

The Influence of Authentic Leadership and School Climate on Organizational Commitment of SMA Teachers in Bekasi District

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Abstract

This study aims to examine the influence of authentic leadership and school climate on teachers' organizational commitment in State Senior High Schools (SMAN) in Bekasi Regency. Authentic leadership refers to a leadership style characterized by transparency, morality, and honesty in interactions with organizational members, while school climate includes teachers' perceptions of a conducive, supportive, and welfare-oriented work environment for all school members. Teachers' organizational commitment is their willingness to continue to actively contribute to achieving organizational goals. This study used a quantitative approach with a survey method involving a sample of teachers from several senior high schools in Bekasi Regency. The results of the analysis show that authentic leadership and school climate have a significant influence on teachers' organizational commitment, where both variables simultaneously increase teachers' loyalty and dedication to the school. The findings provide important implications for school leaders in strengthening teachers' organizational commitment through the application of authentic leadership and the creation of a positive school climate.

Keyword: Authentic Leadership, School Climate, Organizational Commitment, High School Teachers

INTRODUCTION

Organizations are complex entities composed of various components with clear objectives, systems, and organization (Tampubolon, 2020). These components include systems involving human resources and other resources (Gusty *et al.*, 2020). As entities, organizations function as environments where economies grow and profits can be achieved (Nurhidayat *et al.*, 2020). Human resource management is a crucial aspect that plays a role in enhancing the profitability and productivity of a company (Indrastuti, 2020). Effective management of human resources will have a positive impact and yield optimal results for the success of the organization. The role of human resources is vital, as without them, the achievement of organizational goals is difficult to realize (Sugiarti, 2023). Human resources in a company are individuals with high motivation and commitment to meet personal needs while achieving organizational goals (Sugiarti, 2023).

In the field of education, human resources play a very important role. Wukir (2023) divides organizational resources into two main categories: human resources, which include individuals participating in organizational activities, and non-human resources, such as capital, technology, and other materials. Schools, as organizations, are expected to meet community expectations by providing quality education (Siahaan *et al.*, 2023). To assess school achievement, short-term, medium-term, and long-term programs that support the vision and mission of the school must be implemented (Tina & Fitri, 2019). According to Amini *et al.* (2021), schools are places where the educational process occurs within a complex and dynamic system, designed to improve the quality of life in society through the enhancement of human resources and social status.

Teachers play a crucial role in education, not only as educators but also as mentors, coaches, and leaders who can create a safe, comfortable, and conducive learning environment (Ardila & Rigianti, 2023). The presence of teachers helps reduce boredom in the learning process. In the era of information technology, teachers also serve as learning managers who can

create an atmosphere that stimulates student creativity using various methods and learning resources (Sadriani *et al.*, 2023). As the main pillars of schools, teachers are expected to possess fundamental skills as educators, mentors, and instructors, reflected in their competencies (Tresno Ingtyas *et al.*, 2022). Professional teachers must have expertise in their field and be capable of developing and disseminating knowledge and technology through education, as concrete evidence of their performance.

According to Suhartini (2018), organizational commitment includes affective, normative, and continuance commitment. Each is influenced by different factors: affective commitment by personal characteristics such as personality and work experience, normative commitment by socialization and beliefs about appropriate rewards, and continuance commitment by the desire to remain employed due to a lack of alternative job opportunities.

Low organizational commitment among teachers may be caused by various complex factors, such as a lack of understanding of organizational values, minimal management support, and inequity in treatment. Elwijaya (2021) states that a lack of familiarity with organizational values and moral principles in the workplace can reduce teachers' commitment. Pontoh & Guhung (2022) add that a lack of support and recognition from management also affects teachers' motivation, while Saudagar & Pradana (2020) mention inequity in treatment of teachers as another factor that diminishes commitment. Furthermore, poor communication, inconsistent policy changes, and minimal participation in decision-making exacerbate the situation, creating uncertainty and dissatisfaction (Wulandari, 2023).

The issue of low organizational commitment among teachers at SMAN Kabupaten Bekasi is influenced by several factors, one of which is the role of the school principal's leadership. Leadership plays an essential role in guiding and motivating groups to work together towards achieving goals without coercion (Munajat, 2023). Effective leadership is key to organizational success, while organizations lacking leadership may lose direction (Schulze & Pinkow, 2020). One relevant leadership style is authentic leadership, which emphasizes authenticity, integrity, and consistency between the ethical values and behaviors of leaders (Pangestu & Kustiawan, 2023; Shahab *et al.*, 2021). This style helps build the school's reputation as a reliable and trusted educational institution.

In addition to authentic leadership, the school climate also affects teachers' organizational commitment. According to Alqarni (2020), school climate is the quality reflected in teachers' collective perceptions of organizational behavior. Prayuda *et al.* (2021) add that school climate is a psychological characteristic that distinguishes one school from another, influencing the behavior of teachers and students, and creating psychological feelings within the school community. Safrijal (2021) emphasizes that school climate reflects the personality of the organization based on the values and norms adopted. Teachers' non-compliance with the school culture can lead to a lack of cooperation and discipline, while compliance fosters a sense of family, mutual respect, and discipline among teachers. Manla (2021) dan Purnama & Riana (2020) demonstrate that school climate significantly and positively influences teachers' commitment.

Preliminary observations at SMAN Kabupaten Bekasi indicate that teachers' organizational commitment has not reached optimal levels. This is evident from several indicators, such as low discipline, teachers frequently being late to class, fluctuating attendance rates, inadequate service, and unengaging learning processes. Based on the background, identification, and problem limitation outlined, this research formulates the main issue that

needs further investigation, namely whether authentic leadership and school climate have a direct influence on teachers' organizational commitment at SMAN Kabupaten Bekasi. This study aims to understand the factors influencing teachers' commitment to provide recommendations for improving performance and commitment within the school environment.

METHOD

This study aims to analyze the influence of authentic leadership, school climate, and procedural justice on the organizational commitment of teachers at public high schools in Bekasi Regency. Specifically, this research evaluates the direct effects of authentic leadership and school climate on organizational commitment. The study is conducted in public high schools in Bekasi Regency using a quantitative approach through survey methods. Data is obtained from questionnaires distributed to teachers at these high schools and analyzed using causal techniques with Structural Equation Modeling (SEM). The population of this study includes 1,627 civil servant teachers distributed across 44 public high schools in Bekasi Regency, and the sample used consists of 321 civil servant teachers. Data collection techniques involve using questionnaires that include instruments for authentic leadership, school climate, and organizational commitment. Subsequently, data analysis is performed to obtain quantitative scores. Below is the hypothetical model of the research:

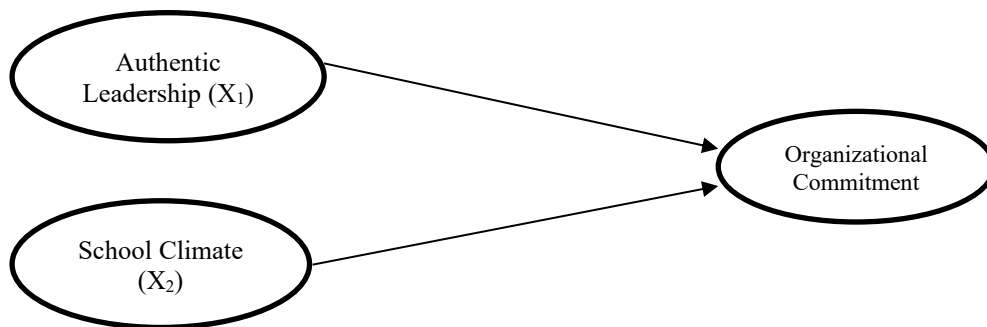


Figure 1. Hypothetical Model of Research

RESULTS AND DISCUSSION

This study is analyzed using a quantitative approach, with the analysis conducted through descriptive statistics and hypothesis testing using Partial Least Square (PLS). The variables involved in this study are organizational culture, self-efficacy, and professional commitment.

Partial Least Square (PLS)

Partial Least Square (PLS) is a multivariate statistical analysis that simultaneously estimates the effects among variables for the purposes of prediction, exploration, and structural model development (Hair *et al.*, 2019). Model evaluation in PLS includes the assessment of the measurement model, structural model assessment, and goodness of fit evaluation.

Evaluation of the Measurement Model

The measurement model in this research is a reflective measurement model where the variables of organizational culture, self-efficacy, and professional commitment are measured reflectively. According to Sarstedt *et al.* (2020), the evaluation of the reflective measurement model includes outer factor loadings of ≥ 0.70 , composite reliability of ≥ 0.70 , Cronbach's alpha, and average variance extracted (AVE) of ≥ 0.50 , as well as discriminant validity, which includes Fornell and Larcker criteria and HTMT (Heterotrait Monotrait Ratio) below 0.90. The results of the calculations can be seen in the table below:

Table 1. Outer Loading, Composite Reliability dan Average Variance Extranced

Variable	Measurement Item	Outer Loading	Cronbach's Alpha	Composite Reliability	AVE
Organizational Commitment	Comitment 1	0,954	0,860	0,915	0,785
	Comitment 2	0,954			
	Comitment 3	0,730			
Authentic Leadership	Leadership 1	0,929	0,952	0,968	0,910
	Leadership 2	0,969			
	Leadership 3	0,963			
School Climate	Climate 1	0,971	0,967	0,978	0,938
	Climate 2	0,967			
	Climate 3	0,966			

The Organizational Commitment variable is measured using 3 valid items, with outer loading values ranging from 0.730 to 0.954, indicating that these three measurement items have a strong correlation in explaining the organizational commitment of teachers at SMAN Kabupaten Bekasi. The reliability level of the Organizational Commitment variable is classified as good, with a composite reliability value of 0.915 and a Cronbach's Alpha of 0.860, both above 0.70. Convergent validity is demonstrated by an AVE of 0.785, which meets the criteria for good convergent validity with a value ≥ 0.50 . Overall, the measurement item variation contained in the variable reaches 78%.

The Authentic Leadership variable is measured with 3 valid items, where the outer loading values range from 0.929 to 0.963. This indicates that these three measurement items have a strong correlation in explaining the authentic leadership of the principal at SMAN Kabupaten Bekasi. The reliability level of the Authentic Leadership variable is classified as good, with a composite reliability value of 0.968 and a Cronbach's Alpha of 0.952, both above 0.70. Convergent validity is shown by an AVE of 0.910, which meets the criteria for good convergent validity with a value ≥ 0.50 . Overall, the measurement item variation contained in the variable reaches 91%.

The School Climate variable is measured with 3 valid items, where the outer loading values range from 0.966 to 0.971. This indicates that these three measurement items have a strong correlation in explaining the school climate of teachers at SMAN Kabupaten Bekasi. The reliability level of the School Climate variable is classified as good, with a composite reliability value of 0.978 and a Cronbach's Alpha of 0.967, both above 0.70. Convergent validity is demonstrated by an AVE of 0.938, which meets the criteria for good convergent validity with a value ≥ 0.50 . Overall, the measurement item variation contained in the variable reaches 93%.

Table 2. Fornell dan Lacker

	Organisational Commitment	Authentic Leadership	School Climate
Organisational Commitment	0,592		
Authentic Leadership	0,178	0,954	
School Climate	0,974	0,105	0,968

Discriminant validity evaluation needs to be conducted based on the Fornell and Larcker criteria. Discriminant validity is a form of evaluation to ensure that the variables are theoretically distinct and empirically proven through statistical testing. The Fornell and Larcker criteria state that the square root of the AVE of a variable must be greater than the correlation between the variables. The organizational commitment variable has a correlation of 0.592 with authentic leadership (0.178), but it is less than its correlation with professional commitment

(0.974). These results indicate that the discriminant validity of the organizational commitment variable is satisfied. Furthermore, the authentic leadership variable has a value of 0.954, which is greater than the school climate (0.105). These results indicate that the discriminant validity of the self-efficacy variable is also satisfied. Thus, the organizational culture and self-efficacy variables meet the criteria where the square root of the AVE is greater than the correlation between the variables.

Table 3. Heterotrait-Monotrait Ratio (HTMT)

	Organisational Commitment	Authentic Leadership	School Climate
Organisational Commitment			
Authentic Leadership	0,761		
School Climate	0,936	0,101	

Hair *et al.* (2019) recommend the use of HTMT because this instrument's validity measure is considered more sensitive or accurate in detecting discriminant validity. The suggested value is below 0.90. The test results indicate that the HTMT value for the variable pairs is below 0.90, thus achieving discriminant validity. This variable explains the variance in other variable items.

Evaluation of the Structural Model

The evaluation of the structural model relates to testing hypotheses regarding the influence between research variables. The examination of structural model variables is conducted in three stages. First, checking for the absence of multicollinearity between variables using the inner VIF (Variance Inflation Factor) measure. An inner VIF value below 5 indicates that there is no multicollinearity among the variables (Hair *et al.*, 2021). Second, hypothesis testing between variables is conducted by examining the t-statistics or p-value. If the p-value is greater than 1.96 (t-table) or the p-value from the test is less than 0.05, then there is a significant influence between the variables. Additionally, it is important to report the results and the 95% confidence intervals of the estimated path coefficient parameters. Third, the f-square value, which indicates the direct effect of variables at the structural level with criteria (f-square 0.02 low, 0.15 moderate, and 0.35 high). Hair *et al.* (2021) state that the f-square for mediation effects is referred to as the upsilon v statistic, which is obtained by squaring the mediation coefficient. According to Ogbeibu *et al.* (2022), as having low mediation effects (0.02), moderate mediation effects (0.075), and high mediation effects (0.175).

Table 4. Collinearity Statistics (VIF)

	Organizational Commitment
Authentic Leadership	1,000
School Climate	1,000

Before testing the hypotheses of the structural model, it is important to check for multicollinearity among the variables, which can be observed from the VIF values in the model. The estimation results show that the VIF values in the model are less than 5, indicating that the level of multicollinearity among the variables is low. This finding reinforces that the estimated parameter results in SEM PLS are robust and unbiased.

Table 5. Hypothesis Testing

Hypothesis	Path Coefficient	p-value	95% Confidence Interval		F square
			Upper Limit	Lower Limit	
H1. Authentic leadership has a direct influence on organizational commitment	0,977	0,000	0,982	0,972	20,64

H2. School Climate has a direct influence on organizational commitment 0,892 0,000 0,897 0,892 19,20

Based on the results of the hypothesis testing above, the following information was obtained:

1. Hypothesis One (H1) is accepted, indicating a significant effect of authentic leadership on increasing the organizational commitment of teachers at SMAN Kab. Bekasi, with a path coefficient of (0.977) and a p-value ($0.000 < 0.05$). Every change in the authentic leadership of the school principal will enhance the organizational commitment of teachers at SMAN Kab. Bekasi. Within a 95% confidence interval, the effect of organizational culture on increasing the organizational commitment of teachers is between 0.972 and 0.982. Furthermore, authentic leadership also has a significant effect at the structural level (f square = 20.64).
2. Hypothesis Two (H2) is accepted, indicating that there is an effect of the school climate on the organizational commitment of teachers at SMAN, with a path coefficient of (0.892) and a p-value ($0.000 < 0.05$). Every change in the school climate will enhance the organizational commitment of teachers at SMAN Kab. Bekasi. Within a 95% confidence interval, the effect of organizational culture on increasing the organizational commitment of teachers is between 0.897 and 0.892. Additionally, the school climate also has a significant effect at the structural level (f square = 19.20).

Evaluation of Goodness and Model Fit

PLS is a variance-based SEM analysis with the aim of testing the theory of the model focusing on prediction studies (Hair *et al.*, 2019). Therefore, several measures were developed to declare the proposed model acceptable such as R square, Q square, SRMR, PLS predict.

Table 6. R square, Q square

	R Square	Q Square	SRMR
Organizational Commitment	0,954	0,053	0,092

The statistical measure R Square describes the extent of variation in the endogenous variable that can be explained by exogenous or other endogenous variables. Based on the processing results above, it can be concluded that the combined effect of authentic leadership and school climate on the organizational commitment of teachers at SMAN Kab. Bekasi is 95% (a high influence). Furthermore, the Q Square value is $0.053 < 0.25$, indicating low accuracy. Additionally, the SRMR value, which is between 0.08-0.10, indicates that the model has an acceptable fit. The estimated model result is 0.092, meaning the model has an acceptable fit. Empirical data can explain the influence among variables in the model.

Table 7. Linierity Test

Quadratic effect	Path Coefficient	p-value	Description
Authentic Leadership	0,007	0,568	Linearity fulfilled
School Climate	0,001	0,558	Linearity fulfilled

Based on the data processing results, the quadratic form of organizational culture and self-efficacy does not have a significant effect on professional commitment. Therefore, the influence of organizational culture and self-efficacy on professional commitment is linear, or it can be stated that its linear mode is fulfilled (strong).

Based on the research results analyzed using a quantitative approach and Partial Least Square (PLS), this study shows that authentic leadership and school climate significantly

influence the organizational commitment of teachers at SMAN Kabupaten Bekasi. The findings support the theory proposed by Aruoren & Tarurhor (2023), which states that authentic leadership can enhance trust and commitment among organizational members. The path coefficient obtained for the influence of authentic leadership on organizational commitment is 0.977 with a p-value of 0.000, indicating a very significant effect. This aligns with the findings by Roncesvalles & Gaerlan (2015), which found that authentic leadership positively contributes to the increase in professional commitment among teachers.

Additionally, the school climate also proves to have a significant influence on organizational commitment, with a path coefficient of 0.892 and a p-value of 0.000. This finding is in line with the study by Caingcoy (2022), which emphasizes the importance of school climate in shaping teachers' commitment and motivation. A positive school climate, where there is support and collaboration among coworkers, can encourage teachers to be more committed to the school's vision and mission.

Meanwhile, the analysis of multicollinearity indicates that there is no multicollinearity among the analyzed variables, with VIF values below 5, so the parameter estimation results in the SEM PLS model are considered strong and unbiased. This affirms that the relationships among the studied variables can be statistically justified. However, it should be noted that the quadratic form of the variables of organizational culture and self-efficacy does not significantly affect professional commitment, indicating that the relationship is linear. This finding is consistent with research by Dewi (2018), which shows that self-efficacy has different roles in influencing professional commitment, depending on context and other factors.

Overall, the results of this study provide important contributions to understanding the dynamics influencing organizational commitment in the educational environment, while emphasizing the importance of authentic leadership and school climate as key factors in enhancing teachers' commitment. These findings can serve as a reference for schools in designing effective strategies to enhance teacher commitment through strengthening authentic leadership and developing a positive school climate.

CONCLUSION

The conclusions of this study indicate that the quantitative approach used through descriptive statistical analysis and hypothesis testing with Partial Least Square (PLS) successfully identified the effects among the variables of organizational culture, self-efficacy, and professional commitment. The reflective measurement model demonstrated good reliability and validity, with outer loading values, composite reliability, and average variance extracted (AVE) meeting the criteria. The evaluation of discriminant validity, both through the Fornell and Larcker criteria and the Heterotrait-Monotrait Ratio (HTMT), confirms that the tested variables have significant differences. The hypothesis testing resulted in two accepted hypotheses, namely the significant effect of authentic leadership and school climate on the organizational commitment of teachers at SMAN Kabupaten Bekasi, with path coefficients of 0.977 and 0.892, respectively. The proposed model shows a good fit, reflected in the R Square, Q Square, and SRMR values. Furthermore, the analysis indicates that the effect of organizational culture and self-efficacy on professional commitment is linear and strong. Thus, this study reinforces that authentic leadership and school climate significantly contribute to organizational commitment, and the constructed model shows adequate validity and reliability.

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