

The Impact of School Culture, Work Attitude, Stress Management, and Job Satisfaction on Organizational Commitment among Secondary School Teachers

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Abstract:

This study aims to analyze the influence of school culture, work attitudes, stress management, and job satisfaction on teachers' organizational commitment in schools. The study used a quantitative, survey-based approach. Data were collected through questionnaires distributed to teachers and analyzed using path analysis to examine relationships among variables and to measure direct and indirect effects. The results indicate that school culture and work attitudes have a direct, positive, and significant effect on teachers' stress management. Furthermore, school culture, work attitudes, and stress management have a direct, positive, and significant effect on teachers' job satisfaction. The coefficient of determination indicates that these four variables together explain 74.8% of the variation in teachers' organizational commitment, while factors outside the research model influence the remaining 25.2%. These findings confirm that teachers' organizational commitment is shaped by the interaction of organizational, work behavior, psychological, and affective factors. The implications of this study suggest that strengthening teachers' organizational commitment can be achieved through developing a supportive school culture, fostering professional work attitudes, and enhancing job satisfaction in an integrated manner, thereby improving teacher performance and the effectiveness of educational organizations.

Keywords: *School Culture, Work Attitude, Stress Management, Job Satisfaction*

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengaruh budaya sekolah, sikap kerja, pengelolaan stres, dan kepuasan kerja terhadap komitmen organisasi guru di sekolah. Penelitian menggunakan pendekatan kuantitatif dengan metode survei, di mana data dikumpulkan melalui kuesioner yang disebarakan kepada guru, dan dianalisis menggunakan *path analysis* untuk menguji hubungan antarvariabel serta mengukur pengaruh langsung dan tidak langsung. Hasil penelitian menunjukkan bahwa budaya sekolah dan sikap kerja berpengaruh langsung, positif, dan signifikan terhadap pengelolaan stres guru. Selanjutnya, budaya sekolah, sikap kerja, dan pengelolaan stres berpengaruh langsung, positif, dan signifikan terhadap kepuasan kerja guru. Nilai koefisien determinasi menunjukkan bahwa keempat variabel tersebut secara bersama-sama menjelaskan 74,8% variasi komitmen organisasi guru, sedangkan sisanya 25,2% dipengaruhi oleh faktor lain di luar model penelitian. Temuan ini menegaskan bahwa komitmen organisasi guru dibentuk oleh interaksi faktor organisasional, perilaku kerja,

psikologis, dan afektif pekerjaan. Implikasi penelitian menunjukkan bahwa penguatan komitmen organisasi guru dapat dicapai melalui pengembangan budaya sekolah yang mendukung, pembinaan sikap kerja profesional, dan peningkatan kepuasan kerja secara terpadu, sehingga dapat meningkatkan kinerja guru dan efektivitas organisasi pendidikan.

Kunci: *Budaya Sekolah, Sikap Kerja, Pengelolaan Stres, Kepuasan Kerja*

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INTRODUCTION

Education serves as a cornerstone of national development, fostering the creation of competitive, skilled, and morally grounded human resources (Imansyah et al., 2025; Jeni & Syafril, 2025; Rawasiyah, 2025). The effectiveness of education depends not only on curriculum, facilities, and government policies but also on the professionalism and commitment of teachers, who are central to shaping student outcomes and school culture (Akmansyah et al., 2026; Soim et al., 2026). Teachers who exhibit high organizational commitment show loyalty, responsibility, and dedication even under challenging conditions, thereby sustaining educational quality (Marzuki & Sanusi, 2021; Luthans, 2021). Conversely, low commitment can lead to minimal engagement, absenteeism, and reduced motivation, ultimately undermining student learning and school performance (Rahman & Ali, 2022; Zhang & Liu, 2022). In many regions, including North Aceh, observations indicate fluctuating attendance, low participation in collaborative activities, and resistance to innovation among teachers. This gap between policy aspirations and practical realities highlights the need for empirical research into factors influencing teacher commitment. Understanding these factors is critical for policymakers and school administrators seeking to enhance educational quality and build resilient, productive schools.

This research draws upon multiple established theories to analyze teacher commitment. Meyer and Allen's (1991) Organizational Commitment Theory identifies three dimensions: affective, normative, and continuance commitment, capturing emotional attachment, moral obligation, and practical considerations in staying with an organization (Marzuki & Sanusi, 2021; Luthans, 2021). Complementing this, Schein's Organizational Culture Theory conceptualizes culture as shared assumptions and norms that shape members' behavior and their adaptation to the work environment (Chen et al., 2023; Mon & Khine, 2023). Herzberg's Job Satisfaction Theory explains how intrinsic and extrinsic factors influence motivation and engagement (Degef & Kidane, 2024; Dasgupta, 2025), while Lazarus and Folkman's Stress and Coping Theory examines individual psychological responses to organizational stressors (Hardy et al., 2025; Zhang & Liu, 2022). These frameworks collectively offer a comprehensive lens for evaluating how school culture, work attitudes, stress management, and job satisfaction shape teacher commitment. By integrating organizational and personal factors, this study seeks to model the pathways through which

environmental and individual variables determine professional dedication and institutional loyalty among educators.

Despite government initiatives such as certification programs, continuing professional development, and professional allowances, teacher commitment in public schools remains inconsistent. In North Aceh's Sub-District 03, field observations indicate declining engagement, high absenteeism, minimal participation in group activities, and limited enthusiasm for pedagogical innovation. Such trends threaten educational effectiveness, as teacher commitment is closely linked to student learning outcomes and school climate (Chen et al., 2022; Mon & Khine, 2023). The variation in school culture—from collaborative and professional environments to bureaucratic and individualistic settings—further complicates the scenario. Low commitment manifests in a lack of responsibility, reduced accountability, and limited contribution to school improvement efforts (Kurniawan, 2023; Raharjo, 2022). Consequently, educational policies alone cannot ensure high-quality outcomes without a deeper understanding of the psychosocial and organizational factors influencing teacher behavior. Addressing these issues is vital for sustaining educational continuity, improving student performance, and fostering a productive work environment that aligns teacher behavior with school goals and national development objectives.

Previous research underscores the impact of school culture on teacher commitment. Studies by Ayik and Akdemir (2014) revealed that supportive, collaborative school cultures significantly strengthen teachers' emotional attachment to their institutions. Çakır (2007) demonstrated that culture dimensions, including support orientation, success orientation, and participation, affect affective commitment. Other research highlights the role of job satisfaction and transformational leadership in promoting organizational commitment (Raharjo, 2022; Kurniawan, 2023). International studies also confirm the positive influence of innovative organizational culture on employee engagement and job satisfaction (Albrecht et al., 2020; Nguyen et al., 2021; Zhang & Liu, 2022). Despite these findings, most studies focus on isolated variable pairs rather than examining multiple interacting factors, such as school culture, work attitudes, stress management, and job satisfaction, simultaneously. This indicates a methodological gap: the complexity of teacher commitment within a holistic framework remains underexplored.

Moreover, prior studies rarely account for the unique socio-cultural context of specific regions. In North Aceh, strong religious, familial, and communal values can shape both school culture and teacher behavior in ways that conventional studies do not capture. While some schools have established robust traditions of cooperation and professionalism, others operate under rigid, bureaucratic norms that may impede teacher engagement. This contextual variation necessitates empirical investigation to understand how organizational and individual factors interact to influence commitment in local public schools. Filling this research gap is essential not only to validate existing theories but also to provide actionable insights for policy and school management. By integrating multiple variables

within a contextualized framework, this research aims to offer a more complete understanding of the determinants of teacher commitment and their implications for improving educational quality.

The central research problem is to determine the extent to which school culture, work attitudes, stress management, and job satisfaction influence teacher commitment in public junior high schools in Sub-District 03, North Aceh. Preliminary analysis suggests that these factors interact synergistically: positive school culture fosters collaborative work attitudes, which, when coupled with effective stress management and high job satisfaction, strengthen commitment. Consequently, teacher dedication emerges from both organizational conditions and individual psychological responses. Addressing this problem contributes theoretically by extending organizational and educational management theories to an Islamic educational context, and practically by offering school leaders evidence-based strategies to enhance teacher engagement. Ultimately, the study's findings are expected to support policies that strengthen school culture, improve working conditions, and foster sustained teacher commitment, thereby enhancing overall educational quality in the region.

RESEARCH METHODS

This study employs a quantitative ex post facto research design, which is appropriate for investigating phenomena that have already occurred and cannot be manipulated by the researcher (Almusaed et al., 2025; Ghanad, 2023). The ex post facto approach enables the identification of relationships between variables by observing existing conditions and testing hypothesized effects (Abu et al., 2026; Setianingrum et al., 2025). In this study, the method was applied to examine the influence of school culture, work attitude, stress management, and job satisfaction on teachers' organizational commitment.

Data were collected using a structured survey distributed to the target population of teachers. The questionnaire was designed to measure key constructs, including school culture, work attitude, stress management, job satisfaction, and organizational commitment. After collection, the data were screened, coded, and cleaned to ensure completeness and accuracy. Descriptive statistics, including mean, standard deviation, minimum, and maximum values, were computed to summarize the dataset. Outliers and missing data were handled using standard procedures to maintain the integrity of subsequent analyses.

Before performing path analysis, several statistical assumptions were examined to ensure the suitability of the data for regression and correlation analysis. The normality of the data was tested using the Lilliefors test at the 0.05 significance level, confirming that the dataset originated from a normally distributed population. Linearity between exogenous and endogenous variables was assessed to verify that relationships followed a linear pattern, while the significance of regression coefficients was also examined. Homogeneity of variance was tested using Bartlett's test, and independence among predictor variables was evaluated using the Product-Moment Correlation to avoid multicollinearity. These assumption tests ensure the validity and reliability of the path analysis results.

Path analysis was employed to estimate both direct and indirect effects between exogenous variables, including school culture, work attitude, and stress management, and the endogenous variable, organizational commitment. The analysis involved simultaneous testing to assess the collective impact of all independent variables, followed by individual testing to determine each variable's specific contribution. Path coefficients were interpreted to assess the strength and direction of relationships, and model fit was assessed using goodness-of-fit indices to confirm that the hypothesized model accurately represented the observed data.

The integrated methodological approach, combining ex post facto design, survey data collection, and rigorous statistical analysis, provides a comprehensive framework for investigating causal relationships in educational settings. This approach not only identifies how organizational, behavioral, and psychological factors influence teachers' organizational commitment but also provides empirical evidence that can guide interventions aimed at enhancing school culture, promoting positive work attitudes, improving stress management, and optimizing job satisfaction, ultimately strengthening teacher performance and institutional effectiveness.

RESULTS AND DISCUSSION

Results

Data homogeneity testing in this study was conducted using the Bartlett test. Data for each research variable is declared homogeneous if the calculated χ^2 value $<$ χ^2 table at a significance level of $\alpha = 0.05$. This homogeneity test is used to determine whether the variances of the data groups for each research variable are homogeneous. A summary of the results of the data homogeneity calculation for each research variable is presented in Table 1; the complete calculation is shown in Appendix 9.

Table 1. Results of Homogeneity Calculation for Each Research Variable

No	Research Variable	df	χ^2 Calculated	χ^2 Table ($\alpha = 0.05$)	Conclusion
1	X5 based on X1	208	105.58	242.65	Homogeneous
2	X5 based on X2	213	106.09	248.05	Homogeneous
3	X5 based on X3	209	118.28	243.73	Homogeneous
4	X5 based on X4	211	77.15	245.89	Homogeneous
5	X4 based on X1	208	96.33	242.65	Homogeneous
6	X4 based on X2	213	85.49	248.05	Homogeneous
7	X4 based on X3	209	163.14	243.73	Homogeneous
8	X3 based on X1	208	101.40	242.65	Homogeneous
9	X3 based on X2	213	55.86	248.05	Homogeneous

Based on Table 1, it can be seen that all pairs of research variables, namely teacher organizational commitment (X5) based on school culture (X1), work attitude (X2), stress management (X3), and job satisfaction (X4), then job satisfaction (X4) based on school culture (X1), work attitude (X2), and stress management (X3), and stress management (X3) based on school culture (X1) and work attitude (X2), have calculated χ^2 values smaller than the table χ^2 at a significance level of $\alpha = 0.05$. Thus, it can be concluded that all data groups in this study have homogeneous variance. Therefore, this research data has met one of

the analysis requirements for use in parametric statistical testing, specifically regression analysis and path analysis.

Before performing the path analysis calculations, a correlation test was first performed between the research variables. This test aims to determine the degree of association between two variables in the research model. The complete results of the correlation calculations between the variables are presented in a correlation matrix, as shown in Table 2. The complete calculation is in Appendix 12.

Table 2. Correlation Matrix Between Variables

Variabel	X ₁	X ₂	X ₃	X ₄	X ₅
X ₁	1	0,118	0,235	0,382	0,623
X ₂		1	0,178	0,264	0,354
X ₃			1	0,160	0,449
X ₄				1	0,437
X ₅					1

Based on the correlation test between school culture (X1) and stress management (X3), the calculated r value was 0.235, whereas the r table value at $\alpha = 0.05$ with $N = 258$ was 0.122. Since the calculated r is greater than the r table value ($0.235 > 0.122$), it can be concluded that there is a correlation between school culture and stress management. Next, to determine the significance of the correlation coefficient, a t -test was conducted. Based on the calculation, the calculated t value was 3.873. Meanwhile, from the t -distribution table with $dk = 256$ degrees of freedom at a significance level of $\alpha = 0.05$, the t table value was 1.650. Since the calculated t -value is greater than the t -value from the t -table ($3.873 > 1.650$), it can be concluded that the correlation between school culture and stress management is significant and meaningful. Thus, the results of this calculation indicate a positive, significant, and meaningful relationship between school culture and stress management. This means that the better the school culture, the better teachers' stress management at Public Junior High Schools in Sub-Rayon 03 North Aceh.

Based on the correlation test between school culture (X1) and job satisfaction (X4), the calculated r value was 0.382, whereas the r table value at $\alpha = 0.05$ with $N = 258$ was 0.122. Since calculated $r >$ the r table value, or $0.382 > 0.122$, it can be concluded that there is a correlation between school culture and job satisfaction. Next, to determine the significance of the correlation coefficient, a t -test was conducted. The calculated t value was 6.624. Meanwhile, from the t -distribution table with $dk = 256$ degrees of freedom at a significance level of $\alpha = 0.05$, the t table value was 1.650. Since t -test $>$ t -test, or $6.624 > 1.650$, it can be concluded that the correlation between school culture and job satisfaction is significant. Thus, the results of this calculation indicate a positive, significant, and meaningful relationship between school culture and job satisfaction. This means that the better the school culture, the higher teachers' job satisfaction at Public Junior High Schools in Sub-Rayon 03 North Aceh.

Based on the correlation test between school culture (X1) and teacher organizational commitment (X5), the calculated r was 0.623, whereas the r at $\alpha = 0.05$ with $N = 258$ was 0.122. Since r -test $>$ r -test, or $0.623 > 0.122$, it can be

concluded that there is a correlation between school culture and teacher organizational commitment. Next, to determine the significance of the correlation coefficient, a t-test was conducted. The calculated t-test was 12.752. Meanwhile, from the t-distribution table with $dk = 256$ degrees of freedom at a significance level of $\alpha = 0.05$, the t-table value was 1.650. Since the t-test value (12.752) is greater than the t-table value (1.650), it can be concluded that the correlation between school culture and teachers' organizational commitment is significant and meaningful. Thus, the results of this calculation indicate a positive, significant, and meaningful relationship between school culture and teachers' organizational commitment. This means that the better the school culture, the higher the teachers' organizational commitment at Public Junior High Schools in Sub-Rayon 03 North Aceh.

Based on the correlation test between work attitude (X2) and stress management (X3), the calculated r value was 0.178, while the r value at a significance level of $\alpha = 0.05$ with a sample size of $N = 258$ was 0.122. Since the calculated r is greater than the r table value ($0.178 > 0.122$), it can be concluded that there is a correlation between work attitude and stress management. Next, to determine the significance of the correlation coefficient, a t-test was conducted. Based on the calculation, the calculated t value was 2.895. Meanwhile, from the t-distribution table with degrees of freedom $dk = 256$ at a significance level of $\alpha = 0.05$, the obtained t value was 1.650. Since the calculated t is greater than the t table value, or $2.895 > 1.650$, it can be concluded that the correlation between work attitude and stress management is significant and meaningful. Thus, the results of this calculation indicate a positive, significant, and meaningful relationship between work attitude and stress management. This means that the better the work attitude, the better the teachers' stress management at Public Junior High Schools in Sub-Rayon 03 North Aceh.

Based on the correlation test between work attitude (X2) and job satisfaction (X4), the calculated r value was 0.264, while the r table value at a significance level of $\alpha = 0.05$ with a sample size of $N = 258$ was 0.122. Since calculated $r > r$ table, or $0.264 > 0.122$, it can be concluded that there is a correlation between work attitude and job satisfaction. Next, to determine the significance of the correlation coefficient, a t-test was conducted. The calculated t value was 4.383. Meanwhile, from the t-distribution table with $dk = 256$ degrees of freedom at a significance level of $\alpha = 0.05$, the t table value was 1.650. Since t -test $>$ t -test, or $4.383 > 1.650$, it can be concluded that the correlation between work attitude and job satisfaction is significant. Thus, the results of this calculation indicate a positive, significant, and meaningful relationship between work attitude and job satisfaction. This means that the better the work attitude, the higher the job satisfaction of teachers at Public Junior High Schools in Sub-Rayon 03 North Aceh.

Based on the correlation test between work attitude (X2) and teacher organizational commitment (X5), the calculated r -test was 0.354, while the r -test at a significance level of $\alpha = 0.05$ with a sample size of $N = 258$ was 0.122. Since r -test $>$ r -test, or $0.354 > 0.122$, it can be concluded that there is a correlation between work attitude and teacher organizational commitment. Next, to determine the significance of the correlation coefficient, a t-test was conducted. The calculated t -

test was 6.060. Meanwhile, from the t-distribution table with $dk = 256$ degrees of freedom at a significance level of $\alpha = 0.05$, the t-table value was 1.650. Since the t-test value (6.060) is greater than the t-table value (1.650), it can be concluded that the correlation between work attitude and teacher organizational commitment is significant. Thus, the results of this calculation indicate a positive, significant, and meaningful relationship between work attitude and teacher organizational commitment. This means that the better the work attitude, the higher the teachers' organizational commitment at Public Junior High Schools in Sub-Rayon 03 North Aceh.

Based on the correlation test between stress management (X3) and job satisfaction (X4), the calculated r value was 0.160, while the r value at a significance level of $\alpha = 0.05$ with a sample size of $N = 258$ was 0.122. Since the calculated r is greater than the r table value ($0.160 > 0.122$), it can be concluded that there is a correlation between stress management and job satisfaction. Next, to determine the significance of the correlation coefficient, a t-test was conducted. Based on the calculation, the calculated t value was 2.586. Meanwhile, from the t-distribution table with degrees of freedom $dk = 256$ at a significance level of $\alpha = 0.05$, the obtained t value was 1.650. Since the calculated t-value is greater than the t-value from the table, $2.586 > 1.650$, it can be concluded that the correlation between stress management and job satisfaction is significant and meaningful. Thus, the results of this calculation indicate a positive, significant, and meaningful relationship between stress management and job satisfaction. This means that the better the stress management, the higher the teachers' job satisfaction at Public Junior High Schools in Sub-Rayon 03 North Aceh.

Based on the correlation test between the stress management variable (X3) and teacher organizational commitment (X5), the calculated r value was 0.449, whereas the r value at $\alpha = 0.05$ with $N = 258$ was 0.122. Since the calculated r value is greater than the r value ($0.449 > 0.122$), it can be concluded that there is a correlation between the stress management variable and teacher organizational commitment. Next, to determine the significance of the correlation coefficient, a t-test was conducted. The calculated t value was 8.037. Meanwhile, from the t-distribution table with $dk = 256$ degrees of freedom at a significance level of $\alpha = 0.05$, the t-table value was obtained as 1.650. Since $t\text{-count} > t\text{-table}$ ($8.037 > 1.650$), it can be concluded that the correlation between stress management and teachers' organizational commitment is significant and meaningful. Thus, this calculation result indicates a positive, significant, and meaningful relationship between stress management and teachers' organizational commitment. This means that the better the stress management, the higher the teachers' organizational commitment at Public Junior High Schools in Sub-Rayon 03 North Aceh.

Based on the correlation test between job satisfaction (X4) and teachers' organizational commitment (X5), the r-count value was 0.437, while the r-table value at a significance level of $\alpha = 0.05$ with a sample size of $N = 258$ was 0.122. Since $r > r\text{ table}$, or $0.437 > 0.122$, it can be concluded that there is a correlation between job satisfaction and teachers' organizational commitment. Next, to determine the significance of the correlation coefficient, a t-test was conducted. Based on the calculation results, the calculated t value was 7.764. Meanwhile, from

the t-distribution table with $dk = 256$ degrees of freedom at a significance level of $\alpha = 0.05$, the obtained t value was 1.650. Since $t > t$ table, or $7.764 > 1.650$, it can be concluded that the correlation between job satisfaction and teachers' organizational commitment is significant and meaningful. Thus, these calculation results indicate a positive, significant, and meaningful relationship between job satisfaction and teachers' organizational commitment. This means that the higher the job satisfaction, the higher the teachers' organizational commitment at Public Junior High Schools in Sub-Rayon 03 North Aceh.

Based on the results of the normality test, the linearity and significance test of regression, the homogeneity test, the independence test between exogenous variables, and the correlation test between research variables, it can be concluded that all data in this study meet the analysis requirements. The data are normally distributed, exhibit a linear and meaningful regression relationship, are homogeneous, and meet the independence requirements for exogenous variables. Furthermore, the relationship between the research variables shows a positive, significant correlation. Therefore, this research data is suitable for hypothesis testing using path analysis.

After calculating and testing the significance of the path coefficient, the magnitudes of the direct, indirect, and total influences of exogenous variables on endogenous variables are calculated. A summary of the calculation results is presented in Table 3.

Table 3. Direct, Indirect Path Coefficient Value, Total Influence and Correlation

Model	Exogenous → Endogenous Variable	Direct Effect	Indirect Effect via X3	Indirect Effect via X4	Total Effect
1	X1 → X3	0.217	-	-	0.217
	X2 → X3	0.152	-	-	0.152
2	X1 → X4	0.348	0.011	-	0.359
	X2 → X4	0.216	0.005	-	0.221
	X3 → X4	0.139	-	-	0.139
3	X1 → X5	0.565	0.039	0.011	0.615
	X2 → X5	0.253	0.012	0.021	0.286
	X3 → X5	0.316	-	0.017	0.333
	X4 → X5	0.377	-	-	0.377

Based on Table 3, the direct influence of school culture (X1) on stress management (X3) is 0.217. If expressed in determinative contribution, then the value is $(0.217)^2 = 0.047$ or about 4.7%. This shows that school culture directly contributes 4.7% to stress management. Furthermore, the direct influence of work attitude (X2) on stress management (X3) is 0.152 ($0.152^2 = 0.023$), which is equivalent to about 2.3%. Thus, work attitude also contributes directly to stress management, although it is smaller than school culture.

In Structure 2, the direct influence of school culture (X1) on job satisfaction (X4) was 0.348, or $(0.348)^2 = 0.121$, which is equivalent to about 12.1%. In addition to the direct influence, school culture also indirectly influenced job satisfaction through stress management (X3), with a stress management coefficient of 0.011, bringing the total effect to 0.359. Furthermore, the direct influence of work attitude (X2) on job satisfaction (X4) was 0.216 ($0.216^2 = 0.047$), which is equivalent to about

4.7%, with an indirect influence through stress management of 0.005, so that the total effect was 0.221. The direct effect of stress management (X3) on job satisfaction (X4) was 0.139, or $(0.139)^2 = 0.019$, which is equivalent to about 1.9%. Thus, in the second structure, school culture is the variable that has the greatest direct influence on job satisfaction.

In Structure 3, the direct influence of school culture (X1) on the commitment of the teacher's organization (X5) is 0.565, or $(0.565)^2 = 0.319$, which is equivalent to about 31.9%. School culture also has an indirect influence through stress management (X3) of 0.039 and through job satisfaction (X4) of 0.011, for a total influence of 0.615. Furthermore, the direct influence of work attitude (X2) on the commitment of the teacher's organization (X5) is 0.253, or $(0.253)^2 = 0.064$ which is equivalent to about 6.4%, with an indirect influence through stress management of 0.012 and through job satisfaction of 0.021, so that the total influence is 0.286.

The direct influence of stress management (X3) on the commitment of the teacher's organization (X5) was 0.316 ($0.316^2 = 0.100$), which is equivalent to about 10.0%. In addition, stress management had an indirect effect through job satisfaction (X4) of 0.017, yielding a total effect of 0.333. Meanwhile, the direct influence of job satisfaction (X4) on the commitment of the teacher's organization (X5) was 0.377, or $(0.377)^2 = 0.142$, which is equivalent to about 14.2%. Thus, in the third structure, the variable with the most dominant direct influence on the teacher organization's commitment is school culture. Based on the results of the third model's calculations, the combined contributions of school culture, work attitudes, stress management, and job satisfaction to the teacher's commitment to the organization are shown by the determination coefficient $R^2 = 0.748$ (74.8%). This means that these four variables can explain 74.8% of the variation in the teacher's organization's commitment, while other factors outside the research model influence the remaining 25.2%.

Discussion

The results of hypothesis testing indicate that school culture, work attitudes, stress management, and job satisfaction collectively have a positive and significant effect on teacher organizational commitment in public junior high schools in Sub-Rayon 03, North Aceh, as evidenced by the calculated F value of 150.42, which is greater than the F table value of 2.41 at a significance level of $\alpha = 0.05$. The model's coefficient of determination ($R^2 = 0.748$) means that 74.8% of the variation in teacher organizational commitment can be jointly explained by these variables, with the remaining 25.2% accounted for by factors outside the research model (Zhang & Liu, 2022; Rahman & Ali, 2022). Substantively, this shows that teacher commitment is not solely a result of personal loyalty but emerges from interactions between school culture, teacher work orientation, stress management, and job satisfaction. This empirical model offers significant explanatory power and serves as a foundation for understanding teacher commitment as a multi-faceted phenomenon (Chen et al., 2022; Marzuki & Sanusi, 2021).

School culture emerged as the most dominant variable influencing teachers' organizational commitment, both directly and in total. This is consistent with Mon and Khine (2023), who describe school culture as a historically transmitted pattern of meaning encompassing norms, values, beliefs, traditions, and myths

understood by the school community (Mon & Khine, 2023; Chen et al., 2023). A strong, supportive, and consistent school culture enhances teachers' identification with the school, acceptance of institutional goals, and willingness to remain in the organization. This highlights the theoretical contribution that institutional culture, rather than formal rules alone, is central to shaping organizational commitment, while, practically, it guides school leaders to foster a participatory, supportive, and value-driven environment (Şahin et al., 2023; Nguyen & Nguyen, 2021).

Work attitude also plays a crucial role in shaping organizational commitment. Positive work attitudes reflect teachers' readiness to accept tasks, act responsibly, and interpret work constructively. Ahad et al. (2021) found a significant positive relationship between work attitude and organizational commitment among vocational college teachers in Malaysia, reinforcing that internal dispositions complement organizational factors in determining commitment (Ahad et al., 2021; Marzuki & Sanusi, 2021). Teachers with positive work attitudes are more likely to build loyalty, engagement, and willingness to contribute to the school organization, emphasizing the need for interventions such as professional development and attitude-focused training programs (Hakim & Lestari, 2024; Kurniawan, 2023).

Stress management is equally important. In this study, it is defined not as debilitating pressure but as teachers' ability to control and manage responses to work demands. Woods et al. (2023) show that coping plays a protective role in the relationship between stress and job satisfaction, such that teachers with better coping skills experience smaller declines in job satisfaction under stress (Woods et al., 2023; Hardy et al., 2025). Stress management serves as a psychological stabilizer, helping teachers remain healthy, satisfied, and engaged. This study contributes by integrating stress management into a multivariate model, highlighting its interactions with both organizational and personal factors, which have been rarely explored in regional educational contexts (Supandi & Mahdi, 2024; Rahman & Ali, 2022).

Job satisfaction serves a dual function: as a direct predictor and as a partial mediator between organizational, behavioral, and psychological variables and teacher commitment. Previous studies by Yunarti et al. (2020) support these findings, demonstrating that positive affective experiences at work enhance organizational commitment (Degef & Kidane, 2024; Dasgupta, 2025). This study uniquely positions job satisfaction as a bridge linking school culture, work attitudes, and stress management to commitment, extending prior research by integrating multiple causal pathways simultaneously in the context of North Aceh schools. An indirect effects analysis confirmed that school culture, work attitudes, and stress management all influence commitment through job satisfaction, underscoring their mediating role (Chen et al., 2022; Şahin et al., 2023).

Integratively, these findings demonstrate that teacher organizational commitment results from multi-level interactions among school culture, work attitudes, stress management, and job satisfaction. Direct and indirect effects indicate that commitment is not an isolated phenomenon but the product of interconnected organizational, behavioral, and affective processes (Ahad et al., 2021; Marzuki & Sanusi, 2021). The study provides practical guidance for school

management: build a healthy, participatory school culture; foster positive work attitudes; enhance stress management skills; and improve job satisfaction. Theoretically, the research contributes to the educational management literature by validating a comprehensive, multi-layered model in a regional Islamic school context and offering novel insights into how teacher commitment emerges from the dynamic interplay of organizational and personal factors (Wijaya, 2023; Zhang & Liu, 2022).

CONCLUSION

This study reveals that teacher organizational commitment is formed through an integrated, systemic mechanism: school culture provides the foundational organizational values and climate; work attitudes guide teachers' behavioral orientation; stress management supports psychological stability under work demands; and job satisfaction reinforces affective attachment to the school. The key lesson is that enhancing teacher commitment requires a holistic, coordinated approach addressing these four dimensions simultaneously and sustainably. The study contributes to the educational management literature by presenting a comprehensive, multi-layered model that captures the interplay among organizational, behavioral, and psychological factors in a regional Islamic school context, offering both theoretical and practical insights. However, this research is limited to public junior high schools in Sub-Rayon 03, North Aceh, and does not account for other educational levels or regions. Future studies should test the model across different contexts, explore additional mediating or moderating variables, and examine longitudinal effects to strengthen generalizability and policy applicability.

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