



The Influence of School Leadership, Organizational Culture, and Work Motivation on Teacher Work Commitment

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ABSTRACT

This study examines the effects of organizational culture, job motivation, and principal leadership on teacher work commitment in Batang Tuaka District, Indragiri Hilir Regency. Using a quantitative ex post facto approach, data were gathered from 70 junior high school teachers through questionnaires. The analysis employed simple and multiple linear regression, determination coefficients, and partial and simultaneous tests. Results indicated that all three independent variables significantly influenced teacher commitment, with a significance value of 0.000 ($p < 0.05$) and an F value of 884.449. The determination coefficient of 97.6% highlighted a strong relationship. These findings suggest that improving leadership, culture, and motivation can strengthen teacher commitment and enhance the quality of instruction.

INTRODUCTION

Teachers play a pivotal role in shaping students' future by not only imparting knowledge but also fostering values and character development. As change agents, teachers help create a capable and moral generation prepared for future challenges. In addition to being educators, they also serve as mentors, guiding students in their academic and extracurricular growth. To ensure student success, teachers must continuously improve through professional development and training, driven by strong commitment to their profession. Work commitment, characterized by loyalty, emotional connection, and dedication to achieving organizational goals, significantly influences teachers' effectiveness in fulfilling their responsibilities.

The commitment of teachers is influenced by various factors, including school leadership and organizational culture. Effective school leadership enhances teachers' professionalism and commitment, as principals play a key role in managing and supporting teachers' development. However, in many cases, principals fail to consistently supervise and support their teachers. Organizational culture, which encompasses the values, behaviors, and structures within a school, also impacts teachers' dedication to their roles. A positive organizational culture motivates teachers to work effectively and contribute to the school's objectives, whereas a negative culture may hinder their commitment.

Work motivation is another critical factor affecting teacher commitment. Highly motivated teachers are more dedicated to their work and are driven to achieve the learning objectives. Motivation provides the energy and determination needed for teachers to perform their roles effectively. This study aims to investigate how school leadership, organizational culture, and work motivation impact teacher commitment in junior high schools in Batang Tuaka District, Indragiri Hilir Regency. By examining these factors, the study seeks to provide insights into improving teacher commitment and, ultimately, enhancing the quality of education.

METHODS

This ex post facto study examines actual occurrences to identify factors influencing their development, as suggested by Sugiyono (2019). Conducted at a Junior High School in Batang Tuaka District, Indragiri Hilir Regency, Riau Province, the research took place from October 2024 to January 2025. Following Arikunto's (2016) sampling guidelines, the entire population of 70 junior high

school teachers was included, as it was fewer than 100. This approach ensured comprehensive data collection without the need for sampling adjustments.

Data were gathered using surveys and documentation, with the questionnaire covering principal leadership, organizational culture, work motivation, and teacher commitment. It also included demographic details such as name, age, gender, and school affiliation. A Likert scale measured responses, with positive statements rated from 5 (very frequently) to 1 (never) and negative statements inversely rated. The study employed descriptive and inferential statistical analysis, using SPSS version 25 to process the data. This methodological approach allowed for a structured examination of the relationships between leadership, culture, motivation, and teacher commitment.

RESULT

A. Descriptive Analysis

The school leadership attribute of the principal 70 respondents were given a questionnaire with 37 items on it. According to statistical descriptive analysis, the research's findings indicate that the data's mean value, which represents the overall distribution of the data, is 146.97. The data distribution's median, or middle value, is 147.50, meaning that half of the values fall below it and the other half rise over it. The value that appears the most frequently, or the mode, is 144. The variance reaches 129.477, which is the square of the standard deviation, while the standard deviation of 11.379 shows a very high degree of data dispersion around the mean value. The difference between the greatest value (174) and the smallest value (118), which represents a very broad range of data distribution, yields the data range (range), which is 56. Additionally, it is evident that the class interval category was created to make data interpretation easier, as seen by the table that follows.

Table 1. Categories of School Leadership Class Interval

No.	Category	Interval		Frequency	Presented
1.	Low	118	136	11	15,71%
2.	Medium	137	155	43	61,43%
3.	High	156	174	16	22,86%
Amount				70	100%

Seventy respondents completed a questionnaire with 22 items for the organizational culture variable. The average value of the data that was gathered is 88.57, which shows how the data was distributed generally. The value that shows most frequently is 91, whereas the median, or center value of the data, is 90.00. A variance of 46,741 and a standard deviation of 6,837, which represent the total degree of variation in the data, show the distribution of the data around the

mean. 38 is the range, This is determined by subtracting the lowest score of 66 from the highest score of 104. The distribution of this data is reasonably even, and the average value tends to be near the median and mode. Additionally, it is evident that the class interval categories were created to make data interpretation easier. As a result, the data is displayed in the table below.

Table 2. Categories of Organizational Culture Class Interval

No .	Category	Interval		Frequency	Presented
1.	Low	66	78	5	7,14%
2.	Medium	79	91	47	67,14%
3.	High	92	104	18	25,71%
Amount				70	100%

Seventy respondents were given a questionnaire with 20 items that measured their level of job motivation. The gathered data has a mean value of 79.50, which shows the total data's general distribution. The data distribution's mode, or most commonly occurring value, is 78, while the median, or midway value, is 79.00. A variance of 33,993, which represents the total degree of variation in the data, and a standard deviation of 5,830 show the distribution of the data around the mean. The range, which is determined by subtracting the minimum score of 63 from the maximum score of 94, is 31. These findings demonstrate that the data on work motivation is distributed fairly evenly, with the average value having a propensity to be near the median and mean, indicating a rather stable distribution pattern. Additionally, it is evident that the class interval categories were created to make data interpretation easier. As a result, the data is displayed in the table below.

Table 3. Categories of Work Motivation Class Interval

No .	Category	Interval		Frequency	Presented
1.	Low	63	72	9	12,86%
2.	Medium	73	82	38	54,29%
3.	High	83	92	23	33%
Amount				70	100%

The factor of teacher work commitment to their jobs employed a 25-item survey that was distributed to 70 respondents. The average of the data that was gathered is 100.97, which shows how the data was distributed generally. The data distribution's mode, or most commonly occurring number, is 104, while the median, or midway value, is 103.00. A standard deviation of 8.043 and a variance of 64.685, which represent the total degree of variation in the data, show how the

data is distributed around the mean. The range, which is determined by subtracting the minimum score of 72 from the maximum score of 117, is 45. Higher values in this data tend to be closer to the mode and median values, indicating a generally balanced distribution. Additionally, it is evident that the class interval category was created to make data interpretation easier, as seen by the table that follows.

Table 4. Category Teacher Work Commitment Class Interval

No	Category	Interval		Frequency	Presented
1.	Low	72	86	3	4,29%
2.	Medium	87	101	20	28,57%
3.	High	102	117	47	67%
Amount				70	100%

B. Normality Test

With the aid of SPSS software version 25, the Kolmogorov-Smirnov method was used to perform the data normalcy test at a significance level of 5%. All of the variables evaluated have a p-value of >0.05 , indicating that they are all normally distributed, according to the findings of the Shapiro-Wilk method's normality test. The table below displays the test results.

Table 5. Normality Test Results

No	Variable	Sig	P	Description
1.	School Leadership	0,05	0,064	Normal
2.	Organizational Culture		0,129	Normal
3.	Work Motivation		0,078	Normal
4.	Teacher Work Commitment		0,205	Normal

C. Linearity Test

To determine if the independent and dependent variables in this study had a linear relationship, the linearity test was used. It is possible to conclude that the connection between the variables is linear if the Sig value on the departure from linearity is larger than or equal to 0.05 ($\text{Sig} \geq 0.05$). The findings of the linearity test indicated that there was a correlation between teacher work commitment and work motivation, with a Sig value of $0.109 > 0.05$, indicating a linear connection. All things considered, these three connections fall under the linear category.

D. Hypothesis Test

The partial test aims to measure the extent of the influence of each independent variable on the dependent variable individually, and provide an overview of the contribution of each variable in the regression model. The results of the t-test calculation carried out in this study can be seen in the following table.

Table 6. Partial test (t-test)

Table 6. Partial test (t-test) Variable	Unstandardized Coefficients	T	Sig.
School Leadership	,271	3,391	,001
Organizational Culture	1,169	5,342	,000
Work Motivation	,565	3,669	,000

The following interpretation may be made of the table's computations based on the findings of the study conducted in Indragiri Hilir Regency:

- a. A significant value of $0.001 < 0.05$ was achieved when testing the first hypothesis (H1) on the impact of the school leadership on teacher work commitment. Given that H_a is accepted and H_0 is rejected, it can be said that the school leadership significantly and favorably influences the teacher work commitment. This noteworthy impact demonstrates how a strong principal's leadership may boost teacher work commitment to fulfilling their roles.
- b. A significant value of $0.000 < 0.05$ was found while testing the second hypothesis (H2) on the impact of organizational culture on teacher work commitment. Given that H_a is accepted and H_0 is rejected, it can be said that organizational culture significantly and favorably affects teacher work commitment. These findings demonstrate that a work environment culture that fosters collaboration and professional growth has a significant impact on teacher work commitment to performing their jobs to the best of their abilities.
- c. When examining the impact of work motivation on teacher work commitment, the third hypothesis (H3) had a significant value of $0.000 < 0.05$. Given that H_a is accepted and H_0 is denied, it can be said that work motivation significantly and favorably influences teacher work commitment. The strong motivating impact on instructors can improve their excitement and dedication at work, which in turn adds to increased work commitment.

Additionally, the F test was used to see if the independent factors collectively had an impact on the dependent variables. A significant value of 0.000 was found based on the ANOVA test table above. Based on the decision-

making criteria of test F, if the significance value (Sig) is less than 0.05 ($0.000 < 0.05$), then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore, it can be said that the factors of work motivation, organizational culture, and principal leadership all have a good and substantial impact on teacher work commitment. The following ANOVA table displays the results of the simultaneous significance tests employed in this study.

Table 7. Simultaneous Test (Test F)

ANOVA ^a					
MODEL	Sum of squares	Df	Mean Square	F	Sig
Regression	4417,002	3	1472,334	884,449	,000 ^b
Residual	109,870	66	1,665		
Total	4526,871	69			

DISCUSSION

A significant value of 0.000, which was less than 0.05, was achieved based on the ANOVA test results shown in the table. The variables of School Leadership, Organizational Culture, and Work Motivation all have a positive and significant impact on Teacher Work Commitment at the same time, according to the F test's decision-making criteria, which state that if the significance value (Sig) is less than 0.05, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This indicates that the work commitment of instructors at the study's target school is significantly impacted by these characteristics taken combined. This regression model is very significant and explained by the previously given independent variables, as indicated by the extremely high F value of 884.449. This chart shows how organizational culture, job motivating factors, and school administrators' leadership all have a significant impact on teachers' work commitment. Teachers' morale may undoubtedly be raised by strong leadership and a positive company culture, and their devotion to their job will be encouraged by high work motivation.

These findings are consistent with study by Tobing et al., (2017) which discovered that organizational culture positively affects teachers' dedication and motivation for their jobs. According to their research, a positive corporate culture might boost instructors' dedication and inspiration. Furthermore, this study shows that teachers' dedication to their jobs is positively impacted by the principal's ability to lead in establishing a healthy work environment. Widiyanto & Egar (2023) carry out a related study that looks at how organizational culture, job motivation, and principal leadership affect teacher performance. Their study's findings indicate that these three factors significantly impact teacher performance, which is naturally directly linked to teachers' dedication to their

jobs. Teachers will be more driven and dedicated to their profession if there is strong leadership and a positive corporate culture.

Furthermore, study by Rohmat et al., (2022) demonstrates that teacher effectiveness at the Al Asyhar Tulakan Donorojo Foundation Jepara is greatly impacted by the principal's leadership, organizational culture, and work motivation. According to this study, school principals' leadership has an impact on organizational culture and employee engagement in addition to directly influencing teachers' performance. Teacher performance will be enhanced by a positive corporate culture and strong work motivation, both of which are impacted by effective leadership. This study supports our findings, which indicate that organizational culture, work motivation, and the leadership of school administrators all work together to increase teachers' job commitment, which naturally leads to an improvement in teacher performance. This highlights even more how crucial school administrators are in fostering a positive learning environment and inspiring educators to put their all into their work.

Overall, the study's findings provide credence to the idea that strong organizational culture, strong school leadership, and high levels of motivation may all help teachers become more committed to their jobs. Consistent with other research, this study demonstrates that schools should focus on all three of these criteria simultaneously in order to boost teachers work commitment. The simultaneous impact of independent factors on the dependent variable is substantial, according to the findings of the ANOVA analysis. As evidenced by the significance value of 0.000 (< 0.05), the hypothesis is declared accepted. Therefore, it can be said that teacher work commitment is significantly impacted by the school leadership, organizational culture, and work motivation all together.

CONCLUSIONS

The findings of this study demonstrate that the three elements of school leadership, organizational culture, and work motivation all positive and significantly influence teacher work commitment, which in turn raises the standard of instruction in schools. Teacher performance may be enhanced with more dedication to their jobs, which will benefit learning and education overall. These results also support earlier research that indicates organizational culture, job motivation, and leadership are important determinants of teacher work commitment.

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