



STRATEGIES, METHODS, AND OPTIMAL SOLUTIONS FOR IMPROVING TEACHERS' ORGANIZATIONAL COMMITMENT

Siwi Puji Astuti^{1*}, Sri Setyaningsih², Dian Wulandari²

¹Program Studi Teknik Informatika, Universitas Indraprasta PGRI

²Sekolah Pascasarjana, Universitas Pakuan

Corresponden Email: siwiunindra2012@gmail.com¹

Abstract

The purpose of this study is to find strategies, methods, and optimal solutions to improve teachers' organizational commitment. The method used in this study is quantitative, with 160 public junior high school teachers as respondents. Data analysis techniques use SEM-PLS, where variable analysis is performed using path analysis to find strategies. Meanwhile, to find methods and optimal solutions, indicator analysis is performed using SITOREM. The results of the study show that the right strategy can increase teachers' organizational commitment by looking at the path analysis values, starting from the largest, namely: psychological empowerment, authentic leadership, pedagogical competence, and interpersonal communication. The optimal solutions, considering the order of the indicators to be improved, are: 1) competence, 2) meaning, 3) impact, 4) sensitivity, 5) consistency, 6) transparency, 7) learning design, 8) learning evaluation, 9) learning implementation, 10) self-understanding, 11) empathy, 12) adaptability, 13) sincerity, 14) pride, and 15) hope.

Keywords: Strategy; Approach; Optimal Solution; Organizational Commitment

INTRODUCTION

Argue that building the quality of Indonesian society through formal and informal education is key (Sunardi & Suchyadi, 2020). States that one of the most effective forces determining the success of education quality is teachers who are committed (Nurlaila et al., 2024). One important factor in maintaining education quality is teachers' organizational commitment. Highly committed teachers tend to be more dedicated, have an emotional attachment to the school, and contribute more to the school's development. However, in reality, many educational institutions face difficulties in maintaining teacher commitment, especially amid changing educational needs and increasingly complex workloads. For example, research conducted in private schools shows that transformational leadership, organizational culture, job satisfaction, and teacher characteristics all influence the level of teacher commitment to the organization (Hanum & Hermawan, 2025a).

In addition, a study conducted at Madrasah Tsanawiyah Jakarta Selatan found that self-efficacy, or teachers' belief in their own abilities, also contributed significantly to increasing teachers' professional and organizational commitment (Hanum & Hermawan, 2025b). Furthermore, research conducted at SMK Bhina Tunas Bhakti Juwana showed that teachers' self-efficacy levels increased organizational commitment. Transformational leadership, job satisfaction, and self-efficacy work together to increase teachers' loyalty to the school organization.

To continuously improve teachers' organizational commitment, stakeholders in the school environment, such as principals, education agencies, and teachers themselves, must consider the role of each factor. This may include supporting transformational leadership styles through school leader training, creating programs to improve teacher performance, and making efforts to increase employee satisfaction through a better work environment and better compensation. As a result, this study is

expected to provide evidence-based practical advice on how to strengthen teachers' organizational commitment. Ultimately, this will have a positive impact on school performance and the quality of learning.

METHOD

This study uses a quantitative approach where data processing uses SEM-PLS and SITOREM. The sampling technique uses the multistage random sampling method. Of the 5 sub-districts, there are 50 public junior high schools, of which 27 schools were selected. Another 50% was taken, resulting in 15 public junior high schools as the research sample with a total of 160 teacher respondents. Data analysis techniques used SEM-PLS to test the influence of each independent variable, intervening variable, and dependent variable. Next, indicator analysis was performed using SITOREM, which was assessed by two experts in educational management (Hakim et al., 2020; Hanum & Hermawan, 2025c, 2025d; Sunaryo et al., 2020).

RESULTS AND DISCUSSION

Based on the results of calculations using SEM-PLS, the magnitude of the path coefficient values for each latent variable can be determined, as shown in Figure 1.

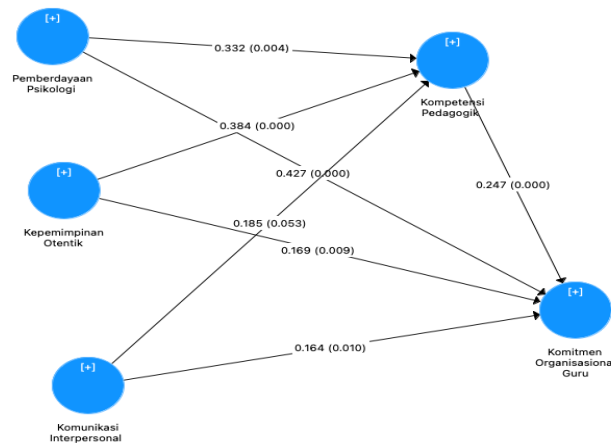


Figure 1. β value and significance value

Based on Figure 1, it can be seen that the path coefficient value of the authentic leadership variable on teachers' commitment to the organization is 0.169. As for testing the hypothesis of a positive direct influence between authentic leadership and teacher commitment to the organization with a p-value of $0.006 < 0.05$, it can be concluded that there is a positive direct influence between authentic leadership and teacher commitment to the organization. The path coefficient value of the authentic leadership variable on pedagogical competence is 0.384. As for testing the hypothesis of a positive direct influence between authentic leadership and pedagogical competence with a p-value of $0.000 < 0.05$, it can be concluded that there is a positive direct influence between authentic leadership and pedagogical competence. The path coefficient value of the pedagogical competence variable on

teachers' commitment to the organization is 0.247. As for testing the hypothesis of a positive direct influence between pedagogical competence and teachers' commitment to the organization with a p-value of $0.000 < 0.05$, it can be concluded that there is a positive direct influence between pedagogical competence and teachers' commitment to the organization. The path coefficient value of the interpersonal communication variable on teacher commitment to the organization is 0.164. As for testing the hypothesis of a positive direct influence between interpersonal communication on teacher commitment to the organization, the p-value is $0.000 < 0.05$, so it can be concluded that there is a positive direct influence between interpersonal communication on teacher commitment to the organization. The path coefficient value of the psychological empowerment variable on teacher commitment to the organization is 0.427. As for testing the hypothesis of a positive direct influence between psychological empowerment and teacher commitment to the organization with a p-value of $0.000 < 0.05$, it can be concluded that there is a positive direct influence between psychological empowerment and teacher commitment to the organization. The path coefficient value of the psychological empowerment variable on pedagogical competence is 0.332. As for testing the hypothesis of a positive direct influence between psychological empowerment and pedagogical competence with a p-value of $0.006 < 0.05$, it can be concluded that there is a positive direct influence between psychological empowerment and pedagogical competence.

Furthermore, it can be seen that the value of the path coefficient between authentic leadership and teacher commitment to the organization through pedagogical competence is 0.095. As for testing the hypothesis of the indirect effect between authentic leadership and teacher commitment to the organization through pedagogical competence, which is $0.001 < 0.05$, it can be concluded that there is an indirect effect between authentic leadership and teacher commitment to the organization through pedagogical competence. The path coefficient between interpersonal communication and teacher commitment to the organization through pedagogical competence is 0.046. As for testing the hypothesis of the indirect effect between interpersonal communication and teacher commitment to the organization through pedagogical competence, which is $0.070 > 0.05$, it can be concluded that there is no indirect effect between authentic leadership and teacher commitment to the organization through pedagogical competence. The path coefficient value between psychological empowerment and teachers' commitment to the organization through pedagogical competence is 0.082. As for testing the hypothesis of the indirect effect of psychological empowerment on teachers' commitment to the organization through pedagogical competence, the value is $0.012 < 0.05$, so it can be concluded that there is an indirect effect of psychological empowerment on teachers' commitment to the organization through pedagogical competence.

Research on organizational commitment includes studies that reveal a correlation between job satisfaction, organizational culture, transformational leadership, and personality with the level of organizational commitment (2020). To increase teachers' commitment to their profession, it is

necessary to strengthen transformational leadership, self-efficacy, and job satisfaction (2021). Various internal and external factors influence an individual's level of commitment to an organization, according to research on organizational commitment. Studies show that job satisfaction, organizational culture, transformational leadership, and personality are closely related to the level of commitment of organizational members. In the teaching profession, high commitment stems not only from a sense of attachment to the school, but also from positive work experiences and a supportive work environment. Strengthening the elements of transformational leadership, self-efficacy, and job satisfaction is necessary to increase teacher commitment. These three elements are very important for building teachers' trust, motivation, and dedication to their profession.

The analysis of indicators was conducted using the SITOREM (Scientific Identification to Conduct Operation Research in Education Management) method, which involved assessments carried out by two experts in the field of education management (Setyaningsih et al., 2021). Furthermore, the optimization of teachers' organizational commitment was analyzed using the criteria of Cost, Benefit, Urgency, and Importance, which were intended to determine the strength of the influence between the research variables, so that the weight of each indicator in the variable studied could be obtained. Based on these weight values, a priority order of indicators that needed to be improved immediately could be compiled, starting with the variable that had the greatest contribution (Setyaningsih, 2020). The results of the Sitorem analysis can be seen in Figure 2 below:

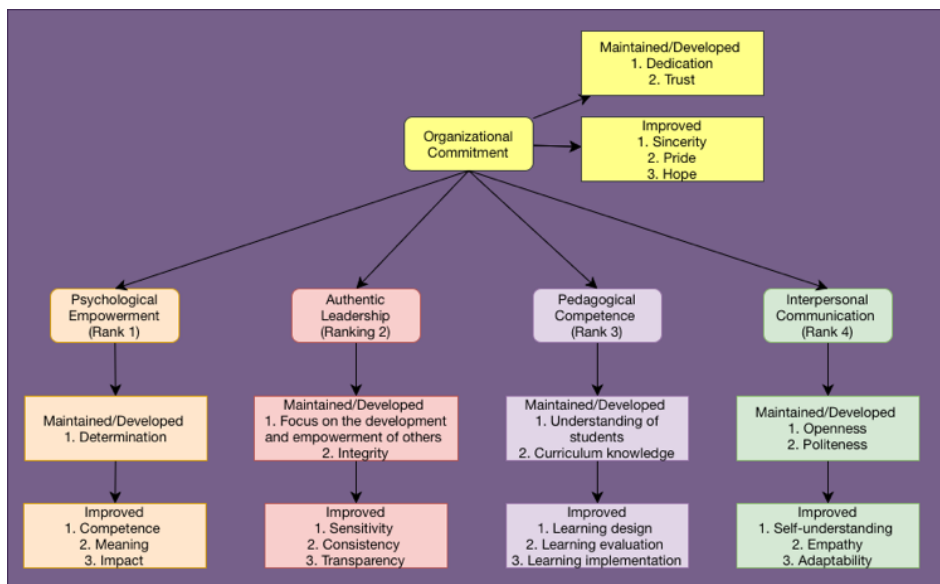


Figure 2. Results of Sitorem Analysis

CONCLUSION

Based on the analysis of variables, it was found that the right strategy can increase teachers' organizational commitment by looking at the path analysis values starting from the largest, namely: psychological empowerment, authentic leadership, pedagogical competence, and interpersonal communication. Furthermore, it was concluded that if we want to increase teachers' organizational

commitment, we can strengthen the variables of psychological empowerment, authentic leadership, pedagogical competence, and interpersonal communication. The optimal solution is to consider the order of the indicators to be improved, namely: 1) competence, 2) meaning, 3) impact, 4) sensitivity, 5) consistency, 6) transparency, 7) learning design, 8) learning evaluation, 9) learning implementation, 10) self-understanding, 11) empathy, 12) adaptability, 13) sincerity, 14) pride, and 15) hope.

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