

MODELING TEACHER COMMITMENT BY PRESERVING LOCAL WISDOM AND STRENGTHENING ORGANIZATIONAL SUPPORT

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Abstract

This study aims to examine how strengthening teachers' organizational commitment can be achieved through the preservation of local wisdom and the strengthening of organizational support. The main focus of this study is on permanent teachers at the SMP Sekolah Penggerak Foundation School located in Bogor Regency. Based on the sample calculation technique, the number of samples was set at 215 respondents. Path Analysis and SITOREM Analysis are combined research methods that combine Path Analysis with SITOREM Analysis to reinforce the results. The method used mix metode in this study is the POP-SDM (Organizational Development and Human Resource Management) method, which allows researchers to identify the factors that influence teacher commitment comprehensively. Primary data: Data obtained from questionnaires distributed to a number of teachers at private vocational high schools (SMK) in the Center of Excellence in Bogor Regency, West Java. Secondary data: Data obtained from the, which are accessible to the public. This study found that local wisdom, which includes the values and cultural practices that exist in the local community, plays an important role in increasing teachers' sense of responsibility and loyalty to the organization. In addition, strengthening organizational support, which consists of providing adequate facilities, recognizing teachers' contributions, and empowering them in the decision-making process, also strengthens their commitment to work more optimally. The results of this study provide important contributions to the development of educational policies that consider local and organizational contexts, as well as recommendations for school administrators and educational institutions to create a supportive work environment that values local wisdom. The uniqueness of this study lies in the use of the POP-SDM approach, which integrates local and organizational aspects to strengthen teacher commitment in schools in Bogor Regency.

Keywords

Organizational Commitment, Local Wisdom, and Organizational Support.



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INTRODUCTION

Modeling teacher commitment is a fundamental aspect of improving the quality of education in Indonesia. High teacher commitment will have an impact on the quality of teaching and student learning outcomes. Therefore, it is important to understand the factors that can strengthen teacher commitment, such as strengthening local wisdom and organizational support provided by educational institutions and other related parties. This study aims to model teacher commitment by considering these two factors and analyzing their impact on teacher performance and well-being.

Local wisdom, which encompasses cultural values, social norms, and community customs, plays a very important role in education. Integrating local wisdom into the educational curriculum can provide greater relevance and meaning for teachers, enabling them to feel more connected to the environment and community where they teach. (Pranoto & Irwanto, 2020) shows that local wisdom can be a strong source of motivation for teachers to improve the quality of their teaching. This also strengthens cultural identity and increases pride in the teaching profession. (Supriyanto & Setyowati, 2019) Local wisdom can foster teachers' pride and attachment to their community and environment, which in turn increases their commitment to education. This aligns with (Huda, 2020) perspective, who states that integrating local wisdom into education can create strong emotional bonds between teachers and students, thereby increasing teachers' motivation and work commitment. (Mulyana, 2021; Rahayu, 2023) state that the integration of local culture into the education curriculum can increase teachers' pride in their profession, ultimately leading to an increase in their work commitment.

In addition, teacher commitment is also influenced by internal factors such as personal motivation and teaching experience. A supportive organizational environment, whether in the form of adequate facilities, relevant training programs, or policies that support teacher welfare, can influence their level of commitment. A study by (Wijayanto et al., 2021) found that effective organizational support, such as rewards and career development opportunities, can increase teacher job satisfaction and commitment. Meanwhile, research by (Kurniawan, 2022) shows that support in the form of opportunities for career development and relevant training can increase teachers' job satisfaction and contribute to increasing their commitment. This is reinforced by the opinion of (Saputra & Rahmawati, 2023), who state that organizations that pay attention to teacher welfare will be better able to create dedicated and highly committed teachers. According to (McFarlane & Nicholson, 2018), intrinsic motivational factors play a significant role in shaping teachers'

commitment. They emphasize the importance of teachers feeling valued and recognized for their performance, as this directly relates to their commitment to their work.

In this context, it is important to develop a model of teacher commitment that combines local wisdom and organizational support. Research by (Susanto & Iskandar, 2022) emphasizes that commitment modelling based on local wisdom and organizational support can have a positive impact on teacher performance and the overall educational environment. Therefore, this study aims to model the improvement of teacher commitment through the strengthening of local wisdom and organizational support, as well as to analyze how these two factors influence teacher performance.

This study offers a novel approach to developing a model of teacher commitment by integrating two main approaches that have often been studied separately: the preservation of local wisdom values and the strengthening of organizational support. The first novelty lies in recognizing the importance of local wisdom as a source of values that shape teachers' attitudes, motivation, and loyalty, especially in a culturally strong context like Indonesia. In much of the literature, teacher commitment is typically examined through structural variables such as leadership, workload, or job satisfaction, but few studies explore how local cultural values influence teachers' loyalty and dedication to their profession and institution. Therefore, this study addresses this theoretical gap by positioning local wisdom as an affective and normative component within the structure of organizational commitment.

This study focuses on permanent teachers at the Junior High School in Bogor Regency, which is one of the implementations of the Junior High School program initiated by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek). Junior High School is part of the government's efforts to promote educational transformation in Indonesia, with the aim of creating schools that can provide quality, relevant, and contemporary learning experiences. In this context, permanent teachers at foundation schools play a very important role, as they are expected not only to teach knowledge but also to be part of the changes occurring within the education ecosystem. One of the key focuses is teachers' commitment to the educational process, which is influenced by local wisdom and organizational support.

Permanent teachers at the Bogor Regency Driving Force Junior High School face specific challenges and opportunities. In general, foundations as educational institutions tend to have more flexible policies than public schools. However, challenges in terms of financing, human resource quality, and teacher motivation are often greater. Therefore, it is important to see how organizational

support from foundations and local wisdom can influence their commitment to carrying out their duties as educators.

METHOD

The research approach refers to the overall plan and procedures that guide the study, starting from broad assumptions to detailed methods of data collection, analysis, and interpretation (Creswell & Creswell, 2018). This study adopts two main research approaches: it is descriptive, as it aims to explain the characteristics of the research variables (Sugiyono, 2021a), and verificative/causal, as it seeks to identify the cause-and-effect relationships among the variables studied (D. Wahyuni & Sari, 2024).

The research was carried out through four interconnected stages to ensure comprehensive and accurate results. The first stage was preliminary research, conducted to obtain an initial overview of the research locus. The purpose of this stage was to assess whether the main variable had reached its ideal condition or whether a gap still existed between the actual state (*das sein*) and the expected state (*das sollen*). This stage ensures that the variable being studied truly requires improvement (Miles et al., 2014). The second stage was qualitative research, aimed at exploring information from competent informants regarding the phenomena related to the research variables. This stage provides deep insights into the factors influencing the variables and how these conditions are perceived within the research context (Harun & Istiqomah, 2022). The third stage was quantitative research, which involved collecting empirical data through the distribution of research instruments to respondents. Numerical data collected in this stage were used to measure both independent and dependent variables, based on insights gained from the qualitative phase. These data served as the foundation for testing the constructed research model (Widodo & Santoso, 2020).

The final stage was the analysis of research results. In this stage, the quantitative data were processed to validate the research model and test the hypotheses regarding the relationships among variables. This stage also included the formulation of strategies and recommendations to improve the key variables and strengthen the desired conditions (D. Wahyuni & Sari, 2024). By following these four systematic stages, the study aims to produce meaningful contributions to the development of the research variables and provide practical solutions for future improvement.

This study uses the POP-SDM method, namely Modeling and Optimization of Management Resource Strengthening, which is an exploratory (sequential exploratory) method (Setyaningsih &

Hardhienata, 2019a). The POP-SDM method begins with determining the research theme, namely creativity, and continues with preliminary research. In the preliminary research, a gap was identified between the actual conditions (*das sein*) and the ideal conditions expected (*das sollen*) regarding instructor creativity. To better understand the factors that positively and dominantly influence instructor creativity, qualitative research was conducted through interviews with informants. The results of these interviews were then analyzed, reduced, and grouped into variables (coded). From these variables, a constellation model of instructor creativity was constructed and verified by experts (Pratama & Hidayat, 2023). The next stage of the research involved a quantitative approach to test the constructed constellation model and hypotheses. The model and hypothesis testing were conducted using path analysis (Ahmad & Richardson, 2021). The population of this study was vocational high school teachers at the Bogor Regency Center of Excellence Private Vocational High School in West Java.

After the instructor's creativity constellation model was established and the research hypotheses were tested, the SITOREM analysis was conducted. The SITOREM technique assists researchers in determining the indicators of dependent and independent variables that need to be improved or maintained (Kalim & Peeters, 2022). In developing strategies to enhance instructor creativity, priority is given to addressing indicators that are still weak but have a significant impact on instructor creativity variables. The research stages of the POP-SDM are briefly illustrated in Figure 1 (Setyaningsih & Hardhienata, 2019a).

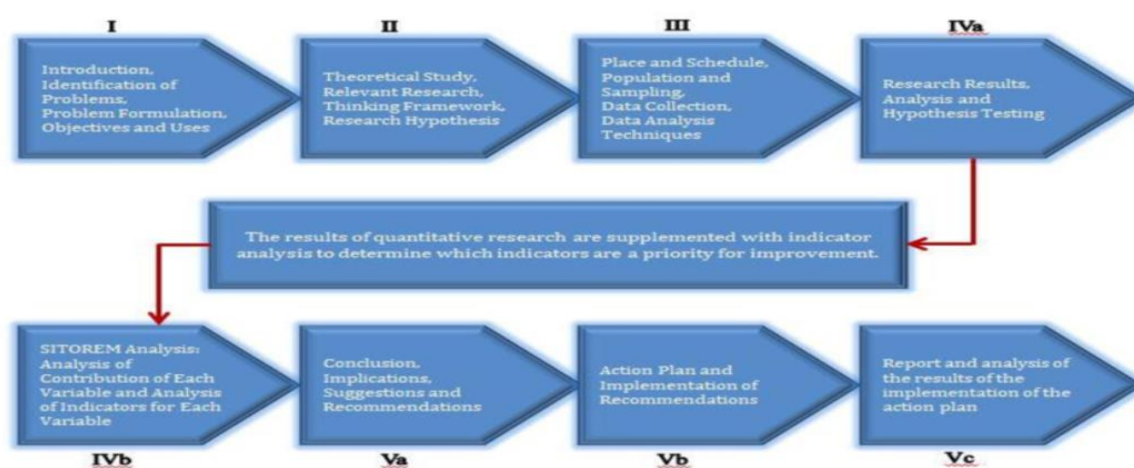


Figure 1. The Research Stages

The determination of the number of research samples in this quantitative stage uses the proportional random sampling technique based on the Slovin formula. The sample refers to the

portion of the population that is representative of its characteristics. In this study, the error rate and confidence level used are 5%. The following is the Slovin formula (Sugiyono, 2021).

$$n = N / (1 + N [(e)]^2)$$

Explanation:

N= Sample size

N= Population size

E = Sampling error rate = 5% = 0.05

$$n = \frac{463}{463.0.05^2 + 1} = \frac{463}{2.157} = 214,60 \approx 215$$

Based on the sample calculation technique, the sample size was set at 215 respondents. Then, the sample size for each sub-district that became the sample area was determined by determining the proportion according to the number of teachers studied. Therefore, the sample size used in this study is 119 permanent teachers (GTY) at junior high schools in Bogor Regency. The proportional sample size (np) for each madrasah was determined using the following proportion formula:

$$np = Np / N \times n$$

Explanation:

np = Number of samples treated

Np = Population size

N = Sampling error = 5% = 0.05

N = Population

n = Sample

Data collection was conducted using a questionnaire technique. A questionnaire is a research instrument that asks respondents to answer questions or statements provided by researchers related to the thoughts, feelings, attitudes, beliefs, values, perceptions, experiences, personalities, and behaviors of participants or respondents in accordance with the variables being studied (Nguyen, 2025). Research data was collected using a questionnaire distributed to respondents (Budiyanto, 2025). The questionnaire, as a research instrument in a quantitative approach, collected respondents' opinions regarding statements provided by the researcher about their habits or behaviors, feelings, attitudes, beliefs, values, perceptions, personalities, and experiences in accordance with the variables being studied. The variables studied are teacher organizational commitment (Y), servant leadership (X1), empowerment (X2), reward effectiveness (X3), mutual cooperation (X4), and mutual assistance (X5).

Data analysis began with descriptive statistical analysis, followed by variable analysis using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method with the help of the SmartPLS application. The purpose of descriptive analysis, as explained by (Abd Aziz & Rachman,

2024), is to provide a clear and detailed description of the characteristics, patterns, and distribution of the observed data without drawing conclusions about the larger group.

In this study, descriptive statistical analysis was used to provide an overview of the collected data (Ompusunggu, 2025). The analysis included: the highest and lowest values, the number of classes, the class intervals, the mean, the median, the mode, and measures of variability using standard deviation and score range. In addition, the data was presented in the form of frequency tables and histogram graphs to provide a clear visualization. In PLS-SEM (Kumari, 2022), there are three main stages in measuring the constructed model up to the statistical hypothesis testing, namely (1) evaluation of the measurement model, (2) evaluation of the structural model, and (3) evaluation of the model's quality.

Hypothesis testing is used to explain the level of significance or real influence between independent and dependent variables. Hypothesis testing in the SmartPLS application is performed on structural models using the bootstrapping method by examining t-statistics and probability values (p-values) (Yue, 2025). The results of the testing, based on the t-values, using a two-tailed test criterion, are > 1.65 (for a significance level of 10%), > 1.96 (for a significance level of 5%), and > 2.58 (for a significance level of 1%). In SmartPLS, the influence between the two exogenous and endogenous variables is concluded to be significant if the p-value is < 0.05 . Hypothesis analysis is accepted when H1 is accepted, and H0 is rejected when the t-statistic is > 1.96 or the p-value is < 0.05 . The following is a diagram of the 7-path model of the organizational commitment constellation of teachers to be tested.

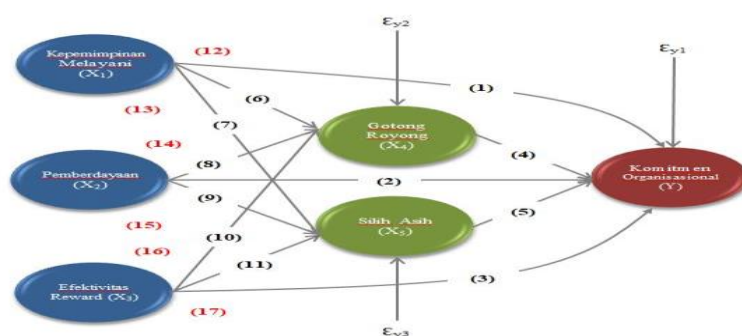


Figure 2. Diagram of the 7-path model

FINDINGS AND DISCUSSION

Findings

The purpose of model comparison, according to (Hair et al., 2021) , is to provide a robust framework for evaluating and selecting the model that best fits the available data and understanding the relationships between variables in the research context. In research, it is often necessary to use and compare alternative theoretical models to better understand the phenomenon being studied. These alternative models may differ in structure and configuration, but they remain focused on the same endogenous constructs. The following are the initial structural model and the alternative model.

a) Initial Structural Model

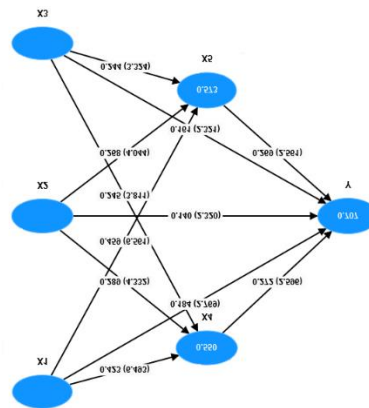


Figure 3. Initial Structural Model

b) Alternative Structural Model 1: Add One Path from Reward Effectiveness (X3) to Empowerment (X2)

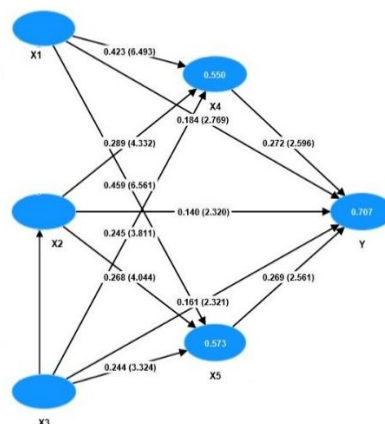


Figure 4. Alternative Structural Model 1

- c) **Alternative Structural Model 2: Add One Path from the Empowerment Variable (X2) to the Servant Leadership Variable (X1).**

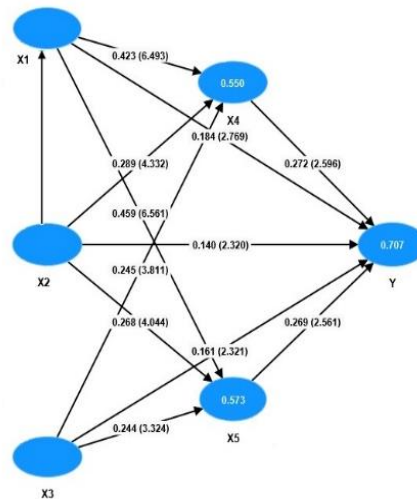


Figure 5. Alternative Structural Model 2

- d) **Alternative Structural Model 3: Adding two paths from the Empowerment variable (X2) to the Servant Leadership variable (X1), and from the Reward Effectiveness variable (X3) to the Empowerment variable (X2).**

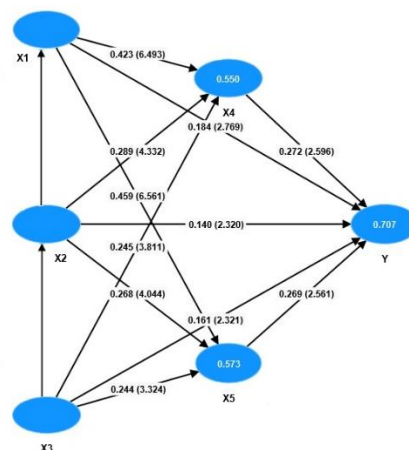


Figure 6. Alternative Structural Model 3

The selection of the best alternative model was performed using the BIC (Bayesian Information Criterion) criterion. BIC is one of the methods used to select the best model in Partial Least Squares Structural Equation Modeling (PLS-SEM). BIC is a measure of the trade-off between model fit and model complexity with the aim of selecting the most suitable model, according to (Hair et al., 2021). The model that produces the smallest BIC value is considered the best model. The following are the BIC (Bayesian Information Criterion) values of the four organizational

commitment models of lecturers using the PLS algorithm iteration in SmartPLS 3.

Tabel 1. The Four Organizational Commitment Models

Kriteria	Model Awal	Model Struktural		
		Alternatif 1	Alternatif 2	Alternatif 3
BIC	-236,618	-234,006	-234,006	-234,540

Significance testing is used to test whether there is an effect of exogenous variables on endogenous variables. The testing criteria state that if the T-statistic value is $\geq$ T-table (1.96) or the P-value is $<$ significant alpha 5% or 0.05, then there is a significant effect of exogenous variables on endogenous variables. The results of the significance test and the model can be seen in the following figure and table.

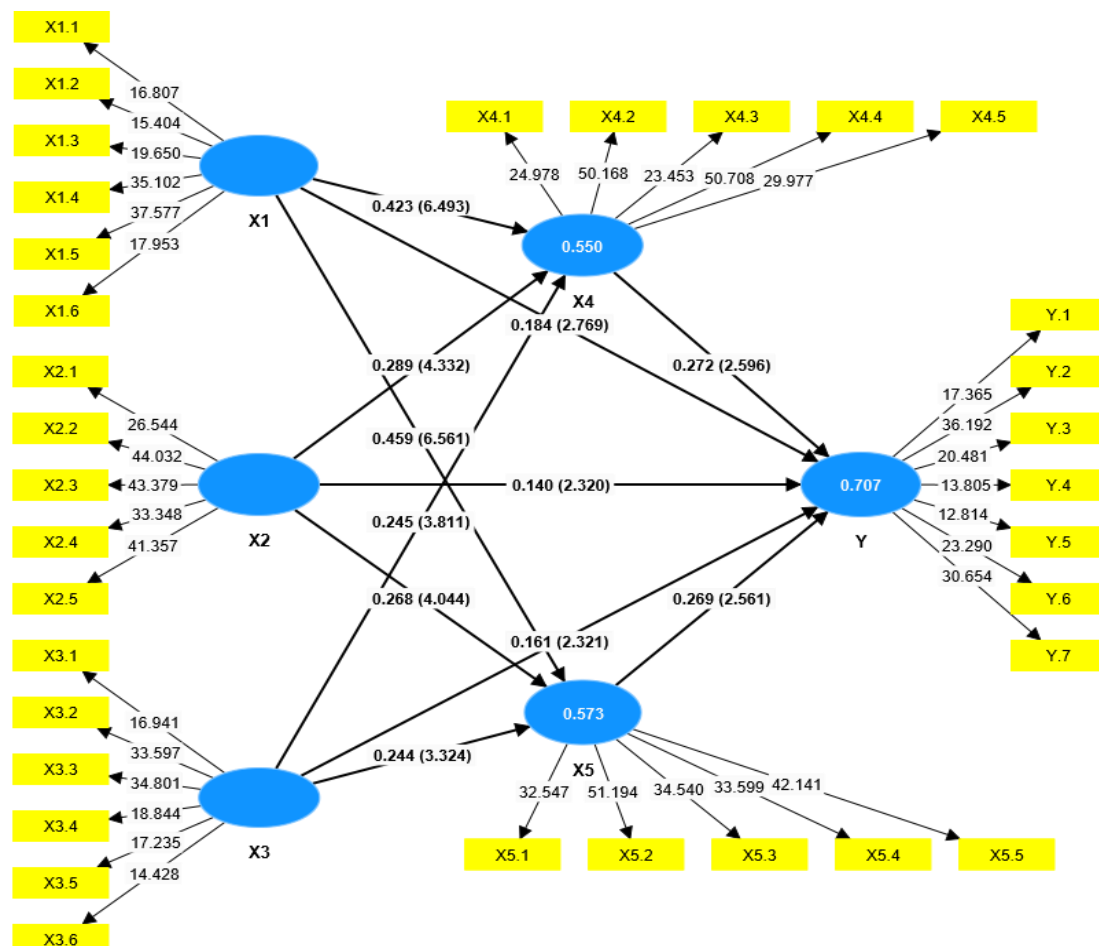


Figure 8. The Results of the Significance Test

Table 2. Significance Test Results

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
X1 -> X4	0.423	0.426	0.065	6.493	0.000
X1 -> X5	0.459	0.459	0.070	6.561	0.000
X1 -> Y	0.184	0.185	0.066	2.769	0.006
X2 -> X4	0.289	0.288	0.067	4.332	0.000
X2 -> X5	0.268	0.269	0.066	4.044	0.000
X2 -> Y	0.140	0.136	0.060	2.320	0.020
X3 -> X4	0.245	0.247	0.064	3.811	0.000
X3 -> X5	0.244	0.244	0.073	3.324	0.001
X3 -> Y	0.161	0.165	0.069	2.321	0.020
X4 -> Y	0.272	0.273	0.105	2.596	0.009
X5 -> Y	0.269	0.265	0.105	2.561	0.010

In the context of this study, in addition to using Path Analysis, Sitorem analysis was also used. Scientific Identification Theory to Conduct Operation Research in Education Management (Sitorem) is a scientific method used to identify variables (theory) for conducting "Operation Research" in the field of Education Management (Setyaningsih & Hardhienata, 2019b). SITOREM analysis is conducted by identifying and analyzing three aspects: a) Identifying the strength of influence between independent variables and dependent variables; b) Analyzing the research results for each research variable indicator, and c) Analyzing the weight of each indicator from each research variable based on the criteria of "Cost, Benefit, Urgency, and Importance." Based on the identification of the strength of influence between research variables and the weights of each indicator from the independent variables with the greatest contribution, a priority order of indicators that need to be improved immediately and those that need to be maintained can be established. The use of SITOREM analysis is carried out through the following stages:

Tabel 3. The Analysis of the Contribution of Research Variables

Analysis of the Contribution of Research Variables			
No	Inter-Variable Influence	Inter-Variable Influence	Inter-Variable Influence
1	The influence of servant leadership on teachers' organizational commitment	0,184	III
2	The influence of empowerment on teachers' organizational commitment	0,140	IV
3	The influence of reward effectiveness on teachers' organizational commitment	0,161	V
4	The influence of mutual cooperation on teachers' organizational commitment	0,272	I
5	The influence of mutual affection on teachers' organizational commitment	0,269	II

Based on the results of the Contribution Analysis above, the order of influence between variables is arranged, starting with the variable that has the highest correlation coefficient.

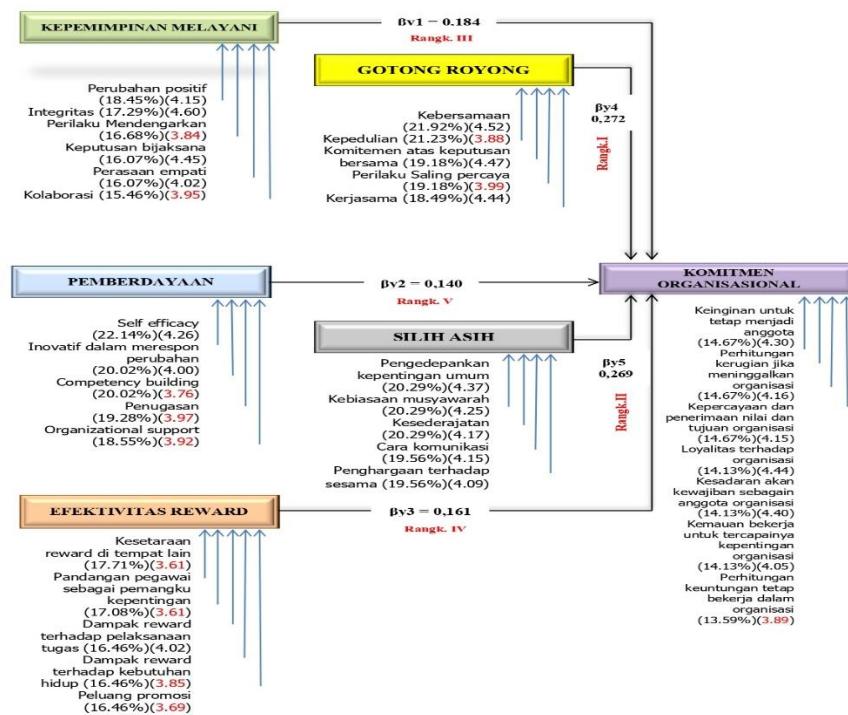


Figure 9. The Order of Influence Between Variables

The results of the indicator classification analysis are in the form of determining which groups of indicators need to be improved immediately and which groups of indicators should be maintained or developed in the future. The same method as in the table above is applied to other research variables. Furthermore, based on the ranking of indicators for each research variable, priorities can be determined for indicators that need to be improved or enhanced immediately, and indicators that need to be maintained or developed.

Discussion

Modeling and optimizing teachers' organizational commitment is an important aspect in improving the quality of education, especially in schools that focus on character development and local culture, such as SMP Sekolah Penggerak in Bogor Regency. Research conducted by several researchers related to organizational commitment and organizational support shows a significant relationship between organizational support, organizational culture, and teacher performance (Aldridge & Fraser, 2022). One relevant study is in the Journal of Educational Management, which developed a model to improve the quality of teacher services through the POP-SDM and SITOREM approaches. This study highlights the importance of understanding the factors that influence teacher performance and the strategies that can be implemented to improve the quality of education. The

developed model identifies organizational support and local wisdom as two key elements that can strengthen teachers' organizational commitment (Sjahid & Sjahid, 2021).

Additionally, a study by (Tanjung, 2020) in the Repository of the University of Muhammadiyah North Sumatra revealed the influence of organizational culture, organizational support, and job satisfaction on teachers' organizational commitment. This research indicates that these factors have a positive and significant influence on teachers' commitment, which ultimately improves their performance in teaching. This aligns with findings from a study in the Journal of Economic Theory (2024), which shows that organizational culture and organizational commitment are closely related to teacher performance (Hidayat & Sutisna, 2024), particularly in schools with a local value-based approach. Furthermore, in the article Character (Arsiska et al., 2023), it was found that perceptions of organizational support have a strong relationship with organizational commitment among teachers. This study reinforces the argument that good organizational support will increase teachers' motivation to commit to organizational goals and improve the quality of the learning process. The research also suggests that organizational support should be strengthened through policies that support teacher quality improvement, including local wisdom-based training that can enrich the educational experience for teachers and students. This aligns with findings in a study by K-PIN (K-PIN, 2023). emphasizing the importance of local culture in shaping an organizational culture that supports organizational commitment (S. Wahyuni & Prasetyo, 2022).

CONCLUSION

First, A strategy was developed to increase teachers' organizational commitment by identifying the strengths of influence between research variables. The strategy for increasing teachers' organizational commitment is through strengthening the variables of servant leadership, empowerment, reward effectiveness, mutual cooperation, and mutual affection. **Second**, A method was developed to strengthen the research variables. Some findings related to indicators within research variables require improvement, while others should be maintained or developed. **Third**, Optimal solutions were developed to enhance teacher engagement by improving weak indicators and maintaining or developing those that are already strong. The indicators that need improvement are as follows: 1st Concern, 2nd Mutual Trust Behavior, 3rd Listening Behavior, 4th Collaboration, 5th Reward Equity in Other Places, 6th Employee perspective as stakeholders, 7th Impact of rewards on living needs, 8th Promotion opportunities, 9th Impact of rewards on the desire to remain in the

organization, 10th Competency building, 11th Assignments, and 12th Organizational support. Meanwhile, the indicators that are maintained and developed are: 1) Unity, 2) Commitment to joint decisions, 3) Cooperation, 4) Prioritizing the common good, 5) The habit of consultation, 6) Equality, 7) Communication style, 8) Respect for others, 9) Positive change, 10) Integrity, 11) Wise decision-making, 12) Empathy, 13) The impact of rewards on task performance, 14) Self-efficacy, and 15) Innovation in responding to change.

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