

## **Increasing Teacher's Organizational Commitment Through Strengthening Teamwork, Situational Leadership and Self-Efficacy**

**Dudung Koswara<sup>1</sup>, Soewarto Hardhienata<sup>2</sup>, Rita Retnowati<sup>3</sup>**

**<sup>1,2,3</sup>Pakuan University, Indonesia**

**Corresponding email : [nurullahukeudnk@gmail.com](mailto:nurullahukeudnk@gmail.com)**

### **ABSTRACT**

Teachers' commitment towards organization is important to be improved. Strengthening teamworks, good situational leadership by the principal and strong self-efficacy can be used as an effort to improve teachers' commitment towards their organization. This study is aimed to determine the commitment of private Senior High School teachers in Sukabumi towards their organization through the study of relationship strength between research variable, teamworks, Principal's situational leadership and self-efficacy. The research used correlational analysis and quantitative method while data collection techniques are collected through questionnaires. The population used in this research are 240 private permanent school teachers in Sukabumi. The sample of the research are 150 teachers calculated by *Taro Yamane* formula with a significance level of 0,05. Based on the results analysis, there is positive and significant relationship between Teamworks and Teachers' commitment towards organization with the correlational coefficient  $r_{y.1} = 0,0346$ . There is positive and significant relationship between Principal's situational leadership and teacher's commitment towards organization with correlational coefficient  $r_{y.2} = 0,465$  and there is positive and significant self-efficacy and teachers' commitment towards organization with correlational coefficient  $r_{y.3} = 0,319$ . The conclusion based on *STOREM* analysis shows that all teamworks indicators influence teachers' commitment towards their organization. It means, the stronger the teamworks, the higher commitment teachers have to their organization. All indicators of Principal's situational leadership influence teachers' commitment towards their organizations. It means, the stronger Principal's situational leadership, the higher commitment teachers have to the organization. All indicators of self-efficacy influence teacher's commitment towards organizations. It means, the stronger self-efficacy; the higher commitment teachers have to the organization.

**Keywords:** Teamworks, Situational Leadership, Self Efficacy, Organizational Commitment

### **INTRODUCTION**

Education is a medium for the intellectual life of the nation. Every nation that wants to improve the quality of its nation, then education will be a priority scale. Countries such as Finland, Sweden, Japan, China and other developed countries highly uphold the importance of education. Education is identical with the importance of the teaching profession, because teachers are an inseparable part in the implementation of the educational process. In general, teachers who have low organizational commitment tend to show a lack of enthusiasm, passion, and sincerity in their work. If this behavior is allowed to continue, it is feared that it will cause various problems such as high levels of teacher absenteeism, low teacher loyalty, lack of compliance with regulations, absenteeism, work strikes without reason, not even the desire to move to find another school. If this happens it will have a negative impact on teacher performance, as a result the achievement of learning objectives

and the overall educational process in the school will be disrupted. In the end it will hinder the achievement of organizational goals that have been set. In particular, teachers who have a high commitment to the organization will show loyal behavior (faithful), proactive to the organization. However, teachers who have a low commitment to the organization will show negative behaviors such as: low attendance, often arriving late, and being less proactive towards the organization. and organizational goals in order to achieve school goals. Several efforts are made in order to increase teacher commitment to the organization in addition to the principal's leadership factor, maintaining teamwork in carrying out tasks, increasing the self-efficacy of good teachers. It can also be done with other efforts such as: Increasing teacher competence through education and training, increasing motivation, building good interpersonal communication. Through these various efforts, it is hoped that teacher commitment to the organization can improve teacher performance in carrying out their duties. This is because teachers who are independent, creative, and forward-looking play an important role in improving the quality of educational outcomes.

Schools need teachers who have a good commitment to the organization, especially schools with private status. Several private high schools in Sukabumi City still seem to have not fully gained the trust of the public. It is proven by the existence of private high schools which still lack students. This happens due to several reasons including: the quality of the education produced is still lacking, the facilities and infrastructure are not adequate, and the mindset of the people who prefer public schools with consideration of the cost and quality of education. In an international journal entitled Family/friends support, work-family conflict, organizational commitment, and turnover intention in young preschool teachers in China: A serial mediation model. This is the result of research by Siyu Zhoua, Xiaowei Lia, Bingcheng Gaob Faculty of Education, Beijing Normal University, Beijing, China National Institute of Education Science, Beijing, China. Stating that supportive family / friends can help young preschool teachers in China deal with work, family conflicts, increase organizational commitment, thereby reducing their conflicts.

Furthermore, an international journal entitled Job satisfaction, organizational commitment and demographic characteristics among teachers in Turkey: Younger is better?. This is the result of research from İlhami Yucel Cetin Bektas, Erzincan University, Faculty of Economics and Administrative Sciences, Erzincan 24078, Turkey. Stating that Organizational Commitment is positively correlated with job satisfaction. Age differences among teachers have an effect on job satisfaction and organizational commitment. The role of age on job satisfaction and organizational commitment needs to be investigated further. School authorities need to take into account differences in teacher age and develop strategies to address the needs of teachers to experience job satisfaction and improve under-commitment.

The data above was obtained based on the results of the calculation of the answers to the questionnaire given to 22 teachers as representatives of each school. The preliminary survey was carried out, because no other data were found regarding the increase in teacher commitment in SMAS both at the City level and at the Education Office Branch. In addition to the data above, interviews were also conducted with the vice principal in the curriculum sector, so that information was obtained that the delay in teacher attendance at schools reached an average of 55%, this was due to the lack of enthusiasm for teachers to work at the school on the grounds of traffic jams, taking care of families, and other needs. The average teacher delay in attending class reaches 65%, this is caused by late attendance at school, unpreparedness of the material to teach or the teacher's busyness with other activities. Teachers who are less active in participating in school activities reach 60%, this can be seen from their involvement in every activity, coming only as a formality, dropping obligations, so the results achieved are less than optimal. 75% of teachers who have not produced work in developing competencies for the benefit of the school. This can be seen from the teaching and learning process which is still dominated by conventional methods. In addition to the above, the desire of teachers to improve professional competence is still low, when viewed from the number of teachers who have continued to the master's level, and have written scientific papers. In addition to

the above, 70% of teachers who work are not in accordance with their respective duties. If there is a difference between the lessons taught and the educational background and needs in the field, then the service to students will tend to be lacking. Furthermore, about 55% of teachers do not understand the characteristics of students in providing education and teaching. The pedagogical competence is lacking, so that the inner bond with students is still felt low, this is evidenced by the existence of teachers who do not know the names of their students.

The principal as a leader in the education unit has responsibilities and policies in the process of achieving organizational goals. In this study, the leadership style chosen was the situational leadership of the principal. Through situational leadership, a school principal is expected to be able to carry out management functions effectively, through direction, guidance, support and motivation, delegation of tasks to teachers by paying attention to the level of readiness and maturity of teachers in carrying out their duties. Based on the background of the problems that have been described previously, the problems related to the commitment of teachers to the organization are influenced by several things including: situational leadership of the principal, organizational culture, work motivation, teamwork, job satisfaction, and self-efficacy. The principal's situational leadership can influence teacher commitment to the organization. This is because the direction, guidance, support, delegation, and appreciation given by the principal will encourage increased responsibility for all stakeholders in achieving school goals that have been jointly set. This supports the creation of teacher commitment to the organization.

In addition to the above, organizational culture is no less important for the existence and continuity of an organization. Convenience of teachers at work, protection, wages given, will lead to teacher satisfaction at work. Teachers who are satisfied with their work are expected to increase teacher commitment to the organization. The ability to understand others through communication and teamwork, as one of the factors that play a role in carrying out responsibilities as members of the organization. Good communication and cooperation are deemed necessary to increase teacher commitment to the organization in achieving the goals that have been set together. Teachers who have high motivation tend to have responsibility in carrying out their duties. Motivation is an encouragement for someone to work better so that organizational goals can be achieved. Therefore, teachers who are motivated at work are thought to play a role in increasing teacher commitment to the organization. A person's satisfaction with the results of his work in meeting personal needs or organizational goals is expected to strengthen teacher commitment to the organization in developing the organization. So that the image of the organization and public trust in education providers is better than before. A person's belief in his ability to complete his tasks is better known as self-efficacy. People who have high self-efficacy will tend to make their experience a motivation to keep trying to prove themselves about their abilities. Meanwhile, people who have low self-efficacy will experience the opposite, decreased motivation and tend to be lazy and delay completing their tasks.

This study aims to increase teacher commitment to the organization through a study of the strength of the relationship between research variables, as follows:

1. The strength of the relationship between teamworks and the teacher's commitment to the organization
2. The strength of the relationship between the principal's situational leadership and teacher commitment to the organization
3. The strength of the relationship between self-efficacy and teacher commitment to the organization
4. The strength of the relationship between teamworks and the principal's situational leadership and the teacher's commitment to the organization
5. The strength of the relationship between the principal's situational leadership and self-efficacy with teacher commitment to the organization

- 
- 6. The strength of the relationship between teamworks and self-efficacy with teacher commitment to the organization
  - 7. Strength of the relationship between teamworks, principal situational leadership and self-efficacy together with teacher commitment to the organization

## METHOD

The research method used is a quantitative method through correlation analysis. To obtain data in the field, a measuring instrument in the form of a questionnaire was used which was compiled based on the indicators contained in the research variables. The data needed is data on teamworks, situational leadership of school principals, self-efficacy, and teacher commitment to the organization. The measurement technique uses a rating scale, which is arranged in the form of statement items from each indicator that exists in each research variable, followed by five responses that indicate the level of the attitude scale that will be chosen by the respondent.

### a. Research Constellation

This research begins with the preparation and manufacture of instruments, followed by the stage of testing instruments with statistical calculations. The next stage is to get instrument validation and reliability. After that the distribution of the instrument to a predetermined sample. The constellation of the problems studied is as shown in Figure 1. below:

### Population and Sample

The population in this study were private high school teachers who worked as permanent teachers for foundations in 11 private schools in Sukabumi City, totaling 240 people. To determine the sample in this study, a proportional random sampling technique was used with the Taro Yamane formula, obtained a research sample of 150 permanent teachers of the foundation, both certified and not.

### c. Data Analysis Techniques and Hypothesis Testing

Statistical analysis prerequisite testing is carried out as follows:

- 1) The standard error normality test of the variables of the school principal's visionary leadership, organizational culture, and trust with teacher performance used the Liliefors calculation procedure. The estimation error which is declared normal if the value of  $L_{count} < L_{table}$  is tested with a significance level of 0.05 and 0.01.
  - 2) The homogeneity test of the variance of the results of the principal's visionary leadership, organizational culture and trust with teacher performance was carried out using the Barlet technique. The variance is declared homogeneous if the calculated  $X^2$  value  $< X^2$  The table is tested with a significance level of 0.05 and 0.01.
- d. Hypothesis test

### Linearity Test

#### 1) Simple Regression Test

Used to see the relationship between the Teamworks variable (X1) and Teacher Commitment to the Organization (Y), the relationship between the Principal Situational Leadership variable (X2) and Teacher Commitment to the Organization (Y), and the relationship between Self-Efficacy (X3) and Teacher Commitment to Organization (Y).

#### 2) Multiple Regression

Used to see the relationship between the variables Teamworks (X1), Principal Situational Leadership (X2), and Self-Efficacy (X3) together with Teacher Commitment to the Organization (Y).

### Statistical Hypothesis

1. There is a positive relationship between teamworks and teacher commitment to the organization, so that the strengthening of teamwork can increase teacher commitment to the organization
2. There is a positive relationship between the principal's situational leadership and the teacher's commitment to the organization, so that the principal's situational leadership can increase the teacher's commitment to the organization.
3. There is a positive relationship between self-efficacy and teacher commitment to the organization, so that self-efficacy can increase teacher commitment to the organization
4. There is a positive relationship between teamworks and the principal's situational leadership and the teacher's commitment to the organization, so that the principal's teamwork and situational leadership can increase the teacher's commitment to the organization.
5. There is a positive relationship between the principal's situational leadership and self-efficacy with teacher commitment to the organization, so that the principal's situational leadership and self-efficacy can increase teacher commitment to the organization
6. There is a positive relationship between teamworks and self-efficacy with teacher commitment to the organization, so that teamwork and self-efficacy can increase teacher commitment to the organization
7. There is a positive relationship between teamworks, principal situational leadership, and self-efficacy together with teacher commitment to the organization, so that teamwork, principal situational leadership and self-efficacy can increase teacher commitment to the organization.

### Data collection technique

The instrument used in this study was a closed questionnaire or questionnaire. Measurements were carried out using a research scale (rating scale). Before the instrument was given to the research sample, the validity test was conducted using the Pearson Product Moment correlation formula, and the reliability test using the Cronbach Alpha formula.

### RESULT AND DISCUSSION

#### *Hypothesis test*

Hypothesis testing is done by correlation and regression analysis. Testing the first, second and third hypotheses using simple correlation and regression analysis, while the fourth to seventh hypotheses use multiple correlation analysis. A summary of the results of hypothesis testing can be seen in the tables below.

Table 1. Hypothesis Testing

Correlatio n	Regresion Equation	Sig			Conclusion
		F	F <sub>table</sub> ( $\alpha=$ 0,01)	F <sub>table</sub> ( $\alpha= 0,05$ )	
Y - X <sub>1</sub>	$\hat{Y} = 98,66 + 0,23X_1$	20.181**	6.806	3.904	Very Sig
Y - X <sub>2</sub>	$\hat{Y} = 97,16 + 0,271X_2$	40.727**	6.807	3.904	Very Sig
Y - X <sub>3</sub>	$\hat{Y} = 100,422 + 0,248X_3$	16.726**	6.807	3.905	Very Sig
Y - X <sub>1</sub> X <sub>2</sub>	$\hat{Y} = 88,345 + 0,097X_1 + 0,228X_2$	44.518**	4.727	3.047	Very Sig

$Y - X_1X_3$	$\hat{Y} = 87,511 + 0,169X_1 + 0,154X_3$	31.207**	4.751	3.057	Very Sig
$Y - X_2X_3$	$\hat{Y} = 83,621 + 0,235X_2 + 0,136X_3$	56.724**	4.727	3.057	Very Sig
$Y - X_1X_2X_3$	$\hat{Y} = 100 + 0,142X_1 + 0,153X_2 + 0,254X_3$	13.38**	4.752	3.057	Very Sig

Table 2. Summary of Variance Analysis of Regression Equation Linearity Test

No	Correlation	Coeficie nt	Sig			Conclusion
			F value	Ftable ( $\alpha=0,01$ )	Ftable ( $\alpha=0,05$ )	
1.	$X_1 - Y$	$r_{y1} = 0,346$	20.181**	6.806	3.904	H0 is rejected, H1 is accepted There is a positive relationship between Teamwork and Teacher Commitment to the Organization
2.	$X_2 - Y$	$r_{y2} = 0,465$	40.727**	6.807	3.904	H0 is rejected, H1 is accepted There is a positive relationship between Principal Situational Leadership and Teacher Commitment to the Organization
3.	$X_3 - Y$	$r_{y3} = 0,319$	16.726**	6.807	3.905	H0 is rejected, H1 is accepted There is a positive relationship between self-efficacy and teacher commitment to the organization
4.	$X_1 - X_2 - Y$	$r_{y12} = 0,520$	44,518**	4,727	3,047	H0 is rejected, H1 is accepted. There is a positive relationship between Teamworks and Principal Situational Leadership together with Teacher Commitment to Organization
5.	$X_1 - X_3 -$	$r_{y13} = 0,520$	31,207**	4,751	3,057	H0 is rejected, H1 is accepted. There is a positive relationship between Temawork and Self-Efficacy together with Teacher Commitment to Organization
6.	$X_2 - X_3 - n Y$	$r_{y23} = 0,359$	56,724**	4,727	3,057	H0 is rejected, H1 is accepted. There is a positive relationship between Principal Situational Leadership and Self-Efficacy together with Teacher Commitment to Organization.

7.	$X_1, X_2, X_3 - Y$	$r_{y123} = 0,391$	13,380* *	4,752	3,057	H0 is rejected, H1 is accepted. There is a positive relationship between Teamwork, Principal Situational Leadership and Self-Efficacy together with Teacher Commitment to the Organization
----	---------------------	--------------------	--------------	-------	-------	---

### **The Relationship Between Teamworks (X1) and Teachers' Commitment to the Organization (Y)**

The results of hypothesis testing indicate that there is a functional relationship between Teamwork and Teacher Commitment to the Organization with the correlation coefficient  $r_{y1} = 0.346$  and the coefficient of determination  $R^2 = 0.12$ . It means that teamworks contribute 12% to the commitment of teachers to the organization, while 88% of the commitment of teachers to the organization is influenced by other factors. The partial correlation coefficient of teamworks with the controller of situational leadership of the principal is  $r_{y1.2} = 0.138$  and the controlling variable of self-efficacy is  $r_{y1.3} = 0.231$ . From the two partial correlation tests, it can be concluded that the relationship between teamworks and teacher commitment to the organization is very significant at the level of  $\alpha = 0.05$ , with the principal controlling situational leadership and self-efficacy. In other words, the relationship between teamworks and teacher commitment to the organization is not significantly influenced by the situational leadership variable of the principal or the variable of self-efficacy.

Based on the description above, it can be concluded that the higher the teamwork between the principal and the teachers, the higher the teacher's commitment to the organization. The findings of facts and data in this study further support previous findings regarding a significant relationship between teamwork and teacher commitment to the organization.

### **Relationship Between Principal Situational Leadership (X2) and Teacher Commitment to Organization (Y)**

The results of hypothesis testing indicate that there is a functional relationship between Principal Situational Leadership and Teacher Commitment to Organizations with correlation coefficient  $r_{y2} = 0.465$  and coefficient of determination  $R^2 = 0.216$ . It means that situational leadership of school principals contributes 21.6% to teacher commitment to the organization, while 78.4% teacher commitment to organization is influenced by other factors. The partial correlation coefficient of the principal's situational leadership with the controller of teamworks  $r_{y2.1} = 0.356$  and the controlling variable of self-efficacy is  $r_{y2.3} = 0.396$ . From the two partial correlation tests, it can be concluded that the relationship between the principal's situational leadership and the teacher's commitment to the organization is very significant at the level of  $\alpha = 0.05$ , with teamworks and self-efficacy controlling variables. The relationship between the school principal's situational leadership of teamworks and the teacher's commitment to the organization is not significantly influenced by the teamworks variable and the self-efficacy variable.

Based on the description above, it can be concluded that the higher the situational leadership of the principal, the higher the teacher's commitment to the organization. The findings of facts and data in this study further support previous findings regarding a significant relationship between the principal's situational leadership and teacher commitment to the organization.

### **The Relationship Between Self-Efficacy (X3) and Teacher's Commitment to the Organization (Y)**

The results of hypothesis testing indicate that there is a functional relationship between Self-Efficacy and Teacher Commitment to the Organization with the correlation coefficient  $r_{y3} = 0.319$

and the coefficient of determination  $R^2 = 0.102$ . It means that self-efficacy contributes 10.2% to teacher commitment to the organization, while 89.8% teacher commitment to organization is influenced by other factors. The partial correlation coefficient of self-efficacy with the controller of teamworks  $ry_{3.1} = 0.237$  and the controller of the situational leadership variable of the principal is  $ry_{3.2} = 0.172$ . From the two partial correlation tests, it can be concluded that the relationship between self-efficacy and teacher commitment to the organization is very significant at the level of  $= 0.05$ , with teamworks and situational leadership as the principal controlling variables. In other words, the relationship between self-efficacy and teacher commitment to the organization is not significantly influenced by the teamworks variable and the school principal's situational leadership variable. Based on the description above, it can be concluded that the higher the teacher's self-efficacy, the higher the teacher's commitment to the organization. Thus, the findings of facts and data in this study further support previous findings regarding a significant relationship between self-efficacy and teacher commitment to the organization.

**Relationship Between Teamworks (X1) and Principal Situational Leadership (X2) and Teacher Commitment to Organization (Y)**

The results of hypothesis testing indicate that there is a functional relationship between Teamworks, and Principal Situational Leadership together with Teacher Commitment to the Organization with a correlation coefficient value ( $ry_{1.2}$ ) of 0.520 which is stated to be very significant after being tested with the F test. The coefficient of determination value ( $Ry_{1.2}$ ) 0.270, which means that 27% of teachers' commitment to the organization is the contribution of teamworks and situational leadership of the principal together. Meanwhile, 73% contributed by other variables that have a relationship with teacher commitment to the organization. So it can be concluded that teamworks and situational leadership of the principal together can make a positive contribution to increasing teacher commitment to the organization.

**The Relationship Between Teamworks (X1) and Self-Efficacy (X3) with Teachers' Commitment to the Organization (Y)**

The results of hypothesis testing indicate that there is a functional relationship between Teamworks, and Self-Efficacy together with Teacher Commitment to the Organization with a correlation coefficient ( $ry_{1.3}$ ) of 0.520 which is stated to be very significant after being tested with the F test. The value of the coefficient of determination ( $Ry_{1.3}$ ) As much as 0.270, it means that 27% of teachers' commitment to the organization is the contribution of teamworks and self-efficacy together. Meanwhile, 73% contributed by other variables that have a relationship with teacher commitment to the organization. So it can be concluded that teamwork and self-efficacy together can make a positive contribution to increasing teacher commitment to the organization.

**Relationship Between Principal Situational Leadership (X2) and Self-Efficacy (X3) with Teacher Commitment to Organization (Y)**

The results of hypothesis testing indicate that there is a functional relationship between Principal Situational Leadership, and Self-Efficacy together with Teacher Commitment to the Organization with a correlation coefficient ( $ry_{2.3}$ ) of 0.359 which is declared very significant after being tested by the F test. The coefficient of determination ( $Ry_{2.3}$ ) 0.129, meaning that 12.9% of teacher commitment to the organization is the contribution of the principal's situational leadership relationship and self-efficacy together. Meanwhile, 87.1% contributed by other variables that have a relationship with teacher commitment to the organization. So it can be concluded that the principal's situational leadership and self-efficacy together can make a positive contribution to increasing teacher commitment to the organization.

**The Relationship Between Teamworks (X1), Principal Situational Leadership (X2) and Self-Efficacy (X3) Together with Commitment to the Organization (Y)**

The results of hypothesis testing indicate that there is a functional relationship between Self-Efficacy, Principal Situational Leadership, and Self-Efficacy together with Teacher Commitment to Organizations with a correlation coefficient ( $r_{y1.2.3}$ ) of 0.391 which is stated to be very significant after being tested with the F test. The coefficient of determination ( $R^2_{y1.2.3}$ ) is 0.153, meaning that 15.3% of teachers' commitment to the organization is the contribution of teamworks, situational leadership of school principals, and self-efficacy together. Meanwhile, 84.7% contributed by other variables that have a relationship with teacher commitment to the organization. Based on the results of the research above, it can be concluded that teamwork, situational leadership of school principals, and self-efficacy together can make a positive contribution to increasing teacher commitment to the organization.

**CONCLUSION**

There is a positive and very significant relationship between Teamwork and Teacher Commitment to the Organization with a correlation coefficient  $r_{y1} = 0.346$ , there is a positive and very significant relationship between Principal Situational Leadership and Teacher Commitment to the Organization with a correlation coefficient of  $r_{y2} = 0.465$ . There is a positive and very significant relationship between Self-Efficacy and Teacher Commitment to the Organization with a correlation coefficient of  $r_{y3} = 0.319$ , there is a positive and very significant relationship between Teamworks and Principal Situational Leadership together with Teacher's Commitment to the Organization with a correlation coefficient of  $r_{y1.2} = 0.520$ . There is a positive and very significant relationship between Teamworks and Self-Efficacy together with Teacher Commitment to the Organization with a correlation coefficient  $r_{y1.3} = 0.520$ , there is a positive and very significant relationship between Principal Situational Leadership and Self-Efficacy together with Teacher Commitment Against Organizations with a correlation of  $r_{y2.3} = 0.359$ , and there is a positive and very significant relationship between Teamworks, Principal Situational Leadership, and Self-Efficacy together with Teacher Commitment to Organizations with a correlation of  $r_{y1.2.3} = 0.391$ .

Strengthening Teacher Commitment to Organizations can be strengthened by improving indicators that are still weak in order of priority for improvement as follows: 1) Close relationship between leaders and followers, 2) Performance monitoring, 3) Task challenges, 4) Physical and emotional state, 5) Task complexity, 6) The obligation to maintain membership of the organization, 7) The risk when leaving the organization. While the indicators that are in good condition and just need to be maintained, namely: 1) The strength of the leader, 2) Directions and instructions to followers, 3) Trust in the leader, 4) Support and participation to followers, 5) Giving tasks to followers by looking at the situation, 6) Team goals, 7) The importance of teamwork 8) Leadership, 9) Interpersonal coordination, 10) Team norms, 11) Adaptation, 12) Communication patterns, 13) Problem and resource models, 14) Mutual trust, 15) Team mission, 16) Team cohesion, 17) Optimism for success, 18) Rewards for completing tasks, 19) Prestige for success, 20) Previous experience, 21) Model of successful behavior, 22) Feeling of responsibility in achieving organizational goals, 23) Acceptance of values and organizational goals, 24) Involvement in doing tasks, and 25) Consideration of benefits if staying in the organization.

**REFERENCES**

- Ambar Teguh Sulistiyan. *Kepemimpinan Profesional Pendekatan Leadership Games*, Yogyakarta: Gava Media, 2008.
- Ary Ginanjar. *Rahasia Sukses Membangun Kecerdasan Emosi dan Spiritual ESQ*, Jakarta: Arga, 2006.

- Bertocci, David I., *Leadership In Organizations*, United State of America: University Press of America, 2009.
- Blanchard, Ken, *Leading At a Higher Level*, New Jersey: Blanchard Management Corporation Publishing as FT Press, 2010.
- Colquit, Jason A., Jeffery A. Lepine, dan Michael J. Wesson. *Organizational Behavior*, New York: McGraw-Hill, 2009.
- Darwis S. Gani, Djoehana Setyamidjaja, Sumardi. *Kepemimpinan dan Budaya Organisasi*, Bogor: Program Pascasarjana Universitas Pakuan, 2012.
- E.Mulyasa. *Manajemen & Kepemimpinan Kepala Sekolah*, Jakarta: PT. Bumi Aksara, 2011.
- Gibson, James L., James H. Donelly, dan John M. Ivancevich. *Organizations Behavior Structur Processes* Edisi Keempatbelas, New York: McGraw-Hill, 2012.
- Greenberg, Jerald dan Robert A. Baron. *Behavior In Organizations* Edisi Kesembilan, United States of America: Pearson Prentice Hall, 2008.
- Hellriegel, Don dan John W. Slocum. *Organizational Behavior*, USA: South-Western, 2011.
- Ivancevich, John M., Robert Konopaske, dan John Matteson. *Organizational Behavior and Management*, New York: McGraw-Hill, 2008.
- Kreitner, Robert dan Angelo Kinicki. *Organizational Behavior*, New York: McGraw-Hill, 2008.
- Luthans, Fred. *Organizational Behavior*, Edisi Keduabelas, New York: McGraw-Hill, 2011.
- Miftah Thoha. *Kepemimpinan Dalam Manajemen*, Jakarta: Rineka Cipta, 2003.
- Mullins, Laurie J. *Management Organization Behavior* Edisi Ketujuh, England: Prentice Hall, 2005.
- Purwanto, A., Asbari, M., & Santoso, T. I. (2021). Analisis Data Penelitian Manajemen Pendidikan: Perbandingan Hasil antara Amos, SmartPLS, WarpPLS, dan SPSS Untuk Jumlah Sampel Kecil. *INTERNATIONAL JOURNAL OF SOCIAL, POLICY AND LAW*, 1(1), 111 - 121. <https://doi.org/10.8888/ijospl.v1i1.64>
- Purwanto, A., Asbari, M., & Santoso, T. I. (2021). Analisis Data Penelitian Sosial dan Manajemen: Perbandingan Hasil antara Amos, SmartPLS, WarpPLS, dan SPSS Untuk Jumlah Sampel Medium. *International Journal of Social and Management Studies*, 2(4), 43–53. <https://doi.org/10.5555/ijosmas.v2i4.50>
- Purwanto, A., Asbari, M., & Santoso, T. I. (2021). Analisis Data Penelitian Marketing: Perbandingan Hasil antara Amos, SmartPLS, WarpPLS, dan SPSS Untuk Jumlah Sampel Besar. *Journal of Industrial Engineering & Management Research*, 2(4), 216 - 227. <https://doi.org/10.7777/jiemar.v2i4.178>
- Prayitno. *Dasar Teori dan Praksis Pendidikan*, Jakarta: Grasindo, 2009.
- Ratna Wulan. *Mengasah Kecerdasan Pada Anak*, Yogyakarta: Pustaka Pelajar, 2011.
- Rita Retnowati. *Metodologi Penelitian*, Bogor: Program Pascasarjana Universitas Pakuan, 2008.
- Rizali. *Dari Guru Konvensional Menuju Guru Profesional*, Jakarta: PT. Gramedia, 2009.
- Robbins, Stephen P., dan Timothy A. Judge. *Organizational Behavior* Edisi Kesembilan, United States of America: Pearson, 2013.Rue Leslie W., dan Lloyd Byars. *Supervision*, New York: McGraw-Hill, 2007.
- Rohiat. *Manajemen Sekolah Teori Dasar dan Praktik*, Bandung: PT. Refika Aditama, 2010.
- Salami, Samuel O. *Demographic and Psychological Factors Predicting Organizational Commitment among Industrial Workers*, Departement of Guidance and Cuonselling University of Ibadan, Ibadan Nigeria Anthropologist,10(1) : Kamia-Raj, 2008.
- Schermerhorn, John R., James G. Hunt, dan Richard N. Osborn. *Organizational Behavior*, United States of America: John Wiley&Sons.Inc, 2010.
- Soetjipto dan Rafflis Kosasi. *Profesi Keguruan*, Jakarta: PT. Rineka Cipta, 2000.
- Sondang P. Siagian. *Teori dan Praktek Kepemimpinan*, Jakarta: PT. Rineka Cipta, 2003.
- Sopiah. *Perilaku Organisasi*, Bandung: Andi Offset, 2008.
- Sudarwan Danim. *Manajemen dan Kepemimpinan Transformasional Kekepalasekolahan*, Jakarta: PT. Rineka Cipta, 2009.

- 
- Sudjana. *Metoda Statistika*, Bandung: Tarsito, 2005.
- Suharsono. *Melejitkan IQ, EQ, SQ*, Tangerang: Ummah Publishing, 2009.
- Suparlan. *Guru Sebagai Profesi*, Yogyakarta: HIKAYAT, 2006.
- Supardi, *Aplikasi Statistika Dalam Penelitian*, Jakarta: Ufuk Publishing House, 2012
- Suyudi. *Manajemen PAUD*, Yogyakarta: Pustaka Belajar, 2011.
- Veitzal Rivai dan Deddy Mulyadi. *Kepemimpinan dan Perilaku Organisasi*, Jakarta: PT. Raja Grafindo Persada, 2009.
- Wahjosumidjo. *Kepemimpinan Kepala Sekolah, Tinjauan Teoritik dan Permasalahannya*, Jakarta: Raja Grafindo Persada, 1999.
- Wu, Tain-Fung, Mei-Hui Tsai, dan Yeh-Hsun Fey. *A Study of Relationship between Manager's Leadership Style and Organizational Commitment in Taiwan's International Tourist Hotels*, Taiwan: Asian Journal of Management and Humanity Sciences vol 1 , 2006.
- Yucel Ilhami. *Job satisfaction, organizational commitment and demographic characteristics among teachers in Turkey: Younger is better?*: Erzincan University, Faculty of Economics and Administrative Sciences, Erzincan 24078, Turkey, 2012
- Zainal Aqib. *Profesionalisme Guru Dalam Pembelajaran*, Surabaya: Insan Cendikia, 2010.
- Zeidner, Moshe, Gerald Matthews, dan Richard D. Roberts. *What We Know About Emotional Intelligence*, England: The Mit Press, 2009.
- Zhou Siyu Xiaowei Li, dan Bingcheng Gao. *Family/friends support, work-family conflict, organizational commitment, and turnover intention in young preschool teachers in China: A serial mediation model*:Faculty of Education, Beijing Normal University, Beijing, China National Institute of Education Science, Beijing, China, 2020.
- repository.upi.edu/25053/ oleh S Muhammad - 2016
- eprints.ums.ac.id/48948/1/02.%20NASKAH%20PUBLIKASI.pdf oleh AP Pramesthi - 2017
- <https://media.neliti.com/.../87201-ID-pengaruh-budaya-organisasi-terhadap-komi.pdf>  
oleh TP Usmany