

ENHANCING TEACHER PROFESSIONAL COMMITMENT THROUGH ORGANIZATIONAL CULTURE, SELF-EFFICACY, JOB SATISFACTION, AND TRUST IN MADRASAH TSANAWIYAH NEGERI JAKARTA SELATAN

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Abstract

This study aims to analyze the influence of organizational culture, self-efficacy, job satisfaction, and trust on the professional commitment of teachers at State Islamic Junior High Schools (Madrasah Tsanawiyah Negeri) in South Jakarta. Methods: This research employed a sequential exploratory mixed-methods design. Data and Sources is Qualitative data were gathered through observations, in-depth interviews, and Focus Group Discussions (FGDs) with teachers and stakeholders. Quantitative data were collected via a questionnaire distributed to a population of 315 teachers. Sampling technique using the Slovin formula with a 5% margin of error, a proportional random sample of 177 teachers from nine madrasahs was selected. Data analysis Techniques; quantitative data were analyzed using Structural Equation Modeling (SEM-PLS) with validity, reliability, and hypothesis testing. The results indicate that self-efficacy ($\beta=0.276$, $p<0.01$), job satisfaction ($\beta=0.312$, $p<0.01$), organizational culture ($\beta=0.228$, $p<0.05$), and trust ($\beta=0.196$, $p<0.05$) significantly and positively affect teachers' professional commitment, with an R^2 value of 0.684. Strengthening organizational culture, enhancing self-efficacy, ensuring job satisfaction, and fostering trust are critical strategies for sustaining teacher professionalism and improving educational quality.

Keywords

Teachers' Professional Commitment, Organizational Culture, Self-Efficacy, Job Satisfaction, Trust.



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INTRODUCTION

Teachers play a vital role in advancing the quality of education. The Indonesian national education system recognizes teachers as professional educators and instructors who bear the responsibility of teaching, guiding, directing, assessing, and evaluating students. A professional teacher must demonstrate a strong commitment that encompasses responsibility, loyalty, and active involvement. This commitment enables teachers to make optimal contributions to developing the intellectual, spiritual, personal, and social aspects of students.

A preliminary survey at the South Jakarta State Islamic Junior High School (Madrasah Tsanawiyah Negeri) identified various challenges related to teachers' professional commitment. These challenges include minimal emotional engagement, a lack of enthusiasm for professional development, and weak dedication to professional duties. This situation has a serious impact on student achievement and the overall quality of education. The disparity in national exam results between public junior high schools and madrasahs further reinforces the importance of addressing this commitment issue.

This study examines how organizational culture, self-efficacy, job satisfaction, and trust can enhance teachers' professional commitment. We used a sequential exploratory mixed-method approach to gain in-depth qualitative insights while validating them quantitatively. Ideally, teachers should have several main characteristics, including: 1) Strong self-confidence in their ability to deal with the complexities of teaching tasks; 2) Job satisfaction derived from the work environment, institutional support and reward system; 3) Loyalty, dedication and proactive involvement in professional development and learning innovation; and the wider school community through a commitment to good work.

However, actual conditions on the ground show a significant gap from this ideal. Many teachers face excessive administrative demands, heavy workloads, and limited rewards, both material and moral. *Self-efficacy levels* also vary widely, particularly among novice teachers with limited experience, which often leads to low confidence in classroom management and instructional innovation. Another significant issue is reduced job satisfaction, stemming from unclear career paths, inadequate facilities, and less-than-harmonious interpersonal relationships within schools. National surveys also highlight recurring issues, such as high absenteeism, minimal participation in quality improvement initiatives, and intentions to leave the profession, particularly in public schools and Islamic schools.

The constructs underpinning this study, organizational culture, self-efficacy, job satisfaction, and trust, have been extensively examined in educational research. A body of prior work establishes their individual and interconnected roles. For instance, Alexandra Martín-Rodríguez n.d.) found that teacher self-efficacy is a critical determinant in fostering innovative teaching practices and reducing turnover intentions. Similarly, Zalmiza Zakariya (2020) demonstrated a strong correlation between job satisfaction and teacher commitment, particularly in schools with collaborative cultures. Research on organizational culture by Cameron (2012) identified that a supportive and adaptive culture is fundamental to staff morale and institutional effectiveness. Furthermore, Tschannen-Moran (2020) established that trust within school environments, especially between teachers and principals, acts as a core resource that facilitates cooperation and commitment. Lastly, Meyer & Allen (1991), through their seminal work on organizational commitment, provided a robust framework for understanding the affective bonds that tie employees to their organizations, which is directly applicable to teachers' attachment to their profession.

Despite this wealth of knowledge, significant gaps remain. *Firstly*, the majority of these studies were conducted in Western or general education contexts, leaving the dynamics within the unique socio-cultural environment of Indonesian madrasahs underexplored. (Fathurrochman 2020). *Secondly*, while these variables are often studied in pairs, research that integrates all four organizational cultures, self-efficacy, job satisfaction, and trust into a single, comprehensive model is still limited. *Thirdly*, the application of a sequential exploratory mixed-methods design, which allows for a deep contextual understanding of qualitative data before quantitative testing, is seldom employed in this specific constellation of variables within the Southeast Asian educational landscape (Polin, 2021).

The novelty of this study lies in its endeavor to fill these gaps by developing and testing an integrated model that explains how these four factors collectively influence teacher professional commitment within the distinct setting of Madrasah Tsanawiyah Negeri in South Jakarta, using a sequential exploratory approach to ensure the findings are both grounded and generalizable. Therefore, this study aims to empirically examine the influence of organizational culture, self-efficacy, job satisfaction, and trust on the professional commitment of teachers at these madrasahs.

METHOD

This model combines qualitative and quantitative strategies in sequential phases. The qualitative phase was conducted first to generate hypotheses from limited field data, followed by the quantitative phase to test these hypotheses on a broader scale. Several important aspects were determined at this stage: a) Research Setting; The research was conducted on Madrasah Tsanawiyah Negeri (MTsN) teachers in South Jakarta, on the basis that problems related to professional commitment often arise in this context, b) Theoretical Framework; Relevant theories on teacher professional commitment were used as the basis for compiling research instruments and interpreting findings, c) Data Collection and Analysis; Data were obtained through classroom observations, in-depth interviews, focus group discussions (FGD), and document analysis. The analysis used the constant comparison method to identify recurring patterns and themes. (d) Hypothesis Development: Initial hypotheses were formulated from qualitative findings, which then became the basis for quantitative testing.

The study population consisted of 315 MTsN teachers in South Jakarta. Using the Slovin formula and a 5% error rate, a proportional random sample of 177 teachers was obtained. Instrument Development: The survey instrument was developed based on the findings from the qualitative phase. Before use, validity and reliability tests were conducted. Data Collection and Analysis: The questionnaire was distributed and analyzed using descriptive and inferential statistics, including multiple linear regression, t-test, and F-test. Research Reporting: The results of the study are presented systematically, including data presentation, statistical analysis results, interpretation, conclusions, and recommendations. Data collection followed a two-phase design. In the qualitative phase, information was collected through observation, semi-structured interviews, and FGDs. Interviews allowed respondents to explain factors that influence professional commitment, while FGDs provided collective insights into supporting and inhibiting factors. In the quantitative phase, data were collected using a five-point Likert scale questionnaire, ranging from "strongly disagree" to "strongly agree." This instrument measures self-efficacy, job satisfaction, organizational culture, trust, and professional commitment.

Prior to distribution, the questionnaire underwent validity and reliability testing: Content validity was established through expert assessment involving experts in education and human resource management. Construct validity was assessed using exploratory factor analysis to ensure the fit between the questionnaire items and dimensions. Reliability was measured using Cronbach's

Alpha, with a coefficient ≥ 0.7 indicating acceptable internal consistency (Sugiyono, 2017; Sekaran & Bougie, 2020). The test results showed that all variables met reliability standards (Sugiyono, 2018).

FINDINGS AND DISCUSSION

Findings

1. Measurement Model Feasibility Test (Outer Model)

Outer model analysis was conducted to test the validity and reliability of the research instrument. The test results showed: (a) Convergent Validity: All indicators have a loading factor value > 0.70 and an AVE (Average Variance Extracted) value above 0.50. This proves that each construct has adequate convergent validity. (b) Discriminant Validity: The AVE root value for each construct is higher than the correlation between constructs, which indicates that discriminant validity has been met. (c) Reliability: The Composite Reliability and Cronbach's Alpha values for all constructs are above 0.70, indicating that the internal consistency of the instrument is acceptable (Hair Jr & M Hult, nd).

Table 1. Reliability and Validity Test Results

Construct	Loading Factor (>0.70)	AVE (>0.50)	Composite Reliability (>0.70)	Cronbach's Alpha (>0.70)
Self-Efficacy	0.82	0.62	0.89	0.85
Job satisfaction	0.85	0.65	0.91	0.87
Organizational culture	0.78	0.58	0.87	0.82
Trust	0.80	0.60	0.88	0.83
Professional Commitment	0.88	0.67	0.92	0.89

Interpretation: All constructs meet the criteria for convergent validity (factor loading >0.70 , AVE >0.50) and reliability (Composite Reliability and Cronbach's Alpha >0.70). This indicates that the research instrument has good internal consistency and validity.

2. Feasibility Test of Structural Model (Inner Model)

Evaluation of the inner model was carried out through analysis of R^2 , Q^2 , and path coefficient.

- a. R^2 (Coefficient of Determination): The R^2 value for the professional commitment variable is 0.684. This means that 68.4% of the variation in teachers' professional commitment can be explained by self-efficacy, job satisfaction, organizational culture, and trust, while the remainder is explained by other factors outside the model.

- b. Q^2 (Predictive Relevance): A Q^2 value of 0.442 indicates that the model has strong predictive relevance.
- c. Path Coefficient Significance: (1) Self-efficacy \rightarrow Professional commitment ($\beta = 0.276$; $p < 0.01$), (2) Job satisfaction \rightarrow Professional commitment ($\beta = 0.312$; $p < 0.01$), (3) Organizational culture \rightarrow Professional commitment ($\beta = 0.228$; $p < 0.05$), (4) Trust \rightarrow Professional commitment ($\beta = 0.196$; $p < 0.05$)

These results show that the four independent variables have a positive and significant influence on teachers' professional commitment.

Table 2. Inner Model Test Results (SEM-PLS)

Path of Influence	Path Coefficient (β)	tt-value	pp-value	Information
Self-Efficacy \rightarrow Professional Commitment	0.276	3,412	<0.01	Significant
Job Satisfaction \rightarrow Professional Commitment	0.312	4,025	<0.01	Significant
Organizational Culture \rightarrow Professional Commitment	0.228	22,547	<0.05	Significant
Trust \rightarrow Professional Commitment	0.196	2,214	<0.05	Significant

Interpretation:

- a) R^2 value = 0.684 shows that 68.4% of the variability in teachers' professional commitment is explained by self-efficacy, job satisfaction, organizational culture, and trust.
- b) value = 0.442 indicates that the model has strong predictive relevance.
- c) All four paths have a positive and significant influence, thus supporting the research hypothesis.

3. Mediation Analysis and Implications

The findings indicate that organizational culture and trust play a significant role as contextual variables that strengthen the relationship between self-efficacy and job satisfaction with professional commitment. This confirms that psychological aspects (self-efficacy, job satisfaction) and institutional aspects (organizational culture, trust) complement each other in enhancing teacher commitment. The following is a SEM-PLS model that visualizes the influence of self-efficacy, job satisfaction, organizational culture, and trust on teacher professional commitment with path coefficient (β) and R^2 values in Figure 2.

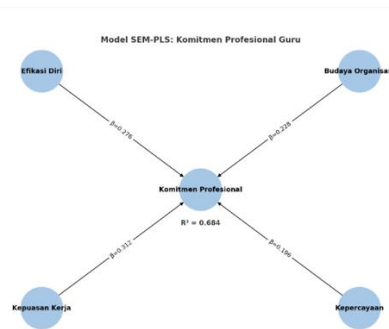


Figure 2. Relationship between variables

Discussion

This study successfully demonstrates that self-efficacy, job satisfaction, organizational culture, and trust are significant determinants of teachers' professional commitment in South Jakarta State Islamic Junior High Schools. The quantitative model explains 68.4% of the variance in commitment ($R^2 = 0.684$), with all four hypothesized paths showing positive and significant effects. Job satisfaction emerged as the strongest predictor ($\beta = 0.312$), followed closely by self-efficacy ($\beta = 0.276$), organizational culture ($\beta = 0.228$), and trust ($\beta = 0.196$).

The Finding that self-efficacy is a key driver of professional commitment strongly aligns with Bandura's (Bandura, 1997) Social Cognitive Theory. Teachers with high self-efficacy are more likely to set challenging goals, persist in the face of difficulties, and demonstrate resilience, which directly fuels their commitment to the profession (Fred 2011). Furthermore, the potency of job satisfaction supports Meyer and Allen's (1991) Affective Commitment theory, where positive emotional experiences at work-such as feeling valued and satisfied, foster a genuine desire to remain and contribute to the organization (Robbins, Judge, 2019).

The significant role of organizational culture can be interpreted through Schein's (Schein 2010), which posits that shared values, beliefs, and norms guide member behavior. A collaborative and innovative madrasah culture establishes a "way of life" that normalizes and rewards professional dedication, thereby strengthening collective commitment (Nurlaila 2022). Finally, the result for trust corroborates the integrative model of organizational trust by Mayer et al. (1995). Trust reduces transactional costs and psychological uncertainty, creating a safe environment where teachers are willing to invest their full selves into their work without fear of exploitation, thereby enhancing their professional commitment. (Tschannen-Moran 2020).

The finding that job satisfaction is the strongest predictor affirms the work of Spector (2022) and Zakariya (2020), who identified satisfaction derived from work environment and relationships as a cornerstone of teacher retention and engagement. Similarly, the significant effect of self-efficacy resonates with the findings of Martinez & Gomez Johnshon (2021), who highlighted its role in fostering innovative teaching practices and the intention to stay in the profession. Our results also extend the findings of Djuanda (2021), who found a positive relationship between organizational culture and commitment in a similar context. Our study confirms this and further quantifies its impact within a model that includes other critical psychological and relational variables. The role of trust as a foundational element is consistent with the broader literature on school effectiveness, which identifies trust in leadership and among colleagues as a core resource for school improvement (Schneider 2002).

However, an interesting point of antithesis emerges when compared to studies that place self-efficacy as the paramount factor. For instance, research by Skaalvik & Skaalvik (2014) in a different cultural setting found self-efficacy to be the primary driver of job satisfaction and engagement. In our study, while self-efficacy is crucial, it is slightly surpassed by job satisfaction. This suggests that in the specific context of South Jakarta madrasahs, which may face unique bureaucratic and resource challenges, the immediate experience of satisfaction (or dissatisfaction) with the job conditions might have a more direct impact on commitment than the underlying belief in one's capabilities. This aligns with Herzberg's Two-Factor Theory, where hygiene factors (often related to job context) can be potent sources of dissatisfaction if absent, overshadowing motivational factors (Herzberg 2015). In affirmation of established theories and prior research, this study confirms that a teacher's professional commitment is a complex phenomenon nurtured by a blend of internal beliefs (self-efficacy), affective states (job satisfaction), structural environments (organizational culture), and social bonds (trust). It underscores that these factors are not mutually exclusive but are interrelated and mutually reinforcing (Purwanto 2021).

The slight antithesis regarding the primacy of job satisfaction over self-efficacy offers a critical nuance. It implies that intervention strategies in this context should not focus solely on competency-building through training to enhance self-efficacy. While important, such efforts must be coupled with, and perhaps even preceded by, concrete improvements in the factors that drive job satisfaction: fair compensation, clear career paths, adequate facilities, and supportive leadership. (Adnan 2020; Suryana 2018). A teacher who is highly capable but deeply dissatisfied with their work

conditions is still a retention risk. Therefore, a holistic approach is essential. School leaders and policymakers should strive to build a positive organizational culture that embodies collaboration and innovation, which in turn fosters both self-efficacy and trust. This supportive environment directly contributes to higher job satisfaction, creating a virtuous cycle that culminates in strong, sustainable professional commitment (Indrawati 2012;Wahyudi 2019).

CONCLUSION

This study confirms that self-efficacy, job satisfaction, organizational culture, and trust significantly influence the professional commitment of teachers at South Jakarta State Islamic Junior High Schools. Teachers who have high confidence in their abilities, are satisfied with their work, work within a healthy organizational culture, and maintain relationships based on mutual trust demonstrate stronger levels of professional commitment. These findings provide theoretical contributions to enriching the study of teacher commitment, particularly in the madrasah context, as well as practical implications for principals, policymakers, and teachers in strengthening educational professionalism. Thus, strengthening psychological, structural, and relational aspects is a crucial strategy for maintaining educational quality and the sustainability of the teaching profession.

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