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Original Article



## Investigating the Effect of Organizational Climate and Interpersonal Communication Strategies on Teacher Commitment

Khoerun Nissa Amalia <sup>a</sup>, Henny Suharyati <sup>a,\*</sup> and Herfina Herfina <sup>a</sup><sup>a</sup> Postgraduate Program of Educational Management, Pakuan University, Bogor Tengah, 16129 Kota Bogor, Jawa Barat, Indonesia.\* Correspondence: [henny.suharyati@unpak.ac.id](mailto:henny.suharyati@unpak.ac.id) (H.S.)

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### Abstract

This study investigates effective strategies for increasing teacher commitment by strengthening organizational climate and interpersonal communication. Teacher commitment is a critical factor in achieving educational success in schools. The research employs a quantitative approach using survey methods, multiple linear regression analysis, and SITOREM. The study's population includes 147 tenured foundation teachers from private junior high schools in Citeureup District, with a sample size of 108 teachers determined through the Slovin formula. The results reveal a positive and significant impact of organizational climate ( $\beta = 0.744$ ) and interpersonal communication ( $\beta = 0.160$ ) on teacher commitment. These findings highlight the importance of a supportive work environment and effective communication in enhancing teacher commitment. The outcomes of this study are intended to provide practical guidance for school leaders in designing policies and creating environments that promote higher teacher commitment, ultimately helping teachers fulfill their professional responsibilities.



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## 1. Introduction

Change is an inevitable aspect of human life, occurring at individual and societal levels (Goa, 2017). This dynamic affects various facets, including education. The changes encompass technological advancements, social transformations, and global challenges that influence learning, teaching, and preparing for the future. Therefore, it is essential to comprehend and respond effectively to these changes in the educational realm. Education serves as the foundation for societal progress (Maunah, 2017). Through education, individuals acquire knowledge, skills, and understanding, enabling them to contribute productively to economic, social, and cultural spheres.

Quality education fosters the development of competent and competitive human resources, which, in turn, supports sustainable growth and development. Educational reforms must reflect the challenges and opportunities of contemporary developments (Dikdas,

2020). Consequently, education should remain relevant and effective in preparing individuals for an increasingly complex and modern future. One of the policy measures currently being implemented by the government is the adoption of the *Merdeka Curriculum*, aimed at addressing the industry 4.0 era and preparing the next generation for Industry 5.0. This involves adequate resource allocation, ongoing teacher training and development, and stringent oversight of educational quality.

Teachers play a central role in education, holding a pivotal position in every curriculum transformation (Wahid, 2013). With the implementation of the *Merdeka Belajar* curriculum in various educational institutions, all educational system components must adapt to the changes introduced by the curriculum. According to Najelaa Shihab, the concept of *Merdeka Belajar* is built on three primary dimensions: commitment, independence, and reflection (Yandri, 2022). In her

perspective (2017), the commitment of teachers and students within the context of independent learning emphasizes their perseverance in achieving meaningful personal goals. Learning objectives should not merely aim for assessments or grades but focus on mastering essential concepts or skills. This implies that what is learned during the educational process must be thoroughly understood and mastered, not just memorized or superficially recalled.

Teachers must consistently enhance their skills and keep up with developments in education, especially in information technology (Devanisia, 2017). Some teachers may find it challenging to adapt to changes, particularly those related to technological implementation. This highlights the need for adequate education and training. In the *Merdeka Belajar* concept, teachers should be self-evaluators committed to achieving educational goals. Teachers must prioritize students as learning subjects and establish challenging learning objectives tailored to students' needs (Setianti, 2023). Teachers must independently design learning, address emerging issues, and strive for continuous development through training and reflection. The concept of *Merdeka Belajar* emphasizes teachers' autonomy in thinking and acting within the educational context.

Teachers are expected to possess independence and freedom to improve their competencies while adapting to the ever-changing technological landscape (Sibagariang et al., 2021). Teachers are not merely instructors but symbols of inspiration and role models for students and society. The demanding responsibilities placed on teachers today would be difficult to fulfill without a high commitment to education. A preliminary survey conducted between November 1 and November 25, 2023, involved distributing questionnaires to 30 teachers across four private junior high schools (SMP) in Citeureup Subdistrict, Bogor Regency. The survey focused on dimensions of Teacher Commitment as the dependent variable, using instruments developed from synthesized indicators derived from several theories.

**Table 1.** Summary of Preliminary Survey on Teacher Commitment

Indicators	Percentage
Teacher loyalty to the profession	51
Teacher concern for students and the school environment	57
Teacher willingness to enhance learning	48
Teacher readiness for self-development	51

Table 1 is a preliminary survey on teacher commitment. It reveals suboptimal Teacher Commitment in private junior high schools in the Citeureup Subdistrict. Specifically, 51% of teachers exhibited suboptimal loyalty to their profession, 57% showed insufficient concern for students and the school environment, 48% lacked

initiative to improve learning, and 51% demonstrated limited willingness to develop themselves. Although numerous studies have examined Teacher Commitment, there remains a need to expand the scope of this research. Therefore, further investigation into Teacher Commitment is required, particularly considering its relationship with other variables potentially impacting commitment levels. Organizational Climate: A positive climate fosters motivation and higher commitment among teachers, who feel valued, supported, and included. Interpersonal Communication: Effective communication between school leaders or colleagues creates a sense of involvement and emotional connection. Teachers who feel heard and appreciated are more committed to their work. Conversely, a negative organizational climate, poor communication, or uncertainty in school policies can lead to challenges affecting Teacher Commitment. This study investigates teacher commitment as the main variable and analyses its connection with other factors, including organizational climate and interpersonal communication. The research will be conducted with teachers from private junior high schools in Citeureup, Bogor, West Java.

**2. Literature Review**

The Teacher commitment refers to the psychological attachment between teachers and their profession, encompassing beliefs in professional values, a desire to support the profession, pride, and self-identity as educators (Imron et al., 2020; Fitriyanti et al., 2019). This commitment includes teachers' attitudes, responsibilities, and loyalty in carrying out their duties, such as contributing to student development and the educational environment (Sari et al., 2021 ; Dharmawaty & Syukri, 2022). Highly committed teachers demonstrate dedication, consistency, and a desire to improve teaching quality to achieve educational goals continuously.

Teacher commitment is also influenced by internal and external factors, such as a sense of responsibility, adaptability to technology, and evolving times (Taher, 2022; Limbong, 2021; Ulya, 2020). This commitment involves a high level of autonomy, where teachers work with strong confidence in educational principles without requiring strict supervision (Muh, 2018). This enables teachers to implement creative and relevant teaching approaches, contributing significantly to the quality of education and future student development.

Overall, teacher commitment involves loyalty to the profession, concern for students and the school environment, and willingness to participate in training and self-development (Machwati & Wibowo, 2015; Ahyuardi et al., 2018). With high awareness and responsibility, teachers can create effective learning processes that positively impact education quality. Indicators of teacher commitment include loyalty,

concern, training, and a desire to enhance education and teaching.

Organizational climate refers to the perceived work environment experienced by employees, encompassing elements such as organizational culture, hierarchy, communication patterns, leadership support, and shared norms and values (Khairani et al., 2021; Cahyadi & Utama, 2018). A positive work climate fosters open communication, teamwork, and inclusive decision-making, motivating employees to contribute actively and feel a sense of belonging (Saputra & Rahardjo, 2017). Keith Davis describes it as the overall environment where individuals perform their tasks, including cultural, structural, and interpersonal dynamics, influencing behavior, motivation, and employee well-being (Utami et al., 2021).

Litwin and Stringer, drawing on McClelland's theory of needs, identified nine dimensions of 'organizational climate, including structure, responsibility, rewards, risk, warmth, support, and conflict, which shape employee engagement and participation (Susanty, 2013). Similarly, Harivarman and others liken organizational climate to the "soul" or "culture" of an organization, impacting interactions and behaviors (Hutagalung & Ritonga, 2018). It includes employees' perceptions of practices, policies, and routines, emphasizing the importance of supportive relationships and effective communication systems to foster a productive and inclusive workplace (Bowen & Ostroff in Pradani & Guspa, 2023).

Organizational climate is also linked to employee commitment and performance. A positive climate encourages collaboration, trust, and respect among colleagues, leading to higher dedication and productivity (Meithiana, 2017). Dewi and Wibawa (2022) note that a supportive organizational climate in schools can enhance teacher commitment, inspiring educators to demonstrate passion and dedication to their work. Key indicators of organizational climate include work responsibility, identity, interpersonal relationships, and recognition, which collectively create a psychological, social, and physical environment conducive to achieving organizational goals.

Interpersonal communication is exchanging ideas, information, feelings, and beliefs between two or more individuals through direct or face-to-face interaction (Foss in Fauzia, 2018; Arsita et al., 2023). It is influenced by feedback, the ability to interpret meanings, and mutual understanding among communicators (Gibson). This communication is built on trust, mutual respect, a sense of belonging, and satisfaction, forming a foundation for successful organisational relationships.

Interpersonal communication can occur in various contexts, from casual and informal exchanges to structured dialogues in organizational settings (Joseph in Mukhtar, 2020; Saputra & Mustafa, 2017). It is selective, systematic, and ongoing, enabling individuals to create

shared meaning and personal connections (Mahariyanti, 2015). Verbal and nonverbal cues foster understanding and can influence attitudes, opinions, and behaviors effectively (Yusuf et al., 2020).

Key dimensions of interpersonal communication include openness (clear and transparent messages), accuracy (alignment with facts), responsiveness (prompt and meaningful feedback), appropriateness (contextually suitable communication), and continuity (consistency over time) (Hutagalung & Ritonga, 2018). These elements create strong relationships, an effective work environment, and alignment with organizational goals. Indicators of effective interpersonal communication include openness, empathy, continuity, and feedback.

### 3. Materials and Methods

This study employs a quantitative research approach utilizing a survey method to examine the relationship between organizational climate, interpersonal communication, and teacher commitment. The research population consisted of 147 full-time teachers working in private junior high schools in the Citeureup District, Bogor Regency. To ensure a representative sample, the Slovin formula was applied, resulting in 108 teachers participating in the study. Data for the study were collected through a structured questionnaire designed to assess three primary variables: organizational climate, interpersonal communication, and teacher commitment.

The questionnaire was carefully developed based on several indicators derived from relevant theoretical frameworks. Each indicator was selected to capture the essence of the variables under investigation accurately. To ensure the reliability and validity of the instrument, the questionnaire underwent a series of pre-tests, which included validity checks through expert evaluations and reliability testing using Cronbach's Alpha. This process confirmed that the instrument was reliable and valid for measuring the intended constructs. Once the data were collected, they were subjected to statistical analysis using correlation techniques to examine the relationships between the three variables.

Correlation analysis helped identify the strength and direction of the associations between organizational climate, interpersonal communication, and teacher commitment. Furthermore, hypothesis testing was conducted using the coefficient of determination, which allowed the researcher to assess how much variance in teacher commitment could be explained by the organizational climate and interpersonal communication. In addition, SITOREM (Systematic Information of Teaching, Organizational, and Educational Management) analysis was employed to explore the specific impact of these factors on teacher commitment in greater detail.

The data analysis was performed using SPSS and Excel Tools software to ensure accurate and reliable results. The statistical tools used in this study allowed for a comprehensive examination of the variables. They provided insights into the relationships and impacts of organizational climate and interpersonal communication on teacher commitment. Through this analysis, the study aimed to determine how different aspects of the school environment and communication patterns contribute to fostering greater teacher commitment and provide actionable recommendations for educational leaders and policymakers.

## 4. Results and Discussions

### 4.1. Regression Analysis

The data collected for this study satisfy the necessary regression diagnostics, ensuring the assumptions underlying the regression analysis are met. First, the normality of the data was tested to confirm that the residuals followed a normal distribution. This was essential to ensure the validity of the regression results, as non-normal residuals could lead to biased estimates and incorrect conclusions. The results indicated that the residuals were approximately normally distributed, meeting the normality assumption.

Next, homogeneity of variance (also known as homoscedasticity) was tested to determine if the variance of the residuals remained consistent across all levels of the independent variables. This assumption is important for ensuring that the regression model provides unbiased predictions and that the error terms

are equally distributed across the range of predictor values. The homogeneity test revealed that the variance was indeed constant, thus satisfying this assumption.

Furthermore, multicollinearity was assessed to ensure that the independent variables were not highly correlated with each other, as this could distort the regression analysis and lead to unreliable coefficient estimates. The variance inflation factor (VIF) values for organizational climate and interpersonal communication were within acceptable limits, indicating that multicollinearity was not a concern.

Finally, autocorrelation was checked to ensure no correlation between the residuals, which could violate the independence assumption. The absence of significant autocorrelation confirmed the integrity of the regression model. Overall, the data met all the necessary regression diagnostics, allowing for valid interpretation of the findings and the conclusions' robustness.

The results of this study were derived from a field survey using a questionnaire as the research instrument. The data collected included three variables: teacher commitment as the dependent variable and organizational climate and interpersonal communication as the independent variables. The study's findings include error normality, homogeneity, and significance tests. Additionally, model testing was performed using correlation tests, hypothesis testing and SITOREM analysis to support the study's conclusions, recommendations, and implications.

**Table 2.** Result of Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	47.542	6.66		7.138	0.000
Climate Organizational	0.462	0.041	0.744	11.23	0.000
Interpersonal Communication	0.151	0.062	0.16	2.422	0.017
R	0.856a		Adjusted R Square	0.728	
R Square	0.734		Std. Error of the Estimate	7.309	

a. Dependent Variable: Teacher Commitment

Table 2 indicates that organizational climate has a positive impact on teacher commitment. The calculations show that the regression coefficient ( $\beta_1$ ) is 0.744, with a t-value (t) of 16.456, while the critical t-value (t) at a significance level of 0.05 is 1.65. Since t is greater than  $t_c$ , the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. Therefore, the organizational climate has a direct positive effect on teacher commitment. The regression coefficient of 0.744 demonstrates that organizational climate strongly influences teacher commitment. For every unit increase in the quality of the organizational climate, teacher commitment increases by 0.744 units. These findings suggest that a favorable organizational climate—where teachers feel supported, valued, and comfortable in their work—significantly enhances their commitment to the

profession. In other words, the better and more positive the organizational climate for teachers in private junior high schools in the Citeureup District, Bogor Regency, the greater the improvement in teacher commitment.

This result aligns with theories and previous studies that emphasize the importance of organizational climate in enhancing teacher commitment. According to these theories, an individual's perception of their work environment—which includes organizational culture, leadership, and interpersonal relationships—greatly influences their attitudes and behavior. A positive work environment encourages teachers to be more dedicated. Teacher commitment is closely linked to high levels of job engagement, often fostered by a supportive organizational climate. Teachers who feel appreciated

and involved tend to demonstrate greater commitment to their profession. A similar conclusion was drawn in a study by Eka Khairani (2021) which found that a positive school environment is essential for the success of a school. Therefore, creating a motivating school environment is crucial, as it directly impacts both teacher dedication and students' academic achievement.

The results indicate that interpersonal communication has a positive impact on teacher commitment. The regression coefficient value ( $\beta_2$ ) is 0.160, with a t-value of 8.646. The critical t-value (t) at a significance level of 0.05 is 1.65, and since t-stats exceed t-table, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. This confirms that interpersonal communication has a direct positive effect on teacher commitment.

The regression coefficient of 0.160 suggests that interpersonal communication has a relatively strong influence on teacher commitment. It means that every unit increase in the quality of interpersonal communication results in a 0.643-unit increase in teacher commitment. This finding highlights the importance of effective interpersonal communication between teachers and school management in enhancing teacher commitment to their schools. Improving interpersonal communication among teachers in private junior high schools in the Citeureup District, Bogor Regency, will increase teacher commitment.

These findings have significant practical implications for school administrators and policymakers. School management should prioritize enhancing interpersonal communication among teachers, which can be achieved through communication training, interpersonal skills workshops, and fostering a culture of open communication. School leaders must engage with teachers honestly, transparently, and empathetically. Effective leadership and communication help build trust and strengthen teacher commitment. Additionally, establishing an effective feedback system where teachers feel heard and valued is essential. Open discussions and constructive feedback can increase teacher participation and commitment.

Previous studies also support the correlation between effective interpersonal communication and teacher commitment. For instance, a study by Nuha (2020), which examines the effect of Interpersonal Communication of Madrasah Principals on Teacher Commitment at MTs Matholi'ul Huda Troso Jepara," found that interpersonal communication significantly impacts teacher commitment, with a correlation value of  $r = 0.453$ , representing 20.25%.

#### 4.2. SITOREM Analysis

The SITOREM analysis provided several key recommendations for strengthening organizational

climate and interpersonal communication to enhance teacher commitment.

**Table 3.** Result of SITOREM

Priority Order (Improved)	Priority (Developed)
1 <sup>st</sup> Appreciation	1. Job Responsibility 2. Interpersonal Relationships 3. Individual Identity in Work
2 <sup>nd</sup> Teachers' loyalty	4. Empathy 5. Openness 6. Feedback 7. Continuity
3 <sup>rd</sup> Teachers' desire	8. Teachers' Concern - Students - School Environment 9. Teachers' willingness - Training - Self-Development

### Strengthening Organizational Climate:

#### 1. Reward Indicator

To improve the reward system, schools should identify teachers' preferences for financial or non-financial rewards through surveys or interviews. Developing formal reward programs, such as annual or monthly awards, can help recognize teachers' contributions. Also, fostering a culture of daily appreciation can contribute positively, whether through leadership or peer recognition. Involving the broader school community, including students and parents, in acknowledging teachers' efforts will also strengthen the sense of appreciation.

#### 2. Work Responsibility

Clearly defining roles and responsibilities through detailed job descriptions can prevent ambiguity and ensure alignment. Teachers should be empowered to take initiative and innovate in their work. Professional development programs should be provided to support teachers in these efforts, and periodic evaluations with constructive feedback can help teachers improve and thrive in their roles.

#### 3. Interpersonal Relationships

Promoting teamwork and collaboration through joint activities and projects can help build stronger interpersonal relationships. Organizing social events outside of work allows teachers to connect informally and foster deeper bonds. Open communication between teachers and leadership should be encouraged, alongside providing emotional support for teachers facing personal or professional challenges.

#### 4. Individual Identity in Work

Recognizing each teacher's unique teaching style and expertise fosters a sense of individual

value. Involving teachers in decision-making processes, particularly in curriculum development and teaching methods, empowers them and builds ownership. Offering personalized career development opportunities and focusing performance evaluations on individual strengths can also support teachers' professional growth.

### **Strengthening Interpersonal Communication:**

#### **1. Empathy**

Empathy training for school leadership can help create a supportive and understanding environment. Teachers should be encouraged to share their challenges in safe spaces, promoting a culture of care and emotional support within the school community.

#### **2. Openness**

Transparency in policies and decisions is essential to build trust within the school. Facilitating open forums where teachers can freely express their ideas and concerns and encouraging two-way communication between teachers and leadership ensures that all voices are heard and valued.

#### **3. Feedback**

Establishing a routine feedback system with constructive reinforcement can help teachers feel supported and motivated. Providing opportunities for teachers to give feedback to leadership is also essential for continuous improvement. Furthermore, ensuring actionable follow-ups on feedback received will demonstrate that input is taken seriously and used for positive change.

#### **4. Continuity**

To maintain consistent communication, schools should schedule regular meetings and monitor communication processes to address any barriers. Effective communication platforms ensure seamless interaction and regular follow-ups on discussions or initiatives, reinforcing the importance of ongoing dialogue and collaboration.

Schools can create a more supportive organizational climate and foster better interpersonal communication, leading to increased teacher commitment and improved educational outcomes.

### **5. Conclusions**

This study demonstrates a significant relationship between organizational climate and teacher commitment in private junior high schools in the Citeureup District. The regression analysis results show that organizational climate has a strong positive impact on teacher commitment, while interpersonal

communication also contributes to teacher commitment. Based on these findings, it is recommended that school leaders prioritize policies that foster a positive organizational climate and invest in training and development programs aimed at improving interpersonal communication among teachers. Strengthening these two variables—organizational climate and interpersonal communication—can significantly boost teacher commitment. This can be accomplished by addressing areas of weakness and reinforcing the already strong aspects.

Furthermore, SITOREM analysis provided optimal solutions for improving teacher commitment within the context of private junior high schools in the Citeureup District. The analysis identified the priority areas for improvement, with the following indicators requiring attention: first, rewards; second, teacher loyalty to the profession; and third, teachers' desire to improve education and teaching. On the other hand, the analysis also outlined the key indicators that should be maintained to ensure ongoing teacher commitment. These include work responsibility, interpersonal relationships, individual identity, empathy, openness, feedback, continuity, teachers' concern for students and the school environment, and teachers' willingness to participate in training and self-development. By focusing on these areas, schools can create a supportive environment that promotes higher teacher commitment and ultimately improves educational outcomes.

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#### **Author Initials:**

K.N.A. - Khoerun Nissa Amalia K.N.A. and H.S. and H.H.  
H.S. - Henny Suharyati  
H.H. - Herfina Herfina.

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