TARBAWI
Jurnal Keilmuan Manajemen Pendidikan

The Role of Transformational Leadership in Building Teacher Commitment in Secondary Education

Atiyah Aziziyah, Sugiarto, Desi Rahmawati

[1,2,3]*Universitas Negeri Jakarta, Indonesia*
e-mail: atiyahaziziyah@gmail.com, sugiarto@unj.ac.id, desi-rahmawati@unj.ac.id

ABSTRACT. This study analyzes the principal's transformational leadership role in building teachers' commitment at SMA Labschool Jakarta. The research method used is a qualitative approach with descriptive methods. Researchers obtained primary data directly through observation, observation, and in-depth interviews with informants. The secondary data was obtained through documents, books, data, and transformational leadership activities of principals in building teacher commitment at SMA Labschool Jakarta. Data was collected through grandtour observations of teachers and principals, observations of schools, and teachers' and principals' interviews at SMA Labschool Jakarta. After the data were obtained, they were analyzed interactively and continuously until completion, which had several stages. The results of this study show that the principals serve as role models and influencers, motivating and inspiring their followers, encouraging innovation and reframing problems, and prioritizing the growth and achievement of their followers. Teachers' commitment is driven by their commitment to students, the workplace, teaching, and their profession. Thus, the principal of SMA Labschool Jakarta, who implements transformational leadership, can build teacher commitment. Moreover, principals should enhance personalized support for teachers by focusing on professional development and well-being and acknowledging their efforts. Regular assessments of the principal's leadership will allow teachers to give feedback on necessary adjustments within the school.

Keywords: *Principal, teacher commitment, transformational leadership*

INTRODUCTION

An organization requires competent Human Resources (HR) as the most crucial element in achieving its vision and mission (Lindgren et al., 2003; Lengnick-Hall et al., 2011; Kramar, 2014). According to Labetubun & Dewi (2022), the achievement of an organization's goals cannot be separated from the ability or competence of qualified human resources, who are committed to achieving the goals of an organization. As formal organizations in education, schools require qualified, dedicated, and committed teachers (Bogler & Somech, 2004; Lambersky, 2016; Wilde et al., 2019). Teachers are HR who play a massive role in improving school quality and the teaching-learning process. Teachers are committed to carrying out their duties responsibly and responsively to develop their students' knowledge and skills (Afifa, 2022). Teachers are committed to things that bind them to be able to work in school, so the commitment of teachers becomes a duty in the implementation of the educational process at school. Commitment reflects loyalty and willingness to work to achieve organizational goals (Allen & Meyer, 1997). Thus, a teacher's commitment to his or her school is determined to remain loyal to work to achieve school goals. It is in line with

Article 40 Paragraph (2) of Law No. 20 of 2003 on the National Education System, which states that one of the obligations of teachers as educators is to have a professional commitment to improve the quality of education. According to Siringo (2021), to carry out their duties professionally, teachers must have four core competencies as educators (personality, pedagogical, social, and professional competence): personal maturity, dedicated attitude, and high commitment.

Commitment is something that binds everyone with their work environment. Commitment is an internal interpretation of a teacher's way of absorbing and embracing their work experience (Hanaysha, 2016; Marzuki, 2021; Noviandari, et al., 2022; David et al., 2024; Brzustewicz et al., 2024). Commitment explains the agreed outcome of a decision or request and makes an excellent effort to carry out the decision effectively. Teacher commitment is an agreement between teachers and the schools they serve to carry out their duties and responsibilities to motivate teachers to develop themselves and work well (Çayak, 2021). According to Mardianny and Mubarak (2021), teachers will be committed to working at the school because they feel the alignment of values between themselves and the school. Teacher commitment is essential in encouraging teachers to develop themselves and work well. Teaching commitment can influence teachers to improve their quality, values, attitudes, and skills in teaching so that they are dedicated to helping students learn (Istiqomah et al., 2022). If teachers are well committed, then the school's quality of learning and education will improve.

On the contrary, the low commitment of teachers will lower the quality and education of the school. According to Viano et al. (2021), school characteristics, the environment created by school members, and sincerity in teaching students influence teachers' decisions to work. In fact, in the last five years, one of the biggest challenges facing schools has been to make teachers commit to their schools. Based on the results of research conducted by Oktaviani and Kristiantari (2021), it was found that some teachers need more enthusiasm in carrying out their duties and responsibilities, reducing the level of teacher commitment and the limitations of teachers in using technology. It will conflict with teacher commitment, where a teacher must have readiness and awareness at work so that it will foster a sense of enthusiasm from within to carry out his duties. Then, a study by Eliyana et al. (2019) revealed that teachers carry out their duties only to provide information that is their knowledge without paying attention to the needs of students at school.

According to Desriani et al. (2023), one of the things that can encourage teachers not to move to work is that schools provide job security, salary/incentives, working conditions, communication, and job characteristics satisfaction. Teachers' commitment to the education process in schools, which will be studied further in this study, can be shown through four dimensions: Commitment to Students, Commitment to Teaching, Commitment to Profession, and Commitment to the Workplace (Teh, 2019; Thien et al., 2014). First is the Commitment to Students dimension, which is indicated by the teacher's involvement or responsibility during student learning. Second, the Commitment to Teaching dimension is indicated by the teacher's willingness to engage in teaching work at school; this is reflected through the teacher's willingness to exert his or her efforts in providing effective teaching, showing greater enthusiasm for teaching the subject matter, and devoting time to students. Third, the Commitment to Profession dimension is indicated by the teacher's belief and acceptance of the school's goals and values, the teacher's efforts to realize these goals and values, and the teacher's strong desire to maintain his or her membership in the school. Fourth, the commitment to the Workplace dimension is indicated by the strength of teachers' motivation and involvement in working and improving their professional skills, knowledge, and abilities in teaching.

According to research by Sari et al. (2021), the most influential factor in building teacher commitment is the leadership of the head of the school. The head of the school's leadership can influence the teacher's commitment statically and dynamically in a school. The head of the school teacher is the head of the school who can implement and enforce the rules that have been established; thus, a high commitment to work will be achieved if the rules are implemented

consistently, fairly, and wisely. Then, the teacher who works will love his work more, be stubborn, and be enthusiastic. Thus, the commitment of the teacher to perform his duties in the school is influenced by the ability of the head of the school to carry out all the activities available at the school. The better the head of the school can conduct his leadership, the greater the teacher's commitment to performing his duties as a teacher. Kumala and Qomariyah's research (2022) revealed that a good principal's leadership style encourages teachers to be committed to their school. The principal implements the right policies for the success of the school, one of which is building the commitment of its teachers.

In realizing all the potential in the school to function to the maximum, the head of the school as a leader can apply transformational leadership styles. According to Ling (2023), leaders with transformational leadership styles adopt a democratic approach to their leadership style. The head of the school seeks to engage and provide an opportunity for teachers to participate actively in sharing ideas to support the school's programs. As a result, when the head of the school applies the transformational leadership style correctly, stakeholders are potentially involved in achieving educational goals. Principals with transformational leadership styles will provide clear directions and school policies in managing and mobilizing the school's components to improve school quality (Royhatudin et al., 2020; Alawiyah et al., 2023). According to Triyani and Hatta (2022), leaders with transformational leadership styles can persuade effectively and motivate their followers to put aside personal interests. A transformative head of a school can encourage its members to act for a purpose that represents value and motivation. This leader can transform the consciousness of his followers and instill normative values and ideals of higher morality, such as equality, freedom, justice, humanity, and peace. A committed teacher will have an emotional attachment to involving himself confidently and be aware of the values and purposes of a school.

The dimensions of transformational leadership include four dimensions according to Bass & Riggio (2005) is Idealized Influence, meaning that transformational leaders behave in a way that allows them to become role models for followers; Inspirational Motivation, meaning that transformational leaders behave in a way that motivates and inspires those around them; Intellectual Stimulation, meaning that transformational leaders seek to stimulate their followers to be innovative and creative, reframe problems, and understand old situations in new ways. Individualized Consideration means that transformational leaders are concerned with achieving and growing their followers' potential. Thus, based on the things described above, this research was conducted to produce recommendations for developing the principal's transformational leadership style to build teachers.

METHOD

This research uses a qualitative approach with descriptive methods. This research was conducted at Labschool Jakarta High School. Researchers intensively and in detail describe the principal's transformational leadership in building teacher commitment at SMA Labschool Jakarta. The dimensions of the principal that will be described are Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration so that the impact can build the commitment of SMA Labschool Jakarta teachers by the dimensions of teacher commitment, namely Commitment to Workplace, Commitment to Student, Commitment to Teaching, and Commitment to Profession.

In this study, the primary informants were the principal, namely SS (22 years), and four teachers with different tenures to find out their commitment at SMA Labschool Jakarta, namely EH (26 years), RM (23 years), DC (13 years), and SK (2 years). The supporting informants in this study were students. Researchers obtained primary data directly through observation, observation, and in-depth interviews with informants. The secondary data was obtained through documents, books, data, and transformational leadership activities of principals in building teacher commitment at SMA

Labschool Jakarta. The data collection techniques in this study used observation, interviews, and documentation studies. After the data were obtained, they were analyzed interactively and continuously until completion, with several stages according to Miles and Huberman's methodology (Miles & Huberman, 1984), which is shown in Figure 1 below.
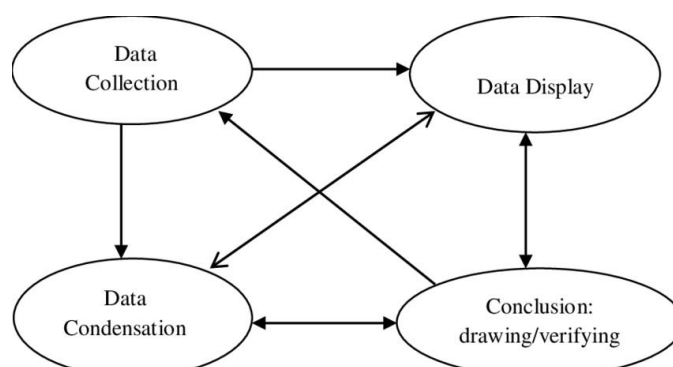

Figure 1. Qualitative Data Analysis Model

The first stage is data collection. Then, researchers select, focus, and discard unnecessary data so that interpretation can be drawn. The second stage is data display. Researchers present data in sentences, diagrams, or charts through coding and data reduction results. The third stage is the conclusion. Researchers draw conclusions based on data processing, data reduction, and data presentation results. Then, it is verified with valid and consistent evidence to obtain a credible conclusion. The research method should be included in the Introduction. The method contains an explanation of the research approach, study subjects, the research procedure's conduct, the use of materials and instruments, data collection, and analysis techniques.

RESULT AND DISCUSSION

Result

Transformational Leadership of School Principal at SMA Labschool Jakarta

The principal of SMA Labschool Jakarta implements transformational leadership. Based on the results of the research conducted, the principal of SMA Labschool Jakarta has leadership characteristics that are identical to the transformational leadership style as expressed by:

First, Idealized Influence shows the visible behavior of principals by enabling them to become role models for their followers at school. During his leadership, the principal of SMA Labschool Jakarta became a role model, and all school members could follow his example. His actions and passion can influence his followers to create an environment that continues to learn and grow together. In addition, he can be a role model for his followers because he shows commitment, discipline, and achievement. The principal of SMA Labschool Jakarta can convince his followers. Based on the research findings, at the beginning of his leadership, the principal involved teachers and staff in a team to learn all the tasks and functions of school management together. The principal has good managerial skills and dares to voice the aspirations of teachers and students. Even though some policies have changed, he can adapt and ensure that school activities are maintained. It shows that the principal is consistent and takes risks. The principal of SMA Labschool Jakarta is always willing to support and help run these activities. The principal is responsive in reading the education situation, following the global education flow, and understanding the challenges of students growing up in the digital era. the principal always provides good direction and support for the teachers.

Second, Inspirational Motivation shows the principal of SMA Labschool Jakarta with leadership that motivates and inspires those around him, such as challenges and things that need

to be done to achieve school goals. The principal implements transformational leadership, which is shown by motivating his followers. Motivation includes giving followers the freedom to develop themselves, gifts, and opportunities to participate in activities outside of school. Then, the principal realizes collaboration is needed to maximize all existing potential to achieve school goals. The principal always emphasizes that teachers assigned as vice principals should try to improve themselves. It aims to strengthen and show that they can manage an education unit. The principal is an inspiring figure to his followers. The actions he gave indirectly inspired the teachers so that they could learn a lot from him because he had high achievement motivation. The principal builds an optimistic attitude in his followers by first instilling an optimistic attitude in himself. The principal is a confident figure; he always maintains his commitment to learning and shows his quality to succeed in preceding senior teachers. The principal also instills enthusiasm in his followers through exemplary actions intended for the sake of the students, not just for himself. This is shown by the teachers at SMA Labschool Jakarta prioritizing their physical condition and spirit to assist students.
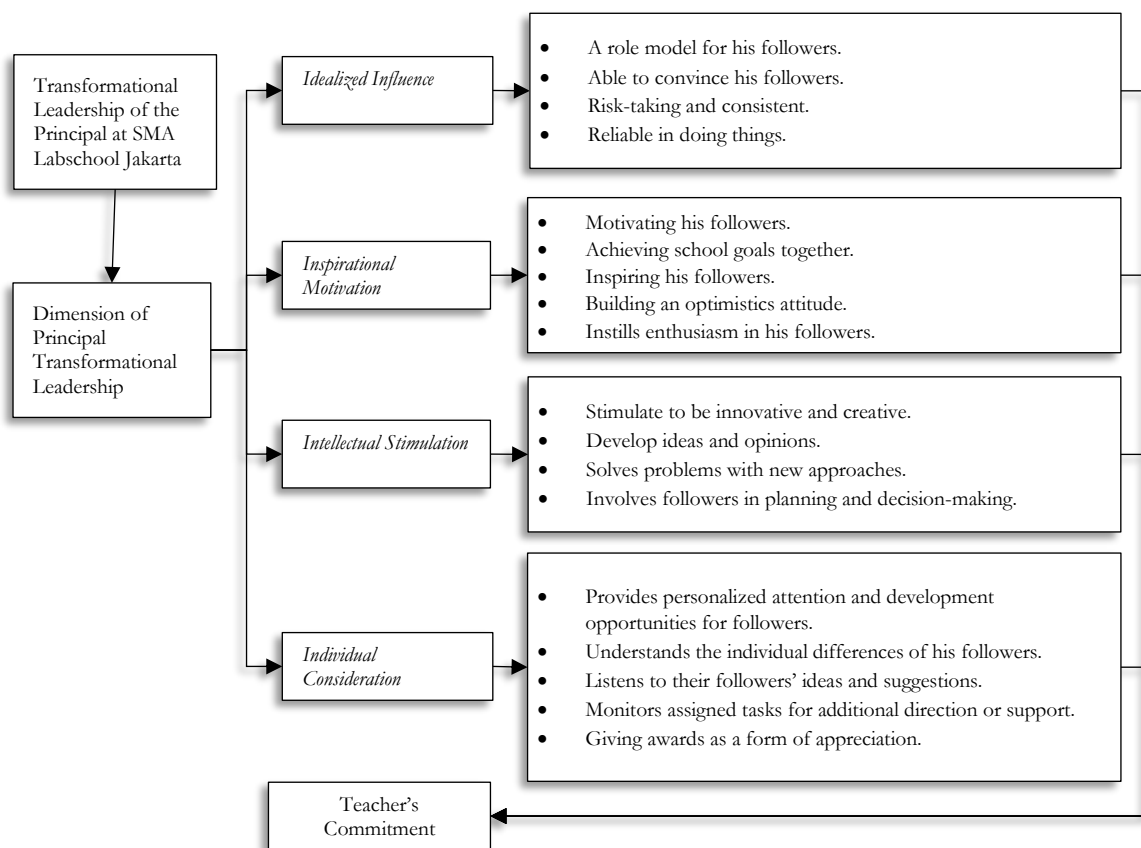

Figure 2: Transformational Leadership of School Principal at SMA Labschool Jakarta

Third, Intellectual Stimulation shows principals who encourage their followers to be more innovative and creative by questioning opinions, reinventing problems, and approaching old problems or situations in new ways. The principal of SMA Labschool Jakarta implements transformational leadership through innovation and creativity, as shown by his educational experience. It is shown through implementing the Merdeka Curriculum by managing learning and learning tools at SMA Labschool Jakarta, 'Sekolah Penggerak.' The principal is open to his followers' ideas being followed up on through discussion and coaching. In developing new ideas, the principal will form a small team to formulate the concept of the idea. After that, a gradual workshop is conducted to idea run. In dealing with future problems, the principal starts by reading the situation and challenges, taking action, and then getting reflections or results. The principal

tries to explore the problem and provide the best effort involving the teachers and staff. The principal involves all parties' participation in making decisions and applies the share management model to manage activities in a fast-paced and dynamic school. With this model, the principal shares the responsibility of forming several coordinators in the team by studying the initial situation through discussion.

Fourth, Individual Consideration shows the principal's sensitivity to diversity, uniqueness of interests and talents, self-development, and the principal's responsibility to provide satisfaction and encourage the productivity of his followers at school. The principal of SMA Labschool Jakarta implements transformational leadership, which is shown by his provision of opportunities and space for his followers to develop themselves. The principal encourages teachers to continue their education to a higher level, attend international conferences, and join the Calon Guru Penggerak (CGP) program. In understanding the differences in teacher behavior from various generations, the principal requires a different approach to managing them. The teachers at SMA Labschool Jakarta feel the principal's efforts to bridge the gap between senior and young teachers. The principal listened a lot to the ideas of his followers, and he used a dialog approach in communication because he is a person who is open to discussion and has a sharp analysis. The principal actively interacts with teachers outside of class hours. The principal, whom teachers and staff consider an egalitarian figure, often goes down to the field to ensure everything is going well and see what facilities need to be improved. The concrete form of appreciation the principal gives can be in the form of verbal and material support. The principal's actions can increase the sense of pride of school members and motivate other school members to achieve success for SMA Labschool Jakarta. The principal's transformational leadership applied at SMA Labschool Jakarta is shown in the following Figure 2.

Teacher's Commitment at SMA Labschool Jakarta

Teacher commitment is a teacher behavior related to a strong belief and acceptance of school goals and values, a willingness to try to achieve the interests of the school, and a desire to maintain a position as a member of the organization at school. Based on the results of the research conducted, it was found that the commitment of teachers at SMA Labschool Jakarta can be shown through four dimensions of teacher commitment, namely:

First, Commitment to Students is shown by teachers' involvement or responsibility during student learning. The teachers ensure the success of their students in various ways, but they are always oriented on how to make students aware of learning and understand the values of the events they have learned. The teachers at SMA Labschool Jakarta maintain social relationships between students and teachers and between students. Teachers build closeness with students and teach students to be polite. It is because their social relationships with students are not only limited to the classroom, but they often interact outside the classroom. Teachers at SMA Labschool Jakarta are committed to their students by improving their knowledge and skills. The teachers emphasize how students try to obtain something by giving examples and building character in students. The teachers help students who have difficulty in learning. If a student is having difficulty, teachers proactively contact and give special attention to the student. This personal approach shows the dedication of teachers in assisting and guiding all students to succeed in learning.

Second, Commitment to Teaching is indicated by teachers' willingness to engage in teaching work at school. Teachers' commitment will have high enthusiasm in preparing materials. In preparing the materials, teachers often modify the primary concept material for the following year with triggers relevant to daily life. Thus, students are interested and understand the material better. The teachers revealed that they feel comfortable and enjoy teaching the students because of the characteristics of the students who engage the teacher to interact not only when learning in the classroom. The teachers feel that teaching at SMA Labschool Jakarta is the best decision and part of their journey as trustworthy, ideal, and sincere educators who can realize the philosophy of Ki

Hajar Dewantara. As teachers at SMA Labschool Jakarta, they can become mentors in student activities outside of class hours, creating good interaction and chemistry.

Third, Commitment to the Workplace is indicated by the strength of teachers' motivation and involvement in working and improving their professional skills, knowledge, and abilities in teaching. They show the commitment of teachers at SMA Labschool Jakarta following school policies. Suppose there is a school policy that is violated. In that case, the Head of SMA Labschool Jakarta always reminds and calls the person concerned for discussion accompanied by the vice principals after supervision. The teachers feel comfortable doing their activities and working at SMA Labschool Jakarta. Furthermore, the principal revealed that at SMA Labschool Jakarta, a relationship exists between teachers and teachers and between students and students. However, the relationship between teachers and students can still provide comfort in school. The things that the teachers get from staying at SMA Labschool Jakarta are that they can interact with students and have a sense of brotherhood so that teachers can mingle with each other even though sometimes there are differences of opinion and teaching at SMA Labschool. Hence, they have to learn to remain loyal and committed because the principal always fights for the rights of the teachers.

Fourth, commitment to the Profession indi, created by teachers committed to their profession will consider that teaching is their calling in life. It is because, in themselves, there is a desire to contribute to the world of education. The principal of SMA Labschool Jakarta revealed that when his term as principal ends, his next step will likely be to the position of senior principal who develops and manages other Labschool schools. The teachers were satisfied with their profession as teachers. Initially, some teachers regretted becoming a teacher because it was not their initial aspiration. According to the students, the profession of a teacher is indeed an unsung hero because everything they give to students and this school comes from the heart. Teacher's commitment applied at SMA Labschool Jakarta is shown in Figure 3.
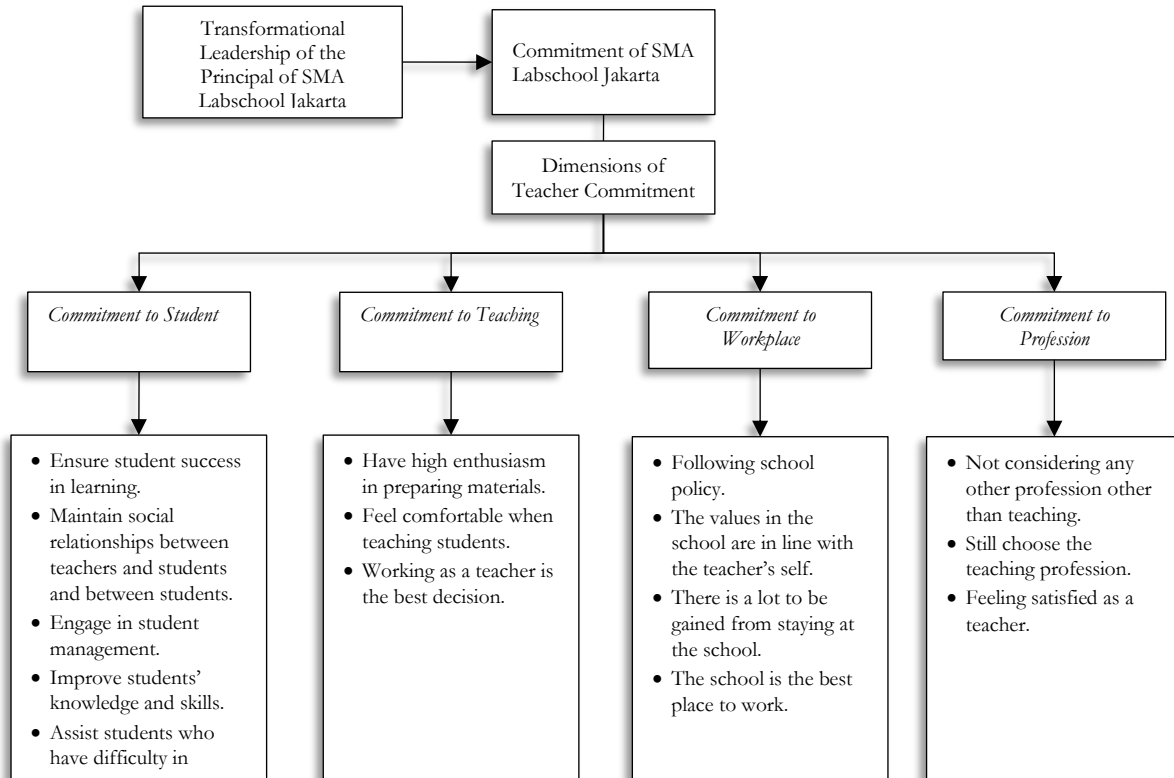

Figure 3: Teacher's Commitment at SMA Labschool Jakarta

Discussion

This discussion section describes the research results obtained, including the Principal's Transformational Leadership in Building Teacher Commitment at SMA Labschool Jakarta. In Hambali & Idris (2020), research shows that principals with a transformational leadership style will try to influence work attitudes, perceptions, and behaviors by building teachers' awareness and commitment to the importance of work values and teachers' duties and prioritizing the interests of the school. Based on the study's results, the principal of SMA Labschool Jakarta implements transformational leadership by the dimensions of transformational leadership proposed by (Bass & Riggio, 2005).

The principal can build teacher commitment at SMA Labschool Jakarta in the Idealized Influence dimension of transformational leadership. The Idealized Influence dimension in transformational leadership refers to the behavior of leaders who instill trust and communicate the values and goals of the organization to their followers. It makes the leader seen as a role model because of the leader's high morals and ethics (Harcourt et al., 2022). The principal is a teacher's role model and builds commitment to the workplace. According to the teachers, the principal of Labschool Jakarta High School can be a role model for his followers because he shows commitment, discipline, and achievement and actively has good relationships outside the school. The principals build teachers' commitment to teaching because teachers who are motivated to excel will have high enthusiasm in preparing materials so that they feel comfortable when teaching students. In addition, principals build commitment to students, which is shown by teachers maintaining social relationships with students and between students because they emulate the attitude of the principal, who is humble and likes to socialize.

The principal always encourages teachers to move forward together and bring the school progress through its teachers. Then, the principal builds commitment to the workplace. It is shown by teachers following school policies by implementing the Merdeka Curriculum despite the new curriculum. Teachers feel that school is the best place to work because the principal always provides good enough direction and support for teachers. According to Aprilia (2023), the idealized influence of the principal makes teachers feel valued and respected, thus increasing their sense of satisfaction and motivation for commitment to the school. The teachers hope to maintain the things he has pioneered for the school. In addition, the principal builds teachers' commitment to teaching because they have high enthusiasm in preparing materials. Principals who can convince their teachers can build teachers' commitment to their profession by not considering other professions besides being a teacher and remaining a teacher. It is in line with what Mustofa (2024) stated: the principal being able to convince teachers can build commitment to students, which is shown by teachers ensuring student success in learning. Taking risks and being consistent builds teachers' commitment to teaching, namely having high enthusiasm in preparing materials. In addition, it builds teacher commitment to the workplace because teachers follow school policies in implementing the learning process with the Merdeka Curriculum. Principals play an essential role in building teacher commitment, namely by having the courage to face challenges and having a strong willingness to take risks in their leadership (Warman et al., 2024). According to the teachers, the principal is responsive in reading the education situation, following the global education flow, and understanding the challenges of students growing up in the digital era. Based on this, the principal builds teachers' commitment to teaching because teachers have enthusiasm in preparing materials and build commitment to students by ensuring students' success in learning. Thus, followers need reliable leaders who value truth and justice and ensure that personal or group interests do not influence critical decision-making (Akbar, 2024).

The Inspirational Motivation dimension of transformational leadership describes leaders who consistently motivate their followers to achieve organizational goals (Sinaga et al., 2021). In the Inspirational Motivation dimension of transformational leadership, principals can build teacher commitment at SMA Labschool Jakarta. The principle of motivating teachers builds teachers'

commitment to teaching. It is shown by teachers continuing to look for new ways of teaching by often modifying basic concept materials for the following year with a lighter and more relevant to everyday life. According to Afifa (2022), teachers understand what students need in the learning process so that teachers can prepare for active and fun learning. Based on the research results with teachers, the principal builds an optimistic attitude in teachers, which is a commitment to teaching. It is shown by teaching students, as expressed by the principal, that an optimistic teacher will be confident and willing to do it even if it is new, such as the Merdeka Curriculum and becoming 'Guru Penggerak.' Principals who implement transformational leadership motivate teachers to become learners, develop their competencies, and move towards transforming education in the Merdeka Curriculum era so that teachers are encouraged to improve their moral values (Alhababy, 2024). In addition, principals build commitment to the workplace, shown by teachers following school policies. Although there are some difficult ones, teachers try to overcome them with cooperation.

Teachers' commitment to the workplace can improve the quality of their work at work because the commitment of teachers is reflected in the psychological factors of teachers in their work environment (Hartini et al., 2021). The principal revealed that if teachers are motivated and trusted, it can build teachers' commitment to their profession. Teachers who show this will not consider professions other than teaching. According to Erichsen and Reynolds (2020), the most important things to retain teachers and overcome turnover are the quality of school leadership, positive peer relationships, and an organizational culture of trust, respect, and commitment to teaching. The teachers have high enthusiasm for preparing materials with mutual tutorials between teachers through teams so that they can develop the school Learning Management Systems (LMS). This enthusiasm builds teachers' commitment to the profession because it makes senior teachers still choose to become teachers. After all, teachers' skills in mastering technology are relevant to keep up with the times. In addition, principals can build commitment to students by increasing students' knowledge and skills. The training program makes teachers adopt interesting learning methods, including ice-breaking, to strengthen students' enthusiasm. It is shown by teachers handling students because they fully mobilize themselves towards their teacher duties. Enthusiasm allows teachers to maintain social relationships between teachers and students because they can interact with students. According to Jufni (2022), teachers must maintain a good relationship and approach with students physically and mentally to succeed in educating them.

Principals can build teacher commitment at SMA Labschool Jakarta in the Intellectual Stimulation dimension of transformational leadership. It is shown through implementing the new curriculum by inviting all school parties to move forward, as reflected in preparing the Merdeka Curriculum, even though it takes a little time. The principal stimulates teachers to be innovative and creative, which builds teacher commitment to teaching. Therefore, principals should encourage creativity, innovation, and problem-solving among teachers (Ikedimma & Okorji, 2023). In addition, the principal can build commitment for students, as shown by teachers ensuring students' success in learning and engaging in handling students through learning activity plans. Transformational leadership encourages followers' commitment and loyalty to achieve a shared vision, mission, and goals. With intellectual stimulation, leaders can listen and develop new ideas for their followers (Waruwu et al., 2024). Then, principals can build commitment to the workplace. Many teachers stay at the school even though their idealism has diminished, but the principal still asks for contributions through thoughts and support as a teacher and senior. It aligns with what Al-Husseini et al. (2021) stated, that a transformative leader will encourage followers to think about and suggest new ideas and ways of completing tasks.

The principal of SMA Labschool Jakarta solves the problem with a new approach. It is by what was stated by Hidayah (2024), transformational leaders invite their followers to always look for new ways to solve problems with logical reasons to foster enthusiasm and strong commitment. The principal solving the problem using the new approach can build teachers' commitment to the

school. It is shown by teachers following school policies because in solving the problem of uneven teaching distribution, the principal invites and calls the teachers for discussion. The principal of SMA Labschool Jakarta involves teachers in planning and decision-making. Based on the research results with teachers, information was obtained that the principal involves the participation of all parties in making decisions. Teachers involved in planning and decision-making will be committed to the workplace because they feel the school's values align with theirs. By involving teachers in planning and decision-making, the principal builds commitment to students. It is shown by teachers ensuring students' success in learning. In addition, the principal also discusses the plan for the week ahead in a meeting. The meeting can build good communication between principals and teachers and ensure that all parties are involved in improving the quality of education in the school so that school values can be instilled in teachers. This is in line with what was stated by Pendi (2024): Principals involve teachers in every decision-making process and invite all teachers to develop plans to achieve school goals through deliberation.

In the Individualized Consideration dimension of transformational leadership, the principal can build teacher commitment at SMA Labschool Jakarta. According to Ikedimma, I. F., & Okorji (2023), when teachers perceive their principals as people who are interested in meeting their individual needs, such as providing opportunities for them to participate in training based on the needs and abilities of individual teachers, it will positively affect the level of teacher commitment by increasing their confidence and willingness to work to achieve school goals. This is in line with what was found in the research, which states that the principals who give special attention and opportunities to develop themselves, teachers can build their commitment to their profession. This is shown by teachers feeling satisfied in their profession as teachers because they are given space to develop themselves.

The principal builds a commitment to students, which is demonstrated by teachers ensuring student success in learning. This gives teachers an unconventional teaching approach because they have attended several trainings that support the process. This is what was stated by Hendrawan et al. (2020), who state that transformative leaders use a flexible approach to understanding all the potential of each of their followers so that they can quickly grow and develop. According to Purnamasari (2021), leaders who accept the individual differences of their followers will pay special attention to their followers, building teacher commitment to their school. With the principal listening to ideas and suggestions from teachers, it builds commitment to the workplace. This is shown by teachers following school policies because the values in the school match with themselves, as expressed by teachers that following school or academic policies can be an opportunity for teachers to make a valuable contribution to the school. This is what Mujahidin (2023) stated: A transformational leadership style can create a positive work environment because teachers feel supported, valued, and directed, which increases their commitment to achieving school goals. The presence of the principal makes them feel more comfortable teaching students. Although there were policy changes, he was able to adapt and ensure that school activities were not disrupted. Teachers at SMA Labschool Jakarta have various positions: intermediate teachers, young teachers, and senior teachers. The principal's understanding of the differences between the teachers builds the teachers' commitment to teaching. In appreciating teachers' work, principals can provide appreciation for them so that teachers will be highly committed to education. By being given appreciation in the form of awards, teachers are happy and committed to their profession because they are satisfied with being teachers (Yoestera, 2020).

CONCLUSION

The commitment of teachers at SMA Labschool Jakarta can be built on the transformational leadership role of the principal. This can be realized because the principal can behave in a way that allows them to be a role model and influence followers, motivate and inspire those around them, stimulate their followers to be innovative and creative, reframe problems, and understand old

situations in new ways, and position themselves as someone who is concerned with the achievement and growth of their followers' potential. Teachers will remain committed to a school because they have the desire and belief to be emotionally involved, as measured through their commitment to the workplace, commitment to students, commitment to teaching, and commitment to their profession. The research can encourage principals at SMA Labschool Jakarta and other schools to adopt the principles of transformational leadership in building teacher commitment. Training for principals and aspiring principals in transformational leadership can be organized to strengthen their ability to implement this leadership style. In addition, principals should increase individualized support for teachers through professional development, welfare, and recognition of their contributions. With regular evaluations of the principal's leadership implementation, teachers will provide feedback on the adjustments needed by the school.

BIBLIOGRAPHY

Afifa, M. (2022). Memahami komitmen guru professional. *JPG: Jurnal Pendidikan Guru*, *3*(2), 86. https://doi.org/10.32832/jpg.v3i2.6968

Akbar, A. (2024). *Kepemimpinan transformasional (dengan pendekatan kultural)*. CV Widina Media Utama.

Alawiyah, T., Handayani, F., Rossa, A. T. R., Syaefuridjal, A., & Gaffar, A. (2023). Management of transformational leadership in improving the quality of student learning at Islamic boarding schools. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan, 9*(01), 27-36. https://doi.org/10.32678/tarbawi.v9i01.7254

Alhababy, A. M. (2024). *Kepemimpinan transformasional kepala sekolah dalam implementasi kurikulum merdeka. 14*(5), 1–23.

Al-Husseini, S., El Beltagi, I., & Moizer, J. (2021). Transformational leadership and innovation: the mediating role of knowledge sharing amongst higher education faculty. *International Journal of Leadership in Education*, *24*(5), 670–693. https://doi.org/10.1080/13603124.2019.1588381

Allen & Meyer. (1997). *Commitment in the workplace (Theory research and aplication)*. London: Sage Publication.

Aprilia, S. (2023). Pengaruh kepemimpinan transformasional kepala sekolah terhadap motivasi kerja guru di SMP Islam Nurul Hikmah. *Arus Jurnal Psikologi dan Pendidikan, 2*(3), 235-240. https://doi.org/10.57250/ajpp.v2i3.248

Bass, B. M., & Riggio, R. E. (2005). Transformational leadership: Second edition. In *Transformational Leadership: Second Edition*. Psychology Press. https://doi.org/10.4324/9781410617095

Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and teacher education, 20*(3), 277-289. https://doi.org/10.1016/j.tate.2004.02.003

Brzustewicz, P., Glińska-Neweś, A., Escher, I., Fu, Y., & Józefowicz, B. (2024). Employee participation in corporate volunteering as the moderator of links between relationships at work, work meaningfulness and affective commitment. *Journal of Organizational Change Management, 37*(1), 214-235. https://doi.org/10.1108/JOCM-07-2023-0290

Çayak, S. (2021). The effect of sustainable leadership behaviors of school principals on teachers' organizational commitment and job satisfaction. *Discourse and Communication for Sustainable Education*, *12*(1), 102–120. https://doi.org/10.2478/dcse-2021-0008

David, R., Subramani, A. K., Singh, S., & Nigoti, U. (2024). The moderating effects of perceived social worth and organizational virtuousness on the relationship between emotional labor, precarious work, and organizational commitment among ASHA workers in India. *Acta Psychologica,* 248, 104384. https://doi.org/10.1016/j.actpsy.2024.104384

Desriani, D., Sudarno, S., & Hidayah, Z. (2023). Pengaruh gaya kepemimpinan, lingkungan kerja dan komitmen guru terhadap kepuasan kerja guru pada SD Negeri sekecamatan Bunut Kabupaten Pelalawan Riau. *Instructional Development Journal*, *6*(1), 78. https://doi.org/10.24014/idj.v6i1.25399

Eliyana, A., Ma'arif, S., & Muzakki. (2019). Job satisfaction and organizational commitment effect in the transformational leadership towards employee performance. *European Research on Management and Business Economics*, *25*(3), 144–150. https://doi.org/10.1016/j.iedeen.2019.05.001

Erichsen, K., & Reynolds, J. (2020). Public school accountability, workplace culture, and teacher morale. *Social Science Research*, *85*(August), 102347. https://doi.org/10.1016/j.ssresearch.2019.102347

Hambali, M., & Idris, I. (2020). Transformational leadership, organizational culture, quality assurance, and organizational performance: Case study in Islamic higher education institutions (IHEIS). *Jurnal Aplikasi Manajemen*, *18*(3), 572–587. https://doi.org/10.21776/ub.jam.2020.018.03.18

Hanaysha, J. (2016). Testing the effects of employee engagement, work environment, and organizational learning on organizational commitment. *Procedia-Social and Behavioral Sciences*, 229, 289-297. https://doi.org/10.1016/j.sbspro.2016.07.139

Harcourt, P., State, R., Tamunonengiyeofori, O., Harcourt, P., & State, R. (2022). *Idealized Influence and Employees ' Commitment*. 2(5), 19–32.

Hartini, H.-, Rahmawati, R., & Asmin, E. A. (2021). Motivasi, komitmen organisasi, kompetensi dan dampaknya terhadap kinerja guru. *Jurnal Manajemen*, *12*(1), 52. https://doi.org/10.32832/jm-uika.v12i1.3950

Hendrawan, A., Laras, T., Sucahyowati, H., & Cahyandi, K. (2020). Peningkatan kepemimpinan transformasional dengan organizational citizenship behavior (OCB). *Prosiding University Research Colloquium*, 78–89. http://repository.urecol.org/index.php/proceeding/article/view/949

Hidayah. (2024). Kepemimpinan transformasional dan komitmen organisasi dalam meningkatkan kinerja pegawai di SMP Plus Jabal Noor Pogalan Trenggalek. *Jurnal Inovasi Riset Akademik*, *4*(1), 24–32. https://doi.org/10.51878/academia.v4i1.2939

Ikedimma, I. F., & Okorji, P. N. (2023). Principals'intellectual stimulation and individualised consideration behaviours as correlates of teachers' commitment in secondary schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *15*(4), 17–26.

Indonesia. (2003). *Undang-undang (UU) tentang sistem pendidikan nasional nomor 20 tahun 2003* (Issue Pemerintah Pusat). Sekretariat Negara. Jakarta.

Istiqomah, I., Hidayati, D., Afriliandhi, C., & Melawati, A. (2022). Upaya meningkatkan komitmen mengajar guru dalam pembelajaran daring selama masa pandemi COVID-19. *Jurnal Ilmiah Profesi Pendidikan*, *7*(1), 30–40. https://doi.org/10.29303/jipp.v7i1.383

Jufni, M. (2022). *Kode etik guru dalam undang-undang nomor 14 tahun 2005*. *19*(2), 113–125. https://www.jurnal.kopertais5aceh.or.id/index.php/JPAM/article/view/573/398

Kramar, R. (2014). Beyond strategic human resource management: is sustainable human resource management the next approach?. The international journal of human resource management, 25(8), 1069-1089. https://doi.org/10.1080/09585192.2013.816863

Kumala, V., & Qomariyah, N. (2022). Kepemimpinan transformasional dan komitmen organisasi pada guru swasta. *Arjwa: Jurnal Psikologi*, *1*(4), 215–224. https://doi.org/10.35760/arjwa.2022.v1i4.7313

Labetubun, M. R., & Dewi, I. G. A. M. (2022). Organizational commitment: It's mediating role in the effect of human resource management practices and workplace spirituality on employee performance. *European Journal of Business and Management Research*, *7*(2), 112–123. https://doi.org/10.24018/ejbmr.2022.7.2.1279

Lambersky, J. (2016). Understanding the human side of school leadership: Principals' impact on teachers' morale, self-efficacy, stress, and commitment. Leadership and Policy in Schools, 15(4), 379-405. https://doi.org/10.1080/15700763.2016.1181188

Lengnick-Hall, C. A., Beck, T. E., & Lengnick-Hall, M. L. (2011). Developing a capacity for organizational resilience through strategic human resource management. *Human resource management review, 21*(3), 243-255. https://doi.org/10.1016/j.hrmr.2010.07.001

Lindgren, R., Stenmark, D., & Ljungberg, J. (2003). Rethinking competence systems for knowledge-based organizations. *European Journal of Information Systems, 12*(1), 18-29. https://doi.org/10.1057/palgrave.ejis.3000442

Ling, S., & Ibrahim, M. (2023). Transformational leadership and teacher commitment in secondary schools of Sarawak. *International Journal of Independent Research and Studies*, *2*(2), 51–65. Available at SSRN: https://ssrn.com/abstract=2290213

Mardianny & Mubarak. (2021). Studi kontribusi spirit at work terhadap komitmen organisasi guru honorer X. *Jurnal Riset Psikologi*, 51–58. https://doi.org/10.29313/jrp.v1i1.153

Marzuki, M. (2021). Peningkatan komitmen kerja guru upaya peningkatan komitmen kerja guru bidang studi. *Jurnal Manajemen Pendidikan*, *12*(2), 60–66. https://doi.org/10.21009/jmp.v12i2.11109

Miles & Hubberman. (1984). *Qualitative Data Analysis*. Arizona State University: SAGE Publications.

Mujahidin, M. (2023). Peningkatkan kinerja guru melalui penerapan gaya kepemimpinan kepala sekolah yang efektif di SMA Primaganda Jombang. *At Tadbir: Islamic Education Management Journal*, *1*(2), 110–121. https://doi.org/10.54437/attadbir.v1i2.1314

Mustofa, A. (2024). Dimensi kepemimpinan transformational di lembaga pendidikan Islam. *Jurnal Administrasi Pendidikan Islam*, *06*(01), 25–34. https://doi.org/10.15642/JAPI.2024.6.1.25-34

Noviandari, H., Mujahada, K. S., & Citraningsih, D. (2022). The influence of the principal's leadership style and work environment on work motivation and its impact on teacher performance. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan, 8*(02), 245-255. https://doi.org/10.32678/tarbawi.v8i02.6838

Oktaviani, N. P. W., & Kristiantari, M. G. R. (2021). Korelasi tipe kepemimpinan kepala sekolah dan budaya sekolah terhadap komitmen guru. *Jurnal Pedagogi Dan Pembelajaran*, *4*(1), 69. https://doi.org/10.23887/jp2.v4i2.32354

Pendi, M. (2024). Strategi dan gaya kepemimpinan kepala sekolah dalam membentuk komitmen dan loyalitas guru di SMK ISP Karawang. *Jurnal Akuntansi, Manajemen Dan Ilmu Ekonomi (Jasmien)*, *5*(1), 74–82. https://journal.cattleyadf.org/index.php/Jasmien

Pristi Azizah Triyani, & Muhammad Ilmi Hatta. (2022). Pengaruh gaya kepemimpinan transformasional terhadap komitmen organisasi pada guru. *Bandung Conference Series: Psychology Science*, *2*(1), 174–181. https://doi.org/10.29313/bcsps.v2i1.891

Purnamasari, A. V. (2021). Transformational leadership impact on teachers' organizational commitment. *Jurnal Pengembangan Pendidikan*, *6*(2), 210150.

Royhatudin, A., Supardi, S., & Juhji, J. (2020). Transformational leadership style in implementing madrasa based management. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan, 6*(01), 69-80. https://doi.org/10.32678/tarbawi.v6i01.2187

Sari et al. (2021). Meningkatkan komitmen guru melalui optimalisasi kepemimpinan kepala sekolah. *Jurnal Jendela Pendidikan*, *1*(04), 250–264. https://doi.org/10.57008/jjp.v1i04.32

Sinaga, N. So., Aprilinda, D., & Putra Budiman, A. (2021). Konsep kepemimpinan transformasional. *Cerdika: Jurnal Ilmiah Indonesia*, *1*(7), 840–846. https://doi.org/10.36418/cerdika.v1i7.123

Siringo, A. (2021). Upaya meningkatkan kemampuan guru dalam membuat penilaian dan program tindak lanjut melalui metode contoh, latihan, coba dan kembangkan di SMP Negeri 2 Sibolga. *Ijtimaiyah*, *5*(2), 139–153. http://dx.doi.org/10.30821/ijtimaiyah.v5i2.16386

Teh, K. P. (2019). Modelling the relationship among servant leadership, organisational citizenship behaviour and teacher commitment. In *Fakulti Pengurusan dan Ekonomi* (Issue 2).

Thien, L. M., Abd Razak, N., & Ramayah, T. (2014). Validating teacher commitment scale using a Malaysian sample. *SAGE Open*, *4*(2). https://doi.org/10.1177/2158244014536744

Viano, S., Pham, L. D., Henry, G. T., Kho, A., & Zimmer, R. (2021). What teachers want: School factors predicting teachers' decisions to work in low-performing schools. In *American Educational Research Journal* (Vol. 58, Issue 1). https://doi.org/10.3102/0002831220930199

Warman, Kadori, & Lorensius. (2024). Eksplorasi kepemimpinan kepala sekolah berbasis servant leadership dalam membangun budaya positif di lingkungan sekolah. *Pendas: Jurnal Ilmiah Pendidikan Dasar, 09*(1), 1359–1371. https://doi.org/10.23969/jp.v9i1.12547

Waruwu, M. (2024). Efektifitas kepemimpinan transformasional dalam meningkatkan kinerja guru: suatu kajian studi literatur. *JIIP-Jurnal Ilmiah Ilmu Pendidikan, 7*(7), 6870-6878.

Wilde, S., Sonley, A., Crane, C., Ford, T., Raja, A., Robson, J., & Kuyken, W. (2019). Mindfulness training in UK secondary schools: a multiple case study approach to identification of cornerstones of implementation. Mindfulness, 10, 376-389. https://doi.org/10.1007/s12671-018-0982-4

Yoestera. (2020). School appreciation and teachers' competence: Are they correlated? *International Journal of Language Studies*, *14*(3)