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Revisiting Organizational Dynamics in Education: A Theoretical Approach to Leadership, Satisfaction, Commitment, and Performance

Purwatiningsih¹, Achmad Husen², Suparno³

¹Universitas Bina Sarana Informatika, Jakarta, Indonesia, purwatiningsih.pwt@bsi.ac.id

²Universitas Negeri Jakarta, Jakarta, Indonesia, ahusen@unj.ac.id

³Universitas Negeri Jakarta, Jakarta, Indonesia, suparno@feunj.ac.id

Corresponding Author: purwatiningsih.pwt@bsi.ac.id¹

Abstract: This study aims to analyze the relationship between leadership style, job satisfaction, organizational commitment, and teacher performance in the education sector. The results of the study show that transformational leadership style plays a significant role in increasing job satisfaction and organizational commitment of teachers. This relationship ultimately has a positive impact on teacher performance. Through an in-depth literature review using trusted academic sources such as Google Scholar and Scopus, it was found that the combination of supportive leadership, high job satisfaction, and strong organizational commitment creates a conducive and productive work environment. This study recommends the implementation of empowering leadership styles as well as strategies that focus on increasing teacher satisfaction and commitment to support the achievement of educational goals.

Keyword: Leadership Style, Job Satisfaction, Organizational Commitment, Teacher Performance.

INTRODUCTION

The dynamics of educational organizations involve the interaction between leadership, job satisfaction, and organizational commitment as the main determinants of teacher performance. In the world of education, leadership style has a crucial role in building organizational commitment and influencing teachers' job satisfaction. Effective leadership not only motivates but also creates a supportive work environment to improve overall teacher performance (Tukiran et al., 2019). Leadership style Currently, it is required to be more participatory and transformational, especially in the face of modern educational dynamics. This is the main factor in facilitating the achievement of educational targets, including in improving teacher performance (Junaris, 2023).

Job satisfaction is one of the key indicators that influence the level of loyalty and organizational commitment of teachers. Teachers who feel satisfied tend to have higher motivation in providing performance best (Al-Refaei et al., 2024). Teacher performance not only reflects the effectiveness of teaching but also becomes an indicator of the success of

educational organizations. Research shows that this performance is significantly influenced by leadership, job satisfaction, and commitment. organization (Sutiyatik, 2023).

Good leadership has a direct impact on the commitment of teachers' organizations. Transformational leadership, for example, has been shown to be able to strengthen emotional commitment that has a positive impact on teacher performance (Tukiran et al., 2019). Job satisfaction not only has an impact on individual motivation but also strengthens teachers' commitment to the organization. A supportive work environment is also one of the main determinants in increasing this satisfaction (Wee et al., 2020). Organizational commitment plays an important mediating role in the relationship between leadership and teacher performance. Teachers who have high commitment will show greater loyalty and dedication in their work (Fauziah et al., 2023).

Participative leadership style shows a positive relationship with increasing teacher performance. By involving teachers in every decision-making process, of course, a sense of belonging to the organization will become more strong (Junaris, 2023). In the context of education, teachers' performance will be assessed by their ability to create an effective learning environment. Research shows that this performance is also influenced by their job satisfaction level (Zhao, 2023). In Indonesia, research shows that teachers often face challenges in maintaining job satisfaction due to limited facilities and management support. However, transformational leadership can overcome these obstacles (Yasmin et al., 2023).

Organizational commitment not only strengthens teachers' loyalty to the institution but also increases their motivation to continue to develop in preservation (Harahap et al., 2019). The interaction between leadership, job satisfaction, and organizational commitment shows a complex relationship. All of these factors influence each other and have a significant impact on teacher performance (Manel et al., 2023). A leadership style that focuses on individual development can improve teacher performance. This is done by providing space for innovation and recognition for their work achievements (Fauziah et al., 2023).

Theoretical research shows that effective leadership should be viewed as the ability to influence organizational commitment by strengthening teacher job satisfaction (Sutiyatik, 2023). Organizational commitment is often disrupted by low levels of job satisfaction, which can have an impact on declining teacher performance. Therefore, there needs to be ongoing intervention from management (Bading, 2022).

Factors such as awards, promotions, and co-worker support are important elements that determine teacher job satisfaction, which ultimately affects their performance (Nugroho, 2023). Effective educational management requires a deep understanding of how organizational commitment can be leveraged to improve overall teacher performance (Al-Refaei et al., 2024). A healthy and supportive work environment directly affects teacher commitment and performance. This is the primary responsibility of educational organization leaders (Harahap et al., 2019). The results of the study showed that organizational commitment mediates the relationship between leadership style and teacher performance, making it an important variable to consider (Fauziah et al., 2023).

Effective educational policies should include strengthening leadership styles, increasing job satisfaction, and strategies for building organizational commitment to support optimal teacher performance (Tukiran et al., 2019).

METHOD

Leadership Style

Transformational leadership style is at the heart of this framework. Transformational leaders motivate their subordinates by inspiring a shared vision, providing individual attention, and encouraging them to exceed expectations. According to Bass and Avolio (1994), the four main elements of transformational leadership style include:

1. Idealized Influence: The leader acts as a role model who provides moral and ethical direction.
2. Inspirational Motivation: The leader provides clear motivation to encourage work enthusiasm.
3. Intellectual Stimulation: The leader encourages teachers to think critically and creatively.
4. Individualized Consideration: The leader understands the unique needs of teachers and provides personal guidance (Avolio & Bass, 1995).
5. This dimension provides direction and inspiration for teachers to reach their full potential (randelangi et al., 2022). In the context of education, transformational leaders not only act as managers, but also as mentors who motivate teachers to innovate and contribute optimally.

Job Satisfaction

Job satisfaction refers to the extent to which an individual feels satisfied with his or her job. It is influenced by a variety of factors, including recognition, support from superiors, and opportunities for professional development. Satisfied teachers tend to be highly motivated and more focused on student learning outcomes (Tentama & Pranungsari, 2016).

Commitment Organization

Organizational commitment is an individual's emotional attachment to the organization where they work. According to Meyer and Allen's (1991) model, organizational commitment consists of three main components:

1. Affective Commitment: Emotional attachment to the organization.
2. Normative Commitment: Feelings of moral obligation to remain loyal to the organization.
3. Continuance Commitment: Awareness of the costs or consequences of leaving the organization (Meyer & Allen, 1991).

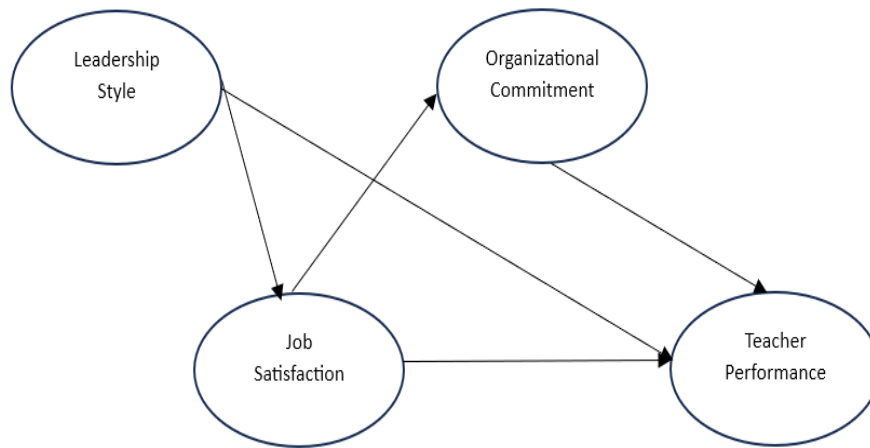
Teacher Performance

Teacher performance is the real result of how teachers carry out their roles and responsibilities in educating students. This performance involves effectiveness in:

1. Managing the learning process.
2. Delivering material in an interesting and relevant way.
3. Guiding students to achieve their best potential.

Teacher performance is influenced by leadership support, job satisfaction levels, and commitment to the organization. Teachers who work in a supportive environment and have empowering leaders are more likely to demonstrate superior performance

Teacher performance reflects their ability to achieve learning goals through effective planning, implementation, and evaluation. Factors such as leadership, job satisfaction, and organizational commitment interact to determine teacher effectiveness (Anggraeni & Rasto, 2016).



Source : Processed Researcher (2024)

Figure 1 : Relationship Between Each Construction

Methodology Study

This study uses a theoretical approach based on a comprehensive literature analysis. Data were collected from various studies examining the relationship between leadership style, job satisfaction, organizational commitment, and teacher performance. This analysis was used to identify direct and indirect relationships between variables.

Data collection

This study uses a qualitative approach with data collection methods through literature review and bibliometric analysis. Data sources are obtained from journal articles and previous studies that are relevant to the variables studied, namely leadership style, job satisfaction, organizational commitment, and teacher performance. Data were collected using two main tools, namely Publish or Perish and VOSviewer, to obtain comprehensive results.

1. Publish or Perish

This tool is used to search for relevant academic articles from various databases, such as Google Scholar, Crossref, and Scopus. The search was carried out using primary keywords such as "leadership style," "job satisfaction," "organizational commitment," and "teacher performance." Selection criteria include articles with a maximum publication time of the last ten years, relevance to the research variables, and a high citation rate.

2. VOSviewer

After the data was collected, visualization analysis was carried out using VOSviewer to map the relationship between variables. This application helps identify key clusters from previous studies, such as the relationship between leadership style and performance, and the role of job satisfaction as a mediator. This visualization provides a clearer scientific picture and helps direct the research focus on aspects that have a significant influence on research results.

Inclusion Criteria and Exclusion Criteria

1. Criteria Inclusion

The inclusion criteria in this study were designed to ensure that only articles relevant to the research variables were selected. The inclusion criteria used are as follows:

- a. Articles that have concepts related to leadership style, job satisfaction, organizational commitment, and teacher performance.
- b. Articles that include dimensions or indicators of variables relevant to the study, such as

the relationship between transformational leadership and individual performance outcomes.

- c. Articles published in the last five years to maintain relevance to the current context.
- d. Articles that come from international journals and use accountable data sources.

2. Criteria Exclusion

The exclusion criteria are used to filter articles that are not relevant to this study. The exclusion criteria applied are as follows:

- a. Articles that do not explicitly discuss the relationship between the main variables, such as leadership style and teacher performance, or do not include relevant indicators.
- b. Articles that have not been published in the last ten years so that they are considered less relevant to the current research conditions.
- c. Articles that discuss organizational development models that are not directly related to the context of education or the teacher leadership sector.

Validation

The validation process in this study aims to ensure that the articles used are relevant and of high quality in accordance with the research objectives. The following steps are taken by the Application of Keywords such as "leadership style," "job satisfaction," "organizational commitment," and "teacher performance" applied to databases such as Google Scholar, Crossref, and Scopus. Articles that are relevant to the research variables and focus on the educational context are selected for analysis.

Data analysis

The selected articles are validated using VOSviewer to map the relationships between variables and Publish or Perish to assess the relevance of citations. This process ensures that only high-quality and relevant articles are used.

RESULTS AND DISCUSSION

Research result

This study was designed to build a theoretical model that explains the relationship between leadership style, job satisfaction, organizational commitment, and teacher performance in an educational context. The research process began with a review of relevant academic articles, using tools such as Publish or Perish to search and select articles from indexed international journals that fit the focus of the research variables.

The selected articles were sorted based on relevance to the topic. This approach ensures that the research model is based on valid and up-to-date data, providing a strong foundation for analyzing the relationships between variables in an educational context.

Table 1 : Summary Literature review

Author	Variables	Country	Results
(randelangi et al., 2022)	Leadership Style, Job Satisfaction, Teacher Performance	Indonesia	Positive
(Gusriani et al., 2022)	Leadership Style, Teacher Performance	Indonesia	Positive
(Nuradi et al., 2020)	Leadership Style, Teacher Performance	Indonesia	Positive
(Mwesigwa et al., 2020)	Leadership Style, Teacher Performance	Uganda	Positive
(Tentama & Pranungsari , 2016)	Job Satisfaction, Organizational Commitment	Indonesia	Positive

(Al- Refaei et al., 2024)	Job Satisfaction, Organizational Commitment	Aden, Yemen	Positive
(Anggraeni , 2016)	Job Satisfaction, Teacher Performance	Indonesia	Positive
(Fauziah et al., 2023)	Organizational Commitment, Teacher Performance	Indonesia	Positive
(Shurbagi , 2014)	Leadership Style, Organizational Commitment	Libya	Positive
(Palinggi & Mawardi , 2020)	Leadership Style, Job Satisfaction, Teacher Performance	Indonesia	Positive

Source : Processed Researcher (2024)

Relationship between Leadership Style and Job Satisfaction

Leadership style, especially transformational, has a significant influence on teacher job satisfaction. Transformational leaders create a supportive work environment through inspirational motivation, individual attention, and encouragement for professional development. When teachers feel that their leaders understand their needs, appreciate their contributions, and provide opportunities for growth, this increases their job satisfaction. A study (randelangi et al., 2022) showed that teachers who are led with a transformational style have higher levels of job satisfaction because they feel appreciated and recognized in their work.

In addition, research (Tentama & Pranungsari, 2016) highlights that good interpersonal relationships between leaders and teachers play an important role in increasing job satisfaction. Leaders who are supportive and provide clear direction create a more comfortable and conducive work atmosphere, making teachers feel more satisfied with their work environment. This satisfaction not only impacts teacher well-being but also increases their involvement in achieving organizational goals.

Besides that , (Nuradi et al., 2020) highlighted that transformational leadership enables teachers to be more confident in implementing educational innovations. Leaders who provide intellectual challenges and strategic direction help teachers cope better with work pressure. In this context, transformational leadership not only improves work efficiency but also creates a harmonious relationship between teachers and leaders.

Job Satisfaction and Organizational Commitment

Job satisfaction contributes significantly to increasing teachers' organizational commitment.(Tentama & Pranungsari, 2016) showed that when teachers feel appreciated through recognition, professional support, and positive working relationships, they are more emotionally attached to the organization. This satisfaction not only increases teacher loyalty but also strengthens their involvement in achieving the goals of the educational organization.

Meanwhile, (Al-Refaei et al., 2024) revealed that in Aden, Yemen, job satisfaction has a direct impact on workforce stability and organizational performance. Satisfied teachers are more motivated to make maximum contributions. Factors such as competitive salaries, rewards for achievement, and effective communication between leaders and staff support the creation of a sense of belonging to the organization.

Organizational Commitment as a Mediator

Organizational commitment plays an important role as a mediator in the relationship between transformational leadership and teacher performance. (Fauziah et al., 2023) found that teachers who have an emotional attachment to the organization are more likely to show high

dedication in their duties. Affective commitment that is strengthened through a supportive leadership style encourages teachers to work harder to achieve common goals.

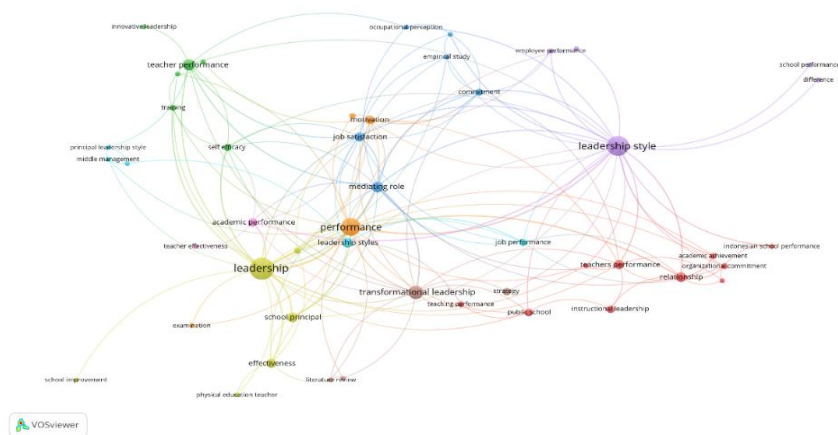
In addition, (Shurbagi, 2014) in Libya showed that organizational commitment not only increases teacher motivation but also provides stability in working relationships. Teachers who feel that they are an integral part of the organization show increased performance because of a sense of responsibility for the success of the institution. This reinforces the importance of leadership that is able to create emotional involvement of teachers with the organization.

Relationship between Leadership and Teacher Performance

Several factors support a positive relationship between leadership style and teacher performance. One of them is individual attention from the leader, where teachers feel valued not only as workers but also as individuals who have needs and aspirations. (Mwesigwa et al., 2020) in Uganda showed that leaders who pay attention to teacher welfare are able to create harmonious working relationships, which ultimately increase their work motivation and performance.

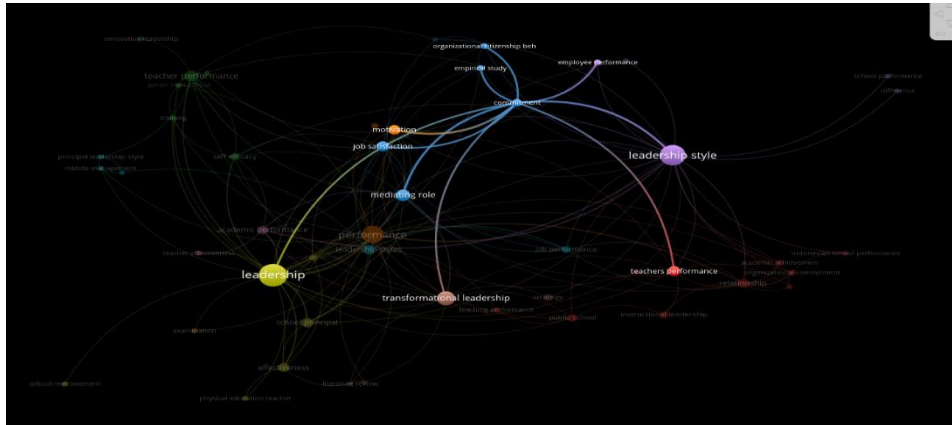
In addition, (Shurbagi, 2014) in Libya highlighted that leaders who empower teachers through effective communication and participation in decision-making are able to create a sense of responsibility and commitment to the institution. Teachers who feel supported by their leaders show higher dedication in carrying out their duties, even in stressful work situations. This combination shows that the right leadership style not only contributes to the achievement of educational goals but also to improving teacher welfare.

In the context of education, the main themes that emerged included aspects such as transformational leadership, work motivation, professional development, and organizational dedication. This clustering shows that job satisfaction and organizational commitment are key variables that bridge the relationship between leadership style and teacher performance.



Source : Processed Researcher (2024)

Figure 2: Visual Image of VOSviewer Research Model



Source : Processed Researcher (2024)

Figure 3: Visual Image of VOSviewer Research Model

Each point in the density visualization has a different color that reflects the level of element density at that point. These colors provide an overview of how often a particular element appears in the analysis, while also indicating the level of significance of the element in the context of the study. The main function of this visualization is to provide a bibliometric perspective that takes into account important elements that play a role in the study. The results of this analysis indicate that the variables used in the study, such as leadership style, job satisfaction, organizational commitment, and teacher performance, have high significance and still require further study. This shows that this topic is relevant for future research to strengthen the understanding of organizational dynamics in education

CONCLUSION

Based on the results of the study, it can be concluded that transformational leadership style has a significant influence on teacher job satisfaction and performance. Leaders who are able to provide motivation, recognition, and individual attention to teachers create a conducive work environment to increase teacher productivity and well-being. Teachers who are led with this approach are more motivated, satisfied with their work, and committed to organizational goals, which ultimately improves the quality of their performance.

In addition, organizational commitment has been shown to be an important mediator variable. Teachers with high job satisfaction tend to be more emotionally attached to the organization and show greater dedication in carrying out their duties. This relationship strengthens the contribution of transformational leadership style to achieving better teacher performance. In other words, job satisfaction and organizational commitment create a synergy that strengthens the impact of leadership on performance. In this study, the relationship between variables can be formulated through the $TCHP = f(LDS, JS, OC)$ model, where:

- TCHP = Teacher Performance,
- LDS = Leadership Style,
- JS = Job Satisfaction,
- OC = Organizational Commitment.

The direct effect of leadership style on teacher performance, as well as the indirect effect through job satisfaction and organizational commitment, can be further analyzed using methods such as confirmatory factor analysis (CFA) or structural equation modeling (SEM). This study highlights the importance of educational leaders to adopt an empowering approach,

create a conducive work environment, and strengthen teachers' emotional involvement in the organization. This is a key strategy in improving the effectiveness of educational organizations

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