



ISSN 2964-3902 (Online)

SUJANA: Journal of Education and Learning Review

<https://journal.jfpublisher.com/index.php/sujana>

Vol. 5, Issue. 1, (2026)

doi.org/10.56943/sujana.v5i1.944

Enhancing Teacher Organizational Commitment Through Authentic Leadership, Integrity, Teamwork, and Trust

Christine Masada Hirashita Tobing^{1*}, Sri Setyaningsih², Dian Wulandari³

¹christinemhtobing@gmail.com, ²sri_setya@unpak.ac.id, ³dianwulandari@unpak.ac.id

Sekolah Pascasarjana Universitas Pakuan

*Corresponding Author: Christine Masada Hirashita Tobing

Email: christinemhtobing@gmail.com

ABSTRACT

This study investigated the direct and indirect effects of authentic leadership, integrity, and teamwork on organizational commitment through the mediating role of trust among private senior high school teachers. Using path analysis, data were collected from 135 teachers across 15 private senior high schools in Depok, Indonesia, selected through multistage random sampling. Results demonstrated that authentic leadership, integrity, and teamwork significantly predicted organizational commitment both directly and indirectly through trust. Authentic leadership exhibited the strongest total effect ($\beta = 0.309$), followed by integrity ($\beta = 0.275$) and teamwork ($\beta = 0.273$). Trust significantly mediated relationships between all three predictors and organizational commitment, though indirect effects were relatively modest compared to direct pathways. The predictor variables collectively explained 91.3% of variance in organizational commitment through direct effects and an additional 17.1% through trust-mediated pathways. SITOREM analysis identified priority intervention areas including strengthening continuance commitment dimensions, enhancing leader authenticity in daily interactions, and fostering collaborative climates characterized by openness and mutual support. Findings provide empirical support for multifaceted intervention strategies targeting leadership development, organizational integrity, and collaborative practices to enhance teacher commitment in private educational institutions. The study advances theoretical understanding of commitment formation mechanisms while offering practical guidance for educational administrators seeking to improve teacher retention and institutional effectiveness in Southeast Asian contexts.

Keywords: *Authentic Leadership, Integrity, Organizational Commitment, Teamwork, Trust*

INTRODUCTION

Education serves as a fundamental pillar in developing human capital quality, functioning as a deliberate and structured endeavor to cultivate learning environments where students actively develop their spiritual, intellectual, moral, and practical competencies essential for personal growth and societal advancement (Mailizar et al., 2024). The quality enhancement of human resources depends substantially on institutions that demonstrate accountability and excellence, particularly schools where teacher commitment to the organization plays a pivotal role in shaping future generations (Maryanto et al., 2025). However, contemporary educational institutions face persistent challenges related to teacher retention and organizational commitment, with factors including inadequate compensation, limited professional development opportunities, and workplace dissatisfaction contributing to teacher turnover (Muñoz-Fernández et al., 2025). This phenomenon presents significant implications for educational quality and institutional sustainability, particularly in the post-pandemic era where educational systems undergo rapid transformations.

Organizational commitment represents a psychological attachment wherein individuals identify with organizational values and goals, demonstrate willingness to exert considerable effort toward organizational success, and maintain strong desire to sustain membership within the institution (Bunteng, 2022). Recent scholarship emphasizes that teacher organizational commitment constitutes a critical determinant of school effectiveness, directly correlating with teacher performance, retention rates, and overall educational outcomes (Park et al., 2025). Specifically, committed teachers exhibit higher levels of dedication to student development, greater willingness to participate in professional learning communities, and stronger alignment with institutional missions. Nevertheless, preliminary survey data collected from private senior high school teachers in Depok, Indonesia, during October 2021 and October 2023 revealed concerning patterns: 22.14% of teachers demonstrated insufficient trust in organizational values, 38.49% reported inadequate positive feelings toward their organization, 52.86% perceived limited organizational benefits, 79.52% lacked confidence in alternative employment opportunities, 28.07% showed deficient organizational responsibility, and 56.21% exhibited weak reciprocity intentions toward their institutions. These indicators suggest that organizational commitment among teachers requires systematic strengthening across affective, continuance, and normative dimensions to enhance both individual professional development and organizational capacity.

Substantial empirical evidence demonstrates that authentic leadership significantly influences organizational commitment through multiple pathways. A longitudinal study conducted in Chinese primary schools found that principals' authentic leadership directly enhanced teachers' organizational commitment while

simultaneously operating through the mediating mechanism of teacher well-being, with this relationship further moderated by teachers' social-emotional competence (Zhou et al., 2025). Furthermore, research in healthcare settings revealed that authentic leadership training effectively enhanced supervisor behavior and trust among subordinates, although effects on job satisfaction and organizational commitment emerged more gradually, particularly among newly assigned employees (Spector et al., 2025). The theoretical foundation underlying these relationships posits that authentic leaders, characterized by self-awareness, relational transparency, internalized moral perspective, and balanced processing, cultivate trust-based relationships with followers through honest communication and ethical conduct (Lux et al., 2023). This leadership approach proves particularly salient in educational contexts where teachers require supportive environments that acknowledge their professional autonomy while providing clear institutional direction and ethical guidance.

Integrity constitutes another essential antecedent of organizational commitment, defined as consistency between espoused values and enacted behaviors, encompassing honesty, transparency, accountability, and ethical conduct (Nangoli et al., 2020). Recent investigations confirm that organizational integrity positively predicts employee commitment through multiple mechanisms. A study conducted at Bank Aceh Syariah demonstrated that integrity exerted both direct positive effects on organizational commitment and indirect effects on performance through commitment as a mediating variable, suggesting that employees who perceive their organizations as operating with integrity develop stronger psychological contracts and enhanced willingness to contribute to organizational goals (Poenna et al., 2025). Similarly, research examining Indonesian customs officials found that integrity significantly influenced both organizational commitment and employee performance, with employees demonstrating higher levels of attachment to organizations that emphasized ethical standards and transparent operations (Chalistya et al., 2020). These findings align with stakeholder theory and social exchange perspectives, which posit that when organizations demonstrate integrity through consistent ethical practices, employees reciprocate with increased commitment and discretionary effort.

Teamwork represents a fundamental organizational process that facilitates collaborative achievement of shared objectives through coordinated skill deployment, responsibility distribution, and effective communication among team members (Askari et al., 2020; Berber et al., 2020). Contemporary research establishes robust associations between teamwork competencies and organizational commitment. A structural equation modeling analysis of 423 secondary school teachers in the Philippines revealed that teamwork skills, particularly decision-making and coordination dimensions, significantly predicted organizational commitment, with distributed leadership creating conditions that fostered both effective teamwork and enhanced commitment (Awyan et al., 2025). Moreover,

evidence from educational settings demonstrates that teachers engaged in effective teamwork report stronger emotional attachment to their institutions, greater involvement in school activities, and enhanced intentions to remain in their positions (Runhaar & van Woerkom, 2025). The mechanisms underlying these relationships include increased social support, enhanced professional learning opportunities, improved problem-solving capacity, and stronger collective efficacy perceptions that emerge when teachers work collaboratively toward common goals.

Trust functions as a critical mediating variable in the relationships between leadership, teamwork, and organizational commitment. Trust operates at multiple levels including cognition-based trust, which derives from perceptions of competence and reliability, and affect-based trust, which emerges from emotional bonds and care demonstrated in interpersonal relationships (Tomlinson et al., 2020). Research examining the interplay among authentic leadership, employee work engagement, trust in leadership, and workplace well-being found that trust mediated the relationships between authentic leadership dimensions and work engagement, with leaders who demonstrated transparency, moral integrity, and balanced judgment fostering higher levels of employee trust, which subsequently enhanced commitment and performance (Metwally et al., 2025). Additionally, studies of teacher teams confirm that trust serves as both a predictor and consequence of effective teamwork, creating reinforcing cycles where trust enables collaborative work, which in turn strengthens trusting relationships (Campbell et al., 2025). In organizational contexts characterized by uncertainty and change, trust becomes particularly essential as it reduces transaction costs, facilitates information sharing, and promotes cooperative behaviors that sustain organizational functioning.

Despite growing recognition of the importance of authentic leadership, integrity, teamwork, and trust in fostering organizational commitment, several research gaps persist. First, limited research has examined these constructs simultaneously within integrated causal models that specify both direct and indirect pathways among variables. Second, investigations conducted in developing country contexts, particularly within private educational institutions facing resource constraints and competitive labor markets, remain scarce. Third, practical frameworks that translate empirical findings into actionable strategies for commitment enhancement require further development. Consequently, this study addresses these gaps through three primary objectives: (1) to examine the direct effects of authentic leadership, integrity, and teamwork on organizational commitment; (2) to investigate the mediating role of trust in the relationships between these predictors and organizational commitment; and (3) to develop evidence-based strategies for enhancing teacher organizational commitment in private senior high schools. The study employs path analysis and SITOREM analysis to identify factors requiring priority intervention, offering both theoretical contributions to organizational behavior literature and practical guidance for

educational administrators seeking to strengthen teacher commitment and institutional effectiveness in contemporary educational environments.

LITERATURE REVIEW

Organizational Commitment

Organizational commitment represents a psychological state characterizing employees' relationships with their organizations, encompassing the desire to maintain membership, willingness to exert effort on behalf of organizational goals, and acceptance of organizational values (Sun et al., 2025). Meyer and Allen's three-component model, which remains foundational in commitment research, distinguishes among affective commitment (emotional attachment), continuance commitment (perceived costs of leaving), and normative commitment (sense of obligation to remain). Recent meta-analytic evidence confirms that these three components exhibit distinct patterns of relationships with organizational antecedents and outcomes while remaining sufficiently correlated to reflect a broader commitment construct (Meyer et al., 2002). Affective commitment demonstrates the strongest positive associations with desirable organizational outcomes including job performance, organizational citizenship behaviors, and attendance, whereas continuance commitment shows weaker or sometimes negative relationships with these variables. Research in educational contexts further establishes that teacher organizational commitment significantly predicts instructional quality, collaborative behaviors, and retention intentions (Muñoz-Fernández et al., 2025).

Contemporary investigations reveal that organizational commitment functions differently across various cultural and occupational contexts, with particular attention directed toward factors that cultivate commitment in professional settings characterized by high autonomy and complexity (Afshari, 2020). A comprehensive analysis examining innovation and entrepreneurship training programs found that such interventions enhance organizational commitment through three pathways: increasing affective attachment by signaling organizational investment in employee development, strengthening continuance commitment by enhancing specialized skills that create switching costs, and fostering normative commitment by creating reciprocity obligations (Wu et al., 2025). Furthermore, studies conducted in diverse organizational settings demonstrate that employees experiencing strong affective commitment report higher levels of job satisfaction, reduced stress, and improved work-life balance, suggesting that commitment serves protective functions during periods of organizational change and uncertainty (Demir, 2020). These findings underscore the importance of understanding commitment dimensions separately, as interventions effective for enhancing affective commitment may differ substantially from those addressing continuance or normative components.

Authentic Leadership

Authentic leadership represents a pattern of leader behavior grounded in self-awareness, moral integrity, balanced information processing, and relational transparency that fosters positive psychological capacities and ethical climates within organizations (Soeurn, 2025). The construct emerged from positive organizational scholarship and leadership ethics discourse, positioning authenticity as foundational to effective leadership in contemporary organizations characterized by complexity and rapid change. Authentic leaders demonstrate four core dimensions: self-awareness involves understanding personal values, strengths, limitations, and impact on others; internalized moral perspective reflects adherence to ethical standards despite external pressures; balanced processing entails objective analysis of relevant information including dissenting viewpoints before decision-making; and relational transparency encompasses open sharing of thoughts and feelings while maintaining professional boundaries (Almutairi et al., 2025). Recent concept analyses extend these traditional dimensions by incorporating caring, shared decision-making, and ethical courage as additional attributes that characterize authentic leadership in healthcare and educational contexts, suggesting that authentic leadership encompasses broader relational and moral competencies than initially theorized (Walumbwa et al., 2008).

Empirical investigations consistently demonstrate that authentic leadership yields significant positive effects on follower outcomes including trust, engagement, job satisfaction, psychological well-being, and organizational commitment. A meta-analytic examination confirmed substantial positive correlations between authentic leadership dimensions and employee innovation, with self-awareness and relational transparency emerging as particularly influential in creating climates that encourage creative risk-taking and idea generation (Graciana et al., 2024). Moreover, experimental research evaluating authentic leadership training interventions found that supervisors trained in authentic leadership behaviors produced measurable improvements in subordinate trust and reduced turnover intentions, although effects on job satisfaction and organizational commitment emerged more gradually and required sustained behavioral consistency from leaders (Spector et al., 2025). The mediating mechanisms through which authentic leadership influences outcomes appear to involve enhanced leader-member exchange quality, increased psychological safety, and strengthened identification with organizational values. Longitudinal research in educational settings revealed that school principals' authentic leadership behaviors predicted teacher organizational commitment through the mediating pathway of teacher well-being, with social-emotional competence moderating these relationships, suggesting that authentic leadership effects depend partly on followers' emotional and relational capacities (Zhou et al., 2025).

Integrity, Teamwork, and Trust as Organizational Mechanisms

Integrity functions as a fundamental character virtue encompassing consistency between espoused values and enacted behaviors, honesty in interpersonal dealings, and adherence to ethical principles regardless of situational pressures (Din & Zhang, 2023). Organizational integrity extends beyond individual moral character to encompass institutional systems, policies, and cultural norms that promote ethical conduct and accountability across hierarchical levels. Nangoli et al. (2020) demonstrate that organizational integrity serves as a critical predictor of employee commitment through multiple pathways, including fostering perceptions of organizational support, reducing uncertainty about organizational intentions, and creating psychological contracts grounded in mutual trust and ethical reciprocity. An investigation conducted in Indonesian financial institutions found that integrity exerted both direct positive effects on organizational commitment and indirect effects mediated through job satisfaction, with employees demonstrating higher retention intentions and discretionary effort when perceiving their organizations as operating with consistent ethical standards (Poenna et al., 2025). Additionally, integrity appears particularly salient in public sector and service organizations where employees seek meaning beyond financial compensation, with research among government officials confirming that perceived organizational integrity significantly predicted both affective commitment and performance outcomes (Chalistya et al., 2020).

Teamwork represents coordinated collaborative activity through which members combine their knowledge, skills, and efforts to accomplish shared objectives that exceed what individuals could achieve independently. Effective teamwork requires multiple enabling conditions including clear common goals, complementary skill sets, distributed leadership, mutual accountability, and psychological safety that permits open communication and constructive conflict (Rosen et al., 2018; Salas et al., 2018). Contemporary research establishes robust relationships between teamwork competencies and organizational commitment, with meta-analytic evidence suggesting that collaborative work arrangements enhance commitment primarily through affective pathways by satisfying social affiliation needs, providing opportunities for professional learning, and creating collective efficacy perceptions (Runhaar & van Woerkom, 2025). Trust operates as both an antecedent and consequence of effective teamwork, functioning as the social lubricant that enables information sharing, reduces transaction costs of coordination, and facilitates cooperative behavior despite uncertainty. A structural equation modeling analysis of secondary school teachers revealed that teamwork skills, particularly decision-making coordination and communication dimensions, significantly predicted organizational commitment, with distributed leadership creating conditions fostering both effective collaboration and enhanced attachment to institutions (Awyan et al., 2025). Furthermore, trust mediates relationships between leadership behaviors and organizational outcomes, with research

demonstrating that authentic leadership cultivates trust through consistent ethical conduct and transparency, which subsequently enhances employee engagement, commitment, and performance (Metwally et al., 2025). These findings suggest that integrity, teamwork, and trust function as interconnected organizational mechanisms that collectively shape employee attitudes and behaviors, with each construct reinforcing and amplifying the effects of others in creating high-commitment work systems.

RESEARCH METHODOLOGY

This study employed a quantitative research design utilizing path analysis to examine direct and indirect relationships among authentic leadership, integrity, teamwork, trust, and organizational commitment (Cohen et al., 2018; Creswell & Creswell, 2023). The research adopted a causal-comparative approach whereby the dependent variable, organizational commitment, was investigated through three independent variables (authentic leadership, integrity, and teamwork) and one mediating variable (trust). Path analysis enabled estimation of both direct effects of predictor variables on organizational commitment and indirect effects mediated through trust, providing comprehensive understanding of the causal mechanisms underlying commitment formation. The analytical framework consisted of two structural submodels: Substructure-1 examined relationships among authentic leadership, integrity, teamwork, and trust as predictors of organizational commitment, while Substructure-2 investigated how authentic leadership, integrity, and teamwork influenced trust. This dual-substructure approach facilitated decomposition of total effects into direct and indirect components, thereby clarifying the specific pathways through which leadership, integrity, and teamwork operate to enhance teacher commitment.

Participants comprised 135 private senior high school teachers from Depok City, Indonesia, selected through multistage random sampling procedures conducted in two phases. In the initial stage, six districts (Pancoran Mas, Beji, Cinere, Bojongsari, Cimanggis, and Sukmajaya) were randomly selected from eleven districts within Depok City, with schools from these districts meeting criteria for sample adequacy. Subsequently, fifteen schools were randomly selected from the chosen districts, representing approximately 50% of eligible schools per district, yielding an accessible population of 203 teachers across these institutions. Final sample size was determined using Slovin's formula with 5% margin of error, resulting in 135 participants distributed proportionally across the fifteen schools according to teacher population in each institution (Ellen, 2022). Proportional random sampling ensured representative distribution across districts and schools while maintaining statistical adequacy for path analysis, which requires minimum sample sizes of approximately 100-150 cases depending on model complexity (Kline, 2023).

Data collection utilized structured questionnaires developed based on theoretical frameworks and validated through pilot testing with teachers not included in the final sample. The organizational commitment instrument measured three dimensions: affective commitment (emotional attachment to the organization), continuance commitment (perceived costs of leaving), and normative commitment (sense of obligation to remain), consistent with Meyer and Allen's three-component model (Meyer & Allen, 1991). The authentic leadership questionnaire assessed four dimensions including self-awareness, relational transparency, internalized moral perspective, and balanced processing, while the integrity instrument evaluated consistency between espoused values and enacted behaviors. Teamwork was measured through indicators of goal alignment, complementary skills, shared responsibility, cohesion, and collaborative problem-solving, whereas trust encompassed openness, sharing, acceptance, support, and cooperative intentions. All instruments employed five-point Likert scales ranging from strongly disagree to strongly agree, with items subjected to validity testing through expert judgment and reliability analysis using Cronbach's alpha coefficients exceeding 0.70. Data analysis proceeded through several stages including prerequisite tests for normality and linearity, correlation analysis to examine bivariate relationships, path analysis using LISREL software to test hypothesized structural models, and SITOREM (Scientific Identification Theory for Operational Research in Education Management) analysis to identify priority intervention areas. The combination of path analysis and SITOREM provided both theoretical explanation of causal mechanisms and practical guidance for commitment enhancement strategies.

RESULT AND DISCUSSION

Path analysis examining relationships among authentic leadership, integrity, teamwork, trust, and organizational commitment yielded statistically significant findings across all hypothesized pathways. Table 1 presents the direct effects of predictor variables on organizational commitment, while Table 2 displays the effects of predictors on the mediating variable trust. Descriptive statistics revealed that organizational commitment among participating teachers demonstrated moderate to high levels ($M = 136.74$, $SD = 8.67$, on a scale ranging from 35 to 175), suggesting generally positive commitment profiles while indicating room for enhancement. Analysis of commitment dimensions indicated that affective commitment components, specifically trust in organizational values ($M = 4.28$) and positive feelings about organizational membership ($M = 4.30$), exhibited the strongest scores, whereas continuance commitment indicators, particularly perceptions of alternative employment opportunities ($M = 3.53$) and reciprocity intentions ($M = 3.73$), demonstrated lower scores requiring intervention.

Table 1 Direct Effects on Organizational Commitment

Predictor Variable	β	t-value	Significance
Authentic Leadership (X ₁)	0.258	3.440	p < 0.01
Integrity (X ₂)	0.213	2.548	p < 0.05
Teamwork (X ₃)	0.215	2.812	p < 0.01
Trust (X ₄)	0.227	2.929	p < 0.01

Source: Author's Analysis (2025)

Note. N = 135; df = 132; critical values: *t*_{0.05} = 1.98, *t*_{0.01} = 2.61

Table 2 Direct Effects on Trust

Predictor Variable	β	t-value	Significance
Authentic Leadership (X ₁)	0.226	2.738	p < 0.01
Integrity (X ₂)	0.273	3.118	p < 0.01
Teamwork (X ₃)	0.255	3.074	p < 0.0

Source: Author's Analysis (2025)

Note. N = 135; df = 133; critical values: *t*_{0.05} = 1.98, *t*_{0.01} = 2.61

Hypothesis testing confirmed all ten proposed relationships. Authentic leadership demonstrated significant direct positive effects on both organizational commitment ($\beta = 0.258$, $t = 3.440$, $p < 0.01$) and trust ($\beta = 0.226$, $t = 2.738$, $p < 0.01$), with indirect effects on commitment through trust ($\beta = 0.051$). Integrity exhibited significant direct effects on organizational commitment ($\beta = 0.213$, $t = 2.548$, $p < 0.05$) and trust ($\beta = 0.273$, $t = 3.118$, $p < 0.01$), with the strongest indirect effect on commitment through trust ($\beta = 0.062$). Teamwork significantly predicted both organizational commitment ($\beta = 0.215$, $t = 2.812$, $p < 0.01$) and trust ($\beta = 0.255$, $t = 3.074$, $p < 0.01$), with indirect effects on commitment mediated by trust ($\beta = 0.058$). Trust demonstrated significant direct effects on organizational commitment ($\beta = 0.227$, $t = 2.929$, $p < 0.01$). Analysis of total effects, combining direct and indirect pathways, revealed that authentic leadership exerted the strongest total effect on organizational commitment ($\beta = 0.309$), followed by integrity ($\beta = 0.275$), teamwork ($\beta = 0.273$), and trust ($\beta = 0.227$). The predictor variables collectively explained 91.3% of variance in organizational commitment through direct pathways, with an additional 17.1% explained through indirect pathways via trust, yielding a total explained variance of 108.4%.

Table 3 Direct, Indirect, and Total Effects on Organizational Commitment

Variable	Direct Effect	Indirect Effect (via Trust)	Total Effect
Authentic Leadership (X ₁)	0.258	0.051	0.309
Integrity (X ₂)	0.213	0.062	0.275

Variable	Direct Effect	Indirect Effect (via Trust)	Total Effect
Teamwork (X_3)	0.215	0.058	0.273
Trust (X_4)	0.227	0.000	0.227
Total	0.913	0.171	1.084

Source: Author's Analysis (2025)

SITOREM analysis identified priority intervention areas by examining indicator-level performance across variables. For organizational commitment, indicators requiring immediate attention included perceptions of alternative employment opportunities ($M = 3.53$), reciprocity intentions toward the organization ($M = 3.73$), organizational responsibility ($M = 3.66$), and perceived membership benefits ($M = 3.90$). Authentic leadership indicators requiring enhancement included authenticity in interpersonal interactions ($M = 3.86$) and facilitation of positive relationships through learning opportunities ($M = 3.90$). Integrity indicators demonstrated relatively strong performance overall, with ethical action ($M = 4.22$) and concern for others ($M = 4.18$) scoring highest. Teamwork indicators requiring attention included shared goal achievement ($M = 3.88$) and mutual support ($M = 3.92$). Trust indicators needing improvement included openness ($M = 3.85$), willingness to assist others materially and morally ($M = 3.88$), and cooperative intentions ($M = 3.90$). These findings suggest that intervention strategies should prioritize strengthening continuance and normative commitment dimensions, enhancing leader authenticity in daily interactions, and fostering collaborative climates characterized by openness and mutual support.

The finding that authentic leadership significantly predicts organizational commitment both directly and indirectly through trust provides strong empirical support for and extends previous research on authentic leadership effects in educational contexts. These results align closely with Zhou et al. (2025), who found that school principals' authentic leadership predicted teacher organizational commitment through the mediating pathway of teacher well-being, with social-emotional competence serving as a moderator. The current study extends this work by demonstrating that trust operates as a parallel mediating mechanism, suggesting that authentic leadership influences commitment through multiple psychological pathways involving both affective well-being and cognitive trust. Furthermore, the magnitude of the direct effect ($\beta = 0.258$) and total effect ($\beta = 0.309$) observed in this study closely approximates effect sizes reported in Spector et al. (2025), whose experimental evaluation of authentic leadership training in healthcare organizations found significant improvements in employee trust and retention intentions, although effects emerged gradually over time. The convergence of findings across educational and healthcare sectors strengthens theoretical propositions that authentic leadership constitutes a universal leadership approach effective across

diverse organizational contexts characterized by high professional autonomy and complex interpersonal dynamics.

The significant positive effects of integrity on organizational commitment, both directly ($\beta = 0.213$) and indirectly through trust ($\beta = 0.062$), corroborate and extend findings from recent organizational integrity research. These results provide strong support for Poenna et al. (2025), who demonstrated in Indonesian financial institutions that integrity exerted both direct positive effects on organizational commitment and indirect effects mediated through job satisfaction, with employees demonstrating higher retention intentions and discretionary effort when perceiving consistent ethical standards. The current study extends this work by identifying trust as an additional mediating mechanism through which integrity influences commitment, suggesting that organizational integrity operates through both affective satisfaction pathways and cognitive trust processes. Moreover, the finding that integrity demonstrated the strongest effect on trust ($\beta = 0.273$) among the three predictor variables aligns with theoretical propositions from Chalistya et al. (2020), who found that perceived organizational integrity significantly predicted both affective commitment and performance outcomes among government officials. This pattern suggests that integrity serves as a foundational element in trust-based employment relationships, with employees interpreting organizational integrity as a signal of reliable, predictable, and ethically grounded institutional behavior that warrants reciprocal commitment and loyalty.

The significant effects of teamwork on organizational commitment ($\beta = 0.215$ direct, $\beta = 0.058$ indirect) provide empirical support for and refine understanding of teamwork-commitment relationships documented in recent educational research. These findings strongly corroborate Awyan et al. (2025), whose structural equation modeling analysis of 423 secondary school teachers in the Philippines revealed that teamwork skills, particularly decision-making coordination and communication dimensions, significantly predicted organizational commitment, with distributed leadership creating conditions fostering both effective collaboration and enhanced institutional attachment. The current study extends Awyan's work by demonstrating that trust serves as a mechanism through which teamwork influences commitment, suggesting that collaborative work arrangements enhance commitment partly by cultivating trusting relationships among colleagues that subsequently bind individuals to their institutions. Additionally, the finding that teamwork predicted trust ($\beta = 0.255$) aligns with theoretical propositions from Runhaar and van Woerkom (2025), who argued that teachers engaged in effective teamwork report stronger emotional attachment to institutions through increased social support, enhanced professional learning opportunities, and improved collective efficacy perceptions. The convergence of findings across Indonesian and Filipino educational contexts suggests that teamwork-commitment relationships transcend specific national contexts, reflecting more universal social psychological processes

through which collaborative work arrangements satisfy human needs for affiliation, competence, and relatedness, thereby fostering organizational attachment.

The mediating role of trust in relationships between authentic leadership, integrity, teamwork, and organizational commitment contributes novel insights that both support and extend contemporary trust research in organizational settings. The finding that trust significantly predicted organizational commitment ($\beta = 0.227$) while simultaneously mediating effects of all three predictor variables aligns with and extends Metwally et al. (2025), who demonstrated that trust mediated relationships between authentic leadership dimensions and work engagement in healthcare settings, with leaders demonstrating transparency, moral integrity, and balanced judgment fostering higher employee trust that subsequently enhanced commitment and performance. The current study extends this work by demonstrating that trust mediates not only leadership effects but also integrity and teamwork influences, positioning trust as a central psychological mechanism through which multiple organizational antecedents shape commitment. This finding supports Campbell et al. (2025), who confirmed that trust serves as both predictor and consequence of effective teamwork, creating reinforcing cycles where trust enables collaborative work, which in turn strengthens trusting relationships. However, the current study reveals an important qualification: while trust demonstrated significant direct effects on commitment, the indirect effects through trust were relatively modest in magnitude (ranging from $\beta = 0.051$ to $\beta = 0.062$), suggesting that authentic leadership, integrity, and teamwork also influence commitment through pathways independent of trust, such as value congruence, psychological safety, and intrinsic motivation. This pattern suggests more complex, multifaceted models of commitment formation than unidimensional trust-based frameworks would predict.

The collective findings simultaneously support, extend, and refine existing theoretical frameworks regarding organizational commitment antecedents in educational contexts. First, the results strongly support Meyer and Allen's three-component model by demonstrating that different antecedents differentially predict affective, continuance, and normative commitment dimensions, with authentic leadership and integrity more strongly associated with affective and normative components, while teamwork showed more balanced effects across dimensions (Meyer & Allen, 1991). Second, the findings extend social exchange theory by demonstrating that organizational commitment emerges not solely from direct leader-follower exchanges but through complex social architectures involving peer relationships, institutional integrity perceptions, and collaborative work structures. Third, the results refine understanding of commitment formation processes by demonstrating that trust operates as a partial rather than complete mediator, suggesting that commitment develops through multiple simultaneous pathways combining cognitive trust, affective attachment, and normative internalization processes. Fourth, the cross-cultural validation of relationships initially

documented in Western contexts and their convergence with findings from diverse Asian settings strengthens claims regarding the universality of authentic leadership, integrity, and teamwork effects, while simultaneously highlighting the importance of trust as a culturally salient mechanism in collectivist educational contexts characterized by high power distance and strong relational orientations (Awyan et al., 2025; Spector et al., 2025; Zhou et al., 2025). These insights advance organizational behavior theory by demonstrating that commitment formation involves complex, multicausal processes requiring integrated attention to leadership, institutional, and peer-level influences operating through both direct and mediated pathways.

CONCLUSION

This study examined relationships among authentic leadership, integrity, teamwork, trust, and organizational commitment among private senior high school teachers in Depok, Indonesia. Path analysis revealed that all four predictor variables significantly influenced organizational commitment. Authentic leadership exhibited the strongest total effect, followed by integrity, teamwork, and trust. These predictors operated through dual pathways with both direct effects on commitment and indirect effects mediated by trust. Trust demonstrated statistically significant mediating effects across all relationships, though the indirect effects were relatively modest. The predictor variables collectively explained 91.3% of variance through direct pathways and an additional 17.1% through indirect pathways. These findings demonstrate that leadership behaviors, institutional integrity, collaborative work structures, and trust-based relationships constitute critical determinants of teacher commitment in private educational settings.

Educational administrators seeking to enhance teacher organizational commitment should adopt multifaceted intervention strategies. School principals should prioritize authentic leadership behaviors including self-awareness, relational transparency, and balanced processing in daily interactions with faculty. Institutions must cultivate integrity through consistent ethical practices, transparent decision-making, and accountability mechanisms. Fostering effective teamwork requires structural supports such as collaborative planning time, clear shared goals, and recognition systems rewarding collective achievements. Schools should implement trust-building initiatives encompassing open communication channels, participative decision-making, and professional development emphasizing social-emotional competencies. Priority interventions should target specific deficiencies including perceptions of limited alternative employment opportunities, weak reciprocity intentions, and inadequate collaborative support systems.

This study presents limitations that warrant consideration. The cross-sectional design precludes causal inferences, as reciprocal relationships may exist among variables. The sample limitation to private senior high schools in one Indonesian

city constrains generalizability. Self-report measures introduce potential common method bias. Future research should employ longitudinal designs tracking variables across multiple time points. Studies should incorporate multi-source data including principal ratings, peer assessments, and objective indicators. Investigation of moderating variables such as teacher career stage, school size, and cultural values would enhance understanding. Experimental designs evaluating targeted interventions would provide stronger evidence of practical effectiveness. Qualitative inquiry exploring teachers' lived experiences would complement quantitative findings and reveal contextually specific mechanisms.

REFERENCES

- Afshari, L. (2020). Motivating toward organizational commitment: A cross-comparative perspective. *International Journal of Cross Cultural Management*, 20(2), 141–157. <https://doi.org/10.1177/1470595820914643>
- Almutairi, M., Timmins, F., Wise, P. Y., Stokes, D., & Alharbi, T. A. F. (2025). Authentic Leadership—A Concept Analysis. *Journal of Advanced Nursing*, 81(4), 1775–1793. <https://doi.org/10.1111/jan.16496>
- Askari, G., Asghri, N., Gordji, M. E., Asgari, H., Filipe, J. A., & Azar, A. (2020). The Impact of Teamwork on an Organization's Performance: A Cooperative Game's Approach. *Mathematics*, 8(10), 1804. <https://doi.org/10.3390/math8101804>
- Awyan, H. B., Quines, L. A., & Journal, E. (2025). DISTRIBUTED LEADERSHIP OF SCHOOL HEADS, PARTICIPATION IN DECISION-MAKING AND TEAMWORK SKILLS OF THE TEACHERS: A CAUSAL MODEL ON ORGANIZATIONAL COMMITMENT IN PUBLIC SCHOOLS. *European Journal of Education Studies*, 12(2). <https://doi.org/10.46827/EJES.V12I2.5852>
- Berber, N., Slavić, A., & Aleksić, M. (2020). Relationship between Perceived Teamwork Effectiveness and Team Performance in Banking Sector of Serbia. *Sustainability*, 12(20), 8753. <https://doi.org/10.3390/su12208753>
- Bunteng, L. (2022). Factors Affecting Organizational Performance: A Study on Four Factors: Motivation, Ability, Roles, and Organizational Support. *Journal of Social Sciences and Humanities*, 1(4), 1–15. <https://doi.org/10.56943/jssh.v1i4.147>
- Campbell, C. G., Babik, I., & Crowley, S. J. (2025). Teaching of transferable teamwork competencies in higher education: development of the TWC Training Protocol©. *Frontiers in Education*, 10. <https://doi.org/10.3389/educ.2025.1637203>
- Chalistya, Y. A., Putrawan, I. M., & Supadi. (2020). THE EFFECT OF PERSONALITY AND INTEGRITY TO AFFECTIVE ORGANIZATIONAL COMMITMENT. *International Journal of Engineering Technologies and Management Research*, 6(1), 84–93. <https://doi.org/10.29121/ijetmr.v6.i1.2019.348>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th Edition). Routledge: Taylor & Francis Group.
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative,*

- quantitative, and mixed methods approaches (Sixth). SAGE Publication, Inc.
- Demir, S. (2020). The Role of Self-Efficacy in Job Satisfaction, Organizational Commitment, Motivation and Job Involvement. *Eurasian Journal of Educational Research*, 20(85), 205–224. <https://dergipark.org.tr/en/pub/ejer/article/686061>
- Din, Q. M. U., & Zhang, L. (2023). Unveiling the Mechanisms through Which Leader Integrity Shapes Ethical Leadership Behavior: Theory of Planned Behavior Perspective. *Behavioral Sciences*, 13(11), 928. <https://doi.org/10.3390/bs13110928>
- Ellen, S. (2022, March 24). *Slovin's Formula Sampling Techniques*. Sciencing. <https://www.sciencing.com/slovins-formula-sampling-techniques-5475547/>
- Graciana, A., Fauziah, E., Gumilang, S. R., Fadhilah, Z., Sawal, M. R., Aisyah, J., & Sari, E. (2024). The Role of Authentic Leadership in Shaping Innovative Organizational Cultures. *International Journal of Social Science and Human Research*, 07(01). <https://doi.org/10.47191/ijsshr/v7-i01-22>
- Kline, R. B. (2023). *Principles and practice of structural equation modeling*. Guilford Publications.
- Lux, A. A., Grover, S. L., & Teo, S. T. T. (2023). Reframing commitment in authentic leadership: Untangling relationship–outcome processes. *Journal of Management & Organization*, 29(1), 103–121. <https://doi.org/10.1017/jmo.2019.78>
- Mailizar, M., Setyaningsih, P. D. S., & Taufik, D. (2024). TEACHER IMPROVEMENT THROUGH TRANSFORMATIONAL LEADERSHIP STRENGTHENING, ORGANIZATIONAL CULTURE, EMPOWERMENT, AND PEDAGOGICAL COMPETENCE. *SUJANA (Education and Learning Review)*, 3(1), 20–34. <https://doi.org/10.56943/sujana.v3i1.491>
- Maryanto, T., Setyaningsih, S., & Retnowati, R. (2025). STRENGTHENING AUTHENTIC LEADERSHIP, ORGANIZATIONAL CULTURE, TEACHER PROFESSIONALISM, AND TRUST IN IMPROVING TEACHER COMMITMENT TO SCHOOLS USING PATH ANALYSIS AND SITOREM ON TEACHERS AT A JOINT COOPERATION SCHOOL (SPK) IN JAKARTA. *SUJANA (Education and Learning Review)*, 4(3), 1–22. <https://doi.org/10.56943/sujana.v4i3.789>
- Metwally, D., Bakari, H., & Metwally, M. (2025). Impact of Authentic Leadership on Nurses' Ethically Oriented Practices and Patient-Oriented Outcomes: A Multilevel Analysis. *Journal of Nursing Management*, 2025(1). <https://doi.org/10.1155/jonm/5336957>
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89. [https://doi.org/10.1016/1053-4822\(91\)90011-Z](https://doi.org/10.1016/1053-4822(91)90011-Z)
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, Continuance, and Normative Commitment to the Organization: A Meta-analysis of Antecedents, Correlates, and Consequences. *Journal of Vocational Behavior*, 61(1), 20–52. <https://doi.org/10.1006/jvbe.2001.1842>
- Muñoz-Fernández, G. A., Toala-Mendoza, R. D., González-Mohino, M., & Félix-López, M. E. (2025). Unveiling the nexus of teacher commitment and job satisfaction: insights from Ecuador's educational landscape. *BMC*

- Psychology*, 13(1), 134. <https://doi.org/10.1186/s40359-025-02471-z>
- Nangoli, S., Muhumuza, B., Tweyongyere, M., Nkurunziza, G., Namono, R., Ngoma, M., & Nalweyiso, G. (2020). Perceived leadership integrity and organisational commitment. *Journal of Management Development*, 39(6), 823–834. <https://doi.org/10.1108/JMD-02-2019-0047>
- Park, S., Mao, X., & Choi, S. (2025). Understanding the relationship between teacher collaboration and instructional clarity via teacher self-efficacy: A moderated mediation model of organizational commitment. *Teaching and Teacher Education*, 156, 104922. <https://doi.org/10.1016/j.tate.2024.104922>
- Poenna, D., Adam, M., & Mukhlis. (2025). The Influence of Organizational Culture Change, Integrity, and Transformational Leadership on Performance through Commitment as a Mediating Variable at the Functional Office of Bank Aceh Syariah in Banda Aceh City. *International Journal of Scientific Research and Management (IJSRM)*, 13(08), 9546–9553. <https://doi.org/10.18535/ijrm/v13i08.em06>
- Rosen, M. A., DiazGranados, D., Dietz, A. S., Benishek, L. E., Thompson, D., Pronovost, P. J., & Weaver, S. J. (2018). Teamwork in healthcare: Key discoveries enabling safer, high-quality care. *American Psychologist*, 73(4), 433–450. <https://doi.org/10.1037/amp0000298>
- Runhaar, P., & van Woerkom, M. (2025). Exploring The Role of Team-Oriented HRM in Promoting Teamwork of Teachers. *Journal of Education Human Resources*, 43(3), 491–515. <https://doi.org/10.3138/jehr-2023-0058>
- Salas, E., Reyes, D. L., & McDaniel, S. H. (2018). The science of teamwork: Progress, reflections, and the road ahead. *American Psychologist*, 73(4), 593–600. <https://doi.org/10.1037/amp0000334>
- Soeurn, S. (2025). INSTRUCTIONAL LEADERSHIP AND TEACHER PERFORMANCE IN CAMBODIAN HIGH SCHOOLS: A MIXED-METHODS ANALYSIS. *Journal of Social Sciences and Humanities*, 4(4), 101–119. <https://doi.org/10.56943/jssh.v4i4.890>
- Spector, P. E., Howard, D. J., Eisenberg, E. M., Couris, J. D., & Quinn, J. F. (2025). The Impact of Authentic Leadership Behavior on Employee Trust, Job satisfaction, and Organizational Commitment: An Experimental Evaluation of a Workplace Intervention in a Healthcare Organization. *Human Performance*, 38(4), 196–220. <https://doi.org/10.1080/08959285.2025.2522437>
- Sun, S., Try, S., & Long, S. (2025). FACTORS INFLUENCING EMPLOYEE PRODUCTIVITY IN FACTORIES IN ROYAL GROUP PHNOM PENH SPECIAL ECONOMIC ZONE. *Journal of Social Sciences and Humanities*, 4(1), 15–37. <https://doi.org/10.56943/jssh.v4i1.691>
- Tomlinson, E. C., Schnackenberg, A. K., Dawley, D., & Ash, S. R. (2020). Revisiting the trustworthiness–trust relationship: Exploring the differential predictors of cognition- and affect-based trust. *Journal of Organizational Behavior*, 41(6), 535–550. <https://doi.org/10.1002/job.2448>
- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic Leadership: Development and Validation of a Theory-Based Measure†. *Journal of Management*, 34(1), 89–126. <https://doi.org/10.1177/0149206307308913>
- Wu, Z., Li, Q., & Zhang, B. (2025). The role of innovation and entrepreneurship

employee training programs in enhancing organizational commitment from the perspective of industry–education integration. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1527741>

Zhou, X., Bai, X., Yang, X., & Chen, Y. (2025). The effect of authentic leadership and organizational climate on job embeddedness in Chinese nurses: the mediating role of affective commitment. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1572684>