

## **Strategy for Enhancing Organizational Commitment Through Authentic Leadership, Integrity, Teamwork, and Trust: An Empirical Study Using Path Analysis and SITOREM on Private High School Teachers in Depok, West Java**

**Christine Masada Hirashita Tobing\* , Sri Setyaningsih, Dian Wulandari**

Universitas Pakuan, Indonesia

Email: [christinemhtobing@gmail.com](mailto:christinemhtobing@gmail.com)\* , [sri\\_setya@unpak.ac.id](mailto:sri_setya@unpak.ac.id), [dianwulandari@unpak.ac.id](mailto:dianwulandari@unpak.ac.id)

### **ABSTRACT**

Commitment to the organization is a key factor in determining the success of an organization because it is directly related to loyalty, performance, and the sustainability of human power sources. However, in practice, many organizations still face low employee commitment, marked by reduced loyalty, a lack of responsibility, and an increasing desire to change jobs. This research aims to formulate improvement strategies for organizational commitment through strengthening leadership authenticity, integrity, teamwork, and trust. The research employs a quantitative method, with data collected via field survey. Data analysis uses path analysis and SITOREM (Scientific Identification Theory to Conduct Research, Operation Research in Education Management) analysis. The results show that leadership authenticity, integrity, and teamwork positively and significantly influence organizational commitment, both directly and indirectly through trust. Therefore, trust serves as an effective mediator in strengthening the influence of leadership authenticity, integrity, and teamwork on organizational commitment.

**Keywords:** Strategy; Commitment Organization; Leadership Authenticity; Integrity; Teamwork.

### **INTRODUCTION**

Education is a crucial factor whose need is felt because its results improve the quality of human resources. This is further explained as a conscious and planned effort to create a learning atmosphere and process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state.

Organizational commitment can be formed in teachers and employees when one of the supporters has an emotional bond with the organization. It is clear that this bond rarely happens in the current organizational era. In this 21st century, how can emotional bonds be formed? Surely, a leader can make this happen, but not alone. A leader can only encourage and inspire people to make it happen. Where can this begin? Let's first examine the history and foundation of long-standing organizations, especially schools, that have survived until now. What is the recipe for this? Schools have always been places to impart knowledge and train life skills.

Improving the quality of human resources must be based on accountable institutions, namely quality schools. One way to increase school quality is through teacher commitment to the organization (school). Through teacher commitment, schools can produce and shape a

strong and resilient generation to face the future. The problem is that there are still teachers who want to change jobs because their income is insufficient to cover their living expenses and they feel uncomfortable in the school environment where they work.

Organizational commitment is the desire and attitude of individuals to be involved, make efforts, and act toward the organization by accepting the organization's goals, working hard, wishing to continue working in the organization, identifying with involvement, and not wanting to leave it. This individual attitude is important to develop to enhance their growth and development. An organization in the education sector, especially during the COVID-19 pandemic, requires commitment. Currently, a person's commitment to anything in an organization requires behavior and action that can improve the organization's commitments. These commitments are: first, authentic leadership; second, integrity; third, teamwork; and fourth, trust.

If positive behavior and cognition are increased in these elements, they will enhance the organizational commitment of teachers in educating students, working, and contributing to their institutions while remaining enthusiastic even in the post-COVID-19 pandemic era and amid current curriculum changes. By continuously developing themselves, teachers can align their behavior and emotions with the current situation, using communication, media, technology, and creative learning. As a result, both physical and psychological well-being are maintained to jointly achieve the organization's vision and mission. These behaviors can normatively contribute to improved performance, both individually, in groups, collaboratively, and as a whole. Therefore, increasing organizational commitment is crucial to maintaining the organization's vision and mission consistently, ensuring its long-term existence.

Efforts vary widely, and there is high inequality in teacher salaries. Civil servant salaries are almost three times those of non-civil servants, even though both are required to guide classrooms and teach children. About 80 percent of students feel that their teachers almost always or always explain things in a structured way and try different techniques to explain things that they don't understand. Students in Indonesia have reported a high satisfaction level, even though they face low learning levels in other studies (World Bank, 2020).

Based on the 2020 Indonesian Education Service Indicators Survey, the World Bank proposed twelve strategic recommendations to improve the quality of the education system. These recommendations emphasize the importance of ensuring that every student achieves minimum learning standards at every level of education, as well as providing quality early childhood education services that are equally accessible to all levels of society. Furthermore, concrete efforts are needed to ensure equitable access to education for the most marginalized groups of children while improving the learning outcomes of the lowest-achieving students. The World Bank also highlights the importance of ensuring that all students, including those with special needs, can learn optimally.

On the other hand, improving the quality of education must also be supported by strengthening teacher education and training institutions, starting from the recruitment process for the best prospective teachers to a more equitable distribution. Teacher professional development needs to be enhanced and aligned with an appropriate incentive system. Furthermore, the education accountability system needs to be strengthened through more accurate data tracking and verification mechanisms. The World Bank also emphasizes the importance of strengthening educational service providers, expanding access, improving the

quality and relevance of vocational education, and improving the quality and equity of higher education. As part of ongoing efforts, the education system also needs to be strengthened to be more resilient in facing future shocks and challenges.

To effectively manage its human resources (HR), organizations must retain their potential resources to ensure their loyalty, prevent them from moving to other jobs, or engaging in work that aligns with the organization's goals and lacks an emotional connection to the organization. Changing jobs is usually a last resort for a teacher when they encounter challenging circumstances. For this reason, organizations need to examine further the reasons why a teacher has organizational commitment, so that it can be minimized.

Committed teachers will increase their work productivity because they feel united with the organization and work to achieve company goals. With a sense of unity in the organization, teachers will work and think as well as possible. Therefore, strong organizational commitment is important. Leadership authenticity, integrity, teamwork, and trust are factors that can increase organizational commitment. Behaviors in a normative way can contribute to improving performance at both operational and organizational levels.

This can be seen from the survey results. Based on the organizational commitment variable indicator, in October 2021 and October 2023, a questionnaire and interviews were used. The survey was administered to a sample of 30 private teachers. This consisted of 30 statements with positive sentences with answer choices: "Strongly agree," "Agree," "Undecided," "Disagree," and "Strongly disagree." From these statements, organizational commitment is obtained with the following indicators: 1) affective, 2) continuity, 3) normative. Survey results show that 22.14% of teachers still do not meet expectations in terms of confidence in their organization's values, 38.49% of teachers do not feel like they are part of their organization, and 52.86% of teachers do not feel they benefit from their organization. Additionally, 79.52% of teachers feel they can find job opportunities elsewhere, 28.07% of teachers do not feel responsible for the organization, and 56.21% of teachers do not feel the desire to give back to the organization.

The aforementioned issues serve as a benchmark for the ongoing need for improvement in the organizational commitment of private high school teachers in the Depok area, particularly in the affective, continuity, and normative domains. Teachers need to enhance their organizational commitment to self-development, synergize with other teachers, and develop the school organization where they work. Teachers play a crucial role in education, as they have both short-term and long-term impacts on the wider community.

Studies about organizational commitment indicate that this theme is still current and necessary for further research. Auliya et al. (2020) stated that organizational commitment and authentic leadership influence organizational commitment through a psychological model as a mediator. Organizational commitment is defined as the alignment of an individual with the organization's values and goals, as well as a willingness to perform tasks that demonstrate an effort to remain in the organization.

Organizational commitment is a bond between employees and the organization that can influence employee psychology, such as loyalty and dedication to the organization. Sethi (2015) states that organizational commitment is the psychological commitment of employees to the organization. Work-life balance is about arranging work-life balance and family life. The current study aims to find the relationship between work-life balance and organizational

commitment among female employees working in both the public and private sectors. Organizational commitment was measured using a standard organizational commitment scale. The results showed that there is a positive relationship between work-life balance and organizational commitment.

An organization based on integrity conducts its duties in accordance with its intended purpose and operates in a transparent, accountable, proper, and ethical manner, without being disabled or immune. Individual behavior is consistent with the marks and objectives followed by the organization and its colleagues, taking all necessary steps to carry out their work in accordance with those values. Hidayah & Tobing (2018) stated that committed employees will be able to perform their jobs beyond management expectations. There is an influence between organizational commitment and teacher trust, but there are differences in the dimensions of influence. Organizational commitment also differs.

Based on the background description behind this study, the aim is to formulate improvement strategies for organizational commitment through strengthening leadership authenticity, integrity, teamwork, and trust. Theoretical research contributes to the development of a conceptual model that integrates leadership authenticity, integrity, teamwork, and trust as main determinants of organizational commitment. This model can be used as a reference for further studies to test similar variables in other organizational contexts, sectors, or cultures.

## **METHOD**

This study employed a quantitative approach. The research was conducted in the environment of private high schools in Depok, which consists of 11 districts: Bojongsari, Cinere, Cipayung, Limo, Pancoran Mas, Sawangan, Sukmajaya, Tapos, Cimanggis, Beji, and Cilodong. The schools sampled were as follows: Sir 15 schools (likely a data entry error; clarified as per subdistricts), Beji 6 schools, Cinere 4 schools, Limo 4 schools, Sawangan 4 schools, Bojongsari 4 schools, Cimanggis 7 schools, Sukmajaya 9 schools, Tapos 3 schools, Cilodong 7 schools, Cipayung 2 schools.

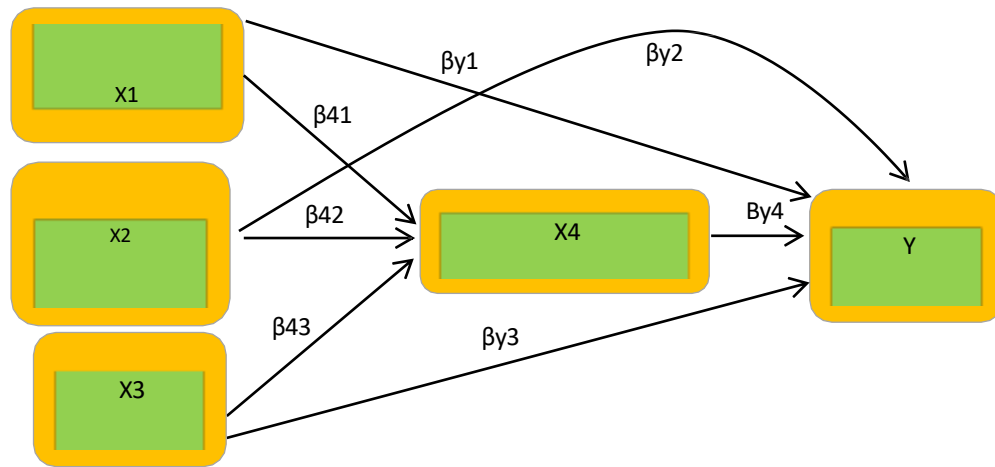
The study was conducted over one year, progressing gradually from proposal compilation and examination to the preparation of research result seminars. The accessible population was calculated using multistage random sampling, divided into two stages: area sampling and individual sampling. Proportional random sampling yielded a sample of 135 teachers. Instrument trials were conducted on teachers outside this sample; the research sample (135 teachers) was determined first, with the remainder used for trials.

Data were collected through field surveys to examine the influence of authentic leadership, integrity, teamwork, and trust on organizational commitment among teachers at private senior high schools (SMA) in Depok City. Data analysis employed path analysis and SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management). The combination of these methods strengthened the results to provide practical benefits for the units analyzed.

## **RESULTS AND DISCUSSION**

One of the requirements What is important and must be fulfilled is the existence of a significant correlation between the related variables. After the results of the calculation fulfilled, step

furthermore is making model structural and matrix correlation between variables. Model structural in study this is served in form track as following.



Picture 1. Connection Causal X1, X2, X3 and X4 against Y

**Testing Hypothesis First**

**Table 1. Results of Direct Influence Test: Authentic Leadership on Organizational Commitment**

Variables	N	dk	$\beta_{y1}$	t count	t table	t table
$\alpha = 0.05$ $\alpha = 0.01$						
X 1 on Y	135	1320	0.258	3,440	1.98	2.61

Based on the calculation results as seen in Table 1, the t-count value is > t-table. Therefore, H 0 accepted and H 1 rejected. Thus, it can be concluded that authentic leadership (X1) has a direct influence positive and significant to commitment to organization (Y).

**Testing Second Hypothesis**

**Table 2. Results of Direct Influence Test: Integrity Variable on Organizational Commitment**

Variables	N	dk	$\beta_{y2}$	t count	t table	t table
$\alpha = 0.05$ $\alpha = 0.01$						
X 2 on Y	135	1320	0.213	2,548	1.98	2.61

Condition significant : t count > t table

Based on the calculation results as seen in Table 2, the t-count value is > t table. Therefore, H 0 accepted and H 1 rejected. Thus, it can be concluded that integrity (X2) has a direct positive and significant effect. to commitment in organization (Y).

### Testing Third Hypothesis

**Table 3. Results of Direct Influence Test: Teamwork on Organizational Commitment**

Variables	N	dk	$\beta_{y3}$	t count	t table $\alpha = 0.05$	t table $\alpha = 0.01$
X 3 on Y	135	132	0.215	2,812	1.98	2.61

Based on the calculation results as seen in Table 3, t-count > t-table were obtained. Therefore, H0 rejected and H1 accepted. Thus, it can be concluded that *teamwork* (X3) influential direct positive and significant to commitment to the organization (Y).

### Testing Hypothesis Fourth

**Table 4. Results of Direct Influence Test: Trust on Organizational Commitment**

Variables	N	dk	$\beta_{y4}$	t count	t table $\alpha = 0.05$	t table $\alpha = 0.01$
X 4 on Y	135	132	0.227	2,929	1.98	2.61

Based on the calculation results as seen in Table 4, thitung > ttabel were obtained. Therefore, H0 rejected and H1 accepted. Thus, it can be concluded that *trust* (X4) has a direct positive and significant influence on commitment to the organization (Y).

### Testing Fifth Hypothesis

**Table 5. Results of Direct Influence Test: Authentic Leadership Variable on Trust**

Variables	N	dk	$\beta_{41}$	t count	t table $\alpha = 0.05$	t table $\alpha = 0.01$
X 1 on X 4	135	133	0.223	2,709	1.98	2.61

Based on the calculation results as seen in Table 5, the t-count > t-table. Then H0 rejected and H1 accepted. Thus, it can be concluded that leadership authentic (X1) influential immediately positive and significant to *trust* (X4).

### Testing Sixth Hypothesis

**Table 6. Results of Direct Influence Test: Integrity Variable on Trust**

Variables	N	dk	$\beta_{42}$	t count	t table $\alpha = 0.05$	t table $\alpha = 0.01$
X 2 on X 4	135	133	0.274	3,008	1.98	2.61

Based on the calculation results as seen in Table 6, the t-count > t-table. Then H0 rejected and H1 accepted. Thus, it can be concluded that integrity (X2) has a direct positive and significant effect on *trust* (X4).

### Testing Seventh Hypothesis

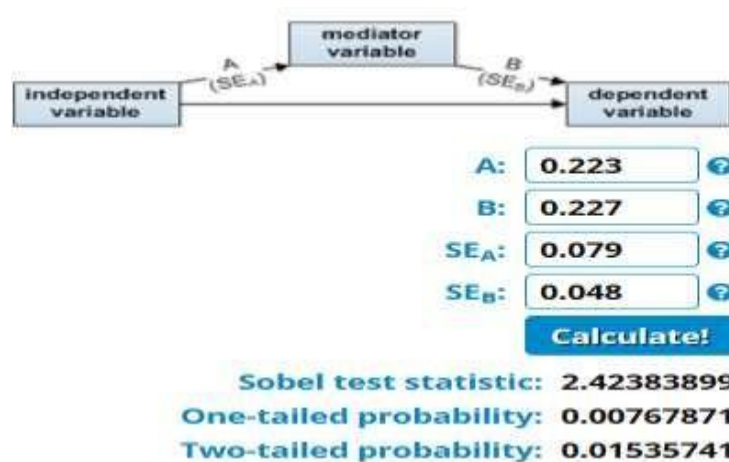
**Table 7. Results of Direct Influence Test: Teamwork on Trust**

Variables	N	dk	$\beta_{43}$	t count	t table $\alpha = 0.05$	t table $\alpha = 0.01$
X3 on X4	135	133	0.257	3,095	1.98	2.61

Based on the calculation results as seen in Table 7, t-count > t-table were obtained. Therefore, H0 rejected and H1 accepted. Thus, it can be concluded that teamwork (X3) influential direct positive and significant on trust (X4).

### Testing Eighth Hypothesis

Based on results test Sobel test obtained:



**Picture 2.** Test Sobel test Influence No Direct Leadership Authentic to Commitment on Organization Through Trust

From results calculation obtained mark two-tailed probability of  $0.015 < 0.05$  and the Sobel test statistic value is 2.423 and t table (dk = 132, with  $\alpha = 0.05$ ) as big as 1.98 And table (dk = 132, with  $\alpha = 0.01$ ) of 2.61. Based on the calculation results as seen, t-count > t-table at a significance level of 0.05. Based on these data, it can be concluded that there is a positive and significant indirect influence of authentic leadership. to commitment on organization through trust. It means trust effective as a mediator influence authentic leadership towards commitment to the organization.

### Testing Ninth Hypothesis

Based on results test Sobel test obtained:

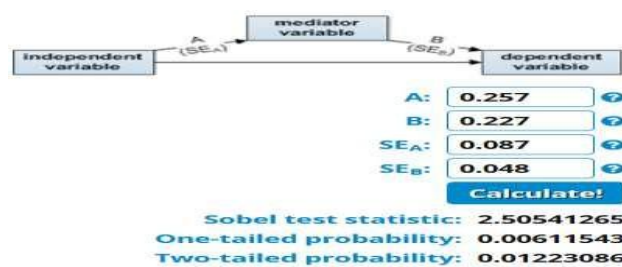


**Picture 3.** Test Sobel test Influence No Direct Integrity towards Commitment to the Organization Through *Trust*

From results calculation obtained mark two-tailed probability of  $0.024 < 0.05$  and the Sobel test statistic value is 2.251 and t table ( $dk = 132$ , with  $\alpha = 0.05$ ) as big as 1.98 And table ( $dk = 132$ , with  $\alpha = 0.01$ ) of 2.61. Based on the calculation results as seen,  $t\text{-count} > t\text{-table}$  at a significance level of 0.05. Based on this data, it can be concluded that there is a positive and significant indirect influence of integrity on commitment to organization through trust. Meaning of effective trust as a mediator influence integrity to commitment on organization.

**Testing hypothesis Tenth**

Based on results test Sobel test obtained:



**Figure 4.** Sobel-test of the Indirect Effect of Teamwork on Organizational Commitment Through Trust

From results calculation obtained mark two-tailed probability of  $0.012 < 0.05$  and the Sobel test statistic value is 2.505 and t table ( $dk = 132$ , with  $\alpha = 0.05$ ) as big as 1.98 And table ( $dk = 132$ , with  $\alpha = 0.01$ ) of 2.61. Based on the calculation results as seen,  $t\text{-count} > t\text{-table}$  at a significance level of 0.05. Based on this data, it can be concluded that there is a positive and significant indirect influence of teamwork on commitment to organization through trust. Meaning of effective trust as a mediator of the influence of teamwork on commitment to the organization.

**Direct and Indirect Effects Among Variables**

In the next stage, after the hypothesis test calculations are carried out, an identification stage is carried out to calculate the direct and indirect influences between variables. The magnitude of the direct and indirect influences is generated. from coefficient track and coefficient correlation. The size direct influence And No direct can served on table in lower This:

**Table 8.** Direct and Indirect Effects of Commitment on Organization (Y)

Variables	Influence		
	Direct	No direct	Total
Leadership Authentic (X 1)	0.258	0.051	0.309
Integrity (X 2)	0.213	0.062	0.275
Teamwork (X 3)	0.215	0.058	0.273
Trust (X 4)	0.227	0	0.227
Total	0.913	0.171	1,084

The above results can be interpreted as authentic leadership having a direct effect on organizational commitment of 25.8%, and an indirect effect through trust of 5.1%. Integrity has a direct effect to commitment on an organization as big as 21.3%, influential indirect through trust as big as 6.2%. Teamwork influential direct on commitment to the organization by 21.5%, with an indirect effect through trust of 5.8%. Trust has a direct effect on commitment to the organization by 22.7%. Thus, it can be said that commitment to organizations is affected by leadership authentic, integrity, teamwork, and trust in a way direct 91.3% And in a way overall influence direct and indirectly 10.84%.

### **Direct Influence of Authentic Leadership (X<sub>1</sub>) on Organizational Commitment (Y)**

From the data processing results, it can be concluded that the principal's authentic leadership variable (X<sub>1</sub>) had a direct, positive, and significant influence on teachers' organizational commitment (Y). This was evidenced by the path coefficient  $\beta_{y1} = 0.258$ , with a significance value of  $0.001 < 0.05$  and  $t\text{-count} = 3.440 > t\text{-table} = 1.98$ . These findings confirmed that higher levels of principal authenticity in leadership increased teachers' commitment to the school as their workplace and service organization. A principal demonstrating integrity, honesty, and harmony between values, words, and actions fostered trust and loyalty among teachers, thereby enhancing their affective commitment to the school.

These results aligned with the theory of authentic leadership proposed by Avolio and Gardner, which emphasized four main components: self-awareness, relational transparency, balanced information processing, and an internalized moral perspective. In the context of school principals, these dimensions manifested through open behavior toward teachers, fair decisions, and consistency between personal values and school policies. An authentic principal served as a moral example for teachers, strengthening their emotional ties to the educational institutions where they taught (Hasanah et al., 2025).

This finding was reinforced by Ilies et al., who found that authentic leaders created positive work environments, increased trust, and strengthened the intrinsic motivation of organizational members. In schools, an authentic principal fostered psychological safety for teachers, encouraging innovation and high dedication (Ulumuddin & Audah, 2020). Khan et al. (2024) showed that organizational commitment had a significant and positive influence on the function of higher education institutions, with affective, normative, and continuance commitment positively impacting this relationship.

This research was further supported by Singh et al. (2024), whose findings indicated that workplace exclusion was significantly related to employee turnover intention. Moreover, perceptions of organizational primacy and authentic leadership moderated the link between workplace exclusion and turnover intention. Walumbwa et al. (2008) also supported these results, demonstrating that authentic leadership had a positive and significant relationship with organizational commitment because authentic leaders cultivated work meaningfulness and a sense of belonging to the organization. Rauniar and Cao (2025) revealed that authentic leadership positively influenced improvements in sustainability and business performance, playing a mediating role between SAO and sustainability in organizations. From an educational perspective, teachers' commitment to the school organization was a key factor in the success of educational institutions.

### **Direct Influence of Integrity (X<sub>2</sub>) on Commitment to the Organization (Y)**

Based on the data processing results, a direct positive and significant influence of integrity ( $X_2$ ) on organizational commitment ( $Y$ ) was found. This was evidenced by the path coefficient  $\beta_{y2} = 0.213$ , with a significance value of  $0.012 < 0.05$  and  $t$ -count of  $2.548 > t$ -table 1.98. This confirms that higher teacher integrity levels strengthen commitment to the school organization. Teachers with high integrity demonstrate consistency between values, principles, and actions, along with strong professional responsibility toward their institution. This positively impacts loyalty and teacher engagement with organizational goals.

Theoretically, integrity reflects an individual's moral and ethical qualities that underpin professional behavior. In education, teacher integrity maintains school credibility and fosters an ethical work culture. Teachers with integrity serve as moral role models for students and colleagues, strengthening organizational cohesion and commitment (Marta et al., 2024).

These results align with Simons et al. (2015), who found that integrity plays an important role in increasing employee trust and commitment. Their study explains that when members perceive leaders and coworkers as highly integrous, perceptions of fairness and moral clarity emerge, enhancing emotional attachment to the organization. In a school context, teacher integrity serves a dual role: as a representation of the organization's moral values and as a driver of internal motivation to improve education quality.

### **Direct Influence of Teamwork (X<sub>3</sub>) on Commitment to the Organization (Y)**

Based on the data processing results, there was a direct positive and significant influence of the teamwork variable ( $X_3$ ) on organizational commitment ( $Y$ ), with a path coefficient value of  $\beta_{y3} = 0.215$ , a significance value of  $0.006 < 0.05$ , and a  $t$ -count value of  $2.812 > t$ -table 1.98. This indicated that stronger teamwork in the school environment led to higher teacher organizational commitment. In the school context, teamwork reflected collaboration, open communication, and mutual support among members to achieve shared objectives. A cooperative work climate fostered a sense of belonging, strengthened solidarity, and increased teachers' emotional attachment to their institution.

Theoretically, teamwork is a crucial element in organizational effectiveness. Kozlowski and Ilgen (2006) stated that effective teamwork improves coordination, accelerates problem-solving, and creates synergy that positively impacts organizational performance. In the educational context, teamwork among teachers facilitates knowledge sharing, experience exchange, and more innovative learning strategies. When teachers feel part of a supportive team, they become more committed to contributing to the school's success.

The results aligned with Hanaysha's (2016) findings, which showed that teamwork had a significant relationship with organizational commitment and job satisfaction. In his research in the education sector in Malaysia, Hanaysha found that effective team collaboration increased trust, involvement, and loyalty among organization members. Similar findings were reported by Kozlowski et al. (2015), who confirmed that teamwork strengthened a positive organizational climate and increased individuals' intrinsic motivation to contribute to the organization.

This was reinforced by Baidun et al. (2024), who found that team competencies had a

significant impact on increasing organizational commitment. Organizations should prioritize improving employee teamwork competencies as a strategy to encourage higher levels of organizational commitment. Further research is recommended to explore additional factors influencing organizational commitment and validate these findings in different contexts.

### **Direct Influence of Trust (X<sub>4</sub>) on Commitment to the Organization (Y)**

Based on the data processing results, there was a positive and significant direct influence of trust (X<sub>4</sub>) on organizational commitment (Y). This was evidenced by the path coefficient  $\beta_{y4} = 0.227$ , with a significance value of  $0.004 < 0.05$  and  $t$ -count of  $2.929 > t$ -table 1.98. These results indicated that higher levels of trust in the school environment led to greater teachers' organizational commitment. Trust served as a fundamental factor in building healthy working relationships among teachers, principals, and colleagues. When teachers trusted their leaders and peers, they felt secure, valued, and more committed to the school's shared goals.

Theoretically, trust formed the foundation of social and organizational relationships, fostering psychological safety as a prerequisite for affective commitment (Syamsuddin, 2015). This finding aligned with Dwika et al. (2020), who found that trust in superiors and coworkers significantly influenced organizational commitment and extra-role behavior (*organizational citizenship behavior*). Teachers who trusted their principals were more open to communication, accepted directions sincerely, and showed higher loyalty. In this context, trust acted as a social adhesive, strengthening interpersonal connections and creating a positive work climate in schools.

### **Direct Influence of Authentic Leadership (X<sub>1</sub>) on Trust (X<sub>4</sub>)**

Data processing results indicated a positive and significant direct influence of authentic leadership (X<sub>1</sub>) on trust (X<sub>4</sub>). This was evidenced by the path coefficient  $\beta_{41} = 0.223$ , with Sig =  $0.008 < 0.05$  and  $t$ -count = 2.709. The  $t$ -table at  $\alpha = 0.05$  was 1.98, so  $t$ -count  $>$   $t$ -table, leading to rejection of H<sub>0</sub> and acceptance of H<sub>1</sub>. Thus, higher levels of authentic leadership demonstrated by school principals increased teachers' trust in leadership and the organization. Authentic leadership, reflecting honesty, integrity, transparency, and consistency in action, formed the basis for interpersonal trust in the school environment.

Theoretically, authentic leadership is a style based on self-awareness, internal morality, relational transparency, and balanced information processing (Walumbwa et al., 2008). Authentic leaders exhibit honest behavior aligned with their moral values, fostering perceptions of fairness and credibility among subordinates. In this school context, authentic principals created an open and trusting work atmosphere, as teachers perceived their leaders as genuine and sincerely committed to a shared educational vision.

These findings align with prior research (Haryokusumo, 2016; Kustiawan, 2023) showing that authentic leadership significantly influences trust in leaders and organizations. Authentic leaders build relationships through empathy and genuine communication, reducing psychological distance between superiors and subordinates. In education, this means authentic and personally integrity-driven principals more readily gain teachers' trust, strengthening team commitment and collaboration.

### **Influence Direct Integrity (X2) on Trust (X4)**

Based on the data processing results, there was a direct positive and significant influence of the integrity variable ( $X_2$ ) on trust ( $X_4$ ), with a path coefficient of  $\beta_{42} = 0.274$ ,  $\text{Sig} = 0.003 < 0.05$ , and  $t\text{-count} = 3.008 > t\text{-table} = 1.98$ . This indicated that higher integrity among teachers and school leadership led to greater trust in the organizational environment. Strong integrity reflected consistency between words and actions, honesty in fulfilling responsibilities, and commitment to moral values, forming the basis for interpersonal and institutional trust in schools.

Theoretically, integrity is an important component in building trust, as individuals with high integrity are perceived as reliable, fair, and consistent in their actions (Samosir, 2024). These findings aligned with Simon et al. (2015), who showed that leader integrity plays a major role in shaping behavioral integrity—the congruence between words and actions—which ultimately increases trust from subordinates. When principals and teachers demonstrated honesty, consistency, and transparency in decisions and actions, organizational members believed the leadership was worthy of being followed.

### **Influence Direct Teamwork (X3) on Trust (X4)**

Based on the data processing results, there was a direct positive and significant influence of teamwork ( $X_3$ ) on trust ( $X_4$ ), with an influence strength of  $\beta_{43} = 0.257$  ( $\text{Sig} = 0.002 < 0.05$ ) and  $t\text{-count value of } 3.095 > t\text{-table } 1.98$ . This indicated that stronger teamwork in the school environment led to higher trust levels between teachers and between teachers and leaders. In educational organizations, strong teamwork fosters openness, effective communication, and positive interdependence among members, ultimately building collective trust in the school.

Theoretically, the success of teamwork depends not only on individual expertise but also on the level of trust between members (Kozlowski & Ilgen, 2006; Costa et al., 2018). Trust serves as a “social glue” that allows team members to rely on one another without suspicion or fear of exploitation. In a school context, teachers who trust each other are more open to sharing information, collaborating on learning activities, and solving problems collectively.

This finding aligns with Paul et al. (2016), who showed that trust plays an important role in enhancing team cooperation and coordination. Furthermore, Wulansari & Musslifah (2024) emphasized that teamwork based on trust produces more open communication, more efficient collaboration, and improved group performance. In schools, mutual trust enables teachers to collaborate easily on curriculum development, learning innovations, and education quality improvement.

### **Indirect Influence of Authentic Leadership (X1) on Commitment to the Organization (Y) Through Trust (X4)**

Based on the data processing results, there was a positive and significant indirect influence of authentic leadership ( $X_1$ ) on organizational commitment (Y) through trust ( $X_4$ ). This was evidenced by the two-tailed probability value of  $0.015 < 0.05$  and the Sobel test statistic of  $2.423 > t\text{-table} (1.98)$ . Thus, trust served as an effective mediating variable in the relationship between authentic leadership and teachers' organizational commitment. In other

words, higher levels of authentic leadership demonstrated by the principal strengthened teachers' sense of trust, which in turn increased their organizational commitment.

Conceptually, authentic leadership emphasizes authenticity, transparency, self-awareness, and internal morality (Walumbwa et al., 2008). Authentic leaders foster an honest, open environment full of trust, enabling subordinates to feel psychologically safe to participate and contribute. Meanwhile, trust in an organization reflects the belief that others will act with good intentions, honesty, and reliability (Dwika et al., 2020). In the school context, the principal's authentic leadership built teachers' trust in the leadership and institution, thereby promoting affective commitment—the teachers' emotional attachment to their school.

This finding aligns with Hassan and Ahmed (2011) and Schoofs et al. (2024), who showed that trust mediates the relationship between authentic leadership and organizational commitment. Authentic leaders cultivate trust through consistent, fair behavior and high integrity, giving teachers confidence that policies and decisions prioritize the community's interests. In such environments, teachers exhibited greater loyalty and involvement in their organization.

### **Indirect Influence of Integrity (X<sub>2</sub>) on Commitment to the Organization (Y) Through Trust (X<sub>4</sub>)**

Based on the results of data processing, it was concluded that there was a positive and significant indirect influence of integrity ( $X_2$ ) on organizational commitment ( $Y$ ) through trust ( $X_4$ ). This was proven by the two-tailed probability value of  $0.024 < 0.05$  and the Sobel test statistic value of  $2.251 > t\text{-table} (1.98)$ . This showed that trust played an effective mediating role in the relationship between integrity and organizational commitment. Thus, the higher the integrity possessed by teachers and school leadership, the greater the mutual trust formed, ultimately increasing teachers' commitment to the school organization.

Conceptually, integrity is a moral quality that reflects honesty, consistency between words and actions, and a commitment to ethical values (Palanski & Yammarino, 2011). Individuals with high integrity are considered trustworthy and serve as role models for their colleagues. In the context of educational organizations, teachers and principals with integrity demonstrate exemplary behavior and high levels of professional responsibility, which builds psychological safety and enhances interpersonal trust in the workplace. This trust then becomes the foundation for growing organizational commitment.

These findings align with the results of Simons et al. (2015), who emphasized that integrity is a main predictor of trust formation in organizations. When organizational members observe integrity in their leaders—consistency between what they say and do—they are more likely to trust the decisions and policy directions taken. In a school context, teachers who trust the principal's integrity will be more committed to supporting the educational vision and actively contributing to organizational goals.

These results are corroborated by Schilke et al. (2023), who examined ability-based and integrity-based trust to broaden understanding of the interaction between relationship history and trust, treating trust as an ultimate-level construct. They focused on trust consequences, including the risks of misplaced trust and trust maintenance strategies. To support this, they introduced an ideal-typical process model for developing or adapting trust experiments to appropriate organizations.

### **Indirect Influence of Teamwork (X3) on Commitment to the Organization (Y) Through Trust (X4)**

Based on the data processing results, there was a positive and significant indirect influence of teamwork ( $X_3$ ) on organizational commitment ( $Y$ ) through trust ( $X_4$ ). This was evidenced by the two-tailed probability value of  $0.012 < 0.05$  and the Sobel test statistic of  $2.505 > t\text{-table}$  (1.98). Thus, trust effectively mediated the relationship between teamwork and organizational commitment. In other words, stronger teamwork among teachers fostered greater mutual trust, which ultimately increased their commitment to the school organization.

Theoretically, teamwork among teachers in educational organizations creates a collaborative, open, and emotionally supportive environment (Kozlowski & Ilgen, 2006). When teachers perceive their colleagues as reliable and worthy of mutual respect, trust naturally forms. This trust serves as the foundation for affective, normative, and continuance commitment to the school.

These findings align with Costa et al. (2018), who found that teamwork strongly influences trust formation among team members. Harmonious working relationships foster trust in colleagues' competence, integrity, and good intentions. Established trust encourages active participation and high dedication to organizational goals. In schools, teachers who trust their team exhibit higher commitment to institutional progress. Similarly, Ngai et al. (2024) and Bhavani Sridharan (2024) showed that teamwork and organizational trust enhance employee productivity and strengthen commitment, contributing to sustainable success in dynamic environments. These results offer implications for HR practitioners in developing talent retention strategies and resource allocation to boost productivity.

### **CONCLUSION**

The empirical results demonstrated that leadership authenticity, integrity, and teamwork positively and significantly influenced organizational commitment among private high school teachers in Depok, both directly and indirectly through trust, which proved an effective mediator. To enhance commitment, efforts should target weak indicators, including low perceptions of organizational membership benefits, insufficient responsibility and loyalty, and limited alternative job opportunities; specific shortcomings were identified in authentic leadership (self-interaction authenticity and learning facilitation), integrity (honesty and justice), teamwork (goal achievement responsibility and problem-solving), and trust (integrity, ability, and openness). For future research, scholars could apply this path analysis and SITOREM model longitudinally across public schools or other regions in Indonesia to assess sustained effects amid curriculum reforms and economic shifts.

### **REFERENCES**

- Auliya, V., Parimita, W., & Usman, O. (2020). The Influence Of Authentic Leadership On Organizational Commitments. *Econosains Scientific Journal* , 18 (1), 11-23.
- Baidun, A., Kurnia, A., & Nofriza, F. (2024). The Role of Work Competence and Compensation on Increasing Organizational Commitment. *Journal of Management* , 3 (2), 577-589.

- Costa, A.C., Fulmer, C.A., & Anderson, N.R. (2018). Trust in work teams: An integrative review, multilevel model, and future directions. *Journal of organizational behavior* , 39 (2), 169-184.
- Dwika, IAP, & Adnyani, IGAD (2020). Organizational justice, trust, and organizational commitment influence organizational citizenship behavior in employees (Doctoral dissertation, Udayana University).
- Hanaysha, J. (2016). Examining the effects of employee empowerment, teamwork, and employee training on organizational commitment. *Procedia-Social and Behavioral Sciences* , 229 , 298-306.
- Haryokusumo, D. (2016). The influence of authentic leadership on positive emotions, trust and hope and its impact on organizational commitment. *Darmajaya Business Journal* , 2 (2), 13-31.
- Hasanah, U., Ampriy, ES, AM, MI, Harpiani, S., Anas, MA, Resa, A., & Waqif, A. (2025). Integration of Authentic Leadership Values in Academic Supervision Practices: A Strategy Towards a Quality School at SDN 50 Cendana. *Celebes Journal of Elementary Education* , 3 (2), 146-151.
- Hidayah, T., & Tobing, DSK (2018). The influence of job satisfaction, motivation, and organizational commitment to employee performance. *International Journal of Scientific and Technological Research* , 7 (7), 122-127.
- Khan, KKA, Ahmed, M.U., & Sodhar, S.M. (2024). Organizational commitment and higher education institutions functions: An aspect of modern business education in Pakistan. *Bulletin of Business and Economics (BBE)* , 13 (3), 190-196.
- Kozlowski, S. W., Grand, J. A., Baard, S. K., & Pearce, M. (2015). Teams, teamwork, and team effectiveness: Implications for human systems integration.
- Kustiawan, U. (2023). The influence of authentic leadership and leadership trust on organizational citizenship behavior (OCB) and employee performance: Indonesia. *ADI Interdisciplinary Digital Business Journal* , 4 (2), 64-69.
- Marta, RF, Sos, S., Kom, MM, Francoise, APDJ, Hum, S., Pribadi, E., ... & Swasono, RI (2024). Character education: Building a golden generation . Andi Publisher.
- Paul, R., Drake, J.R., & Liang, H. (2016). Global virtual team performance: The effects of coordination effectiveness, trust, and team cohesion. *IEEE transactions on professional communication* , 59 (3), 186-202.
- Rauniar, R., & Cao, R. (2025). An Empirical Study on the Role of Authentic Leadership in Strategic Agile Operations, Organizational Sustainability, and Business Performance. *Global Journal of Flexible Systems Management* , 1-20.
- Samosir, RY (2024). Shaping Teacher Integrity in the Industrial Revolution Era. *Comprehensive* , 2 (1), 155-162.
- Schilke, O., Powell, A., & Schweitzer, M. E. (2023). A review of experimental research on organizational trust. *Journal of Trust Research* , 13 (2), 102-139.
- Schoofs, L. K., Maunz, L. A., & Glaser, J. (2024). Multi-level effects of authentic leadership on self-actualization at work—the mediating roles of authentic followership and basic psychological need satisfaction. *Current Psychology* , 43 (16), 14494-14505.

- Sethi, U. J. (2015). Influence of work life balance on organizational commitment: A comparative study of women employees working in public and private sector banks. *International Journal of Management, IT and Engineering* , 5 (1), 243-255.
- Simons, T., Leroy, H., Collewaert, V., & Masschelein, S. (2015). How leader alignment of words and deeds affects followers: A meta-analysis of behavioral integrity research. *Journal of Business Ethics* , 132 (4), 831-844.
- Singh, S., Subramani, A.K., David, R., & Jan, N.A. (2024). Workplace ostracism influences turnover intentions: Moderating roles of perceptions of organizational virtuousness and authentic leadership. *Acta Psychologica* , 243 , 104136.
- Sridharan, B., McKay, J., & Boud, D. (2023). The four pillars of peer assessment for collaborative teamwork in higher education. In *The Power of Peer Learning: Fostering Students' Learning Processes and Outcomes* (pp. 3-24). Cham: Springer International Publishing.
- Syamsuddin, S. (2015). The Importance of Building Trust in Improving the Job Performance of School Administrative Staff. *Al-TA'DIB: Journal of Educational Studies* , 8 (2), 18-34.
- Ulumuddin, M., & Audah, A. (2020). The Interaction Effect of Authentic Leadership — Trust in Organizational Leadership on Job Satisfaction of Education and Education Personnel at STAI At-Tahdzib Jombang. *At-Tahdzib: Journal of Islamic and Muamalah Studies* , 8 (2), 155-174.
- World Bank. (2020). 2020 World Bank Indonesia Education Service Indicators Survey.
- Wulansari, P., & Musslifah, AR (2024). The Influence of Teamwork on Employee Performance in Companies. *RISOMA: Journal of Social, Humanities and Educational Research* , 2 (3), 92-102.