

Determinants of Teachers' Organizational Commitment: The Role of Transformational Leadership, Self-Efficacy, and Job Satisfaction in Islamic Elementary Schools

Masrifah*, Rais Hidayat, Griet Helena Laihad

Master's in Educational Management, Universitas Pakuan, Indonesia.

*Corresponding Author. Email: Masyrifah8@gmail.com

Abstract: This study aims to examine the direct and indirect influence of transformational leadership, self-efficacy, and job satisfaction on teachers' organizational commitment in Integrated Islamic Elementary Schools. Using a quantitative approach with the path analysis method, data were collected through a structured questionnaire measured on a 5-point Likert scale from 145 permanent foundation teachers (GTY) in Cibinong District, West Java Province, Indonesia, selected by proportional random sampling based on the Slovin formula. The instrument, developed from established theoretical constructs, was validated using Pearson Product-Moment correlation and tested for reliability with Cronbach's Alpha, both confirming its accuracy and internal consistency. The results showed that job satisfaction had the strongest direct influence on teachers' organizational commitment ($\beta = 0.665$; $t = 16.420$), compared to transformational leadership ($\beta = 0.123$) and self-efficacy ($\beta = 0.164$). In addition, transformational leadership and self-efficacy also have an indirect effect on organizational commitment through job satisfaction as a mediating variable. These findings affirm the importance of job satisfaction as a strategic factor in increasing teacher commitment in Islamic-based schools.

Article History

Received: 13-07-2025

Revised: 19-08-2025

Accepted: 11-09-2025

Published: 25-10-2025

Key Words:

Organizational Commitment; Transformational Leadership; Self-Efficacy; Job Satisfaction.

How to Cite: Masrifah, M., Hidayat, R., & Laihad, G. H. (2025). Determinants of Teachers' Organizational Commitment: The Role of Transformational Leadership, Self-Efficacy, and Job Satisfaction in Islamic Elementary Schools. *Jurnal Paedagogy*, 12(4), 1043-1052. <https://doi.org/10.33394/jp.v12i4.16956>



<https://doi.org/10.33394/jp.v12i4.16956>

This is an open-access article under the CC-BY-SA License.



Introduction

Organizational commitment is one of the important indicators in showing the quality of human resources in the school environment. Organizational commitment is the desire of the individual to remain a member of the organization. (Colquitt, Jason, LePine, 2018). Allen dan Mayer (1996) and Khattak dkk (2017) Organizational commitment is an attitude that shows individual loyalty as a continuous process of individuals expressing their concern for the success and goodness of their organization.(Zaid et al., 2021).

The statement was also made by (Bonaventura Hendrawan Maranata et al., 2023). Organizational commitment is a condition of individuals who place themselves in a certain organization and have the desire to stay in that organization. Robbins dan Judge (2015) classifying organizational commitment into three separate dimensions, namely: 1). Affective commitment, which is emotional feelings towards the organization and belief in its values; 2). Continuance Commitment, is the perceived economic value of staying in the organization compared to leaving the organization; 3). Normative commitment, is a person's obligation to survive in the organization for moral or ethical reasons.

The importance of teachers' organizational commitment in the digital era can be seen from several aspects. First, teachers who have a high level of commitment tend to be more open to using technology in the learning process in the classroom. They see technology as a tool that enhances the learning experience and can improve teaching effectiveness, (Tian,

2024); Second, organizational commitment also creates a positive and collaborative work environment. Teachers who feel engaged and committed to organizational goals tend to be more willing to share knowledge, collaborate with peers and be creative in the development of initiatives aimed at achieving the school's vision and mission. (Zhang, n.d.). In addition, the commitment of teacher organizations in the digital era is also related to the sustainability of teachers' careers. Teachers who feel tied to the school's vision and mission are more likely to stay in their profession, contribute sustainably, and continue to develop their skills in accordance with the demands of technological developments. (Alzoraiki et al., 2023)

Teachers who have high commitment tend to show loyalty, consistent performance, and active involvement in achieving the school's vision and mission. In the context of Integrated Islamic Elementary Schools (SDIT), teacher commitment is a very crucial aspect because it is directly related to strengthening Islamic character and sustainable learning quality.

However, various studies and observations show that there are still teachers who show symptoms of weak commitment to the organization. Some teachers seem to lack motivation to develop themselves, are reluctant to engage in school activities outside of school hours, and easily apply for transfers. This condition signals the need for appropriate intervention in increasing teachers' organizational commitment.

International studies show similar problems. Research by Novikova et al. (2018) in Croatia revealed that some teachers have low organizational commitment, characterized by a tendency to prioritize personal interests and working conditions over institutional goals, as well as a lack of attachment to school values and vision. (Novikova et al., 2018). Muñoz-Fernández dkk. (2025) in his research in Tanzania found that teachers are more likely to leave institutions due to poor working conditions and low social status of the profession, which reflects a weak commitment to school organization.(Muñoz-Fernández et al., 2025).

In Indonesia, Fung dkk. (2020) through a study in schools of the West Jakarta Cooperative Education Unit, it shows that low self-efficacy and job satisfaction have an impact on decreasing teacher commitment.(Fung, 2020). A similar thing was found by Putri & Fadilah (2024) at SMKN 5 Bojonegoro, where even though commitment and job satisfaction are in the high category, aspects of pride and appreciation still need to be improved so that the quality of teacher commitment can be more optimal. (Putri & Fadillah, 2024). The results of some of these studies show that there are still teachers who show symptoms of weak commitment to the organization. Some teachers seem to lack motivation to develop themselves, are reluctant to engage in school activities outside of school hours, and easily apply for transfers. This condition signals the need for appropriate intervention in increasing teachers' organizational commitment.

Other facts in the field show that teachers' organizational commitment is still not optimal. This can be seen from the results of an initial survey conducted on 30 foundation permanent teachers at SDIT Cibinong District, which was held on March 11-29, 2024. This survey revealed that: 1). As many as 25% of teachers do not feel happy at work, which reflects low affective commitment; 2). As many as 55.56% of teachers feel that their work has not been able to meet the needs of life, reflecting the aspect of continuous commitment; 3). As many as 35.56% of teachers have not shown optimal responsibility in their duties, which is related to normative commitment; and 4). As many as 11.67% of teachers do not feel tied to their work, as part of their calculative commitment. These findings indicate the need to strengthen teacher commitment through an approach that considers psychological and professional aspects.

Based on theoretical studies, some of the factors that are believed to affect teacher commitment are the principal's leadership style, self-efficacy, and job satisfaction. Transformational leadership is the ability of individuals to lead, in an effort to provide changes to organizational resources to run optimally in an effort to support success in achieving planned goals. (Ardiansyah et al., 2022). Transformational leadership is seen as able to inspire teachers to work beyond personal interests for the sake of the school. Self-efficacy as the belief that a person has the skills needed to carry out the behaviors needed to carry out tasks optimally Colquit, Lepine, Wesson (2009) stated that self-efficacy is defined in relation to teachers' confidence in their ability to face task challenges. Meanwhile, job satisfaction is an important indicator that reflects the psychological condition and comfort of teachers in their work environment. The factors that affect him are (1) past achievements, 2) successful experiences in the past, 3) verbal persuasion, 4) emotional cues. (Anwar et al., 2023).

This study found that of the three variables, job satisfaction was the most significant predictor of teachers' organizational commitment. Therefore, it is important to delve into how job satisfaction mediates the influence of the other two variables. The purpose of this study is to analyze the direct and indirect influence between transformational leadership, self-efficacy, and job satisfaction on the organizational commitment of Integrated Islamic Elementary School teachers in Cibinong District, West Java Province, Indonesia. The novelty of this study lies in its focus on Integrated Islamic Elementary Schools, as most prior research has been conducted at the secondary school level, and in applying path analysis instead of the more commonly used SmartPLS method.

Research Method

This study uses a quantitative approach with a path analysis method. The principles that need to be present in the path analysis according to Nayebi (2020) include: 1). There are principles of *linearity* and *additiveness*; 2). The dependent variable must have a normal distribution on each value of the independent variable; 3). Each observation is independent or does not affect each other; 4). The level of *multicollinearity* should be low; 5). The model is *recursive*. (Kurnianto & Kharisudin, 2022).

This research was conducted at Integrated Islamic Elementary Schools under the auspices of Islamic education foundations in Cibinong District, Bogor Regency, West Java Province, Indonesia. The population in this study consisted of all permanent foundation teachers (Guru Tetap Yayasan/GTY) teaching at SDIT in the region, totaling 228. The number of samples was determined using the Slovin formula, resulting in 145 respondents. The sampling technique employed was proportional random sampling based on the proportion of teachers from each school.

The research instrument was in the form of a closed questionnaire with a 5-point Likert scale, which was compiled based on indicators on each variable: transformational leadership, self-efficacy, job satisfaction, and organizational commitment. Test its validity and reliability before using it for data collection. Instrument Validity Test refers to the extent to which an instrument is actually able to measure what is intended to be measured in research. This test is carried out so that the measurement process runs accurately and minimizes the possibility of errors during data analysis. In this study, the validity test technique was carried out using the *Product Moment correlation formula*, which was analyzed with the help of IBM SPSS software version 21 (Table 1). Instrument Reliability Test describes the consistency of results when a measuring instrument is used repeatedly on

the same object. In this study, the reliability for transformational leadership variables was calculated using *Cronbach's Alpha formula* with the help of IBM SPSS program version 21. An instrument is considered reliable if the value of its reliability coefficient exceeds 0.7 (table 2).

The data collection process was carried out by distributing questionnaires directly to respondents. This research is a quantitative research by applying path analysis as a research method. In path analysis, it is based on several assumptions that exist in multiple linear regression and there are also other assumptions. The following are some assumptions and principles that need to exist in path analysis according to Nayebi (2020), including: (1) There are principles *of linearity* and *additivity*, where *linearity* shows that the relationship between variables is linear, while *additivity* indicates the absence of interaction between variables; (2) The dependent variable must have a normal distribution on each value of the independent variable; (3) Each observation is independent or does not affect each other; (4) The level of *multicollinearity* must be low, meaning that there is no very strong relationship between two or more independent variables. (5) The model is *recursive*, i.e. the entire direction of the arrow only points in one direction without any looping. (Kurnianto & Kharisudin, 2022).

The calculation process of this path analysis uses the statistical software SPSS 21. This analysis aims to determine the direct and indirect influence of independent variables on bound variables, as well as test the strength of relationships between the variables studied.

Table 1. The Result of the Instrumen Validity Test

Instruments	Dimensions/ Indicator	Total Items	Item Sample
Teacher	Affektive Commitment	9	I love the job I do
Organizational Commitment	Continuance Commitment	4	
	Normative Commitment	9	
	Calculative Commitment	11	
Transformational Leadership	Idealized Influence	13	The principal invites teachers to work together to achieve school goals
	Inspirationa Motivation	12	
	Individualized Consideration	5	
	Intellectual Stimulation	5	
Self-Efficacy	Past performance	10	I feel that the assignments I completed earlier made a significant contribution to the school
	Vicarious experience	10	
	Emotional cues	16	
Job Satisfaction	Appropriate Workload	11	I feel like my workload is balanced with my personal time.
	Optimal Supervision	9	
	Sufficient compensation	5	
	Clear promotions	10	

Table 2. Reliabilty of Instrument used in the Study

Variabel	Reliability (Cronbach's Alpha)	N of Items
Teacher Organizational Commitment	.911	33
Transformational Leadership	.954	36
Self-Efficacy	.948	36
Job Satisfaction	.951	35

Results and Discussion

To answer the research objectives and test the hypotheses that have been formulated, data analysis is carried out using path analysis techniques and to strengthen the analysis of indirect influences, the Sobel test is carried out. This technique was used to measure the direct and indirect influence between transformational leadership variables, self-efficacy, and job satisfaction on teachers' organizational commitment. All data from 145 respondents were analyzed using the SPSS 21 statistical application. The constellation and summary of the results of the path analysis and sobel test are presented in the following table:

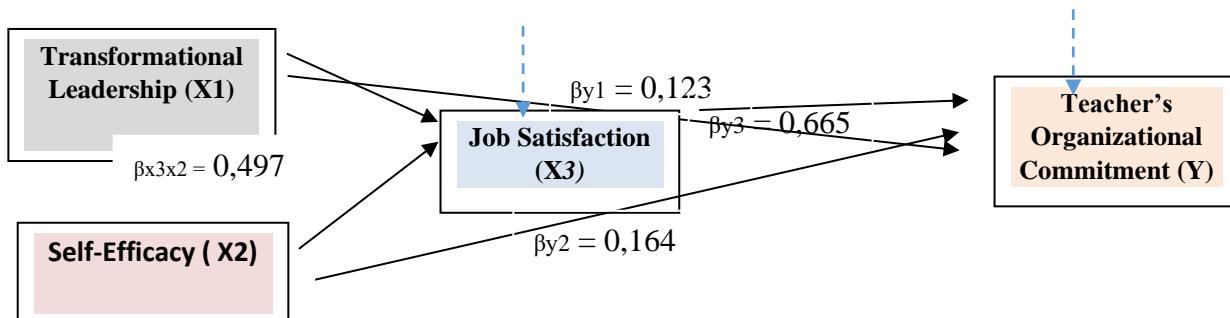


Figure 1. Cosmetism Substructure Pathways 1 and 2

Table 3. Summary of the results of the line analysis test

Tabel 3. Summary of the results of the path analysis test					
No	Hipotesis	Koefisien Jalur (β)	P-value	t-hitung	Keterangan
1	β_{y1}	0,123	0,000	3,655	Signifikan
2	β_{y2}	0,164	0,000	4,826	Signifikan
3	β_{y3}	0,665	0,000	16,420	Signifikan
4	β_{x3x1}	0,564	0,000	10,988	Signifikan
5	β_{x3x2}	0,497	0,000	8,724	Signifikan

Table 4. Summary of the Result Sobel Test

No	Jalur Mediasi	Z Hitung	Keterangan
1	β_{yx3x1}	9,21	Signifikan
2	β_{yx3x2}	7,72	Signifikan

Based on Table 1 above, it is known that all the influence paths in the path analysis model show a positive and significant relationship. However, the amount of influence of each variable varies. The details of the discussion are explained below.

Transformational Leadership to Teachers' Organizational Commitment

Transformational leadership shows a direct influence on organizational commitment with a path coefficient value of 0.123. The p-value for the Transformational Leadership variable (X1) is 0.000 and the value is < 0.05 so that the Transformational Leadership variable (X1) is stated to have a positive effect on the Teacher Organizational Commitment variable (Y). Despite being in the weak category, this influence is still statistically significant. Principals who apply a transformational leadership style based on vision, inspiration, motivation, and concern for the individual have proven to be able to build teachers' loyalty and emotional attachment to the institution.

The results of this study are in line with the research conducted by Ling siu with the title "Principals' Transformational Leadership Practices and Their Relationship to Teacher Commitment at Subis District Secondary School, Sarawak. Malaysian" . (Ling Siu Ni & Mohd Hamzah, 2023).

Self-Efficacy to Organizational Commitment

Self-efficacy showed a direct effect of 0.164. The p-value for the Self-Efficacy variable (X2) is 0.000 and the value is < 0.05 so that the Self-Efficacy variable (X2) is declared to have a positive effect on the Teacher's Organizational Commitment variable (Y). These findings indicate that teachers who have high confidence in their abilities are more likely to have a commitment to the organization. Although the power of influence is classified as moderate, its role is still significant in building teacher loyalty. The results of this study are in line with the research conducted by Juan C. Cayupe et al. With the title "Self-efficacy, organizational commitment, workload as predictors of life satisfaction in elementary school teachers: *the mediating role of job satisfaction*" obtained the results of SEM analysis found significant match indices: ($\chi^2 = 13.739$; $df = 5$; $p = <0.001$; $CFI = 0.99$, $TLI = 0.98$, $RMSEA = 0.05$, $SRMR = 0.04$).(Cayupe et al., 2023).

Based on these findings, it can be concluded that self-efficacy has a positive and significant influence on teachers' organizational commitment, even though their strength is at a low to moderate level. High self-confidence allows teachers to stay focused, responsible, and believe that they are capable of completing their professional tasks, making it easier to show loyalty and commitment to the institution where they work. Therefore, strengthening self-efficacy is one of the important aspects in teacher professional development, which in turn can support the creation of a more solid and sustainable educational organization.

Job Satisfaction with Organizational Commitment

The direct influence of job satisfaction on teachers' organizational commitment was the strongest, namely with a path coefficient value of 0.665. The p-value for the Job Satisfaction variable (X3) is 0.000 and the value is < 0.05 so that the Job Satisfaction variable (X3) is stated to have a positive effect on the Teacher Organizational Commitment variable (Y). This shows that job satisfaction is the dominant factor that affects teachers' attachment to the organization. Teachers who are satisfied with aspects of the work environment, awards, social relations, and personal achievements show high loyalty. The results of this study are in line with the research conducted by Clarissa and Edalmen in 2022 entitled The Influence of Self-Efficacy, Work Engagement, and Job Satisfaction on Employee Commitment, the results were obtained that Based on table 4, it can be seen that the work satisfaction variable has a t-statistic of 3,440 and a p-value of 0.001. This shows that both values have met the requirements of t -values > 1.96 and p-values < 0.05 . So from these results, it can be concluded that the work satisfaction variable has a positive and significant influence on the employee commitment variable. Therefore, H3 in this study was accepted.(Manajerial dan Kewirausahaan et al., 2022).

Based on these findings, it can be concluded that job satisfaction plays a role as the most dominant variable in shaping teachers' organizational commitment. With their high influence reflects that teachers need not only inspirational leadership or strong self-confidence, but also a supportive and fulfilling work environment. When teachers feel valued, heard, and given space to grow, then commitment to the institution will grow on its own. Therefore, paying attention to the aspects that make up job satisfaction is an important strategy in strengthening a sustainable school organizational culture.

Transformational Leadership to Job Satisfaction

Transformational leadership also has a direct influence on job satisfaction with a path coefficient value of 0.564. The p-value for the Job Satisfaction variable (X3) is 0.000 and the value is < 0.05 so that the Transformational Leadership variable (X1) is stated to have a positive effect on the Job Satisfaction variable (X3). Inspiring leadership and respect for individuals is proven to create a positive work climate. The principal who is a role model and motivator contributes to the satisfaction of teachers in carrying out their duties. The results of this study are in line with the research research conducted by Hakasa in 2023 entitled "The Influence of Principal Transformational Leadership, Work Culture on Job Satisfaction through Self-Efficacy of State Elementary School Teachers", Analysis of the research data using path analysis (Path Analysis). The results of the study found that there was an influence of transformational leadership on job satisfaction (0.165). (Hakasa et al., 2023).

Based on these findings, the results of the study show that transformational leadership has a large and significant influence on teachers' job satisfaction levels. By creating a motivated work environment and appreciation for individual potential, principals can encourage teachers to feel more satisfied, and ultimately impact their performance and loyalty to the institution.

Self-Efficacy on Job Satisfaction

Self-efficacy had a positive effect on job satisfaction with 0.497. The p-value for the Job Satisfaction variable (X3) is 0.000 and the value is < 0.05 so that the Self-Efficacy variable (X2) is stated to have a positive effect on the Job Satisfaction variable (X3). Teachers with high self-efficacy tend to be confident in completing tasks and feel satisfied with work achievements. This effect is quite large and in line with the research conducted by Rini Indryawati with the title of contribution, based on the results of the study it is known that openness to experience, work ethic and self-efficacy with the research title Contribution of Personality Openness to Experience, Work Ethic and Self-Efficacy to Job Satisfaction in Early Childhood Teachers, results were obtained that openness to experience, work ethic and self-efficacy had a significant effect (< 0.05) on job satisfaction. In this study, it was also found that openness to experience, work ethic, and self-efficacy contributed very significantly by 42.9% (R²) to job satisfaction ($\rho < 0.01$). (Indryawati, 2023). In general, these findings confirm that self-efficacy contributes significantly to increased teacher job satisfaction, although not as much as the influence of transformational leadership. Therefore, strengthening self-efficacy through training, social support, and opportunities for development is very important in improving teachers' welfare and job satisfaction.

Indirect Influence through Job Satisfaction

The results of the Sobel test showed that job satisfaction significantly mediated the influence of transformational leadership and self-efficacy on organizational commitment. The Sobel Test score for transformational leadership is 9.21 and for self-efficacy is 7.72. The indirect influence of transformational leadership on teacher commitment through job satisfaction was 0.375 (greater than the direct influence), while the indirect influence of self-efficacy was 0.330 (also greater than the direct influence). This means that job satisfaction is an important bridge in strengthening the relationship between personal and organizational factors to teacher loyalty.

The results of this study are in line with the results of research conducted by Nuradi in 2020 with the title "The Influence Of Transformational Leadership Style And Organizational Commitment To Teacher Performance Through Work Satisfaction As An Intervening Variable" Data analysis using multiple linear regression followed by path analysis to compare the effectiveness of direct and indirect effects through intervention variables (job

satisfaction). The conclusions of this study are: Job satisfaction mediates the effects of transformational leadership style and organizational commitment on teacher performance. (Nuradi et al., 2020).

The results of this study are in line with research conducted by the University of Wisconsin, which shows that job satisfaction can be used as a mediator on the influence of self-efficacy on organizational commitment. In other words, increasing job satisfaction will most likely affect increased employee commitment. In other words, if self-efficacy is high, it will affect job satisfaction and increased organizational commitment among workers. (Demir, 2020).

The main findings in this study confirm that job satisfaction is the most significant variable that has a significant effect on increasing teachers' organizational commitment, both directly and through its role as a mediating variable. In the direct track, the influence of job satisfaction far exceeds other variables, showing that teachers who feel satisfied with their work both in terms of reward, social relations, and the work environment—have a much greater tendency to show loyalty, belonging, and responsibility to the institutions in which they serve. Not only that, but job satisfaction has also proven to be a powerful psychological bridge, which reinforces the impact of transformational leadership and self-efficacy on organizational commitment. This means that school principals who have an inspiring leadership style, or teachers who have high self-efficacy, will not optimally form organizational commitment if they are not followed by satisfaction in carrying out their duties. This is where the uniqueness and scientific contribution of this research lies: that job satisfaction is not just a supporting element, but is a key axis that determines how much teachers are able to be emotionally attached, survive rationally, and contribute ethically to their school. Therefore, increasing job satisfaction is not just an administrative policy, but a fundamental strategy in building a strong, solid, and sustainable educational institution. In practical terms, schools can enhance teachers' job satisfaction by improving welfare and recognition systems, providing professional development opportunities, fostering supportive and transformational leadership, creating a collaborative and positive work environment, and ensuring a healthy work-life balance.

Conclusion

This study concludes that the three independent variables, namely transformational leadership, self-efficacy, and job satisfaction, have a positive and significant influence on teachers' organizational commitment. Among the three, job satisfaction is the most dominant variable, both in direct and indirect influence through mediation. This shows that teachers who are satisfied with their work have a much higher level of commitment to the institution where they teach. In addition, job satisfaction has been shown to be a psychological bridge that strengthens the influence of transformational leadership and self-efficacy on teacher commitment. These findings confirm that job satisfaction is not just a support, but is the main foundation in shaping teachers' attachment affectively, normatively, and calculatively to school organizations.

Recommendation

Based on the results of the research and findings that have been presented, there are several recommendations that can be used as a reference for related parties. This recommendation is prepared as a form of practical implications of scientific findings, in order to support the improvement of teachers' organizational commitment through a more targeted

and sustainable strategy. The recommendations in question are as follows: a) schools and foundations that provide Integrated Islamic basic education are advised to develop policies and practices that are able to increase teacher job satisfaction, such as giving awards, workload balance, healthy work environment, and recognition of achievements; b) school principals need to strengthen transformational leadership styles by paying attention to teachers' aspirations, providing positive motivation, and creating a collaborative work climate; c) professional training and development focused on improving teachers' self-efficacy is also important, so that teachers are more confident and feel capable in carrying out their professional roles; d) Researchers are further expected to explore other variables that may also contribute to organizational commitment, such as personality, work culture, and intrinsic motivation.

References

- Alzoraiki, M., Ahmad, A. R., Ateeq, A. A., Naji, G. M. A., Almaamari, Q., & Beshr, B. A. H. (2023). Impact of Teachers' Commitment to the Relationship between Transformational Leadership and Sustainable Teaching Performance. *Sustainability (Switzerland)*, 15(5). <https://doi.org/10.3390/su15054620>
- Anwar, S., Entang, M., & Hidayat, R. (2023). Hubungan kepemimpinan transformasional dan efikasi diri dengan organizational citizenship behavior (ocb). *Jurnal Manajemen* ..., 11(01), 48–52. <https://journal.unpak.ac.id/index.php/JMP/article/view/7703%0Ahttps://journal.unpak.ac.id/index.php/JMP/article/download/7703/3951>
- Ardiansyah, T., Endryboeriswati, & Suhud, U. (2022). Organizational commitment in private universities requires transformational leadership reform to increase lecturer performance. *Journal of Positive School Psychology*, 6(5), 2427–2446.
- Bonaventura Hendrawan Maranata, Dian Prasetyo Widyaningtyas, & Ardani Nur Istiqomah. (2023). Pengaruh Komitmen Organisasi Terhadap Kinerja Karyawan Pada Pt. Bank Bumn Kota Semarang. *Applied Research in Management and Business*, 2(2), 1–10. <https://doi.org/10.53416/arimbi.v2i2.120>
- Cayupe, J. C., Bernedo-Moreira, D. H., Morales-García, W. C., Alcaraz, F. L., Peña, K. B. C., Saintila, J., & Flores-Paredes, A. (2023). Self-efficacy, organizational commitment, workload as predictors of life satisfaction in elementary school teachers: the mediating role of job satisfaction. *Frontiers in Psychology*, 14(May), 1–10. <https://doi.org/10.3389/fpsyg.2023.1066321>
- Colquitt, Jason, LePine, W. (2018). Organization Behavior: Improving Performance and Commitment in The Workplace. In *McGraw-Hill Education* (Vol. 4, Issue 4).
- Demir, S. (2020). The role of self-efficacy in job satisfaction, organizational commitment, motivation and job involvement*. *Eurasian Journal of Educational Research*, 2020(85), 205–224. <https://doi.org/10.14689/ejer.2020.85.10>
- Fung, B. K. N. A. S. H. (2020). Pengaruh Efikasi Diri dan Kepuasan Kerja Guru terhadap Komitmen Organisasi pada SPK SD dan SMP di Kecamatan Kalideres dan Cengkareng, Provinsi Jakarta. *Jurnal Manajemen Pendidikan*, 9(2), 154–172.
- Hakasa, L., Metroyadi, M., & Novitawati, N. (2023). The Influence of Principal Transformational Leadership, Work Culture on Job Satisfaction through Self-Efficacy of State Elementary School Teachers. *International Journal of Social Science and Human Research*, 06(06), 3477–3481. <https://doi.org/10.47191/ijsshr/v6-i6-32>



- Indryawati, R. (2023). KONTRIBUSI KEPERIBADIAN OPENNESS TO EXPERIENCE, ETOS KERJA DAN EFKASI DIRI TERHADAP KEPUASAN KERJA PADA GURU PAUD. *Arjwa: Jurnal Psikologi*, 2(1), 19–34. <https://doi.org/10.35760/arjwa.2023.v2i1.7643>
- Kurnianto, D., & Kharisudin, I. (2022). Analisis Jalur Pengaruh Motivasi Kerja, Disiplin Kerja, Kepuasan Kerja, Lingkungan Kerja Terhadap Kinerja Karyawan dengan Variabel Intervening Organizational Citizenship Behavior. *PRISMA, Prosiding Seminar Nasional Matematika*, 5, 740–751. <https://journal.unnes.ac.id/sju/index.php/prisma/article/view/54614%0Ahttps://journal.unnes.ac.id/sju/index.php/prisma/article/download/54614/21105>
- Ling Siu Ni, S., & Mohd Hamzah, M. I. (2023). Amalan Kepimpinan Transformasional Pengetua dan Hubungannya dengan Komitmen Guru di Sekolah Menengah Daerah Subis, Sarawak. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 8(4), e002269. <https://doi.org/10.47405/mjssh.v8i4.2269>
- Manajerial dan Kewirausahaan, J., Kerja, K., & KEPUASAN KERJA TERHADAP KOMITMEN KARYAWAN Clarissa, D. (2022). *PENGARUH EFKASI DIRI*. 04(03), 683–691.
- Muñoz-Fernández, G. A., Toala-Mendoza, R. D., González-Mohíno, M., & Félix-López, M. E. (2025). Unveiling the nexus of teacher commitment and job satisfaction: insights from Ecuador's educational landscape. *BMC Psychology*, 13(1). <https://doi.org/10.1186/s40359-025-02471-z>
- Novikova*, O. V., Zhemchugova, N. A., Kostareva, E. N., & Krivoshchekova, M. S. (2018). *The Role Of Organizational Commitment Of Teachers In Professional Culture*. 955–959. <https://doi.org/10.15405/epsbs.2018.12.02.103>
- Nuradi, G., Wahyono, R., & Supanto, F. (2020). The Influence Of Transformational Leadership Style And Organizational Commitment To Teacher Performance Through Work Satisfaction As An Intervening Variable. *International Journal of Scientific and Research Publications (IJSRP)*, 10(10), 110–117. <https://doi.org/10.29322/ijrsp.10.10.2020.p10618>
- Putri, M., & Fadillah, N. (2024). *Analisis Pengaruh Motivasi dan Kepuasan Kerja terhadap Kinerja Guru Melalui Komitmen Guru SMKN 5 Bojonegoro*. 1(5), 26–32.
- Tian, F. (2024). Impact of TOC (Teacher Organizational Commitment) and VTLE (Virtual Teaching Learning Environment) on Teachers' Innovative Work Behavior (TIWB) Influencing ICT Skills and Employees Creativity. *Journal of Information Systems Engineering and Management*, 9(3). <https://doi.org/10.55267/iadt.07.14984>
- Zaid, D. S., Adenan, H., Mahera, S., Amin, A., Parid, D. M., Zaid, D. S., Universiti, K., Melaka, I., Adenan, H., Universiti, K., Melaka, I., Mahera, S., Amin, A., Universiti, K., Melaka, I., Parid, D. M., Universiti, K., Melaka, I., Organisasi, K., & Kerja, P. (2021). Pengaruh Budaya Organisasi dan Komitmen Organisasi Terhadap Prestasi Kerja Di Hotel. *Journal of Hospitality* ..., 73–79. <http://journal.kuim.edu.my/index.php/JHN/article/viewFile/956/768>
- Zhang, J.-F. (n.d.). *A Study on the Relationships between Teachers' Professional Learning Community, Organizational Commitment and Teachers' Teaching Effectiveness*.