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Developing Professional Commitment through Strengthened Leadership, Personality Characteristics, and Achievement Motivation

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Abstract

This study examines the influence of leadership, personality characteristics, and achievement motivation on the professional commitment of accredited private vocational school teachers in West Jakarta. Professional commitment is recognized as a critical factor in ensuring instructional quality and preparing students for evolving industry demands. The study aims to analyze the direct and indirect contributions of the three predictor variables to teachers' professional commitment. A quantitative survey method with path analysis was employed, involving 133 permanent teachers selected through multistage random sampling. The results reveal that all independent variables exert a positive influence on professional commitment. Achievement motivation demonstrates the strongest direct effect, followed by personality characteristics. Leadership shows a smaller direct effect but contributes significantly through indirect pathways mediated by personality and motivation. These findings indicate that professional commitment is shaped by the interaction between internal and external factors, highlighting the importance of supportive leadership in fostering teachers' motivation and personality development. The study offers theoretical contributions to integrated models of professional commitment within vocational education and practical implications for leadership strategies, teacher development programs, and quality improvement policies in vocational schools.

Keywords: professional commitment, leadership, personality characteristics, achievement motivation

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INTRODUCTION

Vocational education has increasingly become a strategic priority in preparing a skilled workforce capable of meeting evolving industrial demands. In urban centers such as West Jakarta, private vocational schools (SMK Swasta) constitute the majority of vocational institutions, placing a substantial responsibility on teachers to ensure high-quality learning outcomes. In this context, the professional commitment of teachers defined as their sustained psychological attachment and dedication to the teaching profession plays a crucial role in shaping instructional quality, curriculum implementation, and student preparedness for the labor market (Zamanzadeh et al., 2020).

Professional commitment has gained heightened attention due to complex challenges facing contemporary educators, including rapid technological changes, curriculum reforms, and increased accountability frameworks. Teachers with strong commitment demonstrate higher instructional performance, greater resilience, and a willingness to engage in continuous professional development (Kim & Loadman, 2020). Conversely, low commitment has been associated with burnout, absenteeism, and turnover intentions, especially in demanding educational environments (Zhou et al., 2021).

One of the strongest predictors of teacher commitment is school leadership. Recent findings indicate that effective leadership particularly transformational and instructional leadership enhances teacher engagement, satisfaction, and commitment through supportive climates, collaborative cultures, and shared values (Supovitz, 2020; Liu & Hallinger, 2021). Research in vocational education contexts similarly shows that principal leadership strengthens teachers' willingness to remain in the profession and improve their performance (Rahmadani et al., 2022). Leadership practices that emphasize communication, empowerment, and vision alignment are especially influential in private schools, where organizational structures and job security may differ from public institutions (Berkovich & Eyal, 2021).

In addition, personality characteristics have emerged as significant determinants of teacher behavior and professional attitudes. Studies from the past five years highlight that personality traits such as conscientiousness, emotional stability, and openness positively influence commitment, job persistence, and instructional quality (Burić & Macuka, 2020). These traits shape teachers' responses to stress, adaptability to educational changes, and willingness to invest in long-term professional growth (Klusmann et al., 2020). In vocational settings, where teachers face dual pedagogical and technical demands, personality factors become critical predictors of sustained professional engagement (Rahayu et al., 2023).

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A third pivotal factor is achievement motivation, which continues to be linked to professional dedication, innovation, and sustained effort in teaching. Recent studies emphasize that achievement-oriented teachers are more likely to set professional goals, pursue continuous improvement, and maintain strong commitment levels even under challenging conditions (Wigfield et al., 2021). In Indonesia, contemporary research confirms that achievement motivation strengthens teacher performance and contributes to higher professional commitment (Dewi & Purwanti, 2022). Within vocational schools, achievement motivation supports teachers in adapting to industry-aligned competencies, emerging technologies, and performance-based accreditation standards (Prasetyo & Triyono, 2023).

Despite the growing body of literature, several research gaps remain. First, most recent studies focus primarily on *organizational commitment*, while examination of *professional commitment* as a distinct construct is still limited. Second, research integrating leadership, personality traits, and achievement motivation into a single model remains scarce, particularly within the Indonesian vocational education context. Third, there is a lack of empirical studies specifically targeting private vocational schools in large metropolitan areas, where contextual pressures, competition, and managerial dynamics differ substantially from public schools.

For these reasons, the present study aims to analyze the combined influence of leadership, personality characteristics, and achievement motivation on the professional commitment of private SMK teachers in West Jakarta. The study contributes theoretically by offering an integrated model of predictors influencing professional commitment in vocational education and contributes practically by informing policy and school leadership strategies for enhancing teacher dedication, retention, and instructional quality.

LITERATURE REVIEW

The literature on teacher professional commitment has expanded significantly over the last five years, particularly with growing emphasis on leadership influences, personality characteristics, and motivational factors. Recent studies highlight how these variables interact to affect teachers' dedication, retention, satisfaction, and instructional performance, especially in demanding educational environments such as vocational schools.

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Tabel 1 List of variables included in the group of transformational leadership, school climate, teacher personality, achievement motivation, and teacher creativity.

No.	Author & Year	Focus of Study	Key Findings	Relevance to Current Research
1	Berkovich & Eyal (2021)	Transformational leadership and teacher commitment	Transformational leadership strengthens teachers' affective commitment, trust, and willingness to contribute beyond formal tasks.	Supports the role of school leadership as a determinant of professional commitment.
2	Liu & Hallinger (2021)	Instructional leadership effects on teacher behavior	Instructional leadership enhances commitment through improved communication, collaboration, and school climate.	Demonstrates that leadership influences both motivation and commitment in schools.
3	Supovitz (2020)	Leadership practices and professional outcomes	Effective leadership improves instructional coherence and increases teacher persistence and retention.	Reinforces leadership as a predictor of commitment in vocational education.
4	Zhou et al. (2021)	Teacher stress, burnout, and commitment	Emotional exhaustion reduces commitment; weak leadership worsens burnout and disengagement.	Highlights contextual risks affecting professional commitment among teachers.
5	Burić & Macuka (2020)	Personality traits and teacher well-being	Conscientiousness, emotional stability, and openness predict teacher engagement and professional commitment.	Confirms personality traits as significant internal predictors of commitment.
6	Klusmann et al. (2020)	Personality and long-term professional development	Personality influences resilience, career longevity, and commitment to teaching.	Supports inclusion of personality characteristics as a core research variable.

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No.	Author & Year	Focus of Study	Key Findings	Relevance to Current Research
7	Wigfield et al. (2021)	Achievement motivation and professional behavior	Teachers with high achievement motivation show stronger work commitment and continuous improvement orientation.	Directly supports the role of achievement motivation in strengthening commitment.
8	Dewi & Purwanti (2022)	Motivation and commitment in Indonesian teachers	Achievement motivation significantly enhances teacher performance and professional commitment.	Provides local evidence relevant to Indonesian vocational school settings.
9	Rahayu et al. (2023)	Personality and engagement in vocational schools	Personality traits influence teacher engagement and organizational commitment, especially openness and conscientiousness.	Validates the importance of personality in vocational school contexts.
10	Prasetyo & Triyono (2023)	Achievement motivation in vocational education	Achievement motivation supports teachers' adaptation to technical demands and strengthens commitment.	Aligns with study variables and the vocational education environment of West Jakarta.

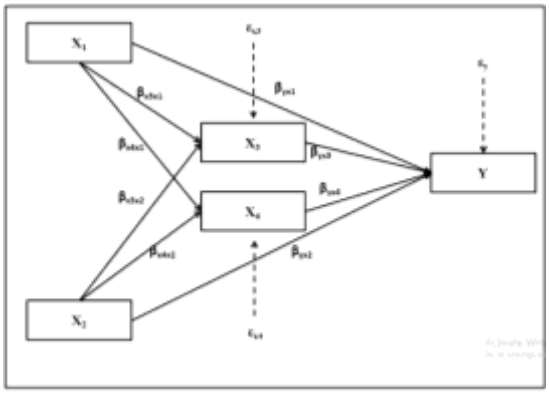
RESEARCH METHODOLOGY

The methods used in this study were quantitative surveys with path analysis. Hypotheses were analyses using path analysis. Path analysis is a method for testing the strength of direct and indirect influences between variables (Arikunto, 2021). Path analysis is a direct development of multiple regression with the aim of providing estimates of the magnitude and significance of hypothetical cause-and-effect relationships in a set of variables (Setyaningsih, 2021).

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Figure 1 Integrative Path Analysis Model



The population in this study consisted of 1,119 permanent teachers at accredited private vocational schools in West Jakarta, spread across 43 schools in eight subdistricts. From the eight subdistricts, eight were selected as the sample area. Next, 22 schools were selected from the eight subdistricts to determine the individual sample.

The sample size was calculated based on the accessible population using the multistage random sampling procedure, calculated using the Taro Yamane formula as follows. An overview of the sampling technique can be seen in the figure: Calculation of Accessible Population Size Using the Multistage Random Sampling Procedure.

$$n = \frac{N}{1 + N(e)^2}$$

Explanation:

n = Number of samples

N = Number of populations

e^2= margin of error (set at 5% with a 95% confidence level)

Tabel 2 Research Sample

No.	Sub-district (Kecamatan)	Number of SMKs	Number of Teachers	Calculation (Teachers / Total × Sample Size)	Sample Size
1	Kalideres	2	31	31 / 199 × 133	21
2	Cengkareng	4	33	33 / 199 × 133	22
3	Kebon Jeruk	3	31	31 / 199 × 133	21

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No.	Sub-district (Kecamatan)	Number of SMKs	Number of Teachers	Calculation (Teachers / Total × Sample Size)	Sample Size
4	Taman Sari	2	8	8 / 199 × 133	5
5	Grogol	4	36	36 / 199 × 133	24
6	Tambora	2	15	15 / 199 × 133	

DISCUSSION

The data was obtained by measuring the variables of Commitment to Profession, Personality Characteristics and Achievement Motivation from the responses of a sample of 133 permanent teachers at accredited private vocational schools in West Jakarta. Based on the results of normality testing using the Unstandardised Residuals technique, SPSS analysis using the one-sample Kolmogorov-Smirnov test found a significance of 0.200. Based on the decision-making criteria, the significance result (0.200>0.05) indicates that the questionnaire results for the Achievement Motivation variable (endogenous) and Personality variable (exogenous) are normally distributed, meaning that they can be further analyses using parametric statistical tests.

Tabel 3 Summary of Data Normality Test

No.	Variable Pattern	Significance (Unstandardized Residuals)	Interpretation
1	Y – X1	0.069	Normal Distribution
2	Y – X2	0.200	Normal Distribution
3	Y – X3	0.056	Normal Distribution
4	Y – X4	0.200	Normal Distribution
5	X4 – X1	0.200	Normal Distribution
6	X4 – X2	0.084	Normal Distribution
7	X3 – X1	0.200	Normal Distribution
8	X3 – X2	0.200	Normal Distribution

Based on the calculations, a significance of 0.191 was found. Based on the decision-making criteria, the significance result (0.191>0.05) indicates that the questionnaire results originate from a homogeneous population. Testing the homogeneity of variance in data groups using SPSS

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analysis with the Bartlett test as follows:

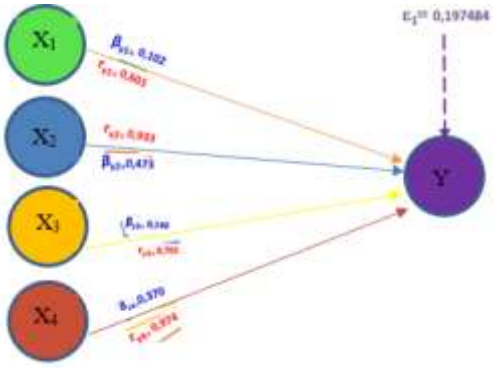
Tabel 4 Homogeneity Test

Test Results

Box's M		6.133
F	Approx.	1.529
	df1	4
	df2	653400.000
	Sig.	.191

Based on the above calculations, the empirical causal relationship framework of variables X1, X2, X3, X4 on Y in substructure 1 is $\hat{Y}$= 4.030+0.079X1+ 0.120X2 +0.303X3 +0.457X4 +0.94181. The causal relationship model chart in substructure 1, namely the empirical causal relationship between variables X1, X2, X3, X4 and Y, can be seen in the figure below.

Figure 1 Substructure 1 Path Coefficient



Based on the table above, it is shown that the path coefficient in substructure 1 obtained the path coefficient X_1 to Y is βy1 = 0.094 (tcount = 2.001), sig. = 0.048 < α = 0.05, which is statistically significant and H0 is rejected. The path coefficient of X_2 to Y is βy2 = 0.135 (t-value = 2.151), sig. = 0.033 < α = 0.05, which is statistically significant, and H0 is rejected. The path coefficient of X_3 to Y is βy3 = 0.339 (t-value = 7.122), sig. = 0.000 < α = 0.05, which is statistically significant, and H0 is rejected. The path coefficient of X_4 to Y is βy4 = 0.4723 (t-value = 6.983), sig. = 0.000 < α = 0.05, which is statistically significant, and H0 is rejected. The determined coefficient

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value (Ryx43212) is 0.887 (88.7%). The value of ε1 is $\sqrt{1 - R^2}$ = 0,9418.

The standard path coefficients (beta) obtained in substructure 2 can be presented as follows.

Tabel 5 Substructures Path Coefficient 2

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	26.734	5.960		4.486	.000
	Kep. Transformasionl	.113	.057	.131	1.987	.049
	Kepribadian	.693	.061	.756	11.446	.000

a. Dependent Variable: Budaya Organiasi

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.856[a]	.733	.729	10.174

a. Predictors: (Constant), Kepribadian, Kep. Transformasionl

Based on the table above, it is shown that the path coefficient in substructure 2 obtained the path coefficient X1 to X4 is βx41 = 0.131 (thitung = 1.987), sig. = 0.049 < α = 0.05, which is statistically significant and H0 is rejected. The path coefficient of X2 to X4 is βx42 = 0.756 (t-value = 11.446), sig. = 0.000 < α = 0.05, which is statistically significant, and H0 is rejected. The coefficient of determination (Rx4212) is 0.733 (73.3%). The value of ε² is $\sqrt{1 - R^2}$ = 0,85615.
The standard path coefficients (beta) obtained in substructure 3 can be presented as follows.

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Tabel 6 Substructures Path Coefficient 3

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	41.974	9.177		4.574	.000
	Kep. Transformasionl	.430	.088	.458	4.887	.000
	Kepribadian	.268	.093	.269	2.872	.005

a. Dependent Variable: Motivasi Berprestasi

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.680[a]	.462	.454	15.666

a. Predictors: (Constant), Kepribadian, Kep. Transformasionl

Based on the table above, it is shown that the path coefficient in substructure 3 obtained the path coefficient of X1 to X3 is βx31 = 0.458 (thitung = 4.887), sig. = 0.000 < α = 0.05, which is statistically significant and H0 is rejected. The path coefficient of X2 to X3 is β32 = 0.269 (t-value = 2.872), sig. = 0.005 < α = 0.05, which is statistically significant, and H0 is rejected. The determined coefficient value (Rx3212) is 0.462 (46.2%). The magnitude of ε3 is $\sqrt{1 - R^2}$ = 0,679705.

Tabel 7 Recapitulation of Inter-Variable Influence Path Coefficients

No.	Relationship Between Variables	Path Coefficient (β)	Correlation
1	$X_1 \rightarrow Y(\beta_{y1})$	0,094	0,736
2	X_2 t→ Y (β_{y2})	0,135	0,810
3	$X_3 \rightarrow$ Y (β_{y3})	0,339	0,832
4	$X_4 \rightarrow$ Y (β_{y4})	0,472	0,903
5	$X_1 \rightarrow X_4$ (β_{41})	0.131	0,681
6	$X_2 \rightarrow X_4$ (β_{42})	0,756	0,852
7	X_1 t→ X_3 (β_{31})	0,458	0,654

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8	$X_2 \rightarrow X_3$ (β_{32})	0,269	0,603

The analysis of the path coefficients and correlation values indicates that all independent variables have a positive influence on the dependent variable, professional commitment (Y), either directly or indirectly. Among the direct effects, X4 (Achievement Motivation) exerts the strongest influence on professional commitment, with a path coefficient of 0.472 and a very high correlation of 0.903, suggesting that teachers with higher achievement motivation are significantly more committed to their profession. X3 (Personality Characteristics) also demonstrates a notable impact on professional commitment (β = 0.339, r = 0.832), indicating that personality traits such as conscientiousness, emotional stability, and openness play a key role in shaping teachers' dedication.

In comparison, X1 (Leadership Perception) and X2 (Transformational Leadership) show smaller direct effects on professional commitment (β = 0.094 and 0.135, respectively), although their correlations with Y remain strong (r = 0.736 and 0.810). This suggests that while leadership factors are important, their influence is partially mediated through other variables, particularly X3 and X4.

The indirect effects reveal that X1 and X2 significantly contribute to X3 and X4, with X2 showing a particularly strong effect on X4 (β = 0.756, r = 0.852). This pattern indicates that leadership and motivational factors interact synergistically with personality characteristics to enhance professional commitment. Overall, the results suggest a comprehensive model in which achievement motivation and personality characteristics are the most influential predictors of professional commitment, while leadership factors primarily operate through these mediating variables. In summary, strengthening teachers' achievement motivation and supporting their personality development, alongside effective leadership practices, is critical to enhancing professional commitment among private vocational school teachers in West Jakarta.

CONCLUSION

This study examined the influence of leadership, personality characteristics, and achievement motivation on the professional commitment of private vocational school teachers in West Jakarta. The findings indicate that all three variables positively contribute to professional commitment, with achievement motivation and personality characteristics being the most significant predictors. Leadership factors, while showing smaller direct effects, exert important indirect influences through their impact on personality and motivation, highlighting the

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interconnected nature of these variables. The results confirm that teachers who are highly motivated, possess positive personality traits, and work within supportive leadership environments are more likely to maintain strong professional commitment. These findings directly address the research problem and fulfill the study's objectives by providing empirical evidence on the key factors that strengthen teacher dedication in vocational education.

Based on these outcomes, several recommendations can be offered. First, school management should implement programs that enhance teacher motivation and recognize achievement to sustain high commitment levels. Second, professional development initiatives should consider personality-based approaches to optimize teacher engagement and resilience. Third, future research may expand the model by incorporating additional variables such as organizational culture, job satisfaction, or contextual factors across different regions, and employ longitudinal designs to examine causal relationships more robustly. Finally, policymakers and educators can apply these findings to improve teacher retention strategies, optimize performance, and ultimately enhance the quality of vocational education in Indonesia.

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