

The Influence of Organizational Culture and Transformational Leadership Style on Organizational Commitment of PPPK Teachers at SMAN XYZ Cimahi

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Article History

Received: 22-07-2026

Revised: 23-08-2026

Published: 30-08-2026

Keywords: *Organizational Culture, Transformational Leadership Style, Organizational Commitment*

ABSTRACT

Dedicated educators hold an essential role in nurturing a science-oriented younger generation, and at SMAN XYZ Cimahi, teachers who show strong dedication are believed to be more devoted in teaching and guiding students, which in turn raises student achievement. Organizational commitment is widely considered to be strengthened through organizational culture and transformational leadership style. Field observations at SMAN XYZ Cimahi reveal that several PPPK teachers have not fully internalized the institution's established values, and that support and attention from school leadership remain limited. This research seeks to examine how organizational culture and transformational leadership style shape the organizational commitment of PPPK teachers at SMAN XYZ Cimahi. The study applies a quantitative approach, with the entire population of PPPK teachers serving as respondents. Data were gathered through interviews, direct observation, and questionnaires, then processed using descriptive and associative quantitative techniques together with multiple regression analysis in SPSS version 27. Findings reveal that both organizational culture and transformational leadership style influence teachers' organizational commitment at SMAN XYZ Cimahi, whether examined individually or together, with a substantial degree of impact. This indicates that the more strongly teachers implement the institution's values and the more strongly the principal applies transformational leadership, the greater teachers' involvement and participation in school activities.

INTRODUCTION

Progress in Indonesian education continues, yet its quality still needs further improvement. Indonesia is preparing for the vision of a Golden Indonesia in 2045, in which the current productive-age generation is expected to become the nation's future leaders (BAPPENAS, 2024). Producing visionary leaders of integrity requires quality, continuous education from an early age. Yet, based on the 2022 PISA (Programme for International Student

Assessment) results, Indonesia's educational quality remains below that of the other 81 participating countries, especially in the areas of reading, mathematics, and science. Consequently, teachers hold a vital function in raising educational standards by building students' literacy, numeracy, and character.

Teachers hold an important position and serve as a source of inspiration within the education system, as they are responsible for imparting knowledge and skills. Based on Law (UU) No. 14 of 2005 on Teachers and Lecturers, a teacher is defined as a professional educator tasked with educating, instructing, guiding, directing, training, assessing, and evaluating learners across formal early-childhood, primary, and secondary education levels. In this capacity, teachers function as facilitators and motivators who cultivate students' interest in reading, mathematics, and science so that educational objectives can be met.

In support of realizing this golden generation, SMAN XYZ Cimahi is committed to providing quality education to produce outstanding graduates. An organization's success is influenced by its members' commitment to carrying out their duties and responsibilities (Wahyudi & Salam, 2020). Organizational commitment is reflected in support for the organization's goals and a desire to remain part of it (Sanosi & Abdurahman, 2026), and highly committed employees tend to regard organizational success as personal success (Surono & Romi, 2025). Organizational commitment is thus reflected in an individual's earnestness in consistently fulfilling their role through loyalty, responsibility, and active involvement in the organization.

Teachers' commitment is reflected in active participation that supports a positive school culture. However, problems were found at SMAN XYZ Cimahi relating to the level of participation consistency of involvement, and discipline among PPPK teachers. This phenomenon indicates that PPPK teachers' organizational commitment still needs to be strengthened, which is important to investigate because low commitment can hinder the teaching and learning process.

Observations at SMAN XYZ Cimahi indicate that some PPPK teachers arrive late and consequently do not accompany the routine of reading the Qur'an. These findings suggest low affective commitment, as such teachers do not fully embody school values, meaning their behavior is not entirely aligned with the values of faith, piety, and student character development. This weak affective commitment is further reflected in undisciplined attitudes, such as absence from routine ceremonies.

Table 1. Teacher Absence Data Signs of Flag Ceremony Activities of PPPK SMAN XYZ Cimahi Teacher Flag Ceremony

No	Months	Undefined (times)
1	January	13
2	February	43

No	Months	Undefined (times)
3	March	14
4	April	14
5	May	65
6	July	-
7	August	29
8	September	54
9	October	30
10	November	42
Quantity		341

Table 1 shows that PPPK teachers were absent from the routine ceremony 341 times in 2024. As this is inconsistent with school regulations requiring all members of the school community to participate in ceremonies as a form of discipline, this condition reflects variations in the level of affective commitment, defined as an individual's strong emotional attachment to the organization, evidenced by a sense of ownership, pride, and active participation in achieving the organization's goals and values (Griffin et al., 2019). This mismatch between regulations and practice indicates that commitment needs to be strengthened in order for disciplinary values to be applied optimally.

Organizational commitment can increase when individuals accept and implement organizational cultural values (Tewal et al., 2017). Organizational culture refers to the way an organization carries out its daily activities, serving as a shared guide for behavior (Soelistya et al., 2022); it is a characteristic of the organization itself rather than of its individual members (Abdurahman & Mulyana, 2021). Organizations develop and advance when their organizational culture is well managed and consistently implemented (Fauziyah & Prabowo, 2025). Positive work culture encourages every employee to contribute to achieving organizational goals. Based on interviews with the principal, the implementation of organizational culture at SMAN XYZ Cimahi is presented in the following table..

Table 2. Implementation of Organizational Culture at SMAN XYZ Cimahi

No	Culture	Activities	Remarks
1	Innovate	Cleaning the school environment on Friday	Not yet implemented
		Recital every Monday-Thursday before learning.	Not yet implemented
		Morning gymnastics activities that are carried out every Friday	Not yet implemented
		Literacy and numeracy are carried out on Fridays	Implemented
2	Etiquette	Getting used to the 5S (smile, greeting, greetings, Polite, polite)	Not yet implemented
		Mutual respect in the work environment	Implemented
3	Discipline	Arrive and return home on time	Not yet implemented

No	Culture	Activities	Remarks
4	Religious	Completing tasks on time	Not yet implemented
		Starting the activity by praying	Implemented
		Performing Zuhur prayers in congregation	Implemented
		Commemorating Islamic Holidays	Implemented
5	Friendship	Ramadan Activities	Implemented
		Doing halal bihalal	Implemented
		Doing <i>a family gathering</i>	Implemented

Table 2 shows that several aspects of organizational culture at SMAN XYZ Cimahi have not yet been optimally implemented according to established provisions. Teacher tardiness results in low participation in certain activities, and time discipline and the application of 5S remain suboptimal. Although these values have been communicated, some PPPK teachers have not yet implemented the organizational culture consistently.

In addition to organizational culture, leadership style also plays a role in strengthening organizational commitment (Yusuf & Syarif, 2017). Leadership is the process of influencing, directing, and motivating individuals toward common goals (Lestari & Kurniyati, 2025). Effectiveness depends on implementing the right strategy in practice. An effective leadership style is therefore necessary to foster harmonious working relationships and guide the organization toward achieving its goals.

An interview with the principal of SMAN XYZ Cimahi indicated that the leadership style applied is transformational leadership, which requires the ability to communicate the organization's vision and mission to employees effectively. To verify the leadership style at SMAN XYZ Cimahi, a questionnaire on leadership style was distributed to 31 PPPK teachers, with the following results.

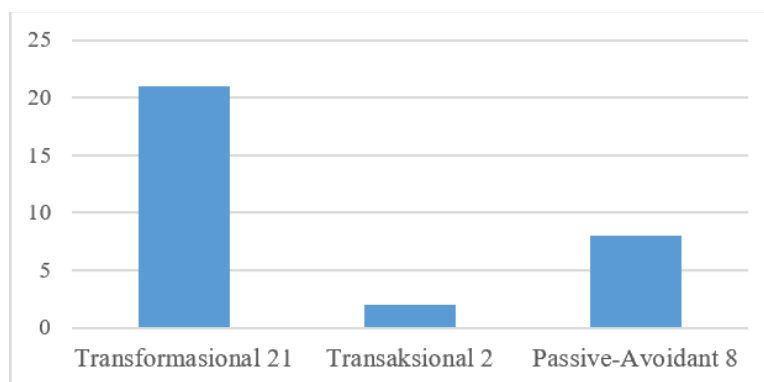


Figure 1. Respondents' Responses to Leadership Style

Based on the pre-survey results on leadership style shown in Figure 1, it can be concluded that transformational leadership is the most dominant style applied by the principal of SMAN XYZ Cimahi. A majority of 21 PPPK teachers perceived transformational leadership as being

implemented, while 2 teachers perceived the leadership as transactional and 8 teachers perceived the principal's leadership as passive.

However, interviews with several PPPK teachers revealed that the principal has not fully optimized the implementation of transformational leadership. Teachers reported that the principal has not actively encouraged new ideas and that there is a lack of interaction and cooperation with teachers, with decision-making often involving only a few of them. This condition indicates that the aspects of intellectual stimulation, inspirational motivation, and individualized consideration in the principal's transformational leadership have not yet been optimally implemented. Intellectual stimulation refers to a leader's ability to encourage subordinates to generate new and creative ideas in addressing problems. Meanwhile, inspirational motivation relates to a leader's role in building teamwork, enthusiasm, and optimism among staff. Meanwhile, individualized consideration refers to a leader who is attentive to the aspirations, opinions, and needs of subordinates.

In light of these findings, the researcher was motivated to carry out further research entitled "The Influence of Organizational Culture and Transformational Leadership Style on Organizational Commitment in PPPK Teachers at SMAN XYZ Cimahi." This research is intended to map out respondents' perceptions regarding organizational culture, transformational leadership style, and organizational commitment, as well as to assess how organizational culture and transformational leadership style affect the organizational commitment of PPPK teachers at SMAN XYZ Cimahi, both separately and jointly.

LITERATURE REVIEW

Organization Culture

Syamsu & Djafri (2017) describe organizational culture as the set of principles embraced by an organization's members that sets it apart from other organizations. Similarly, Widyaningrum (2019) explains that organizational culture encompasses the values that human resources hold both in performing their duties and in their overall conduct within the organization. Robbins & Judge (2018) meanwhile outline six core dimensions of organizational culture, namely: (1) innovation and risk-taking, (2) attention to detail, (3) outcome orientation, (4) people orientation, (5) team orientation, and (6) honesty and ethics.

A robust organizational culture tends to deepen individuals' attachment and loyalty toward organizational goals (Yusuf & Syarif, 2017). This claim is reinforced by findings from Rahmawati & Abdurahman (2026), who reported that organizational culture positively influences organizational commitment. On this basis, the following hypothesis is put forward:

H1: Organizational culture has a positive effect on organizational commitment to PPPK teachers at SMAN XYZ Cimahi.

Transformational Leadership Style

Azmy (2021) defines transformational leadership as a leader's capacity to shape the values, attitudes, beliefs, and behavior of others through collaborative effort, thereby enabling the organization's mission and goals to be achieved. Raymond et al. (2024) add that transformational leadership is a style that motivates and empowers individuals to reach outstanding outcomes while also developing their own leadership potential. Bass & Avolio, as cited in Raymond et al. (2024), characterize transformational leaders through four dimensions: (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration.

Leaders capable of motivating, directing, and inspiring their subordinates can boost employees' work engagement in pursuit of the organizational vision (Faeni, 2021). This is corroborated by Metaferia et al. (2023), whose research found that transformational leadership style positively affects organizational commitment. Building on this, the following hypothesis is proposed:

H2: The transformational leadership style has a positive effect on the organization's commitment to PPPK teachers at SMAN XYZ Cimahi.

Organizational Commitment

Narpati et al. (2022) describe organizational commitment as encompassing loyalty to the organization, involvement in one's work, and identification with the organization's values and goals. Griffin et al. (2019) similarly define organizational commitment as the extent to which an employee identifies with the organization and its goals while wishing to remain a member of it. They further classify organizational commitment into three forms: (1) affective commitment, (2) normative commitment, and (3) continuance commitment.

Research conducted by Febrianto & Affandi (2023) revealed that organizational culture and transformational leadership style jointly influence organizational commitment.

H3: Organizational culture and transformational leadership style affect organizational commitment to PPPK teachers at SMAN XYZ Cimahi.

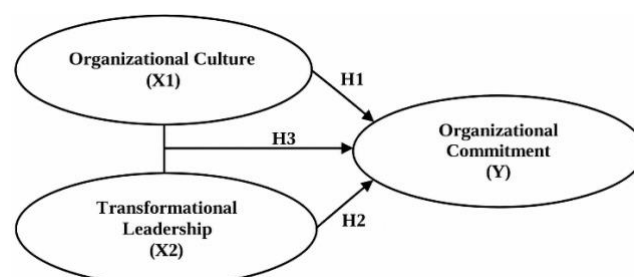


Figure 2. Research paradigm

RESEARCH METHODS

This research adopts a quantitative approach to examine how organizational culture and transformational leadership style affect the organizational commitment of PPPK teachers at SMAN XYZ Cimahi. The entire population of 31 PPPK teachers at the school was used as the study sample. Data collection was carried out through interviews, questionnaire distribution, and documentation, using a semantic differential scale with interval-level measurement. Both descriptive and associative quantitative analysis techniques were applied. Data processing began with validity and reliability testing of the research instruments using IBM SPSS version 27, followed by multiple regression analysis, classical assumption testing (covering normality, multicollinearity, and heteroscedasticity), and hypothesis testing.

RESULTS AND DISCUSSION

To capture respondents' perceptions of organizational culture, transformational leadership style, and organizational commitment among PPPK teachers at SMAN XYZ Cimahi, questionnaires were distributed to all 31 respondents. The resulting validity and reliability tests confirmed that every statement across the three variables satisfied the required criteria. The complete questionnaire results are set out in the table below.

Table 3. Validity Test and Reliability Test Results

Statement Items	Calculation	Remarks	Cronbach's Alpha	Remarks
Organizational Culture				
X1.1	0,819	Valid	0,977	Reliabel
X1.2	0,805	Valid		
X1.3	0,951	Valid		
X1.4	0,915	Valid		
X1.5	0,950	Valid		
X1.6	0,896	Valid		
X1.7	0,867	Valid		
X1.8	0,951	Valid		
X1.9	0,918	Valid		
X1.10	0,918	Valid		
X1.11	0,916	Valid		
X1.12	0,916	Valid		
Transformational Leadership Style				
X2.1	0,752	Valid	0,959	Reliabel
X2.2	0,931	Valid		
X2.3	0,908	Valid		
X2.4	0,875	Valid		
X2.5	0,923	Valid		
X2.6	0,856	Valid		
X2.7	0,890	Valid		
X2.8	0,875	Valid		

Statement Items	Calculation	Remarks	Cronbach's Alpha	Remarks
X2.9	0,912	Valid		
Organizational Commitment				
Y1.1	0,666	Valid		
Y1.2	0,809	Valid		
Y1.3	0,789	Valid	0,849	Reliabel
Y1.4	0,702	Valid		
Y1.5	0,865	Valid		
Y1.6	0,767	Valid		

Referring to the analysis results in Table 3, the validity test was carried out using the Product Moment correlation coefficient. The table shows that every statement in the questionnaire is valid, given that each calculated r-value surpasses the r-table figure of 0.306, confirming that the instrument is able to accurately measure the variables being studied. Meanwhile, the reliability test produced a Cronbach's Alpha above 0.60 for all three variables, indicating that every statement in the questionnaire can be considered reliable.

Table 4. Total average respondents' responses to statements regarding organizational culture variables

Sub variabel	Average total	Criteria
Innovation and Risk Taking	4,23	Very Powerful
Attention to detail	4,32	Very Powerful
Focus on Results	4,39	Very Powerful
Orientation in People	4,37	Very Powerful
Team Orientation	4,42	Very Powerful
Honesty and Ethics	4,45	Very Powerful
Total	26,18	
Average total score	4,36	
Criteria	Very powerful	

As shown in Table 4, the organizational culture variable recorded an overall average of 4.36, placing it in the very strong category. Among its sub-variables, honesty and ethics achieved the highest score at 4.45, whereas innovation and risk-taking recorded the lowest, at 4.23 still within the very strong range. This suggests that teachers have effectively internalized organizational values into both their attitudes and their work, allowing them to apply organizational policies consistently while carrying out their duties. Organizational culture thereby becomes a foundation for reinforcing commitment, boosting work efficiency, and supporting the achievement of school objectives.

Table 5. Total average respondents' responses to statements regarding transformational leadership style variables

Sub variabel	Average total	Criteria
Idealized Influence	4,32	Very Powerful
Inspirational Motivation	4,47	Very Powerful
Intellectual Stimulation	4,40	Very Powerful
Individualized Consideration	4,43	Very Powerful
Total	17,62	
Average total score	4,41	
Criteria	Very powerful	

Based on Table 5, the transformational leadership style variable obtained an average value of 4.41, classified as very strong. The inspirational motivation sub-variable obtained the highest score, at 4.47, while idealized influence obtained the lowest score, at 4.32, though still classified as very strong. These findings suggest that the principal has implemented transformational leadership effectively, successfully inspiring teachers and fostering positive collaboration and trust. Transformational leadership can therefore create harmonious working relationships, increase teacher support, and strengthen the achievement of school goals.

Table 6. Total average respondents' responses to statements regarding organizational commitment variables

Sub variabel	Average total	Criteria
Affective Commitment	4,40	Excellent
Normative Commitment	4,58	Excellent
Continuance Commitment	4,26	Excellent
Total	13,24	
Average total score	4,41	
Criteria	Very powerful	

Based on Table 6, the organizational commitment variable obtained an average value of 4.41, classified as very good. The normative commitment sub-variable obtained the highest score, at 4.58, while continuance commitment obtained the lowest score, at 4.26, though still classified as very good. This indicates that teachers exhibit strong commitment to the organization, reflected in their ability to carry out tasks conscientiously, strengthen their relationship with the school, and contribute to organizational success. Organizational commitment is therefore an important factor in advancing school goals and improving the quality of education.

This study employs multiple regression analysis to determine the influence of organizational culture and transformational leadership style on the organizational commitment of PPPK teachers at SMAN XYZ Cimahi. Prior to the analysis, the regression model was tested using classical assumption tests to satisfy the criteria of the Best Linear Unbiased Estimator

(BLUE) under the Ordinary Least Square (OLS) method, comprising normality, multicollinearity, and heteroscedasticity tests.

1. The normality test using the kolmogorov-smirnov test found a significance value of $0.053 > 0.05$, indicating that the data are normally distributed.
2. The multicollinearity test yielded a tolerance value of $0.597 > 0.10$ and a VIF of $1.676 < 10$, indicating no symptoms of multicollinearity, or no significant correlation between the independent variables in the regression model.
3. The heteroscedasticity test showed significance values greater than 0.05 for both variables: 0.065 for organizational culture and 0.729 for transformational leadership style, indicating the absence of heteroscedasticity.

Based on these results, the research data satisfy the classical assumptions and are therefore suitable for use in multiple regression analysis.

Table 7. Multiple Regression Test Results

Variabel	Unstandardized Coefficients
	B
Constant	4,320
Organizational Culture	0,193
Transformational Leadership Style	0,311
Dependent Variables: Organizational Commitment	

Drawing on Table 7, the resulting multiple regression equation is as follows:

$$Y = 4.320 + 0.193X_1 + 0.311X_2$$

This equation can be interpreted in the following way:

1. The constant of 4.320 shows that if the organizational culture and transformational leadership style variables remain unchanged — that is, when X_1 and X_2 both equal 0 — the organizational commitment of PPPK teachers at SMAN XYZ Cimahi stands at 4.320.
2. The positive regression coefficient of 0.193 for organizational culture indicates that each one-unit rise in organizational culture corresponds to a 0.193-unit increase in organizational commitment.
3. Likewise, the positive regression coefficient of 0.311 for transformational leadership style indicates that each one-unit rise in this variable corresponds to a 0.311-unit increase in organizational commitment.

Table 8. Partial test result

Variabel	Stuttgart	Table	Sig.	Prob.	Remarks
Organizational Culture (X1)	3,270	2,04841	0,003	0,05	Influential
Transformational Leadership Style (X2)	3,634	2,04841	0,001	0,05	Influential

The partial t-test results in Table 8 show that the t-calculated value for organizational culture (3.270) exceeds the t-table value (2.04841), with a significance level of 0.003, below the 0.05 threshold. Since this value is positive, the effect of organizational culture on organizational commitment runs in one direction. Consequently, H₀ is rejected while H_a is accepted, confirming that organizational culture positively affects organizational commitment. In other words, the more consistently teachers apply the values upheld by the school, the greater their commitment to achieving organizational goals becomes. This result aligns with the findings of Rahmawati & Abdurahman (2026), who likewise reported a positive effect of organizational culture on organizational commitment. Similarly, the transformational leadership style variable produced a t-calculated value of 3.634, exceeding the t-table value of 2.04841, with a significance level of 0.001 (below 0.05). Given this positive value, transformational leadership style also exerts a one-directional effect on organizational commitment, leading to the rejection of H₀ and acceptance of H_a confirming that transformational leadership style positively affects organizational commitment. This means that the more the principal embodies transformational leadership principles, the stronger teachers' commitment becomes in supporting the achievement of school goals. This outcome is consistent with the study by Metaferia et al. (2023), which similarly found a positive effect of transformational leadership style on organizational commitment.

Table 9. Simultaneous test result

Variabel	Stuttgart	Table	Sig.	Prob.	Remarks
Organizational Culture and Style Leadirship Transformational Towardsa Organizational Commitment	32,684	3,328	0,000	0,05	Influential

Table 9 presents the simultaneous F-test results, showing an F-calculated value of 32.684, which exceeds the F-table value of 3.328, with a significance level of 0.000 (below 0.05). H₀ is therefore rejected and H_a accepted, indicating that organizational culture and transformational leadership style together influence the organizational commitment of PPPK teachers at SMAN XYZ Cimahi. This implies that as organizational culture and transformational leadership style grow stronger, teachers' organizational commitment also rises accordingly. Such an increase in teacher commitment supports the school's vision of producing outstanding graduates who contribute to the realization of Golden Indonesia 2045.

Table 10. Result Coefficient of Determination (R²)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.837a	.700	.679	1.816

a. Predictors: (Constant), Transformational Leadership Style (X2), Organizational Culture (X1)

As indicated in Table 10, the coefficient of determination (R^2) reaches 0.700, meaning that organizational culture and leadership style together account for 70% of the variation in organizational commitment a figure that reflects a strong degree of influence. Organizational culture and transformational leadership style can thus be regarded as major factors shaping organizational commitment, while the remaining 30% is attributable to other variables outside the scope of this study.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of the research and discussion on organizational culture and transformational leadership style toward organizational commitment among PPPK teachers at SMAN XYZ Cimahi, it can be concluded that respondents' perceptions of organizational culture at SMAN XYZ Cimahi yielded a total average of 4.36, which falls into the very strong category, with honesty and *ethics* as the highest-scoring sub-variable and *innovation* and *risk-taking* as the lowest-scoring sub-variable. Respondents' perceptions of the principal's transformational leadership style at SMAN XYZ Cimahi yielded a total average of 4.41, which falls into the very strong category, with *inspirational motivation* as the highest-scoring sub-variable and *idealized influence* as the lowest-scoring sub-variable. The level of organizational commitment among PPPK teachers at SMAN XYZ Cimahi yielded a total average of 4.41, which falls into the very good category, with *normative commitment* as the highest-scoring sub-variable and *continuance commitment* as the lowest-scoring sub-variable. Regarding the influence of organizational culture and transformational leadership style on organizational commitment among PPPK teachers at SMAN XYZ Cimahi, both partially and simultaneously, organizational culture was found to have a positive effect on organizational commitment among PPPK teachers at SMAN XYZ Cimahi, transformational leadership style was found to have a positive effect on organizational commitment among PPPK teachers at SMAN XYZ Cimahi, and organizational culture together with transformational leadership style were found to exert a high or strong influence on organizational commitment among PPPK teachers at SMAN XYZ Cimahi.

Suggestions

Drawing on these research results, the following suggestions are offered for consideration by SMAN XYZ Cimahi as well as by future researchers, as follows::

Suggestions for Agencies

The analysis of organizational culture at SMAN XYZ Cimahi shows a very strong classification, with the honesty and ethics sub-variable obtaining the highest score, at 4.45. Schools therefore need to maintain and strengthen a culture of integrity through the implementation of codes of ethics, standards of conduct, coaching, and value-based evaluation supported by leaders' example, while good practices already in place should be documented

and replicated in other areas to support school governance and performance. Meanwhile, the innovation and risk-taking sub-variable obtained the lowest score, at 4.23, so principals need to strengthen a culture of innovation through teacher innovation programs, good-practice-sharing forums, and periodic reflection. It is also necessary to build psychological safety by providing space for experimentation and incorporating innovation into performance evaluation and reward systems in order to help raise the quality of learning and school performance.

The analysis of the transformational leadership style applied by the principal at SMAN XYZ Cimahi shows a very strong classification, with the inspirational motivation sub-variable obtaining the highest score, at 4.47. This should be maintained through strengthened communication of the vision and mission, a well-planned leadership system, and the integration of motivational aspects into team collaboration and professional development, supported by periodic evaluations to sustain leadership effectiveness in encouraging performance and the achievement of school goals. Meanwhile, the idealized influence sub-variable obtained the lowest score, at 4.32, so principals need to strengthen their example through the consistent application of integrity, commitment, and responsibility, supported by feedback-based evaluations and the reinforcement of behavioral norms and codes of ethics to maintain teachers' trust, loyalty, and commitment.

The examination of PPPK teachers' organizational commitment at SMAN XYZ Cimahi likewise falls into a very good classification, with the normative commitment sub-variable recording the highest score, at 4.58. Schools therefore need to maintain and increase teacher responsibility and loyalty by strengthening professional values and culture, internalizing professional ethics on a sustained basis, and increasing teacher participation in activities, decision-making, and the implementation of school programs, supported by leaders' example, reward systems, and periodic evaluation through feedback and supervision. Meanwhile, continuance commitment obtained the lowest score, at 4.26, so it is necessary to strengthen teachers' rational attachment through clear and structured career development schemes, such as skill development and performance-based promotion, alongside more equitable rewards and well-being support, retention programs, and a safe and supportive work environment. As a result, teachers' continuance commitment can be expected to increase, supporting school stability and performance..

Suggestions for Further Researchers

The results of this study are expected to serve as a reference for future researchers conducting similar research. Future researchers are advised to draw on a wider range of current theories and expert perspectives, and to incorporate additional variables with the potential to affect organizational commitment, such as work motivation, work environment, and work-life balance. It is also recommended that future researchers involve a larger number of respondents and extend the scope of the study to objects beyond educational institutions, since this study

examined only how organizational culture and transformational leadership style affect organizational commitment..

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