

# Strengthening Organizational Commitment Among Vocational School Teachers: The Roles of Personality, Leadership, Culture, and Job Satisfaction

Griet Helena Laihad<sup>1</sup>, Soewarto Hardhienata<sup>2</sup>, Tiarna Ika Yuliana<sup>3</sup>

<sup>1,2,3</sup> Universitas Pakuan, Bogor, Indonesia; grihela@unpak.ac.id

---

---

## ARTICLE INFO

### Keywords:

commitment to organization;  
personality;  
transformational leadership;  
organizational culture;  
job satisfaction

---

### Article history:

Received 2025-03-20

Revised 2025-04-21

Accepted 2025-05-29

---

---

## ABSTRACT

This study aims to identify strategies for increasing organizational commitment among permanent foundation teachers at Private Vocational Schools of Computer Engineering and Networking (TKJ) in East Jakarta. A quantitative approach was utilized, employing path analysis on a sample of 195 teachers selected from a population of 381. The findings revealed several significant relationships. Personality had a strong and positive direct effect on organizational commitment ( $\beta = 0.737, p < 0.05$ ), while transformational leadership also had a positive, albeit smaller, impact ( $\beta = 0.089$ ). Organizational culture contributed meaningfully ( $\beta = 0.263$ ), and job satisfaction showed a moderate influence on commitment ( $\beta = 0.193$ ). Furthermore, personality was positively related to job satisfaction ( $\beta = 0.287$ ), as were transformational leadership ( $\beta = 0.142$ ) and organizational culture ( $\beta = 0.508$ ). Mediation analysis indicated that job satisfaction effectively mediated the relationship between personality and organizational commitment ( $Z = 3.44 > 1.96; \beta = 0.144$ ). However, it did not mediate the relationship between transformational leadership and commitment ( $Z = 0.991 < 1.96; \beta = 0.017$ ). For organizational culture, the mediation effect of job satisfaction was marginal ( $Z = 1.957 > 1.96; \beta = 0.039$ ). These results suggest that enhancing teacher personality traits, fostering a supportive organizational culture, and improving job satisfaction are key strategies to strengthen organizational commitment in TKJ vocational schools.

*This is an open access article under the [CC BY-NC-SA](#) license.*



---

### Corresponding Author:

Griet Helena Laihad

Universitas Pakuan, Bogor, Indonesia; grihela@unpak.ac.id

---

## 1. INTRODUCTION

The issue of teacher commitment remains a critical concern in the context of vocational education in Indonesia. Particularly in vocational schools specializing in Computer Engineering and Networking (TKJ), teacher commitment directly affects the delivery of quality education, student achievement, and the sustainability of school improvement initiatives. Despite the increasing focus on infrastructure, curriculum, and student outcomes, human capital—specifically the commitment and professionalism of educators—continues to shape the foundation of Indonesia's educational development. According to Law

No. 14 of 2005 concerning Teachers and Lecturers, teachers are recognized as professional educators responsible not only for transferring knowledge but also for guiding, assessing, and fostering the moral and intellectual development of learners across all formal education levels (Rambe et al., 2023). However, in practice, many educators still fall short in fully embodying these responsibilities, signaling an urgent need to investigate the underlying factors influencing their commitment.

Teacher commitment is essential because it underpins the motivation to consistently deliver high-quality instruction, participate in school development initiatives, and uphold ethical responsibilities as role models. Committed teachers exhibit enthusiasm, discipline, and a proactive attitude toward professional growth. They engage in ongoing learning, support organizational goals, and invest in the holistic development of their students (Nur & Manurung, 2022; Buchari, 2018). Conversely, a lack of commitment can lead to high absenteeism, low motivation, resistance to change, and stagnation in pedagogical methods (Khairani & Giatman, 2021). Such issues are detrimental not only to student learning outcomes but also to the reputation and long-term success of vocational institutions.

Recent findings have highlighted the low levels of organizational commitment among some Indonesian vocational school teachers. Studies report increasing teacher absenteeism, minimal involvement in school activities, and a lack of innovation in classroom practices (Herry et al., 2020). These behavioral patterns indicate that many teachers do not prioritize their roles as educators, thereby impeding the success of vocational education, which is crucial in preparing students for real-world technical careers. Low teacher commitment may stem from a variety of systemic and individual-level factors, including inadequate financial compensation, limited career development opportunities, unsupportive work environments, and weak emotional attachment to the institution.

Improving teacher commitment requires a comprehensive approach that addresses both internal and external motivational factors. Schools must focus not only on enhancing teacher welfare—such as through fair wages, benefits, and recognition—but also on cultivating non-financial incentives like a supportive organizational culture and meaningful opportunities for professional growth. Preliminary studies have shown that emotional attachment to the school and a sense of purpose significantly influence teachers' dedication to their roles. Thus, to develop effective strategies for increasing commitment among permanent teachers at TKJ vocational schools in East Jakarta, it is critical to explore how various psychological and organizational factors interact to shape teacher behavior.

While existing literature acknowledges the importance of teacher commitment, there remains a significant gap in empirical studies that analyze the combined influence of personality traits, transformational leadership, organizational culture, and job satisfaction on organizational commitment—particularly in the Indonesian vocational school context. Most studies have explored these variables in isolation or within general education settings, failing to account for the unique challenges and dynamics faced by vocational school educators. Understanding how these factors interact through mediating relationships such as job satisfaction could provide valuable insights into enhancing commitment more effectively.

Organizational commitment, as defined by Armstrong (2006), refers to the relative strength of an individual's identification with and involvement in a particular organization. This includes a strong desire to remain a member, acceptance of organizational values and goals, and a willingness to exert considerable effort on behalf of the organization. Greenberg and Baron (2008) further classify organizational commitment into three dimensions: affective commitment (emotional attachment), continuance commitment (perceived costs of leaving), and normative commitment (a sense of obligation). When teachers possess high levels of affective commitment, they are more likely to be enthusiastic, innovative, and loyal to their institutions, contributing positively to the school environment and student success.

Personality is another crucial predictor of work-related behavior, including organizational commitment. According to Mahlamaki et al. (2019), the Five-Factor Model of personality includes extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience. These traits influence how individuals respond to organizational demands and interpersonal relationships.

Teachers with high conscientiousness and emotional stability, for instance, are often more reliable, disciplined, and resilient—qualities that support strong organizational engagement. As Sutianah et al. (2018) note, personality is shaped by social, cultural, and environmental factors, making it a dynamic element in professional behavior.

Transformational leadership, defined by Binda and Widowati (2020), refers to leaders who inspire and motivate followers to transcend their self-interests for the greater good of the organization. These leaders exhibit idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. In educational contexts, transformational principals can foster a shared vision, encourage innovation, and provide personalized support for teachers. Such leadership not only elevates teacher morale but also strengthens their emotional investment in school goals (Yukl, 2010).

Organizational culture is another determinant that shapes employee attitudes and behaviors. Colquitt et al. (2019) define organizational culture as the shared values, norms, and assumptions that guide behavior within an organization. These include visible symbols, stated values, and underlying assumptions that create a sense of identity and belonging. A positive school culture, as argued by Bass and Riggio (2006), functions as the adhesive that binds members together, fostering collaboration, commitment, and mutual respect.

Job satisfaction plays a vital mediating role in the relationship between these predictors and organizational commitment. McShane and Glinow (2010) describe job satisfaction as an individual's evaluation of their job and work context, including emotional experiences, work conditions, and perceived job characteristics. Teachers who feel satisfied are more likely to stay committed, take initiative, and invest in their professional roles. Sutanto and Gunawan (2013) suggest that job satisfaction arises from factors such as skill variety, task identity, autonomy, and feedback—elements that vocational schools must actively cultivate to retain motivated educators.

In light of these theoretical foundations and empirical gaps, this study aims to examine the influence of personality, transformational leadership, organizational culture, and job satisfaction on organizational commitment among permanent foundation teachers at TKJ vocational schools in East Jakarta. Specifically, the research investigates both direct and indirect effects of these variables using path analysis to explore whether job satisfaction mediates the relationships between personality, leadership, and culture, and organizational commitment. The hypotheses proposed are: (1) personality, transformational leadership, organizational culture, and job satisfaction each have a significant direct effect on organizational commitment; and (2) job satisfaction serves as an effective mediating variable in these relationships.

## 2. METHODS

This study employed a quantitative survey method using path analysis to examine the relationships among personality, transformational leadership, organizational culture, job satisfaction, and organizational commitment. The target population consisted of 381 permanent foundation teachers working in Private Vocational Schools specializing in the Computer and Network Engineering (TKJ) expertise program in East Jakarta.

A proportional random sampling technique was applied to ensure fair representation from each vocational school. The total sample size of 195 teachers was determined using the Taro Yamane formula (Yamane, 1973), which is widely used for calculating appropriate sample sizes based on finite populations. This sample size provides an adequate balance between statistical power and manageability in data collection.

Data were collected through a structured questionnaire covering five key variables: Organizational Commitment (Y) as the dependent variable; Personality ( $X_1$ ), Transformational Leadership ( $X_2$ ), and Organizational Culture ( $X_3$ ) as the independent variables; and Job Satisfaction ( $X_4$ ) as the mediating variable. The questionnaire items were measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), to capture varying degrees of agreement among respondents.

To ensure the validity and reliability of the research instrument, a pilot test was conducted with a subset of respondents. Construct validity was examined through expert review, and internal consistency reliability was assessed using Cronbach's alpha coefficients, where all variables exceeded the acceptable threshold of  $\alpha > 0.70$ , indicating strong reliability.

Ethical considerations were strictly observed throughout the research process. Prior to data collection, all participants were informed about the purpose of the study, assured of the confidentiality of their responses, and provided with informed consent forms. Participation was entirely voluntary, and respondents had the right to withdraw at any point without penalty.

The collected data were processed and analyzed using SPSS software to conduct path analysis, which allowed for the assessment of both direct and indirect effects among the variables. This method enabled the researchers to understand the structural relationships and mediating roles within the proposed model of organizational commitment.

### 3. FINDINGS AND DISCUSSION

The findings of this study reveal that personality, transformational leadership, organizational culture, and job satisfaction each exert a direct and significant influence on organizational commitment among permanent teachers in Private Vocational Schools (TKJ) in East Jakarta. Using path analysis, the results from Substructure-1 indicate that personality had the strongest positive effect on organizational commitment ( $\beta = 0.737$ ,  $p < 0.001$ ), followed by organizational culture ( $\beta = 0.201$ ,  $p < 0.05$ ), job satisfaction ( $\beta = 0.195$ ,  $p < 0.05$ ), and transformational leadership ( $\beta = 0.089$ ,  $p < 0.05$ ). The model explained 58% of the variance in organizational commitment, suggesting that these four variables collectively play a critical role in shaping teacher dedication to their institutions.

In Substructure-2, personality, transformational leadership, and organizational culture were also found to have significant direct effects on job satisfaction, which served as an intervening variable. Organizational culture emerged as the most influential factor on job satisfaction ( $\beta = 0.508$ ,  $p < 0.001$ ), followed by personality ( $\beta = 0.287$ ,  $p < 0.01$ ) and transformational leadership ( $\beta = 0.142$ ,  $p < 0.05$ ). This model accounted for 65.8% of the variance in job satisfaction, emphasizing the importance of internal organizational dynamics and individual teacher traits in fostering a fulfilling work environment.

Furthermore, mediation analysis confirmed that job satisfaction effectively mediated the relationship between personality and organizational commitment ( $Z = 3.44 > 1.96$ ; indirect effect = 0.144) and between organizational culture and commitment ( $Z = 1.957 \approx 1.96$ ; indirect effect = 0.039). However, job satisfaction did not mediate the relationship between transformational leadership and organizational commitment ( $Z = 0.991 < 1.96$ ; indirect effect = 0.017). These findings suggest that while transformational leadership contributes directly to teacher commitment, its influence does not significantly operate through job satisfaction.

Overall, these results underscore the critical role of individual and organizational factors—particularly personality traits and school culture—in shaping teacher commitment. Strengthening these areas, alongside efforts to enhance job satisfaction, may provide an effective strategy for improving teacher retention and performance in vocational school settings.

#### 3.1 Calculation Model Analysis Path Coefficient

Calculation model analysis coefficient track done after all requirements test criteria data analysis is fulfilled. Analysis This is done to answer hypothesis research that has been done formulated previously. Based on modelling causal that has been made in a way theoretical obtained 2 models influence track between the next variable called as substructure-1 and substructure-2 are described as following.

### 3.1.1 Path Influence Model between Variables in Substructure -1

The influence model in Substructure-1 consists of one endogenous variable—Organizational Commitment (Y)—and four exogenous variables: Personality (X1), Transformational Leadership (X2), Organizational Culture (X3), and Job Satisfaction (X4). Additionally, the model includes one residual variable, denoted as  $\varepsilon_1$ . Based on the theoretical framework, the path equation for this substructure is formulated as:

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon_1.$$

The path coefficients for Substructure-1 were obtained using SPSS and are summarized in the following table.

**Table 1.** Path Coefficient Values in Substructure-1

Model		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	48.668	12.229		3.980	.000
	Personality	.675	.053	.737	6.902	.000
	Transformational Leadership	.053	.105	.089	2.862	.032
	Culture Organization	.173	.067	.201	2.913	.034
	Satisfaction Work	.128	.076	.195	3.117	.028

a. Dependent Variables: Commitment to Organization

Based on the output of Regression Model I in section “Coefficients” table obtained coefficient the path of X1 to Y is  $\beta_1 = 0.737$ ; X2 against Y is  $\beta_2 = 0.089$ ; X3 to Y is  $\beta_3 = 0.201$ ; X4 with respect to Y is  $\beta_4 = 0.195$  where each is known that mark significance from third variable namely X1 = 0.000; X2 = 0.032; X3 = 0.034; and X4 = 0.028. The significance values of X1, X2, X3, and X4 are less of 0.05. This result give conclusion that Regression Model I, namely X1, X2, X3 and X4 have an influence significant to Y. The magnitude influence other variables outside X1, X2, X3, X4 on Y empirical model results served in the following table.

**Table 2.** Summary of Empirical Model Results on Substructure-1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762 <sup>a</sup>	.580	.555	9.96528

a. Predictors: (Constant), Job Satisfaction, Transformational Leadership, Personality, Organizational Culture

The model summary table above show calculation coefficient determination with marked R Square 0.580 or 58%. This is show that the contribution of X1, X2, X3, and X4 to Y is by 58% while the remaining

42% is contribution from other variables that are not researched. While remainder its influence counted with formula  $1 - 0.580 = 0.420$ , then for e value (error) can counted with the use formula  $\varepsilon_1 = \sqrt{1 - 0.580} = 0.648$ .

The significance value of each variable proves the rejected or received hypothesis shown with number not enough of 0.05. Significance value variable X1 ( Personality ) is shown with number  $0.000 < 0.05$ ; where number the not enough from from 0.05. It means Personality (X1) has influence direct positive and significant to Commitment to Organization (Y), then can conclude hypothesis (H0) is rejected and (H1) is accepted. Variable Leadership Transformational (X2) has a mark significance  $0.032 < 0.05$ , namely not enough from 0.05. Then the variable Leadership Transformational (X2) has an influence direct positive and significant to variable Commitment To Organization (Y).

Furthermore, for variable Culture Organization (X3) has mark significance  $0.034 < 0.05$ , namely not enough from 0.05, then variable Culture Organization own influence direct positive and significant to variable Commitment To Organization (Y). Then Satisfaction Work (X4) is shown with mark significance  $0.028 < 0.05$  which is smaller than 0.05, so it is said that variable Satisfaction Work (X4) has an effect directly positive and significant to Commitment to Organization (Y), with thus can concluded that hypothesis accepted.

### 3.1.2 Influence Model between Variables in Substructure -2

The influence model in each variable in substructure-2 consists of on variable endogenous, namely Satisfaction Work (X4), and three variable exogenous that is Personality (X1), Leadership Transformational (X2), and Culture Organization (X3) and One residue namely  $\varepsilon_2$ . Based on the impact this, then the path model in substructure-2 is  $X_4 = \beta_{41} X_1 + \beta_{42} X_2 + \beta_{43} X_3 + \varepsilon_2$ . The result of the calculation using SPSS found a coefficient track in substructure-2, which can presented in the following table.

**Table 3.** Path Coefficient Values in Substructure -2

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	6,037	13,954		.433	.667
	Personality	.335	.104	.287	3.215	.002
	Transformational Leadership	.108	.069	.142	3,557	.024
	Culture Organization	.514	.098	.508	5.262	.000

a. Dependent Variables: Satisfaction Work

Based on the output of Regression Model II in section "Coefficients" table obtained coefficient path X1 to X4 is  $\beta_{41} = 0.287$ ; X2 against X4 is  $\beta_{42} = 0.142$ ; and X3 against X4 is  $\beta_{43} = 0.508$ . where each is known that mark significance from the third variable namely X1 = 0.002; X2 = 0.024; and X3 = 0.000. The significance values of X1, X2, and X3 are less of 0.05. This result gives the conclusion that Regression Model II, namely X1, X2, and X3, have a significant influence against X4. The magnitude influence of other variables outside X1, X2, and X3 against X4 empirical model results served in the following table.

**Table 4.** Summary of Empirical Model Results on Substructure -2

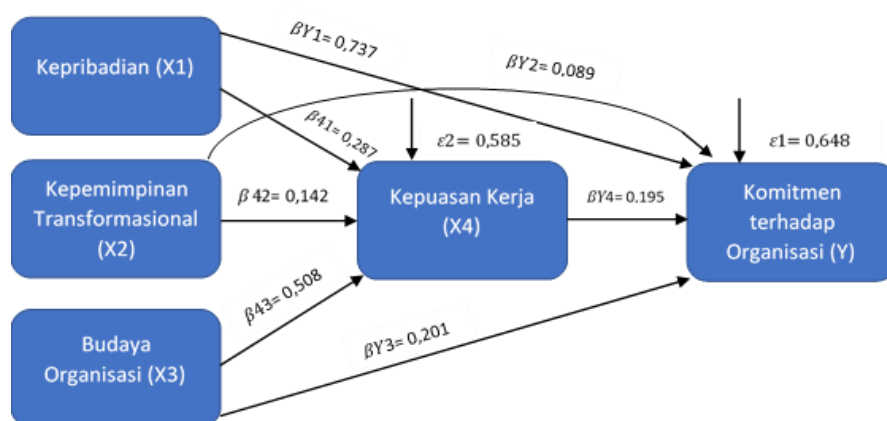
Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811 <sup>a</sup>	.658	.643	11.38573

a. Predictors: (Constant), Culture Organization, Personality, Leadership Transformational

The model summary table above shows calculation coefficient determination with marked R Square 0.658 or 65.8%. This shows that the contribution of X1, X2, and X3 to X4 is 65.8% while the remaining 34.2% is a contribution from other variables that are not researched. While the remainder its influence is counted with formula  $1 - 0.658 = 0.422$ , then the e value (error) can counted with the use of formula  $\epsilon^2 = \sqrt{1 - 0.658} = 0.585$ .

The significance value of each variable that proves the rejected or received hypothesis is shown as a number that is not enough, 0.05. The significance value variable X1 (Personality) is shown with the number  $0.002 < 0.05$ ; where the number is not enough from 0.05. It means Personality (X1) has an influence directly positive and significant to Satisfaction Work (X4), then can conclude hypothesis (H0) is rejected and (H1) is accepted. Variable Leadership Transformational (X2) has a mark significance  $0.024 < 0.05$ , namely not enough from 0.05. Then, the variable Leadership Transformational (X2) has a positive and significant influence on the variable Satisfaction Work (X4). Next, for variable Culture Organization (X3) has mark significance  $0.000 < 0.05$ , namely not enough from 0.05, then variable Culture Organization own influence is directly positive and significant to Satisfaction Work (X4), with thus can be concluded that hypothesis accepted. The following is a diagram of the substructural path - 2.

In accordance with the calculation of substructure-1 and substructure-2, it shows that There are 7 (seven) coefficients studied own coefficient identified path significant at  $\alpha = 0.005$ . The path diagram empirical study can be seen in the following picture.



**Figure 1** Path Coefficient of Personality, Transformational Leadership, Organizational Culture, Job Satisfaction towards Commitment to the Organization

### 3.2 Testing Hypothesis

After the analysis is carried out with a structural model, the results of the calculations produced are used to conduct hypothesis testing in order to further determine the direct and indirect effects of each variable. The proposed hypothesis is then given a conclusion by calculating the path coefficient

score and significance in each path of the study. The results of this action on all proposed hypotheses can be interpreted as follows.

**Table 5.** Summary of Hypothesis Testing Results

No	Variables	Path coefficient	t count	t table	Decision test
1	X 1 to Y	0.737	6.902	1.973	H <sub>0</sub> rejected, H <sub>1</sub> accepted. There is a direct positive influence and Significance of Personality on Commitment to the Organization.
2	X 2 to Y	0.089	2.862	1.973	H <sub>0</sub> is rejected, H <sub>1</sub> is accepted. There is a direct positive influence and Significant Leadership Transformational Commitment to the Organization
3	X 3 to Y	0.201	2.913	1.973	H <sub>0</sub> rejected, H <sub>1</sub> accepted. There is a direct influence of positive and significant Organizational Culture towards Commitment to the Organization
4	X 4 to Y	0.195	3.117	1.973	H <sub>0</sub> rejected, H <sub>1</sub> accepted. There is a direct positive and significant Satisfaction Work to Commitment to the Organization.
5	X 1 to X 4	0.287	3.215	1.973	H <sub>0</sub> is rejected, H <sub>1</sub> is accepted. There is influence direct positive And Significance of Personality on Job Satisfaction
6	X 2 to X 4	0.142	3.557	1.973	H <sub>0</sub> is rejected, H <sub>1</sub> is accepted. There is a direct positive influence and Significant Leadership Transformational to Job Satisfaction
7	X 3 to X 4	0.508	5.262	1.973	H <sub>0</sub> rejected, H <sub>1</sub> accepted. There is a direct positive and significant Culture Organization to Job satisfaction.
8	X 1 against Y through X 4	0.144	3.44	1.96	H <sub>0</sub> is rejected, H <sub>1</sub> is accepted. Job Satisfaction functions effectively as a variable. Intervening on influence Indirect Personality on Commitment to Organization
9	X 2 against Y through X 4	0.017	0.991	1.96	H <sub>0</sub> is accepted, H <sub>1</sub> is rejected. Job Satisfaction does not function effectively as an intervening variable on the indirect influence of Leadership. Transformational towards Commitment to the Organization.

10	X3 against Y through X4	0.039	1.957	1.96	H <sub>0</sub> is rejected, H <sub>1</sub> is accepted. Job Satisfaction functions effectively as an intervening variable on the indirect influence of Organizational Culture towards Commitment to the Organization
----	-------------------------	-------	-------	------	--

The table can be explained as follows:

1. From the calculation results, the path coefficient value is obtained with  $\beta_1 = 0.737$ . The results of the coefficient significance test obtained t-count of 6.902 and t-table (dk = 191, with  $\alpha = 0.05$ ) of 1.973 and t-table (dk = 191, with  $\alpha = 0.01$ ) of 2.602. Based on the calculation results as seen in the table above, t count > t table is obtained, so H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. Thus, it can be concluded that Personality (X1) has a direct positive and significant effect on Commitment to the Organization (Y).
2. From the calculation results, the path coefficient value is obtained with  $\beta_2 = 0.089$ . The results of the coefficient significance test obtained t-count of 2.862 and t-table (dk = 191, with  $\alpha = 0.05$ ) of 1.973 and t-table (dk = 191, with  $\alpha = 0.01$ ) of 2.602. Based on the calculation results as seen in the table above, t count > t table is obtained, so H<sub>0</sub> is rejected, and H<sub>1</sub> is accepted. Thus, it can be concluded that Transformational Leadership (X2) has a direct positive and significant effect on Commitment to the Organization (Y).
3. From the calculation results, the path coefficient value is obtained with  $\beta_3 = 0.201$ . The results of the coefficient significance test obtained t-count of 2.913 and t-table (dk = 191, with  $\alpha = 0.05$ ) of 1.973 and t-table (dk = 191, with  $\alpha = 0.01$ ) of 2.602. Based on the calculation results as seen in the table above, tcount > t-table is obtained, so H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. Thus, it can be concluded that Organizational Culture (X3) has a direct positive and significant effect on Commitment to the Organization (Y).
4. From the calculation results, the path coefficient value is obtained with  $\beta_4 = 0.195$ . The results of the coefficient significance test obtained t-count of 3.117 and t-table (dk = 191, with  $\alpha = 0.05$ ) of 1.973 and t-table (dk = 191, with  $\alpha = 0.01$ ) of 2.602. Based on the calculation results as seen in the table above, tcount > t-table is obtained, so H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. Thus, it can be concluded that Job Satisfaction (X4) has a direct positive and significant effect on Commitment to the Organization (Y).
5. From the calculation results, the path coefficient value is obtained with  $\beta_5 = 0.287$ . The results of the coefficient significance test obtained t-count of 3.215 and t-table (dk = 191, with  $\alpha = 0.05$ ) of 1.973 and t-table (dk = 191, with  $\alpha = 0.01$ ) of 2.602. Based on the calculation results as seen in the table above, t-count > t-table is obtained, so H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. Thus, it can be concluded that Personality (X1) has a direct positive and significant effect on Job Satisfaction (X4).
6. From the calculation results, the path coefficient value is obtained with  $\beta_6 = 0.142$ . The results of the coefficient significance test obtained t-count of 3.557 and t-table (dk = 191, with  $\alpha = 0.05$ ) of 1.973 and t-table (dk = 191, with  $\alpha = 0.01$ ) of 2.602. Based on the calculation results as seen in the table above, t-count > t table is obtained, so H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. Thus, it can be concluded that Transformational Leadership (X2) has a direct positive and significant effect on Job Satisfaction (X4).
7. From the calculation results, the path coefficient value is obtained with  $\beta_7 = 0.508$ . The results of the coefficient significance test obtained t-count of 5.262 and t-table (dk = 191, with  $\alpha = 0.05$ ) of 1.973 and t-table (dk = 191, with  $\alpha = 0.01$ ) of 2.602. Based on the calculation results as seen in the table above, t count > t table is obtained, so H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. Thus, it can be

concluded that Organizational Culture (X3) has a direct positive and significant effect on Job Satisfaction (X4)

8. The calculation results obtained Z statistic value of 3.44, and then the test results obtained Z statistic  $3.44 > 1.96$ . Thus, it can be concluded that job satisfaction functions effectively as an intervening variable in the indirect influence of personality on commitment to the organization. Then, the Indirect Coefficient value is 0.144, which means that the magnitude of the indirect influence of X1 on Y through X4 is 14.4%.
9. The calculation results obtained Z statistic value of 0.991, and then the test results obtained Z statistic  $0.991 < 1.96$ . Thus, it can be concluded that job satisfaction does not function effectively as an intervening variable in the indirect influence of transformational leadership on commitment to the organization. Then, the Indirect Coefficient value is 0.017 which means the magnitude of the indirect influence of X2 on Y through X4 is 1.7%.
10. The calculation results obtained Z statistic value of 1.957, and then the test results obtained Z statistic  $1.957 \leq 1.96$ . Thus, it can be concluded that job satisfaction functions effectively as an intervening variable in the indirect influence of organizational culture on commitment to the organization. Then, the Indirect Coefficient value is 0.039, which means the magnitude of the indirect influence of X1 on Y through X4 is 3.9%.

## Discussion

The findings of this study confirmed that personality, transformational leadership, organizational culture, and job satisfaction all have a significant and direct effect on teachers' organizational commitment. Path analysis revealed that personality had the strongest direct influence on commitment, followed by organizational culture, job satisfaction, and transformational leadership. Additionally, personality, leadership, and culture each had a direct influence on job satisfaction. Mediation analysis showed that job satisfaction significantly mediated the effects of personality and organizational culture on commitment, but not the effect of transformational leadership. These findings reinforce the multidimensional nature of commitment in educational institutions and underline the importance of individual characteristics and workplace culture in sustaining teacher engagement.

The first hypothesis confirmed that personality has a significant and direct impact on organizational commitment. This is consistent with previous research by Nurjanah et al. (2023) and Utami (2020), who found that traits such as emotional stability, conscientiousness, and openness contribute to higher teacher engagement and loyalty. These results align with the theoretical perspective that personality shapes one's values and behaviors, including professional dedication. However, contrasting evidence from Mahasaraswati University (2023) suggests that the effect of personality on commitment may vary by context, particularly when motivational factors are stronger influencers. Such discrepancies point to the need for further research on situational moderators that might alter this relationship.

The second hypothesis was also supported, as transformational leadership was found to significantly influence organizational commitment. This finding agrees with prior studies across various sectors, such as Indonesian SOEs (Permana & Kustiyadi, 2024) and healthcare institutions (Ariyani, 2023), where leaders who motivate and inspire are found to boost employee dedication. However, the absence of an indirect effect through job satisfaction, as observed in this study, contrasts with findings from sectors like hospitality and public administration, where job satisfaction played a stronger mediating role (Suroya et al., 2023; Budiyo & Kasmir, 2023). This suggests that while transformational leadership is essential, its influence on satisfaction—and by extension, commitment—may depend on contextual factors such as school climate and employee expectations.

The third hypothesis was validated by the strong direct relationship between organizational culture and commitment. This supports a wide body of literature, including studies in Pakistan's hospitality sector (Kayani, 2023), Cimahi's Regional Secretariat (Rahmania et al., 2024), and public

institutions in West Sumatra (Sari et al., 2023). A positive, values-based culture fosters loyalty, trust, and identification with institutional goals, which in turn strengthens commitment. The consistency of these findings across geographical and professional settings indicates that cultivating a supportive and coherent organizational culture remains a universally effective strategy in enhancing teacher commitment.

Job satisfaction, as tested in the fourth hypothesis, was also found to significantly and directly affect organizational commitment. These results are in line with research at PT. Bima Sakti Alterra (Kadek et al., 2024) and SAMSAT Boyolali (Karim & Sutianingsih, 2024), where satisfaction mediated relationships between the work environment and commitment. In educational contexts, Özgedik & Güney (2023) further emphasized how emotional fulfillment in the workplace increases teacher loyalty and willingness to contribute beyond routine duties. These findings reinforce the idea that schools aiming to strengthen commitment must first address the daily experiences and emotional well-being of their educators.

The analysis also confirmed that personality directly influences job satisfaction, supporting research by Wang (2023) and Chen et al. (2023). Traits such as conscientiousness, agreeableness, and openness were particularly associated with higher satisfaction levels due to their role in enhancing adaptability, motivation, and interpersonal interactions. These findings were also reflected in Adisel et al. (2024), who found that personality traits predicted motivation and, indirectly, affective commitment. This implies that personality-driven satisfaction is not only essential for individual performance but also a precursor to broader institutional loyalty.

Similarly, transformational leadership was shown to significantly affect job satisfaction. As supported by studies from Adhiyaksa & Suhana (2024) and Hidayat et al. (2023), leaders who exhibit empathy, vision, and individualized support tend to foster more satisfied and motivated staff. This study adds to the growing evidence that effective leadership is a key determinant of a positive school climate, which in turn promotes teacher engagement and innovation.

Organizational culture also had a substantial impact on job satisfaction, confirming findings by Amalia (2024), Listiyorini & Kasmir (2024), and Qoriani & Musfiroh (2023). A shared understanding of values and expectations reduces ambiguity and stress while promoting cooperation and identity within the organization. This, in turn, boosts satisfaction and fosters a commitment-friendly environment. However, as shown by Qoriani & Musfiroh, the effect on motivation may be less direct, suggesting that satisfaction may be a more immediate outcome of culture than motivation itself.

Mediation analysis further revealed that job satisfaction significantly mediated the relationship between personality and organizational commitment. This supports Adisel et al. (2024) and Kadek et al. (2024), who found that traits leading to higher satisfaction can, in turn, enhance commitment. Notably, the mediating effect was stronger for personality than for leadership, which could be attributed to personality's inherent stability and deeper influence on emotional responses to the work environment. Similar dynamics were observed by Arifudin et al. (2023), who showed that perceived support and satisfaction partially mediated the influence of personality on commitment.

Interestingly, transformational leadership did not significantly influence organizational commitment through job satisfaction in this study, diverging from the findings of Budiyo & Kasmir (2023) and Suroya et al. (2023). One possible explanation is that teachers may value leadership more for its direct impact—such as clear direction and support—than for its indirect effect through job satisfaction. This nuance warrants further exploration, particularly in educational institutions where hierarchical relationships may be more formalized and structured.

The final hypothesis confirmed that job satisfaction mediates the effect of organizational culture on organizational commitment. This aligns with previous studies, including those by Nurlianti et al. (2023), Rahmania et al. (2024), and Ardiyansah & Mon (2023), all of which emphasized the importance of culture in creating a work environment conducive to satisfaction, which subsequently fosters stronger commitment. The consistency of this finding highlights the mediating power of satisfaction and suggests that improving culture is an indirect yet effective way to boost teacher commitment.

From a practical perspective, the results suggest that school leaders and policymakers should focus on developing teachers' personal competencies, fostering a positive organizational culture, and ensuring supportive leadership practices. Enhancing job satisfaction—through adequate recognition, professional development, and supportive work environments—should be a strategic priority. Educational institutions must also be mindful of the personality profiles they hire and nurture, as these play a critical role in how teachers engage with their roles.

Despite these contributions, the study is not without limitations. First, it was conducted within a specific regional and professional context—TKJ vocational schools in East Jakarta—which may limit the generalizability of the findings to other school types or regions. Second, the use of cross-sectional data constrains causal interpretations. Future research should consider longitudinal designs to track changes in commitment over time. Additionally, qualitative insights could provide a deeper understanding of how personality traits or cultural norms are perceived and internalized by teachers in practice. Further exploration of moderating variables—such as gender, teaching experience, or school type—could also refine the model and its applications.

#### 4. CONCLUSION

This study concludes that enhancing teacher organizational commitment in Private Vocational Schools (TKJ) in East Jakarta can be effectively achieved by strengthening personality traits, fostering a supportive organizational culture, and improving job satisfaction. The findings demonstrate that personality has the most substantial direct effect on commitment ( $\beta = 0.737, p < 0.001$ ), followed by organizational culture ( $\beta = 0.201, p < 0.05$ ), job satisfaction ( $\beta = 0.195, p < 0.05$ ), and transformational leadership ( $\beta = 0.089, p < 0.05$ ). Personality, leadership, and culture also significantly influence job satisfaction, which in turn partially mediates the relationships between personality and culture with commitment. However, job satisfaction does not significantly mediate the impact of transformational leadership on commitment. These results suggest that while leadership is important, its indirect impact may be limited without parallel improvements in satisfaction and culture. Practical implications include the need for targeted interventions such as training school principals in transformational leadership practices and promoting organizational values that align with teacher well-being. Nevertheless, the study's findings should be interpreted within the context of its limitations, particularly the cross-sectional design and the focus on a single region. Future research should adopt longitudinal approaches and include broader geographic samples to validate and expand on these conclusions, and explore other potential mediators or moderators that influence teacher commitment in different educational settings.

#### REFERENCES

- Adisel, H., Hegar, H., Ahmad, G., Pranansa, P., Onsardi, O., Sulistianingsih, S., & Thadi, R. (2024). Motivation mediating effect on principals' personality, job satisfaction, and affective commitment. *International Journal of Evaluation and Research in Education*, 13(1). <https://doi.org/10.11591/ijere.v13i1.26661>
- Ariyani, A. (2023). Organizational commitment mediates the influence of transformational leadership on employees' work life quality at RSUD Ratu Aji Putri Botung. *Opsearch*, 2(8). <https://doi.org/10.58811/opsearch.v2i8.71>
- Armstrong, M. (2006). *A handbook of human resource management practice* (10th ed.). Kogan Page.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Lawrence Erlbaum Associates.
- Bilal, M., Nawaz, N., & Kayani, Z. (2023). Impact of organisational culture on organisational commitment: Evidence from Pakistan. *Journal of Accounting - Business and Management*, 30(1), 86–86. <https://doi.org/10.31966/jabminternational.v30i1.793>
- Billy, L. J., & Taat, M. S. (2020). Budaya sekolah: Hubungannya dengan komitmen guru. *Malaysian*

- Journal of Social Sciences and Humanities (MJSSH)*, 5(10), 207–216.
- Widowati, B. K. (2020). Hubungan kepemimpinan transformasional dengan keinovativan widyaiswara di lingkup badan penyuluhan dan pengembangan sumber daya manusia pertanian, Kementerian Pertanian. *Jurnal Agriwidya*, 1(1).
- Buchari, A. (2018). Peran guru dalam pengelolaan pembelajaran. *Jurnal Ilmiah Iqra'*, 12(2), 106–124.
- Budiyono, D. E. (2017). *Analisis rasio keuangan untuk mengukur kinerja keuangan pada perusahaan food and beverage yang terdaftar di Bursa Efek Indonesia tahun 2012–2015* (Doctoral dissertation, Unika Soegijapranata Semarang).
- Chen, C., Zhang, K.-S., Chen, C.-M., & Pao, L.-S. (2023). The impact between motivational potential characteristics of job and job satisfaction. *International Journal of Asian Business and Information Management*. <https://doi.org/10.4018/ijabim.325650>
- Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2011). *Organizational behavior: Improving performance and commitment in the workplace*. McGraw-Hill Education.
- Febransa, R., Situru, A., Marampa, M., & Tammu, G. (2024). Pengaruh budaya organisasi dan komitmen organisasi terhadap kinerja pegawai badan pengelola keuangan dan pendapatan daerah kabupaten Tana Toraja. *Jurnal Organisasi dan Manajemen*, 17(1). <https://doi.org/10.35508/jom.v17i1.14001>
- Wang, F. (2023). Exploring the relationship between personality traits and job satisfaction among selected employees in a non-governmental organization (NGO). *Asian Pacific Journal of Advanced Educational Technology*, 2(2). <https://doi.org/10.54476/apjaet/51919>
- Adhiyaksa, G., & Suhana, S. (2024). Pengaruh transformational leadership terhadap job satisfaction yang dimediasi oleh occupational self-efficacy. *Bandung Conference Series Psychology Studies*, 4(1). <https://doi.org/10.29313/bcsps.v4i1.9754>
- Greenberg, J., & Baron, R. A. (2008). *Behavior in organizations* (9th ed.). Pearson Education.
- Herry, H., Lian, B., & Fitriani, Y. (2020). Pengaruh kepemimpinan kepala sekolah dan komitmen guru terhadap kinerja profesional guru. *Jurnal Pendidikan Tambusai*, 4(2), 1658–1666.
- Irfan, A., Muhammad, D., & Mon, M. (2023). Organizational culture, organizational commitment, and job satisfaction on employee performance using OCB as an intervening at state-owned enterprises insurance company in Batam City. *Business and Entrepreneurial Review*, 23(1), 69–92. <https://doi.org/10.25105/ber.v23i1.15835>
- Khairani, E., & Giatman, M. (2021). Pengaruh iklim organisasi terhadap komitmen guru. *Educate: Jurnal Teknologi Pendidikan*, 6(2), 52–60.
- Kreitner, R., & Kinicki, A. (2010). *Organizational behavior* (9th ed.). McGraw-Hill.
- Listiyorini, E. (2024). *Pengaruh budaya organisasi, lingkungan kerja terhadap kepuasan kerja dengan stres kerja sebagai variabel intervening pada Balai Besar Pelatihan Vokasi dan Produktivitas Bekasi* (Doctoral dissertation, Universitas Mercu Buana-Menteng).
- Tajan, M. M., Mayura, M., Dharmadasa, F., & Pramudika, H. (2023). Impact of personality traits on employees' job satisfaction: A study conducted within the telecommunication sector in Sri Lanka. *International Journal of Science and Technology Research Archive*, 5(1). <https://doi.org/10.53771/ijstra.2023.5.1.0075>
- Mahlamäki, T., Rintamäki, T., & Rajah, E. (2019). The role of personality and motivation on key account manager job performance. *Industrial Marketing Management*, 83, 174–184.
- McShane, S. L., & Von Glinow, M. A. (2018). *Organizational behavior: Emerging knowledge, global reality* (8th ed.). McGraw-Hill.
- Ni, K. M., & Suwandana, G. M. (2024). The role of job satisfaction in mediating the influence of the work environment on organizational commitment. *Jurnal Sosains*, 4(3). <https://doi.org/10.59188/jurnalsosains.v4i3.1238>
- Karim, M., & Sutioningsih, S. (2023). The effect of person-job fit, person-organization fit on organizational commitment with job satisfaction as an intervening variable. In *International Conference of Business and Social Sciences* (pp. 924–924).

- Rahmania, N., Sahromi, S., & Saputra, W. G. (2024). Pengaruh budaya organisasi dan komitmen organisasi terhadap kepuasan kerja pegawai bagian umum Setda Kota Cimahi. *Jurnal Ilmiah Universitas Batanghari Jambi*, 24(1). <https://doi.org/10.33087/jiubj.v24i1.4134>
- Nur, A. (2024). The impact of organizational culture and human resource quality on employee job satisfaction in social services. *Journal of Social Sciences and Business Studies*, 2(1). <https://doi.org/10.61487/jssbs.v2i1.54>
- Nur, I., & Mannuhung, S. (2022). Pelaksanaan hak dan kewajiban guru berdasarkan Undang-Undang Nomor 14 Tahun 2005 tentang guru dan dosen pada UPT SMA Negeri 1 Luwu Utara. *Jurnal Andi Djemma: Jurnal Pendidikan*, 5(2), 98–108.
- Nurjanah, N., Thamrin, A., & Tukiran, M. (2023). The influence of organizational culture, transformational leadership and personality to organizational commitment: A case study of Madrasah Aliyah, East Jakarta. *E-Journal of Humanities, Art and Social Sciences*, 155–169. <https://doi.org/10.38159/ehass.2023425>
- Nurlianti, N., Hidayati, T., & Wijaya, A. (2023). The effect of organizational culture and authentic leadership on affective commitment through job satisfaction. *Journal of Management and Strategic Communication*, 2(2). <https://doi.org/10.56225/jmsc.v2i2.254>
- Nurzannah, S. (2022). Peran guru dalam pembelajaran. *ALACRITY: Journal of Education*, 26–34.
- Permana, F., & Kustiyadi, G. (2024). The effect of organisational commitment in mediating the relationship between transformational leadership and corporate competitive advantage (Study on state-owned companies in Indonesia). *Journal of Managerial Sciences and Studies*, 2(1), 1–12.
- Pratiwi, B. A., & Djemain, S. (2024). Job satisfaction: Motivation, empowerment, compensation, and transformational leadership impact. *Academia Open*, 9(2). <https://doi.org/10.21070/acopen.9.2.70>
- Gawali, R. B., Makhijani, B. S., Ahuja, V., Lakshmi, C., Chetan, V., & Jain, K. (2024). Influence of transformational leadership, organizational commitment, and work engagement on employee performance: A comprehensive study. *Journal of Informatics Education and Research*, 4(1). <https://doi.org/10.52783/jier.v4i1.517>
- Qoriani, H. F., & Musfiroh, L. (2023). Correlation of job satisfaction, organizational culture on individual behavior through motivation. *Jurnal Informatika Ekonomi Bisnis*, 1233–1237.
- Rambe, A., Abdy, S., & Alasi, T. S. (2023). Pemilihan guru berprestasi menggunakan metode SAW berbasis web pada SMP Swasta Prima Tembung. *Jurnal Armada Informatika*, 7(2), 316–322.
- Rizky, K. H., & Tjahjono, H. K. (2023). How does transformational leadership influence creativity through job satisfaction? *Jurnal Bisnis*, 14(2). <https://doi.org/10.18196/jbti.v14i2.19688>
- Suroya, A. F., Bagis, F., Widhiandono, H., & Rahmawati, I. Y. (2023). Examining the influence of transformational leadership and job satisfaction to reduce turnover intention with organizational commitment as a mediator. *Asian Journal of Economics, Business and Accounting*, 23(24), 124–140.
- Sutianah, S., Sunaryo, S., & Yusuf, Y. (2018). Hubungan antara gaya kepemimpinan karismatik kepala sekolah dan kepribadian dengan keinovatifan guru. *Jurnal Manajemen Pendidikan*, 6(2).
- Utami, P. (2020). *Peran kompetensi kepribadian guru pendidikan agama Islam dalam penanaman moral peserta didik kelas VIII di SMP Negeri 2 Blado Batang* (Doctoral dissertation, IAIN Pekalongan).
- Yukl, G. (2010). *Kepemimpinan dalam organisasi* (J. Udayana, Trans., 3rd ed.). Prenhallindo. (Original work published in 2006)