



## The Role of Organizational Culture and Empowerment in Enhancing Teacher Commitment: Work Motivation as a Mediator

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### Abstract :

This study is motivated by the need for vocational high school teachers to continuously improve their competencies, uphold professional ethics, and foster effective learning so that graduates are ready to work, become entrepreneurs, or continue their education. However, the professional commitment of private vocational high school teachers in Ciampea District remains suboptimal. The study aims to examine the influence of organizational culture, empowerment, and work motivation on professional commitment, with work motivation as an intervening variable. The subjects were permanent teachers at vocational high schools in Ciampea District, Bogor, with a total of 200 and 134 respondents, respectively. Data were collected via validated and reliable questionnaires and analyzed using path analysis and SITOREM. Results show significant direct effects of organizational culture ( $\beta=0.621$ ), empowerment ( $\beta=0.221$ ), and work motivation ( $\beta=0.148$ ) on professional commitment; organizational culture ( $\beta=0.535$ ) and empowerment ( $\beta=0.169$ ) on work motivation; and work motivation mediates the influence of organizational culture ( $\beta=0.261$ ) and empowerment ( $\beta=0.321$ ) on professional commitment. The study implies that increasing teacher commitment should prioritize indicators such as sense of loss, willingness to invest, values, independence, appreciation, and rewards, supporting the development of professional, adaptive, and work-ready vocational school graduates.

## INTRODUCTION

Education quality is a critical factor influencing national development, economic competitiveness, and social progress (Hamdanah et al., 2025; Rodliyah et al., 2024). In Indonesia, concerns about the low quality of education have been widely reported, with teacher performance and professional commitment identified as key determinants (Habibi et al., 2025; Hidayati, Kurniawan, & Asakir, 2023). Teachers play a pivotal role in shaping students' knowledge, skills, and character, directly affecting academic outcomes and the overall effectiveness of educational institutions (López-Martín et al., 2023; Nwankwo & Sunday-Cookey, 2025). Professional commitment, defined as the willingness to invest effort, uphold ethical standards, and continuously develop competencies, reflects dedication, loyalty, and responsibility in the teaching profession (Rogošić & Perica, 2023; Sukirman et al., 2024). Empirical evidence shows that schools with highly

committed teachers achieve better student outcomes, higher institutional performance, and stronger community trust (Lleo et al., 2023; Saleha & Hina, 2023; Sun et al., 2023). Conversely, low professional commitment can result in poor instructional quality, decreased student engagement, and stagnant organizational development. Therefore, examining factors that influence teachers' professional commitment is vital not only for individual teachers' development but also for advancing the quality of education nationwide. This study addresses the urgency of enhancing teacher commitment to support the broader societal goal of producing skilled, competent, and adaptive graduates.

The conceptual foundation of this research is grounded in organizational behavior and human resource management theories, particularly those related to commitment, motivation, and empowerment. Organizational culture theory posits that shared values, norms, and practices within a school influence individuals' attitudes and behaviors, including dedication and engagement (Abduraimi et al., 2023; Kareem et al., 2025). Empowerment theory suggests that providing teachers with autonomy, access to resources, and participatory decision-making enhances competence, confidence, and professional satisfaction (Berhanu, 2025; Ehule et al., 2024). Work motivation theory, based on intrinsic and extrinsic motivational models, explains how teachers' internal drives (passion, purpose) and external incentives (recognition, rewards) shape effort and persistence in professional tasks (Singh & Garg, 2025). In this study, organizational culture and empowerment are treated as exogenous variables expected to influence professional commitment both directly and indirectly through work motivation as an intervening variable. The integration of these theories provides a structured framework for hypothesizing relationships among variables and identifying leverage points for interventions aimed at increasing teacher effectiveness and educational outcomes.

Despite the recognized importance of professional commitment, private vocational high school teachers in Ciampea District, Bogor Regency, demonstrate suboptimal engagement in their roles. Preliminary surveys of 30 permanent teachers revealed deficiencies across affective, continuance, and normative commitment dimensions, indicating low emotional attachment, insufficient consideration of professional continuity, and weak feelings of devotion to the teaching role. This gap manifests in limited efforts to innovate in instructional delivery, low participation in professional development, and inconsistent application of ethical and pedagogical standards. Such deficiencies not only affect individual teacher performance but also compromise school effectiveness, student achievement, and broader educational goals. The problem is exacerbated by limited institutional support for professional growth, inconsistent school culture, and variable leadership practices. Consequently, immediate interventions targeting professional commitment are critical to prevent stagnation or decline in educational quality. Understanding the factors that shape teachers' professional dedication provides a foundation for designing strategic initiatives, such as empowerment programs, culture-driven interventions, and motivational strategies, which can enhance teacher performance and ultimately improve national educational outcomes.

Previous studies have highlighted the roles of organizational culture, empowerment, and motivation in shaping professional commitment across various sectors. Taamneh et al., (2024) reported that motivation and empowerment significantly

influence employee commitment in municipal contexts, while Shahriari et al., (2023) found that organizational culture and job satisfaction positively influence organizational commitment. In education, Hadiwinata et al. (2023) and Modise (2023) concluded that commitment is affected by empowerment, motivation, and work culture. However, they did not specifically address private vocational high school teachers or differentiate among the mediating effects of motivation. Existing research demonstrates the theoretical plausibility of these variables influencing commitment but shows gaps in context specificity, particularly within vocational education in Indonesia. Moreover, prior studies often focus on aggregate effects rather than on analyzing specific indicators that could guide targeted interventions. By applying SITOREM analysis, this study examines the priority of indicators that most strongly affect professional commitment, addressing both theoretical and practical gaps. This approach enables policymakers and school leaders to design evidence-based strategies for enhancing teacher engagement and effectiveness.

Previous research also lacked a combined analytical framework integrating organizational culture, empowerment, and motivational mediators through structural models. Most studies used regression or correlation methods without assessing the relative weight of each variable's contribution to professional commitment. Additionally, although motivation has been studied as a determinant of commitment, the mediating mechanisms linking organizational culture and empowerment to professional commitment remain underexplored. This study aims to fill this gap by employing path analysis to identify direct and indirect effects and focusing on vocational high school teachers in Ciampea District. This population has not been previously examined. Such a framework allows for nuanced insights into the dynamics of professional commitment and provides actionable recommendations to improve educational outcomes through targeted interventions.

This study applies a structural approach, combining organizational culture and empowerment as exogenous variables with work motivation as an intervening variable, and analyzes the model through path analysis and SITOREM indicator-based prioritization. Unlike prior research, it focuses on private vocational high school teachers in Indonesia, providing empirical evidence directly relevant to improving national education quality. The study quantifies both direct and indirect effects and identifies which indicators of professional commitment—such as loyalty, responsibility, and continuous skill development—require the most immediate attention. By integrating perspectives from organizational behavior, empowerment, and motivational psychology, it offers a comprehensive model capturing both structural and psychological determinants of teacher commitment. This approach advances understanding of how school culture and leadership practices can systematically enhance commitment, ultimately benefiting teacher performance, student achievement, and school effectiveness. The findings provide practical guidance for policymakers, school leaders, and educators seeking evidence-based strategies to strengthen professional engagement.

Based on the identified gaps, the research problem is formulated as follows: How do organizational culture, empowerment, and work motivation influence the professional commitment of private vocational high school teachers, and what is the mediating role of work motivation in this relationship? This study argues that teachers' professional commitment is not solely determined by individual disposition but is significantly shaped

by the school's cultural environment, the degree of empowerment provided by principals, and teachers' motivational levels. By employing path analysis, the research investigates both direct and indirect relationships, enabling a robust understanding of how these factors interact to influence commitment. The study's contribution is twofold: theoretical, by testing and extending models of commitment in an educational context, and practical, by providing actionable insights to enhance teacher engagement through targeted organizational and motivational interventions, ultimately improving the quality of vocational education in Indonesia.

## RESEARCH METHODS

This study employs a quantitative research approach with a descriptive-verification (causal-comparative/causal relationship) design, aiming to describe the characteristics of the research variables and examine causal relationships between independent and dependent variables (Ghanad, 2023; Lim, 2025). The main variables analyzed are organizational culture ( $X_1$ ), empowerment ( $X_2$ ), work motivation ( $X_3$ ), and professional commitment ( $Y$ ). A quantitative approach was selected because it allows for the objective measurement of relationships among variables using standardized instruments, enables hypothesis testing, and provides numerical data that can be statistically analyzed to ensure the validity and reliability of the findings. This design is particularly well-suited for identifying both direct and indirect effects among variables in a structured, systematic manner.

The research was conducted at private vocational high schools in Ciampea District, Bogor Regency, West Java, as this area represents the actual conditions of professional commitment among teachers in private vocational schools in Indonesia. Ciampea was selected for its diversity in organizational culture, teacher empowerment, and levels of work motivation, allowing the study to evaluate how these factors influence professional commitment in a real educational context. Moreover, this location provides access to a population of permanent teachers directly relevant to the research objectives, ensuring that the findings can inform strategies to improve teacher professionalism and educational quality in similar school settings.

Data were collected using structured questionnaires that had been tested for validity and reliability (Hossan et al., 2025). The instruments measured four main variables: organizational culture ( $X_1$ ), empowerment ( $X_2$ ), work motivation ( $X_3$ ), and professional commitment ( $Y$ ). The questionnaires were administered to permanent teachers in the selected schools. Sampling was conducted using the Taro Yamane formula to determine an appropriate sample size from the total population of 200 permanent teachers. This method ensured that the sample was statistically representative, allowing for generalizable conclusions about the population under study.

The collected data were analyzed using descriptive and inferential statistical methods (Hazra, 2023). Preliminary analyses included tests for normality of estimated errors, homogeneity of variance, and linearity of relationships among variables. Hypothesis testing was conducted using path analysis to examine direct and indirect effects among variables, partial tests (t-tests) to evaluate individual parameter significance, and the Sobel test to assess the mediating role of work motivation. Additionally, SITOREM analysis was applied to prioritize improvement strategies based on the relative importance and urgency of each indicator within the variables, providing actionable insights for enhancing professional commitment among teachers.

## RESULTS AND DISCUSSION

### Results

#### *Descriptive statistical analysis*

Descriptive statistics were conducted to provide an overview of the distribution of the research variables: professional commitment (Y), organizational culture (X<sub>1</sub>), empowerment (X<sub>2</sub>), and work motivation (X<sub>3</sub>). The results (Table 1) indicate that the mean scores were relatively high across all variables, with professional commitment at 154.46, organizational culture at 155.91, empowerment at 160.30, and work motivation at 152.40. Standard deviations ranged from 10.14 to 15.18, indicating moderate variability among respondents. Skewness and kurtosis values were within acceptable ranges, suggesting that data approximated normal distribution. The Kolmogorov-Smirnov normality test confirmed that the estimation errors were normally distributed ( $p > 0.05$  for all variable pairs). Levene's test indicated homogeneity of variance across the variables ( $p > 0.05$ ), and linearity tests demonstrated that relationships between independent and dependent variables were linear ( $p > 0.05$ ). These results confirm that the data meet the assumptions necessary for path analysis.

**Tabel 1. Descriptive statistic**

	<i>Descriptive statistic result</i>			
	Y	X1	X2	X3
Mean	154,46	155,91	160,30	152,40
Standard Error	0,99	1,21	1,49	1,00
Median	153,5	156,5	158	153
Mode	149	153	158	153
Standard Deviation	10,14	12,30	15,18	10,22
Sample Variance	102,89	151,32	230,52	104,44
Kurtosis	-0,18	-0,42	-0,25	0,05
Skewness	0,35	-0,03	0,23	-0,11
Range	43	54	71	45
Minimum	133	129	125	129
Maximum	176	183	196	174
Sum	16064	16215	16671	15850
Count	104	104	104	104

#### *Normality of Variance Test*

The normality test for estimation errors in this study used the Kolmogorov-Smirnov formula in SPSS by correlating the research variables.

H<sub>0</sub>: The estimation error of variable (X<sub>2</sub>) with respect to variable (Y) is normally distributed.

H<sub>1</sub>: The estimation error of variable (X) with respect to variable (Y) is not normally distributed.

Table 2. Normality of variance test

Variabel	Sign	$\alpha = 0,05$	Result
$X_1 - Y$	0,200	> 0,05	Normal
$X_2 - Y$	0,069		
$X_3 - Y$	0,200		
$X_1 - X_3$	0,200		
$X_2 - X_3$	0,200		

### Homogeneity of Variance Test

The homogeneity of variance test aims to determine whether the research data is homogeneous or not using the Levene's Test with a significance value of 0.05.

Table 2. Homogeneity of variance test

Variabel	Sign	$\alpha = 0,05$	Result
$X_1 - Y$	0,085	> 0,05	Homogent
$X_2 - Y$	0,096		
$X_3 - Y$	0,902		
$X_1 - X_3$	0,146		
$X_2 - X_3$	0,111		

### Linearity of Variance Test

The linearity test hypothesis in this study is:

$H_0$  : The data on variable (X) and variable (Y) do not follow a linear pattern.

$H_1$  : The data on variable (X) and variable (Y) follow a linear pattern.

Table 3. Linearity variance of test

Variabel	Sign	$\alpha = 0,05$	Result
$X_1 - Y$	0,356	> 0,05	linear
$X_2 - Y$	0,222		
$X_3 - Y$	0,338		
$X_1 - X_3$	0,216		
$X_2 - X_3$	0,155		

### Hypothesis Test

The hypothesis in this study was established through the coefficient values and significance of each path value. The hypothesis is explained in the figure below;

Path Analysis

#### Substructure Equation-1

$$\hat{y} = \beta_{y1x1} + \beta_{y2x2} + \beta_{y3x3} + \epsilon_y$$

$$\hat{y} = 0,627x_1 + 0,221x_2 + 0,148 + 0,30$$

#### Substructure Equation-2

$$X_3 = \beta_{x13x1} + \beta_{x23x2} + \epsilon_x$$

$$X_3 = 0,535 + 0,169 + 0,621$$

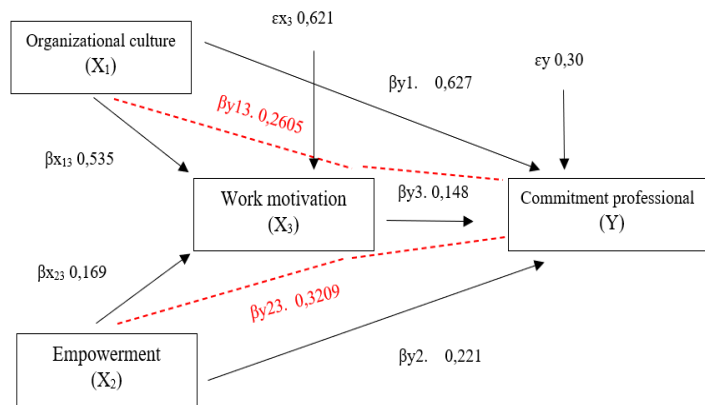


Figure 1. Hypothesis Test Result

**Direct positive influence of organizational culture (X<sub>1</sub>) on professional commitment (Y)**

The path coefficient ( $\beta_{y1}$ ) is 0.794 with a calculated t of 13.172, while the  $t_{table}$  at a significance level of  $\alpha = 0.05$  is 1.65. Therefore, it can be concluded that the calculated t of 13.172 is greater than the  $t_{table}$  of 1.65, which means  $H_0$  is rejected and  $H_1$  is accepted. Therefore, there is a direct positive influence of organizational culture (X<sub>1</sub>) on professional commitment (Y).

**Direct positive influence of empowerment (X<sub>2</sub>) on professional commitment (Y)**

The path coefficient value ( $\beta_{y2}$ ) = 0.498 with  $t_{count} = 5.802$  while the  $t_{table}$  at a significance value of  $\alpha = 0.05$  is  $t_{table} = 1.65$ , so it can be concluded that  $t_{count} 5.802 > t_{table} 1.65$  where  $H_0$  is rejected and  $H_1$  is accepted. So there is a direct positive effect of empowerment (X<sub>2</sub>) on professional commitment (Y).

**Direct positive influence of work motivation (X<sub>3</sub>) on professional commitment (Y)**

The path coefficient value ( $\beta_{y3}$ ) = 0.600 with  $t_{count} = 7.547$  while the  $t_{table}$  at the significance value of  $\alpha = 0.05$  is  $t_{table} = 1.65$ , so it can be concluded that  $t_{count} 7.547 > t_{table} 1.65$  where  $H_0$  is rejected and  $H_1$  is accepted. So there is a direct positive influence of work motivation (X<sub>3</sub>) on professional commitment (Y).

**Direct positive influence of organizational culture (X<sub>1</sub>) on work motivation (X<sub>3</sub>)**

The path coefficient value ( $\beta_{x13}$ ) = 0.595 with  $t_{count} = 7.475$  while the  $t_{table}$  at a significance value of  $\alpha = 0.05$  is  $t_{table} = 1.65$ , so it can be concluded that  $t_{count} 7.475 > t_{table} 1.65$  where  $H_0$  is rejected and  $H_1$  is accepted. So there is a direct positive influence of organizational culture (X<sub>1</sub>) on work motivation (X<sub>3</sub>).

**Direct positive influence of empowerment (X<sub>2</sub>) on work motivation (X<sub>3</sub>)**

The path coefficient value ( $\beta_{x23}$ ) = 0.360 with  $t_{count} = 3.893$  while the  $t_{table}$  at the significance value of  $\alpha = 0.05$  is  $t_{table} = 1.65$ , so it can be concluded that  $t_{count} 3.893 > t_{table} 1.65$  where  $H_0$  is rejected and  $H_1$  is accepted. So there is a direct positive effect of empowerment (X<sub>2</sub>) on work motivation (X<sub>3</sub>).

The results collectively suggest that organizational culture and empowerment play critical roles in shaping both teacher motivation and professional commitment. Organizational culture exhibits the strongest influence, highlighting the importance of shared values, norms, and a supportive work environment in fostering teacher dedication. Empowerment also contributes significantly, indicating that participatory

leadership and professional autonomy enhance teachers' confidence, sense of responsibility, and loyalty to the profession. Work motivation acts as both a direct driver of professional commitment and as an intermediary linking culture and empowerment to commitment outcomes. In practice, this implies that schools aiming to strengthen professional commitment should prioritize cultivating a positive organizational culture, providing opportunities for empowerment, and fostering teacher motivation through recognition, professional development, and meaningful participation in decision-making.

In essence, the findings demonstrate that teacher commitment is multidimensional, influenced by structural (culture, empowerment) and psychological (motivation) factors. Schools that align organizational values with teacher needs and support professional growth can expect higher levels of dedication, innovation in teaching, and improved educational outcomes for students.

## Discussion

The results of this study indicate that organizational culture (X1), empowerment (X2), and work motivation (X3) all have significant positive effects on teachers' professional commitment (Y). This finding aligns with previous research by Al-Batanieh et al. (2019) and Wahyudin Isya et al. (2021), which found that organizational culture and employee empowerment positively influence professional engagement and commitment in various sectors. Specifically, the strong path coefficient between organizational culture and professional commitment in this study ( $\beta = 0.794$ ,  $t = 13.172$ ) underscores that a well-established school culture—characterized by shared values, norms, and ethical standards—serves as a foundational source of teachers' professional identity. Teachers internalize values such as collaboration, innovation, and dedication, which enhance their loyalty and emotional attachment to the teaching profession. While previous studies focused on corporate or general educational contexts, this study highlights similar mechanisms in private vocational high schools, particularly in the Ciampea District, underscoring the importance of context-specific cultural alignment in shaping professional behavior.

Empowerment provided by school principals was also shown to have a strong direct effect on professional commitment ( $\beta = 0.498$ ,  $t = 5.802$ ), consistent with Spreitzer's empowerment theory, which asserts that granting autonomy, responsibility, and participatory decision-making increases employees' sense of competence and attachment to their roles (Matei & Veith, 2023; Spieler, 2024). In the school setting, empowerment enables teachers to perceive their work as meaningful and relevant to their career and the institution's goals, fostering pride, engagement, and ethical responsibility. This effect is amplified when teachers are encouraged to participate in professional associations, collaborate with colleagues, and contribute to curriculum development, thereby enhancing their confidence and strengthening their emotional bond with their profession. The results confirm that empowerment is not only a tool for skill enhancement but also a psychological mechanism for sustaining professional commitment.

Work motivation was found to exert a direct positive effect on professional commitment ( $\beta = 0.600$ ,  $t = 7.547$ ), supporting the self-determination theory of motivation (Cheng & Zhao, 2023; Juslily et al., 2025) and reinforcing findings from Cabrera-Aguilar et al. (2023) and Zhu & Burrow (2023) that motivated individuals tend to persist, develop competencies, and maintain high levels of dedication. Teachers with high intrinsic and extrinsic motivation are more likely to invest effort in improving teaching methods, preparing innovative learning materials, and achieving student outcomes.

Importantly, this study demonstrates that work motivation also mediates the relationships between organizational culture and empowerment and professional commitment, indicating that a supportive school environment and empowerment practices translate into greater commitment primarily by enhancing teachers' motivation.

The integration of these findings provides practical implications for management in Islamic educational institutions. Principals and school leaders should prioritize building a strong organizational culture aligned with Islamic educational values, including collaboration, integrity, and service to students, which reinforces teachers' professional identity and commitment. Additionally, structured empowerment programs that provide autonomy, opportunities for professional development, and participation in decision-making can enhance both teachers' motivation and emotional attachment to their roles. Recognizing teacher achievements through formal and informal mechanisms, including financial and non-financial rewards, further strengthens commitment and encourages teachers to remain engaged in the school's educational mission.

Theoretically, this study contributes to understanding professional commitment in Islamic education by demonstrating how organizational culture, empowerment, and motivation interact to shape teacher dedication. Unlike previous studies that examined general organizational settings, this research emphasizes the interdependence of structural (culture, empowerment) and psychological (motivation) factors in schools, providing a comprehensive model applicable to Islamic educational management. The use of path analysis and SITOREM indicator prioritization allows researchers and administrators to identify which aspects of culture and empowerment most strongly influence commitment, supporting evidence-based interventions tailored to the school's context.

In conclusion, fostering professional commitment among teachers in Islamic educational institutions requires simultaneous attention to organizational culture, empowerment practices, and work motivation. Teachers who feel culturally aligned, empowered, and motivated demonstrate greater responsibility, loyalty, and engagement, resulting in higher teaching quality and improved student outcomes. These findings highlight that strategic leadership practices, grounded in Islamic ethical principles and professional development initiatives, can significantly enhance teacher commitment, which is essential for sustaining educational excellence and advancing the broader mission of Islamic schools.

## CONCLUSION

This study reveals that organizational culture, empowerment, and work motivation play critical roles in shaping teachers' professional commitment. The most important lesson learned is that a supportive and value-aligned school culture, combined with effective empowerment and high motivation, strengthens teachers' loyalty, dedication, and engagement in their profession. Teachers who internalize school values, feel empowered, and are motivated tend to invest more effort in professional development, participate actively in school activities, and contribute positively to student learning outcomes. This underscores the importance of strategic leadership and management practices that integrate cultural, structural, and motivational dimensions to enhance educational quality.

The study's main scientific contribution lies in demonstrating the interplay between organizational culture, empowerment, and work motivation as determinants of professional commitment in the context of private vocational high schools. By applying path analysis and SITOREM indicator-based evaluation, the research provides a robust model for understanding both direct and indirect influences on commitment, offering practical guidance for evidence-based interventions. However, the study is limited to a specific geographic and institutional context, which may affect generalizability. Future research could expand to different regions and school types and incorporate longitudinal designs to examine changes in professional commitment over time and the long-term effects of empowerment and motivational strategies on teacher performance.

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