variable is difficult to separate, consequently, researchers will not be able to know exactly how much a particular independent variable contributes to the hypothesized model. Multicollinearity test can be known from the Variance Inflation Factor (VIF) value, in multiple linear regression analysis requires a VIF value <10 , but SEM-PLS analysis it is even stricter, which requires a VIF value <3.3 . The results of SEM-PLS analysis using Wrapppls software version 7.0 are presented in table 11.

Table 11
Variance Inflation Factor (VIF)

Variable Laten	VIF
Ent_Bhv	2.829
Aff_Com	1.449
JobPerf	1.958

Based on the results of multicollinearity testing in table 10, the Variance Influence Factor (VIF) value is obtained in the range of 1.449 - 2.829, because the VIF value <3.3 , it can be concluded that there is no multicollinearity in the indicators in each latent variable, in other words, the assumption of non-multicollinearity of latent variable indicators has been well met.

Coefficient of determination

A variable has good explanatory power if the coefficient of determination (R-Square) value is > 0.5 or close to the value of 1. In structural equation modelling analysis, it has more than one R-Square, this is due to more than one exogenous latent variable (response variable). The following presents the R-Square value from the SEM-PLS analysis results using WrapPLS software version 7.0. There are two measures of the coefficient of determination displayed by SEM-PLS through Wrapppls software in table 12, the first is R2 used to see the contribution or explanatory ability of independent variables (exogenous latent variables) to variations in changes in the dependent variable (endogenous latent variable) if the independent variable is only 1 piece, but if the independent variable is more than 1, adjusted R2 is used, the reason is that R2 is not stable (increases) along with the addition of the number of variables, so to overcome this R2 is corrected using the degree of freedom called Adjusted R2 (Draper & Smith, 1998).

Table 12
Coefficient of determination

	R ²	Adjusted R ²
Aff_Com	0.309	0.301
JobPerf	0.501	0.493

Based on Table 12, the adjusted R2 for the endogenous variable of affective commitment is 0.301, meaning; The contribution of self-efficacy and entrepreneurial behavior in explaining variations in changes in effective commitment is 30.1% while the remaining 69.9% is explained by other variables not included in this study. Adjusted R2 for the endogenous variable performance of 0.493 means; The contribution of entrepreneurial behavior and affective commitment in explaining variations in performance changes is 49.3% while the remaining 50.7% is explained by other variables not contained in this study.

Predictive relevance

According to Chin (1998), the predictive relevance measure (Q-Square) is used to see the predictive relevance of exogenous variables with reflexive indicator types. Latent variables are declared to have a small predictive relevance value if they have a value of $0 \leq Q^2 \leq 0.02$, medium if $0.02 < Q^2 \leq 0.15$, and large $0.15 < Q^2 \leq 0.35$. The results of the prediction relevance test in this study are presented in Table 13.

Table 12
Predictive relevance value

Aff_Com	0.314
JobPerf	0.503

Based on Table 13, the predictive relevance value of the exogenous latent variables of entrepreneurial behavior in predicting affective commitment with a Q-Square of 0.314, indicates that the hypothesis model used in this study is relevant to the theory. Similarly, entrepreneurial behavior in predicting performance is considered relevant with a Q-Square of 0.503.

Hypothesis testing

Hypothesis testing in this study has 10 hypotheses, consisting of 3 direct effect hypotheses and 1 indirect effect hypothesis, based on the path parameter coefficient for direct effect and parameter coefficient and significant probability of indirect effect. The following table 13 shows the results of all hypotheses in this study, regarding the coefficient of direct and indirect effects.

Table 13
Hypothesis testing

No	H	Jalur Varibel	M	Koef PJ	P-V	Remark
1	H1	X1 - Z	-	0.171	<0.003	Positive and Significant
2	H2	X1 - Y	-	0.036	0.282	Positive and Not Significant
3	H3	Y - Z	-	0.125	0.021	Positive and Significant
4	H4	X1 - Y	Z	0.314	0.021	Positive and Significant

Based on the results of the data analysis above, the researchers can conclude the results of testing the hypotheses that have been described in table 13, in the following details:

Hypothesis 1: (X1) Entrepreneurial Behavior is positively and significantly related to Affective Commitment (Z)

The results of hypothesis testing (H1) state that the variable (X1) the effect of entrepreneurial behavior on the variable (Z) affective commitment shows the value of the path coefficients (path coefficients) X1 on Z is 0.321, which is positive, which means X1 has a positive effect on Z. It is known that the value of P-Values <0.001, which means <0.05. The positive path coefficient value indicates a directly proportional or unidirectional relationship between the two variables, it is concluded that entrepreneurial behavior has a positive and significant effect on affective commitment. The positive path coefficient value indicates a directly proportional or unidirectional relationship between the two variables. This shows that the higher the entrepreneurial behavior of teachers at SMKs in West Kalimantan, the more their affective commitment will increase, providing a significant influence in increasing their affective commitment.

Hypothesis 2: (X1) Entrepreneurial Behavior is positively and significantly related to Performance (Y)

The results of hypothesis testing (H3) state that the variable (X1) entrepreneurial behavior on the variable (Y) performance shows the path coefficients value of X1 on Y is 0.605, positive. This means that variable X1 has a positive effect on variable Y. It is known that the value of P-Values <0.001 , which means <0.05 , it is concluded that X1 has a significant effect on Y, then H0 is rejected and H5 is accepted, meaning; there is a significant positive effect directly from entrepreneurial behavior on performance. It is stated that the entrepreneurial behavior of teachers at SMKs in West Kalimantan on teacher performance, shows a unidirectional relationship, namely the higher the entrepreneurial behavior of teachers, the more it improves teacher performance and provides an increasingly significant influence or increasingly provides meaning between teacher entrepreneurial behavior on teacher performance at SMKs in West Kalimantan.

Hypothesis 3: (Z) Affective commitment is positively and significantly related to Performance (Y)

The results of testing the hypothesis (Z) of affective commitment state that the effect of the variable (Y) performance shows the path coefficients value of Z on Y is 0.125, which is positive, which means that Z has a positive effect on Y. It is known that the value of P-Values is 0.021, which means <0.05 , it is concluded that Z has a significant effect on Y, then H0 is rejected and H7 is accepted, meaning; there is a significant positive effect directly from affective commitment to performance. This shows that the value (path coefficients) of the affective commitment variable of teachers in SMK in Kalimantan shows a path that is in the same direction as the performance variable, meaning that the higher the level of affective commitment of the teacher, the more the performance of the teacher increases and the influence between the affective commitment of teachers on teacher performance provides a significant effect or provides a meaningful influence.

Hypothesis 4: (X1) Entrepreneurial Behavior is positively and significantly related to Performance through Affective Commitment (Z)

The results of hypothesis testing (X1) entrepreneurial behavior is positively related to (Y) performance through (Z) affective commitment. The results of mediation testing, it is known that the indirect effect of X1 on Y, through Z is 0.181. It is known that the value of P-Values is 0.040, which means <0.05 , it is concluded that variable Z significantly mediates the relationship between X1 and Y. In other words, X1 indirectly positively and significantly affects variable Y, through variable Z, meaning; teacher entrepreneurial behavior provides unidirectional value. The more teacher entrepreneurial behavior increases, the more teacher performance also increases through the mediation of affective commitment and the influence of the three variables produces high significance.

4 Conclusion

This study raises the role of leaders and teachers in building affective commitment mediation as research gaps and renewal, through entrepreneurial behavior in Vocational Schools throughout West Kalimantan, to realize increased performance, which involved 254 respondents consisting of, 29 leaders and 225 teachers. The results of the study state that the role of affective commitment as a mediating variable has been able to provide a positive and significant influence or this variable has been able to improve the performance of leaders and teachers in SMKs throughout West Kalimantan through the exogenous variables of entrepreneurial behavior. The findings from this study can refute the conflicting results of previous research so that the novelty of this research is fulfilled. The direct relationship in this study found that the variable entrepreneurial behavior had a positive and significant effect or was able to increase the teacher's affective commitment and also a direct relationship between entrepreneurial behavior had a positive and significant effect on performance

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Biography of Authors

	<p>Rustam Doctoral Program Lecturer of Management Science, Faculty of Economics and Business, Tanjungpura University, Pontianak, Indonesia <i>Email: rustammunif@gmail.com</i></p>
	<p>Rizky Fauzan Doctoral Program Lecturer of Management Science, Faculty of Economics and Business, Tanjungpura University, Pontianak, Indonesia <i>Email: rizky.fauzan@ekonomi.untan.ac.id</i></p>
	<p>Ilzar Daud Doctoral Program Lecturer of Management Science, Faculty of Economics and Business, Tanjungpura University, Pontianak, Indonesia. <i>Email: ilzar-daud@yahoo.com</i></p>
	<p>Titik Rosnani Doctoral Program Lecturer of Management Science, Faculty of Economics and Business, Tanjungpura University, Pontianak, Indonesia. <i>Email: titik.rosnani@ekonomi.untan.ac.id</i></p>
	<p>M. Irfani Hendri Doctoral Program Lecturer of Management Science, Faculty of Economics and Business, Tanjungpura University, Pontianak, Indonesia. <i>Email: irfani.hendri@ekonomi.untan.ac.id</i></p>