



## Organizational Culture and Organizational Commitment In Junior High School Teachers

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### ARTICLE INFO

### ABSTRACT

**Objective:** The objective of this research is to define the connection among junior high school teachers, organizational culture and organizational commitment of educational institutions.

**Method:** The study process used was quantitative, with a total of 65 teachers in a junior high school. The data collection technique used the organizational commitment scale and the organizational culture scale prepared by the research team. The data analysis technique uses the correlation of Pearson product moment. It is a method that uses quantitative methods, data collection, analysis, and interpretation of data, statistics, and numbers.

**Result:** The results of this study show a significant relationship between organizational culture and organizational commitment. The marks of the study of the data carried out are worth a rate of 0.000 (0.05 >), which means the connection among organizational culture and organizational commitment.

**Conclusion:** This study is limited to organizational culture variables, while many other factors influence organizational commitment and should be analyzed further. The correlation coefficient shows a value of 0.733, represents the category of a solid relationship of proximity and a direction of positive relationship, which shows that when the organizational culture is reinforced, the organizational commitment of the teacher will increase.

**Keywords:** Organizational Culture, Organizational Commitment, Teachers, Junior high school, Education.

### Introduction

The school is an institution dedicated to education that aims to establish the learning process of people. In Indonesia, depending on the source of funding, classes are of two types, i.e. public and private schools, and depending on the content of the school curriculum, it is distributed in public and private schools.[1] Both private and public schools have different curricular content, but they have the same main objectives, that is, to educate and equip the next generation of the nation with knowledge and skills. In addition, the management of education system providers is generally the same in both private and public schools, covering five main elements: educational staff, facilities and infrastructure, management, learning processes and budgetary funding.[2]

The schools that have as institutions in the educational field have the conditions to offer the greatest educational services for today's society. Therefore, to achieve these goals and meet these expectations, leaders seek to improve the management of education, i.e. education staffing, facilities and infrastructure, management, learning processes and funding budgets. The teacher is a fundamental element to support the learning process, since the contribution of the teaching staff to the maximization of the activity can affect several aspects, and one of them is their organizational commitment. The aspect of organizational commitment has not been considered a very important aspect that determines the organizational performance for the achievement of the objectives. Human resources committed to an organization will work optimally, obtain high performance and advance in the organization.[3]

Individual commitment to the organization, not only in loyalty to the organization in which they work, but also when members of the organization express concern for the success and well-being of the organization.[4] Teachers committed to the school organization in which they work will have a good quality work to contribute to the objectives and expectations of the institution. The great organizational commitment is able to help people complete or work effectively in performing or performing their tasks, which will contribute to the objectives and results expected by the organization.[5] According to the organizational commitment, workers will feel very linked to the entity that serves them, when workers feel that emotional adhesion, so that they are more active and happier at work, which will occur in greater work performance.[6]

Organizational commitment is the desire of workers to remain part of the members of the organization[7]. Moreover, Organizational commitment affects the search for another job if a worker remains a member of the organization (retained) or seeks another job. Organizational commitment is the framework of identification, participation and loyalty that individuals express with respect to the organization in which they work. Organizational commitment is a psychological condition that reflects the relationship between the worker and the entity and, subsequently, will affect the decision to maintain or not the good name in the organization, since committed workers are more likely to remain in the organization than those who are not in the organization.[8] Based on the above definitions, organizational commitment is an individual's desire to maintain membership in an institution, as well as a belief in protecting goals within the organization and accepting values received in the organization.

Organizational commitment is structured in three components: affective commitment, continuance commitment and normative commitment. (1) The desire for an individual to continue as a associate of an organization, because of his emotive addon to the group(2) and, taking into account the costs or impacts that occur when leaving the organization, intends that there is a part of an organization for its feelings of responsibility based on the norms, values and beliefs existing in the organization. Based on a study conducted in a junior high school, through interviews with the principal and vice principal, he noted that most of the teachers working in this school have worked for more than 5 years and that these teachers feel comfortable working in this school. The values of this school feel that they agree with them. Teachers are actively involved in school activities, both on weekdays and outside working days. When the school had problems, the teachers continued to work in this school and helped solve the obstacles that the school had. Some teachers are also proud to work at the school.

In addition, from conversations with five teachers, it was discovered that each teacher participates in self-development programs, i.e. competitions, workshops and seminars, to help develop self-qualification and maximize the learning process. In addition, teachers always participate in the recital of activities before the start of school hours, which has become a daily habit. In this study, the school is a private junior high school, where the operating costs are not like those of public schools, and are not as expensive as other private schools, so the salary received by teachers is adapted to that situation, although teachers in these schools have to last for years and show positive attitudes, such as participation in self-development programs, participation in activities that take place outside working hours. The recognition contributes to school progress and describes teachers' commitment to the school organization in which they work.

There are three main factors built organizational commitment: the first individual characteristics, gender, age, marital status, educational level (demographic variables) and identity, the values of the members of the organization (organizational variables), the second are organizational characteristics, including structure, organizational policies and their implications. The last factor is the organizational experience, in which the satisfaction and perceptions of the relationship between the members and leaders of the organization are collected. Organizational commitment can be in individual characteristics and work experience, including job inequalities, and individual support from leaders and co-workers, though structural features can explain changes in promise between individuals, individual characteristics, and work experience factors, although they explain most differences in individual commitment.[9]

Other factors can also influence the commitment of the entity.[10] Various psychosocial factors can influence organizational commitment, including advocacy, training, and perceptions related to self-destruction. Two more factors that affect organizational commitment, i.e. employer factors, such as ambiguity of work roles, work control, insecurity, career progression, activity evaluation, and positive group experience. The second factor, from the worker's point of view, includes locus of control, age and years of service, job self-defense, job satisfaction, worker commitment, and culture. Innovative, bureaucratic and supportive organizational culture can influence workers' organizational commitment.[11]

Organizational culture is a system of shared meaning held by the members of an organization, differentiated between this organization and other organizations.[12,13] Structural ethos is a societal knowledge that is shared within an group in relation to the rules and ideals that shape the arrogances and actions of the members of the organization. Organizational culture is a shared perception among members or staff of the organization as to the unit in which they work, the policies, practices, and behaviors that are valued and expected.[14] Based on the above understanding, organizational culture will be considered as a system of shared meaning among the members of the organization in relation to the values and norms that integrate the attitudes of the members of the organization.

There are 7 main characteristics of organizational culture, that is, "innovation and risk taking", a characteristic associated with the level at which workers dare to be more innovative, taking risks, assuming precision analysis

and attention to detail, "outcome orientation", based on management results and not obtaining such results. In the process, "people orientation" is the extent to which the results of management decisions affect the people in the organization, "team orientation," to the extent that the activities of the institutional organization are performed as a group, rather than adopted according to a more aggressive and competitive measure. and "stability" is the characteristic of the measure of maintaining the activities of the organization. In addition to the group, organizational culture has different dimensions. There are four organizational dimensions, firstly, the culture of adhocracy, a culture that prioritizes innovation, in which the values of this culture respect entrepreneurial actions and take risks, a culture that values efforts to try new things, instead of punishing failure, that is, the "market culture", whose main objective is market share and which surpasses competition, competition and capacity as the main value of this culture. On the spot, workers need it. And the fourth dimension is the "hierarchical culture", a culture that emphasizes efficiency and punctuality. This culture is more important when you have to do something more predictable, with many procedures and institutional rules.

Several previous studies were conducted on the topic of organizational commitment, as well as the study under the title "Relationship between organizational culture and organizational commitment in favor of the Fajr Jam refinery" [15], the objective was to analyze the relationship between organizational culture and the productivity of workers at the Fajr Jam refinery. The results of this study show a significant relationship between the dimensions of organizational culture and staff productivity, preaching through the dimensions of organizational culture and organizational commitment.

Another study with the title "Influence of organizational justice, supervisor protection and collective cohesion in organizational commitment: measured function of ethical conduct"[16], it is intended to evaluate role justice, supervisor protection and collective cohesion to influence structural promise through moral conduct. This data was calm through a survey of people working in twelve companies in Pakistan. The results of this research indicate that ethical behavior has as a mediator of role justice, the protection of the supervisor and collective cohesion, which has a clear connection with organizational commitment.

Meanwhile research entitled "Influence of organizational commitment in work activity" [17], it is intended to discuss the influence of multicultural competence, organizational justice and organizational commitment. Data collection through explanatory survey. The results of this study indicate that multicultural competence directly influences organizational justice, multicultural competence directly affects organizational commitment, but does not directly affect work activity, while organizational justice directly influences organizational commitment, but does not directly affect activity, but organizational commitment directly affects activity.

Furthermore, research entitled "Relationship between organizational commitment and the behavior of citizens and staff"[18], its objective is to know the connection among organizational commitment and the behavior of structural citizenship (OCB). Data were collected by a psychological scale. The subjects of this research were production workers in a company. The results of the study show the relationship between the variables of organizational commitment and the behavior of organizational citizens.

From the research described it can be seen that most of the research subjects analyzed come from companies and other non-profit organizations. The difference between the research conducted and the previous one occurred in the research topic, and the researcher wants to analyze organizational commitment at the educational level, that is, in junior high school. In addition, other differences were used, i.e. the independent variables used in previous research were organisational equity, supervisor support, collective cohesion and multicultural competence, and in this study independent variables, i.e. organisational culture, were used.

The objective of this research is to analyze the existing culture in educational institutions, with the commitment shown by teachers, to analyze if schools are places of research of interest, if the systems and dimensions of organizational culture have a structure different from that of non-profit companies or other institutions. Based on the above description, the researcher aims to know the relationship between organizational culture and organizational commitment of junior high school teachers.

## **Materials and Methods**

### **a. Research Design**

This research uses quantitative methods. The quantitative approach is based on the responsible measurement of variables to respond to research hypotheses that regulate theory.[19] It is a quantitative method that uses quantitative methods, data collection, analysis and interpretation of data, statistics and numbers.

### **b. Research tools**

For this study, all teachers working in junior high school in Surabaya were used. The teachers who were samples of the exam had a minimum work of five years and sixty-five teachers participated. This research tool uses two scales, namely the scale of organizational commitment and the scale of organizational culture. The scale of organizational commitment was developed by the researchers using the theoretical concepts Meyer and Allen. The organizational culture scale was developed by researchers using the theoretical concepts Robbins and Judge.

### **c. Instruments**

Before using the instrument, its validity and reliability are checked. From the test results, the tool shows the validity of the tool. A valid tool means that the measurement tool used to find the data is valid. Value means

that the instrument can measure what it has to measure.[20] In addition to demonstrating the validity of the tool, there was a reliability test and gave data showing that it was a reliable research tool. The reliability test was performed to determine the degree of stability of the measuring instrument, an instrument has a high level of confidence when the test results of the instrument show fairly fixed and solid results.[21] The research instrument has shown its reliability, which means that the measuring instrument used is stable and has a high level of confidence.

#### **d. Data Analysis**

The analysis technique used by this study to test the hypothesis is the correlation of the Pearson Product Moment, that is, the correlation between the score of each item and the complete score, the complete score is obtained from the sum of the scores of the instruments. Prior to testing the hypothesis, a Normality Test was performed using the One-Sample Kolmogorov-Smirnov Test, the data was said to be normally distributed when the data criteria were greater than 0.05 ( $p > 0.05$ ). Before testing the hypothesis, a normality test was performed with the Kolmogorov-Smirnov test, in which the data criteria were said to be distributed below 0.05 ( $p > 0.05$ ). Subsequently, a linearity test was performed with ANOVA. This test was performed to test for differences between samples, as a consequence of an independent variable with more than two categories in the subordinate variable, and the data are periodic.[22] Data are said to be linear when the criterion of the data is greater than 0.05 ( $p > 0.05$ ).

### **Result**

The objective of this research is to define the relationship between organizational culture and organizational commitment with secondary school teachers, with a sample of 65 teachers. The results of the analysis of the collected data will be presented below.

#### **a. Normality test**

A normality test is performed to demonstrate that the sample data come from a normally distributed population. Various techniques can be used to perform the normality test, i.e. chi-square test, Lilliefors test and Colmogorov-Smirnom technique, if the sample value is  $0.05 >$ , then the data sample comes from a normally distributed population and if the meaning is  $< 0.05$ , it comes from a normally distributed population. In that research, the Kolmogorov-Smirnom test was used to perform the normality test. The results of the normality test have a value of 0.200 euros and are higher than 0.05 ( $0.05 >$ ). This means that the sample data in this study come from a normally distributed population.

#### **b. Linearity test**

A linearity test was performed to determine whether the variables of organizational culture and organizational commitment have a linear relationship. The data is said to have a linear relationship when the value of the meaning  $> 0.05$ . The linearity tests of this research used the ANOVA test type with the SPSS program. The results show that the value of the meaning of the deviation from the Line is 0.862, higher than 0.05 ( $0.05 >$ ), so it can be concluded that the variables of organizational commitment and organizational culture have a linear relationship

#### **c. Hypothesis test**

The research was not conducted to analyze causal relationships, but to analyze linear monotonic relationships. What is so strong the relationship between the independent variable and the subordinate variable, whose strength is measured on the scale of -1 to 1? If the correlation coefficient is -1, then the relationship between variables is negative and the correlation coefficient is +1, then the relationship is very strong (perfect) and the direction of the relationship is positive (+). If the correlation coefficient is 0, it means that there is no relationship between the variables.

**Table 1: Correlation Coefficient Criteria**

<b>Interval</b>	<b>Closeness of relationship</b>
0.000 – 0.199	Very Weak
0.200 – 0.399	Weak
0.400 – 0.599	Moderate
0.600 – 0.799	High
0.800 – 1.000	Very High

**Source:** [23]

The researcher tested the hypothesis using the Pearson Product Moment correlation type, using the SPSS program, to know if there was any relationship with organizational culture and degree of proximity. Next, the results of the correlation test on variables of organizational culture with organizational commitment will be presented, as follows:

**Table 2: Correlation Test Results**

<b>Correlations</b>			
		Organizational culture	Organizational Commitment
Organizational culture	Pearson Correlation	1	.733**
	Sig. (2-tailed)		.000
	N	55	55
Organizational Commitment	Pearson Correlation	.733**	1
	Sig. (2-tailed)	.000	
	N	65	65
**. Correlation is significant at the 0.01 level (2-tailed).			

**Source:** Prepared by the author, (2023).

Based on the results of the previous calculations, it reached the value of 0.000 ( $p < 0.05$ ), so it can be concluded that there is a connection between the variables of organizational culture and organizational commitment. The Pearson correlation shows 0.733 values, 0.600 – 0.799 in Table 1, with a high degree of closeness between organizational culture and organizational commitment and has a positive relationship course.

### Discussion

The objective of this study is to define the relationship between the variables of organizational culture and the variables of organizational commitment of junior high school teachers. The hypothesis of this study is the "relationship between organizational culture and organizational commitment of junior high school teachers". The data collected has been tested to determine the correlation of product momentum with the SPSS 20.0 program for WINDOWS. Based on the correlative analysis of 65 teachers, the value was 0.000 ( $p < 0.05$ ), indicating a significant relationship between organizational culture and organizational commitment.

The results of the hypothesis test performed by the Pearson Product Moment correlation showed a significance value of 0.000 for both variables ( $p < 0.05$ ), with a correlation coefficient of 0.733. This indicates that there is a relationship between organizational culture and organizational commitment, so the research hypothesis is accepted. The correlation coefficient is 0.733 if adapted to the interpretative category of the correlation coefficient in Table 1. This value is entered at the level 0.600 – 0.799, with a large relationship between both variables. In addition, this correlation coefficient shows a positive value and, therefore, the direction of the relationship is positive, which means that the stronger the organizational culture, the greater the commitment to the institution.

Based on the explanation of the results of the correlation coefficient and the direction of the relationship, it can be concluded that if a school has a great culture of values, objectives and norms of conduct, the commitment of teachers to maintain or not their creativity in the organization will increase, which, when teachers have recognition and belief in the organizational objectives or in the behavioral values of their members, will increase. Create feelings of loyalty that help those goals and feelings of comfort with existing values, so that these perceptions affect teachers to maintain their signature in the environment. This study shows aspects of high organizational commitment, according to previous studies, and teachers with a high organizational commitment will maintain their belonging to their work environment due to their emotional adhesion based on school values or school objectives. Some examples of the conditions found in this study are the numerous teachers who have spent more than 5 years and who are comfortable working in this school. The values of this school feel that they agree with them. Teachers are actively involved in school activities, both on weekdays and outside working days. When the school had problems, the teachers continued to work in this school and continued to help the school's problems. Some teachers are also proud to work in this school.

Organizational commitment can be interpreted as the desire to be a certain member (1); (2) the willingness to achieve a high level of effort on behalf of the organization and to define and accept the values and objectives of the organization. (3).[24] The recognition of the values and organizational objectives of teachers with organizational commitment will have a good attitude of loyalty and, of course, will have an impact on the achievement of the organizational objectives of the school and on the activity generated by the teaching staff.

He explained that organizational commitment is structured in three components: the affective commitment of an individual to remain part of the organization (1), which gives emotional adhesion to the organization (2) is a permanent commitment to continue being part of an organization (1), taking into account the costs or impacts of leaving the entity, the commitment of an individual to continue being part of the organization (3). It is because of feelings of responsibility based on the norms, values and beliefs that exist in the organization.

The affective commitment is manifested by the attitude of the teacher to help other classmates who cannot attend and by the attitude of the teacher who meets at each meal. The continuance commitment is due to a behavior in which many of the teachers who have been in school for more than 5 years are comfortable with

the school environment. The normative commitment is described by the behavior of the teacher for more than 5 years, since the development program achieved is equivalent to the teacher's self-esteem.

Organizational commitment is due to three main factors, that is, the first individual characteristics, which include gender, age, marital status, educational level (demographic variables) and identity, the values of the members of the organization (organizational variables), the second are organizational characteristics, including structure, policies in an organization and their implications. The last factor is the organizational experience in which satisfaction and perceptions are collected in the relationship between members of the organization and leaders during their organization. Organizational commitment can be in individual characteristics and work experience, including job inequalities, individual supports from leaders and co-workers, although organizational characteristics can explain differences in commitment between individuals, individual characteristics, and work experience factors, although most differences in individual commitment are explained. In addition, there are other factors that can influence the commitment of the entity. Research-based Various psychosocial factors can influence organizational commitment, including advocacy, training, and perceptions related to self-destruction.

One of the factors that can influence organizational commitment is organizational culture, organizational culture can be a guide and determinant of the perceptions that exist in the staff of the organization and can influence the behavior of workers.[25] In addition, organizational commitment can influence leadership style, leadership transformation style, which can influence organizational commitment with teachers.[26]

Organizational culture is a shared perception among members or staff of the organization as to the unit in which they work, the policies, practices, and behaviors that are valued and expected. Organizational culture is seen more than as a system of shared meaning sustained by the members of the organization, rather than the difference between other institutions.[27] The organizational culture is the perception that is generated about the environment in which the members of the organization work, taking into account the policy, the objectives, the implementation of the applicable policies and the rules of conduct.[28]

According to There are 7 main characteristics of organizational culture, that is, "innovation and risk taking", a characteristic associated with the level at which workers dare to be more innovative, taking risks, precision analysis and attention to detail, "outcome orientation", based on management results and not on obtaining those results. In the process, "people orientation" is the extent to which the results of management decisions affect the people in the organization, "team orientation," to the extent that the activities of the institutional organization are performed as a group, rather than adopted according to a more aggressive and competitive measure. and "stability" is the characteristic of the measure of maintaining the activities of the organization. This innovation and risk-taking is shown in terms of the teacher's behavior, that is, updating the modules and through the learning process, after the grades, seminars or workshops they have attended, depending on the teacher's behavior, that is, the use of any free time by reading books or updating information through the Internet. The orientation to results is manifested according to the behavior of the teacher, that is, the adaptation of the learning process to the objectives of the institution, as is the case of the class beginning. The introduction of the reading of sacred verses, the orientation for people is manifested in function of the behavior of the teachers who inter-cause the time, the orientation of the group is manifested in function of the behavior of the teachers who inter-cause and participate in the learning process, the aggressiveness always appears by the behavior of the teacher who participates in self-development programs, such as training, seminar or workshop, and stability depending on the behavior of the teacher. He appears, that is, he always begins to read sacred verses, even in hours of additional lessons.

They are values, norms, or behaviors that are considered acceptable cultures and are unacceptable within a group, organization, or society.[29] Organizational culture is a perception related to values, norms, goals or behaviors. A strong culture has the ability to influence workers' attitudes and behaviors, when a strong culture agrees with what workers should be and those expectations. Strong culture is a culture, and its main values are alive and hardworking.

Enhance with research under the title "Relationship between organizational culture and organizational commitment" [30], in which has aim to investigate whether there is a relationship between organizational culture and organizational commitment in an information technology company in Jordan. The first data collection was carried out through a Likert scale, through the distribution of questionnaires. The results of the study show a significant and positive relationship between organizational culture and organizational commitment. This means that culture plays an important role in maintaining workers' stays. In addition, the most important conclusion is that organizational culture is the most important preacher of organizational commitment in Jordan T companies.

If a school has a great organizational culture, it will generate the feeling of values, norms, objectives, organization and emotional adhesion of other members of the environment, and the teacher is committed to maintaining his association and achieving common objectives. The results of this behavior will show an increasing performance in work achievements that exceed forecasts.

Another study showing that organizational culture directly affects organizational commitment[31] Under the title "Relationship between organizational culture and organizational commitment at the University of Medical Sciences", it is intended to analyze the relationship between organizational culture and organizational commitment. Medical Sciences of Zahedan University. This study uses a type of correlational descriptive. The results of this research show a significant relationship between organizational culture and organizational

commitment. In addition, the relationship between organizational culture for each type of organizational commitment, that is, for affective commitment, continuance commitment and normative commitment.

This study demonstrates that organizational culture directly influences organizational commitment, aligned with a study that demonstrate that organizational culture influences the growth of organizational commitment, that organizational culture does not have a direct influence on activity, but the findings demonstrate that organizational commitment is a perfect variable for organizational activity.[32] Meanwhile, In the study titled "The relationship between organizational culture and organizational commitment for the benefit of Fajr Jam Refinery", the research found that there is a significant relationship between the dimensions of organizational culture and worker productivity, worker productivity is predicated through the cultural dimensions and organizational commitment of the organization.

That's what's done in another study titled "The influence of organizational culture, organizational justice and work climate on the organizational commitment of PT Siegwark Indonesia Surabaya staff"[33], this study analyzes what emerges from organizational culture, equity and environment in their organizational commitment. The results of this study also demonstrate that organizational culture can have a positive impact on organizational commitment. It is known that the companies studied have a culture of leadership, that they have to be open to workers, and vice versa, that workers support and like that culture to create feelings of loyalty to the company.

Subsequently, research with title "Influence of organizational culture on organizational commitment: evidence from the hotel industry" aims to investigate the organizational and organizational commitment of workers in the Jordanian host sector, with a total of 248 workers. The results of this research demonstrate that organizational culture is clearly related to organizational commitment, bureaucratic organizational culture, and supportive culture, which can influence employee commitment.

Therefore, schools with a great organizational culture will increase the organizational commitment of workers, since the emotional bond between their members, environmental values and standards and the individual reasons of the organization is evident. The study demonstrates that organizational culture has a significant and positive influence on organizational commitment. This means that the results of this study, to determine the relationship between organizational culture and organizational commitment to junior high school teachers, support the results of previous studies.

## Conclusion

According to this study, a significant relationship was maintained between organizational culture and organizational commitment, with a significant value of 0.000 ( $0.05 >$ ) and a correlation coefficient of 0.733, with a level of 0.600-0.799, in the category of a solid relationship. According to these results, when a school has a strong organizational culture, this will impact the teaching commitment of teachers with high organizational commitment and on the desire to maintain the partnership to achieve the objective. Conversely, if the school's organizational culture is not strong, the desire to continue organizing teachers will weaken. This study is limited to organizational culture variables, while many other factors influence organizational commitment and should be analyzed further. In addition, the number of research subjects remained small, only within the framework of a junior high school. Therefore, it is expected that researchers who want to analyze the issue of organizational commitment can use other variables that have not been studied in this research and disseminate the research topic.

## Ethic Statements

The study complied with ethical guidelines, and the participants's anonymity was maintained throughout the case presentation. The methodology encompassed a comprehensive assessment, precise mapping techniques, and approved by Research and Community Service Unit of STKIP PGRI Bangkalan letter number 244b/C1/H/1/2023.

## Conflict Of Interest

The authors declare that there is no conflict of interest.

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