

IMPROVING ORGANIZATIONAL COMMITMENT THROUGH ORGANIZATIONAL CULTURE, TEAM EFFICIENCY WITH TRUST AS THE INTERVENING FACTORS

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Abstract

Teachers are the main pillar of education; without competent teachers, no curriculum will work effectively. Thus, teachers are human and professional; humanitarian factors affect how teachers do their roles, and various factors affect teachers' performance holistically. This research aims to find factors that shape teachers' performance. The result of the research can be found by analyzing the Organizational Commitment of Permanent Teachers in the Private High School Foundation. For this research, the population will be focused in Bekasi City by strengthening the variables of Organizational Culture, Team Effectiveness, and Personality, with Trust as an intervening variable. A survey method with path analysis and SITOREM was used on 207 samples from a population of 847. The results show a significant positive influence of Organizational Culture, Team Effectiveness, Personality, and Trust on Organizational Commitment. Qualitative findings support the quantitative results, with Trust, Organizational Culture, Team Effectiveness, and Personality as the significant variable sequence. Differences exist in the research indicators, including beliefs in integrity, trust in competence, and norms as differentiators.

Keywords: Teacher, Performance, Commitment, Organization.

1. INTRODUCTION

Teachers are vital actors in the educational system (Backfisch et al., 2020). Without competent teachers, the educational system would not work as it envisioned. Students are heavily influenced by teachers (Lauermann & Berger, 2021). Teachers are not only students' sources of information and knowledge. Further, Teachers are parental figures and friends for students. As parental figures, teachers influence students' behavior and paradigm, especially in facing the realities of the world (Krutka et al., 2016). Teachers with good attitudes are capable of building good students' personalities. Vice versa, teachers incapable of giving an example lead children into negative persons and bring negative influences towards society (Hajovsky et al., 2020).

In the positive stage, teachers are the main point of the educational system after students. Through the Ministry of Education, the government can build an ideal blueprint, but without teachers, the execution process is not going as planned (Desianti et al., 2022; Hardinata et al., 2021). No matter how often the curriculum has been restructured and even replaced, students will not develop well. The situation is even more significant after implementing the new curriculum called Merdeka. Teachers, with their experience and knowledge, are the actors that make an ideal educational achievement. (Fradkin-Hayslip, 2021).

The role of the teacher will be more integral after the introduction of Merdeka Curriculum. The advent of the Merdeka Curriculum marks a transformative chapter in Indonesia's educational

narrative(Rohmah et al., 2023; Sari & Murwaningsih, 2023). With its inception, the government heralds a paradigm shift, envisioning a dynamic landscape where the role of teachers emerges as the cornerstone of educational excellence. Beyond mere dissemination of knowledge, teachers become architects of inspiration, mentors fostering critical thinking, creativity, and holistic development in students(Ndari & Mahmudah, 2023; Zidan & Qamariah, 2023).

In this era of educational renaissance, teachers assume a pivotal role akin to torchbearers, illuminating paths to intellectual liberation and self-discovery. They are no longer confined to the traditional confines of textbooks but are empowered to orchestrate immersive learning experiences that resonate with the diverse tapestry of student potential(Gentile et al., 2023).

Merdeka Curriculum is not merely a syllabus; it's a clarion call for educational liberation, advocating for personalized learning journeys tailored to each student's unique strengths and aspirations. Here, teachers are catalysts of change, cultivating an inquiry and exploration ethos that transcends conventional education's boundaries.

Merdeka itself means independent(Rahayu et al., 2022). This curriculum has distant characteristics compared to the previous curriculum. Teachers have enough room to develop this curriculum and ensure the learning process is based on their preferences. For teachers, this is both a challenge and an opportunity. As an opportunity, teachers finally have a platform to demonstrate their capabilities. Often, in the previous curriculum, teachers only prepared students for the national test. Students were not part of the educational process, but ironically, they became part of the standardization process in education(Bakar & Daulai, 2022; Chankseliani & McCowan, 2021; Shaturaev, 2021; Tadesse & Muluye, 2020). This system was criticized for not improving their literacy skills or critical thinking. The system was meant for industrialization to have competent workers and not a leader or at least an independent thinker. Considering this negative approach by people for the previous curriculum, Merdeka is a new opportunity for showcasing what students can do, how far their potential is, and how successful the educational system is(Rahmadayanti & Hartoyo, 2022). Nonetheless, the Merdeka Curriculum poses a threat to teachers since they are not used to being in the system. Teachers have been only doing simple tasks for a long time, such as teaching and letting students remember the materials but not, in reality, performing critical thinking(Zheng, 2022). Teachers need to adapt, and adapting is not an easy task, and it is quite uncomfortable. Therefore, teachers need to be strongly committed to this kind of task. Unfortunately, not all teachers performed well, and they lack commitment. An example is the city of Bekasi.

In the bustling city of Bekasi, nestled within the vibrant educational landscape, lies a challenge that many private high schools grapple with: the retention of their invaluable teaching staff. Over three academic years, from 2021/2022 to 2023/2024, a concerning trend emerged, revealing that, on average, the teacher resignation rate in private school is 9.54% annually. This statistical revelation underscored a pressing issue within these educational institutions and hinted at deeper underlying challenges that threatened the stability and continuity of quality education delivery.

A comprehensive survey was conducted between July and December of the 2022/2023 academic year to delve deeper into this phenomenon. This survey, administered to 30 dedicated teachers hailing from seven distinct private high schools in Bekasi, aimed to assess the organizational commitment among the teaching staff, particularly the Permanent Foundation Teachers (GTY).

The survey's findings painted a nuanced picture of the challenges facing these educators and their institutions. Across three dimensions of commitment—*affective*, *continuance*, and *normative*—clear patterns emerged, shedding light on the factors influencing teacher retention.

In the realm of *affective* commitment, nearly a third of the surveyed teachers expressed a sense of disconnect, revealing a reluctance to collaborate, resolve issues collectively, or remain loyal solely due to institutional benefits. This lack of emotional investment in the school community hinted at a deeper need for fostering a sense of belonging and shared purpose among the teaching staff.

Continuance commitment, on the other hand, emerged as a dimension fraught with uncertainty and apprehension. A staggering 69% of teachers confessed to harboring doubts about the school's future prospects, considering alternative career opportunities, or succumbing to the allure of higher salaries offered elsewhere. The reluctance to commit long-term, despite the potential loss of benefits, underscored the need for clearer communication regarding the school's vision and opportunities for professional growth.

Lastly, *normative* commitment revealed a disparity between institutional expectations and teacher perceptions. While many teachers expressed a desire to contribute optimally and adhere to school regulations, a notable percentage remained unconvinced of their steadfast dedication under all circumstances. This discord highlighted the importance of aligning institutional values with individual teacher beliefs to foster a culture of mutual respect and shared responsibility (Backfisch et al., 2020).

In the end, the narrative of teacher retention in Bekasi's private high schools is one fraught with challenges yet ripe with opportunities for growth and improvement. By addressing the underlying issues of organizational commitment among teaching staff, these institutions can pave the way for a brighter future, where dedicated educators stand united in their mission to nurture the minds of tomorrow.

This research is dedicated to understanding this phenomenon entirely. The commitment of teachers to teaching was divided into several factors, such as organizational culture and team efficiency. However, to generate organizational commitment, there is an important element, which is trust. The research is based on Colquitt. In the Colquitt (Colquitt et al., 2015) method, organizational behavior is perceived as a comprehensive understanding that necessitates an integrative approach that acknowledges the intricate interplay between various organizational components. At the heart of this framework lies the concept of organizational commitment, an individual outcome that reflects the allegiance and dedication of organizational members (Vermote et al., 2020).

In this integrative model, organizational commitment emerges as a product of multiple factors, spanning individual characteristics, group dynamics, organizational mechanisms, and individual mechanisms. Here, the organizational culture is a vital component of the organizational mechanism, influencing individual mechanisms such as trust.

Within this framework, individual characteristics, such as personality traits, directly impact individual mechanisms like trust and individual outcomes such as organizational commitment. Furthermore, the effectiveness of teams, as conceptualized by models like Colquitt's, represents the dynamics of group mechanisms within this integrated model.

In essence, this integrative framework provides a holistic lens through which to analyze organizational behavior, highlighting the intricate relationships between individual attributes, group dynamics, organizational culture, and organizational outcomes like commitment. By recognizing and understanding these interconnections, organizations can better navigate the complexities of human behavior within their ranks, fostering a culture of trust, collaboration, and enduring commitment.

2. LITERATURE REVIEW

Commitment within an organization is a multifaceted concept, extending beyond mere loyalty or financial incentives. It encompasses a deep dedication and passion among organizational members, propelling them to perform at their best and contribute meaningfully to shared goals. This commitment is nurtured by various factors that collectively shape the organizational culture and employee experience (Guzeller & Celiker, 2020; Herrera & De Las Heras-Rosas, 2021).

One crucial factor is the organization's purpose and vision. Employees who connect with the mission and long-term objectives find meaning and fulfillment in their work. Effective leadership further reinforces commitment by setting examples, fostering transparent communication, and showing empathy toward team members. Leaders prioritizing trust and respect create an environment where employees feel valued and empowered to contribute their best efforts (Barrane et al., 2021; Gustafsson et al., 2021; Yusuf, 2020).

Opportunities for growth and development are also instrumental in building commitment. When organizations invest in employees' learning, skill enhancement, and career progression, it signals a genuine commitment to their success. Recognition and rewards play a vital role as well. While financial compensation is essential, non-monetary acknowledgment forms, such as praise and advancement opportunities, reinforce employees' sense of value and motivate them to excel (Kuksa et al., 2022; Murphy et al., 2022).

Work-life balance initiatives demonstrate organizational concern for employee well-being, fostering a commitment to long-term engagement. Similarly, promoting a collaborative and inclusive environment where diverse perspectives are welcomed cultivates a sense of belonging among employees. Clear expectations and regular feedback help employees understand their roles and performance standards, enabling them to improve and stay engaged in their work continually (Gara & La Porte, 2020; Soderberg & Romney, 2022).

To ensure loyalty, we need to build trust. In any organizational setting, trust emerges as the cornerstone for successful collaboration and synergy. Without trust, the environment becomes fraught with hostilities, hindering progress and preventing the effective channeling of energy and focus towards common goals. Trust serves as the adhesive that binds individuals and teams together, enabling them to work cohesively towards shared objectives (Alshurideh et al., 2022; Chen et al., 2021; Islam et al., 2021).

In essence, trust is the currency of belief within an organization. It is not merely about having confidence in others' capabilities, but also about fostering an environment where individuals feel safe, respected, and valued. When trust permeates the organizational culture, it creates a fertile ground for innovation, collaboration, and risk-taking.

Trust operates on multiple levels within an organization. Firstly, there's trust in leadership. Employees need to have faith in the decisions and direction set forth by their leaders. Transparent communication, integrity, and consistency in actions are key components in building and maintaining this trust (DeWitt, 2020; Wilke, 2022).

Secondly, there's trust among colleagues. Effective teamwork relies on the ability of team members to rely on one another, knowing that each member will fulfill their responsibilities and support the collective effort. This interpersonal trust is nurtured through shared experiences, open communication, and mutual respect. (McNeese et al., 2021; Siswanto & Yuliana, 2022)

Moreover, trust extends beyond internal relationships to encompass interactions with external stakeholders such as customers, partners, and suppliers. Organizations that prioritize building trust with external parties foster long-lasting relationships and enhance their reputation in the broader community.

In practical terms, cultivating trust requires intentional effort and commitment from all levels of the organization. It involves creating a culture of transparency, accountability, and inclusivity where individuals feel empowered to voice their opinions and concerns without fear of repercussion.

Ultimately, trust serves as the bedrock upon which organizational success is built. It allows individuals to collaborate effectively, innovate boldly, and navigate challenges with resilience. By recognizing the profound importance of trust and actively working to cultivate it, organizations can create environments where individuals thrive, and collective aspirations are realized.

Trust is built in organizational culture; organizational culture is how the communication interaction has been built and the challenges and other issues. Next, trust is simultaneously built by how the team effectively and efficiently gets results. If the team has not performed, people tend to be unable to build trust among themselves. Therefore, explaining why organizational culture and good results help the team is easier.

At the heart of any successful organization lies its culture – the collective set of beliefs, values, norms, and behaviors that shape how individuals interact and work together. Organizational

culture serves as the foundation upon which trust is both nurtured and tested. How communication flows, how decisions are made, and how conflicts are resolved all contribute to the fabric of the organizational culture (McNair et al., 2022; McNeese et al., 2021; Waseem et al., 2023).

However, building and maintaining trust within this cultural framework is not without its challenges. Miscommunication, conflicting priorities, and unresolved issues can all erode trust over time. Additionally, external factors such as market fluctuations or regulatory changes can further strain trust within the organization if not addressed proactively.

Simultaneously, trust is also cultivated through the team's ability to deliver results effectively and efficiently. When teams consistently meet or exceed expectations, it reinforces trust among team members and stakeholders alike. Conversely, when performance falters or goals are not met, it can undermine confidence and trust within the team.

This dynamic relationship between trust, organizational culture, and team performance underscores the importance of fostering a culture that prioritizes both collaboration and accountability (Maldonado-Erazo et al., n.d.; Zhang, 2023). A culture of open communication, mutual respect, and shared accountability lays the groundwork for trust to flourish. When individuals feel empowered to voice their ideas and concerns, and when they see those concerns addressed constructively, trust deepens.

Moreover, when teams are equipped with the resources, support, and autonomy they need to excel, they are more likely to achieve meaningful results. Recognizing and celebrating these achievements further strengthens trust within the team and reinforces the positive aspects of the organizational culture.

In essence, organizational culture and performance outcomes are intertwined with trust serving as the linchpin that binds them together. By fostering a culture that values transparency, collaboration, and results, organizations can create environments where trust thrives, enabling teams to perform at their best and drive sustainable success.

3. RESEARCH METHOD

This research employs a mixed methods approach with a sequential explanatory design. The sequential explanatory design is a research approach in which researchers first conduct a quantitative study, followed by a qualitative study to clarify and elucidate the findings from the quantitative study (Kelle & Buchholtz, 2015; Wallen & Fraenkel, 2013). Similarly, several researchers (Arifin, 2020; Winarni, 2021) also mentioned that the sequential explanatory research method is a sequential process where the research begins with a quantitative method and is then followed by a qualitative method. The quantitative method is used to collect measurable quantitative data, which can be descriptive, comparative, and associative. Meanwhile, the qualitative method is employed to clarify, deepen, expand, weaken, and validate the quantitative data obtained in the initial stage. The population and the sample of this research are accredited A high-school in Bekasi. In total there are 68 high schools in this research with 847 teachers from 12 residents in Bekasi.

Meanwhile, the sample of this research is as listed here:

Tabel 3.3: Selected Residents (Stage-1)

No.	Kecamatan (Residents)	Numbers of Schools	Total numbers of permanent teachers involved
1.	Kec. Bekasi Timur	9	132
2.	Kec. Rawalumbu	7	135
3.	Kec. Bekasi Barat	6	43
4.	Kec. Bekasi Selatan	8	87
5.	Kec. Pondok gede	3	32
6.	Kec. Medan Satria	9	103
7.	Kec. Jati Sampurna	3	59
8.	Kec. Pondok Melati	6	105
	Total	51	696

Later on, we go to selection 2, which are:

Tabel 3.4: Selected School & Number of Teachers (Stage-2)

No	Residents	Total Number of School	List of the School	Number of Teachers
1	Bekasi Selatan	4	SMA Islam Darusalam	15
			SMA Martia Bhakti	13
			SMA Yatama	10
			SMA Bellarminus	12
2	Bekasi Timur	3	SMA Ananda	21
			SMA Almarjan	11
			SMA Global Persada Mandiri	13
3	Bekasi Barat	3	SMA Al Fajar	17
			SMA PB Soedirman	23
			SMA Gema Islami	13
4	Rawalumbu	3	SMA Widya Nusantara	20
			SMA Victory Plus	14
			SMA Taman Siswa	16
5	Pondok Gede	3	SMA Assyafiiyah 02	21
			SMA Sulton Aulia	10
			SMA Yadika 4	23
6	Medan Satria	4	SMA Cindera Mata	10
			SMA Galatia	11
			SMA Patriot	12
			SMA At-taqwa	8
7	Jatisampurna	3	SMA Yadika 11	22
			SMA School Of Human	14
			SMA Labschool Cibubur	32
8	Pondok Melati	5	SMA Sandikta	28
			SMA Nasional 1	18
			SMA Yasfi	12
			SMA Pangudi Luhur	25
			SMA Utama	25
Jumlah		28		469

4. RESULT

The descriptive analysis based on Table 1 reveals the following findings:

For the variable "Statement Scores," respondents' scores range from a minimum of 96 to a maximum of 152. The calculated empirical mean score is 124.92. Furthermore, the most frequently occurring score (mode) is 118. Additionally, the sample variance (S) is 99.97, and the standard deviation is 9.99.

Regarding the "Organizational Culture" variable, respondents' scores range from a minimum of 113 to a maximum of 178. The calculated empirical mean score is 147.55, with a mode of 135. The sample variance is 177.52, and the standard deviation is 13.32.

For the "Team Effectiveness" variable, respondents' scores range from a minimum of 79 to a maximum of 171. The calculated empirical mean score is 145.08, with a mode of 167. The sample variance is 332.14, and the standard deviation is 18.22.

Finally, for the "Trust" variable, respondents' scores range from a minimum of 105 to a maximum of 174. The calculated empirical mean score is 143.86, with a mode of 138. The sample variance is 211.25, and the standard deviation is 14.53.

Table 1: Data Description

	N	Range	Minimum	Maximum	Modus	Sum	Mean	Std. Deviation	Variance
Organizational Commitment	207	56	96	152	118	25860	124,92	9,99	99,97
Organizational Culture	207	65	113	178	135	30544	147,55	13,32	177,52
Team Effectivity	207	92	79	171	167	30032	145,08	8,22	32,14
Trust	207	69	105	174	138	29781	143,86	14,53	211,25

Normality Test

The results of normality testing using the Lilliefors test showed that all L-values in this study were lower than the corresponding critical L-value, indicating that all variables in this study have a normal distribution or are normally distributed, as shown in Table 2.

Table 2: Normality Test Result

	n	L _{hitung}	L _{tabel}		Results
			$\alpha = 0,05$	$\alpha = 0,01$	
Y – X ₁	207	0,0054	0,062	0,072	Normal
Y – X ₂	207	0,0083	0,062	0,072	Normal
Y – X ₃	207	0,0054	0,062	0,072	Normal

Homogeneity Test

The homogeneity test results yield overall X^2 (chi-square) values that are lower when compared to the critical X^2 (chi-square) values, or X^2 (chi-square) observed < X^2 (chi-square) critical, for each variable. This indicates that each variable used in this study has the same data variance or is homogeneous, as shown in Table 3

Table 3: Homogeneity Test Result

	X^2_{hitung}	X^2_{tabel}	Conclusion
		$\alpha = 0,05$	
Y Over X1	3176,31	5666,53	Homogen
Y Over X2	3380,71	5664,5	Homogen
Y Over X3	1781,38	3139,77	Homogen

Uji Linearitas

From the linearity test results to determine whether the data used are linear or not, the researcher found that the testing results indicated that all variables in this study have a significance value of $0.000 < 0.05$, suggesting that the data obtained by the researcher from the questionnaire are linear.

Table 4: Linearity Test

Variables Relationship	Sig.	$\alpha = 0,05$	Conclusion
Y Over X1	0,000	0,005	Linier
Y Over X2	0,000	0,005	Linier
Y Over X3	0,000	0,005	Linier

Uji Hypothetical Analysis

The Influence of Organizational Culture (X1) on Organizational Commitment (Y)

From the path analysis, it was found that β_{y1} has a value of 0.178, which is greater than zero. This means that there is a direct positive relationship between Organizational Culture (X1) and Organizational Commitment (Y) among Permanent Teachers of Private High School Foundation in Bekasi City. This indicates that as Organizational Culture (X1) increases, Organizational Commitment (Y) also tends to increase.

Table 8: Results of the Direct Effect Test of Organizational Culture (X1) on Organizational Commitment

	Coefficients	Statistical Test	Decision	Conclusion
Organizational Culture (X1) to Organizational Commitment (Y)	0,178	H0: $\beta_{y1} \leq 0$ H1: $\beta_{y1} > 0$	H0 Refused H1 Accepted	Impactful Positive

Positive Direct Influence of Team Effectiveness (X2) on Organizational Commitment (Y)

Path analysis shows that β_{y2} has a value of 0.145, greater than zero. This indicates a direct positive relationship between Team Effectiveness (X2) and Organizational Commitment (Y) among Permanent Teachers of Private High School Foundation in Bekasi City. In other words, improving Team Effectiveness (X2) can also increase Organizational Commitment (Y).

Table 9: Results of Team effectivity (X2) towards organizational commitment (Y)

	Coefficients	Statistical Test	Decision	Conclusion
Team Effectivity (X2) towards Organizational Commitments (Y)	0,145	H0: $\beta_{y1} \leq 0$ H1: $\beta_{y1} > 0$	H0 unaccepted H1 accepted	Impact Positively

The Positive Direct Influence of Personality (X3) on Organizational Commitment (Y) Based on path analysis, it was found that the value of β_3 is 0.138, which is greater than zero. This indicates a positive direct influence of Personality (X3) on Organizational Commitment (Y) among Permanent Teachers in Private High Schools in the City of Bekasi. In other words, strengthening the aspect of Personality (X3) can potentially enhance Organizational Commitment (Y).

Tabel 11: Results of Trust (X4) to organizational commitment (Y)

	Results	Statistical Test	Decision	Conclusion
Kepuasan Kerja (X4) terhadap Komitmen Organisasi (Y)	0,375	H0: $\beta_1 \leq 0$ H1: $\beta_1 > 0$	H0 refused H1 accepted	Positive Results

5. DISCUSSION

The Influence of Organizational Culture (X1) on Organizational Commitment (Y)

The research indicates that Organizational Culture has a significant direct influence on Organizational Commitment. Schools that successfully develop a strong culture, with values accepted and supported by all members, especially teachers, create alignment between personal and school values. The strong and healthy organizational culture enhances teachers' commitment to the school. High work standards set by the school encourage teacher responsibility, and efforts to meet those standards reward teachers, making them more comfortable in the school and less likely to leave. These findings are consistent with Naris Nur Ependi's research, demonstrating that organizational culture directly influences organizational commitment ($\beta = 0.553$; $\text{sign} < 0.05$).

Hypothesis testing shows a positive direct influence of Organizational Culture on Organizational Commitment, with the regression equation $\beta = 81.134 + 0.291X$. This means that for every one-unit increase in Organizational Culture, there is a corresponding increase in Organizational Commitment of 0.291 units, with a constant of 81.134. These results can be used to forecast Organizational Commitment based on Organizational Culture scores.

Linearity calculation results show that the regression equation is significant, with a probability value (sig.) of $0.000 < 0.05$. This confirms that the equation can be used to forecast Organizational Commitment based on Organizational Culture scores.

Furthermore, the path coefficient value β_1 is 0.178, with $t\text{-value} = 11.318$. Since the $t\text{-value} >$ the critical $t\text{-value}$ (1.652), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. Thus, organizational culture has a positive direct influence on organizational commitment. This means that the stronger the Organizational Culture, the higher the Organizational Commitment.

The Positive Direct Influence of Team Effectiveness (X2) on Organizational Commitment (Y)

The research confirms that Team Effectiveness has a significant direct influence on Organizational Commitment. Teachers who are active and engaged in group activities make

significant contributions to the school, creating a proud and comfortable atmosphere. When teachers are satisfied with their team performance, they tend to retain that satisfaction and feel a loss if they leave a school that provides moral and material satisfaction. High-quality team work makes teachers proud and contributes to good work outcomes. High-quality work also has the potential to receive appreciation from school management, increasing feelings of being valued and comfortable in the school. Active involvement in group activities also binds teachers with their team members, creating comfort in working and reducing the desire to move to another school.

The research shows a positive direct influence of Team Effectiveness on Organizational Commitment, with the regression equation $\hat{y} = 58.617 + 0.638X$. This means that for every one-unit increase in Team Effectiveness, there is a corresponding increase in Organizational Commitment of 0.638 units, with a constant of 58.617. This equation can be used to forecast Organizational Commitment based on Team Effectiveness scores.

The linearity analysis on the ANOVA table shows that the regression equation is significant, with a probability value (sig.) of $0.000 < 0.05$. This confirms that the equation can be used to forecast Organizational Commitment based on Team Effectiveness scores.

The path coefficient value β_2 is also 0.145, with t-value = 18.206. Since the t-value $>$ the critical t-value (1.652), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This indicates a positive direct influence of Team Effectiveness on Organizational Commitment. This confirms that the higher the Team Effectiveness, the higher the Organizational Commitment. This analysis's data also supports Setiadi (Setiadi, 2015) findings, which show a positive influence between Team Effectiveness and Organizational Commitment.

The Positive Direct Influence of Trust (X4) on Organizational Commitment (Y)

The research found that Trust has a significant positive direct influence on Organizational Commitment. When teachers trust the principal and respect their integrity, they are more likely to comply with instructions and contribute to the school's progress. Leadership based on noble values such as honesty makes it easier for teachers to accept and promote school goals, so they are willing to make extra efforts to advance the school.

Teachers who have a high level of trust in the principal believe that the principal can bring goodness and progress to the school. This makes them confident that the school has a bright future, and they will strive to remain in the school to not miss the opportunity to experience the existing progress.

The research shows that Trust has a significant positive direct influence on Organizational Commitment, with the regression equation $\hat{y} = 68.774 + 0.390X$. This means that for every one-unit increase in Trust, there is a corresponding increase in Organizational Commitment of 0.390 units, with a constant of 68.774. This equation can be used to forecast Organizational Commitment based on Trust scores. The linearity analysis on the ANOVA table shows that the regression equation is significant, with a probability value (sig.) of $0.000 < 0.05$. This confirms that the equation can be used to forecast Organizational Commitment based on Trust scores.

Additionally, the path coefficient value β_4 is 0.375, with t -value = 12.022. Since the t -value > the critical t -value (1.652), the null hypothesis (H_0) is rejected.

To enhance organizational performance and commitment, a thorough evaluation of indicators influencing the internal dynamics of the team and individual's relationship with the organization is necessary (Kot-Radojewska & Timenko, 2018; Mehta et al., 2010). Based on the analysis, several indicators require urgent improvement to achieve the desired goals.

First and foremost, the quality of the team's work needs improvement. This is the primary foundation for organizational progress, where high-quality work results will signify success in achieving common goals (Mehta et al., 2010; Wahyu & Salam, 2020). Next, the individual behavior patterns within the team need attention. By having positive behavior patterns aligned with organizational values, a harmonious and productive work environment can be established.

Empathic collaboration is also a crucial aspect that needs enhancement. The ability to collaborate empathetically will strengthen bonds among individuals within the team and build supportive relationships (Arghode et al., 2022; David Carlson & Dobson, 2020; Nakamura & Milner, 2023). Additionally, reliability in fulfilling assigned tasks will instill trust in the team and the organization as a whole.

Furthermore, openness to novelty and willingness to accept difficulties as part of the learning process also need improvement. With an open attitude toward change and the ability to face challenges, the team will be better prepared to deal with the dynamics present in the work environment (Caillier, 2020; Hilton et al., 2021; Smith & Benavot, 2019).

Next, it is also necessary to identify indicators that serve as strengths in formulating action plans to improve organizational performance and commitment. Belief in organizational values serves as the main foundation for guiding individuals' actions in achieving common goals. (Nakamura & Milner, 2023; Sugiarti et al., 2021)

Then, the willingness to go the extra mile for organizational progress becomes a crucial factor in creating a proactive and innovative work culture. Individual responsibility towards assigned tasks and symbols representing team unity and identity also need to be maintained and strengthened.

Agreed-upon values, norms, and assumptions about human relationships also serve as the foundation for building a strong and sustainable work culture. By strengthening understanding and commitment to shared values, the team will be able to maintain integrity and consistency in carrying out its tasks. Conclusively, the achievement of team goals and member involvement in achieving desired outcomes also need attention. Efficient and effective utilization of team resources will be the key to success in achieving common goals.

Lastly, team members' belief in integrity, trust in competence, and willingness to support each other are crucial indicators of maintaining harmony and solidarity within the team. By strengthening these aspects, the team will be better prepared to face challenges and achieve success together in reaching organizational goals.

6. CONCLUSION

Based on the conclusions drawn, this research yields several implications for strengthening various aspects within the organizational context. Firstly, to enhance organizational commitment, steps are needed to reinforce organizational culture, team effectiveness, and individual personalities, with trust playing a pivotal role as an intervening variable.

Secondly, organizational culture can be strengthened by improving weaker aspects, such as behavioral patterns, while maintaining and developing agreed-upon values and norms.

Thirdly, to enhance team effectiveness, efforts are required to improve the quality of teamwork outcomes and member satisfaction while continuing to strengthen aspects such as the achievement of team goals and member involvement.

Fourthly, to strengthen individual personalities, emotional stability and empathic collaboration must be enhanced while maintaining flexibility in interaction. Lastly, to strengthen trust, measures are needed to improve commitment to the organization and its benefits while maintaining belief in organizational values and willingness to go the extra mile for organizational progress. By considering these implications, organizations can direct their efforts towards strengthening key elements that influence overall organizational performance and well-being.

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