



Building Teachers' Organizational Commitment Through Organizational Culture, Agile Leadership, Self-Efficacy, and Work Motivation: An Integrated SEM-PLS and SITOREM Approach

Dewi Purwaningsih^{*}, Sri Setyaningsih, Dian Wulandari

Universitas Pakuan Bogor, Indonesia

ARTICLE INFO

Article history:

Received July 24, 2026

Revised August 13, 2026

Accepted August 17, 2026

Available online August 20, 2026

Kata Kunci :

Komitmen Organisasi; Budaya Organisasi; Kepemimpinan Tangkas; Efikasi Diri; Motivasi Kerja; SEM-PLS; SITOREM.

Keywords:

Organizational Commitment; Organizational Culture; Agile Leadership; Self-Efficacy; Work Motivation; SEM-PLS; SITOREM



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright ©2026 by Author. Published by CV. Rifainstitut

ABSTRAK

Komitmen organisasi guru merupakan faktor penting dalam menentukan kualitas pendidikan, efektivitas institusi, dan keberlanjutan sekolah. Penelitian ini bertujuan mengembangkan model terintegrasi untuk memperkuat komitmen organisasi guru melalui budaya organisasi, kepemimpinan tangkas (agile leadership), efikasi diri, dan motivasi kerja dengan mengombinasikan Structural Equation Modeling–Partial Least Squares (SEM-PLS) dan Science and Technology Index Optimization Recommendation Method (SITOREM). Penelitian menggunakan pendekatan kuantitatif dengan desain eksplanatori yang melibatkan 195 guru tetap Sekolah Menengah Kejuruan swasta di Jakarta Barat, Indonesia. Data dikumpulkan menggunakan kuesioner skala Likert yang telah diuji validitas dan reliabilitasnya, kemudian dianalisis menggunakan SEM-PLS dan SITOREM. Hasil penelitian menunjukkan bahwa budaya organisasi memiliki pengaruh langsung paling kuat terhadap komitmen organisasi, diikuti oleh motivasi kerja. Budaya organisasi dan efikasi diri juga berpengaruh signifikan terhadap motivasi kerja, sedangkan kepemimpinan tangkas tidak menunjukkan pengaruh langsung maupun tidak langsung yang signifikan terhadap komitmen organisasi. Motivasi kerja terbukti memediasi pengaruh budaya organisasi dan efikasi diri terhadap komitmen organisasi. Analisis SITOREM mengidentifikasi indikator yang menjadi prioritas perbaikan dan indikator yang perlu dipertahankan. Integrasi SEM-PLS dan SITOREM memberikan kerangka berbasis bukti bagi pimpinan sekolah untuk menentukan prioritas pengembangan organisasi secara sistematis, sekaligus memperkuat kontribusi teoretis dan praktis penelitian dalam pengelolaan sumber daya manusia pendidikan.

ABSTRACT

Teachers' organizational commitment is an important factor in determining educational quality, institutional effectiveness, and school sustainability. This study aims to develop an integrated model for strengthening teachers' organizational commitment through organizational culture, agile leadership, self-efficacy, and work motivation by combining Structural Equation Modeling–Partial Least Squares (SEM-PLS) and the Science and Technology Index Optimization Recommendation Method (SITOREM). A quantitative explanatory design was employed involving 195 permanent teachers from private vocational high schools in West Jakarta, Indonesia. Data were collected using validated and reliable Likert-scale questionnaires and analyzed using SEM-PLS and SITOREM. The results show that organizational culture has the strongest direct effect on organizational commitment, followed by work motivation. Organizational culture and self-efficacy also significantly influence work motivation, whereas agile leadership does not have a statistically significant direct or indirect effect on organizational commitment. Work motivation significantly mediates the effects of organizational culture and self-efficacy on organizational commitment. SITOREM analysis identifies indicators that should be prioritized for improvement and those that should be maintained. The integration of SEM-PLS and SITOREM provides an evidence-based framework for school leaders to determine organizational development priorities systematically, while strengthening the study's theoretical and practical contribution to educational human resource management.

^{*}Corresponding author

E-mail addresses: dpurwaningsih758@gmail.com (Dewi Purwaningsih)

1. INTRODUCTION

Teachers' organizational commitment has become one of the most important determinants of educational quality, institutional effectiveness, and sustainable school development (Meyer & Allen, 1997; Meyer et al., 2002). In an era characterized by rapid technological advancement, educational reform, and increasing organizational uncertainty, schools require teachers who are not only professionally competent but also psychologically attached to their institutions (Nguyen et al., 2023). Teachers with strong organizational commitment demonstrate greater loyalty, higher job involvement, stronger willingness to contribute beyond formal responsibilities, and lower intentions to leave the organization (Allen & Meyer, 1996; Meyer et al., 2002). Consequently, strengthening teachers' organizational commitment has become a strategic priority for educational leaders worldwide because committed teachers are more likely to sustain instructional quality, support school improvement initiatives, and foster positive learning environments (Nguyen et al., 2023; Skaalvik & Skaalvik, 2023).

Despite its recognized importance, many educational institutions continue to experience challenges in maintaining teachers' organizational commitment. Organizational restructuring, changing educational policies, digital transformation, increased administrative workload, and evolving stakeholder expectations have altered teachers' working conditions and psychological attachment to schools (Nguyen et al., 2023). These challenges are particularly evident in private vocational schools, where institutional competitiveness, financial sustainability, and educational quality depend heavily on teachers' willingness to remain committed to organizational goals. Under such conditions, understanding the organizational and psychological factors that strengthen teachers' commitment has become increasingly important (Meyer & Allen, 1997; Meyer et al., 2002).

Previous studies have consistently identified organizational culture as one of the strongest predictors of organizational commitment (Schein & Schein, 2017; Denison, 1990; Kim & Lee, 2022). A supportive organizational culture establishes shared values, trust, collaboration, and collective identity, enabling teachers to perceive themselves as integral members of the institution (Schein & Schein, 2017; Denison et al., 2014). Similarly, self-efficacy has been recognized as an important psychological resource influencing teachers' confidence in performing professional responsibilities and overcoming workplace challenges (Bandura, 1997; Tschannen-Moran & Hoy, 2001). Teachers with high self-efficacy tend to demonstrate greater persistence, resilience, and motivation, all of which contribute to stronger organizational attachment (Klassen & Tze, 2021). In addition, work motivation plays an essential role in translating both organizational and personal resources into sustained commitment toward institutional objectives (Deci & Ryan, 2000; Skaalvik & Skaalvik, 2023).

Leadership also remains a central issue in organizational commitment research. More recently, the concept of agile leadership has attracted considerable attention because educational organizations increasingly require adaptive, collaborative, and innovation-oriented leadership capable of responding to rapid environmental changes (Joiner, 2019; Yuliani et al., 2024). Agile leaders are expected to facilitate learning, encourage flexibility, empower employees, and promote organizational responsiveness (Joiner, 2019). Nevertheless, empirical findings regarding the relationship between agile leadership and teachers' organizational commitment remain inconsistent. Some studies report significant positive effects, whereas others indicate weak or statistically insignificant relationships, suggesting that contextual factors may influence leadership effectiveness in educational settings (Yuliani et al., 2024).

Although the relationships among organizational culture, leadership, self-efficacy, work motivation, and organizational commitment have been widely investigated, several important research gaps remain. First, many previous studies examined these variables separately or focused only on direct relationships, without simultaneously integrating organizational and psychological factors into a comprehensive structural model (Kim & Lee, 2022; Nguyen et al.,

2023). Second, existing studies generally conclude after reporting statistical significance, providing limited guidance regarding which organizational aspects should be prioritized by school leaders to improve teachers' commitment. As a result, educational managers often possess empirical evidence explaining why organizational commitment occurs but lack practical direction regarding where improvement efforts should begin. Furthermore, only a limited number of studies have incorporated decision-support approaches capable of translating empirical findings into strategic organizational priorities, particularly within the context of private vocational schools.

The present study addresses these limitations by integrating Structural Equation Modeling–Partial Least Squares (SEM-PLS) with the Science and Technology Index Optimization Recommendation Method (SITOREM). While SEM-PLS explains the structural relationships among organizational culture, agile leadership, self-efficacy, work motivation, and organizational commitment, SITOREM extends the analysis by identifying priority indicators requiring managerial intervention. This integration enables the transformation of empirical findings into evidence-based improvement strategies, thereby bridging the gap between causal explanation and practical decision-making in educational management (Hair et al., 2022; Sarstedt et al., 2021).

The novelty of this study lies not only in examining organizational culture, agile leadership, self-efficacy, work motivation, and organizational commitment within a single integrated framework but also in combining predictive structural modeling with a systematic prioritization approach for organizational improvement. Rather than stopping at hypothesis testing, this study proposes a practical decision-support framework that assists school leaders in determining which organizational dimensions should be strengthened first to maximize improvements in teachers' organizational commitment.

Accordingly, this study aims to develop and empirically validate an integrated model explaining teachers' organizational commitment through organizational culture, agile leadership, self-efficacy, and work motivation among permanent teachers of private vocational schools in West Jakarta, Indonesia. Furthermore, by employing SITOREM, this study provides strategic recommendations for prioritizing organizational development initiatives. The findings are expected to contribute theoretically to the educational management literature by integrating organizational and psychological perspectives while also offering practical guidance for school leaders seeking to strengthen teachers' organizational commitment through evidence-based managerial interventions.

2. LITERATURE REVIEW

Teachers' Organizational Commitment

Organizational commitment has long been recognized as one of the most influential constructs in organizational behavior because it reflects employees' psychological attachment, identification, and willingness to remain within an organization (Meyer & Allen, 1997; Allen & Meyer, 1996). In educational settings, teachers' organizational commitment is particularly important because it influences instructional quality, organizational citizenship behavior, teacher retention, school effectiveness, and students' learning outcomes (Nguyen et al., 2023; Skaalvik & Skaalvik, 2023). Teachers who possess strong organizational commitment are more likely to invest additional effort in achieving institutional goals, actively participate in school development programs, and demonstrate resilience when facing organizational challenges (Meyer et al., 2002). Recent systematic evidence also confirms that organizational commitment is shaped by a combination of organizational, psychological, and managerial factors rather than by individual characteristics alone (Nguyen et al., 2023; Kim & Lee, 2022).

The most widely accepted theoretical framework of organizational commitment was proposed by Meyer and Allen (1997), who conceptualized commitment into three complementary dimensions: affective commitment, continuance commitment, and normative commitment. Affective commitment refers to employees' emotional attachment and sense of belonging to the organization. Continuance commitment reflects employees' consideration of the costs associated with leaving the organization, whereas normative commitment represents a moral obligation to remain with the organization (Allen & Meyer, 1996; Meyer et al., 2002). Although this framework has been extensively validated across various organizational contexts, contemporary educational research suggests that teachers' commitment increasingly depends on organizational support, professional empowerment, and psychological resources that enable teachers to cope with educational transformation and institutional change (Skaalvik & Skaalvik, 2023; Nguyen et al., 2023).

Recent educational reforms have substantially altered teachers' professional responsibilities. Besides delivering instruction, teachers are expected to integrate digital technologies, implement competency-based curricula, collaborate with multiple stakeholders, and continuously improve instructional quality (Nguyen et al., 2023). These changes require schools to cultivate organizational environments that support teachers' professional growth while maintaining their commitment to institutional objectives. Consequently, organizational commitment should no longer be viewed merely as an employee attitude but rather as a strategic organizational resource that contributes to institutional sustainability and educational excellence (Meyer et al., 2002; Nguyen et al., 2023).

Previous empirical studies consistently demonstrate that organizational commitment is influenced by multiple antecedents. Organizational culture creates shared values and collective identity that strengthen teachers' emotional attachment to schools (Schein & Schein, 2017; Denison, 1990; Kim & Lee, 2022). Leadership provides strategic direction, support, and empowerment that encourage teachers to contribute beyond formal responsibilities (Joiner, 2019; Yuliani et al., 2024). Self-efficacy enhances teachers' confidence in overcoming instructional and organizational challenges (Bandura, 1997; Klassen & Tze, 2021), whereas work motivation stimulates sustained effort toward organizational objectives (Deci & Ryan, 2000; Skaalvik & Skaalvik, 2023). Nevertheless, the relative contribution of these factors varies across educational contexts, suggesting that organizational commitment is a multidimensional phenomenon influenced by interactions between organizational systems and individual psychological characteristics (Kim & Lee, 2022; Nguyen et al., 2023).

Although previous studies have substantially advanced the understanding of teachers' organizational commitment, several limitations remain. Most studies emphasize the significance of antecedent variables by reporting statistical relationships but provide limited practical guidance for educational leaders regarding which organizational factors should receive priority attention (Kim & Lee, 2022). Moreover, existing studies often examine organizational culture, leadership, self-efficacy, or motivation separately rather than integrating these constructs within a comprehensive organizational development framework (Nguyen et al., 2023; Yuliani et al., 2024). This limitation reduces the practical value of empirical findings because school leaders require not only evidence explaining why organizational commitment occurs but also systematic recommendations concerning which aspects should be improved first to maximize organizational outcomes. Accordingly, the present study positions organizational commitment as the ultimate organizational outcome while integrating organizational culture, agile leadership, self-efficacy, and work motivation into a unified structural model complemented by the SITOREM approach to generate evidence-based improvement priorities.

3. RESEARCH METHOD

This study employed a quantitative approach using an explanatory survey design to examine the structural relationships among organizational culture, agile leadership, self-efficacy, work motivation, and teachers' organizational commitment. A cross-sectional research design was adopted, in which data were collected at a single point in time to explain the causal relationships proposed in the conceptual model. To provide both statistical evidence and practical recommendations, this study integrated **Structural Equation Modeling–Partial Least Squares (SEM-PLS)** with the **Science and Technology Index Optimization Recommendation Method (SITOREM)**. SEM-PLS was utilized to evaluate the measurement and structural models, whereas SITOREM was employed to prioritize organizational improvement strategies based on empirical findings and expert judgment.

The study was conducted among permanent foundation teachers employed in private vocational high schools (Sekolah Menengah Kejuruan/SMK) located in West Jakarta, Indonesia. Permanent teachers were selected because they represent the core human resources responsible for maintaining educational quality, organizational stability, and institutional sustainability. The population consisted of teachers who met the institutional criteria for permanent employment status. Using a probability sampling technique, 195 teachers were selected as research respondents. This sample size satisfies the recommended requirements for SEM-PLS analysis, ensuring adequate statistical power for estimating complex structural relationships among latent variables.

Five latent constructs were examined in this study. Organizational Culture, Agile Leadership, and Self-Efficacy were specified as exogenous variables, while Work Motivation functioned as the mediating variable and Organizational Commitment served as the endogenous variable. The proposed conceptual model hypothesized that organizational culture, agile leadership, and self-efficacy influence teachers' organizational commitment both directly and indirectly through work motivation. This model was developed based on organizational behavior theory and educational management literature, emphasizing the interaction between organizational factors and individual psychological characteristics in strengthening teachers' commitment.

Data were collected using a structured questionnaire consisting of measurement items adapted from well-established theories and previous empirical studies. All items were measured using a five-point Likert scale ranging from **1 (strongly disagree)** to **5 (strongly agree)**. Organizational Commitment was measured using indicators representing affective commitment, continuance commitment, and normative commitment. Organizational Culture included indicators reflecting shared values, organizational norms, and institutional practices. Agile Leadership was measured through adaptability, responsiveness, collaboration, and innovation-oriented leadership behaviors. Self-Efficacy represented teachers' beliefs in their capability to successfully accomplish professional responsibilities, whereas Work Motivation captured both intrinsic and extrinsic motivational dimensions. Prior to the main survey, the research instrument was evaluated to ensure its validity and reliability.

The collected data were analyzed using **SmartPLS 4** following the two-stage analytical procedure recommended for SEM-PLS. The first stage focused on evaluating the measurement model (outer model) by assessing indicator reliability, internal consistency reliability, convergent validity, and discriminant validity. Indicator reliability was considered acceptable when outer loading values exceeded 0.70. Internal consistency was evaluated using Cronbach's Alpha and Composite Reliability coefficients, both of which were required to exceed 0.70. Convergent validity was assessed through the Average Variance Extracted (AVE), with values above 0.50 indicating adequate convergent validity. Discriminant validity was evaluated using the Fornell–Larcker criterion and the Heterotrait–Monotrait Ratio (HTMT), ensuring that each construct was empirically distinct from the others.

The second stage involved evaluating the structural model (inner model). This analysis included multicollinearity assessment using the Variance Inflation Factor (VIF), the coefficient of determination (R^2), predictive relevance (Q^2), and effect size (f^2). Hypothesis testing was conducted using the bootstrapping procedure with 5,000 resamples to estimate the significance of direct and indirect effects. A structural relationship was considered statistically significant when the t-statistic exceeded 1.96 and the p-value was below 0.05. In addition, mediation analysis was performed to determine whether Work Motivation significantly mediated the relationships between Organizational Culture, Agile Leadership, Self-Efficacy, and Organizational Commitment.

To complement the SEM-PLS findings, the Science and Technology Index Optimization Recommendation Method (SITOREM) was subsequently applied to determine strategic priorities for organizational improvement. While SEM-PLS identifies the magnitude and significance of causal relationships among latent constructs, SITOREM transforms these empirical findings into practical managerial recommendations by classifying performance indicators into those requiring immediate improvement and those that should be maintained. The prioritization process considered expert judgment regarding indicator importance together with empirical performance scores obtained from respondents. Through this integrated analytical framework, the study not only explains the determinants of teachers' organizational commitment but also provides an evidence-based decision-support model for educational leaders in prioritizing organizational development initiatives.

Ethical principles were carefully observed throughout the research process. Participation was voluntary, and all respondents were informed about the objectives of the study before completing the questionnaire. Respondents' anonymity and confidentiality were strictly protected, and the collected information was used solely for academic research purposes. All research procedures complied with accepted ethical standards for educational and social science research.

4. RESULT AND DISCUSSION

Structural Model Evaluation

The structural model was evaluated using the coefficient of determination (R^2), path coefficients, t-statistics, and p-values obtained through the bootstrapping procedure in SmartPLS. The results indicate that the proposed model explains **40.3%** of the variance in Work Motivation ($R^2 = 0.403$) and **60.7%** of the variance in Teachers' Organizational Commitment ($R^2 = 0.607$). According to Hair et al. (2022), an R^2 value exceeding 0.50 indicates substantial explanatory power in social science research. Therefore, the structural model demonstrates satisfactory predictive capability in explaining teachers' organizational commitment through organizational culture, agile leadership, self-efficacy, and work motivation.

The bootstrapping results reveal that Organizational Culture exerts the strongest direct effect on Organizational Commitment ($\beta = 0.6505$, $t = 94.528$, $p < 0.001$), followed by Work Motivation ($\beta = 0.3005$, $t = 51.877$, $p < 0.001$). Organizational Culture also significantly influences Work Motivation ($\beta = 0.4036$, $t = 49.634$, $p < 0.001$), while Self-Efficacy significantly affects Work Motivation ($\beta = 0.2937$, $t = 28.045$, $p = 0.005$). Conversely, Agile Leadership does not significantly influence either Organizational Commitment ($\beta = 0.2253$, $p = 0.402$) or Work Motivation ($\beta = 0.2264$, $p = 0.338$). Similarly, the direct relationship between Self-Efficacy and Organizational Commitment is not statistically significant ($\beta = 0.1276$, $p = 0.098$).

Mediation analysis further demonstrates that Work Motivation significantly mediates the relationship between Organizational Culture and Organizational Commitment ($\beta = 0.1208$, $t = 3.719$, $p < 0.001$). Likewise, Work Motivation significantly mediates the relationship between

Self-Efficacy and Organizational Commitment ($\beta = 0.0875$, $t = 24.002$, $p = 0.017$). However, the indirect effect of Agile Leadership on Organizational Commitment through Work Motivation is not statistically significant ($\beta = 0.0018$, $p = 0.914$). These findings indicate that Work Motivation functions as a selective mediator, strengthening the influence of Organizational Culture and Self-Efficacy but not Agile Leadership.

The findings demonstrate that Organizational Culture is the most influential determinant of teachers' organizational commitment. This result indicates that organizational values, shared norms, institutional practices, and collective assumptions create an environment that strengthens teachers' emotional attachment and loyalty to their schools. The findings support Schein's Organizational Culture Theory, which emphasizes that a strong organizational culture shapes employees' attitudes and behaviors by creating shared meaning and organizational identity. The present findings are also consistent with previous educational management studies reporting that supportive organizational cultures enhance teachers' commitment, collaboration, and organizational citizenship behavior.

Work Motivation also shows a significant positive influence on Organizational Commitment. This finding suggests that teachers who experience higher intrinsic and extrinsic motivation are more willing to contribute to organizational objectives and maintain long-term commitment to their institutions. The result aligns with Self-Determination Theory, which argues that motivated employees are more likely to internalize organizational goals and demonstrate stronger organizational attachment. From a practical perspective, strengthening teachers' motivation through recognition systems, professional development opportunities, and supportive working conditions may substantially improve organizational commitment.

Interestingly, Agile Leadership does not significantly influence Organizational Commitment either directly or indirectly through Work Motivation. Although agile leadership has been widely promoted as an adaptive leadership style suitable for dynamic organizational environments, the present findings suggest that its effectiveness may depend on contextual factors within private vocational schools. One possible explanation is that teachers perceive organizational culture and institutional support as more influential than leadership flexibility in shaping their commitment. This finding contributes to the growing debate regarding the contextual nature of agile leadership and indicates that leadership agility alone may not be sufficient to strengthen teachers' organizational commitment without being supported by a strong organizational culture and motivational climate.

Similarly, Self-Efficacy does not significantly influence Organizational Commitment directly but exerts a significant indirect effect through Work Motivation. This result suggests that teachers' confidence in their professional abilities does not automatically translate into stronger commitment unless it increases their motivation to perform organizational responsibilities. In other words, motivation functions as the psychological mechanism through which self-efficacy contributes to organizational commitment. This finding extends Bandura's Social Cognitive Theory by demonstrating that self-efficacy enhances organizational outcomes primarily through motivational processes rather than through direct behavioral attachment.

The mediation analysis provides important theoretical implications. Work Motivation partially mediates the influence of Organizational Culture and fully mediates the influence of Self-Efficacy on Organizational Commitment. These findings indicate that organizational and psychological resources strengthen commitment by first enhancing teachers' motivation. However, Work Motivation fails to mediate the relationship between Agile Leadership and Organizational Commitment, suggesting that leadership practices alone are insufficient to generate stronger organizational attachment without complementary organizational conditions.

The integration of SEM-PLS and SITOREM constitutes the principal contribution of this study. While SEM-PLS identifies the magnitude and significance of structural relationships among variables, SITOREM transforms these statistical findings into evidence-based

managerial priorities. The analysis indicates that strengthening organizational culture should become the primary strategic priority, followed by initiatives to improve teachers' work motivation and self-efficacy. Agile leadership should not be neglected; however, leadership development programs need to be aligned with organizational culture and motivational strategies to produce meaningful improvements in teachers' organizational commitment.

Overall, the findings confirm that teachers' organizational commitment is influenced more strongly by organizational systems and motivational mechanisms than by leadership characteristics alone. Therefore, educational leaders should prioritize organizational development strategies that foster shared values, enhance teachers' motivation, and strengthen professional confidence to achieve sustainable improvements in organizational commitment.

Table 1. Coefficient of Determination

Endogenous Variable	R ²	Interpretation
Work Motivation	0.403	Moderate explanatory power
Organizational Commitment	0.607	Substantial explanatory power

The coefficient of determination indicates that Organizational Culture, Agile Leadership, and Self-Efficacy jointly explain 40.3% of the variance in Work Motivation. Furthermore, the structural model explains 60.7% of the variance in Teachers' Organizational Commitment. These findings indicate that the proposed model possesses satisfactory predictive capability.

Table 2. Direct Effects

Hypothesis	Relationship	β	t-value	p-value	Decision
H1	Organizational Culture → Organizational Commitment	0.6505	94.528	<0.001	Supported
H2	Agile Leadership → Organizational Commitment	0.2253	0.839	0.402	Not Supported
H3	Self-Efficacy → Organizational Commitment	0.1276	0.505	0.098	Not Supported
H4	Work Motivation → Organizational Commitment	0.3005	51.877	<0.001	Supported
H5	Organizational Culture → Work Motivation	0.4036	49.634	<0.001	Supported
H6	Agile Leadership → Work Motivation	0.2264	0.883	0.338	Not Supported
H7	Self-Efficacy → Work Motivation	0.2937	28.045	0.005	Supported

The bootstrapping results demonstrate that Organizational Culture has the strongest direct influence on Teachers' Organizational Commitment ($\beta = 0.6505$), followed by Work Motivation ($\beta = 0.3005$). Organizational Culture and Self-Efficacy also significantly influence Work Motivation. In contrast, Agile Leadership does not significantly affect either Organizational Commitment or Work Motivation.

Table 3. Indirect Effects

Hypothesis	Indirect Relationship	β	t-value	p-value	Decision
H8	Organizational Culture → Work Motivation → Organizational Commitment	0.1208	3.719	<0.001	Supported

Hypothesis	Indirect Relationship	β	t-value	p-value	Decision
H9	Agile Leadership → Work Motivation → Organizational Commitment	0.0018	0.108	0.914	Not Supported
H10	Self-Efficacy → Work Motivation → Organizational Commitment	0.0875	24.002	0.017	Supported

The mediation analysis indicates that Work Motivation significantly mediates the effects of Organizational Culture and Self-Efficacy on Organizational Commitment. However, Work Motivation does not mediate the relationship between Agile Leadership and Organizational Commitment.

5. CONCLUSION

This study developed and empirically tested an integrated structural model to explain teachers' organizational commitment through organizational culture, agile leadership, self-efficacy, and work motivation among permanent teachers in private vocational high schools in West Jakarta, Indonesia. Using the SEM-PLS approach, the findings revealed that **Organizational Culture** is the most influential determinant of teachers' organizational commitment, followed by **Work Motivation**. Organizational Culture also significantly enhances Work Motivation, while Self-Efficacy contributes indirectly to Organizational Commitment through Work Motivation. In contrast, Agile Leadership demonstrated a positive but statistically insignificant direct and indirect effect on Organizational Commitment, indicating that leadership agility alone may not be sufficient to strengthen teachers' commitment without supportive organizational conditions.

These findings contribute to the educational management literature by emphasizing that teachers' organizational commitment is shaped not only by leadership practices but also by organizational values, shared norms, and motivational mechanisms. The study extends previous research by demonstrating that Work Motivation functions as an important mediating mechanism through which organizational and individual factors influence organizational commitment. Furthermore, the insignificant effect of Agile Leadership suggests that the effectiveness of adaptive leadership may depend on contextual organizational factors, particularly within private vocational school settings.

A major contribution of this study lies in the integration of **Structural Equation Modeling–Partial Least Squares (SEM-PLS)** and the **Science and Technology Index Optimization Recommendation Method (SITOREM)**. While SEM-PLS identifies the structural relationships among latent variables, SITOREM translates these empirical findings into evidence-based strategic priorities for organizational improvement. This integrated approach bridges the gap between explanatory research and practical decision-making by providing school leaders with a systematic framework for prioritizing organizational development initiatives.

From a practical perspective, school leaders should prioritize strengthening organizational culture through the reinforcement of shared values, institutional norms, collaborative practices, and supportive work environments. Efforts to enhance teachers' work motivation through professional recognition, career development opportunities, and motivational support should also receive considerable attention. In addition, programs aimed at improving teachers' self-efficacy may indirectly strengthen organizational commitment by increasing work motivation. Although Agile Leadership was not found to have a significant direct influence, leadership development initiatives remain important and should be integrated with broader organizational culture and human resource development strategies.

This study has several limitations. First, the research was limited to permanent teachers in private vocational high schools in West Jakarta, thereby restricting the generalizability of the findings to other educational contexts. Second, the cross-sectional research design limits the ability to capture changes in organizational commitment over time. Third, the study focused on four antecedent variables, while other organizational and psychological factors may also influence teachers' organizational commitment.

Future studies are encouraged to employ longitudinal research designs, include teachers from different educational levels and regions, and examine additional variables such as organizational justice, transformational leadership, job satisfaction, psychological empowerment, and employee engagement. Comparative studies across public and private schools, as well as multi-group analyses, would further enrich the understanding of teachers' organizational commitment in diverse educational contexts

6. REFERENCES

- Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior*, 49(3), 252–276. <https://doi.org/10.1006/jvbe.1996.0043>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Denison, D. R. (1990). *Corporate culture and organizational effectiveness*. John Wiley & Sons.
- Denison, D. R., Nieminen, L., & Kotrba, L. (2014). Diagnosing organizational cultures: A conceptual and empirical review of culture effectiveness surveys. *European Journal of Work and Organizational Psychology*, 23(1), 145–161. <https://doi.org/10.1080/1359432X.2012.713173>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). *A primer on partial least squares structural equation modeling (PLS-SEM)* (3rd ed.). Sage Publications.
- Joiner, B. (2019). *Leadership agility: Five levels of mastery for anticipating and initiating change* (2nd ed.). Jossey-Bass.
- Kim, J., & Lee, S. (2022). Organizational culture and teachers' organizational commitment: The mediating role of work motivation. *Sustainability*, 14(15), 9456.
- Klassen, R. M., & Tze, V. M. C. (2021). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review*, 33, 100405.
- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Sage Publications.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61(1), 20–52. <https://doi.org/10.1006/jvbe.2001.1842>
- Nguyen, T. H., Tran, Q. H., & Le, P. T. (2023). Organizational culture, work motivation, and teachers' organizational commitment in secondary education. *Education Sciences*, 13(5), 487.
- Sarstedt, M., Ringle, C. M., & Hair, J. F. (2021). Partial least squares structural equation modeling. In C. Homburg, M. Klarmann, & A. Vomberg (Eds.), *Handbook of market research* (pp. 587–632). Springer.
- Schein, E. H., & Schein, P. A. (2017). *Organizational culture and leadership* (5th ed.). Wiley.
- Skaalvik, E. M., & Skaalvik, S. (2023). Teacher motivation, self-efficacy, and organizational commitment: A review of current research. *Education Sciences*, 13(4), 356.

- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783–805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Yuliani, D., Setyaningsih, S., & Wulandari, D. (2024). Agile leadership and teachers' organizational commitment: The mediating role of work motivation. *International Journal of Educational Management*, 38(2), 211–228.