



TEACHERS' WORK COMMITMENT IN THE CONTEXT OF SCHOOL ORGANIZATIONS: A CASE STUDY AT SMP NEGERI 2 IN PAMIJAHAN DISTRICT

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ABSTRACT

This study aims to analyze teachers' work commitment at SMP Negeri 2 in Pamijahan District by examining its manifestations, supporting and inhibiting factors, and organizational conditions influencing its sustainability. A qualitative approach with a case study design was employed. Data were collected through semi-structured interviews, observations, and documentation involving 11 informants comprising the principal, vice principals, and teachers. Data were analyzed thematically through coding, categorization, theme development, and triangulation of sources and techniques. The findings indicate that teachers' work commitment is primarily manifested through professional responsibility and concern for students, accompanied by work discipline, participation in school activities, collegial collaboration, and adaptability to change. Commitment is strengthened by supportive leadership, open communication, a conducive work environment, and opportunities for professional development. Conversely, workload, limited time, changing demands, and coordination challenges constitute conditions that require management. These findings highlight importance of integrating teacher commitment into human resource management and culture development.

Keywords: *teachers' work commitment; professional responsibility; school leadership; work environment; school organization*

INTRODUCTION

Teachers are one of the strategic elements in the provision of education, since the quality of the learning process is determined not only by pedagogical and professional competence but also by teachers' willingness to carry out their responsibilities consistently and sustainably. Within the context of school organizations, teachers' work commitment becomes important because it reflects their attachment to their work, their school, and the educational goals to be achieved. Teachers with strong commitment tend to show a willingness to fulfil their professional responsibilities, sustain their involvement in their work, and contribute to the achievement of school goals (Rahmawati et al., 2026). Hariri and Sumintono (2020) assert that teacher commitment relates to the willingness to carry out professional responsibilities, the desire to be a good teacher, and concern for students' success. Work commitment, therefore, is not merely a matter of attendance or the completion of administrative tasks, but also involves psychological attachment and teachers' willingness to give their best contribution to the school.

The issue of teachers' work commitment becomes increasingly relevant as schools face dynamic and ongoing demands for change, ranging from adjustments to education policy and rising professional demands to the strengthening of student-centred learning and the need to adapt to

organizational change (Rahmawati et al., 2025). Under such conditions, schools require teachers who are not only able to carry out their core duties but also willing to engage in the pursuit of shared goals. A systematic review by Bogler and Berkovich (2021) shows that teachers' organizational commitment is shaped by a range of factors originating from individual characteristics, job roles, interpersonal relationships, and organizational context. This implies that teacher commitment cannot be understood merely as a personal characteristic, but rather as a condition formed through the interaction between individuals and the school work environment. Findings from research in the Indonesian education context likewise indicate that teachers' organizational commitment is related to job satisfaction and performance, so that strengthening commitment carries important consequences for the effectiveness of education provision (Wayoi et al., 2021).

Within the school environment, opportunities to strengthen teachers' work commitment can be created through supportive working conditions, healthy working relationships, effective principal leadership, and the provision of space for teachers to experience meaning and value in their work (Awaludin et al., 2026). School leadership, for instance, occupies an important position, since effective leadership practices can build the social and psychological relationships that foster teachers' attachment to the organization (Berkovich & Bogler, 2021). On the other hand, the fulfilment of teachers' psychological needs also plays a role in building commitment, particularly when the work environment supports the needs for autonomy, competence, and social relatedness (Stan & Vîrgă, 2021). This suggests that strengthening teachers' work commitment can be viewed as a strategic opportunity for schools to build a more participatory, responsible work culture oriented towards the achievement of educational goals.

This phenomenon is relevant to examine at SMP Negeri 2 in Pamijahan District, as the school is an educational organization whose success depends heavily on the quality of teachers' involvement and consistency in carrying out their duties. In practice, teachers' work commitment can be reflected in their earnestness in delivering instruction, their responsibility for additional tasks, their involvement in school activities, their willingness to cooperate with colleagues, their concern for students' development, and their readiness to adjust to the school's needs and changes. However, these indicators do not always appear with the same intensity across teachers. This condition raises the research problem of how teachers' work commitment is formed and manifested in the life of the school organization, what factors support or hinder it, and how the school environment can sustain that commitment. Studies on teachers in Indonesia indicate that both personal aspects and the organizational environment can be related to teacher commitment. Utami et al. (2021), for example, found a positive relationship between personality characteristics and teachers' organizational commitment, and demonstrated the importance of involvement, moral responsibility, and loyalty in building commitment.

Although research on teacher commitment has developed considerably, studies that portray teachers' work commitment contextually at the level of individual education units remain important to conduct. Commitment is a construct shaped by organizational context, so that findings from schools, regions, or organizations with different characteristics do not necessarily reflect the conditions of a particular school. Furthermore, teacher commitment needs to be viewed not only as an attitude towards the organization, but also as a work experience related to engagement, meaningfulness of work, well-being, and the sustainability of teachers' contributions. Shu (2022) shows that teacher commitment is linked to work engagement and well-being, while Suyatno et al. (2022) demonstrate the importance of meaning at work in promoting teacher commitment and

reducing the tendency towards burnout. These perspectives create space for viewing work commitment more holistically, namely through teachers' attachment to their work, their willingness to carry out responsibilities, their relationship with the school environment, and their orientation towards shared goals.

Based on the foregoing, this study, "Teachers' Work Commitment at SMP Negeri 2 in Pamijahan District," is directed towards obtaining an in-depth picture of the condition of teachers' work commitment within the context of school organizations. This research is important for understanding how teachers make meaning of their work, demonstrate responsibility and attachment to their school, sustain their involvement in carrying out their duties, and respond to the demands and changes developing within the school environment. The study is also directed towards identifying the various conditions that support or hinder the formation of teachers' work commitment, so as to provide an empirical basis for schools in designing improvements to human resource management, leadership, the work environment, and organizational culture. The findings are thus expected not merely to describe the level or condition of teacher commitment, but to offer a contextual understanding of how work commitment is built and sustained as part of efforts to improve the quality of education provision at the level of individual education units.

RESEARCH METHOD

This study employed a qualitative approach with a case study method to obtain an in-depth understanding of teachers' work commitment at SMP Negeri 2 in Pamijahan District. The data sources consisted of 11 informants, who were selected purposively based on their involvement, experience, and knowledge of task implementation and the dynamics of the school organization. The informants comprised 1 principal, 2 vice principals, and 8 teachers, thereby providing perspectives from both leadership and teachers as the main actors in the education process. Primary data were obtained through semi-structured interviews and observation, while secondary data were obtained through documentation studies of relevant school records. The main research instrument was the researcher, supported by an interview guide, an observation sheet, and a documentation guide. The interviews were directed at exploring informants' experiences and interpretations regarding their attachment to their work and school, their professional responsibility, their involvement in school activities, their cooperation with colleagues, their concern for students, and their ability to adapt to changing demands. Observations were conducted to obtain data on work behaviour, teachers' involvement in school activities, interaction among members of the school community, and the implementation of professional responsibilities. Documentation, meanwhile, was used as supporting data to confirm information obtained from the interviews and observations. The selection of the 11 informants was carried out purposively, and the data collection process was directed towards information sufficiency, such that the addition of informants could be discontinued once the data obtained showed a relatively consistent pattern of information and no longer produced new substantive themes (Creswell & Poth, 2018).

Data analysis was conducted thematically through stages that proceeded iteratively from the data collection process through to the formulation of conclusions. The interview data were transcribed, after which the researcher repeatedly read through the complete transcripts, observation notes, and documents to understand the context of the data. Data relevant to the research focus were then coded, codes sharing similar meanings were grouped into categories, and these were subsequently developed into themes describing patterns of teachers' work commitment. The analysis was carried out by

comparing information from the principal, vice principals, and teachers to identify points of agreement and difference across perspectives. The trustworthiness of the data was strengthened through triangulation of sources and techniques, namely by comparing information across informants and cross-checking the interview results against the observation and documentation findings. The researcher also re-examined the interpretation of the data to ensure that the resulting themes remained consistent with the empirical evidence. Thematic analysis was employed because it enables the researcher to systematically identify, organize, and interpret patterns of meaning emerging from qualitative data (Braun & Clarke, 2021; Byrne, 2022). On the basis of this entire process, the research conclusions were formulated from themes reflecting the forms of teachers' work commitment, the supporting and inhibiting factors, and the conditions of the school organization related to the sustainability of teachers' work commitment.

RESULTS AND DISCUSSION

Results

This study sought to obtain an in-depth understanding of teachers' work commitment at SMP Negeri 2 in Pamijahan District, particularly in relation to professional responsibility, involvement in school activities, concern for students, working relationships, and the ability to adapt to changing demands. Research data were obtained through semi-structured interviews, observation, and documentation, involving 11 informants consisting of 1 principal, 2 vice principals, and 8 teachers. Data were analyzed thematically by comparing information from various sources to obtain patterns that describe teachers' work commitment.

Table 1. Composition of Research Informants

<u>No.</u>	<u>Informant Group</u>	<u>Informant Code</u>	<u>Number</u>	<u>Percentage</u>
1	Principal	KS	1	9.1%
2	Vice principal	WKS1–WKS2	2	18.2%
3	Teacher	G1–G8	8	72.7%
Total			11	100%

Source: Research data analysis results

The composition of informants shows that the sources of research information came from both school leadership and teachers as the main actors in the education process. The perspectives of the principal and vice principals provide a picture of teacher commitment from the standpoint of organizational management, while the teachers' perspectives provide information on direct experience in carrying out professional responsibilities. This difference in position enabled a comparison of information across sources as part of the data triangulation process.

Table 2. Key Findings on Teachers' Work Commitment

<u>No.</u>	<u>Theme</u>	<u>Subtheme</u>	<u>Informants Reporting</u>	<u>Percentage</u>
1	Professional responsibility	Delivery of instruction and task completion	11	100%
2	Work discipline	Consistency in fulfilling duties	10	90.9%
3	Involvement in school	Participation in school programs	9	81.8%
4	Concern for students	Attention to students' development	11	100%
5	Collaboration	Collaboration and mutual support among teachers	10	90.9%
6	Leadership support	Guidance, communication, and support from the principal	9	81.8%

7	Meaning of work	Work as an educational responsibility	8	72.7%
8	Adaptation	Adjustment to change	8	72.7%
9	Workload	Accumulation of core and additional tasks	7	63.6%
10	Time constraints	Difficulty managing multiple responsibilities	6	54.5%
11	Organizational communication	Need to strengthen coordination	3	27.3%

Source: Research data analysis results

Table 2 shows that teachers' work commitment is most strongly reflected in the aspects of professional responsibility and concern for students. All informants linked teacher commitment to the fulfilment of instructional responsibilities and attention to students. Most informants also emphasized the importance of discipline, collaboration, involvement in school activities, and leadership support.

On the other hand, several conditions were identified as potentially hindering the sustainability of commitment. Workload was identified by seven informants, while time constraints were raised by six informants. Demands for change were also a concern for eight informants. These findings indicate that strong commitment does not mean that teachers are free from various constraints in carrying out their work. Teachers can continue to demonstrate a high level of responsibility while, at the same time, requiring organizational support to manage work demands in a proportionate manner.

1. Teachers' Commitment in Carrying Out Professional Responsibility

Professional responsibility is the theme that emerged most consistently in the research data. All informants described teacher commitment through their earnestness in delivering instruction, completing tasks, preparing learning activities, conducting evaluations, and fulfilling additional duties related to the organization of school activities.

Table 3. Manifestations of Teachers' Professional Responsibility

Aspect	Interview Findings	Observation Findings	Documentation	Interpretation
Instruction	Teachers place instruction as their primary responsibility	Teachers deliver lessons according to schedule	Lesson materials and administrative records are available	Commitment is evident in the performance of core duties
Task completion	Teachers strive to complete both core and additional tasks	School tasks are carried out according to assignment	Activity records show teacher involvement	There is a willingness to fulfil responsibilities
Discipline	Most informants emphasized the importance of discipline	Attendance and task performance serve as indicators	School administrative records support this information	Discipline forms part of work consistency
Evaluation	Teachers conduct assessment and instructional follow-up	Evaluation activities are evident in the learning process	Assessment records serve as supporting data	Commitment is linked to the continuity of the learning process

Source: Research data analysis results

Table 3 shows that teachers' work commitment has a behavioural dimension that can be observed in the performance of their work. Professional responsibility is evident in the interconnection between instructional delivery, task completion, discipline, and instructional evaluation. Work commitment

can therefore be understood as teachers' willingness to carry out their role consistently while also contributing to the achievement of educational goals.

This finding is consistent with Hariri and Sumintono (2020), who explain that teacher commitment relates to the willingness to carry out professional responsibilities, the desire to perform the teaching role well, and concern for students' success. Commitment should not, therefore, be understood merely on the basis of teachers' attendance or completion of administrative tasks, but must be viewed in terms of teachers' attachment to their work and educational responsibilities.

2. Teacher Involvement and Concern for Students

Teachers' work commitment is also reflected in their involvement in various school activities and their concern for students. The research data show that nine informants identified involvement in school activities as a form of contribution to the organization, while all informants linked commitment to concern for students.

Table 4. Teacher Involvement and Concern for Students

No.	Aspect	Key Finding	Informants	Meaning
1	School activities	Teachers participate in school programs	9	Reflects attachment to the organization
2	Student mentoring	Teachers attend to students' needs	11	Reflects an educational service orientation
3	Student development	Teachers attend to students' academic and behavioural development	11	Strengthens moral responsibility
4	Additional duties	Teachers are willing to take on responsibilities beyond their core duties	9	Reflects contribution to the school
5	Adaptation	Teachers strive to adjust their work practices to change	8	Reflects the sustainability of involvement

Source: Research data analysis results

Table 4 shows that teacher commitment has a strong orientation towards students. Concern for students is one form of commitment that indicates teachers' work is not limited to the performance of administrative tasks. Teachers bear responsibility for the developmental process of their students as part of the core purpose of education.

Involvement in school activities also shows that commitment has an organizational dimension. Teachers who are willing to take part in school activities demonstrate that their relationship with the organization is not confined to the classroom. Such contributions strengthen the connection between teachers' individual responsibility and the achievement of school goals.

This finding is consistent with Shu (2022), who identifies a relationship between teacher commitment, work engagement, and well-being. Suyatno et al. (2022) likewise show that meaning at work plays a role in promoting teacher commitment. Concern for students can therefore be regarded as one source of meaningfulness that strengthens teachers' attachment to their work.

3. Collegial Relationships and Teacher Collaboration

Relationships among teachers are an aspect that also shapes their work experience and commitment. The research data show that ten informants identified collaboration and mutual support among teachers as conditions that facilitate the performance of their duties. Collaboration was mainly related to the coordination of school activities, the exchange of experience, and the joint completion of work.

Table 5. Collegial Relationships as a Reinforcer of Commitment

Aspect	Form of Relationship	Informants	Impact on Commitment
Communication	Exchange of information and task coordination	10	Facilitates task performance
Collaboration	Cooperation in school activities	10	Strengthens attachment to the organization
Support	Mutual assistance in addressing work problems	9	Provides social support
Exchange of experience	Sharing practices and experience	8	Supports professional development
Solidarity	Mutual respect and maintaining working relationships	9	Builds a positive work atmosphere

Source: Research data analysis results

Collegial relationships contribute to the creation of a supportive work environment. Teachers do not carry out their duties in isolation but interact with other teachers across various school activities. Mutual support among teachers can help reduce work pressure while also providing teachers with the opportunity to learn from their colleagues' experience.

This finding is consistent with Bogler and Berkovich (2021), who show that interpersonal factors are among the aspects related to teachers' organizational commitment. In addition, Stan and Virgă (2021) identify social relatedness as one of the psychological needs that plays a role in explaining organizational commitment.

Strengthening teacher commitment is therefore not solely the responsibility of individual teachers or the principal. A collegial work culture also needs to be developed, since healthy working relationships can serve as a source of social support that helps teachers sustain their involvement in their work.

4. Principal Leadership and the Work Environment

Principal leadership is one of the organizational factors that supports teachers' work commitment. Nine informants identified the principal's support in the form of guidance, communication, the granting of trust, and support for the performance of duties. This condition indicates that leadership occupies a strategic position in shaping teachers' work experience.

Table 6. Supporting and Inhibiting Factors of Teachers' Work Commitment

Factor	Informants	Position	Description of Finding
Principal support	9	Supporting	Guidance, communication, and trust
Relationships among teachers	10	Supporting	Collaboration and peer support
Work environment	9	Supporting	A conducive work atmosphere
Professional development	8	Supporting	Opportunities to enhance competence
Concern for students	11	Supporting	Orientation towards student success
Workload	7	Potential inhibitor	Core and additional tasks occurring simultaneously
Time constraints	6	Potential inhibitor	A heavy workload within limited time
Demands for change	8	Potential inhibitor	Adjustment to policies and school needs
Coordination	3	Potential inhibitor	Information needs to be conveyed more consistently

Source: Research data analysis results

Table 6 shows that supporting and inhibiting factors of commitment can occur simultaneously. Teachers may possess strong commitment while still facing workload, time constraints, and demands for change. Individual commitment therefore needs to be supported by sound organizational management if it is to be sustained over the long term.

Berkovich and Bogler (2021) explain that school leadership can contribute to teacher commitment through social and psychological mechanisms. The principal functions not only as a director of work but also as an organizational actor who shapes teachers' work experience. Support, trust, communication, and opportunities to participate form important parts of this mechanism.

In this context, principals need to develop a style of leadership oriented not only towards supervision but also towards empowerment. Teachers need space to apply their competencies, to receive support when facing difficulties, and to have their contributions recognized. This is consistent with Stan and Virgă (2021), who emphasize the importance of fulfilling psychological needs in building organizational commitment.

Discussion

1. Teachers' Work Commitment as Professional Responsibility

The findings show that teachers' work commitment is primarily manifested through the performance of professional responsibility. This indicates that commitment has a behavioural dimension observable through teachers' consistency in delivering instruction, completing tasks, and attending to students. Commitment, therefore, is not merely a matter of psychological attitude towards the school, but is also related to the quality with which the professional role is carried out.

This finding is consistent with Hariri and Sumintono (2020), who affirm the importance of professional responsibility in understanding teacher commitment. This perspective also supports Bogler and Berkovich (2021), who explain that teacher commitment is influenced by the interaction of various individual, job-related, interpersonal, and organizational factors.

The implication is that the strengthening of commitment should not be pursued solely through supervision or the imposition of work demands. Schools need to build conditions that enable teachers to carry out their responsibilities optimally. Task management, professional support, and recognition of teachers' contributions are part of a strategy that can strengthen commitment.

2. Involvement and Working Relationships as a Basis for Commitment

Teachers' involvement in school activities and their working relationships with colleagues show that commitment develops through social and organizational experience. Teachers who have the space to collaborate and contribute have a greater opportunity to build a sense of belonging to the school.

Concern for students gives this commitment a dimension of value. Teachers do not merely work to fulfil organizational demands but also regard their work as part of the effort to support students' development. This finding is consistent with Suyatno et al. (2022) regarding the role of meaning at work in building commitment, and with Shu (2022) regarding the relationship between commitment, work engagement, and well-being.

Schools therefore need to develop a work culture that allows teachers to feel that their contribution has value. Collaboration among teachers, involvement in decision-making, and recognition of professional contributions can form part of this strategy.

3. Leadership and the Work Environment as Reinforcers of Commitment Sustainability

Principal leadership is a strategic factor in sustaining teacher commitment. Support, communication, trust, and the provision of opportunities to participate can create a positive work

experience. This is consistent with Berkovich and Bogler (2021), who show that school leadership is related to teacher commitment through social and psychological mechanisms.

The work environment also needs to be viewed as part of the system that supports commitment. Teachers who receive social support, opportunities to develop competence, and space to exercise professional autonomy are in a more favourable position to sustain their involvement in their work. This is consistent with Stan and Vîrgă (2021).

At the same time, schools need to manage inhibiting factors such as workload, time constraints, demands for change, and coordination. Strong commitment does not mean that teachers are free from work pressure. Rather, the organization's capacity to manage such pressure becomes essential if the commitment that has been formed is to be sustained.

Overall, the findings show that teachers' work commitment is a multidimensional phenomenon. Commitment is built through professional responsibility, involvement in the school, concern for students, collegial relationships, leadership support, and the conditions of the work environment. Strengthening teacher commitment therefore needs to be positioned as part of a school human resource management strategy oriented towards professionalism, collaboration, work well-being, and student success.

CONCLUSION

This study concludes that teachers' work commitment at SMP Negeri 2 in Pamijahan District is formed and manifested through professional responsibility, involvement in school activities, concern for students, collaborative working relationships, and a willingness to adapt to changing demands; this commitment is strengthened by supportive principal leadership, open communication, collegial relationships, a conducive work environment, and opportunities for professional development, while workload, time constraints, demands for change, and not-yet-optimal coordination remain conditions that need to be managed so as not to diminish the sustainability of teacher commitment. Based on these findings, schools are advised to strengthen teacher commitment through the empowerment and involvement of teachers in decision-making, the proportionate management of workload, increased collaboration among teachers, consistent organizational communication, the provision of appreciation for professional contributions, and support for competence development, while the implications of this research indicate that principals need to position teacher commitment as part of a strategy for developing a school organizational culture that is oriented not only towards compliance with duties, but also towards creating a work environment that supports professionalism, meaningfulness of work, well-being, and a sustained orientation towards students' success.

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