



UDC 331

**STRATEGY TO IMPROVE TEACHERS' PROFESSIONAL COMMITMENT
THROUGH STRENGTHENING TRANSFORMATIONAL LEADERSHIP,
ORGANIZATIONAL CLIMATE, JOB SATISFACTION, AND TRUST IN PRIVATE
VOCATIONAL SCHOOLS IN LEBAK DISTRICT, INDONESIA**

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ABSTRACT

This study aims to find strategies and ways to improve teachers' professional commitment by conducting research related to the effect of transformational leadership, organizational climate, job satisfaction, and trust on teachers' professional commitment. The population in this study were teachers at private vocational schools in the Lebak district, totaling 716 teachers, using proportional random sampling techniques based on the Taro Yamane Formula, a selected sample of 257 teachers was obtained, spread according to their proportions in 45 private vocational schools in Lebak district. This study uses a survey method with a path analysis approach and is continued with SITOREM analysis. The results of the study indicate that there is a significant positive direct and indirect effect between transformational leadership, organizational climate, job satisfaction on teachers' professional commitment (Y) through trust. The results of the SITOREM analysis show that based on the order of priority improvement, the indicators of the variables that need to be improved are: 1) Idealized effect, 2) Change Agent, 3) Response to superiors or leaders, 4) Response to the respect received, 5) Response to the work environment, 6) Response to career opportunities and self-development, 7) Organizational Values, 8) Virtuous leadership, 9) Applicable regulations, 10) Compensation and rewards, 11) Openness, 12) Work Regulation System, 13) Enthusiasm and involvement in work, 14) Dedication and desire for sustainability.

KEY WORDS

Teacher, professional commitment, transformational leadership, organizational climate, job satisfaction, trust.

In the era of Society 5.0, where digital technology and artificial intelligence are increasingly pervasive in various aspects of life, the role of education and educators is becoming increasingly important. In this context, teachers as the main agents in the education system have an increasingly complex and challenging role. Teachers' commitment to their profession is a key factor in ensuring the quality of education that is relevant to the demands of the times (Muyassaroh & Nurpadilah, 2021). Teachers' commitment reflects their determination, dedication, and involvement in carrying out educational tasks seriously. In the era of Society 5.0, this commitment becomes even more vital because of the challenges of facing rapid change, the complexity of social problems, and the demands of developing deeper skills and understanding for students (Harisman, 2019). Building strong teacher commitment is not only about banning subject matter, but also guiding, motivating, and inspiring students to face future challenges.

The progress of Indonesia can be supported by the capabilities of its human resources (HR). In addition to having rich and abundant natural resource potential, Indonesia also has so many human resources located from Sabang to Merauke, thus we should be able to develop its human resource potential well so that Indonesia can grow into an advanced and prosperous country. Therefore, through education, we can realize the ideals of this nation because education is a necessity for every human being (Alwi & Helsa, 2003). Education itself includes all human behavior carried out to achieve and obtain continuity, defense, and improvement of a good and decent life in the future for the next generation of this nation,



because in the future this nation will depend on its next generation, and in the hands of educators international development and education can be realized. The role of education is essential for every human growth because by getting an education, a person's insight and knowledge can increase along with their cognitive and mental development. To realize the goals of education, a figure is needed who can be the mainstay of the ongoing education process. Teachers are required figures in realizing these goals. Teachers are essential people, without teachers, it will be difficult for schools to achieve educational goals. Thus it can be said that one of the keys to educational success is determined by the professionalism and performance of teachers.

Education is one of the parameters of a nation's progress. To realize quality and quality education in a country, supporting components are needed in its learning activities, such as educational facilities and infrastructure (adequate infrastructure), a good curriculum, and educators who are committed and professional. Teachers are role models for their students, therefore, teachers are expected to be able to provide good examples in educating students, if teachers can carry out their obligations as educators well and skillfully, have a sense of responsibility in educating, and follow applicable procedures. A teacher's high commitment will always drive his enthusiasm and motivation to carry out his duties and responsibilities. The teacher's commitment is his recognition of the profession he is pursuing. A professional teacher is a teacher who is based on expertise, competence, and specialist knowledge obtained through certain education. A professional teacher is a teacher who is qualified and qualified. Through school, students get basic skills, and general knowledge, and are prepared to continue to a higher level until they are ready to work in society. All roles inherent in schools can only be implemented well if supported by one of the important pillars of the school, namely professional teachers. It is through professional teachers that the goals of national education can be realized.

Law No. 14 of 2005 concerning Teachers and Lecturers explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. In the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2017 Article 1 paragraph 3, it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. It is emphasized in Article 3 paragraph 2 concerning the teacher's workload, namely planning learning or guidance; implementing learning or guidance; assessing learning outcomes or guidance; guiding and training students; and carrying out additional tasks inherent in the implementation of main activities under the teacher's workload.

Based on the description above, teachers as part of the school organization are professional workers who have the function of implementing the national education system to realize the goals of national education. In carrying out their duties, teachers are required to commit to improving the quality of education. To carry out their main duties, teachers who are in a particular educational unit must be able to work together with fellow teachers and with leaders (principals). The principal as a manager in an educational unit should be able to direct teachers in achieving the vision and mission that have been set together.

The teacher's enormous task to achieve educational goals is driven by good quality. The tasks carried out by the teacher will be carried out well if the teacher has a high commitment to carrying out each task (Darmadi, 2019). Commitment is a principle that must be possessed by a person who works as a teacher. Commitment is a person's agreement with himself to carry out a task with a full sense of responsibility, concern, and high loyalty (Jannah, 2020). To build commitment as a professional teacher, teachers are required to do several things, including being able to develop their knowledge following the development process of the times, so that their students can accept what is conveyed by the teacher (Sudrajat, 2020), discipline and order in carrying out their work. However, the concept is that if you are not disciplined, the knowledge will not reach the students. Living in a society with residents, especially parents. Community insight needs to be fostered by teachers to get the



right method in carrying out teaching and learning activities with students. Teachers directly interact with students in learning activities, so that teachers will understand the problems that occur in their learning activities (Darmayanti et al, 2022).

To build commitment as a professional teacher, teachers are required to do several things, including being able to develop their knowledge following the development process of the times, so that their students can accept what is conveyed by the teacher; be disciplined and orderly in carrying out their duties. Whatever the concept, if there is no discipline, the knowledge will not reach the students. Living in a society with residents, especially parents. Community insight needs to be fostered by teachers to get the right method in carrying out teaching and learning activities with students. Teachers can guide students in learning. Learning for students should not only be limited to existing subjects, but more than that, students should be able to develop their knowledge with other references. Behaving like parents because teachers are second parents, in the sense that teachers are a place of shelter, asking questions and so on (Marlina et al., 2021). Therefore, this article was created by researchers solely to find out what the commitment of professional teachers is, whether there are various types of professional teacher commitments, and what are examples of professional teacher commitments.

The principal must be able to ensure that teachers in his school environment feel comfortable and obtain facilities and infrastructure so that they can work well to carry out their roles and duties. A principal who serves is the hope of all teachers in the school. The principal is not only a leader but also a role model for teachers and students. Likewise, a conducive work environment is the main requirement for teachers to work well. The school environment or school climate is an inevitable need to support the teaching and learning process in schools. Commitment can be interpreted as a promise to oneself and others to continue to strive to improve one's potential in working. Professional Commitment is a responsibility and trust in oneself to carry out tasks under their profession and expertise which are carried out with sincerity and values of rules that bind daily behavior in the organization where they work. The characteristics of people who have a high commitment to their profession have habits including never being late, not easily complaining about their work, completing work well and on time, never giving up, and being responsible for their work. In addition, people who have a high emotional professional commitment have a sense of love and attachment to their work.

Meanwhile, another opinion is that Professional Commitment can be defined as a psychological relationship between an individual and his/her work that can be seen from the individual's attitude in his/her relationship with members of the organization; and with the organization that is shown by the desire to maintain organizational membership, accept the values and goals of the organization and be willing to work hard to achieve the goals and continuity of the organization, as a professional identification of the members of the organization.

The teacher's professional commitment is a binding belief (aqad) so firmly that it binds his/her entire conscience and then moves behavior toward the direction he/she believes in. Commitment is a promise or intention because of a promise or oath to carry out a certain task. So that it can be said that the teacher's professional commitment is a self-attachment to the duties and obligations as a teacher that can give birth to responsibility and a responsive and innovative attitude toward the development of science and technology. So in this commitment, there are several elements including the ability to understand oneself and one's duties, the radiance of inner attitude (inner strength), external strength, and responsiveness to change. These elements give birth to responsibility for the duties and obligations that become a person's commitment so that the task is carried out with full sincerity.

The responsibility of teaching that arises from the commitment of professional teachers is a responsibility that is not only addressed to humans but also accounted for before Allah SWT. To see the condition of the commitment of private vocational school teachers in Lebak Regency, an initial survey was conducted which was distributed to 5 private vocational schools, namely LaTansa Vocational School, Mathlul Hidayah Vocational School, Nurul Madani Vocational School, PGRI Rangkasbitung Vocational School, and Al Kautsar



Vocational School with a total of 40 teacher respondents. The following are the results of the initial survey:

- There are 25.8% of teachers who have not met expectations in having the sincerity to fulfill their current professional obligations. This is reflected in the lack of teacher compliance with work regulations, attendance at work hours, and punctuality in completing tasks;
- There are 39.2% of teachers who have not met expectations in their emotional attachment to their current profession. This is reflected in the lack of joy and happiness towards their work because the facilities at school are lacking, the character of students is less conducive, and the distance of the school from home;
- There are 45% of teachers who have not met expectations in their belief to stay in their profession based on the assessment of their profession's opportunity cost. This is reflected in the lack of confidence to continue their career as a teacher, a sense of attachment to their profession, and a desire to move to another profession;
- There are 34.2% of teachers who have not met expectations in loving their profession and work environment. This is reflected in the lack of pride in being a teacher, willingness to work selflessly, and attachment to their colleagues;
- There are 34.2% of teachers who have not met expectations in their determination and desire to advance their school. This is reflected in the lack of desire to advance and develop their profession in the future.

Based on the preliminary survey, shows that the condition of the professional commitment of private vocational school teachers in Lebak Regency currently still needs to be improved and further researched through factors that are thought to be able to increase teacher professional commitment.

LITERATURE REVIEW

Professional Commitment is a concept in human resource management that refers to the level of involvement, dedication, and loyalty of an individual to their work and their organization. The importance of professional commitment in this context is how a teacher feels connected to their work and the organization they work for. Professional commitment is a study of organizational behavior because it can affect teacher productivity, retention, and performance which in turn impacts the overall success of the organization.

The theory of work commitment begins with the opinion of Meyer & Allen (2019) in their book entitled "Human Resource Management Review, that there are 3 models of a person's work commitment to their company, namely 1) love for their work (Affective Commitment); 2) fear of losing their job (Continuance Commitment), and 3) having a sense of obligation to their job (Normative Commitment) (Meyer, et al., 2019). Furthermore, Meyer explains that commitment is a variety of forms and psychological states or mindsets of a person that are different. Affective commitment reflects an emotional attachment and desire to remain with the organization, normative commitment is experienced as a sense of obligation to remain, and continuance commitment reflects an awareness of the costs associated with leaving the job. All three forms of commitment bind individuals to the organization and reduce the likelihood of leaving, but their implications for workplace behavior can vary from person to person. Employees can experience all three forms of commitment at varying levels and it is important to consider how the various forms of commitment may interact to affect their behavior. That is, all three forms of commitment should be considered components of an individual's commitment profile.

A. Razak, I G. Darmawan, Keeves (2019) there are five types of teacher professional commitment, namely: 1). teacher commitment to the school, namely the teacher's commitment to helping the school achieve educational goals; 2) teacher commitment to the student, namely the teacher's desire to help students who have high or low behavior and intelligence as well as student learning development; 3). teacher commitment to the teaching work, namely the psychological relationship between teachers and their positions, how willing teachers are to teach, enthusiasm when delivering material, and giving time to help students



personally; 4). teacher commitment to the profession, namely the teacher's commitment to the career or profession they hold; and 5). teacher commitment to a body of knowledge, attitudes, and skills, namely the teacher's commitment to developing their professionalism by improving their knowledge, attitudes, and skills.

According to Han and Wang (2021), teaching commitment is very important to reduce teacher turnover, implement new curriculum things, and introduce disciplinary changes, maintain program continuity, continuous progress, and increase student growth. The results of McKim and Velez's (2016) study showed several important variables that affect teaching commitment, for example, managing the classroom, competence in delivering the syllabus, work-life balance, and class organization problems) and emphasized the need to explore the relationship between various domains of competence and teaching commitment.

Furthermore, Wang and Shen (2018), professional commitment is a career commitment that focuses on the importance of work in a person's life. Aspects of this type of commitment include (a) emotional commitment, namely, commitment to professional success (career-related emotions), (b) prescriptive commitment, namely, a commitment that arises because of strong class standards, and (c) ongoing commitment, which means a commitment to significant loss outcomes when someone stops their career.

Based on the description above, a synthesis can be compiled in the form of a conceptual definition of teacher professional commitment, namely the willingness of someone in a profession or job to comply with ethical standards, values, and actions following the norms that apply in the profession to foster loyalty and pride in their work and are determined to advance their profession.

Colquitt, et al. (2019) explained that transformational leadership is leadership that involves inspiring all members to commit to a shared vision give meaning to the development of their potential, and understand problems from different perspectives. Transformational leaders increase followers' awareness of the importance of certain outcomes while increasing their belief that those outcomes can be achieved. What is "changed" is the way followers view their work, causing them to focus on the collective good rather than just personal interests and to work together to achieve results that exceed their expectations. Transformational leadership motivates them in their work and stimulates, and inspires their followers to achieve results while developing their leadership abilities. The vision and goals given by their organization, challenge them to innovate to solve problems and develop the leadership abilities of their subordinates through direction, mentoring, and providing challenges and support.

The spectrum of transformational leadership can be summarized using four dimensions, namely idealized effect, inspirational motivation, intellectual stimulation, and individual consideration. According to Robbins & Judge (2017), transformational leadership is a leader who inspires followers through words, ideas, and behavior. Transformational leaders can have a tremendous impact on their followers, who respond with increased levels of commitment. They pay attention to the concerns and needs of individual followers, change followers' awareness of problems by helping them see old ones in new ways, and excite and inspire followers to make extra efforts to achieve group goals. Research shows that transformational leaders are most effective when their followers can see the positive impact of their work through direct interactions with customers or other beneficiaries.

Yukl, G. (2019), explains that transformational leadership is a leader who fosters a sense of trust in his followers, admiration, leaders and loyalty, and respect for motivation to do more than initial expectations). The factors that indicate transformational leadership are (a) Charisma, (b) Idealized effect, (c) Inspirational Motivation, (d) Intellectual stimulation, and (e) Individualized Consideration.

McShane & Glinow (2019) state that Transformational Leadership is a leader who changes his team or organization by creating, communicating, and modeling the vision of his organization and encouraging his subordinates to fight for the vision of his organization together. Transformational leadership behavior is (1) Creating a strategic vision, (2) Communicating the vision, (3) Modeling the vision, and (4) Building commitment to the vision.



According to George & Laslie (2019), transformational leadership is leadership seen from the recruitment of a group of 23 employees in a working relationship where a leader has strong Charisma and inspiration, considers individual needs and there is intellectual stimulation between leaders and members). The factors that indicate transformational leadership are (a) Charisma, (b) Idealized effect, (c) Inspirational motivation; (d) Intellectual stimulation, and (e) Individualized Consideration.

Based on the theoretical description and findings in the study above, a synthesis of transformational leadership can be compiled in the form of a conceptual definition as follows: Transformational Leadership is the behavior of leaders in providing exemplary examples; inspiring and motivating; encouraging creativity and innovation; paying attention to and supporting its members; and advancing its members in a solid and harmonious collaboration to realize the vision and mission and advance the organization they lead.

Organizational climate refers to the psychological and social atmosphere that exists within an organization. It encompasses factors such as values, norms, policies, procedures, interpersonal relationships, and culture that shape the work environment. Organizational climate can affect employee motivation, performance, job satisfaction, and retention rates. Work climate emphasizes politeness, formality, and reason, and encourages upward communication, and overall organizational effectiveness. A positive organizational climate can enhance employee well-being, productivity, and retention. Conversely, a negative climate can lead to dissatisfaction, burnout, and even decreased performance. Therefore, organizational management must strive to create a climate that supports organizational goals and employee needs (Edgar, H. (2019).

Schneider (2016) states that the perception of organizational climate focuses on the processes, practices, and behaviors that are valued and supported in an organization. Organizational climate affects work outcomes, both positively and negatively. Organizational climate is different from organizational culture. Organizational climate is an embodied or behaviorally oriented aspect of culture, which is more based on values and norms. The perception of organizational climate focuses on the processes, practices, and behaviors that are valued and supported in an organization. Organizational climate affects work outcomes, both positively and negatively. Organizational climate is different from organizational culture. Organizational climate is an embodied or behaviorally oriented aspect of culture, which is more based on values and norms. Climate Mediation provides a context for understanding employee attitudes and behaviors. Schneider developed an organizational climate model that focuses on employee perceptions of the organization.

Wallace (2019), states that organizational climate refers to shared perceptions among members of an organization regarding policies, procedures, and practices. In other words, the climate is "an experiential description of what people see and report happening to them in organizational situations". Climate as a cognitive assessment of the work environment. The effect depends on whether a worker assesses the work environment relative to oneself or with others. Affective intensity will be greater for an individual's assessment of his or her work attributes than for other organizational constituents (e.g., group/team).

Rensis Likert (2021), Organizational climate refers to the psychological atmosphere or mood that includes the norms, values, beliefs, attitudes, and behaviors that dominate within an organization. The theory of organizational climate attempts to understand how these factors can affect employee well-being, performance, and satisfaction. Rensis Likert divides organizational climate into four management systems, namely the exploitation system, the coaching system, the participatory system, and the transformational system. Likert argues that a positive organizational climate is formed through participation, open communication, and supportive leadership.

Adam & Turner (2018), organizational climate in educational settings involves the extent to which the school environment supports a student-centered approach to teaching and learning, which places student agency and active participation as a priority. Christie & Turner (2008), organizational climate in education includes the school's commitment to continuous improvement, reflection, and adaptation to enhance the educational experience and outcomes for students and educators. Turner & Robert (2013), organizational climate in



education involves the extent to which students feel their opinions and views are valued and integrated into the school environment, which affects their sense of involvement and ownership of their learning experiences. Based on the theoretical description and research results above, a synthesis can be compiled in the form of a conceptual definition of Organizational Climate, namely the shared perceptions held by members of the organization about the organization, work regulations, and their work environment that affect their sense of involvement and ownership of the organization where they work.

According to Colquitt, et al, (2019), job satisfaction is a pleasant emotional state resulting from the assessment of one's job or work experience. In other words, it represents how a person feels about his or her job and what he or she thinks about it. Employees with high job satisfaction experience positive feelings when they think about their tasks or take part in task activities. Employees with low job satisfaction experience negative feelings when they think about their tasks or take part in task activities. Factors that affect a person's level of job satisfaction are 1). Salary, 2). Promotion, 3). Supervision, 4). Coworkers, 5). Independence, 6). Caring. 7). Status or position/job title, 8). Work environment. The concept of job satisfaction was first conveyed by Donal Super in 1941, then by Wexley & Yukl in 1977 is a form of feelings and expressions of a person when they are able or unable to meet the expectations of the work process and performance. Job satisfaction is also a pleasant emotional state resulting from the assessment of work or work experience (Jawahar, 2006). Jawahar's research results show that satisfaction with the assessor and previous performance ratings affect employee satisfaction with appraisal feedback. Satisfaction with appraisal feedback is positively related to job satisfaction and organizational commitment and negatively related to turnover intentions.

Byars & Rue (2005), Job satisfaction is an employee's assessment of the organization's reward system which is affected by attitudes towards the work team, general conditions of workers, attitudes towards the company, economic benefits obtained, attitudes towards management, the work itself, health, and age of the worker.

Kinicki & Fugate (2016), defines job satisfaction as an affective or emotional response to various aspects of one's work. This definition implies that job satisfaction is not a unitary concept. Instead, a person can be relatively satisfied with one aspect of their job and dissatisfied with one or more other aspects. Researchers at Cornell University developed the Job Descriptive Index (JDI) to assess satisfaction with the following job dimensions: work, salary, promotion, coworkers, and supervision.

Schermerhorn's research results (2019), job satisfaction is an attitude that reflects a person's positive and negative feelings towards work, coworkers, and the work environment. Factors that affect job satisfaction are: 1). Feelings about wages, 2). Feelings about co-workers' relationships, 3). Feelings about the work environment. Tasios & Giannouli (2017) argue that job satisfaction is one of the psychological aspects that affect employee behavior in carrying out their activities. Job satisfaction is very important for employees because the job satisfaction felt by employees will have an impact on their work and work quality. This job satisfaction is affected by several indicators, namely: 1). Nature of work, 2). Salary, 3). Promotion, 4). Supervision, 5). Co-workers. Robbins, et al. (2018) explain that job satisfaction is a positive feeling about work that results from evaluation. Some of the influencing factors are: 1). Work, 2). Supervision, 3). Current salary, 4). Promotion opportunities, and 5). Relationships with co-workers. Based on the description above, a synthesis can be compiled in the form of a conceptual definition of Job Satisfaction as a person's affective response that appears in the form of feelings and attitudes towards various aspects of the work that he feels.

Kantsperger & Kunz (2019), argue that trust is a state where consumers feel confident and believe in the specific characteristics of an effect and the desire to rely on that effect based on beliefs that are built gradually. Some elements that form trust are 1). Able to build a good perception in consumers, 2). Attract consumers not to make excuses, 3). Measuring consumer attractiveness to the company's products/services, 4). Increasing consumer trust.

Kunanusorn & Puttawaong (2015), Trust develops based on personal experiences that a person receives between himself and an educational institution. Trust is effected by several



indicators, namely: 1). Improving the quality of employee services in institutions, 2). Providing comfort to students in institutions, 3). Creating employees who can be trusted.

Maharani (2010), trust is one party's belief in the reliability, durability, and integrity of the other party in a relationship and the belief that his actions are in the highest interest and will produce positive results for the trusted party. Some indicators that affect trust are: 1). Reliability: Measuring the company's consistency in conducting its business from the past to the present, 2). Honesty: Offering products or services that are following the information provided by the company, 3). Caring: Serving consumers well, always accepting complaints from consumers, 4). Credibility: Always increasing consumer trust.

Minarti & Segoro (2014), argue that trust is all the knowledge possessed by consumers and all conclusions made by consumers about objects, attributes, and their benefits. The indicators that affect trust are: 1). Object Attribute Trust: Knowing an object has a special attribute called object trust., 2). Product Benefit Trust: Having attributes that will provide recognizable benefits., 3). Object Benefit Trust: Connecting objects and their benefits to create consumer perceptions.

Rousseau et al (2018) in Lewicki, R. J., & Brinsfield, C. (2018), describe trust as a psychological area that is concerned with accepting what is based on expectations of good behavior from others. Maintaining Relationships always maintains a good relationship between himself and the company. Some factors that form trust are: 1). Accepting effect: Having high trust for marketing, 2). Open communication: Having high trust in the company will provide constructive information for the company so that the flow of information is not blocked, and 3). Reducing supervision: Making consumers trust so that they rarely criticize., 4). Patience: Making consumers have excess patience, 5). Providing defense: Making consumers trust so that they provide defense to the company, 6). Providing positive information: Making consumers who trust will always provide positive information and rebuild the company, 7). Accepting Risk: Consumers who trust will accept any risk when they decide to use products produced by the company, 8). Convenience: Consumers who trust will make repeat purchases because they believe that the company/marketer provides them with comfort to consume products in the short and long term, 9). Satisfaction: Consumers who trust will be easy to be satisfied compared to consumers who do not trust.

Kotler & Keller (2012), trust is the willingness of a company to depend on business partners. Indicators that affect trust are: 1). Having different competencies from other companies., 2). Having integrity in every business activity., 3). Being honest in conducting business transactions., 4). Having kindness in running a business.

Costa, A.C. (2017), trust is defined as interpersonal trust, which refers to trust between people, and system or institutional trust, which refers to trust in the functioning of organizations and institutions. Dimensions related to trust are: Interpersonal and Institutional. Krutka et al. (2016), trust is a person's willingness to be sensitive to the actions of others based on the expectation that others will take certain actions on the person who trusts them, regardless of their ability to supervise and control them. The indicators are: 1). Open, 2). Reaction/response, 3). Information flow, 4). New ideas.

Based on the study of several theories above, the conceptual definition of Trust can be synthesized as an individual's attitude in believing the information and treatment he receives as a truth that he adheres to in the organization where he works.

METHODS OF RESEARCH

This research was conducted at Private Vocational High Schools (SMK) in Lebak Regency, Banten, which consists of 28 sub-districts throughout Lebak Regency with a total of 45 vocational schools. The research period was six months, starting from January 2024 to June 2024.

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2016). The population of this study included teachers at private vocational schools in the Lebak district, totaling 716 teachers.



Determination of the number of research samples in this quantitative stage used the proportional random sampling technique based on the Taro Yamane Formula. The sample is the part of the number and characteristics that represent and are owned by the population. In this study, the error rate and confidence level used were 5%. Based on the sample determination calculation technique, the number of samples was determined to be 257 respondents. Then the number of samples was determined in each school that was the sample area by determining the proportion according to the number of Permanent Foundation Teachers (GTY) of Vocational High Schools at the Private Vocational High Schools studied.

Data analysis is one of the research processes carried out after all the necessary data has been completely collected to solve the problem being studied. The accuracy of conclusions is largely determined by the accuracy of the use of data analysis techniques, therefore data analysis techniques are carried out by researchers so that the results of their research are truly able to contribute to problem-solving and can be scientifically accounted for. The data analysis techniques used in this quantitative research are descriptive statistics and inferential statistics as well as SITOREM analysis.

RESULTS AND DISCUSSION

Based on the results of the statistical description analysis for the research variables, it can be revealed about the symptoms of data centralization as listed in the following table:

Table 1 – Summary of Statistical Description of Research Variables

No	Description	Transformational Leadership (X_1)	Organizational Climate (X_2)	Job Satisfaction (X_3)	Trust (X_4)	Teacher Professional Commitment (Y)
1.	Mean	142.89	136.07	139.13	141.31	141.11
2.	Standard Error	1.54	1.31	1.34	1.20	1.19
3.	Median	146	138	142	143	144
4.	Mode	166	133	151	133	142
5.	Stand Deviation	24.65	21.07	21.55	19.26	19.18
6.	Sample Variance	607.40	444.00	464.19	370.97	368.09
7.	Kurtosis	1.62	0.58	1.68	0.66	1.51
8.	Slope of a Curve	-1.05	-0.56	-0.93	-0.44	-1.00
9.	Range	134	107	133	107	110
10.	Minimum	51	73	52	77	75
11.	Maximum	185	180	185	184	185

Source: Primary Data Processed, 2024.

The transformational leadership variable instrument (X_1) consists of 37 valid questions so that the lowest theoretical score is $(37 \times 1) = 37$ the highest $(37 \times 5) = 185$ and the theoretical median is $(37 + 185: 2) = 111$. The empirical score of the research results is the lowest at 51 and the highest at 185. The instrument of the teacher professional commitment variable (Y) consists of 37 valid questions so that the lowest theoretical score is $(37 \times 1) = 37$ and the highest $(37 \times 5) = 185$ and the theoretical median is $(37 + 185: 2) = 111$. The empirical score of the research results is the lowest 75 and the highest 185. The organizational climate variable instrument (X_2) consists of 36 valid questions so that the lowest theoretical score is $(36 \times 1) = 36$ the highest $(36 \times 5) = 180$ and the theoretical median is $108 = (36 + 180: 2)$. The empirical score of the research results obtained the lowest 73 and the highest 180. The job satisfaction variable instrument (X_3) consists of 37 valid questions so that the lowest theoretical score is $(37 \times 1) = 37$ the highest $(37 \times 5) = 185$ and the theoretical median is $(37 + 185: 2) = 111$. The empirical score of the research results obtained the lowest 52 and the highest 185. The trust variable instrument (X_4) consists of 37 valid questions so that the lowest theoretical score is $(37 \times 1) = 37$ the highest $(37 \times 5) = 185$



and the theoretical median is $(37 + 185: 2) = 111$. The empirical score of the research results obtained the lowest 77 and the highest 184.

After the structural model analysis has been carried out, the calculation results obtained are used to test the hypothesis to determine the direct and indirect effects between variables. The proposed hypothesis is concluded through the calculation of the path coefficient value and significance for each path studied. The results of the decision on all proposed hypotheses can be explained as follows:

- *Positive direct effect between transformational leadership (X1) on teacher professional commitment (Y).*

From the calculation results, the path coefficient value $(\beta y1) = 0.379$ was obtained, with $t\text{-count} = 14.255$ while $t\text{-table}$ at the real level $\alpha = 0.05$ obtained $t\text{-table} = 1.652$, then $t\text{-count} > t\text{-table}$ means H_0 is rejected and H_1 is accepted. Thus, there is a direct positive effect of the transformational leadership variable (X1) on teacher professional commitment (Y), meaning that stronger the transformational leadership (X1) will increase the professional commitment of teachers (Y) in Private Vocational High Schools in Lebak Regency.

- *Positive direct effect between organizational climate (X2) on teacher professional commitment (Y).*

From the calculation results, the path coefficient value $(\beta y2) = 0.189$ was obtained, with $t\text{-count} = 9.646$ while $t\text{-table}$ at the real level $\alpha = 0.05$ obtained $t\text{-table} = 1.652$, then $t\text{-count} > t\text{-table}$ means H_0 is rejected and H_1 is accepted. Thus, there is a direct positive effect of the organizational climate variable (X2) on teacher professional commitment (Y), meaning that the stronger organizational climate (X2) will increase teacher professional commitment (Y) in Private Vocational High Schools in Lebak Regency.

- *Positive direct effect between job satisfaction (X3) on teacher professional commitment (Y).*

From the calculation results, the path coefficient value $(\beta y3) = 0.255$ was obtained, with $t\text{-count} = 2.239$ while $t\text{-table}$ at the real level $\alpha = 0.05$ obtained $t\text{-table} = 1.652$, then $t\text{-count} > t\text{-table}$ means H_0 is rejected and H_1 is accepted. Thus, there is a direct positive effect of the job satisfaction variable (X3) on teacher professional commitment (Y), meaning that stronger job satisfaction (X3) will increase teacher professional commitment (Y) in Private Vocational High Schools in Lebak Regency.

- *Direct positive effect between trust (X4) on teacher professional commitment (Y).*

From the calculation results, the path coefficient value $(\beta y4) = 0.106$ is obtained, with $t\text{-count} = 19.767$ while $t\text{-table}$ at the real level $\alpha = 0.05$ is obtained $t\text{-table} = 1.652$, then $t\text{-count} > t\text{-table}$ means H_0 is rejected and H_1 is accepted. Thus, there is a direct positive effect of the trust variable (X4) on teacher professional commitment (Y), meaning that the stronger trust (X4) will increase teacher professional commitment (Y) in Private Vocational High Schools in Lebak Regency.

- *Positive direct effect between transformational leadership (X1) on job satisfaction (X3).*

From the calculation results, the path coefficient value $(\beta X1X3) = 0.472$ was obtained, with $t\text{-count} = 2.968$ while $t\text{-table}$ at the real level $\alpha = 0.05$ obtained $t\text{-table} = 1.652$, then $t\text{-count} > t\text{-table}$ means H_0 is rejected and H_1 is accepted. Thus, there is a direct positive effect of the transformational leadership variable (X1) on job satisfaction (X3), meaning that stronger transformational leadership (X1) will increase the job satisfaction (X3) of teachers at Private Vocational High Schools in Lebak Regency.

- *Direct positive effect between organizational climate (X2) on job satisfaction (X3).*

From the calculation results, the path coefficient value $(\beta X2X3) = 0.176$ was obtained, with $t\text{-count} = 16.184$ while $t\text{-table}$ at the real level $\alpha = 0.05$ obtained $t\text{-table} = 1.652$, then $t\text{-count} > t\text{-table}$ means H_0 is rejected and H_1 is accepted. Thus, there is a direct positive effect of the organizational climate variable (X2) on job satisfaction (X3), meaning that the stronger organizational climate (X2) will increase the job satisfaction (X3) of teachers at Private Vocational High Schools in Lebak Regency.

- *Positive direct effect between transformational leadership (X1) on trust (X4).*



From the calculation results, the path coefficient value (β_{X1X4}) = 0.184 was obtained, with t-count = 4.138 while t-table at the real level $\alpha = 0.05$ obtained t-table = 1.652, then t-count > t-table means H_0 is rejected and H_1 is accepted. Thus, there is a direct positive effect of the transformational leadership variable (X_1) on trust (X_4), meaning that stronger transformational leadership (X_1) will increase the trust (X_4) of teachers at Private Vocational Schools in Lebak Regency.

- *Positive direct effect between organizational climate (X_2) on trust (X_4).*

From the calculation results, the path coefficient value (β_{X2X4}) = 0.372 was obtained, with t-count = 2.523 while t-table at the real level $\alpha = 0.05$ obtained t-table = 1.652, then t-count > t-table means H_0 is rejected and H_1 is accepted. Thus, there is a direct positive effect of the organizational climate variable (X_2) on trust (X_4), meaning that a stronger organizational climate (X_2) will increase the trust (X_4) of teachers at Private Vocational Schools in Lebak Regency.

- *The positive indirect effect between transformational leadership (X_1) on teacher professional commitment (Y) through job satisfaction (X_3).*

The Z-count value (8.46) > Z-table value (1.97) was obtained, with a significance level of $\alpha = 5\%$. When viewed from the probability value (significance) of the t-statistic test for the visionary leadership variable (sig) which is $0.00 < \alpha = 0.05$. Then H_0 is rejected and H_1 is accepted, this shows that job satisfaction (X_3) can mediate transformational leadership (X_1) on teacher professional commitment (Y). From the results of the calculation of the indirect effect, the path coefficient value (β_{13y}) = 0.179 was obtained, so H_0 was rejected and H_1 was accepted. Thus, there is a positive indirect effect between the transformational leadership variable (X_1) on teacher professional commitment (Y) through job satisfaction (X_3), meaning that the stronger the transformational leadership (X_1) will strengthen the teacher's professional commitment (Y) through increasing job satisfaction (X_3) of teachers in Private MK Lebak Regency.

- *Positive indirect effect between organizational climate (X_2) on teacher professional commitment (Y) through job satisfaction (X_3).*

The Z-count value (5.17) is obtained > Z-table value (1.97), with a significance level of $\alpha = 5\%$. When viewed from the probability value (significance) of the t-statistic test for the organizational culture variable (sig) which is $0.00 < \alpha = 0.05$. Then H_0 is rejected and H_1 is accepted, this shows that job satisfaction (X_3) can mediate organizational climate (X_2) on teacher professional commitment (Y). From the results of the calculation of the indirect effect, the path coefficient value (β_{23y}) = 0.069 is obtained, so H_0 is rejected and H_1 is accepted. Thus, there is a positive indirect effect between the organizational climate variable (X_2) on teacher professional commitment (Y) through job satisfaction (X_3), meaning that the stronger organizational climate (X_2) will strengthen teacher professional commitment (Y) through increasing job satisfaction (X_3) of teachers in Private Vocational High Schools in Lebak Regency.

- *The positive indirect effect between transformational leadership (X_1) on teacher professional commitment (Y) through trust (X_4).*

The Z-count value (4.50) is obtained > Z-table value (1.97), with a significance level of $\alpha = 5\%$. And when viewed from the probability value (significance) of the t-statistic test for the transformational leadership variable (sig) which is $0.00 < \alpha = 0.05$. Then H_0 is rejected and H_1 is accepted, this shows that trust (X_4) can mediate transformational leadership (X_1) on teacher professional commitment (Y). From the results of the calculation of the indirect effect, the path coefficient value (β_{14y}) = 0.033 is obtained, so H_0 is rejected and H_1 is accepted. Thus, there is a positive indirect effect between the transformational leadership variable (X_1) on professional commitment (Y) through trust (X_4), meaning that the stronger the transformational leadership (X_1) will strengthen the professional commitment (Y) through increasing trust (X_4) of teachers in Private Vocational High Schools in Lebak Regency.

- *Positive indirect effect between organizational climate (X_2) on teacher professional commitment (Y) through trust (X_4).*

The Z-count value (2.97) is obtained > Z-table value (1.97), with a significance level of $\alpha = 5\%$. When viewed from the probability value (significance) of the t-statistic test for the



organizational climate variable (sig) which is $0.00 < \alpha = 0.05$. Then H_0 is rejected and H_1 is accepted, this shows that trust (X4) can mediate organizational climate (X2) on teacher professional commitment (Y).

Table 2 – Determination of SITOREM Analysis Results

TRANSFORMATIONAL LEADERSHIP ($\beta y1 = 0,379$) (rank. I)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Idealized effect	1 st	Idealized effect (21.30%)	4.13
2	Inspirational motivation	2 nd	Inspirational motivation (20.71%)	3.82
3	Intellectual Stimulation	3 rd	Change Agent (19.53%)	3.88
4	Individualized Consideration	4 th	Intellectual Stimulation (19.52%)	4.10
5	Change Agent	5 th	Individualized Consideration (18.94%)	4.17
ORGANIZATIONAL CLIMATE ($\beta y2 = 0,189$) (rank. III)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Organizational Practice	1 st	Work Process (22.94%)	4.12
2	Organizational Values	2 nd	Organizational Values (21.01%)	3.67
3	Work Environment	3 rd	Organizational Practice (20.39%)	4.06
4	Work Process	4 th	Work Environment (18.47%)	4.17
5	Virtuous leadership	5 th	Virtuous leadership (17.19%)	3.63
JOB SATISFACTION ($\beta y3 = 0,255$) (rank. II)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Response to work that is his/her responsibility	1 st	Response to superiors or leaders (18.56%)	3.75
2	Response to superiors or leaders	2 nd	Response to co-workers (18.56%)	3.62
3	Response to co-workers	3 rd	Response to work that is their responsibility (17.53%)	4.11
4	Response to respect received	4 th	Response to respect received (15.47%)	4.02
5	Response to a work environment	5 th	Response to work environment (14.94%)	3.65
6	Response to career opportunities and self-advancement	6 th	Response to career opportunities and personal advancement (14.92%)	4.08
TRUST ($\beta y4 = 0,277$) (rank. II)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Work Regulation System	1 st	Applicable regulation (12.29%)	3.45
2	Compensation and rewards	2 nd	Compensation and rewards (11.95%)	3.77
3	Career opportunities and self-development	3 rd	Management support (11.94%)	4.14
4	Management support	4 th	Openness (11.60%)	3.86
5	Relationship with leadership	5 th	Sharing (11.26%)	4.07
6	Applicable regulations	6 th	Career opportunities and self-development (10.58%)	4.05
7	Openness	7 th	Acceptance (10.24%)	4.06
8	Sharing	8 th	Work Regulation System (10.24%)	3.79
9	Acceptance	9 th	Relationship with leadership (9.90%)	4.14
TEACHER PROFESSIONAL COMMITMENT				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Focus and responsibility in work	1 st	Focus and responsibility in work (21.79%)	4.11
2	Passion and involvement in work	2 nd	Passion and involvement in work (20.51%)	3.71
3	Dedication and desire for sustainability	3 rd	Proud and willing to sacrifice for the integrity of the profession (19.87%)	4.17
4	Proud and willing to sacrifice for the integrity of the profession	4 th	Developing and encouraging positive change (19.23%)	4.08
5	Develop and encourage positive change	5 th	Dedication and desire for sustainability (18.59%)	3.78
SITOREM ANALYSIS RESULT				
Priority order of indicator to be Strengthened		Indicators remain to be maintained		
1 st	Ideal Influence	Inspirational Motivation		
2 nd	Change Agent	Intellectual Stimulation		
3 rd	Response to superiors or leaders	Individual Consideration		
4 th	Response to respect received	Response to co-workers		
5 th	Response to a work environment	Response to work that is his/her responsibility		
6 th	Response to career opportunities and self-advancement	Work Process		
7 th	Organizational Values	Organizational Practices		
8 th	Virtuous leadership	Work Environment		
9 th	Applicable regulations	Management Support		
10 th	Compensation and rewards	Sharing		
11 th	Openness	Career Opportunities and Self-Development		
12 th	Work regulation system	Acceptance		
13 th	Passion and involvement in work	Relationship with leaders		
14 th	Dedication and desire for sustainability	Focus and responsibility in work		
Source: Primary Data Processed, 2024.		Proud and willing to sacrifice for the integrity of the profession		
		Developing and encouraging positive change		

From the results of the calculation of the indirect effect, the path coefficient value (β_{24y}) = 0.070 is obtained, so H_0 is rejected and H_1 is accepted. Thus, there is a positive indirect effect between the organizational climate variable (X2) on teachers' professional commitment (Y) through trust (X4), meaning that the stronger the organizational climate (X2)



will strengthen teachers' professional commitment (Y) through increasing teachers' trust (X4) at private vocational schools in Lebak Regency.

Based on SITOREM analysis, strengthening teacher professional commitment is carried out by improving indicators that are still weak, namely: Enthusiasm and involvement in work (20.51%) (3.71), and dedication and desire for sustainability (18.59%) (3.78), as well as maintaining or developing indicators: Focus and responsibility in work (21.79%) (4.11), Proud and willing to make sacrifices for the integrity of the profession (19.87%) (4.17), and Developing and encouraging positive change (19.23%) (4.08). Strengthening the organizational climate is carried out by improving indicators that are still weak, namely: Organizational Values (21.01%) (3.67), and Virtuous Leadership (17.19%) (3.63), as well as maintaining or developing indicators: Work Process (22.94%) (4.12), Organizational Practice (20.39%) (4.06), and Work Environment (18.47%) (4.17). Meanwhile strengthening trust is done by improving indicators that are still weak, namely: Applicable regulations (12.29%) (3.45), Compensation and rewards (11.95%) (3.77), Openness (11.60%) (3.86), and Work regulation system (10.24%) (3.79), as well as maintaining or developing indicators: Management support (11.94%) (4.14), Sharing (11.26%) (4.07), Career opportunities and self-development (10.58%) (4.05), Acceptance (10.24%) (4.06), and Relationship with leadership (9.90%) (4.14). From the findings obtained in this study, it can be seen that the organizational climate can contribute to increasing professional commitment through trust. This is in line with the "Integrative Model of Organizational Behavior" developed by Colquitt et.al. (2019: 4) that trust is one of the individual mechanisms that can be used as an intervening variable.

CONCLUSION AND RECOMMENDATIONS

A strategy was produced to improve teachers' professional commitment through the identification of the strength of influence between research variables. The strategy for improving teachers' professional commitment is through strengthening the variables of transformational leadership, organizational climate, job satisfaction, and trust. A method was produced to strengthen research variables. Some findings related to indicators in research variables need to be improved and some need to be maintained or developed.

An optimal solution was produced to improve teachers' professional commitment, namely improving weak indicators and maintaining or developing good indicators. The indicators that need to be improved consist of 1) Idealized Effect, 2) Change Agent, 3) Response to superiors or leaders, 4) Response to respect received, 5) Response to work environment, 6) Response to career opportunities and self-advancement, 7) Organizational Values, 8) Virtuous Leadership, 9) Applicable Regulations, 10) Compensation and Rewards, 11) Openness, 12) Work Regulation System, 13) Enthusiasm and involvement in work, 14) Dedication and desire for sustainability. Meanwhile, the indicators that are maintained and developed are 1) Inspirational Motivation, 2) Intellectual Stimulation, 3) Individualized Consideration, 4) Response to co-workers, 5) Response to work that is their responsibility, 6) Work Process, 7) Organizational Practice, 8) Work Environment, 9) Management Support, 10) Sharing, 11) Career opportunities and self-development, 12) Acceptance, 13) Relationship with leadership, 14) Focus and responsibility in work, 15) Proud and willing to sacrifice for the integrity of the profession, and 16) Developing and encouraging positive change.

Based on the results of the analysis, discussion of the research results, and the proposed hypotheses, the following conclusions can be drawn:

- There is a significant positive direct influence between transformational leadership (X1) on teacher professional commitment (Y) with $\beta y1 = 0.379$, so strengthening transformational leadership (X1) can increase teacher professional commitment (Y);
- There is a significant positive direct influence between organizational climate (X2) on teacher professional commitment (Y) with $\beta y2 = 0.189$, so strengthening organizational climate (X2) can increase teacher professional commitment (Y);



- There is a significant positive direct influence between job satisfaction (X3) on teacher professional commitment (Y) with $\beta_{y3} = 0.255$ so strengthening job satisfaction (X3) can increase teacher professional commitment (Y);
- There is a significant positive direct influence between trust (X4) on teacher professional commitment (Y) with $\beta_{y4} = 0.106$ so strengthening trust (X4) can increase teacher professional commitment (Y);
- There is a significant positive direct effect between transformational leadership (X1) on job satisfaction (X3) with $\beta_{x1x3} = 0.472$, so strengthening transformational leadership (X1) can increase job satisfaction (X3);
- There is a significant positive direct effect between organizational climate (X2) on job satisfaction (X3) with $\beta_{x2x3} = 0.176$, so strengthening organizational climate (X2) can increase job satisfaction (X3);
- There is a significant positive direct effect between transformational leadership (X1) on trust (X4) with $\beta_{x1x4} = 0.372$, so strengthening transformational leadership (X1) can increase trust (X4);
- There is a significant positive direct effect between organizational climate (X2) on trust (X4) with $\beta_{x1x4} = 0.184$, so strengthening organizational climate (X2) can increase trust (X4);
- There is a significant positive indirect effect between transformational leadership (X1) on teacher professional commitment (Y) through job satisfaction (X3) with $\beta_{13y} = 0.179$ so that strengthening transformational leadership (X1) can increase teacher professional commitment (Y) through job satisfaction (X3). Job satisfaction (X3) cannot function effectively as an intervening variable between transformational leadership (X1) and teacher professional commitment (Y) because the direct effect is greater than the indirect effect;
- There is a significant positive indirect effect between organizational climate (X2) on teacher professional commitment (Y) through job satisfaction (X3) with $\beta_{23y} = 0.069$ so that strengthening organizational climate (X2) can increase teacher professional commitment (Y) through job satisfaction (X3). However, job satisfaction (X3) cannot function effectively as an intervening variable between organizational climate (X2) and teacher professional commitment (Y) because the direct effect is greater than the indirect effect;
- There is a significant positive indirect effect between transformational leadership (X1) on teacher professional commitment (Y) through trust (X4) with $\beta_{14y} = 0.033$ so that strengthening transformational leadership (X1) can increase teacher professional commitment (Y) through trust (X4). However, trust (X4) cannot function effectively as an intervening variable between transformational leadership (X1) and teacher professional commitment (Y) because the direct effect is greater than the indirect effect;
- There is a significant positive indirect effect between empowerment (X2) on lecturer performance (Y) through trust (X4) with $\beta_{24y} = 0.070$, so strengthening empowerment (X2) can increase lecturer performance (Y) through trust (X4). Trust (X4) cannot function effectively as an intervening variable between empowerment (X2) and lecturer performance (Y) because the direct effect is greater than the indirect effect.

Based on the explanation above, several strategies can be used to improve the professional commitment of teachers at Private Vocational Schools in Lebak Regency. The strategies for improving the professional commitment of teachers are strengthening the variables of transformational leadership, organizational climate, job satisfaction, and trust. The way to improve the professional commitment of teachers is to make improvements to the indicators that are still low and maintain or develop indicators that are already good.

The following are efforts that can be made to improve indicators that are still low and maintain or improve indicators that are already good. Implementation of each suggestion



based on the results of the SITOREM analysis by considering the capabilities of organizational resources at Private Vocational Schools in Lebak Regency.

Table 3 – Implementation of Suggestions for Improving Teachers' Professional Commitment

No	Components	Description
1	Program Name	Increasing Teachers' Professional Commitment
2	Program Form	Seminar
3	Materials	Teachers' Professional Commitment
4	Program Objectives	Strengthening Spirit and having involvement in work, Dedication and desire for sustainability, Focus and responsibility in work, Pride and willingness to sacrifice for the integrity of the profession, and Developing and encouraging positive change
5	Participants	Private Vocational High School Teachers in Lebak Regency
6	Resource Person	Expert in Teachers' Professional Commitment / HR
7	Program Manager	Principal
8	Implementation Time	September 2024

Source: Primary Data Processed, 2024.

Table 4 – Implementation of Suggestions in Strengthening Transformational Leadership

No	Components	Description
1	Program Name	Strengthening Transformational Leadership
2	Program Form	Seminar
3	Materials	Transformational Leadership
4	Program Objectives	Strengthening Idealized Effect, Change Agent, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration
5	Participants	Private Vocational High School Teachers in Lebak Regency
6	Resource Person	Leadership / HR Expert
7	Program Manager	Principal
8	Implementation Time	September 2024

Source: Primary Data Processed, 2024.

Table 5 – Implementation of Suggestions for Strengthening Organizational Climate

No	Components	Description
1	Program Name	Organizational Climate Strengthening
2	Program Form	Seminar
3	Materials	Organizational Climate
4	Program Objectives	Strengthening Organizational Values, Virtuous Leadership, Work Process, Organizational Practice, and Work Environment
5	Participants	Private Vocational High School Teachers in Lebak Regency
6	Resource Person	Organizational Climate Expert / HRD
7	Program Manager	Principal
8	Implementation Time	September 2024

Source: Primary Data Processed, 2024.

Table 6 – Implementation of Suggestions for Strengthening Job Satisfaction

No	Components	Description
1	Program Name	Strengthening Job Satisfaction
2	Program Form	Seminar
3	Materials	Job Satisfaction
4	Program Objectives	Strengthening Response to superiors or leaders, Response to respect received, Response to work environment, Response to career opportunities and self-advancement Response to co-workers, and Response to work that is their responsibility
5	Participants	Private Vocational High School Teachers in Lebak Regency
6	Resource Person	Job Satisfaction Expert / HR
7	Program Manager	Principal
8	Implementation Time	September 2024

Source: Primary Data Processed, 2024.



Table 7 – Implementation of Suggestions for Strengthening Trust

No	Components	Description
1	Program Name	Trust Enhancement
2	Program Form	Seminar
3	Materials	Trust
4	Program Objectives	Strengthening Applicable Regulations, Compensation and Rewards, Openness, and Work Regulation System, Management Support, Sharing, Career Opportunities and Self-Development, Acceptance, and Relationship with Leadership
5	Participants	Private Vocational High School Teachers in Lebak Regency
6	Resource Person	Trust Expert / HRD
7	Program Manager	Principal
8	Implementation Time	September 2024

Source: Primary Data Processed, 2024.

Table 8 – Action Plan (Follow-up Plan)

No	Variables	Path Analysis	Priority Scale
1	Transformational Leadership	0,379	Priority 1
2	Job Satisfaction	0,255	Priority 2
3	Organizational Climate	0,189	Priority 3
4	Trust	0,106	Priority 4

Source: Primary Data Processed, 2024.

Based on the results of the research data analysis and proof of the research hypothesis, it shows that there is a positive influence of transformational leadership and organizational climate on teachers' professional commitment, both directly and indirectly through job satisfaction and trust. Following the results of the SITOREM analysis, a follow-up work program plan can be made which is expected to be input and feedback for Private Vocational Schools in Lebak Regency.

The results of this study also show that transformational leadership, organizational climate, job satisfaction, and trust have a direct influence on teachers' professional commitment. The series of programs in the action plan are arranged based on all aspects of the indicators in the variables that influence teachers' professional commitment, which can be seen in the Table 8.

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