

Leadership Trust in Enhancing Career Commitment of Educators at State Madrasah Aliyah in the Riau Archipelago Province

M. Sidik¹

¹University State Islam of Sultan Thaha Saifuddin Jambi, Indonesia and Hidayatullah Islamic Institute Batam, Indonesia.

Ahmad Syukri²

²University State Islam of Sultan Thaha Saifuddin Jambi, Indonesia

Muhammad Fadhil³

³University State Islam of Sultan Thaha Saifuddin Jambi, Indonesia

Corresponding Author: siddiqumuhammad79@gmail.com¹, ahmadsukriss@uinjambi.ac.id², muhammadfadhil@uinjambi.ac.id³

abstract

Effectiveness. Leadership Trust in Enhancing Career Commitment of Educators at State Madrasah Aliyah in the Riau Archipelago Province. Dissertation. Islamic Education Management, Postgraduate Program at UIN Sulthan Thaha Saifuddin Jambi, 2025. Educators at Madrasah Aliyah Negeri (MAN) play a crucial role in shaping students' character. However, currently many teachers lack commitment to their careers, which affects the quality of education. This research shows that leadership beliefs play a very important role in enhancing the career commitment of educators. When leaders are able to provide clear direction, motivation, and support, teachers will feel more inspired and engaged in their work. This will have a positive impact on the quality of student learning. Leadership confidence is important because, first, it can foster a positive learning environment: With strong leadership, schools can create a conducive atmosphere for the growth of students and teachers. Second, it increases motivation and work enthusiasm: Inspirational leadership can ignite teachers' spirits to continue learning and developing. Thirdly, improving the quality of education. Committed teachers will give their best to their students. Fourth, making MAN a model of educational excellence. The conclusion from the research findings is that strong leadership is the key to enhancing the career commitment of educators at MAN. Thus, the quality of education at MAN can be improved and the school can become a center of educational excellence. Good leadership can change everything. With strong leadership, teachers will be more

32



motivated, students will receive a better education, and MAN will become a superior school.

Keywords: Leadership Trust, Career Commitment

INTRODUCTION

Trust to leader is element important in management organizations, including in context education. Trust This play a role in create environment positive work, which in turn can influence commitment career educators. At MAN Province Riau Islands, beliefs to leader school considered as one of the factors that can increase motivation and dedication educator in operate his duties.(LUKMAN, 2024) However, in in practice, no all institution education capable utilise trust This For increase commitment career educators. Other factors such as condition work, compensation, and opportunities development professional often become obstacle main. (Supriani, Tanjung, Mayasari, & Arifudin, 2022)

Condition geographical Province The Riau Islands are spread out and access is not easy evenly to source Power education add challenges. Facilities that are not adequate and access limited to training professional make educators in the area This feel not enough supported in development career they. Research by Nisa et al. shows that infrastructure that is not adequate can reduce motivation educators , although they own trust to leader school. (Nisaâ, Sunandar, & Miyono, 2020) In addition, the aspect compensation also plays a role role important . A study by Rahman shows that adequate compensation can increase commitment career educators, but in many MANs in the Riau Islands, the compensation given often No in accordance with burden work and responsibility the responsibility carried. (Rachman, Andriyani, Pattiasina, Shobri, & Izzah, 2022)

Trust in leadership must seen as part from more system big. Effective leadership No only need confidence, but also ability For provide condition good work, adequate compensation, and opportunities development professional enough. Without elements this, trust to leader just No Enough For increase commitment career educators at MAN Province Riau islands.

Education in Indonesia, especially in MAN, is an integral part of development character and quality source Power human. One of the factor key influencing effectiveness education is commitment educator. High commitment from educator can increase quality teaching, motivation Study students, and create environment conducive learning. In the Province Riau Islands, MAN has role important in provide education quality for generation young. However, the



challenges in increase commitment educator often appear, good in matter fulfillment need professional and also personal.

Trust leaders in MAN Province The Riau Islands are factor key in build and maintain commitment educator. Trust This covers aspect trust to vision and mission institutions, support For development professional educators, and commitment to welfare they. Trust good leader can give trust self to employee For work, which in turn can increase commitment career they. On the contrary, trust bad leader can cause distrust and decline commitment.

A number of problems faced in increase commitment educators at MAN Province The Riau Islands include: 1) Low Well-Being: Educator often feel No prosperous Because low and no salary comparable with burden Work; 2) High Administrative Burden: High administrative burden make educator stress and lack focus in teach; 3) Imbalance between Educator Honorary and Civil Servants: Total educator more honorary Lots compared to civil servants creating imbalance in environment education , where educators honorary often feel No appreciated and treated No fair.

For overcome problem Here are some strategies that can be used done includes: 1) Increase Amount Civil Servant Educators: Through more recruitment active and transparent; 2) Increase Welfare Educator Honorer: With give fair incentives in accordance with burden Work they; 3) Training and Development Program Professional: Ensure all educators , both civil servants and honorary , have equal opportunity For increase competence and quality teaching they.

Trust leaders and commitment educator is factor important in increase quality education at MAN Province Riau Islands . Without trust and strong commitment , effort For increase quality education will difficult achieved. Therefore that, an effective strategy is needed For increase trust and commitment educators, including improvement welfare, reduction burden administrative, and provision chance development more professional Good. Main Point problem main in study This is Why trust head of madrasah in increase commitment good teacher career. For discuss problem this, writer submit formulation problems, including: (1) How trust leader in increase commitment career power educators at the State Islamic Senior High School of the Province Riau Islands? (2) How commitment career power educators at the State Islamic Senior High School of the Province Riau Islands? (3) How implementation of effective and appropriate strategies that must be run by madrasa leaders for realize commitment career power good educators at the State Islamic Senior High School of the Province Riau islands?



OVERVIEW THE CONCEPT OF LEADERSHIP TRUST

Trust is the foundation or most valuable asset for anyone aiming to achieve success, including in educational institutions. Trust serves as an emotional bond that unites people within an organization. This is understandable because once trust in someone is lost, no matter what they say, do, or how good their vision is, people will no longer believe in them. Trust is a fundamental concept understood by almost everyone, although it is difficult to define precisely. (Hajar, Lubis, & Lubis, 2018)

Essentially, trust is a belief in something with a positive mindset. Various experts provide different definitions, but fundamentally trust is a positive expectation. According to Lussier, trust is a positive expectation that is not freely given. Trust is earned through positive expectations based on knowledge, familiarity, and experience with others, and it takes time to develop. (Hajar et al., 2018)

According to Robbins, trust is something expected from honesty and cooperative behavior based on shared norms and values, and it requires time to grow. Trust is the positive expectation that others will not deceive or disappoint us. Thus, trust can be described as the degree to which a trusting person holds a positive attitude towards the goodwill and reliability of the trusted person in a changing and risky situation. Trust is confidence in the integrity, ability, and character of a person or entity. In organizations, trust is vital because it helps manage complexity and develop capacity. Martin defines "leadership trust" as being based on a set of attitudes, relationships, and self-concept. (Mangundjaya, 2019)

Martin further suggests that leadership trust requires leaders to influence followers by embedding trust into their value systems, building sincere personal relationships, and continually engaging in self-reflection. Trust development is achieved through communication, leaders keeping promises, and initially showing trust in followers. Leadership trust within an organization is crucial as it determines the organization's course since it is the heart of the organization. The organization will function well if leadership operates properly; conversely, poor leadership negatively impacts organizational operations. Good leadership fosters a conducive work climate that ultimately affects organizational quality. (Osborne, 2015)

Meanwhile, Reina explains that a person's trustworthiness is demonstrated by their behavior, and to be trusted by others, one must first be willing to trust them. Because trust begets trust. Values are beliefs about what is best or good for the organization and what should or ought to happen. The 'set of values' of an organization is only recognizable at the top level, or perhaps shared throughout the business, in which case the business can be described as value-based. The



stronger those values, the more they influence behavior. This does not depend on whether they have been articulated. Implicit values deeply embedded in organizational culture and reinforced by managerial behavior can influence behavior, while espoused values that are mere rhetoric and not reflected in managerial behavior may have little or no effect. (Nabella et al., 2022)

According to Lussier, leadership trust is a positive expectation not freely given. It is earned through positive expectations, based on knowledge, familiarity, and experience with others, and it takes time to develop. (Lussier & Achua, 2015)

Among different types of leadership trust in organizational human relationships, knowledge, and trust based on identification can also be called levels of trust, as they form the building blocks of trust. Organizational trust is based on this assumption. When two people enter a new relationship without prior experience, they are unsure about each other and trust that they are vulnerable if they openly disclose their leader's weaknesses. (Nurhayati, Latif, & Anwar, 2024)

Trust is confidence in the integrity, ability, and character of a person or something. In organizations, leadership trust is important because it helps manage complexity, develop action capacity, improve collaboration, and enhance organizational learning capabilities. Trust in supervisors is an essential factor influencing employee commitment. Trust is the foundation of good leadership. Especially during uncertainty, turmoil, or crisis, trusting oneself and making the right decisions will give you credibility and integrity, which in turn will enhance the organization's reputation and build trust among all stakeholders.

OVERVIEW THE CONCEPT OF CAREER COMMITMENT OF EDUCATORS

The Great Dictionary of the Indonesian Language (KBBI) defines commitment as an agreement (binding) to do something. (Kbbi, 2016) According to Locke, educator commitment is an individual's involvement with the organization, including feelings and the obligation to remain with the organization (KBBI, 2016). Colquitt et al. state that educator commitment is the degree to which an employee sides with their organization as well as the goals and desires to maintain membership in that organization. (Colquitt, Lepine, & Wesson, 2015) Griffin and Moorhead define educator commitment as an individual employee's identification with and attachment to the organization, indicating whether they will stay or leave the organization. (Moorhead & Griffin, 2013)

Commitment is also assumed to reflect the impact of the fit between the individual and the organization, although results vary. Many studies have examined this relationship. Work experience that aligns with an individual's personal values or meets their needs and preferences



will strengthen that individual, thereby influencing educator commitment. Other sources describe educator commitment as an additional emotional attachment employees have when identifying with and engaging in a particular organization. (Nugroho & Hartono, 2016)

Educator commitment is an agreement to do something for oneself, others, groups, or organizations. From this perspective, it can be concluded that educator commitment is a personal psychological state and a strong belief and acceptance of the organization's goals and values, a strong willingness to work for the organization, and the degree of participation.

A broader and more comprehensive theoretical review of educator commitment is given by Colquitt, LePine, and Wesson, who define organizational commitment as the desire of an employee to remain a member of the organization. This means educator commitment is the drive or willingness of a member to remain united with their group or organization (COLOUITT & WESSON, 2015)

Meyer and Allen formulated a definition of commitment in educators as a psychological construct characterizing the relationship between members and their organization, with implications for an individual's decision to continue membership in the organization. Commitment to goals can enhance work quality and comfort. (Wesson & Gogus, 2005)

Educator commitment, as defined by Mowday, Porter, and Steers in Didit, is "an individual's recognition and involvement in a particular educator group." It assesses the tendency of employees to remain members of the organization. An employee within an educator group is responsible for that group and performs their duties well.

Meanwhile, the definition of career according to the Qur'an is the activity humans undertake to meet their living needs by working, striving, and earnestly endeavoring while remembering Allah SWT through prayers or behavior, all done solely for Allah SWT. The belief is that one's career will be accountable to humans and Allah SWT.

Career development begins with career planning. Planning for career development is important because without good planning, it is difficult to achieve positive changes. Every individual in an organization desires career development. To achieve their desired career, ideally, individuals must prepare themselves to face current and future conditions, changes, and challenges. This is intended to compete amid tight competition both within and outside the organization, which ultimately impacts individual career development.

High work engagement influences educators' lives because those with high work commitment will contribute more to the madrasah's interests by completing tasks assigned by leaders as best as possible, even willing to work longer hours to achieve educational goals. In a



madrasah, educator commitment is essential to maintain the quality of learning to achieve madrasah goals. Without clear and firm commitment, education in Indonesia will lag behind other countries. (Nurhayati, 2024)

Educator commitment is defined in the literature as the psychological relationship between educators and their organization, which motivates educators to stay and not voluntarily leave. Victoria states that there are three dimensions and indicators of educator commitment: 1) Affective Commitment, which is the belief in emotional feelings and values of educators. Indicators include comfort, job involvement, pride, care for the organization, and a sense of belonging; 2) Continuance Commitment, the economic value felt to remain in the company rather than leave. Indicators include salary satisfaction, need to stay, losses from leaving the organization, and lack of alternatives; 3) Normative Commitment, the obligation to remain in the educator group for ethical and moral reasons. Indicators include loyalty, willingness to accept work, awareness of work, and obligation to stay. (Lussier & Achua, 2015)

In line with Colquitt et al., McShane and Von Glinow, Mayer and Allen in Luthan, Robbins, and Judge state that organizational commitment has three dimensions:

Affective Commitment: The strong desire to remain a member of the organization due to emotional attachment and involvement. Employees stay because they want to. It arises from emotion-based factors such as friendships, organizational climate or culture, and satisfaction in completing work tasks. Other reasons include individual characteristics, organizational structure, task significance, leadership feedback, and management involvement. Employees with affective commitment tend to remain in an organization because they fully believe in its vision and mission.

Continuance Commitment: The desire to stay based on concerns over losing benefits like salary, allowances, facilities, and promotions. Employees commit to their employer because they are well-paid and believe quitting would harm their family.

Normative Commitment: The obligation to remain due to moral or ethical reasons. Employees stay because they feel they must. This commitment arises from social demands, experiences with others, or permanent compliance with the organization's owners due to feelings of indebtedness to superiors, colleagues, culture, religion, or a larger organization. (McShane & Glinow, 2010)

Luthans states there are four factors influencing educator commitment: (1) personal variables including age, organizational position, career adaptation, values, motivation/support; (2) organizational variables including job design, culture, support, and leadership style; (3) non-organizational variables, such as alternatives available after committing to join the educator



group, influencing further commitment. (Luthans, Luthans, & Luthans, 2021)

Kraines stated: "Commitment: Employees must fulfill output commitments exactly in terms of quantity, quality, and time parameters." Mangkuprawira stated forms of educator commitment include: 1) Commitment to achieving the organization's vision, mission, and goals; 2) Commitment to performing work according to organizational standard operating procedures; 3) Commitment to developing human resource and production commitments; 4) Commitment to developing effective and efficient teamwork; 5) Commitment to critically and rationally dedicating oneself to the educator group. Essentially, commitment means fulfilling obligations, responsibilities, and promises that limit a person's freedom to act. (Santris, 2019)

According to Henry, there are two types of commitment from educators: emotional commitment and performance commitment, with emotional commitment more dominantly influencing work. Characteristics of educators with high commitment include care, responsibility, and loyalty to primary tasks, feeling motivated in their work. Therefore, educator commitment is measured by indicators of care, responsibility, and loyalty. Shashi Shukla states the scope of educator commitment includes: 1) commitment to the learner, 2) commitment to society, 3) commitment to the profession, 4) commitment to attaining excellence in professional actions, and 5) commitment to basic values. (Shukla, 2014)

Educators, as substitutes for parents in madrasahs, need awareness, understanding, care, and commitment to guide students to become pious and devout humans. Su'ud states one characteristic of a professional educator is commitment to the student learning process. In managing students, educators must enhance students' knowledge, skills, and psychomotor abilities, develop general abilities (intelligence), talents and interests, and channel aspirations and hopes to meet student needs.

DISCUSSION

The calculation stage in testing was carried out using the Microsoft Excel and SPSS 29 programs. The hypotheses to be tested include: Findings Research : Trust Madrasah Leaders in Increase Commitment Career of Teaching Staff at State Islamic Senior High School (MAN) of Province Riau islands

MAN Batam

Findings study about trust madrasah leader in increase commitment career power educators at the State Islamic Senior High School (MAN) of the Province of Riau Islands, especially



in MAN Batam, revealed a number of aspect important. Head schools in MAN Batam are successful build trust among teachers through attitude fair and transparent in taking decision. In addition, support development teacher career becomes focus main, realized through training and workshops aimed at increase competence power educators. However, the challenges like lack of facilities adequate and inadequate compensation balanced Still become obstacle significant. Although communication policy generally walk well, there is a number of cases where the policy No explained with clear, causing confusion among teachers. To overcome various challenges, the head of the madrasah does internal and external observation use understand strengths, weaknesses, opportunities and threats faced. Furthermore, the head of the madrasah forms team madrasah developer in charge evaluate performance and formulate development strategies. In implementing the strategy, the head of the madrasah ensures task power educator walk with Good through distribution clear tasks and regular coaching. Finally, evaluation performance power educator done in a way periodically, and the results reported to the Department of Education as form accountability and effort repair sustainable. Findings This show that trust and effective leadership play a role important in increase commitment teacher career, although challenge structural Still need overcome.

MAN Tanjungpinang

Study about trust madrasah leader in increase commitment career power educators at the State Islamic Senior High School (MAN) of the Province of Riau Islands, especially MAN Tanjungpinang, revealed a number of findings important. First, trust and integrity head school play role crucial in build trust among teachers. Head schools that have integrity tall capable create environment harmonious and mutual work appreciate, so the teacher feels more appreciated and motivated For contribute maximum. Second, giving awards and support to outstanding teachers proven effective in increase motivation and commitment they. The appreciation given No only nature material, but also moral, such as confession on performance and dedication them. However, the challenges like lack of facilities adequate and inadequate compensation balanced Still become obstacle serious that is necessary overcome. Limited facilities can hinder the learning process, while compensation that is not adequate can reduce Spirit teacher's work. On the other hand, efforts development professional through training and mentoring programs demonstrate commitment leadership in support improvement teacher competency. This program No only assist teachers in develop skills teaching, but also opening opportunity For growth a better career



good. In overall, findings This confirm that trust and support from the leader of the madrasah is factor key in increase commitment career power educators, although Still There is challenges that need to be overcome overcome For create environment more ideal work.

MAN 1 Natuna

Study about trust madrasah leader in increase commitment career power educators at the State Islamic Senior High School (MAN) of the Province of Riau Islands, especially MAN 1 Natuna, revealed a number of findings Key. First, trust and transparency head school become factor main in build trust among teachers. Head transparent and fair school in take decision succeed create environment mutual work appreciate and support. Second, support development career through training and workshops show commitment leadership in increase teacher competency. This program No only help teachers develop skills, but also opens up opportunity For growth a better career good. However, the challenge like lack of facilities adequate and inadequate compensation balanced Still become obstacle Seriously. Limited facilities. can hinder the learning process, while compensation that is not adequate potential reduce teacher motivation. In addition, although communication policy generally walk well, there is a number of cases where the policy No explained with clear, so that cause confusion among teachers. In overall, findings This confirm that trust, transparency and support development career from madrasah leaders play a role important in increase commitment power educators, although Still There is challenges that need to be overcome overcome For create environment more optimal work.

Commitment Career of Educators at MAN Province Riau islands

Commitment career power educators at MAN Province Riau Islands, especially in MAN Batam, is influenced by several factor interlocking keys related. Trust to leadership become foundation main, where the teacher feels supported and directed by competent and visionary leaders. In addition, support development professionals also hold role important, with existence training and opportunities For increase competence provided by the institution. Satisfaction Work participate become determinant, where the teacher feels appreciated and have environment conducive work. Adequate facilities, such as complete facilities and infrastructure also contribute in increase commitment career power educators. With combination factors said, MAN Batam succeeded create environment that encourages teachers to still dedicated and contributing maximum in the learning process, at the same time ensure quality education provided to student



remain optimal.

Commitment career power educators at MAN Province The Riau Islands, especially MAN Tanjungpinang, are influenced by several factor key, among others trust to leadership, availability facility school, and support For development professional. Teachers' trust in leadership head school play role important in build motivation and loyalty they. Facilities adequate schools also become Supporter main in create environment conducive learning. In addition, support For development professional, such as training and workshops, helping teachers improve competence and remain motivated in operate his/her task. With combination factors this, commitment teacher career can awake, which in the end contribute to the improvement quality education at MAN Tanjungpinang.

Commitment career power educators at MAN Province The Riau Islands, especially in MAN 1 Natuna, are influenced by three factor main : trust to leadership, support development professionalism, and teacher welfare. Teacher trust in leadership head school become foundation in build motivation and loyalty. Support development professional, such as training and workshops, helping teachers improve competence and remain motivated. In addition, teacher welfare, including adequate incentives and facilities, also influence satisfaction work. With factors this, commitment teacher career can awake, support improvement quality education at MAN 1 Natuna.

Effective Strategy Implementation

Build environment harmonious and productive work in the institution education need holistic and sustainable approach. First, building trust through transparency and fairness become foundation main. Transparency in taking decision ensure that every policy can understood and accepted by all parties, while justice in distribution duties and awards create a sense of fairness and equality among teachers. Second, improve development professional through regular training and workshops and development programs clear career will help teachers to Keep going hone competence them, so that they feel appreciated and motivated For developing. Third, increasing well-being and satisfaction teacher work with give fair compensation and facilities adequate work is step important For ensure comfort and focus they in operate task. Fourth, build culture positive work through collaboration and work team, and confession on teacher achievement, will create supportive and mutually supportive environment appreciate. Lastly, strengthen internal communication with build two way communication between leaders and teachers, as well as



delivery effective information, will ensure that every voice heard and every policy understood with good. With apply steps this, institution education No only can increase teacher performance, but also creates ecosystem more work harmonious, inclusive and growth - oriented together.

CONCLUSION

Leadership Head of State Islamic Senior High School (MAN) in the Province Riau Islands has succeed increase commitment power educator through attitude transparent, fair and caring to development teacher career, although Still required improvement facilities, fair compensation, and communication more policies clear to strengthen the commitment. The teaching staff at MAN has fulfil mandated standards in Law No. 14 of 2005 concerning Teachers and Lecturers, includes qualification academic, pedagogical, personality, professional, social, and own certificate educator, and active in write work scientific, ICT/IT development, and own competence in field religion and tahfiz. Leadership head of madrasah in increase commitment power educators are already considered optimal, even though Still influenced by factors like availability of funds, facilities, and environment.

Implications

Effective leadership in the madrasa environment requires approach adaptive, where a person the head of the madrasah must capable adapt yourself with various factor external like condition economic, social, and cultural. In addition, strong collaboration with teachers, students, parents, and the community around become key important in create environment harmonious and innovative education. The head of the madrasah also needs adopt technology and learning methods latest as well as push development professional teachers so that the learning process still relevant and effective. On the other hand, visionary leadership is also very necessary, where the head of the madrasah must own clear vision and mission, capable take decision wise, and have ability good communication to build connection in harmony with the whole madrasa residents, so that objective education can achieved optimally.

Recommendation

To increase quality environment education, head school need prioritize transparency and fairness in taking decisions involving participation active teachers, as well as ensure equal access to source power and opportunity development career. In addition, the increase facility school like room comfortable class and equipment modern learning, coupled with competitive and fair



compensation, becomes step important to support teacher performance and satisfaction students. Lastly, encourage collaboration between teachers, students, and the community, as well as integrate technology and learning methods innovative, will create ecosystem dynamic and adaptive education to challenges of the times. Third aspect This each other related to building a school with integrity, inclusiveness and empowerment competition tall.

REFERENCES

- COLOUITT, Jason A., & WESSON, Jeffery A. LePINE MichaelJ. (2015). ORGANIZATIONAL BEHAVIOR. New York.
- Colquitt, Jason A., Lepine, Jeffery A., & Wesson, Michael J. (2015). ORGANIZATIONAL BEHAVIOR Improving Performance and Commitment in the Workplace. America: McGraw-Hill Education.
- Hajar, Siti, Lubis, Abdul Rahman, & Lubis, Permana Honneyta. (2018). Pengaruh perilaku kepemimpinan dan kepercayaan terhadap kinerja dinas sosial tenaga kerja dan transmigrasi kabupaten aceh barat. Jurnal Magister Manajemen, 2(1), 46–57.
- Kbbi, KBBI. (2016). Kamus Besar Bahasa Indonesia (KBBI). Kementerian Pendidikan Dan Budaya.
- LUKMAN, HAKIM. (2024). MANAJEMEN MADRASAH RISET DI PROVINSI LAMPUNG. UIN RADEN INTAN LAMPUNG.
- Lussier, Robert N., & Achua, Christopher F. (2015). Leadership: Theory, application, & skill development. Cengage learning.
- Luthans, Fred, Luthans, Brett C., & Luthans, Kyle W. (2021). Organizational behavior: An evidence-based approach fourteenth edition. IAP.
- Mangundjaya, Wustari L. (2019). Leadership, empowerment, and trust on affective commitment to change in state-owned organisations. International Journal of Public Sector Performance Management, 5(1), 46–62.
- McShane, Steven Lattimore, & Glinow, Mary Ann Von. (2010). Organizational behavior: Emerging knowledge and practice for the real world. McGraw-Hill.
- Moorhead, Gregory, & Griffin, Ricky W. (2013). Perilaku organisasi: Manajemen sumber daya manusia dan organisasi. Jakarta: Salemba Empat.
- Nabella, Septa Diana, Rivaldo, Yandra, Kurniawan, Robby, Nurmayunita, Sari, Dewi Permata, Luran, Muhammad Fadli, Amirullah, Saputra, Eka Kurnia, Rizki, Muhammad, Sova, Maya, Sidik, M., Nurhayati, & Wulandari, Kiki. (2022). The Influence of Leadership and Organizational Culture Mediated by Organizational Climate on Governance at Senior High



- School in Batam City. *Journal of Educational and Social Research*, 12(5), 119–130.
<https://doi.org/10.36941/jesr-2022-0127>
- Nisaâ, Nevi Zahrotin, Sunandar, Sunandar, & Miyono, Noor. (2020). Pengaruh supervisi akademik dan iklim organisasi sekolah terhadap motivasi kerja guru sekolah menengah pertama di kecamatan Kedung Kabupaten Jepara. *Jurnal Manajemen Pendidikan (JMP)*, 9(2).
- Nugroho, Restu Adi, & Hartono, Sri. (2016). Pengaruh Komitmen Organisasi, Motivasi Berprestasi dan Gaya Kepemimpinan terhadap Kinerja Karyawan PT Wangsa Jatra Lestari. *Jurnal Bisnis Dan Ekonomi*, 23(2).
- Nurhayati. (2024). Pengaruh Komunikasi Interpersonal, Budaya Organisasi dan Komitmen Organisasi Guru di Sekolah Dasar Islam terpadu Kepulauan riau. *Jurnal Literasiologi*, 11(1), 29–49. <https://doi.org/10.47783/literasiologi.v11i1.657>
- Nurhayati, N., Latif, M., & Anwar, K. (2024). The Influence of Organizational Culture, Career Expectations, and Leadership Beliefs On Achievement Motivation In Integrated Islamic Primary Schools Riau Islands *Dinasti International Journal of ...*, 5(5), 1150–1168. Retrieved from <https://dinastipub.org/DIJEMSS/article/view/2700%0Ahttps://dinastipub.org/DIJEMSS/>
- Osborne, Christina. (2015). *Leadership »> INSPIRING EMPOWERING SUPPORTING* (Gillian Andrews, Ed.). American Edition: .
- Rachman, Azhariah, Andriyani, Ella, Pattiasina, Petrus Jacob, Shobri, Muwafiqus, & Izzah, Ismatul. (2022). Pengaruh Sarana Prasarana Sekolah dan Lingkungan Kerja Terhadap Kinerja Guru. *Al-Mada: Jurnal Agama, Sosial, Dan Budaya*, 5(4), 501–513.
- Santris, Billy. (2019). Pengaruh kepemimpinan dan komitmen organisasi terhadap kinerja guru dengan motivasi sebagai variabel intervening pada SMA Sutomo 1 Medan. *Journal of Accounting and Management Innovation*, 3(2), 91–116.
- Shukla, Shashi. (2014). Teaching competency, professional commitment and job satisfaction-a study of primary school teachers. *Journal of Research & Method in Education*, 4(3), 44–64.
- Supriani, Yuli, Tanjung, Rahman, Mayasari, Annisa, & Arifudin, Opan. (2022). Peran manajemen kepemimpinan dalam pengelolaan lembaga pendidikan islam. *JlIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(1), 332–338.
- Wesson, Michael J., & Gogus, Celile Itir. (2005). Shaking hands with a computer: An examination of two methods of organizational newcomer orientation. *Journal of Applied Psychology*, 90(5), 1018.

