



## **Increasing Work Productivity through Organizational Culture, Visionary Leadership and Achievement Motivation**

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### **ABSTRACT**

*In educational world, teachers are the conservators, transmitters, transformers and organizers that plays an important role in teaching and learning activities. Then, teacher's commitment is important to improve the education in Indonesia, since they have a big role in conducting the teaching activities in the classroom with the aims to produce quality students. This research aims to find optimal strategies, ways, and solutions to increase organizational commitment by examining the influence of transformational leadership, motivation, trust and job satisfaction on organizational commitment. The research method used in this research is a survey method with a correlational approach and Path analysis. Based on research result, Organizational commitment can be improved by strengthening transformational leadership, motivation, trust and job satisfaction, along with improving weak indicators and maintaining good indicators of examined variables. Through SITOREM analysis, the optimal solution for increasing organizational commitment can be found. Based on these results, the teachers' organizational commitment can be increased by strengthening transformational leadership, trust, job satisfaction, and motivation variables.*

**Keywords:** *Job Satisfaction, Motivation, Organizational Commitment, Transformational Leadership, Trust*

## INTRODUCTION

Globalization makes competition more dynamic so it is necessary to prepare for this global competition. The dynamic competition is the result of globalization era, that emphasizes on competitive advantage. The competitive advantage is structured by improving the potential in human resource, which focus on the ability to compete in global competition through their educational degree. An adequate level of education are able to meet required competencies, and become a specialization or expert in its field.

In educational world, teachers are the conservators, transmitters, transformers and organizers that plays an important role in teaching and learning activities. Then, teacher's commitment is important to improve the education in Indonesia, since they have a big role in conducting the teaching activities in the classroom with the aims to produce quality students. Unfortunately, one obstacles for teachers who have good competence and qualifications is when they get a headmaster who has a poor leadership style. The effective leadership for headmaster will be created when he has good behaviors and skills to lead the teachers' organization. Then, the headmaster should be able to influence the teachers in involving in educational process to improve the school's quality, as well as achieving the school's objective.

Teacher performance is impacted by the principal's management style. The principal needs to develop his capacity to use the appropriate leadership style to guide his staff in the educational setting. As a result, as the principal becomes more effective at managing his staff and increasing the teacher performance (Maryati et al., 2020). Independent headmaster leadership has a significant effect on teacher organization. In other words, the level of teacher organization can be explained by the independent variable of headmaster leadership. This research is expected that the headmaster will remain guiding and evaluate the implementation of teacher duties in achieving the school's goals that have been planned before. Therefore, the headmaster aslong with teachers should maintain a comfortable and secure school climate in order to create a conducive learning atmosphere.

Many previous studies have been conducted on job satisfaction with showed a close relationship between job satisfaction and teacher performance. When teachers feel satisfied in doing their jobs, they tend to be more concerned about their work quality, more committed to the school, having higher retention rates and become more productive during teaching and learning activities. This job satisfaction also represents the difference between the teacher's expectations and the experience he gets from his job. The bigger the difference between expectations and experiences (unfulfilled expectations), will resulting in bigger dissatisfaction.

Job satisfaction is also a positive attitude and emotional condition of individuals towards their environment and work, with the expectation that higher job satisfaction will encourage the teacher organizational commitment. Moreover, job satisfaction and employee organizational commitment can be increased through

the company improvement based on teachers' need, including the salary. This is proved by research conducted by Werang et al., (2017) that stated teachers' job satisfaction has a positive and significant effect on their organizational commitment in the remote state elementary schools of Merauke.

Personality development is an individual change in terms of self-awareness, self-intelligence, self-identity, self-potential, self-quality and others, with the aims that higher self-development will improve the teacher organizational commitment. It including all activities that enhance self-awareness, develop talent and potential, build human capital and facilitate individual performance, improve the quality of life, along with achieving the dreams and aspiration. Moreover, there is no limit to personal development, that its concept involves both formal and non-formal activities to develop personal development in the role of teacher, guide, consultant, manager, coach or mentor.

Transformational leadership is leader behavior to guide individuals to achieve their goals. The good transformational leadership is expected to increase teacher organizational commitment (Palupi et al., 2023). According to research conducted by Ling & Ibrahim (2013), showed that the practice of transformational leadership behaviours by school leaders enhanced teacher commitment. In addition, transformational leadership and organizational culture partially have a positive and significant effect teacher performance. This research aims to find optimal strategies, ways, and solutions to increase organizational commitment by examining the influence of transformational leadership, motivation, trust and job satisfaction on organizational commitment. Then, the optimal strategies, ways and solutions from this research result are become the suggestion to relevant parties, such as teachers, headmaster, school supervisors, education offices, and ministries of education and culture, research and technology.

Based on the previous research explained above, the novelty in this research are found the ways and strategies for efforts to increase teachers' organizational commitment through transformational leadership, motivation, job satisfaction and trust. In addition, this reseacrh was produced a guidebook to improve teachers' organizational commitment through transformational leadership, motivation, job satisfaction and trust. Moreover, the novelty in sitorem analysis assessment used to determine the priority from each variable related to research topics. The result of sitorem analysis is able to determine the priority order that can be used to know which indicators that must be improved or maintained in improving the teacher organizational commitment.

## **RESEARCH METHODOLOGY**

The research method used in this research is a survey method with a correlational approach and Path analysis. According to Setyaningsih (2020), path analysis is the relationship between independent, intermediate and dependent variables which presented in the form of a diagram. This research is investigating

the cause relationships based on effects' observations, with the aim of separating the direct influence and indirect influence of a causal variable (independent variable) on the effect of variable (dependent variable). In addition, the dependent variable in this research is teacher organizational commitment (Y), with four independent variables, such as transformational leadership ( $X_1$ ), motivation ( $X_2$ ), trust ( $X_3$ ), and job satisfaction ( $X_4$ ).

The survey results were analyzed using path analysis (path modeling) to analyze the causal relationship between one variable and another, for estimating the coefficients of a number of linear structural equations that represent the hypothesized causal relationship. In linear structural equations, the effect of independent variables on dependent variable can be in the form of direct and indirect effects, through other variables called intervening variables or intermediate variables. The total effect of independent variable on dependent variable is the sum of direct effect and all indirect effects.

## **RESULT AND DISCUSSION**

### **The influence of transformational leadership ( $X_1$ ) on teacher organizational commitment (Y)**

From data processing result, it can be concluded that transformational leadership variable ( $X_1$ ) has a direct and significant positive effect on teacher organizational commitment (Y). This is evident based on the path coefficient value  $\beta_{y1} = 0.213$  (Sig  $0.000 < 0.05$ ), means that increase of teacher's organizational commitment depends on the improvement of transformational leadership. The results of this research are in line with the research result conducted by Oupen & Yudana (2020), that there is a positive and significant relationship between transformational leadership and teacher organizational commitment as evidenced by the correlation coefficient of 0.541, and transformational leadership creates a strong enough contribution of 29.26% to teacher organizational commitment. Meanwhile, Suadnyani & Netra (2018), who conducted research with a similar theme concluded that the results of t-test and significance value on the transformational leadership variable showed a Sig value of  $< 0.05$ . It means that the good application of transformational leadership will resulting in the improvement of employee's organizational commitment.

The results of this research prove that transformational leadership has a positive impact on teachers' organizational commitment. When the headmaster applies a transformational leadership style, they tend to pay attention to teachers' needs and aspirations, provide clear guidance, and provide emotional support. In this context, teachers who experience good transformational leadership tend to feel more emotionally connected to their organization. Also, the teacher will feel valued, motivated and recognized for their contributions.

### **The effect of motivation (X<sub>2</sub>) on teacher organizational commitment (Y)**

Based on data processing result, it is concluded that there is a direct and significant positive effect of motivation variables (X<sub>2</sub>) on teacher organizational commitment (Y). This is evidenced by path coefficient value  $\beta_{y4} = 0.287$  (Sig value  $0.000 < 0.05$ ), means that the high motivation of the teacher will resulting in high commitment of the teachers themselves. The results of this research is in line with the research results conducted by Azizah et al., (2019) which found that work motivation does not have a significant effect on organizational commitment as indicated by the influence of 0.242 and has a  $t_{\text{statistic}} < t_{\text{critical}}$  ( $1.3953 < 1.68$ ). Meanwhile, the results of Oupen & Yudana, (2020) which state that there is a positive relationship between work motivation and organizational commitment as evidenced by a correlation coefficient of 0.503 and a coefficient of determination of 25.30%. In addition, the high motivation will result in high commitment and responsibility for completing their job.

### **The influence of trust (X<sub>3</sub>) on teacher organizational commitment (Y)**

From data processing result, it was found that there is a direct and significant positive effect of trust (X<sub>3</sub>) on teacher organizational commitment (Y). This is evidenced by path coefficient value obtained as  $\beta_{y2} = 0.329$  (Sig value  $0.000 < 0.05$ ). This means that the better trust given by headmaster will resulting in increasing teacher's organizational commitment. Trust is the basis of a good relationship between teachers and their organization. When the teachers feel that they can trust their leaders and their teamwork, it strengthens the sense of interdependence and cooperation in achieving the organizational goals in addition, teachers who feel that they have a close relationship with the organization tend to have higher commitment. Teachers who feel supported by the organization will have a high commitment in doing their best performance in teaching and learning process.

### **The effect of job satisfaction (X<sub>4</sub>) on teacher organizational commitment (Y)**

Based on data processing result, it is concluded that there is a direct and significant positive effect of job satisfaction variables (X<sub>4</sub>) on teacher organizational commitment (Y) with the strength of path coefficient value  $\beta_{y3} = 0.290$  (Sig value  $0.000 < 0.05$ ). It means that the increase of teacher's job satisfaction depends on their commitment in doing their job. The results of this research are in line with the research results conducted by Puspitawati & Riana, (2014) that job satisfaction has a significant positive effect on organizational commitment as evidenced by the path coefficient of 0.612 with a Sig value of  $0.000 < 0.05$  and a  $t_{\text{count}}$  value of 9.917. The job satisfaction as measured by workload, salary, promotion, supervision and well-managed coworkers contributes to organizational commitment. In addition, the results of research by Akbar et al., (2016) proves that job satisfaction has a significant effect on organizational commitment with a coefficient of 0.535 and a significant value of  $0.000 < 0.05$ . Furthermore, people who are relatively satisfied with their jobs will be more committed to the organization.

**The influence of transformational leadership (X<sub>1</sub>) on trust (X<sub>3</sub>)**

From data processing result, it is concluded that there is an insignificant direct positive effect of transformational leadership variable (X<sub>1</sub>) on trust. This is evidenced by path coefficient value  $\beta_{y41} = 0.067$  with  $t_{\text{count}} < t_{\text{table}}$  ( $0.89 < 1.98$ ). Based on the calculation result, the total direct effect of teacher trust variables is influenced by transformational leadership, namely trust directly 111.9%, indirectly 26.7%, and the general outcome of 138.6%. This result shows that the contribution of indirect effect of three independent variables through trust has a small number on teacher organizational commitment. In other words, motivation as an intervening variable in this research is not effective enough in supporting the effect of transformational leadership on teachers' organizational commitment. Meanwhile, motivation does not have a mediating role, that the direct effect is stronger than the indirect effect. It means that transformational leadership has a bigger direct influence than the motivation. Moreover, transformational leadership can provide the support and recognition to teachers. When teachers do not receive adequate support and recognition from their coworkers or their management, the motivation generated by transformational leadership may not be able to significantly influence the organizational commitment.

**The effect of trust (X<sub>3</sub>) on motivation (X<sub>2</sub>)**

Based on data processing result, it is concluded that there is a direct and significant positive effect of trust variable (X<sub>3</sub>) on motivation (X<sub>2</sub>), with the influence  $\beta_{43} = 0.491$  (Sig 0.000 < 0.05). This means that the high motivation depends on the high trust for the teacher. In addition, high job satisfaction makes teachers feel more engaged at work. When teachers are satisfied with their work, they tend to feel more enthusiastic and enthusiastic in doing their job. The high job satisfaction creates a positive sense of engagement, which increases the teacher motivation. Moreover, high motivation encourages teachers to maintain the level of satisfaction. Teachers who are satisfied with their jobs will try to maintain their working conditions that support their satisfaction.

**The influence of transformational leadership (X<sub>1</sub>) on job satisfaction (X<sub>4</sub>)**

From data processing result, it is concluded that there is a direct and significant positive effect of transformational leadership variables (X<sub>1</sub>) on job satisfaction (X<sub>4</sub>) with a path coefficient value of  $\beta_{42} = 0.207$  (Sig 0.003 < 0.05). It means that the increase of job satisfaction depends on the improvement of transformational leadership. The results of this research are in line with the research by Anggriany & Hasnawati (2023) which concluded that transformational leadership has a positive effect on teacher job satisfaction of 0.0164. When the teachers provide trust in work and have good interpersonal communication with their workmates, it will be able to motivate other people to work harder.

The transformational leadership is an important factor that directly affects teacher job satisfaction. When teachers feel the presence of leaders and peers, they feel supported in doing their duties. In addition, this transformational leadership is reflected in the



support given to teachers in the form of resources, training and constructive feedback. Teachers who feel supported tend to feel more motivated to provide their best performance during teaching and learning process.

#### **The effect of motivation (X<sub>2</sub>) on job satisfaction (X<sub>4</sub>)**

Based on data processing result, it is concluded that there is a direct and significant positive effect of motivation variables (X<sub>2</sub>) on job satisfaction (X<sub>4</sub>) with a path coefficient value of  $\beta_{42} = 0.207$  (Sig 0.003 < 0.05). It means that the increase of job satisfaction is depends on the teacher's motivation themselves. The results of this research are in line with the research result by Anggriany & Hasnawati (2023) which found that motivation has a positive effect on teacher job satisfaction of 0.0164. In addition, motivation is become an important factor that directly affects the teacher's job satisfaction.

#### **The influence of transformational leadership (X<sub>1</sub>) on teacher job satisfaction (X<sub>2</sub>)**

From data processing result, it is concluded that there is a direct and significant positive effect of transformational leadership variables (X<sub>1</sub>) on teacher job satisfaction (X<sub>4</sub>), based on path coefficient value  $\beta_{41} = 0.233$  with a Sig value of  $0.006 < 0.05$  and  $t_{\text{count}} = 2.801$ ; while the  $t_{\text{table}}$  at  $\alpha = 0.05$  obtained  $t_{\text{table}} = 1.98$ , then  $t_{\text{count}} > t_{\text{table}}$ . It means that the teacher's job satisfaction will increase based on the improvement of transformational leadership. In addition, transformational leadership has a direct influence on teacher job satisfaction by 23.3%. The results of this research is in contrast with the research result conducted by Soetopo et al., (2019) which states that there is no significant direct effect of transformational leadership style on teacher job satisfaction as indicated by a coefficient value of 0.055 and a statistical t value of 0.219 with a probability of 0.828.

Transformational leadership is characterized by a clear and inspirational vision. The teacher motivation can be increased by leaders who can inspire their members with a compelling vision and a plan for achieving it. Transformational leadership also involves individualized attention to their workmates. In addition, the leaders who understand teachers' individual needs, aspirations, and potential are able to provide appropriate support and increase their motivation. By providing personal attention, leaders can recognize achievements, provide constructive feedback, and create a supportive work environment in improving the teacher motivation.

#### **The indirect effect of transformational leadership (X<sub>1</sub>) on teacher organizational commitment (Y) through trust (X<sub>3</sub>)**

Based on data processing result, it is concluded that there is an insignificant direct positive effect of transformational leadership variables (X<sub>1</sub>) on teacher organizational commitment (Y) through Trust (X<sub>4</sub>). This is evidenced by path coefficient value  $\beta_{y41} = 0.067$  with  $t_{\text{count}} < t_{\text{table}}$  ( $0.89 < 1.98$ ). Based on the calculation, the total direct effect of teacher organizational commitment variables is influenced by transformational leadership, trust, job satisfaction, and motivation with 111.9%, indirectly 26.7%, and the general outcome of 138.6%. This result shows that the contribution of indirect effect of

three independent variables through motivation has a small number on teacher organizational commitment. In other words, motivation as an intervening variable in this research is not effective in supporting the influence of transformational leadership on teachers' organizational commitment.

#### **The indirect influence of transformational leadership ( $X_1$ ) on teacher organizational commitment (Y) through job satisfaction ( $X_4$ )**

From data processing result, it is concluded that there is an insignificant direct positive effect of transformational leadership variables ( $X_1$ ) on teacher organizational commitment (Y) through teacher job satisfaction ( $X_4$ ). This is evidenced by the path coefficient value  $\beta_{y41} = 0.067$  with  $t_{\text{count}} < t_{\text{table}}$  ( $0.89 < 1.98$ ). Based on the calculation, the total direct effect of teacher organizational commitment variables is influenced by transformational leadership, trust, job satisfaction, and motivation with 111.9%, indirectly 26.7%, and the general outcome 138.6%. This result shows that the contribution of indirect effect of three independent variables through motivation has a small number on teacher organizational commitment. It means that motivation as an intervening variable in this research is not effective in supporting the influence of transformational leadership on teachers' organizational commitment.

#### **The indirect effect of motivation ( $X_2$ ) on teacher organizational commitment (Y) through job satisfaction ( $X_4$ )**

Based on data processing result, it is concluded that there is an insignificant direct positive effect of motivation variables ( $X_2$ ) on teacher organizational commitment (Y) through teacher job satisfaction ( $X_4$ ). This is evidenced by path coefficient value  $\beta_{y43} = 0.059$  with  $t_{\text{count}} < t_{\text{table}}$  ( $1.11 < 1.98$ ). Although trust might influence the teachers' motivation, organizational commitment can also be influenced by other external factors. For example, an unsupportive work environment, inappropriate organizational policies, or lack of adequate resources can reduce the influence of trust on organizational commitment through motivation. These factors may limit the ability of trust to fully encourage teachers to fully commit in doing their job professionally.

In addition to external factors, internal factors also play the crucial role in influencing the trust that impacts teachers' organizational commitment through motivation. Teachers who have different needs and values may not fully respond to or be affected by trust provided by organization. Moreover, the personal factors such as career ambitions, the desire to seek new experiences, or personal life changes can also influence the teachers' commitment to the organization itself.



### **The indirect influence of motivation (X<sub>2</sub>) on teacher organizational commitment (Y) through trust (X<sub>3</sub>)**

From data processing result, it is concluded that there is a direct and significant positive effect of motivation variables (X<sub>2</sub>) on teacher organizational commitment (Y) through trust (X<sub>3</sub>). This is evidenced by path coefficient value  $\beta_{y43} = 0.141$  with  $t_{\text{count}} < t_{\text{table}}$  ( $2.404 < 1.98$ ). The high motivation creates an emotional attachment between teachers and their organization. When teachers are satisfied with their jobs, they tend to have a sense of belonging and pride in the organization. This strengthens teachers' commitment to the organization and motivation in performing their best performance during teaching and learning process. In addition, the teachers who are satisfied with their jobs have a strong internal factors to complete their tasks well. Then, this intrinsic motivation plays an important role in maintaining long-term commitment to the organization.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Organizational commitment can be improved by strengthening transformational leadership, motivation, trust and job satisfaction, along with improving weak indicators and maintaining good indicators of examined variables. Through SITOREM analysis, the optimal solution for increasing organizational commitment can be found. Based on these results, the teachers' organizational commitment can be increased by strengthening transformational leadership, trust, job satisfaction, and motivation variables.

### **Suggestion**

#### **For teachers**

The improvement of teachers' organizational commitment should be conducted by involving teachers in organizational activities, providing awareness of the benefits of organizational membership, organizational identification, and cost awareness. In this context, teachers should actively involve themselves in organizational activities such as attending meetings, contributing in working groups, or becoming facilitators/speakers in organizational events. In addition, teachers must also realize that their profession is not just about working and receiving salary, their work is a passion that can develop themselves and provide benefits to others.

In addition, teachers can increase their organizational commitment through strengthening trust with cooperative attitudes and teamwork as well as confidence in their abilities and strengths. This requires honest communication, encouraging collaboration and problem solving, providing feedback, and paying attention to recognition and appreciation. Moreover, the teachers also need to reinforce job satisfaction through building good and positive relationships with their workmates and loving their work. Teachers also need to strengthen motivation by taking on

challenging roles and demanding criticality in solving problems, seeking opportunities to improve their abilities for they are more confident to compete, and not hesitate to accept tasks with bigger responsibility.

**For school principal**

Principals should to provide intellectual stimulation to teachers for the teachers are brave to convey ideas, creativity, and innovations that are useful for developing school organizations. In addition, the principals should provide the opportunities and encourage teachers to implement their creative ideas. Principals also need to provide trust to teachers by involving them in school activities, providing opportunities for teachers to produce creative ideas and innovative work, and providing support and rewards for teachers.

**For education office**

The education office should regulates the policies that encourage high teacher organizational commitment by providing training to headmasters and teachers so that the organization has a positive climate, and all human resources have high organizational commitment to improve the quality of school organization. A good school organization will be developed when it is supported by the commitment of its organizational members.

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