THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP, ORGANIZATIONAL CULTURE, AND JOB SATISFACTION ON THE ORGANIZATIONAL COMMITMENT OF VOCATIONAL HIGH SCHOOL TEACHERS IN PALANGKA RAYA CITY

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Abstract
The advancement of education in the Industrial Revolution 4.0 era requires strengthening human resource quality, particularly teachers as central actors in the learning process. The relatively low job satisfaction among state vocational high school teachers in Palangka Raya City has implications for their motivation and organizational commitment. This study examines the effects of transformational leadership, organizational culture, and job satisfaction on teachers' organizational commitment, including the indirect effects mediated by job satisfaction. A quantitative survey design was employed involving 157 teachers selected through proportional random sampling from public vocational high schools in Palangka Raya. Data were collected using a validated and reliable Likert-scale questionnaire. Path analysis was applied to assess causal relationships and to estimate both direct and indirect effects among the studied variables. The results indicate that all variables were categorized as high. Transformational leadership (0.382), organizational culture (0.289), and job satisfaction (0.227) exhibited significant direct effects on organizational commitment. In addition, transformational leadership (0.544) and organizational culture (0.215) demonstrated direct effects on job satisfaction. Indirect effects were also observed, with transformational leadership (0.186) and organizational culture (0.082) influencing organizational commitment through job satisfaction. These findings confirm that transformational leadership, organizational culture, and job satisfaction are key determinants of teachers' organizational commitment. Strengthening transformational leadership practices, fostering a supportive organizational culture, and enhancing job satisfaction are recommended to optimize teachers' organizational commitment.

Keywords: transformational leadership, organizational culture, job satisfaction, organizational commitment, vocational teachers

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INTRODUCTION

Education plays a vital role as a primary instrument for developing high-quality human resources capable of competing in an increasingly dynamic and global environment. As schools are expected to produce graduates who can meet the demands of the Industrial Revolution 4.0 era, the performance and commitment of teachers become critical determinants of institutional success. The quality of schooling is strongly influenced by

teacher's performance and level of involvement. Teacher organizational commitment has been found to affect their quality of work and productivity (Aslamiah, 2019).

Commitment is a key factor influencing the success of teaching. It represents an essential attribute that every professional teacher must possess. Commitment reflects an individual's internal pledge to perform their duties with responsibility, dedication, care, and strong loyalty. Organizational commitment refers to the degree to which individuals identify with their organization and demonstrate loyalty toward their workplace (Garnita et al., n.d.) In educational settings, this commitment is shaped by several organizational factors, one of the most significant being the leadership of the school principal.

In addition to leadership, organizational culture is another critical factor that shapes teachers' attitudes and behaviors within the school environment. A strong and positive organizational culture establishes shared norms, values, and expectations that guide how teachers interact, collaborate, and carry out their professional roles. Robbins and Judge (Robbins et al., 2017) describe organizational culture as a system of shared meanings held by members that distinguishes one organization from another. In the context of vocational high schools (SMK), an adaptive, collaborative, and quality-oriented work culture becomes a critical foundation for supporting the implementation of vocational curricula and enhancing teachers' professionalism. Such a culture not only shapes collective behavior but also creates an environment where teachers feel supported, valued, and motivated to continuously improve their instructional practices in alignment with institutional goals. Previous studies indicate that a strong organizational culture can enhance employees' sense of belonging, foster shared values, and ultimately strengthen overall organizational commitment (Özçetin, n.d.)

Another influential factor on teachers' organizational commitment is job satisfaction. High job satisfaction indicates that a school organization has been well managed through effective and supportive management practices. According to Usman (2018), job satisfaction refers to an individual's feelings of satisfaction or dissatisfaction toward their work, which are shaped more by current and past experiences than by future expectations. When teachers perceive fair treatment, supportive leadership, adequate resources, and a positive work environment, their sense of satisfaction increases, which in turn strengthens their emotional attachment and loyalty to the organization. Prior research by Norliani, Suriansyah, Aslamiah found that when teachers feel fulfilled in their roles through supportive leadership, fair treatment, adequate facilities, and a positive work climate, their emotional attachment and loyalty to the organization strengthen (Norliani et al., 2022). Thus, job satisfaction emerges as a critical predictor of teachers' willingness to remain committed, contribute to organizational goals, and sustain long-term involvement in school improvement efforts.

The purpose of this study is to describe the levels of transformational leadership, organizational culture, job satisfaction, and organizational commitment among public vocational high school teachers in Palangka Raya City, and to analyze the direct and indirect effects among these variables. Specifically, the study examines the direct influence of transformational leadership, organizational culture, and job satisfaction on teachers' organizational commitment; the direct effects of transformational leadership and organizational culture on job satisfaction; as well as the indirect effects of transformational leadership and organizational culture on organizational commitment through job satisfaction.

Despite the extensive literature examining factors that influence teachers' organizational commitment, studies focusing specifically on vocational high schools (SMK) in the context of Palangka Raya remain limited. Most previous research has been conducted in general education settings or in different regional contexts, which may not fully capture the unique organizational dynamics, leadership practices, and work culture

present in vocational institutions. Moreover, while transformational leadership, organizational culture, and job satisfaction have each been independently linked to organizational commitment, only a few studies have examined these three variables simultaneously within a single comprehensive model. This creates a research gap regarding how these organizational factors interact collectively to shape commitment among SMK teachers. Therefore, this study is important to provide empirical evidence tailored to the vocational school environment, offering deeper insights for school leaders and policymakers in developing strategies to strengthen teacher commitment and improve the overall quality of vocational education in Palangka Raya.

RESEARCH METHOD

This study uses a quantitative approach with correlational methods and path analysis. The selection of quantitative methods, including correlational methods and path analysis, is based on data processing in the form of numbers and statistical analysis aimed at determining the relationship or influence between two or more variables, as well as testing the causal relationship between these variables, both directly and indirectly (through mediation) between the independent and dependent variables based on the formulated hypothesis.

The population in this study included all teachers employed at public vocational high schools (SMK Negeri) in Palangka Raya City. A total sample of 157 teachers was selected using purposive sampling, a technique in which respondents are chosen based on specific criteria to ensure alignment with the research objectives (Sugiyono, 2017). Data were collected using a closed-ended Likert scale questionnaire, whose validity and reliability were tested through correlation analysis. Data were collected using a closed-ended questionnaire consisting of five alternative response options measured on a five-point Likert scale ranging from 1 to 5. This ordinal scale included the following response categories: "Strongly Agree (5)," "Agree (4)," "Uncertain (3)," "Disagree (2)," and "Strongly Disagree (1)." The research instruments were developed based on established theoretical constructs. Indicators of transformational leadership were adapted from Bass and Avolio (2018), organizational culture measures were derived from Robbins and Judge (Robbins et al., 2017) and Schein (Hattangadi, 2020), job satisfaction indicators were based on Locke and Herzberg questionnaire developed by (Mardianti et al., 2020)while organizational commitment indicators referred to Meyer and Allen's conceptualization (Meyer & Allen, 2007).

RESEARCH RESULTS AND DISCUSSION
Research Results
A. Normality Test

Table 1.
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual X1,X2,Z ->Y	Unstandardized Residual X1,X2 ->Z
N		157	157
Normal Parameters[a,b]	Mean	.0000000	.0000000
	Std. Deviation	15.99016982	11.29132472
Most Extreme Differences	Absolute	.047	.064
	Positive	.047	.058

		Unstanda rdized Residual X1,X2,Z ->Y	Unstanda rdized Residual X1,X2 - >Z
	Negative	-.035	-.064
Test Statistic		.047	.064
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The Kolmogorov–Smirnov normality test confirmed that both research models met the normality assumption. In the first model (X1, X2, Z → Y), the significance value of 0.200 (> 0.05) indicated normally distributed residuals, with a mean of 0.0000000 and a standard deviation of 15.99016982. Similarly, the second model (X1, X2 → Z) showed a significance value of 0.200, a mean of 0.0000000, and a standard deviation of 11.29132472. These results validate that the data distribution was normal, supporting the appropriateness of subsequent regression analyses.

B. Linearity Test

Table 2.
Linearity Test

No.	Variable	Linearity	DfL	Interpretation
	Organizational commitment (Y)	0.000 < 0.05	> 0.05	
1	transformational leadership	0.000	0.509	linier
2	Organizational culture	0.000	0.333	linier
3	Job Satisfaction	0.000	0.073	linier
	Job Satisfaction (Z)			
1	Transformational leadership	0.000	0.051	linier
2	Orgnizational culture	0.000	0.201	linier

Source: Test Result of SPSS

The linearity test demonstrated that all relationships among the variables were linear. For organizational commitment (Y), each independent variable met the linearity assumption, indicated by a linearity significance value of 0.000 (p < 0.05) and non-significant deviation from linearity (p > 0.05). The deviation from linearity values were 0.509 for transformational leadership, 0.333 for organizational culture, and 0.073 for job satisfaction. Similarly, for job satisfaction (Z), both transformational leadership (deviation = 0.051) and organizational culture (deviation = 0.201) also showed linear relationships. These results confirm the appropriateness of the regression model, indicating that the relationships among variables can be validly explained using linear equations.

C. Multicollinearity Test

Table 3.
Multicollinearity Test Results

No.	Variable	Tolerance	VIF	Interpretation
	Organizational commitment (Y)			
1	transformational leadership	0.356	2.813	Non-Multicollinearity
2	Organizational culture	0.435	2.297	Non-Multicollinearity
3	Job Satisfaction	0.485	2.062	Non-Multicollinearity
	Job Satisfaction (Z)			
1	Transformational leadership	0.454	2.202	Non-Multicollinearity
2	Orgnizational culture	0.454	2.202	Non-Multicollinearity

The multicollinearity test results indicate that no multicollinearity was present among the independent variables. In the organizational commitment model (Y), transformational leadership showed a tolerance value of 0.356 and a VIF of 2.813, organizational culture had a tolerance of 0.435 and a VIF of 2.297, and job satisfaction demonstrated a tolerance of 0.485 and a VIF of 2.062. In the job satisfaction model (Z), transformational leadership and organizational culture each recorded a tolerance value of 0.454 and a VIF of 2.202. All tolerance values exceeded 0.10 and all VIF values were below 10, confirming the absence of high intercorrelations among the independent variables. These findings demonstrate that the regression models are free from multicollinearity issues and therefore suitable for further analysis.

D. Heteroscedasticity Test

Table 4.
Heteroscedasticity Test Results

No.	Variable	p-value	Interpretation
	Organizational commitment (Y)		
1	transformational leadership	0.054	non- heteroscedasticity
2	Organizational culture	0.773	non- heteroscedasticity
3	Job Satisfaction	0.228	non- heteroscedasticity
	Job Satisfaction (Z)		
1	Transformational leadership	0.781	non- heteroscedasticity
2	Orgnizational culture	0.873	non- heteroscedasticity

The heteroscedasticity test indicates that no symptoms of heteroscedasticity are present across all variables. In the organizational commitment model (Y), transformational leadership has a p-value of 0.054, organizational culture 0.773, and job satisfaction 0.228. In the job satisfaction model (Z), transformational leadership has a p-value of 0.781 and organizational culture 0.873. Since all p-values exceed the 0.05 threshold, the results confirm that the residual variances are homogeneous or constant. The absence of heteroscedasticity means that the error terms do not systematically increase or decrease across different levels of the predictors, indicating stable variance in the model. Therefore, the assumption of homoskedasticity is fulfilled, ensuring that the regression models are statistically sound and reliable for predictive purposes.

E. Hypothesis Test Results

The results of data analysis and path analysis showed the direct and indirect relationship coefficients as shown in Figure 2.
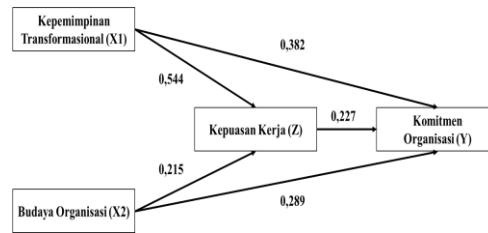
Figure 2. Result of path analysis

The regression model for organizational commitment demonstrates strong explanatory power, with R = 0.805 and R² = 0.648, indicating that 64.8% of its variance is explained by transformational leadership, organizational culture, and job satisfaction. Transformational leadership shows the strongest effect ($\beta = 0.382$, $p < 0.001$), followed by organizational culture ($\beta = 0.289$, $p < 0.001$) and job satisfaction ($\beta = 0.227$, $p = 0.001$). All predictors significantly influence teachers' organizational commitment.

The model for job satisfaction also performs well (R = 0.718; R² = 0.515), indicating that 51.5% of its variance is accounted for by the combination of transformational leadership and organizational culture. Transformational leadership remains the dominant predictor ($\beta = 0.544$, $p < 0.001$), while organizational culture has a smaller yet significant effect ($\beta = 0.215$, $p = 0.011$).

The indirect effect of transformational leadership on organizational commitment through job satisfaction is weak (0.186), although the Sobel test (Z = 2.92 > 1.96) confirms that the mediation is statistically significant. Similarly, organizational culture demonstrates a weak indirect effect (0.082), with the Sobel test (Z = 1.98 > 1.96) also indicating a significant mediating influence. These findings affirm that job satisfaction functions as a mediator in the relationship between transformational leadership and organizational culture on teachers' organizational commitment in vocational schools in Palangka Raya.

Discussion

Description of Transformational Leadership, Organizational Culture, Job Satisfaction, and Organizational Commitment among Vocational School Teachers in Palangka Raya

The findings indicate that transformational leadership is the most influential factor in predicting teachers' organizational commitment. This suggests that principals of public vocational schools in Palangka Raya need to consistently model ethical behavior, communicate effectively, provide professional support, motivate teachers, and build trust through appropriate delegation. Such practices align with the core dimensions of transformational leadership and are closely associated with higher levels of teacher commitment. The initial condition of low affective commitment—reflected in limited participation in school programs and relatively high turnover among honorary teachers—further reinforces the importance of effective leadership in strengthening attachment to the organization. Prior studies ((Warni et al., 2021);(Jarminto et al., 2022);(Fitroliana et al., 2022); (Ulfah et al., 2024)similarly emphasize the role of transformational leadership in enhancing motivation, loyalty, and teacher performance.

Organizational culture emerges as the second strongest predictor, indicating that a supportive, collaborative, and value-driven school environment contributes to greater teacher commitment. This is consistent with Suriansyah (2023) who noted that positive organizational culture enhances performance and work quality. Additionally, both transformational leadership and organizational culture influence organizational commitment indirectly through job satisfaction. Higher satisfaction—characterized by fair

compensation, workplace security, and work–life balance—strengthens teachers' willingness to remain committed. This aligns with Aslamiah (Aslamiah, 2016)who found that organizational culture and climate affect teachers' motivation and extra-role behavior.

Direct Influence of Transformational Leadership on the Organizational Commitment of Public Vocational School Teachers in Palangka Raya

The findings demonstrate that transformational leadership has a direct and significant effect on the organizational commitment of vocational school teachers in Palangka Raya, as reflected by the beta coefficient of 0.382 (t = 4.750, p < 0.001). Principals who articulate a strong vision, model ethical behavior, motivate teachers, and provide individualized support are more effective in fostering teachers' emotional attachment and loyalty to the institution. These results are consistent with prior research (Normianti, Aslamiah, et al., 2019);(Novitta & Suriansyah, 2021);(Thika et al., 2024)), which confirms that transformational leadership enhances trust, motivation, and willingness among teachers to exceed organizational expectations. The alignment with Bass and Avolio's (Bruce J. Avolio, 2018)four dimensions—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration— illustrates how leadership practices contribute to strengthened affective, continuance, and normative commitment.

Furthermore, the study reinforces the theoretical perspective that organizational commitment is shaped not only by structural conditions but also by psychological bonds developed through transformational leadership. Teachers who feel valued, supported, and inspired by their principals are more likely to demonstrate persistence, greater involvement in school programs, and alignment with institutional goals.

Direct Influence of Organizational Culture on the Organizational Commitment of Public Vocational High School (SMK Negeri) Teachers in Palangka Raya City

The present study demonstrates that organizational culture exerts a direct and significant influence on teachers' organizational commitment in public vocational schools in Palangka Raya (β = 0.289; t = 3.977; p = 0.000). This aligns with findings by Ulfah, Siti Zainab Muthia et al. (2024), who reported strong teacher adherence to cultural values such as discipline, integrity, prioritizing institutional interests, and collective school improvement. Consistent evidence from Hartnell et al., (2019)emphasizes that strong organizational culture enhances satisfaction, performance, and commitment. Robbins et al., (2017)further highlights culture's stabilizing function in guiding organizational behavior.

These results are consistent with the studies by (Sugeng et al., 2021);(Sapriansyah & Aslamiah, 2022); (Balela et al., 2024); (Utomo et al., 2024)which also highlight the significant influence of organizational culture to organizational strengthening teachers' organizational commitment. These findings align with previous studies showing that positive organizational culture enhances loyalty, moral obligation, and sustained engagement, thereby supporting the conclusion that a conducive cultural environment is a key determinant of organizational commitment.

Direct Influence of Transformational Leadership on the Job Satisfaction of Vocational High School Teachers in Palangka Raya

The findings of this study indicate that transformational leadership has a direct and significant effect on teacher job satisfaction, with a path coefficient of β = 0.544 (t = 6.538, p = 0.000). This coefficient demonstrates that a one-unit increase in transformational leadership corresponds to a 0.544-unit increase in job satisfaction. This result confirms that the stronger the transformational leadership demonstrated by school principals, the higher

the level of job satisfaction experienced by teachers at Public Vocational High Schools (SMK Negeri) in Palangka Raya City.

Transformational leadership emerged as a strong predictor of job satisfaction, reflecting the principal's ability to provide clear vision, motivation, individualized support, and intellectual stimulation. Such leadership behaviors foster a supportive and inspiring work environment, enabling teachers to feel valued, trusted, and encouraged in performing their duties. This aligns with Bass and Avolio's (2017) theoretical framework, which emphasizes that transformational leadership enhances positive psychological states among employees. The finding is also consistent with previous studies by (Warni et al., 2021);(Norliani et al., 2022);(Prasetyo et al., 2023);(Asie et al., 2025) which indicates that transformational leadership can create a supportive work environment that enhances teacher satisfaction, thereby exerting a direct and significant influence on teachers' job satisfaction.

Direct Influence of Organizational Culture on the Job Satisfaction of Vocational High School Teachers in Palangka Raya

Based on the results of the study, it was found that organizational culture has a direct influence on the job satisfaction of Vocational High School teachers in Palangka Raya. This is evidenced by the beta coefficient value of 0.215 (t = 2.578, p = 0.011). It means that as the organizational culture becomes more conducive, such as through supportive norms, shared values, collaboration, and a positive work environment, teachers' job satisfaction increases accordingly. Although the effect size is moderate, it remains meaningful, demonstrating that improvements in organizational culture are likely to contribute to higher levels of job satisfaction among teachers at SMK Negeri in Palangka Raya.

Organizational culture can foster creativity, encourage risk-taking, support collaboration, and maintain a balanced and competitive work climate, thereby enhancing teachers' satisfaction with various aspects of their job, including interest in their work, the nature of their tasks, relationships with supervisors, as well as satisfaction with salary and available facilities, as demonstrated by the findings of previous studies. Study by (Janicijevic et al., 2018);(Masniah et al., 2021); (Aminudin & Suriansyah, 2022);(Alpianoor et al., 2022) that indicates organizational culture can influence job satisfaction in two ways: the first suggests that its effectiveness depends on how well the culture's values and norms align with the particular needs of employees, while the second posits that culture affects job satisfaction based on the inherent content of its values and standards, independent of what employees may personally require.

Direct Influence of Job Satisfaction on the Organizational Commitment of Public Vocational High School Teachers in Palangka Raya

Job satisfaction was found to have a direct and significant influence on organizational commitment among state vocational high school teachers in Palangka Raya City. This positive relationship is substantiated by the standardized beta coefficient β= 0.227), which is statistically significant (t = 3.290, p < 0.01). The observed direct influence of organizational culture on organizational commitment aligns with established organizational behavior theory. A strong and positive culture, characterized by shared values and clear expectations, typically fosters a deeper sense of belonging and identification among employees. This cultural congruence reduces internal ambiguity and increases psychological safety, thereby strengthening the teachers' affective commitment to the institution.

Furthermore, the significant role of job satisfaction supports the premise that an employee's positive affective response to their job environment is a critical antecedent to

their willingness to remain with and exert effort on behalf of the organization. According to Luthans (Luthans, 2011), job satisfaction is essentially an assessment-driven positive emotion related to an individual's work or their surrounding job experiences. When teachers perceive fairness, support, and fulfillment in their roles, their level of commitment specifically their continuance and normative commitment, is naturally elevated. This finding is consistent with previous research by Barlimanto,Suriansyah & Sulaiman (2021); Bijker et al (2023); (Aprilia & Suriansyah, 2025) study showed a positive relationship between job satisfaction and affective and continuance commitment.

Indirect influence of Transformational Leadership on organizational commitment through job satisfaction of SMK teachers in Palangka Raya

The results showed an indirect effect of transformational leadership on organizational commitment through job satisfaction in SMK teachers in the city of Palangka Raya indicated by the value of Z count of 2.92 which is greater than 1.96.

Job satisfaction can mediate transformational leadership toward organizational commitment. These results demonstrate that job satisfaction effectively mediates the influence of transformational leadership on organizational commitment. In other words, when transformational leadership practices are strengthened, teachers' job satisfaction increases, which in turn enhances their commitment to the organization. This finding is related to previous research Maulida & Suriansyah (2019) (Widyatmika et al., 2020); (Norliani et al., 2022); states that there is an indirect influence of Transformational Leadership on organizational commitment through job satisfaction.

The Indirect Influence of Organizational Culture on Organizational Commitment Through Job Satisfaction of Public Vocational High School Teachers in the City of Palangka Raya

Based on the findings, the study demonstrates an indirect influence of organizational culture on organizational commitment through job satisfaction among public vocational high school teachers in the city of Palangka Raya. This relationship is evidenced by a Z value of 1.98, which exceeds the critical threshold of 1.96, indicating that the indirect effect is statistically significant. These results suggest that organizational culture contributes to strengthening teachers' organizational commitment when it is able to enhance their job satisfaction. In this context, a supportive, cohesive, and value-driven organizational culture fosters a positive work environment that increases teachers' satisfaction with their roles. Higher job satisfaction, in turn, encourages stronger emotional attachment, identification, and involvement with the organization. Thus, the mediating role of job satisfaction underscores the importance of cultivating a constructive organizational culture as a strategic effort to build and sustain high levels of organizational commitment among teachers.

This study aligns with(Bouckenooghe & Schwarz, 2014)),(Utomo et al., 2024) who argue that a healthy organizational culture enhances job satisfaction by fostering emotional and cognitive attachment to one's work, thereby strengthening employees' organizational commitment. In this context, school principals who promote an environment characterized by open communication, teacher collaboration, and recognition of teacher achievements help create a workplace where teachers feel valued and supported. Increased job satisfaction subsequently contributes to stronger affective, normative, and continuance commitment among teachers. Thus, a strong organizational culture at vocational schools in Palangka Raya indirectly enhances teachers' organizational commitment through improved job satisfaction.

CONCLUSION

Based on the findings of this study, several conclusions can be drawn.

1. Teachers' perceptions of transformational leadership, organizational culture, job satisfaction, and organizational commitment are generally positive and at a high level.
2. Transformational leadership has a positive and significant effect on teachers' organizational commitment in public vocational high schools in Palangka Raya.
3. Organizational culture positively and significantly influences teachers' organizational commitment.
4. Transformational leadership positively and significantly affects teachers' job satisfaction.
5. Organizational culture has a positive and significant effect on teachers' job satisfaction.
6. Job satisfaction positively and significantly influences teachers' organizational commitment.
7. Transformational leadership exerts a significant indirect effect on organizational commitment through job satisfaction.
8. Organizational culture also shows a significant indirect effect on organizational commitment through job satisfaction.

These findings highlight the strategic role of job satisfaction as a mediating factor that strengthens the influence of transformational leadership and organizational culture on organizational commitment.

SUGGESTIONS/RECOMMENDATIONS

Future studies may expand this research by incorporating additional variables such as work motivation or organizational climate or by applying the model in different educational settings to enhance generalizability. The results also offer practical implications for developing policies aimed at improving teacher commitment through strengthened organizational culture and more effective leadership practices.

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