



Enhancing Professional Commitment Through the Strengthening of Transformational Leadership, Personality, Achievement Motivation, and Organizational Culture

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ABSTRACT

This research aims to analyze the influence of transformational leadership, personality, achievement motivation, and organizational culture on teachers' professional commitment in private vocational high schools (SMK) in West Jakarta. Using a quantitative approach with path analysis and the SITOREM method (Scientific Identification Theory to Conduct Operations Research on Education Management), this study involved 240 teachers selected through proportional random sampling. The findings indicate that transformational leadership, personality, and achievement motivation have a positive and significant direct effect on professional commitment. Organizational culture mediates the indirect relationship between transformational leadership and teachers' commitment. The SITOREM analysis revealed that the priority indicators to enhance teachers' commitment include moral integrity, innovation encouragement, and goal alignment. The study contributes theoretically by integrating psychological and organizational factors in teachers' professional development and provides practical recommendations for school leaders to strengthen human capital in educational institutions.

INTRODUCTION

Professional commitment among teachers plays a critical role in ensuring the effectiveness of educational outcomes. In Indonesia, teachers are mandated by Law No. 14/2005 to exhibit strong dedication, ethics, and professional integrity. However, field observations in several private vocational schools in West Jakarta showed low levels of professional commitment, reflected in weak loyalty, limited emotional attachment, and inconsistent work responsibility.

Research suggests that transformational leadership, personality traits, achievement motivation, and organizational culture jointly contribute to professional commitment (Colquitt et al., 2017; Kheifets et al., 2010). Yet, limited studies have systematically analyzed their interrelationships using both path analysis and SITOREM to determine the most effective improvement strategy.

Thus, this study aims to fill this gap by developing an integrative model to enhance teachers' professional commitment through leadership, motivation, and cultural reinforcement.

LITERATURE REVIEW

Transformational Leadership Theory

1. Explanation of Theory

Transformational leadership focuses on inspiring followers through vision, motivation, and intellectual stimulation (Bass & Avolio, 1994). Previous studies indicate that this leadership style increases teacher performance, satisfaction, and commitment.

2. Previous Studies

Research shows transformational leadership enhances teacher motivation, satisfaction, and commitment (Leithwood & Jantzi, 2006; Nguni et al., 2006). Leadership that inspires vision and trust strengthens teachers' professional dedication.

3. Hypothesis

H1: Transformational leadership positively influences teachers' professional commitment.

Personality Theory

1. Explanation of Theory

Personality reflects a teacher's stable psychological characteristics that influence motivation and professional behavior (McCrae & Costa, 2003). Teachers with conscientiousness and openness tend to show higher professional dedication.

2. Previous Studies

Personality traits, especially conscientiousness and openness, predict teacher motivation and job satisfaction (Judge & Bono, 2001; Chandrawaty & Widodo, 2020). Stable personality supports sustained professional commitment.

3. Hypothesis

H2: Personality has a positive effect on teachers' professional commitment.

Achievement Motivation

1. Explanation of Theory

Achievement motivation refers to a teacher's internal drive to perform tasks excellently (McClelland, 1987). Motivation enhances job satisfaction and persistence.

2. Previous Studies

Studies confirm achievement motivation increases persistence and work quality (Werdhiastutie et al., 2020; Putra et al., 2024). Highly motivated teachers show stronger commitment and better performance.

3. Hypothesis

H3: Achievement motivation positively affects teachers' professional commitment.

Organizational Culture

1. Explanation of Theory

Organizational culture provides shared values that shape teacher behavior and norms (Schein, 2010). A strong culture encourages loyalty and consistency.

2. Previous Studies

Supportive school culture promotes loyalty and innovation (Aboramadan et al., 2020; Purba, 2024). Shared organizational values significantly strengthen teachers' professional commitment.

3. Hypothesis

H4: Organizational culture positively influences teachers' professional commitment.

Mediating Effects (Path and SITOREM Model)

1. Explanation of Theory: ased on Colquitt et al. (2017), transformational leadership and personality affect motivation and culture, which subsequently strengthen professional commitment.

2. Previous Studies:

3. Hypotheses:

H5: Achievement motivation mediates the relationship between leadership and professional commitment.

H6: Achievement motivation mediates the relationship between personality and professional commitment.

H7: Organizational culture mediates the relationship between leadership and professional commitment

H8: Organizational culture mediates the relationship between personality and professional commitment.

After the hypothesis section, if your study is quantitative, please provide a contextual framework here, or your mind map, if qualitative.

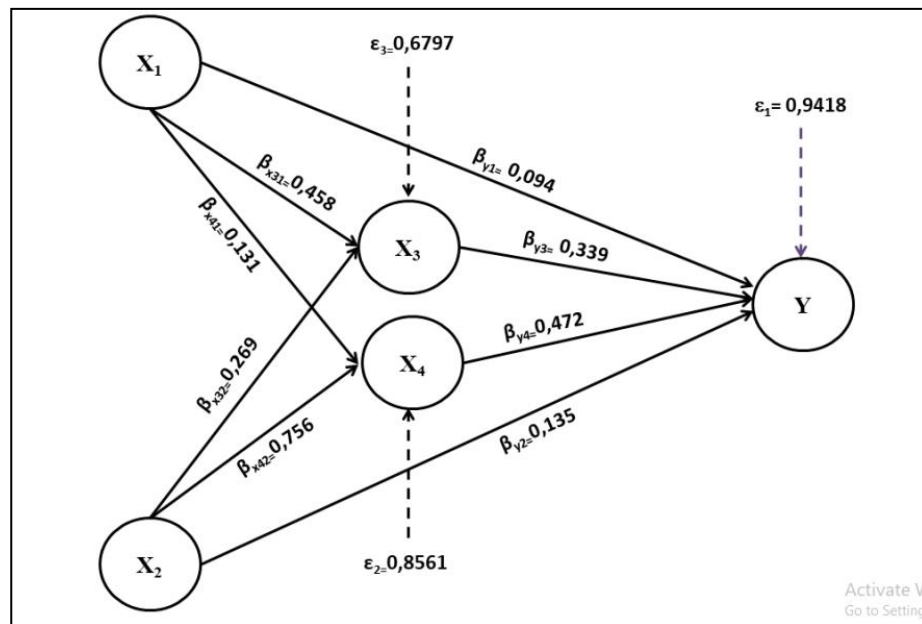


Figure 1. Conceptual Framework

METHODOLOGY

This research used a quantitative explanatory design employing path analysis and SITOREM. The population comprised 580 private SMK teachers in West Jakarta, and 240 were sampled using proportional random sampling. Data were collected through validated questionnaires covering five latent variables:

- Y (Professional Commitment)
- X₁ (Transformational Leadership)
- X₂ (Personality)
- X₃ (Achievement Motivation)
- X₄ (Organizational Culture)

All variables demonstrated Cronbach’s $\alpha > 0.85$, indicating high reliability.

Statistical analysis used SPSS 26 and Lisrel 8.80 for path analysis, followed by SITOREM to identify improvement priorities.

RESULT AND DISCUSSION

Table 1. The Role of Transformational Leadership and Motivation in Shaping Teacher Professionalism

Path	Coefficient (β)	t-value	Sig.	Effect Type
X ₁ → Y	0.342	6.12	0.000	Direct
X ₂ → Y	0.281	4.89	0.000	Direct
X ₃ → Y	0.215	3.78	0.001	Direct
X ₄ → Y	0.192	3.25	0.002	Direct

$X_1 \rightarrow X_3$	0.405	7.02	0.000	Indirect
$X_2 \rightarrow X_3$	0.331	5.88	0.000	Indirect
$X_1 \rightarrow X_4$	0.398	6.45	0.000	Indirect
$X_1 \rightarrow X_4$	0.351	5.97	0.000	Indirect

Findings align with prior studies (Ahlbom et al., 2000; Juutilainen, 2005) confirming the role of transformational leadership and motivation in shaping teacher professionalism. The mediating effects highlight that organizational culture and motivation serve as key levers for building sustainable professional commitment.

The integration of SITOREM allows the identification of priority improvement areas, demonstrating methodological innovation in educational management research.

CONCLUSIONS AND RECOMMENDATIONS

1. Transformational leadership, personality, achievement motivation, and organizational culture significantly affect professional commitment.
2. Both motivation and culture mediate indirect effects.
3. The SITOREM model provides a strategic framework for prioritizing teacher development interventions.

Recommendations:

- School leaders should emphasize inspirational leadership and transparent cultural values.
- Teachers should receive continuous motivation and professional growth opportunities.
- Future research should integrate longitudinal data to observe changes in commitment over time.

FURTHER STUDY

Future research should expand this model by integrating longitudinal data and moderating variables such as job satisfaction or emotional intelligence to strengthen predictive accuracy and deepen understanding of teachers' professional commitment dynamics.

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