

Factors Affecting Teacher Organizational Commitment: A Study on Private High School Teachers in Pematangsiantar City

Efendi¹, Marisi Butarbutar¹, Emi Wakhyuni², Elly Romy³, Acai Sudirman^{4*}

¹Department of Master Management Science, Sekolah Tinggi Ilmu Ekonomi Sultan Agung, Indonesia

²Department of Management, Universitas Pembangunan Panca Budi, Indonesia

³Department of Chinese for Business and Professional Communication, Universitas Prima Indonesia, Indonesia

⁴Department of Management, Sekolah Tinggi Ilmu Ekonomi Sultan Agung, Indonesia

*Corresponding email: acaivenly@stiessultanagung.ac.id

Received: 24 February 2022

Accepted: 24 March 2022

Published: 11 April 2022

Abstract: Objective: The major goal of this research is to look into and analyze the elements that impact private high school teachers' organizational commitment in Pematangsiantar City. **Methods:** A quantitative approach-oriented research strategy is used in this study. For the collection of research data through the use of documentation equipment and the distribution of online questionnaires. The study employed a sample of 110 people to conduct the research. The purposive sampling formula is used to determine the sample, which is directed to the non-probability sampling strategy. **Findings:** Principal leadership, organizational environment, and interpersonal communication all have a favorable and substantial impact on teacher organizational commitment, according to this study. **Conclusion:** The outcomes of this study show that putting principle relational leadership into practice and changing strategy into practice can boost teachers' job commitment at the school level.

Keywords: principal leadership, organizational climate, interpersonal communication, teacher organizational commitment.

Abstrak: Tujuan: Tujuan utama penelitian ini adalah untuk menguji dan menganalisis faktor-faktor yang mempengaruhi komitmen organisasional guru SMA Swasta di Kota Pematangsiantar. **Metode:** Riset ini menggunakan rancang penelitian yang berorientasi pada pendekatan kuantitatif. Untuk perolehan data penelitian menggunakan instrumen dokumentasi dan pendistribusian kuesioner secara online. Sampel yang digunakan dalam penelitian sebanyak 110 responden. Dasar penentuan sampel berorientasi pada pendekatan non-probability sampling dengan memakai rumus purposive sampling. **Temuan:** Hasil dari riset ini menjelaskan bahwa principal leadership, organizational climate, dan interpersonal communication berpengaruh positif dan signifikan terhadap komitmen organisasional guru. **Kesimpulan:** Temuan penelitian ini mengkonfirmasi bahwa implementasi kepemimpinan kepala sekolah relational dan mengubah strategi menjadi praktik mampu meningkatkan komitmen kerja pada guru pada tingkat organisasi sekolah.

Kata kunci: kepemimpinan kepala sekolah, iklim organisasi, komunikasi interpersonal, komitmen organisasional guru.

To cite this article:

Efendi., Butarbutar, M., Wakhyuni, E., Romy, E & Sudirman, A.. (2022). Factors Affecting Teacher Organizational Commitment: A Study on Private High School Teachers in Pematangsiantar City. *Jurnal Pendidikan Progresif*, 12(1), 213-224. doi: 10.23960/jpp.v12.i1.202217.

■ INTRODUCTION

Changes in the world of education in the era of the industrial revolution 4.0 have entered a new phase, where much work related to the learning process is carried out digitally with the help of technological devices (Fitria et al., 2017). According to (Mukhlisin, 2019), with rapid changes in the industrial revolution 4.0, especially in education, it is necessary to have policy-making skills so that they are not wrong. Education personnel are expected to work professionally to compete competitively in facing these changes (Indajang et al., 2021). Professional teachers are expected to be responsible for the learning process and have dedication and high quality of work towards the school organization (Sherly et al., 2021). This dedication and quality of work illustrate the teacher's commitment to his work (Sudirman et al., 2021). Organizational commitment is important in realizing the effectiveness of organizational survival (Lie et al., 2021). Commitment is an important estimation tool to determine employees' contribution to the organization. Therefore, high organizational commitment must always be maintained and grown, while low organizational commitment must be increased (Lie et al., 2019). The teacher's organizational commitment cannot be separated from the intensity and quality of the interaction between the work environment and the relationship with the principal's leadership (Silalahi et al., 2021).

The role of schools in improving the quality of education is inseparable from the professionalism of the principal (Y. Liu & Werblow, 2019). The managerial ability and professionalism of a principal have not been carried out optimally. This is because there is still a lack of knowledge with advances in science and technology and the low ability to harmonize with the development of education (Liu et al., 2016). The principal's responsibility is

fundamentally not a tendency in-school programs but also to increase student success and programs (Selamat et al., 2013). One indicator of the initiative of a leader such as a school principal can be seen from the leadership skills and wisdom of the principal in the education unit (Dumay & Galand, 2012). Today's increasingly competitive global challenges require a leader such as a school principal to improve skills and wisdom in leading academic units (Cheng & Szeto, 2016). This condition reflects that a school principal is a party who is in direct contact with teachers and the educational process, is expected to be able to encourage teacher organizational commitment in carrying out their duties and responsibilities (Arokiasamy et al., 2016). Several previous studies that examined the relationship between principal leadership and teacher organizational commitment concluded that principal leadership had a significant effect on teacher organizational commitment (Al-Mahdy et al., 2018; Ail et al., 2015; Feres et al., 2021).

In addition to the need for visionary leadership from school principals, it also depends on the organizational climate to increase teacher organizational commitment (Bahrami et al., 2016). Organizational climate is important to create because it is a person's perception of what is provided by the organization and is used to determine the behavior of subsequent members (Beri et al., 2020). Some organizations can appear busy and efficient, others may seem relaxed, or some may be quite human, but others may appear stiff and cold (Iwu et al., 2019). This leads to psychological nuances that reflect the climate in the organization (Berberoglu, 2018). A healthy organizational climate will increase teachers' work commitment (Chanpoom & Intrawong, 2019). Organizational differences are colors for members of an organization, even though these

colors are formed from the role of an organizational leader and organizational goals. To achieve the organizational goals that have been set, all elements, including the organizational climate, must be involved (Chung, 2020). The involvement of the organizational climate is believed to be a stimulus to the school environment to encourage work motivation and teacher organizational commitment to a better direction (Baoc-Daguisonan, 2018). Several previous studies that examined the relationship between organizational climate and teacher organizational commitment concluded that there was a significant influence of organizational climate on teacher organizational commitment (Arsih et al., 2018; Berberoglu, 2018; Masry-Herzallah & Da'as, 2021).

A serious problem in improving the quality of education in Indonesia is the low quality of education at various levels of education, both formal and informal. In this case, the low quality of education hinders the provision of human resources in Indonesia. There are several factors that cause the quality of education in Indonesia is still low. One of the factors is the quality of teachers who are still lacking. Teachers in Indonesia are still lacking because of the weakness of educators in exploring the potential of students. Educators still impose the will of students to learn all things without paying attention to the needs, interests, and talents of each student. Education should be a means of learning that is fun and comfortable for children by paying attention to the needs of children. Instead of forcing something that makes children less comfortable in seeking knowledge, a good educational process is to provide opportunities for children to be more creative. In addition, the presence of teacher organizational commitment is considered capable of providing a stimulus for improving the quality of education in schools. Teachers who are committed to carrying out their

work will be able to become competent initiatives for their students.

Communication between school components can be categorized as interpersonal communication (Kusdyantoro et al., 2019). This is because the individuals involved in it communicate directly and face to face without using any media intermediaries (Teutsch et al., 2018). On the other hand, the effectiveness of interpersonal communication is because the communicator can master the ongoing communication situation (Sun et al., 2019). One way communication can run effectively is through face-to-face communication (Harapan & Fitria, 2021). Because an individual needs other people to interact with each other (Le Fevre & Robinson, 2015), this will have implications for good communication and relationships between individuals and ultimately create a good commitment between individuals (Orebiyi & Orebiyi, 2011). The essence of a good relationship between the principal and the teacher is based on interaction with others through interpersonal communication skills (Rajesh & Suganthi, 2013). Face-to-face communication is used when the communicator expects the effect of changing behavior from the communicant (Latinapa et al., 2021). Some of the results of previous studies that examined the relationship between interpersonal communication and teacher organizational commitment concluded a significant impact of interpersonal communication on teacher organizational commitment (Sudirman, 2018; Harapan & Fitria, 2021; Junaidi, 2021).

The essence of a visionary principal's leadership with a concept-oriented to the implementation of strategic planning and supported by continuous supervision and evaluation of each teacher can increase teacher work commitment for the better (Khairani et

al., 2021). In addition, the factor of a good organizational climate is also a consideration for the school to accelerate awareness for every teacher of the importance of having a high work commitment. On the other hand, the role of interpersonal communication between the principal and teachers and fellow teachers is felt to be very important to create good communication. This study tries to use additional indicators for principal leadership variables that have previously been used in previous research, namely those consisting of personal, intellectual, relational, and organizational (Ling & Ling, 2012); (Samtomo, 2017). Researchers try to add new indicators to transform strategies into practice and control and evaluation. Research believes that effective leadership will be realized if the leader can change with each strategic concept implemented in work practice. On the other hand, after work practices can be implemented, control and evaluation are needed from leaders to obtain feedback as to material for future decision making. Therefore, the urgency of this research is to find out the contribution of principal leadership, organizational climate, and interpersonal communication influencing teacher organizational commitment. It is hoped that the findings of this research will contribute to school principals and teachers in optimally implementing the school's vision and mission.

■ METHODS

The information gathered in this study is quantitative and geared toward an associative research approach. Six private high schools in Pematangsiantar City, North Sumatra, were used for this study. This study took place over three months, from June to August 2021. Data collection, instrument trial data, and research data were all done at this time. Researchers identified all permanent teachers with the status of private teachers in all private high schools in

Pematangsiantar City and distributed questionnaires to a total of 110 instructors in this study. The purposive sampling strategy was used to determine the research sample. The collection was carried out online using an online questionnaire with the help of dissemination through the google form media and distributed via WhatsApp and telegram applications to private high school teachers in Pematangsiantar City. Based on the recapitulation results of the answers of respondents who filled out the online questionnaire, 115 respondents entered data, but only 110 respondents filled out valid data. The general characteristics of respondents in this study will clearly be described in table 1 below:

In accordance with the explanation in table 1, it is known that the number of respondents who are male as many as 47 people (42.73%) and female sex as many as 63 people (57.27%). Furthermore, the average age of respondents aged between 20-29 years were 36 people (32.73%), 30-39 years were 50 people (45.45%) and those aged 40-49 were 24 people (21.82%). Then for the period of service of respondents under 1 year totaling 25 people (22.73%), working period between 1 to 5 years amounting to 35 people (31.82%), working period between 5 to 10 years totaling 30 people (27.27%), and working period of above 10 years amounted to 20 people (18.18%). The question items as outlined in the online questionnaire are oriented to the results of previous research that are relevant to the research topic (Junaidi, 2021) and (Orebiyi & Orebiyi, 2011), consist of 3 indicators. Furthermore, the first independent variable, namely principal leadership, is measured using previous research (Ling & Ling, 2012) and (Samtomo, 2017), which consists of 6 indicators. Then the second independent variable, namely organizational climate, is measured using previous research (Berberoglu, 2018) and (Chanpoom &

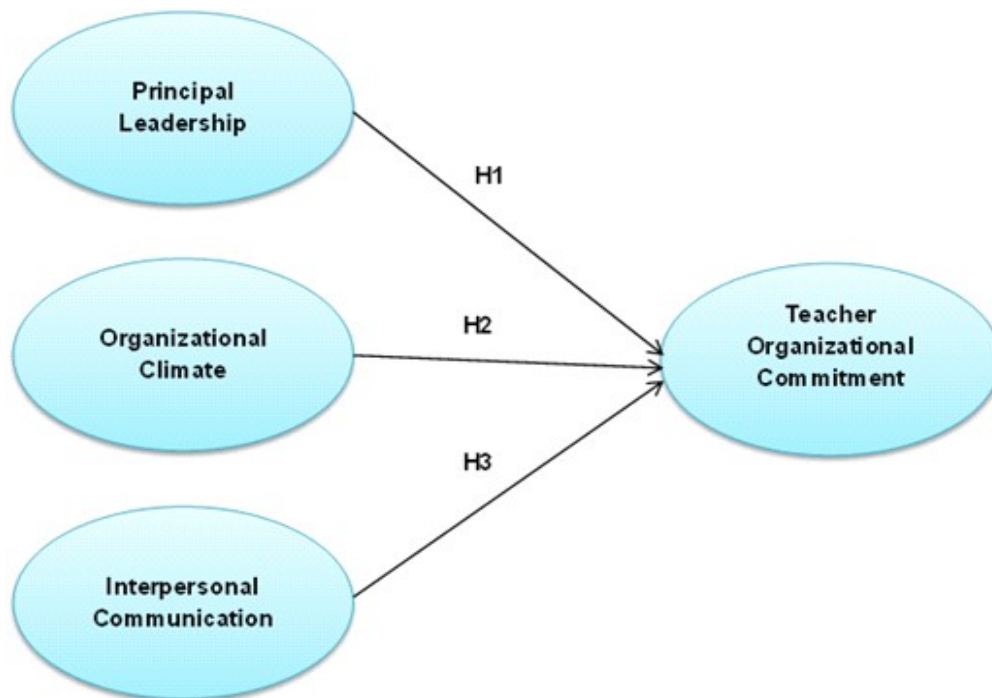
Table 1. Respondent general profile

Category	Details	Amount	Percentage (%)
Gender	Men	47	42.73
	woman	63	57.27
Age (years)	20-29	36	32.73
	30-39	50	45.45
	40-49	24	21.82
Length of work (years)	< 1	25	22.73
	1 – 5	35	31.82
	5 – 10	30	27.27
	> 10	20	18.18

Intrawong, 2019), which consists of 6 indicators. The third independent variable, namely interpersonal communication, was measured using previous research (Le Fevre & Robinson, 2015) and (Latinapa et al., 2021), consisting of 5 indicators. Overall the use of research variables can be seen in the framework of thought (see Figure 1), and the development of hypotheses in this study can be explained as follows:

Based on Figure 1 above, which is the framework in this research, several research hypotheses can be formulated, including:

- H1: Principal leadership affects teacher organizational commitment
- H2: Organizational climate affects teacher organizational commitment
- H3: Interpersonal communication affects teacher organizational commitment

**Image 1.** Research thinking framework

■ RESULT AND DISCUSSIONS

Validity and Reliability Test

Based on the validity test in table 1, all indicators in the study have a value greater than 0.30, indicating that the measuring items

employed in this study are valid. Following that, a reliability experiment is conducted to assess the measurement items on the questionnaire questions that define the variables' indicators. If a person's response

Table 2. Validity test results

Variable	Corrected item- Total correlation	N of Items	Test results
Principal Leadership	0.432	6	Valid
Organizational Climate	0.450	6	Valid
Interpersonal Communication	0.390	5	Valid
Teacher Organizational Commitment	0.543	3	Valid

to a question does not vary or is typical from time to time, a questionnaire is reliable.

Based on the reliability experiment findings presented in table 2, it can be inferred that all indicators have a Cronbach alpha value of >0.70 , implying that all instruments utilized are

reliable.

Multiple Regression Test

The results of the multiple linear regression above obtained the equation model: $= 6.622 + 0.224X_1 + 0.157X_2 + 0.305X_3$,

Table 3. Reliability test results

Variable	Cronbach's Alpha	N of Items	Test results
Principal Leadership	0.792	6	Reliable
Organizational Climate	0.802	6	Reliable
Interpersonal Communication	0.766	5	Reliable
Teacher Organizational Commitment	0.820	3	Reliable

which means that principal leadership, organizational climate, and interpersonal communication have a positive effect on teacher organizational commitment. Furthermore, according to the results of data analysis in the form of the equation, it can be interpreted as follows: The constant value of 6622 can be diagnosed if principal leadership, organizational climate, and interpersonal communication are considered zero, then the value of teacher organizational commitment will be in the range of 6622. The beta coefficient value on the principal leadership variable is 0.224, which means that every change in the principal leadership variable by one unit will result in

a change in teacher organizational commitment of 0.224 units with the assumption that the other variables are constant value. The value of the beta coefficient on the organizational climate variable is 0.157, which means that every change in the organizational climate variable by one unit will result in a change in teacher organizational commitment of 0.157 units with the assumption that the other variables are at a constant value. The beta coefficient value on the interpersonal communication variable is 0.305, which means that every change in the interpersonal communication variable by one unit will result in a change in teacher organizational commitment of 0.305 units with

Table 4. Multiple regression test results

Model		Unstandardized Coefficients		Standardized Coefficients	tcount	Sig.
		B	Std. Error			
1	(Constant)	6.622	2,057		3,220	.000
	Principal Leadership	.224	.058	.332	3.860	.000
	Organizational Climate	.157	.072	.193	2.180	.031
	Interpersonal Communication	.305	.076	.237	2,686	.008
a. Dependent Variable: Teacher Organizational Commitment						

the assumption that the other variables are at a constant value. The coefficient of determination is used to measure how far the ability of a model to explain the variation of the dependent variable. Based on the results of the data analysis in table 6 above, the coefficient of determination is 0.324, which means that the level of teacher organizational commitment of 32.4% can be explained by principal leadership, organizational climate, and interpersonal communication, while the remaining 67.6% can be explained by other factors not discussed in this study.

Simultaneous and Partial Hypothesis Testing

To examine the variable binding simultaneously, experiment F was used. Simultaneous hypothesis testing was attempted to identify whether the principal leadership, organizational climate, and interpersonal communication variables affect teacher organizational commitment simultaneously. Based on the results of the simultaneous test analysis in table 5, the Fcount value is 16.949 > from Table with (0.05; 116) of 2.46 or with a significant $0.000 < 0.05$, it can be interpreted as principal leadership, organizational climate, and interpersonal communication affects teacher organizational commitment in a way that is simultaneously acceptable. Subsequently, a

partial test was conducted to determine the relationship between principal leadership, organizational climate, and interpersonal communication, which partially influenced teacher organizational commitment. Based on the results of data analysis in table 4, the results of the t-test in this study are as follows:

Principal leadership obtained a significant level of $0.000 \leq 0.05$ or $t_{\text{count}} 3.860 \leq 1.98 t_{\text{table}}$, meaning that principal leadership significantly affects teacher organizational commitment. The results showed that principal leadership significantly affected teacher organizational commitment. Increase teacher organizational commitment positively and significantly. Implementing principal organizational leadership by changing strategy into practice with continuous control and evaluation impacts the commitment of teachers to carry out their duties and responsibilities optimally (Husnah et al., 2021). The principal's leadership is good at theorizing and must be able to implement the practice of educational management ideas in concrete behavior and actions. The leadership model is present as an alternative to face challenges in globalization and advances in information technology. The principal's leadership pattern is not just a routine activity, but the implementation of duties and responsibilities

is carried out based on standards and can turn strategy into real practice. A school principal is required to think creatively and innovatively so that the planned plans can run effectively and efficiently. Innovation is needed to provide new ideas for more competitive school reforms. School leadership performance manifests in implementing school management in a productive, effective, and efficient manner. The representative success of principals in managing education in schools is reflected in their ability to manage school resources, including education staff, staff, and all school members (Al-Mahdy et al., 2018). In addition, the principal is also a driving factor in aligning and coordinating all school elements to realize the school's vision, mission, goals, and objectives.

Organizational climate obtained a significant level of $0.031 \leq 0.05$ or $t_{\text{count}} 2.180 \leq 1.98 t_{\text{table}}$, meaning that organizational climate significantly affects teacher organizational commitment. Further studies confirm that organizational climate has a significant effect on teacher organizational commitment. These results indicate that the organizational climate is one of the crucial factors to encourage an increase in the work commitment of teachers at the school level. On the other hand, organizational climate increases motivation, leading to behaviors such as satisfaction, effectiveness, and ultimately organizational commitment. Teachers are motivated and willing to work when committed to their school (Noordin et al., 2010). The organizational climate created plays an important role in the organization's ability to produce its goals. A concept that describes the internal atmosphere of the organizational environment that its members feel during their activities to achieve organizational goals is one indicator of a healthy organizational climate. The increase

in breadth and complexity of an organization can affect its members. In large organizations where information is conveyed through many channels, it is necessary to have the type of relationship/interaction that will foster development, namely mutual respect and understanding and a measurable increase in work commitment. Organizational climate has a very important role in achieving an organization's goals. Because of the formation of a positive climate (Berberoglu, 2018). The school climate is said to be positive if all stakeholders have the same perception of the quality of the organization's treatment of employees.

Interpersonal communication obtained a significant level of $0.008 \leq 0.05$ or $t_{\text{count}} 2.686 \leq 1.98 t_{\text{table}}$, meaning that interpersonal communication significantly affects teacher organizational commitment. The previous study results concluded that interpersonal communication significantly affected teacher organizational commitment. Principals always provide opportunities for teachers to express their aspirations, give teachers the freedom to innovate, and can principals often offer options for teachers to gather and relax to establish good communication relationships and build kinship between fellow teachers and leaders. This is in line with the opinion (Junaidi, 2021) that the communication carried out by the principal by positioning himself on a par with the teacher will create a harmonious communication style, and the implication is that the teacher will be more committed to doing the job. The principal's form of communication is spoken language, such as greeting, telling stories, or giving direct instructions to the teacher. Thus, if interpersonal communication between school residents, especially teachers, runs effectively so that conflicts in schools can be controlled properly; and vice versa, if interpersonal communication does not work effectively, then the control of

disputes that arise in schools will experience obstacles. Professional teachers will lean towards normative commitments regardless of the quality of relationships in the work environment. This is instructive from the research results that organizational commitment can be increased if the work environment supports and has a sense of trust between individuals (Latinapa et al., 2021). This implies that participation in work arrangements, respecting one another's feelings and aspirations, and sharing relevant information available to individuals while making trust the watchword of the relationship and communication relationship with parents are important predictors of teacher commitment.

■ CONCLUSIONS

Based on the results of the discussion of this study, it is stated that principal leadership has a significant effect on teacher organizational commitment. These results confirm that the principal's leadership role oriented towards supervision and evaluation can increase teacher motivation to carry out their duties and responsibilities optimally. The role of school principals in empowering teachers, administrative staff, and school technical personnel is important to encourage more optimal performance improvements. In addition, school principals can also take initiatives in the development of human resources in schools by holding training, seminars, workshops, and technical guidance on skills development in the teaching process and learning communication inside and outside the classroom. Then the results of this study also confirm that organizational climate has a significant effect on teacher organizational commitment. Organizational climate has a very important role in achieving an organization's goals. Because with the formation of a positive climate, the effectiveness of the school will be built. To create a positive school climate, it is necessary

to have harmonious social relations between fellow workers. This social relationship is in vertical and horizontal communication, employee cooperation at work, supervision, support from subordinates, and clarity of tasks carried out by workers. In other words, organizational climate is the values, beliefs, traditions, and assumptions assigned to employees, both expressed and unexpressed. Further research also shows that interpersonal communication has a significant effect on teacher organizational commitment. These results prove that interpersonal communication is crucial to align the work or understanding of an employee with the school's main goals. Through interpersonal communication between the principal and the teacher and the teacher and other teachers, the school's goals can be conveyed and understood thoroughly. Every job in each part of the school needs to continue to carry out interpersonal communication so that school goals can be achieved collaboratively. In addition, interpersonal communication is believed to be an alternative for exchanging ideas and information, which is expected to open a synergistic way for all teachers within the school and with the community to discuss and find solutions.

■ REFERENCES

- Ail, N. M. B. M., Taib, M. R. bin, Jaafar, H. bt, Salleh, W. A. R. bt M., & Omar, M. N. bin. (2015). Principals' Instructional Leadership and Teachers' Commitment in Three Mara Junior Science Colleges (Mjssc) in Pahang, Malaysia. *Procedia - Social and Behavioral Sciences*, 191, 1848–1853.
- Al-Mahdy, Y. F. H., Emam, M. M., & Hallinger, P. (2018). Assessing The Contribution of Principal Instructional Leadership and Collective Teacher Efficacy to Teacher Commitment in Oman. *Teaching and Teacher Education*, 69, 191–201.

- Arokiasamy, A. R. A., Abdullah, A. G. K., Shaari, M. Z. A., & Ismail, A. (2016). Transformational Leadership of School Principals and Organizational Health of Primary School Teachers in Malaysia. *Procedia - Social and Behavioral Sciences*, 229, 151–157.
- Arsih, R. B., Sumadi, & Susubiyani, A. (2018). Pengaruh Kepuasan Gaji, Kepuasan Kerja Dan Iklim Organisasi Terhadap Komitmen Organisasi Dan Turnover Intention. *Jurnal Sains Manajemen Dan Bisnis Indonesia*, 8(2), 164–179.
- Bahrami, M. A., Barati, O., Ghoroghchian, M. sadat, Montazer-alfaraj, R., & Ranjbar Ezzatabadi, M. (2016). Role of Organizational Climate in Organizational Commitment: The Case of Teaching Hospitals. *Osong Public Health and Research Perspectives*, 7(2), 96–100.
- Baoc-Daguisonan, L. A. (2018). School Climate and Organizational Commitment of Mindanao State University Feeder High School Teachers: Basis for Improvement. *International Conference on Education Management and Administration (CoEMA 2018) School*, 269, 197–203.
- Berberoglu, A. (2018). Impact Of Organizational Climate On Organizational Commitment And Perceived Organizational Performance: Empirical Evidence From Public Hospitals. *BMC Health Services Research*, 18(1), 1–9.
- Beri, N., Dorji, N., & Lakhanpal, S. (2020). Organizational Climate and Academic School Optimism As Predictors For Professional Commitment Among Secondary School Teachers of Bhutan. *European Journal of Molecular and Clinical Medicine*, 7(7), 3362–3371.
- Chanpoom, N., & Intrawong, W. (2019). The Influence Of Strategic Leadership And Organizational Climate On Organizational Commitment Of Savings Cooperative Employees, Thailand. *The 2019 International Academic Research Conference in Vienna*, 307–314.
- Cheng, A. Y. N., & Szeto, E. (2016). Teacher Leadership Development and Principal Facilitation: Novice Teachers' Perspectives. *Teaching and Teacher Education*, 58, 140–148.
- Chung, J. F. (2020). Organisational Climate and Teacher Commitment. *Journal of Social Sciences*, 2(2), 64–70.
- Dumay, X., & Galand, B. (2012). The Multilevel Impact Of Transformational Leadership On Teacher Commitment: Cognitive And Motivational Pathways. *British Educational Research Journal*, 38(5), 703–729.
- Feres, R., Gistituati, N., & Alkadri, H. (2021). The Contribution Of School Leadership And Teacher Professional Competency To Teacher Work Commitments In Junior High School State, Sungai Penuh City. *International Journal of Progressive Sciences and Technologies*, 24(2), 46–56.
- Fitria, H., Mukhtar, M., & Akbar, M. (2017). the Effect of Organizational Structure and Leadership Style on Teacher Performance in Private Secondary School. *IJHCM (International Journal of Human Capital Management)*, 1(02), 101–112.
- Harapan, E., & Fitria, H. (2021). The Interpersonal Communication Skills and Perceptions of the Leadership Style on Teachers' Commitment. *Journal Iqra (Kajian Ilmu Pendidikan)*, 6(1), 140–153.
- Husnah, A., Harapan, E., & Rohana. (2021). Pengaruh Kepemimpinan Kepala Sekolah dan Budaya Organisasi terhadap Komitmen Guru dalam Melaksanakan Tugas. *Jurnal*

- Manajemen Pendidikan*, 3(1), 19–30.
- Indajang, K., Halim, F., & Sudirman, A. (2021). The Effectiveness of Teacher Performance in Terms of the Aspects of Principal Leadership , Organizational Culture , and Teacher Competence. *Proceedings of the 2nd Annual Conference on Blended Learning, Educational Technology and Innovation (ACBLETI 2020)*, 560 (Acbleti 2020), 402–408.
- Iwu, C. G., Opute, P. A., Nchu, R., Eresia-Eke, C., Tengeh, R. K., Jaiyeoba, O., & Aliyu, O. A. (2019). Entrepreneurship Education, Curriculum And Lecturer-Competency As Antecedents Of Student Entrepreneurial Intention. *International Journal of Management Education*, February, 100295. 222-229.
- Junaidi, J. (2021). Relationship between Group Cohesiveness and Interpersonal Communication on Organizational Commitment of Elementary School Teachers in the Dahlia Cluster. *Ilomata International Journal of Social Science (IJSS)*, 2(1), 41–49.
- Khairani, E., Giatman, M., & Ernawati. (2021). Pengaruh Iklim Organisasi Terhadap Komitmen Guru. *Jurnal Educate*, 6(2), 454–476.
- Kusdyantoro, D., Nas, S., & Junus, N. (2019). The Contribution Of Group Cohesiveness And Interpersonal Communication Towards Teachers’ Organizational Commitment Of Public Senior High Schools (SMAN) In Bagan Sinembah, Rokan Hilir District. *Jurnal JUMPED (Jurnal Manajemen Pendidikan)*, 7(1), 26–36.
- Latinapa, M. M., Arsyad, A., & Sukung, A. (2021). *Pengaruh Gaya Kepemimpinan Kepala Sekolah, Kemampuan Komunikasi Interpersonal Guru, dan Komitmen Kerja Guru Terhadap Pengendalian Konflik Di Sdn Kecamatan Ratolindo Kabupaten Tojo Una-Una. Jurnal Normalita*, 9(3), 386–401.
- Le Fevre, D. M., & Robinson, V. M. J. (2015). The Interpersonal Challenges of Instructional Leadership: Principals’ Effectiveness in Conversations About Performance Issues. *Educational Administration Quarterly*, 51(1), 58–95.
- Lie, D., Sherly, Dharma, E., Wakhyuni, E., & Sudirman, A. (2021). Reflections on Teacher Job Satisfaction: The Role of Principal Supervision, Organizational Culture, Motivation, and Compensation. *Jurnal Organisasi Dan Manajemen*, 17(1), 234–248.
- Lie, D., Sherly, S., Dharma, E., & Sudirman, A. (2019). The Impact of Work Discipline and Work Ethic on the Teacher Performance of Sultan Agung Pematangsiantar Private Middle School Teachers T.A. 2018/2019. *International Journal of Business Studies*, 3(3), 125–135.
- Ling, S., & Ling, M. (2012). The Influence Of Transformational Leadership On Teacher Commitment Towards Organization , Teaching Profession , And Student Learning In Secondary Schools In Miri , Sarawak , Malaysia. *International Journal of Educational Studies*, 4(2), 155–178.
- Liu, S., Hallinger, P., & Feng, D. (2016). Supporting The Professional Learning of Teachers In China: Does Principal Leadership Make A Difference? *Teaching and Teacher Education*, 59(1), 79–91.
- Liu, Y., & Werblow, J. (2019). The Operation of Distributed Leadership and The Relationship With Organizational Commitment and Job Satisfaction of

- Principals and Teachers: A Multi-Level Model and Meta-Analysis Using The 2013 TALIS Data. *International Journal of Educational Research*, 96, 41–55.
- Masry-Herzallah, A., & Da'as, R. (2021). Cultural Values, School Innovative Climate and Organizational Affective Commitment: A Study of Israeli Teachers. *International Journal of Educational Management*, 35(2), 496–512.
- Mukhlisin, A. (2019). Kepemimpinan Pendidikan Di Era Revolusi Industri 4.0. *Jurnal Tawadhu*, 3(1), 674–692.
- Noordin, F., Omar, S., Sehan, S., & Idrus, S. (2010). Organizational Climate And Its Influence On Organizational Commitment. *International Business & Economics Research Journal (IBER)*, 9(2), 1–10.
- Orebiyi, A. O. ., & Orebiyi, T. P. (2011). The Influence Of Interpersonal Communication On Secondary School Teachers' Job Satisfaction And Commitment In Kogi State, Nigeria. *Journal of Communication and Culture: International Perspective*, 2(1), 109–117.
- Rajesh, J. I., & Suganthi, L. (2013). The Satisfaction of Teachers with Their Supervisors' Interpersonal Communication Skills In Relation to Job Burn-Out And Growth Satisfaction in Southern India. *Management in Education*, 27(4), 128–137.
- Samtomo. (2017). *Pengaruh Budaya Organisasi Dan Kepemimpinan Kepala Sekolah Terhadap Komitmen Organisasi Serta Dampaknya Terhadap Kinerja Guru Smk Muhammadiyah Salatiga. Jurnal Among Makarti*, 10(19), 52–69.
- Selamat, N., Nordin, N., & Adnan, A. A. (2013). Rekindle Teacher's Organizational Commitment: The Effect of Transformational Leadership Behavior. *Procedia - Social and Behavioral Sciences*, 90, 566–574.
- Sherly, S., Lie, D., Candra, V., Siallagan, D. M., & Sudirman, A. (2021). Interpretation of the Effects of Job Satisfaction Mediation on the Effect of Principal Supervision and Compensation on Teacher Performance. *Journal of Educational Science and Technology (EST)*, 7(1), 105–116.
- Silalahi, M., Simatupang, S., Romy, E., Candra, V., & Sudirman, A. (2021). Analysis of Teacher Performance Assessed from the Aspects of Organizational Culture , Motivation , and Competence. *Journal of Educational Research and Evaluation*, 5(3), 406–413.
- Sudirman, A., Candra, V., Dharma, E., & Lie, D. (2021). Determinants of Teacher Performance/ : Exploring the Role of Satisfaction and Motivation as Mediation. *Jurnal Pendidikan Dan Pengajaran*, 54(1), 68–79.
- Sudirman, S. (2018). *Pengaruh Kepemimpinan Transformasional Dan Komunikasi Interpersonal Terhadap Komitmen Afektif Dosen Stkip Muhammadiyah Bone. Jurnal Manajemen Pendidikan*, 9(1), 81–90.
- Sun, X., Pennings, H. J. M., Mainhard, T., & Wubbels, T. (2019). Teacher Interpersonal Behavior in The Context of Positive Teacher-Student Interpersonal Relationships in East Asian Classrooms: Examining The Applicability of Western Findings. *Teaching and Teacher Education*, 8(6), 92-99.
- Teutsch, D., Masur, P. K., & Trepte, S. (2018). Privacy in Mediated and Nonmediated Interpersonal Communication: How Subjective Concepts and Situational Perceptions Influence Behaviors. *Social Media and Society*, 4(2), 112-119.