

Modeling the Synergy of Organizational Culture and Leadership for Enhancing Teacher Engagement

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Abstract

Teachers' Organizational Citizenship Behavior (OCB) represents extra-role behavior that is essential for enhancing school effectiveness and organizational sustainability, particularly in private vocational high schools facing increasing performance demands and institutional competition. This study aims to examine the effects of servant leadership, organizational culture, personality, and work motivation on teachers' OCB, as well as to determine priority indicators for improvement using SITOREM analysis. A quantitative survey approach was employed involving private vocational high school teachers in West Jakarta. Data were analyzed using path analysis to investigate direct and indirect relationships among variables, and SITOREM analysis to classify indicators into priority areas for immediate improvement and indicators to be maintained or further developed. The results of the path analysis reveal that servant leadership and individual factors significantly influence teachers' OCB. Furthermore, the SITOREM analysis identifies several priority indicators requiring immediate improvement, including good faith, tolerance, virtue, conscientiousness, willingness to listen, organizational norms, self-confidence, willingness, and emotional stability. Conversely, indicators such as empathy, mutual cooperation, responsibility, appreciation, humility, and openness to experience are categorized as strengths that should be sustained and enhanced. This study contributes to the development of organizational behavior and educational leadership theory and provides an evidence-based strategic framework for school leaders to systematically strengthen teachers' OCB in vocational education settings.



Keywords: organizational citizenship behavior, servant leadership, individual factors, SITOREM

INTRODUCTION

In contemporary educational systems, teacher engagement has emerged as a pivotal construct for improving instructional quality, school performance, and student outcomes. Teacher engagement refers to the extent to which teachers are cognitively, emotionally, and behaviorally involved in their professional roles, demonstrating dedication, enthusiasm, and sustained effort in teaching and school activities (Hidayat, Maitimo, & Suwu, 2020; Tejero & Aoanan, 2024). High levels of teacher engagement have been empirically linked to reduced burnout and turnover, enhanced instructional effectiveness, and overall improvement in educational environments worldwide (Akase, Gustiawan, Saifudin, & Mulyadi, 2025; Lee & Louis, 2021).

Despite its critical importance, many educational institutions still struggle to maintain optimal levels of teacher engagement. Globally, studies indicate that only a fraction of educators remain fully engaged in their work, a trend that has become more pronounced in the post-pandemic era as professional demands and stressors have increased. For example, research in the United States shows engagement among K-12 teachers has stagnated at low levels, with only around 30 % reporting consistently high engagement in recent years (Gallup, 2022; Ulfah, 2024).

Among the organizational determinants of teacher engagement, organizational culture and leadership stand out as crucial influences. Organizational culture in schools comprises shared values, norms, and expectations that shape daily practices and interactions; it provides a foundational context that can either foster or inhibit teacher commitment and involvement (Gusnita, 2024; Rahayu et al., 2024). Studies have shown that positive school culture correlates with increased teacher engagement and motivation, acting as a key contextual resource that influences teachers' attitudes toward their work (PMC, 2021; Examining Mediating Role of School Culture, 2025).

Meanwhile, leadership especially the support and vision provided by school leaders has been repeatedly identified as a significant precursor to teacher engagement and school performance outcomes. Effective leadership behaviors can enhance teacher commitment, promote professional development, and cultivate a supportive work climate that encourages pedagogical innovation (Solihin & Tarmizi, 2025; Taylor & Francis Online, 2024).

However, despite a growing body of research on the separate impacts of cultural and leadership factors, there remains a gap in understanding *how these constructs synergistically*



interact to enhance teacher engagement, especially in the context of private educational foundations such as Yayasan Bi Ashokal Hajar in Bogor.

Prior studies have often examined organizational culture and leadership in isolation or focused on broad outcomes like performance and satisfaction rather than the specific dynamics of teacher engagement (JIIP, 2025; Anugrah Setiawan et al., 2024). Moreover, many existing investigations have been limited in theoretical scope or methodological rigor, leaving unexplored the complex interplay between organizational culture, leadership practices, and teacher engagement within integrated human resource frameworks (Muhammad & Purwanto, 2025; Measurment of Teachers' Motivation, 2025).

Empirical evidence further underscores this need for integrative inquiry. For instance, recent research has highlighted the positive association between organizational culture and teacher engagement, mediated by affective and contextual variables that reflect internal motivation and relational dimensions of school work environments (PMC, 2021; Hidayat, Maitimo, & Suwu, 2020). Similarly, studies examining leadership support during collaborative interventions have pointed to leadership as a strong determinant of teacher engagement levels in practice (Taylor & Francis Online, 2024; Akase, Gustiawan, Saifudin, & Mulyadi, 2025). Yet, few studies have employed advanced human resource modeling approaches to capture these relationships systematically (Examining Mediating Role of School Culture, 2025; Lee & Louis, 2021).

Addressing this gap is important for both theoretical and practical reasons. Theoretically, a *synergistic model* of organizational culture and leadership especially one grounded in a robust method such as POP-SDM (Modeling and Optimization of Management Resources) can contribute to the refinement of educational human resource theory by explaining not just whether but *how* these variables interact to influence teacher engagement (Ulfah, 2024; Rahayu et al., 2024). Practically, such insights can inform more effective leadership development strategies, organizational policy design, and capacity-building initiatives in schools, which in turn can enhance teacher retention, professional growth, and student learning outcomes (Gusnita, 2024; Solihin & Tarmizi, 2025).

Therefore, this study aims to develop and empirically test a model that synthesizes organizational culture and leadership constructs to explain variance in teacher engagement among permanent teachers at Yayasan Bi Ashokal Hajar Bogor. Through this investigation, the study contributes to closing the theoretical and empirical gaps identified in the literature and provides evidence-based insights for educational leaders seeking to foster high-engagement environments that support both teachers and learners.



RESEARCH METHODOLOGY

This study utilizes Path Analysis and SITOREM methods as they complement each other in terms of analytical and applied approaches. Path analysis was selected to examine the direct and indirect effects between variables that are all directly measured (observed variables), making it more precise and efficient compared to other methods such as SEM-PLS, which is generally used for latent constructs with complex measurement models. Meanwhile, the SITOREM method is used to follow up on path analysis results by formulating strategic recommendations based on the identification of factors that can be used to improve the quality of the SIKP program.

SEM-PLS, which are typically used for latent constructs with complex measurement models. Meanwhile, the SITOREM method is used to follow up on the results of path analysis by formulating strategic recommendations based on the identification of factors that have a significant but still weak influence, thereby obtaining practical and operational improvement priorities. The combination of these two methods enables the research to produce findings that are not only theoretical but also applicable and beneficial for tangible improvements in performance quality.

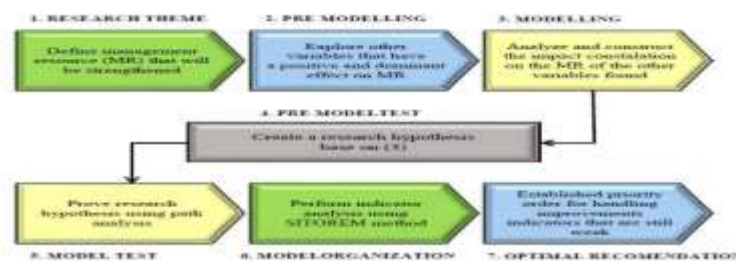


Figure 1: Stages in the POP-SDM Framework (W. Soenaryo, Setyaningsih, & Hardhienata, 2020)

The purpose of administering the questionnaire to respondents was to obtain information about what they knew regarding several variables to be used as data sources in this study. The instrument used to measure 1) Transformational Leadership (X^1), (2) Organisational Culture (X^2) and (3) Perception of Organisational Support (X^3); and 2) intervening variables, namely Mutual Cooperation (X^4) and Internal Communication (X^5)

DISCUSSION

The research data presented in this section were obtained from measurements of Engagement (Y), Transformational Leadership (X_1), Organizational Culture (X_2), Collaborative

Work, (X_3), Perceived Organizational Support (X_4), and Internal Communication (X_5) based on the corresponding instrument items. The data were collected from a total of 187 respondents, who constituted the unit of analysis. The descriptive data for each variable Engagement (Y), Transformational Leadership (X_1), Organizational Culture (X_2), Collaborative Work (X_3), Perceived Organizational Support (X_4), and Internal Communication (X_5) were derived from the respondents' answers and subsequently analyzed using descriptive statistical methods. The basis for this descriptive analysis is the item scores of the instruments corresponding to the five research variables.

Based on the results of the descriptive statistical analysis for the research variables, the characteristics of data distribution can be described as presented in the following table:

Table 1. Summary of Descriptive Statistics for Research Variables

No	Description	Transformational Leadership (X_1)	Organizational Culture (X_2)	Collaborative Work / Gotong Royong (X_3)	Perceived Organizational Support (X_4)	Internal Communication (X_5)	Engagement (Y)
1	Mean	140.861	130.856	129.861	126.086	140.053	139.091
2	Standard Error	1.066	1.091	1.218	1.113	1.378	1.076
3	Median	138	130	130	124	139	139
4	Mode	130	122	130	116	137	141
5	Standard Deviation	14.572	14.92	16.66	15.216	18.844	14.721
6	Sample Variance	212.346	222.597	277.54	231.52	355.105	216.696
7	Range	81	94	94	85	97	90
8	Minimum	89	76	76	80	78	90
9	Maximum	170	170	170	165	175	180
10	Sum	26,341	24,470	24,284	23,578	26,190	26,010
	N	187	187	187	187	187	187

The descriptive statistics presented in Table 1 indicate that the respondents generally perceive all research variables positively. Transformational Leadership (X_1) shows a mean of 140.861 (SD = 14.572), Organizational Culture (X_2) and Collaborative Work (X_3) have means of



130.856 and 129.861 with moderate variability, while Perceived Organizational Support (X_4) and Internal Communication (X_5) score 126.086 and 140.053, respectively, with X_5 exhibiting slightly higher dispersion ($SD = 18.844$). Engagement (Y), the dependent variable, has a mean of 139.091 ($SD = 14.721$), suggesting generally high and stable levels across the sample. The minimum, maximum, and range values indicate that, although most responses cluster near the mean, individual differences exist, providing a solid basis for subsequent inferential analysis of the relationships among these variables.

The regression equation model based on the results of the linear regression test can be summarised as follows:

Table 2. Summary of Linearity Test Results

No	Variable Relationship Model	Deviation from Linearity (sig)	Confidence Level	Significance Test Result
1	Transformational Leadership (X_1) → Teacher Engagement (Y)	0.286	$\alpha = 0.05$	Linear
2	Organizational Culture (X_2) → Teacher Engagement (Y)	0.759		Linear
3	Collaborative Work / Gotong Royong (X_3) → Teacher Engagement (Y)	0.063		Linear
4	Perceived Organizational Support (X_4) → Teacher Engagement (Y)	0.062		Linear
5	Internal Communication (X_5) → Teacher Engagement (Y)	0.668		Linear
6	Transformational Leadership (X_1) →	0.077		Linear



	Perceived Organizational Support (X₄)			
7	Organizational Culture (X₂) → Perceived Organizational Support (X₄)	0.34		Linear
8	Collaborative Work / Gotong Royong (X₃) → Perceived Organizational Support (X₄)	0.051		Linear
9	Transformational Leadership (X₁) → Internal Communication (X₅)	0.104		Linear
10	Organizational Culture (X₂) → Internal Communication (X₅)	0.742		Linear
11	Collaborative Work / Gotong Royong (X₃) → Internal Communication (X₅)	0.075		Linear

The linearity test was conducted to ensure that the relationships between the independent variables, mediating variables, and the dependent variable could be accurately represented by linear models, which is a prerequisite for regression analysis. Based on the results presented in Table 2, all tested relationships satisfy the linearity assumption, as indicated by significance values greater than 0.05. Specifically, Transformational Leadership (X₁), Organizational Culture (X₂), Collaborative Work (X₃), Perceived Organizational Support (X₄), and Internal Communication (X₅) all show linear effects on Teacher Engagement (Y), with sig values ranging from 0.062 to 0.759.

Similarly, the relationships between independent variables and mediating variables such



as X_1 , X_2 , and X_3 on Perceived Organizational Support (X_4) and Internal Communication (X_5) also meet the linearity criterion, with sig values between 0.051 and 0.742. These findings indicate that the assumptions for linear regression are satisfied, allowing the subsequent analysis of direct and indirect effects to be valid. Overall, the confirmation of linearity strengthens the credibility of the regression results and supports the robustness of the proposed model in explaining teacher engagement within the studied context.

1) Substructure-1 Path Analysis and Regression Model

Based on the theoretically constructed causal model, the path analysis diagram and the corresponding path coefficients were obtained. Substructure-1 examines the influence of five independent variables Transformational Leadership (X_1), Organizational Culture (X_2), Collaborative Work (X_3), Perceived Organizational Support (X_4), and Internal Communication (X_5) on the dependent variable Teacher Engagement (Y), with a residual variable denoted as ε_Y . The path model for Substructure-1 can be expressed as:

$$\hat{Y} = \beta_{Y1X1} + \beta_{Y2X2} + \beta_{Y3X3} + \beta_{Y4X4} + \beta_{Y5X5} + \varepsilon_Y$$

The results of the regression analysis are summarized in Table 4.72, which shows both unstandardized and standardized coefficients. The estimated path coefficients for Substructure-1 are as follows: $\beta_1 = 0.202$ for $X_1 \rightarrow Y$, $\beta_2 = 0.153$ for $X_2 \rightarrow Y$, $\beta_3 = 0.177$ for $X_3 \rightarrow Y$, $\beta_4 = 0.164$ for $X_4 \rightarrow Y$, and $\beta_5 = 0.152$ for $X_5 \rightarrow Y$. All coefficients are statistically significant at $\alpha = 0.05$ (sig < 0.05), indicating that each independent variable has a significant positive effect on teacher engagement.

Table 3. Path Coefficients for Substructure-1

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
Constant	30.626	9.364		3.271	0.001
Transformational Leadership (X_1)	0.204	0.071	0.202	2.886	0.004
Organizational Culture (X_2)	0.153	0.075	0.153	2.039	0.043
Collaborative Work (X_3)	0.168	0.074	0.177	2.258	0.025
Perceived Organizational Support (X_4)	0.157	0.072	0.164	2.169	0.031



Internal Communication (X ₅)	0.124	0.062	0.152	1.983	0.049
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The significance of the regression model was further tested using ANOVA (Table 3). The calculated F value is 28.024 with a probability value of 0.000 (sig < 0.05), indicating that the regression model is statistically significant. This confirms that the equation:

$$\hat{Y} = 0.202X_1 + 0.153X_2 + 0.177X_3 + 0.164X_4 + 0.152X_5 + \varepsilon_Y$$

can reliably predict Teacher Engagement (Y) based on the independent variables and residual term ε_{Y1} .

Table 4. Significance Test for Substructure-1 Regression

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	17,587.235	5	3,517.447	28.024	0.000
Residual	22,718.220	181	125.515		
Total	40,305.455	186			

The model summary (Table 4) shows that the coefficient of determination $R^2 = 0.436$, indicating that 43.6% of the variance in teacher engagement is explained by the independent variables in the model, while the remaining 56.4% is attributed to other factors outside X_1 , X_2 , X_3 , X_4 , and X_5 . The standard error of the estimate is 11.203, and the residual coefficient (ε_{Y1}) can be calculated as $\sqrt{1 - R^2} = 0.750$.

Table 5. Regression Model Summary for Substructure-1

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.661	0.436	0.421	11.203

In conclusion, the empirical causal framework for Substructure-1 confirms that Transformational Leadership, Organizational Culture, Collaborative Work, Perceived Organizational Support, and Internal Communication all significantly and positively influence teacher engagement. The resulting regression equation provides a reliable tool for predicting engagement scores based on the measured independent variables while accounting for the residual variation.

2) Substructure-2 Path Analysis and Regression Model

Substructure-2 examines the influence of three independent variables Transformational



Leadership (X_1), Organizational Culture (X_2), and Collaborative Work (X_3) on the mediating variable Perceived Organizational Support (X_4), with a residual variable denoted as ε_{y2} . The path model for Substructure-2 can be expressed as:

$$\widehat{X}_4 = \beta_{X_1X_4}X_1 + \beta_{X_2X_4}X_2 + \beta_{X_3X_4}X_3 + \varepsilon_{y2}$$

The regression analysis results are presented in Table 4.75. The estimated path coefficients are $\beta_{X_1X_4} = 0.046$, $\beta_{X_2X_4} = 0.356$, and $\beta_{X_3X_4} = 0.375$. The significance tests indicate that both Organizational Culture (X_2) and Collaborative Work (X_3) have significant positive effects on Perceived Organizational Support (X_4), with $\text{sig} < 0.05$, whereas Transformational Leadership (X_1) shows an insignificant effect ($\text{sig} = 0.495 > 0.05$).

Table 6. Path Coefficients for Substructure-2

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
Constant	21.141	9.550		2.214	0.028
Transformational Leadership (X_1)	0.048	0.071	0.046	0.684	0.495
Organizational Culture (X_2)	0.371	0.072	0.356	5.121	0.000
Collaborative Work (X_3)	0.370	0.065	0.375	5.654	0.000

The ANOVA results in Table 6 confirm the overall significance of the regression model, with $F = 47.398$ and $\text{sig} = 0.000 < 0.05$, indicating that the regression equation:

$$\widehat{X}_4 = 0.046X_1 + 0.356X_2 + 0.375X_3 + \varepsilon_{y2}$$

is statistically significant and can be used to predict Perceived Organizational Support (X_4) based on the scores of Transformational Leadership (X_1), Organizational Culture (X_2), and Collaborative Work (X_3).

Table 7. Significance Test for Substructure-2 Regression (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	19,108.554	3	6,369.518	47.398	0.000
Residual	24,592.366	183	134.385		
Total	43,700.920	186			



The model summary (Table 7) shows $R^2 = 0.437$, indicating that 43.7% of the variance in Perceived Organizational Support (X_4) is explained by the three independent variables, while the remaining 56.3% is attributed to other factors outside X_1 , X_2 , and X_3 . The standard error of the estimate is 11.592, and the residual coefficient is calculated as $\sqrt{1 - R^2} = 0.750$.

Table 8. Regression Model Summary for Substructure-2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.661	0.437	0.428	11.592

In summary, the empirical causal framework for Substructure-2 confirms that Organizational Culture (X_2) and Collaborative Work (X_3) have significant positive effects on Perceived Organizational Support (X_4), while Transformational Leadership (X_1) does not have a significant direct effect. The resulting regression equation provides a valid predictive tool for X_4 while accounting for residual variation through ϵ_{y2} .

3) Substructure-3 Path Analysis and Regression Model

Substructure-3 examines the influence of three independent variables Transformational Leadership (X_1), Organizational Culture (X_2), and Collaborative Work (X_3) on the mediating variable **Internal Communication (X_5)**, with a residual variable denoted as ϵ_{y3} . The path model for Substructure-3 can be expressed as:

$$\widehat{X}_5 = \beta_{X_1X_5}X_1 + \beta_{X_2X_5}X_2 + \beta_{X_3X_5}X_3 + \epsilon_{y3}$$

The results of the regression analysis are presented in Table 4.78. The estimated path coefficients are $\beta_{X_1X_5} = 0.233$, $\beta_{X_2X_5} = 0.123$, and $\beta_{X_3X_5} = 0.457$. Significance tests indicate that Transformational Leadership (X_1) and Collaborative Work (X_3) have significant positive effects on Internal Communication (X_5), with $\text{sig} < 0.05$, whereas Organizational Culture (X_2) shows an insignificant effect ($\text{sig} = 0.075 > 0.05$).

Table 9. Path Coefficients for Substructure-3

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
Constant	11.455	11.094		1.033	0.303
Transformational Leadership (X_1)	0.276	0.082	0.223	3.353	0.001



Organizational Culture (X₂)	0.151	0.084	0.123	1.790	0.075
Collaborative Work (X₃)	0.530	0.076	0.457	6.977	0.000

The ANOVA results (Table 9) confirm the overall significance of the regression model, with $F = 50.162$ and $\text{sig} = 0.000 < 0.05$, indicating that the regression equation:

$$\widehat{X}_5 = 0.223X_1 + 0.123X_2 + 0.457X_3 + \varepsilon_{y3}$$

is statistically significant and can be used to predict Internal Communication (X₅) based on the scores of Transformational Leadership (X₁), Organizational Culture (X₂), and Collaborative Work (X₃).

Table 10. Significance Test for Substructure-3 Regression (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	27,291.620	3	9,097.207	50.162	0.000
Residual	33,188.380	183	181.357		
Total	60,480.000	186			

The model summary (Table 10) shows $R^2 = 0.451$, indicating that 45.1% of the variance in Internal Communication (X₅) is explained by the three independent variables, while the remaining 54.9% is attributed to other factors outside X₁, X₂, and X₃. The standard error of the estimate is 13.467, and the residual coefficient is calculated as $\sqrt{1 - R^2} = 0.741$.

Table 11. Regression Model Summary for Substructure-3

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.672	0.451	0.442	13.467

In conclusion, the empirical causal framework for Substructure-3 confirms that Transformational Leadership (X₁) and Collaborative Work (X₃) have significant positive effects on Internal Communication (X₅), while Organizational Culture (X₂) does not have a significant direct effect. The resulting regression equation provides a valid predictive tool for X₅ while accounting for residual variation through ε_{y3} .



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