

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND SELF-EFFICACY TOWARD TEACHERS' ORGANIZATIONAL COMMITMENT

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Abstract

The objective of this study is to analyze the impact of transformational leadership and self-efficacy on the commitment of private Madrasah Aliyah teachers in Bekasi City, West Java, to their organization. In this study, the researcher used the quantitative approach through the survey method. The population of this study comprised private Madrasah Aliyah teachers in Bekasi city, with a total of 383 teachers. The sampling technique employed a multistage random sampling design, encompassing 113 teachers. In this study, the primary data were obtained from the teachers of Madrasah Aliyah in Bekasi City. The data was collected by the result of the questionnaires (2 independent variables: transformational leadership variable and self-efficacy, and one dependent variable: organizational commitment), which were distributed to them. The data presented herein were collected through the implementation of a survey method that incorporated a questionnaire. The data analysis techniques employed in this study encompassed the use of descriptive statistics and quantitative analysis. The hypothesis testing employed in this study involved the implementation of multiple linear regression tests. The findings of this study demonstrate that transformational leadership exerts a substantial influence on commitment to the teacher organization, with a statistical significance value of $0.000 < 0.05$. Secondly, the findings indicate that self-efficacy has a substantial 0.05 . Thirdly, the findings of this study demonstrate a substantial relationship between transformational leadership and self-efficacy on commitment to the teacher organization, as evidenced by an adjusted R-squared value of 0.367.

Keywords

Commitment, Leadership, Transformational, Self-efficacy.



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INTRODUCTION

Teachers are role models for students, so what teachers do becomes a mirror in life in the school environment. A good teacher is a teacher who has a commitment and a noble goal, namely, improving the quality of student learning. This is in accordance with what is stated in Law Number 14 of 2005 concerning Teachers and Lecturers. Article 7, paragraph 1b states that teachers and lecturers must have a high commitment to improving the quality of education, faith, piety, and noble character. Committed teachers are defined as teachers who have full responsibility for their duties and obligations to the school. If teachers are less responsible for their duties, this will affect their success in educating students; for example, it will have an impact on the decline in the quality of learning for students, so that it is not optimal in creating quality human resources in the school.

The duties and obligations of teachers include being present at school and in the classroom to carry out their duties to provide teaching to students. However, in reality, there are still records of teacher absence from school and teacher absence from class. Based on a survey conducted (Yarrow et al., 2020) In 350 public and private primary schools in Indonesia, with a sample size of 3,169 teachers, to measure the teacher absence rate was measured. Information on teacher absence both at school and in class can be seen in the following table:

Table 1. Teachers' Absence Rate

	MoRa Islamic	MoEc	MoRa non Islamic	Public	Private	Urban	Rural
School absence rate (%of teachers)	18.7	19.3	11.1	12.4	15.2	17.8	14.4
Classroom absence rate (% of teachers)	23.5	25.7	15.1	20.3	39.4	41.7	38.5

As illustrated in the above table, the teacher absentee rate for the Ministry of Religious Affairs (MoRa) is 18.7%, the Ministry of Educational and Culture (MoEc) is 19.3%, the MoRa Non-Islamic sector is 11.1%, public schools have a rate of 12.4%, private schools have a rate of 15.2%, urban areas have a rate of 17.8%, and rural areas have a rate of 14.4%. Meanwhile, the teacher attendance rate in classes under the auspices of the Ministry of Religious Affairs (MoRa) is 23.5%, while the Ministry of Educational and Culture (MoEc) reports a rate of 25.7%. Notably, the MoRa Non-Islamic sector has a rate of 15.1%, while public schools register a rate of 20.3%. Conversely, private schools demonstrate a higher rate of 39.4%, with urban areas registering 41.7% and rural areas showing a rate of 38.5%. In addition, the research team (ACDP, 2014) administered a survey regarding teacher absenteeism in schools nationally. The survey revealed that 10% of respondents reported being

absent on their first visit, while 11% reported the same on their second visit. Teachers were absent from school and class for a variety of reasons, including the attendance of activities outside of school, such as training; the care of sick members of the faculty; the distance of the school from their place of residence; and, finally, the absence of teachers for no apparent reason.

The absence of teachers in the classroom causes the absence of learner activities in the classroom so that the class becomes noisy and the ability of students to understand the lesson material decreases. (Suprastowo, 2013) describes several impacts of teacher absence in schools, including: on the learning process, student behavior, and student learning outcomes. In relation to learning, there are indications that teacher absence has a negative impact on the learning process. This indication can be seen from 20.26% of principal respondents who stated that absent teachers can cause students to be disorganized/noisy/disorderly, in addition students miss subject matter (18.55%), students are not maximally learning (18.24%), students interfere with other classes (15.17%), the learning process does not run effectively which will ultimately lead to a decrease in student achievement (12.41%), and the quality of learning is less than optimal (9.84%).

Preliminary observations suggest that educators may be failing to fulfill their professional obligations. This suggests a potential lack of commitment to the organization. An individual's dedication to their organization is a critical factor in ensuring its viability and achieving its objectives. Preliminary observations at several private Madrasah Aliyah schools in Bekasi City indicate that some educators are failing to fulfil their professional obligations, raising concerns about their level of commitment to the organisation. Preliminary field data show: 1) a higher frequency of teacher tardiness/absenteeism on certain days (e.g., 12% of the teacher sample during one month of observation), 2) low participation in school meetings and extracurricular activities (around 40% of teachers rarely attend), and 3) internal reports of a lack of initiative for curriculum development. The factors behind this situation include double workload (teaching at more than one school), inadequate compensation, lack of managerial support and professional training, and opaque organisational dynamics. In addition, local economic pressures and family expectations of teachers as breadwinners also influence their professional priorities.

The impact of low teacher commitment to the organization is evident in the declining quality of the learning process and the overall performance of madrasahs. Based on observations in the field, schools with low levels of teacher commitment showed an 8% decline in student attendance in certain subjects and an increase in parental complaints about the continuity of learning. The

organizational implications include a decline in the madrasah's reputation in the local community, difficulties in retaining and attracting new students, and the potential for increased staff turnover, which will increase recruitment and training costs. Therefore, it is important for this study to explore in depth the factors causing low commitment and formulate relevant policy interventions for private Madrasah Aliyah in Bekasi, such as improving the remuneration system, strengthening leadership support, and continuous professional development programs.

According to (Claudia, 2018), organizational commitment is defined as the degree to which individuals are able to identify with, engage with, and commit to the organization. According to (Colquitt, LePine, 2019), organizational commitment is defined as the desire on the part of an employee to remain a member of the organization. Organizational commitment exerts a significant influence on the decision of whether an employee chooses to remain within the organization (i.e., whether they are retained) or opts for alternative employment opportunities (i.e., whether they resign and seek new positions elsewhere). As (Azmy, 2022) conceptualizes commitment to the organization as the motivation of an individual to achieve an organizational success goal that has been established by all members.

The hypothesis posits that organizational commitment may be enhanced by various factors, including transformational leadership and efficacy. According to (Glinow & McShane, 2010) transformational leadership is defined as the ability of a leader to effect change in a team or organization by creating, communicating, and enacting a vision that inspires employees to advocate for that vision. As posited by (Mardhiah & Sunaryo, 2018), transformational leadership is defined as the behavior of a leader who devotes his attention to the problems faced by his followers and the development needs of each of his followers by providing enthusiasm to achieve goals.

According to (Luthans & Joshi, 2011), Self-efficacy is defined as the perception or belief of individuals that they possess the ability to successfully complete certain tasks. (Wahyuingsih et al., 2020) posit that self-efficacy is defined as the belief that an individual possesses the capacity to effectively perform in specific situations, thereby facilitating the successful completion of their assigned tasks.

Previous research on the influence of transformational leadership and self-efficacy, among others, was conducted by (Mehtar et al., 2015) there has been found significant and positive relationship has been found between dimensions of transformational leadership style and organization commitment (Almaududi Ausat et al., 2022). Thus, the results showed that

transformational leadership has a positive and significant effect on organizational commitment. In Karawang Regency, strong transformational leadership will increase organizational commitment in SME employees. (Sani, 2024) Transformational leadership (X2) has a positive and significant effect on Organizational Commitment (Z) because it has t statistics > 1.960 ($2.442 > 1.960$) and P Values ($0.005 < 0.05$) employee leaders have behaviors that pay attention to subordinates and encourage employees to advance can increase employee work motivation, this is because employees feel cared for and valued in the organizational environment.

A study was conducted to examine the impact of self-efficacy on organizational commitment by Yıldırım (2015) there has been found a positive correlation was found between the teachers' self-efficacy and organizational commitment ($r=0.425$). (Aheruddin et al., 2024) the findings of the structural equation modelling calculations, which examined the direct effect of leadership style on organizational commitment, indicated a t -value of 4.56, which is significantly greater than the critical value of 1.96 at $\alpha = 0.05$. The findings of this study indicate a direct correlation between the self-efficacy of village officials on Sumbawa Island and their organizational commitment. It is concluded that as the self-efficacy of village officials on Sumbawa Island increases, their organizational commitment concomitantly rises. Conversely, a decrease in self-efficacy is associated with a corresponding decrease in organizational commitment. (Aryati & Armanu, 2023) research indicates that the path coefficient value for the effect of self-efficacy on organizational commitment is 0.457. This result corresponds to a t -statistic value of 7.312, which is greater than 1.96, and a p -value of 0.002. Given that the p -value is less than 0.05, it can be concluded that the data support the hypothesis that self-efficacy has a significant impact on organizational commitment. It can be posited that self-efficacy exerts a positive and significant effect on organizational commitment.

Previous research has discussed the influences of transformational leadership on organizational commitment and the influence of self-efficacy on organizational commitment separately. In this current study, researchers involved two independent variables: (transformational leadership and self-efficacy) and one dependent variable: (organizational commitment). Thus, the objective of this study is to ascertain the extent to which the principal's transformational leadership and teacher self-efficacy exert influence on teacher commitment to the organization. It is anticipated that this study will result in an augmentation of teacher commitment to their school.

METHOD

This research uses quantitative methods with associative quantitative types. The quantitative approach is due to the approach used in research proposals, processes, hypotheses, fieldwork, data analysis, and data conclusions to writing using measurements, calculations, formulas, and certainty of numerical data. At the same time, the associative type is because this research connects two or more variables (Sugiono, 2018). Associative type research is conducted to find the relationship between one or more variables and other variables. This type of research has the highest level compared to other research, such as descriptive and comparative research. By using this type of research, several theories can later be found that can provide explanations, predictions, and control of a phenomenon. Statistical tests in hypothesis testing in this study use linear regression analysis, which begins with a classical assumption test using regression analysis, because the hypothesis in this study will examine and determine the contribution of the influence arising from one or more independent variables on the dependent variable. The research design model can be seen as follows:

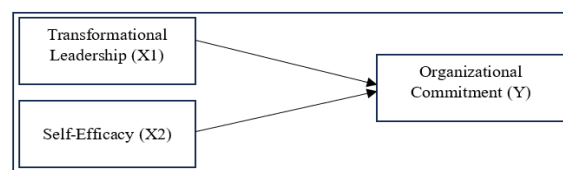


Figure 1. Research Design

In this study, primary data were obtained from teachers at Madrasah Aliyah in Bekasi City. The data were collected as a result of the questionnaires' two independent variables: transformational leadership and self-efficacy, and one dependent variable: organizational commitment, which were distributed to them.

The study was conducted over a period of seven months with a sample of 383 private madrasah Aliyah teachers residing in the city of Bekasi, West Java. The sampling method employed was multistage random sampling, which was subdivided into multiple stages. In the first stage, regional samples were obtained, and in the subsequent stage, individual samples were collected from eight sub-districts, with each sub-district contributing a minimum of 50% of the sample. This process resulted in the selection of eight schools from four sub-districts. The subsequent stage of sampling was conducted using the proportional random sampling technique to select a sample of 113 teachers.

The data on transformational leadership variables were collected through a questionnaire with answer choices (always, often, sometimes, ever, and never). The collection of data on self-efficacy variables and commitment to the organization was conducted through the administration of instruments comprising questionnaires with five answer choices: "strongly agree," "agree," "doubt," "disagree," and "strongly disagree." The validity test utilizes Pearson Product-Moment, while the reliability test employs Cronbach's Alpha. The organizational commitment instrument demonstrated a high degree of internal consistency, with 33 of the items exhibiting a reliability value of 0.717. The transformational leadership instrument also exhibited excellent internal consistency, with 32 items achieving a reliability value of 0.961. The self-efficacy instrument demonstrated a commendable level of internal consistency as well, with 36 items attaining a reliability value of 0.931.

The research data analysis technique employs descriptive analysis, data analysis requirements testing, and hypothesis testing. The processing of data is conducted using the SPSS 26.00 application.

Table 2. Research Variables

No	Variables	Indicators	Sourcesh
1.	Commitment to the organization	Sense of belonging Involvement Income Career development Responsibility Loyal attitude	Colquitt et al., 2019; Azmy, 2022
2.	Self-efficacy	Task difficulty Job execution Task completion Work ability Job performance appraisal	Luthans & Joshi, 2011; Wahyuingsih et al., 2020
3.	Transformational Leadership	Idealistic trust Support Enthusiasm Thinking power Innovative and creative Attention coaching	Glinow & McShane, 2010; Mardhiah & Sunaryo, 2018

Hypotheses

A. T-Test

The T-test essentially aims to determine the extent of influence each independent variable has on the dependent variable in a study. When conducting a partial T-test, decision-making can be done by examining the p-value. This study used a significance level of 5% or 0.005 with the following criteria:

1. If the P-value (Sig) > H_0 is accepted, this means there is no significant effect of the transformational leadership variable on organizational commitment.

If the P-value (Sig) $\leq H_0$ is rejected, this means there is a significant effect of the transformational leadership on organizational commitment.

2. If the P-value (Sig) > H_0 is accepted, this means there is no significant effect of the self-efficacy variable on organizational commitment.

If the P-value (Sig) $\leq H_0$ is rejected, this means there is a significant effect of the self-efficacy variable on organizational commitment.

B. F-Test

The F-test is used to determine the effect of independent variables on the dependent variable in a study, either simultaneously or jointly. In this study, the F-test will use a significance level of 5% or 0.05 with the following criteria:

If the P-value (Sig) > α , then H_0 is accepted. This means there is no significant effect of transformational leadership and self-efficacy on organizational commitment.

If the P-value (Sig) $\leq \alpha$, then H_0 is rejected. This means there is a significant effect of the transformational leadership and self-efficacy on organizational commitment.

FINDINGS AND DISCUSSION

Findings

The findings of this study are presented in the form of data descriptions, analysis requirements testing, and research hypothesis testing. The data descriptions present the distribution of data and an analysis of the average indicator score for each variable. Furthermore, the data analysis requirements are normality tests (Table 4) and the linearity test (Table 5). Meanwhile, the hypothesis testing is presented in Table 7. The data were obtained from the results of data collection on 113 private school teachers in Bekasi City, West Java. Table 3 indicates that the teachers' organizational commitment (Y) falls into the sufficient category.

Statistical data description

Table 3. Results of Descriptive Data Analysis

No	Criteria	Y	X1	X2
1.	Mean	136.73	140.07	149.73
2.	Median	125,5	118	140
3.	Mode	134	137	169
4.	Standard deviation	17.511	25.882	17.749
5.	Varians	306.643	669.870	315.022
6.	Range	79	131	76
7.	Minimum	86	53	102
8.	Maximum	165	184	178
9.	Total	15451	15828	16919
10.	Total Data	113	113	113

The average value of 136.73 indicates that the average respondent's answer is 4.14 (on a scale of 1-5). This condition shows that teachers' organizational commitment (Y) is in a reasonably good category (>4). The transformational leadership (X1) has an average value of 140.07, which shows that the average respondent's answer is 4.38 (scale 1-5). This condition indicates that the average respondent's answer to the transformational leadership implemented by the principal is a good category (>4). Meanwhile, self-efficacy (X2) has an average value of 149.73, which shows that the average respondent's answer is 4.16 (scale 1-5). This condition indicates that the average respondents' answer to the self-efficacy implemented by the teachers is in a good category (>4).

Normality Test

Table 4. Normality Test Result

No.	Variables	N	Requirement Normality Test Asymp.Sig. (2-tailed) > 0.05	Description
1.	Transformational Leadership	113	0.859 > 0.05	Normal
2.	Self-efficacy	113	0.574 > 0.05	Normal

The normality of the estimated errors was tested using the One-Sample Kolmogorov-Smirnov Test table. The variable Y on X1 obtained an Asymp.sig. The two-tailed value was found to be greater than 0.05, indicating a lack of statistical significance. The Asymp.sig value is obtained in the Y variable on X2. The two-tailed p-value is 0.574, which is greater than 0.05. Preliminary data processing results indicate that the magnitude of all variables exceeds the significant level of $\alpha = 0.05$. Therefore, it can be concluded that all the variables in this study are normally distributed,

thus permitting the execution of multiple.

regression analysis.

1. Linearity Test

The linearity test is designed to determine whether the relationship between the independent variable and the dependent variable is or is not. Conceptually, this test refers to the understanding of whether the independent variables can be used to predict the dependent variable in a certain relationship (Wayan Widana & Putu Lia Muliani, 2020).

Table 5. Linearity Test Result

No	Variables	Sig.	Alpha	Description
1.	Transformational leadership (X1)	0.076	0.05	Linear
2.	Self-efficacy (X2)	0.051	0.05	Linear

Based on the results of the linearity test carried out, it can be seen that the significance. This shows that transformational leadership and self-efficacy have a linear pattern on Commitment to Organization.

2. Heteroscedasticity Test

The heteroscedasticity test serves to determine whether or not the variance of observations is the same. In this study, the heteroscedasticity test used the Park test. The test criteria are that if the significance value is greater than 0.05, it concludes that there are no symptoms of heteroscedasticity.

Table 6. Heteroscedasticity Test Result

No.	Variable	Sig.	Alpha	Description
1.	Transformational leadership (X1)	0.557	0.05	No Heteroscedasticity
2.	Self-efficacy (X2)	0.147	0.05	No Heteroscedasticity

Table 5 above displays the significance values for the leadership variable (0.557) and the self-efficacy variable (0.147). Both significance values are greater than alpha ($\alpha = 0.05$). Thus, the heteroscedasticity test has been fulfilled. The data can be further processed and analyzed using multiple regression analysis.

3. Autocorrelation Test

The autocorrelation test is carried out by determining the values of dU, dL, 4-dU, 4-dL, and Durbin-Watson. The dU and dL values can be obtained from the Durbin Watson statistical table with $n = 113$, $k = 2$, so that the $dL = 1.6574$, $dU = 1.7293$ values can be determined, so that $4-dL = 2.3426$ and $4-dU = 2.2707$, while the Durbin Watson value = 1.945 is obtained from the table below:

Table 7. Autocorrelation Test Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.625 ^a	.391	.380	.08963	1.945

Since $DU < DW < 4-DU$ ($1.7293 < 1.945 < 2.707$), then H_0 is accepted, meaning there is no autocorrelation.

4. Multicollinearity Test

The objective of the multicollinearity test is to determine whether the regression model reveals a correlation between independent variables. If the independent variables are found to be correlated, it can be inferred that the variables are not orthogonal. The assessment of multicollinearity is predicated on the premise that, in the event the tolerance value exceeds 0.100 and the VIF is less than 10,000, the conclusion can be drawn that symptoms of multicollinearity are not present. The following procedure is employed to detect the presence or absence of multicollinearity in the regression model.

Table 8. Multicollinearity Test Result

Model		Unstandardized Coefficients		Standard Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	53.813	10.101		5.328	.000		
	Transformational leadership	0.248	0.50	0.391	4.945	.000	.905	1.105
	Self-efficacy	0.301	.064	.369	4.669	.000	.905	1.105

Based on Table 8, the independent variable has a tolerance value of 0.905 (greater than 0.100) and a VIF of 1.105 (less than <10.00). Therefore, it can be concluded that multicollinearity has been met, and there are no symptoms of multicollinearity.

Multiple Regression Analysis

The analysis employed in this study is multiple linear regression analysis with three predictors: transformational leadership (X1), self-efficacy variables (X2), and organizational commitment variables (Y). The regression model can be used to determine the impact of transformational leadership and self-efficacy on teachers' commitment to the organization at Madrasah Aliyah in Bekasi City, West Java, both concurrently and partially. Preliminary findings from the regression analysis are presented in the following table, which was generated using SPSS for Windows, release 26.0.

Table 9. Multiple Regression Analysis

Model	Unstandardized Coefficients		Standard Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	53.813	10.101			5.328	.000
Transformational leadership	0.248	0.50	0.391		4.945	.000
Self-efficacy	0.301	.064	.3.69		4.669	.000

The table above shows that the multiple regression equation obtained from the results of the analysis is as follows:

$$Y = 53.813 + 0.248X_1 + 0.301X_2$$

Table 10. Simultaneous Test Result (F) Transformational Leadership (X1), Self-efficacy(X2) on Organizational Commitment (Y)

Model	R	Model Summary			F	Sig.
		R Square	Adjusted R Square	Std. Error of the Estimate		
1	.615 ^a	.378	.367	11.445		
a. Predictors: (Constant), Transformational Leadership, Self-efficacy						
Model		ANOVA				Sig.
		Sum of Squares	df	Mean Square	F	
1	Regression	8752.761	2	4376.380	33.411	.00000 ^b
	Residual	14408.372	110	130.985		
	Total	23262.133	112			
a. Dependent Variable: Organizational Commitment						
b. Predictors: (Constant), Transformational Leadership, Self-efficacy						

As illustrated in the Model Summary table, the Adjusted R Square column indicates a value of 0.367. This indicates that the simultaneous contribution of transformational leadership variables (X1) and self-efficacy (X2) has a significant effect on commitment to the organization of private Madrasah Aliyah Teachers in Bekasi City, West Java (Y) of 0.367 or 36.7%. This suggests that the remaining other variables affect commitment to the organization by 63.3%.

According to the results presented in the ANOVA table, the F-count value is 33.411, and the probability value (sig) is 0.000. The F-count value of 33.411 exceeds the F-table value of 3.08, and the result is statistically significant. In instances where the observed value is less than the 0.05 probability level or less than 0.000 < 0.05, the null hypothesis (H0) is rejected, indicating that the variables of transformational leadership (X1) and self-efficacy (X2) have a substantial impact on the commitment of Madrasah Aliyah Sawasta Bekasi City, West Java (Y) teachers to the organization.

Partial Test (t)

The t-test is used to determine whether the independent variable has a significant effect or not on the dependent variable. The degree of significance used is 0.05. If the significance value is less than the degree of confidence, the alternative hypothesis is accepted, which states that an independent variable partially affects the dependent variable. The t-test analysis can also be seen in the table below: To determine the effect of transformational leadership variables (X1) on commitment to the Bekasi City Aliyah West Java teacher organization (Y). can be explained in the following table:

Table 11. Partial Test of Transformational Leadership Variable (X1) on Organizational Commitment (Y).

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.505 ^a	.255	.248	12.471		
Predictors: (Constant), Transformational Leadership						
ANOVA						
Model		Sum of Squares	df	Mean Squares	F	Sig.
1	Regression	5897.632	1	5897.632	37.920	.000 ^b
	Residual	17263.501	111	155.527		
	Total	23161.133	112			
Dependent Variable: Organizational Commitment						
Predictors: (Constant), Transformational Leadership						
COEFFICIENTS						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	88.505	7.455		11.872	.000
	Transformational Leadership	.320	.052	.505	6.158	.000
Dependent Variable: Organization Commitment						

In the table above, the transformational leadership variable (X1) obtained a value of Thitung = 6.158 with a significance of 0.000, where $0.000 < 0.05$, so that H_0 is rejected and H_a is accepted, which reads "there is a significant effect of transformational leadership on private Madrasah Aliyah teachers in Bekasi City, West Java (Y)". In the Model Summary table, it can be seen from the Adjusted R Square column that 0.248. This means that the transformational leadership variable (X1) contributes 0.248 or 24.8% to commitment to the organization (Y).

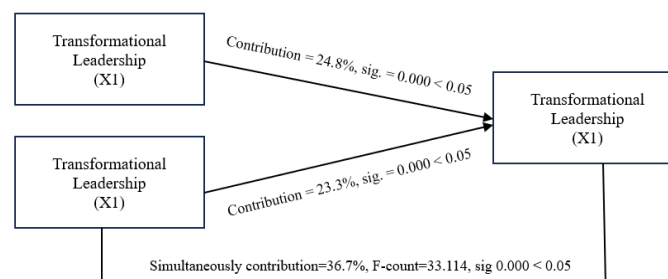
To find out the effect of the self-efficacy variable (X2) on commitment to the organization of private Madrasah Aliyah teachers in Bekasi City, West Java (Y), it can be explained in the following table:

Table 12. Partial Test of Self-Efficacy Variable (X2) on Organizational Commitment (Y).

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.489a	.240	.233	12.596		
b. Predictors: (Constant), Self-efficacy						
ANOVA						
Model		Sum of Squares	df	Mean Squares	F	Sig.
1	Regression	5549.593	1	5549.593	34.977	.000 ^b
	Residual	17263.501	111	155.527		
	Total	23161.133	112			
Dependent Variable: Organizational Commitment						
Predictors: (Constant), Self-efficacy						
COEFFICIENTS						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	74.277	10.141		7.325	.000
	Self-efficacy	.399	.067	.489	5.914	.000
Dependent Variable: Organization Commitment						

In the table above, the self-efficacy variable (X2) obtained a value of T-count = 5.914 with a significance of 0.000, where $0.000 < 0.05$, so that H_0 is rejected and H_a is accepted, which reads "there is a significant effect of self-efficacy on commitment to the organization of private Madrasah Aliyah teachers in Bekasi City, West Java (Y)". In the Model Summary table, it can be seen from the Adjusted R Square column that 0.233. This means that the self-efficacy variable (X2) contributes 0.233 or 23.3% to the commitment of private Madrasah Aliyah teachers in Bekasi City, West Java (Y).

Furthermore, for the contribution model, the effect of the independent variable on the dependent variable can be seen in the following figure:

**Figure 2.** Multiple Regression Coefficient Results

Discussion

Based on the first hypothesis testing, there is a significant effect of transformational leadership on organisational commitment. This is indicated by a t-value of 6.158 with a significance level of $p = 0.000$ ($p < 0.05$), thus rejecting H_0 and accepting H_a . In the Model Summary table, the Adjusted R Square = 0.248, which means that the transformational leadership variable (X_1) explains 24.8% of the variation in organisational commitment (Y).

Research support: These findings are consistent with previous studies, including Avolio et al. (2004), who reported a significant relationship between transformational leadership and organisational commitment ($p < 0.05$); Ni'mah Suseno et al. (2010) who showed an effect on affective commitment (13.5%), continuance commitment (8.5%), and normative commitment (17.4%); and other studies that found a positive and significant effect (Marnis Atmojo, 2012; Bano Fakhra Batool, 2013; Dian Rakhmawati & Sustyo Darmanto, 2014; Widyastuti et al., 2014; Sartika, 2014; Fransiska & Lena Farida, 2015; Porter, 2015; Jerly Tabitha & Dhyah Harjanti, 2015; Susilo Susiawan & Abdul Muhid, 2015; Milis, 2016; Reni Susanti, 2016; Adik Suciono, 2016; Chintya Permatasari & Supartha, 2017; Pratama & Putri, 2019; Jiatong et al., 2022; Andi et al., 2023; Hermanto et al., 2024). Several studies found no significant relationship (e.g., Wardianto & Hendrati, 2014; Yon et al., 2016), but the majority supported positive findings. Practically speaking, the transformational leadership style in madrasah principals tends to encourage creativity and innovation, which increases motivation and sets an example for staff.

The Influence of Self-Efficacy (X_2) on Organisational Commitment (Y)

Based on the second hypothesis test, there is a significant influence of self-efficacy on organisational commitment. The t-value = 5.914 with $p = 0.000$ ($p < 0.05$), so H_0 is rejected and H_a is accepted. Adjusted R Square = 0.233, which means that the self-efficacy variable (X_2) explains 23.3% of the variation in organisational commitment (Y).

Research support: These findings are in line with several studies that report a significant relationship between self-efficacy and organisational commitment (e.g., Rathi & Rastogi, 2009; Ahammad & Alam, 2016; Pricilla et al., 2016; Ahamar Khan, 2017; Asih & Dewi, 2017; Almutairi, 2020; Runa, 2023; Hameli & Ordun, 2022). Some studies report no significant effect (e.g., Arya et al., 2012; Yon et al., 2016). Conceptually, teachers with high self-efficacy tend to be more confident in carrying out tasks and solving problems, thus demonstrating greater responsibility and commitment.

Simultaneous testing shows that transformational leadership (X1) and self-efficacy (X2) together have a significant effect on organisational commitment. F-count = 33.411 with $p = 0.000$ ($p < 0.05$) and F-count > F-table ($33.411 > 3.08$), so H1 is accepted. Adjusted R Square = 0.367, indicating that X1 and X2 together contribute 36.7% to the variation in organisational commitment (Y); the remaining 63.3% is explained by other variables outside the scope of this study. Research support: These results are consistent with studies that found a simultaneous effect of transformational leadership and self-efficacy on organisational commitment (e.g., Malvika et al., 2017). The practical implication is that effective leadership and increased self-efficacy can strengthen organisational commitment among private senior high school teachers.

This study shows that transformational leadership has a positive and significant influence on the commitment of teachers at private Madrasah Aliyah in Bekasi City, West Java. The better the leadership provided by a leader, the higher the level of commitment of teachers to their organisation. Similarly, teachers' self-efficacy also has a positive and significant influence on their commitment. If teachers have high self-efficacy, they tend to be more committed to the organisation, and vice versa. Furthermore, together, these two factors (transformational leadership and self-efficacy) can explain approximately 36.7% of the variation in teachers' commitment levels. This means that there are other factors beyond these two variables that also influence teachers' commitment.

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