



The Influence of Organizational Culture on Teachers' Commitment to the Profession at Madrasah Tsanawiyah in South Jakarta

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ABSTRACT

This study aimed to: 1) understand organizational culture, 2) examine teachers' commitment to their profession, and 3) analyze the influence of organizational culture on teachers' commitment to the profession in Madrasah Tsanawiyah, South Jakarta. The research employed a quantitative approach, including steps such as determining the population and sample for hypothesis testing, developing and testing instruments for data collection, data analysis, and compiling a report with conclusions and recommendations. The population in this study consisted of 315 teachers from State Madrasah Tsanawiyah (MTsN) in South Jakarta. The sampling method used was Slovin's formula with a 5% margin of error. From the total population of 315, a sample of 177 participants was selected. The analysis method involved correlation testing followed by the calculation of the coefficient of determination. The findings indicated a significant positive relationship between organizational culture and teachers' commitment to the profession, as evidenced by the correlation coefficient value of $r_{r1} = 0.611$ and the coefficient of determination $r_{r1}^2 = 0.373$. This means that 37.3% of teachers' commitment to the profession is influenced by organizational culture.

Keywords: *organizational culture, teachers, commitment to the profession*

1. INTRODUCTION

Teachers play a crucial role in the field of education. Qualified teachers will create adequate educational resources. Currently, the government is striving to reform and improve regulations in the education system to align with needs and changes. This effort is aimed at enhancing the overall quality of the education sector by increasing the work productivity of education practitioners, such as teachers (Supriyati et al., 2021).

The professional competence of educators, as a fundamental basis for the teaching and learning process, is essential for improving education that emphasizes quality enhancement at every level. Professionalism refers to the commitment to performing a task as a primary occupation within a profession, rather than merely as a pastime or personal interest. A professional is responsible for their decisions, both mentally and attitudinally, and upholds professional ethics within a dynamic organization (Sobirin, 2019). In addition to support, a teacher's commitment to the organization is essential for developing the quality of human resources in schools. Organizational commitment is an action that reflects how an individual understands and remains closely connected to their organization (Hayati et al., 2020).

Organizational culture is systematically conceptualized as a guide for actions or work behaviors in daily routines, directing members toward achieving organizational goals. The agreements formed within the organizational culture facilitate broader organizational consensus that benefits individuals. In an organization, culture plays a key role in controlling, guiding, and shaping the character of its members. Additionally, school culture is considered capable of improving teachers' performance within the institution. Organizational culture represents the values embedded in an individual's attitudes and behaviors within the organization, including their beliefs in every action they take (Arishanti, 2009).

Thus, organizational culture is essential for achieving organizational goals. Initially, organizational culture is influenced by the habits of its members and reflects the organization's personality. In addition to organizational



culture, communication also plays a crucial role. Organizational culture consists of behavioral, social, and moral norms that underpin every action within the organization and are shaped by the beliefs, attitudes, and priorities of its members (Chatab, 2007).

A school is an organization, and school culture is an organizational culture. School organizational culture significantly affects educational quality. Culture and education are inseparable, as education grows and develops within cultural contexts. Recognized organizational culture must be adhered to and responsibly implemented. Organizational culture significantly impacts teachers' job satisfaction (Damayanti & Ismiyati, 2020).

Organizational commitment can enhance work ethic and expedite goal achievement. Commitment includes efforts to improve teachers' performance, supporting organizational objectives. A low level of commitment indicates a lack of job satisfaction among teachers. If an educator's expectations and needs are met, they will remain dedicated to their school. This condition supports teachers' commitment to their profession, encouraging wholehearted work, active involvement, and creative thinking in school activities, ultimately improving teachers' work performance.

According to Kreitner and Kinicki (2010), "an organization culture is therefore an informal, shared way of perceiving life and membership in the organization that binds members together and influences what they think about themselves and their work". Mullins (2005) stated, "organizational culture can be defined as the shared values and beliefs that enable members to understand their roles and the norms of the organizations".

Kreitner and Kinicki describe organizational culture as "a set of shared, taken-for-granted implicit assumptions that a group holds and that determines how it perceives, thinks about, and reacts to its various environments" (Sitohang, 2022). Organizational culture represents the shared values and beliefs that form the foundation of a company's identity. The functions of organizational culture include: 1) Organizational identity: creating a pleasant workplace, fostering job satisfaction, and enhancing loyalty; 2) Collective commitment: promoting warmth, friendliness, individual pride, and company spirit 3) Social system stability; being perceived positively and reinforcing cohesion 4) Sense-making mechanism; guiding the organization towards long-term goals. In line with Sergiovanni (as cited in Djuanda, 2024), organization culture in schools consists of the following elements:

- a. **Beliefs:** the convictions held by teachers regarding the rules established by the school, such as those related to the learning process, discipline, and the relationship between parents and the school.
- b. **Values:** principles that enhance the worth and significance of the school.
- c. **Norms and Standards:** guidelines that define what should and should not be done by teachers, supervisors, and school principals, making it clear which activities are rewarded and which require consequences.
- d. **Patterns of Behavior:** aspects related to acceptable attitudes and behaviors, as well as the habits and rituals that should be maintained within the school.

The above opinion is reinforced by the statement of Stephen & Timothy (2015) that school culture is built on several key components, including a shared vision and purpose, established norms, values, beliefs, and assumptions, as well as rituals, traditions, and ceremonies. It also encompasses the school's history, the relationships among its members, and physical elements like architecture and symbolic artifacts. In essence, school culture is shaped by both intangible aspects such as interpersonal connections and beliefs, and tangible features like buildings and symbols.

Robbins and Judge (2009) identified seven key dimensions that define an organization's culture. These include: a) Innovation and risk-taking, or how much employees are encouraged to generate new ideas and take risks; b) Attention to detail, which reflects expectations for accuracy and analytical thinking; c) Outcome orientation, focusing on results rather than the processes used; d) People orientation, referring to how much organizational decisions take individual impacts into account; e) Team orientation, which highlights the preference for teamwork over individual work; f) Aggressiveness, the level of competitiveness versus a more relaxed approach; and g) Stability, indicating whether the organization prioritizes maintaining existing systems over seeking change or growth.



Ultimately, the elements and character of school culture are shaped by the behavior and influence of its members. When those within the school community act positively, they contribute to the development of a healthy and constructive culture. As Stephen and Timothy (2015) explained, school culture is made up of the shared attitudes, values, beliefs, emotions, and perspectives of its influential members, which are then passed on to others.

Next, we discuss teacher commitment. The quality of teaching highly depends on a teacher's engagement and commitment in carrying out their professional duties. Uno (2007) stated that one of the key elements in shaping a teacher's professional competence is their level of commitment to the profession. The level of commitment can actually be illustrated on a continuum, ranging from low to high. Teachers with low commitment levels are characterized by the following traits: a) Minimal attention is given to students, b) Limited time and effort are spent on performing their duties, c) The teacher's primary focus is on their position. On the other hand, teachers with a high level of commitment are characterized by the following traits, d) High attention to their students, e) Significant time and effort are dedicated to fulfilling their responsibilities, f) Extensive work is done for the benefit of others.

Balamurugan (2013) explained that professional commitment has been linked to important outcomes such as improved work performance; reduced turn-over intentions and greater satisfaction at both organizational and professional levels. Higher levels of professional commitment are associated with positive behaviors that are beneficial to the organization. Individuals with high levels of professional commitment should be less likely to engage in activities that are detrimental to a firm (Greenfield et al., 2008). It is an indisputable fact that every employee expects a reward or recognition from his employer. Every professional normally prefers a place where their performance is assessed and rewarded accordingly.

Teachers' professional commitment refers to the willingness of the teachers to go the extra mile to ensure that students can be successful. Professionally committed teachers assist students in their extra time, cooperate with and willing to work with parents, and utilize class time profitably. According to Creswell and Elliot (2004, as cited in Balamurugan, 2013), teachers' commitment to their profession can generally be defined as a career-focused forum of work commitment and as one of the key factors determining human work behavior. Teachers' commitment to their profession demonstrates different ways in which teachers perceive, understand, and conceptualize commitment.

Professional commitment is defined by Lee et al. (2000) as "the psychological connection between an individual and his profession, based on the affective reaction of the individual towards this profession" (p. 800). According to Carswell and Allen (2000, as cited in de Jesus et al., 2014), teachers' professional commitment represents a psychological attachment to one's profession, rooted in emotional responses. Similar to the concept of organizational commitment, professional commitment has evolved from a unidimensional to a multidimensional framework, particularly through adaptations of scales originally used for measuring organizational commitment.

The terms "job," "profession," and "career" are often used interchangeably in literature addressing commitment (Lee et al., 2000, as cited in Sezgin & Agar, 2012). Professional or work commitment refers to the psychological and emotional connection individuals have with their roles, including their willingness to expend effort and their intention to remain in the field.

Cohen (2007) emphasized that teachers' professional commitment reflects the extent to which individuals identify with their field and support its core values. Similarly, Balamurugan (2013) describes it as a passion for the teaching process and related responsibilities, including going beyond classroom hours to share knowledge and uphold professional values. Professional commitment also reflects teachers' engagement with their school communities. It extends beyond the classroom and encompasses a broader sense of professional responsibility, guided by ethical norms and standards.

According to Steers and Porter (as cited in Balamurugan, 2013), several factors influence professional commitment, including job characteristics and the work environment. Greater autonomy, responsibility, and meaningfulness in work lead to increased commitment. Jansen (2016) defined professional commitment as loyalty to one's career, to colleagues in the same field, and to the shared professional norms. Larkin (2000) similarly



emphasized that professional commitment reflects an individual's perceived loyalty to their chosen field. Spector (2000) defined professional commitment as the degree of connection an individual feels toward a particular profession within an organizational setting.

Araanya and Ferris (as cited in Silaban, 2011) outlined three key characteristics of professional commitment: (1) acceptance of the profession's goals and values, which enables individuals to fulfill responsibilities without external pressure; (2) willingness to exert maximum effort to advance the profession; and (3) a desire to remain in the profession, indicating deep alignment between personal and professional identity.

According to Meyer and Allen (as cited in Sudja & Kusmaningtyas, 2013), professional commitment can be divided into three components: affective, continuance, and normative commitment. Affective commitment reflects emotional attachment and involvement in the profession. Continuance commitment concerns awareness of the costs associated with leaving the profession. Normative commitment is a sense of moral obligation to remain in the profession.

Bagraim (2003) confirmed these dimensions, noting that commitment is a psychological state that (a) defines an employee's relationship with their profession and (b) influences decisions about whether to stay or leave. These components interact to shape teachers' overall professional commitment.

Based on these theories, teachers' commitment to the profession is defined as the degree of loyalty, belief, and active engagement an individual has in their professional role. It encompasses:

- a. **Affective Commitment:** characterized by emotional attachment and personal involvement.
- b. **Continuance Commitment:** characterized by awareness of the costs of leaving and a desire to remain in the profession.
- c. **Normative Commitment:** characterized by a sense of duty and willingness to contribute to the advancement of the profession.

Teachers' job satisfaction, closely tied to professional commitment, reflects emotional responses to their work environment. Positive responses yield satisfaction and improve performance, whereas dissatisfaction may reduce commitment. Committed teachers dedicate significant time and effort to lesson planning, instructional improvement, and student development, thereby enhancing education quality.

As integral figures in Indonesia's national education system, Madrasah Tsanawiyah teachers share the same roles and responsibilities as educators in other settings. Their professional commitment is a critical factor in improving teaching quality.

Preliminary Survey Results

A preliminary survey distributed to 30 teachers across nine public Madrasah Tsanawiyah institutions in South Jakarta revealed significant challenges in professional commitment. Key findings included:

- a. **Emotional Attachment:** 63.33% of teachers reported a lack of pride in the profession and did not view it as a key source of personal inspiration.
- b. **Personal Involvement:** 61.67% indicated minimal enthusiasm and underdeveloped engagement in fulfilling teaching responsibilities.
- c. **Continuance Awareness:** 66.67% perceived limited economic benefits and poor career prospects in teaching.
- d. **Normative Commitment – Contribution to Profession:** 70% had not updated lesson plans regularly and felt minimal responsibility for student behavior beyond the classroom.
- e. **Normative Commitment – Professional Responsibility:** 68.33% expressed that their knowledge was insufficient and demonstrated limited participation in professional development.

2. METHODS



This study employed a quantitative research design. The research process included determining the sample, developing and validating research instruments, collecting data, analyzing findings, and reporting results. The population consisted of 315 teachers from Madrasah Tsanawiyah Negeri (MTsN) in South Jakarta. A sample of 177 teachers was selected using Slovin's formula with a 5% margin of error and proportional random sampling.

Data analysis involved correlation testing to measure the strength and direction of the relationship between organizational culture and teachers' professional commitment. The coefficient of determination was also calculated to identify the proportion of variance in commitment explained by organizational culture. Instrument validity and normality tests were conducted prior to hypothesis testing to ensure accuracy and reliability.

3. RESULTS

Description of Quantitative Data Results

The results of the statistical analysis regarding the influence of Organizational Culture (X) on Teachers' Commitment to the Profession (Y) are presented below.

3.1.1 Testing of Analysis Prerequisites

Normality Test Of Organizational Culture Data

The normality test was conducted using the Liliefors test. The calculation results for the normality of the estimation error $Y - \hat{Y}_1$ yielded a value of $Lo = 0.053$ (see appendix), while $Lt = 0.067$. The normality requirement is $Lo < Lt$; therefore, the standard estimation error $Y - \hat{Y}_1$ came from a normally distributed population.

Homogeneity Test

The homogeneity test of Organizational Culture data (X1) and Teacher Commitment to the Profession (Y) was conducted using Bartlett's Test. Based on the calculation results, the computed χ^2 value is 44.639, while the table χ^2 value is 79.082. The data is considered homogeneous if χ^2 calculated $< \chi^2$ table. Therefore, the Organizational Culture data group and Teacher Commitment to the Profession originate from a homogeneous population.

Table 1. Significance Test Calculation Results Job Satisfaction and Teacher Commitment to the Profession.

Criteria	Variables	
	X	Y
Mean	137,68	153,27
Standard Error	1,25	1,03
Score Median	141	152
Mode	138	156
Standard Deviation	16,64	13,77
Sample Variance	277	189,59
Range	78	72
Minimum	102	116
Maximum	180	188
Sum	24370	27129
Count	177	177
Number of Classes	9	9
Class Length	9	9



Based on the hypothesis testing results, there is a functional relationship between organizational culture and teachers' commitment to the profession, with the regression equation $\hat{Y} = 83.689 + 0.505X_1$. This indicates a positive relationship between organizational culture and teachers' commitment to the profession, based on the results of the regression significance test and linearity test. The regression significance test yielded $F_{\text{calculated}} = 104.182$, while $F_{\text{table}} (\alpha = 0.05) = 3.895$. This demonstrates that the relationship between the organizational culture variable (X) and teachers' commitment to the profession (Y) is highly significant. Meanwhile, the linearity test results showed $F_{\text{calculated}} = 1.197$, while $F_{\text{table}} (\alpha = 0.05) = 1.435$. Therefore, the regression equation $\hat{Y} = 83.689 + 0.505X_1$ is linear.

The strength of the relationship between organizational culture and teachers' commitment to the profession is indicated by the correlation coefficient $r_{y1} = 0.611$, with a coefficient of determination value of $r^2 = 0.373$. This means that 37.3% of teachers' commitment to the profession is contributed by the organizational culture variable, while the remaining 62.7% is influenced by other variables related to teachers' commitment to the profession.

Furthermore, the results of the significance test and regression linearity test between the Organizational Culture variable and Teachers' Commitment to the Profession (Y) are summarized in the following table.

Table 2. ANOVA for Significance and Linearity Testing Between Organizational Culture (X) and Teachers' Commitment to the Profession (Y).

Source of Variation	dk	SS (JK)	MS (KT)	F-calculated	F-table		Description
					$\alpha=0,05$	$\alpha=0,01$	
Regresi	1	12451,52	12451,52	104,1821**	3,89514599	6,781934	Highly significant
Residual	175	20915,46	119,5169				
Sum	177	4191461	23680,57				
Misfit	59	7917,056	134,1874	1,197511 ^{ns}	1,4350937	1,665748	Linear
Galat	116	12998,4	112,0552				

Notes:

Highly Significant = $F_{\text{calculated}} > F_{\text{table}}$

Linear (ns) = $F_{\text{calculated}} < F_{\text{table}}$

df = degrees of freedom

SS = Sum of Squares

MS = Mean Square

The result of the linearity test shows that $F_{\text{calculated}} < F_{\text{table}}$ which means it is not significant. Thus, the regression equation $\hat{Y} = 83.689 + 0.505X_1$ is linear.

Discussion

The hypothesis stating that there is a positive relationship between organizational culture and teachers' commitment to their profession is accepted. This means that an improvement in organizational culture will also



lead to an increase in teachers' commitment to their profession. Conversely, a decline in organizational culture will result in a decrease in commitment to the teaching profession.

Previous research has also proven that organizational culture has a positive relationship with teachers' commitment to their profession. For example, a study conducted by Jaleel et al. (2014) showed that the total contribution (R^2) of variables increased from 0.468 to 0.900 when commitment to school organizational culture was added, while the adjusted R^2 increased to 0.897. This indicates that commitment to school organizational culture is a major factor influencing teachers' commitment to their profession. In other words, school organizational culture has a positive and significant relationship with teachers' professional commitment.

The findings of this study indicate that organizational culture can serve as a foundation for efforts to enhance teachers' commitment to their profession through: 1) The methods and technologies used, 2) Observable behavior patterns, 3) Sensitivity to stakeholders, 4) Interest in innovation, 5) Willingness to take risks, 6) Result orientation how much management focuses on outcomes, 7) People orientation how much management decisions consider their impact on individuals within the organization, and 8) Teamwork orientation—how much work activities are organized based on teams rather than individuals.

This aligns with the theory proposed by Robbins and Judge (2009), who identified seven primary characteristics that collectively define the essence of organizational culture, namely:

- a) Innovation and risk-taking: The extent to which employees are encouraged to be innovative and take risks;
- b) Attention to detail: The extent to which employees are expected to demonstrate precision, analytical thinking, and attention to detail;
- c) Outcome orientation: The extent to which management focuses on results rather than the techniques and processes used to achieve them;
- d) People orientation: The extent to which management decisions consider their impact on individuals within the organization,
- e) Team orientation: The extent to which work activities are organized around teams rather than individuals,
- f) Aggressiveness: The extent to which individuals are competitive and proactive rather than laid-back.
- g) Stability: The extent to which organizational activities emphasize maintaining the status quo rather than fostering growth.

Just like other organizations, the school culture is firmly shaped by its members, as stated by Hubbard et al., (2006) that the dynamic, socially constructed nature of school culture, shaped by everyday routines, conflicts in values, and political influences. As such, efforts to cultivate a strong and positive school culture can substantially improve teacher engagement and commitment.

Based on the explanation above, it can be concluded that the higher the organizational culture, the higher the teachers' commitment to the profession. Conversely, the lower the organizational culture, the lower the teachers' commitment to the profession. This is in line with the view of Anas Sudijono (2003), which stated that if two (or more) correlated variables move in parallel, it means that the relationship between the variables shows the same direction. Thus, if variable X increases or expands, it will be followed by an increase or expansion in variable Y; conversely, a decrease or reduction in variable X will also be followed by a decrease or reduction in variable Y.

4. CONCLUSION

Based on the data analysis and discussion, the following conclusions can be drawn. First, There is a significant and positive relationship between organizational culture and teachers' commitment to the profession, as evidenced by a correlation coefficient of $r_{y1} = 0.611$ and a coefficient of determination of $r^2_{y1} = 0.611$.



$r_{y1}^2 = 0.373$. This means organizational culture accounts for 37.3% of the variance in teacher commitment.

Second, to improve professional commitment among teachers, efforts should be directed at strengthening: a) Self-efficacy through: previous success, peer modeling, emotional regulation, optimism, and appropriate task complexity; b) Job satisfaction through: professional growth opportunities, job engagement, collegial relationships, and fair compensation; c) Organizational culture, by enhancing the following aspects: Openness to innovation, Risk-taking attitude, Results orientation, Team-based operations, Effective use of methods and technologies, Observable professional behaviors, Human-centered policies, and Stakeholder sensitivity.

Third, the following should be sustained and reinforced: Self-efficacy indicators such as challenges and rewards, and trust-building measures including personal credibility, integrity, competence, expectations, and fulfillment of promises.

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