

## The Relationship Between Transformational Leadership and Teacher Organizational Commitment in Secondary Schools in Padang City, West Sumatra

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ARTICLE INFO	ABSTRACT
<b>Keywords:</b> <i>Transformational leadership</i> <i>Teacher quality</i> <i>Teachers' organization</i>	<p>Education plays an important role in improving the quality of a country's human resources. In Indonesia, teacher quality is a major concern, as seen from the results of the Teacher Competency Test (UKG) in 2012 to 2015. Of the 1.6 million participants, 1.3 million teachers did not meet the minimum competency standards, which of course has an impact on the quality of education. To overcome this problem, attention must be focused on improving the quality of teachers, not just on changing the curriculum. Another challenge is the low level of active participation of teachers in school activities and technology adaptation during the COVID-19 pandemic. Many teachers lack enthusiasm and innovation in implementing online learning. In this context, organizational commitment becomes important which is influenced by factors such as leadership style. This study examines the relationship between transformational leadership and organizational commitment among junior high school teachers in Padang City, West Sumatra. Using a quantitative approach, data from 159 teachers in six schools were analyzed using SPSS version 26.0. The results showed that transformational leadership significantly influenced organizational commitment. This study emphasizes the importance of enhancing transformational leadership in strengthening teachers' organizational commitment. Educational organizations are expected to utilize these findings to improve teacher quality and support national education goals. This research also contributes knowledge to the world of education, especially for educational organizations in Indonesia.</p>

### INTRODUCTION

Today education is a basic right in the values of human life (Komnas HAM 2022). Education has a very important role in supporting human life because basically humans in carrying out their lives cannot be separated from education. Both in family life and in national and state life. A country's success is always measured by the extent of its education (Isjoni 2006). Education is a basic concept in human formation, the progress of civilization really depends on the quality of education carried out by society or the state, so education is the main thing that must be done (Syafril & Zen 2017). Therefore, education needs to be managed properly in order to achieve the educational goals that have been aspired to.

Education in Indonesia is certainly inseparable from the elements of educational goals that this nation wants to achieve. Entering the era of SDGs (Sustainable Development Goals) which have been ratified by 193 UN member countries as a working framework for the next 15 years until 2030, it has 17 goals, one of which is regarding the quality of development education (Syubhan et al. 2018). Based on this, the goals of education will become the government's focus as an effort to achieve the goals and targets of sustainable development in the SDGs era until 2030. The Goals of Indonesian Education in the National Education System are contained in Law Number 20 of 2003 concerning the National Education System that the Education System National function is to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life



more intelligent, aiming to develop the potential of students to become human beings who believe and are devoted to the Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

In achieving this educational goal, various problems cannot be separated. Among them is the lack of quality teaching staff (Rusmaniah et al. 2021). So there needs to be organizational commitment by the teacher human resources within it. Organizational commitment is an important aspect to obtain optimum work results. Organizational commitment is not only needed in large companies or in social organizations, in fact organizational commitment also plays an important role in the world of education, namely in human resources, especially teachers because teachers are leaders in the implementation of education in schools (Marsidini & Rosalinda 2014).

The reviewer concluded that the above phenomenon was very interesting to study, so the reviewer determined the topic of organizational commitment to be studied in this research. The initial study found that the variable influencing organizational commitment is leadership. There are many types of leadership but in this study the focus is given to transformational leadership. Research conducted by Susiawan and Muhid (2015), revealed that the ability of a leader to use a transformational leadership style has a major impact on the formation of organizational commitment. Therefore, this study will be conducted to examine the relationship of transformational leadership to teacher organizational commitment in public high schools in Padang City, West Sumatra.

## **METHOD**

This research uses a quantitative approach. Data collection using research instruments and statistical analysis to test the research hypothesis. The population of this study are individuals who are teachers working in public junior high schools in Padang City, which is 1,595 teachers. A sample of 159 teachers was obtained using cluster sampling technique. The research instrument consisted of 3 research questions containing demographic information; transformational leadership guided by the Multifactor Leadership Questionnaire (MLQ), and organizational commitment research questions referring to the Organizational Commitment Questionnaire (OCQ). Data was obtained by circulating the research question form online using Google Form with a return rate of 55%. Data analysis used SPSS 26.0 to test the research hypothesis.

## **RESULTS AND DISCUSSION**

This study was distributed using research questions to six Padang City Regional Middle Schools. This method uses cluster sampling techniques. The respondents obtained were 159 respondents, with a sufficient response rate of 55%. Next, the data will be analyzed using correlation and regression analysis. The correlation analysis used is Pearson correlation analysis while the regression analysis used is simple regression analysis and ranked regression analysis.

### **There is a Significant Relationship Between Transformational Leadership and Organizational Commitment**

Based on the results of the normality test using skewness and kurtosis. Therefore, the analysis that will be carried out to see the correlation between variables is a parametric analysis technique, namely Pearson Correlation.

Table 1 shows that H1 is accepted and the test results show that there is a positive and significant relationship between transformational leadership and organizational commitment,  $r = .341$ ,  $p < .01$ . It was found that the independent variable, transformational leadership, has a significant relationship with all dimensions of organizational commitment. The significant relationship established between the independent variable and the dependent variable means that hypothesis testing can be carried out using the regression analysis decision method.

Schedule 1 Correlation Pearson Relationship of Transformational Leadership and Organizational Commitment

Changeable	Organizational Commitment
Transformational Leadership	.341**

Based on Table 1, it was found that the test results were that there was a positive and significant relationship between transformational leadership and affective commitment,  $r = .328$ ,  $p < .05$ . A positive and significant relationship was also obtained for transformational leadership and sustainability commitment,  $r = .229$ ,  $p < .05$ . A positive and significant relationship was also obtained for transformational leadership and normative commitment,  $r = .298$ ,  $p < .05$ .

**Schedule 2 CorrelationPearson Relationships among Transformational Leadership, and Affective Commitment, Continuing Commitment, Normative Commitment**

<b>Changeable</b>	<b>Affective Commitment</b>	<b>Ongoing Commitment</b>	<b>Normative Commitment</b>
Transformational Leadership	.328**	.229*	.298**

In conclusion, based on Table 2, it is found that independent changers, namely transformation leadership, have a significant relationship with bound changers, namely affective commitment, continuous commitment and normative commitment.

**There is a significant influence of transformational leadership on organizational commitment**

**H2a There is a significant influence between transformation leadership on affective commitment**

The results of the regression analysis easily found that the model with transformational leadership as a predictor and affective commitment as the dependent variable was significant.  $R^2 = .108$ ,  $F=18.936$ ,  $p < .05$ . Predictors accounted for 10.8% of the variance in affective commitment. Transformational leadership as a predictor is significant with a value of Beta = .328,  $t = 4.352$ ,  $sig = .000$ , namely  $p < .05$ . Therefore, H2a is accepted or the regression coefficient is significant and it is concluded that transformational leadership has a significant influence on affective commitment. Table 4.6 shows the decision that H2a is accepted.

**Schedule 3 Easy Regression Analysis of Transformational Leadership and Affective Commitment**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	11,079	2,885		3,840	.000
Transformational Leadership	.154	.035	.328	4.352	.000

Dependent Variable: Affective Commitment

H2a There is a significant influence between transformation leadership on continuance commitment

The results of the regression analysis easily found that the model with transformational leadership as a predictor and continuous commitment as a dependent variable was significant.  $R^2 = .053$ ,  $F=8.702$ ,  $p < .05$ . Forecasters accounted for 5.3% of the variance in continuance commitment. Transformational leadership as a predictor is significant with a value of Beta = .229,  $t = 2.950$ ,  $sig = .004$  i.e.  $p < .05$ . Therefore, H2b is accepted or the regression coefficient is significant and it is concluded that transformation leadership has a significant influence on continuance commitment. Table 4 shows the decision that H2b is accepted.

**Schedule 4 Easy Regression Analysis of Transformational Leadership and Sustained Commitment**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	12,605	3,732		3.378	.001
Transformational Leadership	.135	.046	.229	2.950	.004

Dependent Variable: Continuous Commitment

H2a There is a significant influence between transformation leadership on normative commitment

The results of the regression analysis easily found that the model with transformational leadership as a predictor and normative commitment as the dependent variable was significant.  $R^2 = .089$ ,  $F=15.267$ ,  $p < .05$ . Predictors accounted for 8.9% of the variance in normative commitment. Transformational leadership as a predictor is significant with a value of Beta = .298,  $t = 3.907$ ,  $sig = .000$ , namely  $p < .05$ . Therefore, H2c is accepted or the regression coefficient is significant and it is concluded that transformation leadership has a significant influence on normative commitment. Table 5 shows the decision that H2c is accepted.

Schedule 5 Easy Regression Analysis of Transformational Leadership and Normative Commitment

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	13,653	2,883		4.736	.000
Transformational Leadership	.138	.035	.298	3.907	.000

Dependent Variable: Normative Commitment

## Discussion

### There is a Significant Relationship Between Transformational Leadership and Organizational Commitment

The results of this study found that there is a significant relationship between transformational leadership and organizational commitment. This shows that teachers who have leaders with good transformational leadership will increase their commitment to the organization, namely SMA Negeri Kota Padang. The results of this study are supported by similar research conducted by Wahyuni, Suroso, and Farid (2019) on teachers at SDIT Ghilmani Surabaya which shows a relationship between transformational leadership and organizational commitment of teachers at SDIT Ghilmani Surabaya, so these two enablers can be used to predict organizational commitment. The result of this study is that there is a significant relationship between transformational leadership and organizational commitment. The higher the transformational leadership owned by SDIT Ghilmani Surabaya teachers, the higher the teachers' commitment to SDIT Ghilmani Surabaya.

Empirically, according to research by Wahyuni, Suroso, and Farid (2019), it shows that enabling transformational leadership changes is quite important in influencing organizational commitment, especially in teachers as research subjects, meaning that in an effort to foster teachers' organizational commitment, it is necessary to make joint efforts to improve transformational leadership in teachers. Teachers continue to maintain their organizational commitment and expertise in this school, teachers believe that working in this school and continuing to be with the leaders in this institution is a huge advantage, by continuing to get closer or gather with the Ulama (leadership figures in this school) can help them in the afterlife, together enter heaven with Abina, that's what the teacher said. So that leadership can increase teacher organizational commitment.

The results of this study are in line with practical conditions in the field. Based on interviews conducted by researchers at the beginning of the study with principals in public high schools in Padang City, teachers' organizational commitment will be better if there is good transformational leadership from school leaders. There are some situations where the character of the leader in the school does not provide support or inspiration to teachers. They only try to carry out their duties as leaders, especially in terms of school management, but do not support teacher development in terms of creativity and innovation. So that teachers' organizational commitment is also affected by this. Supported by research (Kadri 2016) the transformational leadership style of school principals in private vocational schools in the Padang City Management Business Group is at the 53.78% achievement stage with a sufficient category. This means that the principal of a private vocational school in the Management Business Group in Padang City is sufficient in implementing a transformational leadership style but not optimal.

Compared to research (Firdaus, Sabandi, Sulastri & Santoso, 2022) which states that the results of the study show that the quantitative assessment of teachers regarding the transformational leadership of the head of SMK

Negeri Kota Padang shows that overall it shows a very good category. This brilliant decision can also explain good organizational commitment for teachers. Therefore, it can be said that transformational leadership has a relationship and influence on the level of organizational commitment of teachers.

### **There is a significant influence between transformation leadership on organizational commitment**

The results of this study found that there is a significant influence between transformational leadership on teacher organizational commitment, namely the dimensions of affective commitment, continuous commitment, and normative commitment. The higher the transformational leadership possessed by a teacher, the higher the affective commitment, continuous commitment and normative commitment of teachers in Padang City Regional High Schools.

The findings of this study are consistent with the study by Kumala and Qomariyah (2022) that there is a positive relationship between transformation leadership and organizational commitment. In line with this, Kesuma and Supartha (2016) stated that there is also a significant relationship between transformation leadership and organizational commitment. Yubo (2013) and Atmojo (2012) in their studies also stated that transformation leadership directly has a significant effect on organizational commitment. Likewise Dunn et al. (2012) who found that there is a significant and positive relationship between transformation leadership and organizational commitment. Susiawan and Muhid (2015) also found that transformation leadership can directly influence organizational commitment.

The results of this study are in line with Triyani and Hatta's (2022) study of teachers at SMAN 1 Cicalengka showing almost the same results, namely showing the influence of transformational leadership on organizational commitment with a determination coefficient of 17.2%; which means teachers carry out teaching or work activities and make decisions within the organization related to survival, receive values and goals and strive to advance the school organization based on leaders or principals. Where leaders have an important role so that teachers feel valuable in the school organization so that they can accept the values and goals of the organization as their personal property because basically they already have a sense of autonomous ownership of activities or behavior. they will do it. Another study that supports the results of this study is Humala (2014) who carried out a study on employees of the BTM Surya Melati Syariah Kediri Financial Service Cooperative, where the results showed a positive and very significant relationship between transformation leadership and employee organizational commitment with a p value of 0.01 and  $r = 0.550$ .

This study also shows that the higher a person's value of transformational leadership, the higher the value of organizational commitment with an impressive contribution of 30.3%. Furthermore, another study found that transformational leadership also had a positive impact on affective commitment (Budyana & Ancok 2013). An investigation by Widiastuti and Harsono (2016) who carried out a study of regional court officials also found that there was an influence between transformational leadership and affective commitment, normative commitment and ongoing commitment. A study carried out at Badung Mangusada Hospital also found that transformational leadership had an influence on affective commitment with a meaning value of 0.000 and a beta coefficient of 0.329, which shows that the more effective the implementation of transformational leadership, the more affective commitment will increase (Suryadinata & Rahyuda 2017). Pradhan and Pradhan (2016) also found that there was a significant and positive relationship between transformational leadership and organizational affective commitment.

The findings of this study indicate that leaders who are able to provide charisma and pride in teachers to achieve organizational goals, inspire, motivate teachers, provide support in improving teacher performance, motivate teachers, stimulate teacher creativity and innovation and establish good relationships and treat every teacher equally will be able to increase teacher organizational commitment so that teachers have the desire to work better, a high sense of pride in the organization and a desire to develop themselves to achieve organizational goals. This finding is in line with the view of Kuswaeri (2016) who explained that the higher the practice of transformational leadership that applies among school leaders, the higher the level of commitment and quality of teachers produced. This clearly shows that the practice of transformational leadership helps build skills and improve the quality of teachers, as well as making the learning process more effective and conducive. This finding is in line with the research of Siswatiningsih et al. (2019) which found that a leader who adopts transformational leadership can increase organizational loyalty and commitment thereby improving the quality of the workforce.

Judging from the characteristics of transformational leadership in Padang City Regional High Schools, there is a desire to encourage teachers to work better and develop their own skills, both hard skills and soft skills.

Principals also encourage teachers to take part in activities that can improve teaching skills such as educational exercises or seminars. Apart from that, school leaders also reminded teachers to be able to create works to improve teachers' careers, especially in fulfilling the requirements for promotion to the PNS (Public Service) class. Not only does he encourage, leaders also directly supervise and direct teacher performance to be better, using a personal or group approach. School leaders do not mind working directly on projects that are being implemented so that teachers are also encouraged to carry them out too. Apart from that, the principal also maintains good relations with people outside the school organization who play a role and contribute to the good of the school. Such as establishing good relations with the police for the sake of monitoring and maintaining the safety of the school environment against criminal acts that could harm students, establishing good relations with newspaper experts for publication of school activities, and establishing good relations with school alumni to contribute and support school development. This is all in line with Djafri's (2016) view that the function of the principal as a leader is very important in the organization. The principal must have a positive personality, a high level of sensitivity to the social welfare of teachers and other education personnel, have a good vision for short and long term projects, excel in making appropriate and wise choices for community stakeholders and be able to interact effectively with everyone goes to school.

Leaders demonstrate charismatic and insightful behavior and provide motivation and inspiration. Leaders show good examples in solving problems and encourage teachers to do the same. So an affective commitment is formed which makes teachers generate positive emotions and have the ability to be better involved in the organization. This is supported by the views of Permarupan et al. (2013) that affective commitment is the emotional bond of members to identify their involvement in an organization. Organization members who have strong affective commitment will stay with the organization because they want to.

Encouragement from leaders in preparing assignments also makes teachers feel responsible for their duties, and try to be independent in preparing assignments well, this is one of the normative commitments that is influenced by transformational leadership. Thus, this is in line with Kaswan's (2012) view that organizational members who are guided to adhere firmly and not betray the company are members who have good normative commitment.

Leaders also emphasize making individual considerations for each teacher in the school. One example of this case is the status of teachers who are active in schools, not only civil servant teachers (lay officials) but also contract teachers. So for contract teachers who have part-time work outside of teaching time to supplement their living income, they need to ask for permission from the principal when they are not attending additional activities or events at school. So the leader makes a decision to give the truth to the teacher. This makes teachers have an ongoing commitment to the organization because teachers are still given the opportunity by school leaders to earn additional income, where the income as a contract teacher is not as much as that of a lay teacher. For him, this does not diminish him and he can still carry out his duties as a teacher. Additionally, becoming a contract teacher is quite difficult because not many schools are willing to accept them. Therefore, teachers feel worried because there are no job reserves, this is what makes teachers have a normative commitment. This is in line with the view of Parinding (2017) that continued commitment is related to the awareness of organizational members where they feel they will lose if they leave the organization. Organizational experts who have high continuous commitment will remain in the organization because these experts have the need to be part of the organization.

## CONCLUSION

The writing throughout this chapter has explained in more depth the study decisions obtained and the implications of the study. This study has been successfully conducted and produced findings that can answer the research questions and achieve the research objectives. Through this study, it is known that teachers' organizational commitment is influenced by various driving factors, especially transformational leadership.

The results obtained from this study reaffirm that educational organizations, especially schools, must be responsible for transformational leadership. This is so that educational organizations do not experience problems that may arise because teachers are an important element in promoting good and effective education, especially in schools as educational organizations. The implications of this research can mainly help educational organizations to retain teachers who have the skills and abilities needed by the organization. In the world of research, this study is a contribution to enrich the science of psychology. The limitations and challenges that exist in this study are expected to be material for learning and study for future researchers.

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