



DEVELOPMENT OF A MODEL OF TEACHERS' ORGANIZATIONAL COMMITMENT AS AN EFFORT TO STRENGTHEN SUSTAINABLE PROFESSIONALISM

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Abstract

This study aims to examine a model of teachers' organizational commitment by conducting surveys and field observations related to the factors influencing teachers' organizational commitment. In the qualitative phase, which involved interviews and focus group discussions (FGDs) with teachers and school principals, the researcher developed a research constellation model consisting of three independent variables: psychological empowerment, authentic leadership, and interpersonal communication. The intervening variable is pedagogical competence. The research employed a mixed-methods approach, with qualitative research used to explore the variables in the field and quantitative research used to test the constructed model. The sample consisted of 160 civil servant teachers teaching at 15 public junior high schools (SMP Negeri) in Region 2 of East Jakarta. The model was tested using Structural Equation Modeling with Partial Least Squares (SEM-PLS). The results showed that the R^2 value was 0.927, indicating that 92.7% of the variance in teachers' organizational commitment could be explained by the variables in the model. The dominant contributions came from psychological empowerment and pedagogical competence. The Q^2 value was 0.621, which is greater than 0.05, suggesting that the exogenous variables X1, X2, and X3 are appropriate and relevant predictors for the endogenous construct X4. The Goodness of Fit (GoF) analysis showed an SRMR value of less than 0.08 (under 0.1), indicating that the tested model fits the data well. Additionally, the PLS Predict analysis revealed that the Q^2_{predict} values from the PLS model were higher (8) than those from the linear model (LM), which had only 2. Therefore, it can be concluded that the model has a strong predictive power.

Keywords: Model Development, Organizational Commitment, Professional Strengthening, Teacher Competence

INTRODUCTION

Enhancing the quality of Indonesian society through both formal and informal education serves as a fundamental key (Sunari & Suchyadi, 2020). There is a need to strengthen the education sector as part of broader national development efforts. In this regard, the government has restructured the nomenclature of the Ministry of Education. Previously, the Ministry encompassed basic, secondary, higher education, and culture under one umbrella. It has now been divided into three separate ministries to ensure that each ministry's management aligns with its specific focus, thereby improving bureaucratic efficiency and direction. Currently, these are: the Ministry of Basic and Secondary Education (Kemendikdasmen), the Ministry of Higher Education, Research, and Technology (Kemendikristek), and the Ministry of Culture (Kemendikbud). The Ministry responsible for basic and secondary education, Kemendikdasmen, has been established as part of the government's commitment to addressing challenges in primary and secondary education swiftly and effectively. This management restructuring plays a crucial role in responding to the future challenges of basic education in Indonesia.

At present, teachers are expected to demonstrate core competencies necessary for their roles as educators, guides, and instructors, as reflected in their professional teaching qualifications (Sukanto & Pradjonom, 2016). The improvement of teachers' competencies in delivering learning activities to students can be observed through various aspects of their performance. Teachers must view their role as a calling an inner drive to contribute to the intellectual development of future generations. Therefore, the teaching profession should not be considered a second-choice career, pursued only when other options are unavailable. It is crucial for teachers to have a strong commitment not only to their profession but also to their organization in this case, the school. One of the most critical factors determining the success and quality of education is the presence of teachers who are genuinely committed (Nurlaila et al., 2024). In light of this, it is expected that every teacher demonstrates a strong commitment to their organization, enabling them to deliver quality educational services and meaningful, engaging learning experiences for students.

This study is not the first to address teachers' organizational commitment; previous research has also explored this topic. Organizational commitment is defined as an employee's belief that binds them to the organization where they work, which is reflected through loyalty, job involvement, and acceptance of the organization's values and goals (Ningrum. Harini Fajar et al., 2021). Strengthening transformational leadership, self-efficacy, and job satisfaction is essential to improving teachers' professional commitment. (Setyaningsih & Sunaryo, 2021). There is a significant correlation between job satisfaction, organizational culture, transformational leadership, and personality traits and the level of organizational commitment (Rahmawati et al., 2020). A positive correlation exists between organizational culture and organizational commitment (Prihadi et al., 2019). Optimization Modelling and Strenthening of Teacher's Organizational Commitment Using The POP SDM Approach: Research on Teacher's Private Islamic High School in City of Bogor (Aisahrspati et al., 2022). Based on previous research, there remains an opportunity for researchers to further develop a model of organizational commitment by incorporating additional variables derived from fieldwork. Through discussions with teachers and school principals, several factors were identified that may influence teachers' organizational commitment. This study aims to construct a predictive model to enhance teachers' organizational commitment by utilizing the variables of psychological empowerment, authentic leadership, interpersonal communication, and pedagogical competence.

LITERATURE REVIEW

Teachers' Organizational Commitment

The desire of an employee to remain a member of an organization reflects organizational commitment. This commitment influences whether the employee will stay with the organization (be retained) or leave to pursue other job opportunities (Colquitt et al., 2017). Organizational commitment can be defined as the extent to which employees are dedicated to the organization they work for, are willing to work on behalf of the organization, and the likelihood that they will maintain their membership in it (Jex & Britt, 2014). Employees who exhibit strong

organizational commitment are less likely to withdraw from their work, even in situations of dissatisfaction, as they feel a sense of obligation to contribute due to their loyalty and emotional attachment to the organization (Robbins & Judge, 2022).

Based on the theoretical review above, it can be synthesized that organizational commitment in this study refers to an individual's desire to remain part of an organization, demonstrated through trust, hope, dedication, pride, and a strong intention to continue working within the organization. From this synthesis, an operational definition can be constructed as follows: Teachers' Organizational Commitment is the teacher's assessment of their desire to remain a part of their organization, measured using a research instrument in the form of a questionnaire based on the following indicators: (1) Trust, (2) Hope, (3) Dedication, (4) Pride, and (5) Strong Intention.

Psychological Empowerment

Psychological empowerment is a sense of self-fulfillment and purpose that fosters feelings of competence and commitment to one's work (Schemerchorn et al., 2012). Psychological empowerment is another closely related concept, referring to employees' beliefs about the extent to which they influence their work environment, how competent they are, how meaningful their work is, and how much autonomy they have (Robbins & Judge, 2022). Psychological empowerment can also be understood as both a process of empowerment and a psychological state, manifested through four cognitive dimensions: meaning, competence, self-determination, and impact (Saidah & Muhid, 2021).

Based on the theoretical review above, it can be synthesized that psychological empowerment refers to an individual's belief in and ability to influence their work environment, which affects their sense of competence, meaning, and autonomy. From this synthesis, the operational definition can be formulated as follows: Psychological empowerment is the teacher's assessment of their belief in and ability to influence their work environment, which impacts their competence, sense of meaning, and autonomy. It is measured using a research instrument in the form of a questionnaire based on the following indicators: (1) Competence, (2) Meaning, (3) Self-Determination, and (4) Impact.

Authentic Leadership

Authentic leadership takes into account that life events and planned experiences shape the way individuals develop their leadership. This process reflects an honest and transparent perspective on how leadership is formed. It is important to evaluate leadership development not only to assess what has been achieved, but also to strengthen the development process itself (Avolio, 2005). Authentic leaders know who they are, know what they believe in and value, and act on those values and beliefs openly and candidly. An authentic leader is someone who knows who they are, understands what they believe in and value, and acts in accordance with those values and beliefs in an open and honest manner (Robbins & Judge, 2022). Authentic leadership is a concept of leadership which involves being yourself—

essentially, knowing yourself, being honest with yourself and other people, and having an internalized understanding of morality”. Authentic leadership is a leadership concept that involves being true to oneself—essentially, knowing oneself, being honest with oneself and others, and possessing an internalized understanding of morality (Demirtas & Karaca, 2020).

Based on the theoretical review above, it can be synthesized that authentic leadership is a behavior characterized by self-awareness, consistency, honesty, transparency, and a focus on developing and empowering others. From this synthesis, the operational definition can be formulated as follows: Authentic leadership is the teacher’s assessment of the principal’s behavior in terms of self-awareness, consistency, honesty, transparency, and focus on developing and empowering others. This is measured using a research instrument in the form of a questionnaire based on the following indicators: (1) Self-Awareness, (2) Consistency, (3) Honesty, (4) Transparency, and (5) Focus on Developing and Empowering Others.

Interpersonal Communication

Interpersonal communication A selective, systemic process that allows people to reflect and build personal knowledge of one another and create shared meanings. Interpersonal communication is a selective and systematic process that enables individuals to reflect on and build personal knowledge of one another, as well as to create shared meaning (Wood, 2016). Interpersonal communication Communication that flows from individual to individual in face-to-face and group setting. Interpersonal communication is communication that flows from one individual to another in face-to-face and group settings (Ivancevich et al., 2014). Effective interpersonal communication depends on the sender’s ability to get the message across and the receiver’s performance as an active listener. Effective interpersonal communication depends on the sender's ability to convey the message and the receiver's performance as an active listener. (Mc Shance & Von Glinov, 2018).

Based on the theoretical review above, it can be synthesized that interpersonal communication is a process of interaction between individuals that enables them to understand each other, build personal knowledge about one another, and create shared meaning. From this synthesis, the operational definition can be formulated as follows: Interpersonal communication is the teacher’s assessment of the interaction process between individuals that allows them to understand each other, develop personal knowledge of one another, and create shared meaning. This is measured using a research instrument in the form of a questionnaire based on the following indicators: (1) Openness, (2) Self-Awareness, (3) Empathy, (4) Courtesy, and (5) Adaptability.

Pedagogical Competence

This competency refers to the ability to understand students and manage educational and dialogical learning. Substantively, it includes the ability to understand students, design and implement learning, assess learning outcomes, and support student development to help them actualize their various potentials (Suprihatiningrum, 2014). Teacher competence in managing

student learning includes understanding students, designing and implementing instruction, evaluating learning outcomes, and facilitating student development to help them actualize their various potentials (Febriana, 2019). Pedagogical competence includes mastery of student characteristics, understanding of learning theories, curriculum development, implementation of the teaching and learning process, utilization of information and communication technology, facilitation of student potential development, effective communication, and the assessment and evaluation of learning outcomes (Rusnawati, 2015).

Based on the theoretical review above, it can be synthesized that pedagogical competence is the ability and knowledge possessed by teachers to design, implement, and evaluate an effective and efficient learning process. From this synthesis, the operational definition can be formulated as follows: Pedagogical competence is the teacher's assessment of their ability and knowledge to design, implement, and evaluate an effective and efficient learning process. It is measured using multiple-choice questions with five options and one correct answer, based on the following indicators: (1) Understanding of learners, (2) Instructional design, (3) Learning implementation, (4) Learning evaluation, and (5) Curriculum knowledge.

METHOD

This study employs a mixed-method approach, in which the qualitative research was conducted through in-depth interviews and Focus Group Discussions (FGDs) as a preliminary survey to explore factors that may influence teachers' organizational commitment. The participants included teachers, school principals, and education department heads. In addition, the researcher consulted with experts in educational management to gather insights and suggestions on relevant factors that could be integrated to develop a predictive model aimed at enhancing teachers' organizational commitment. The stages carried out in this model development research are as follows:

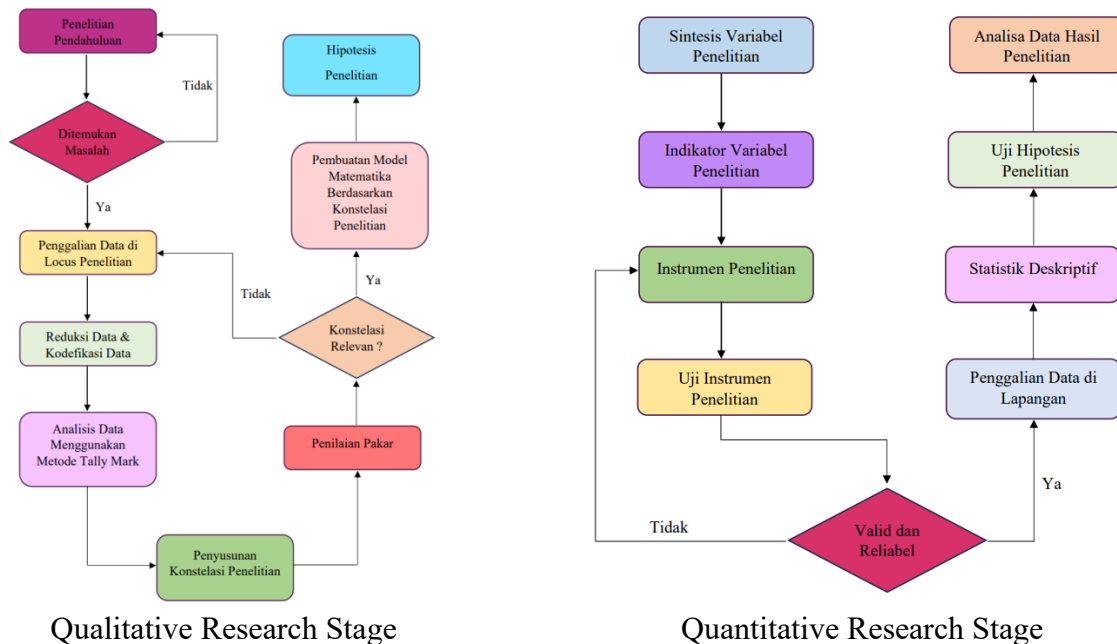


Figure 1. Stages of Mixed-Method Research (Sunaryo et al., 2020).

The POP-SDM research method, or Modeling and Optimization of Human Resource Management Strengthening, is an exploratory sequential method that begins with research on the theme of teachers’ organizational commitment (Setyaningsih, 2020). The instruments used in this study consist of questionnaires and tests for each research variable. The research respondents were civil servant teachers actively teaching in East Jakarta Region 2, which includes five subdistricts. Using a multistage random sampling technique, 15 public junior high schools (SMP Negeri) were selected, with a total sample of 160 teachers. Data analysis and model testing were conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM). The analysis also examined the factors contributing to teachers’ organizational commitment, ranked from the greatest to the least impact.

RESULTS AND DISCUSSION

Based on the qualitative research findings, several variables were identified as contributing factors influencing teachers’ organizational commitment. The first stage in the PLS-SEM analysis involves the outer model, which aims to examine whether the questionnaire items accurately reflect their respective indicators. The results of the outer model testing revealed that some questionnaire items needed to be removed due to low factor loadings. Subsequently, repeated iterations were conducted until all remaining items achieved a loading factor greater than 0.6. In the next step, the Average Variance Extracted (AVE) was calculated and confirmed to be greater than 0.5, while the Composite Reliability (CR) value exceeded 0.7, indicating adequate convergent validity and internal consistency.

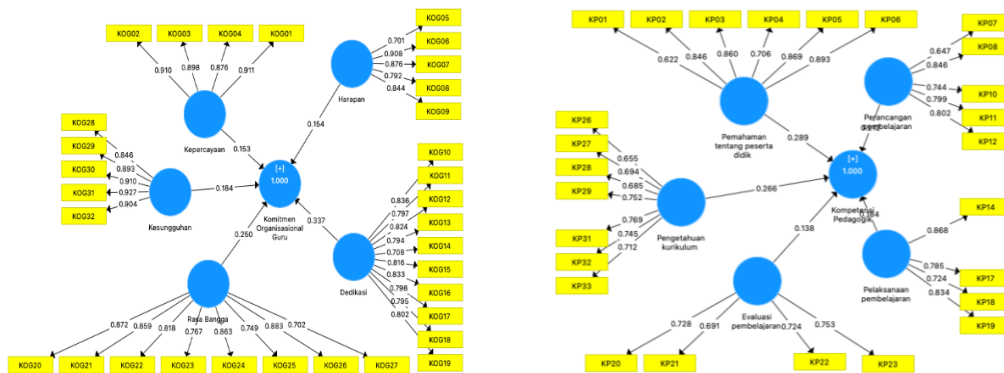


Figure 2

Results of Outer Model Calculation for Organizational Commitment and Pedagogical Competence

Based on the figure, it can be observed that all loading factor values are above 0.7 (>0.7), indicating that the measurement items meet the required criteria of having loading factor values greater than 0.7. Since all loading factor values meet the threshold, no further item reduction is necessary. The following is a summary of the values for Loading Factors, Composite Reliability (CR) > 0.7, and Average Variance Extracted (AVE) > 0.5, as well as discriminant validity using the Heterotrait-Monotrait Ratio of Correlations (HTMT) criterion, with values below 0.9.

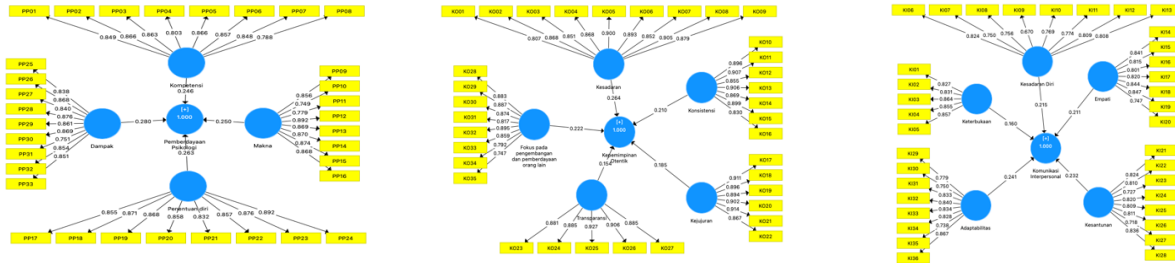


Figure 3

Results of the Outer Model Estimation for Psychological Empowerment, Authentic Leadership, and Interpersonal Communication

Based on the figure, it can be observed that all loading factor values are above 0.7 (>0.7), indicating that the measurement items meet the required criteria of having loading factor values greater than 0.7. Since all loading factor values meet the threshold, no further item reduction is necessary. The following is a summary of the values for Loading Factors, Composite Reliability (CR) > 0.7, and Average Variance Extracted (AVE) > 0.5, as well as discriminant validity using the Heterotrait-Monotrait Ratio of Correlations (HTMT) criterion, with values below 0.9.

The next step is to conduct the second outer model analysis, which aims to determine whether the indicators reflect their respective latent variables. In this stage, the calculation uses the latent variable scores obtained from the first stage of the outer model analysis.

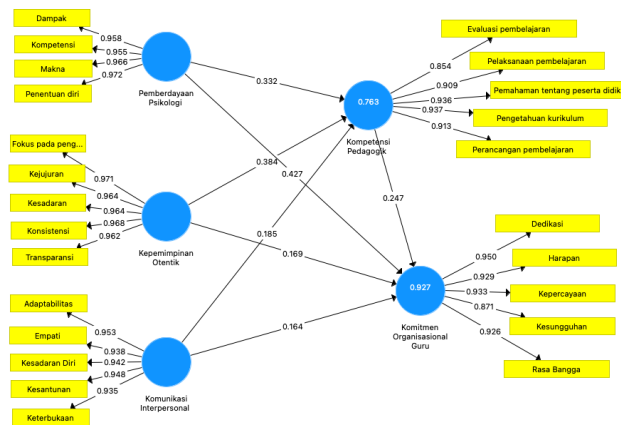


Figure 4. Indicator Loading Factor Values on Latent Variables

Based on the figure, it is evident that all loading factor values are above 0.7 (>0.7), indicating that the measurement items meet the required criteria, namely a loading factor value greater than 0.7. Since all loading factor values meet the criteria, no further item reduction is necessary. The following is a summary of the Loading Factor values, Composite Reliability (CR)

> 0.7), Average Variance Extracted (AVE > 0.5), and discriminant validity using the Heterotrait-Monotrait Ratio of Correlations (HTMT < 0.9). The R Square value for the simultaneous effect of the variables Pedagogical Competence (X4), Psychological Empowerment (X1), Authentic Leadership (X2), and Interpersonal Communication (X3) on the variable Teacher Organizational Commitment (Y) is 0.927, with an Adjusted R Square of 0.926. This indicates that the exogenous variables (X4, X1, X2, X3) collectively influence the Y variable by 92.7%. Since the Adjusted R Square exceeds 75%, the influence of all exogenous constructs on Y is considered strong/substantial. The R Square value for the simultaneous effect of the variables Psychological Empowerment (X1), Authentic Leadership (X2), and Interpersonal Communication (X3) on the variable Pedagogical Competence (X4) is 0.763, with an Adjusted R Square of 0.758. This means that the exogenous constructs (X1, X2, X3) collectively influence X4 by 76.3%. As the Adjusted R Square exceeds 75%, the effect of the exogenous constructs X1, X2, and X3 on X4 is also categorized as strong/substantial.

Table 1. Effect Size Values of Exogenous Variables on the Endogenous Variable

	teachers' organizational commitment	pedagogical competence
Authentic leadership	0,051	0,087
Teachers' organizational commitment		
Pedagogical competence	0,199	
Interpersonal communication	0,058	0,023
Psychological empowerment	0,266	0,052

The f^2 value or effect size indicates that the largest effect on the variable teachers' organizational commitment is shown by psychological empowerment with a value of 0.266, followed by pedagogical competence, both of which fall into the medium category. Meanwhile, authentic leadership (0.051) and interpersonal communication (0.058) fall into the small category. Regarding the effect size on the pedagogical competence variable, all contributing variables fall into the small category (range 0.02–0.15), with values of 0.087 for authentic leadership, 0.023 for interpersonal communication, and 0.052 for psychological empowerment.

Table 2. Blindfolding Results for Calculating Q^2

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Authentic leadership	800,000	800,000	
Teachers' organizational commitment	800,000	176,202	0,780
Pedagogical competence	800,000	303,268	0,621
Interpersonal communication	800,000	800,000	
Psychological empowerment	640,000	640,000	

Based on the data presented in Table 4.32, all Q^2 values for both constructs X4 and Y are greater than 0.05. This indicates that the predictive relevance for constructs X4 and Y is acceptable. Specifically, the following conclusions can be drawn: The predictive relevance of

X1, X2, X3, and X4 for Y, based on the Q^2 value of $0.780 > 0.05$, means that H_0 is accepted. This suggests that the exogenous variables X1, X2, X3, and X4 are appropriate and relevant predictors for the endogenous construct Y. The predictive relevance of X1, X2, and X3 for X4, based on the Q^2 value of $0.621 > 0.05$, also supports accepting H_0 . Therefore, it can be concluded that the exogenous variables X1, X2, and X3 are appropriate and relevant predictors for the endogenous construct X4.

Table 3. Results of Standardized Root Mean Square Residual (SRMR) Test

	Saturated Model	Estimated Model
SRMR	0,031	0,031
d_ ULS	0,297	0,297
d_ G	0,653	0,653
Chi-Square	566,872	566,872
NFI	0,914	0,914

Goodness of Fit Analysis or model fit indicates how well the constructed model aligns with the supporting construct variables. The model fit is demonstrated by the Standardized Root Mean Square Residual (SRMR). According to Hu and Bentler, as cited a value below 0.10 or more conservatively, below 0.08 is considered to indicate a good fit. The following table presents the SRMR values. It can be seen that the SRMR value is less than 0.08 or below 0.10, thus it can be concluded that the model tested in this study fits the available data well.

Table 4. Predictive Model Comparison Between PLS and LM on Indicators of Endogenous Variables

	PLS Model			LM Model		
	$Q^2_{predict}$	RMSE	MAE	$Q^2_{predict}$	RMSE	MAE
Sincerity	0,681	568,957	446,275	0,642	602,109	474,433
Hope	0,750	504,182	397,089	0,731	522,840	401,250
Trust	0,796	453,914	349,451	0,775	477,513	376,371
Pride	0,768	485,345	372,954	0,750	503,649	391,149
Dedication	0,859	377,957	299,140	0,845	396,725	316,513
Curriculum knowledge	0,622	618,380	516,768	0,599	637,097	523,241
Understanding of students	0,630	611,605	503,763	0,598	637,784	512,602
Learning evaluation	0,490	718,396	573,822	0,498	713,017	566,806
Learning implementation	0,678	571,855	479,414	0,680	569,779	476,342
Learning design	0,685	564,595	449,613	0,665	581,896	464,902

PLS Predict is a model validation stage aimed at evaluating the extent to which the proposed PLS model possesses optimal predictive power. The model's strength is assessed by comparing the PLS algorithm with the regression values from the linear model (LM) using the

criteria of Root Mean Square Error (RMSE), Mean Absolute Error (MAE), and Q^2_{predict} . The following table presents the RMSE, MAE, and Q^2_{predict} values from both the PLS model and the linear model (LM). It is evident that the RMSE and MAE values in the PLS model are lower in more cases than those in the LM model. Specifically, the PLS model shows lower RMSE in 8 instances compared to only 2 in the LM model. Similarly, the MAE values are lower in 8 instances for the PLS model and only 2 for the LM model. Moreover, the Q^2_{predict} values in the PLS model are higher in 8 cases, while in the LM model only 2 instances show higher values. Therefore, it can be concluded that the predictive power of the model is at a strong level. This finding indicates that the PLS model is not only valid as a structural representation but also offers superior predictive capability, thereby enhancing the model's reliability in practical applications.

Based on the research findings, it is evident that the model tested in this study meets the testing criteria and demonstrates a good fit. Therefore, it can be concluded that the predictive model for improving teachers' organizational commitment can be influenced by the variables examined in this research. In this model, pedagogical competence acts as an intervening variable, while the independent variables are psychological empowerment, authentic leadership, and interpersonal communication. In examining the pedagogical competence of high school teachers in Indonesia, it was found that most teachers are fairly competent in managing and delivering effective instruction. However, the study also revealed a significant gap in their mastery of current learning theories and the use of technology in education (Baskara & Sutarni, 2024). Authentic leadership is increasingly broad in its focus, not only emphasizing the authenticity of the leader but also highlighting the role of followers as an essential part in providing legitimate validation of authentic leadership (Ariyani, 2024). Authentic leadership is divided into four components: self-awareness, relational transparency, balanced processing, and an internalized moral perspective (Sintia & Partina, 2024). Psychological empowerment is concluded as an individual's perception of cognitive empowerment, which influences their sense of meaning in work, belief in self-efficacy, and perceived impact on the organization (Hariyanti & Izzati, 2024). Individuals with good interpersonal communication skills are able to adapt to their surrounding environment, starting from the family setting to the broader community (Chairunnisa et al., 2024).

CONCLUSION

Based on the results of model testing conducted using SEM-PLS, it can be concluded that the model developed based on qualitative research findings through interviews and direct field observations with respondents including teachers and principals—has led to the construction of a teacher organizational commitment model by identifying relevant variables in the field. The variables established and tested in the model include pedagogical competence as an intervening variable, while the independent variables are psychological empowerment, authentic leadership, and interpersonal communication. The model testing has fulfilled the requirements of the outer model, inner model, and calculations of R^2 , f^2 , Q^2 , and Goodness of Fit (GoF), all of which meet

the necessary criteria, indicating that the proposed model is appropriate and well-suited for the study.

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