



## **Increasing Teacher's Professional Commitment Through Strengthening of Servant Leadership, Personality, Work Motivation, and Trust on Elementary School Teacher**

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**Abstract:** This research aimed to analyze the influence of servant leadership, personality, work motivation and trust on the professional commitment of elementary school teachers. The research, conducted in 157 accredited "A" public elementary schools in Depok City, involved 1,170 teachers. The one-year study utilized survey methods and a quantitative approach, focusing on causal relationships among variables. Variables studied included professional commitment (Y), servant leadership (X1), personality (X2), work motivation (X3), and trust (X4). Path analysis separated direct and indirect effects of independent variables on the dependent variable, seeking optimal strategies to enhance teachers' professional commitment. Results indicate that strengthening servant leadership, personality, work motivation, and trust directly enhances professional commitment, with indirect influence through trust and work motivation. Recommendations include improving indicators in weak variables, emphasizing sincerity in tasks, love for the job, and feedback. Optimal strategies involve improvements in servant leadership, trust, and work motivation to enhance professional commitment, providing clear guidance for implementation in the context of the research.

**Keywords:** Servant Leadership, Personality, Work Motivation, Trust, Teacher Professional Commitment

## INTRODUCTION

Education plays a crucial role in improving the quality of human resources, especially in facing the ongoing era of the fourth industrial revolution progressing into society 5.0. Educational institutions are required to undergo a paradigm shift to meet this challenge. The government believes that an advanced education system is a challenge for qualified teachers to align themselves with other developed countries in the global millennial order. In Indonesia, teachers are required to have 21st-century competencies in accordance with Law No. 14 of 2005 concerning teachers and lecturers. This law stipulates four essential competencies for teachers, namely pedagogical, personality, social, and professional competencies, which must be acquired through professional education. The goal is to ensure that teachers have the necessary quality to contribute to the improvement of the national education quality and shape qualified individuals.

One effective strength that greatly determines the success of education quality is teachers who have commitment. Teachers with high commitment will improve the quality of their work, which in turn determines the quality of education. Teacher professional commitment cannot be separated from several aspects that build the achievement of education quality outlined in the vision and mission of the school, which is a shared aspiration among all stakeholders. Teachers are expected to have a commitment to always collaborate and support each other in professionally implementing school programs to achieve school goals. Conversely, teachers who lack professional commitment will slow down the achievement of school goals.

This research aims to identify variables influencing the professional commitment of teachers in Public Elementary Schools in the Education Department of Depok City. The analyzed variables include servant leadership, personality, work motivation, and trust. The initial survey results indicate the need to strengthen professional commitment, with findings revealing that some teachers lack sincerity, love for the job, knowledge improvement, dedication to tasks, and willingness to perform tasks. Problem identification highlights teacher discomfort in fulfilling responsibilities, low work motivation, lack of sustained good personality, and low levels of trust. The goal of this research is to find optimal strategies and solutions to enhance professional commitment



through strengthening these variables. The novelty of the research lies in the use of path analysis and SITOREM analysis to find optimal solutions for improving teacher commitment (Iqbal et al., 2023). The theoretical contribution of this research is to educational management, while its practical utility is aimed at the Education Department of Depok City, school principals, education providers, and teachers as a guide to improving educational quality.

## LITERATURE REVIEW

### Professional Commitment (Y)

The description of professional commitment refers to the level of attachment and involvement an individual has in their job, particularly in the context of the teaching profession. Factors influencing professional commitment include leadership, work motivation, and communication, all of which are norms embraced by an organization. In the era of the fourth industrial revolution, teachers need high commitment to face changes in knowledge and technology.<sup>1</sup> This commitment includes affective dimensions (emotional, feelings, and affection towards the profession), normative dimensions (obligations and livelihood needs), and continuance dimensions (maintaining stability between teachers and society). Professional commitment is related to beliefs, support, and a strong identification with the values and goals of the job, motivating individuals to work earnestly, passionately, and collaboratively to achieve effective and efficient goals.<sup>2</sup> Therefore, professional commitment is a key factor in achieving the goals of educational organizations and ensuring that teachers remain loyal to the values and goals of their profession.

### Servant Leadership (X1)

Servant leadership represents a distinctive leadership style counteracting inherent human selfishness. Characterized by transformative drive, ethical concern, effective influence, and commitment to others' progress, servant leaders exhibit qualities conducive to positive societal contributions. These leaders, identified by traits such as listening, empathy, healing, and foresight, aim to serve their followers' interests and create

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<sup>1</sup> Cohen, A. (2003). Multiple commitments in the workplace: An integrative approach. Lawrence Erlbaum Associates.

<sup>2</sup> Scholl, R. W. (1981). Differentiating organizational commitment from expectancy as a motivating force. *Academy of Management Review*, 6(4), 589-599



service-oriented relationships.<sup>3</sup> Applicable across various sectors, servant leadership fosters individual loyalty, workplace trust, and a sense of value. The approach, encapsulating elements of service, growth, and community building, is positioned to cultivate a work culture that prioritizes the welfare and development of individuals.

### **Personality (X2)**

Personality is a set of individual characteristics, tendencies, and temperaments that are relatively stable, influenced by genetic heritage, social factors, culture, and the environment.<sup>4</sup> Key factors influencing personality involve dimensions such as conscientiousness, extroversion, agreeableness, emotional stability, and openness to experience. In line with these studies, personality encompasses a combination of stable psychological traits and behavioral attributes that provide identity and differentiate individuals. Therefore, understanding these factors can provide further insight into how personality is formed and developed in the context of psychological, social, and environmental complexity.

### **Work Motivation (X3)**

Work motivation refers to the psychological forces directing an individual's behavior in an organization.<sup>5</sup> Elements of work motivation include the direction of behavior, the level of effort, and an individual's persistence level. Understanding work motivation involves aspects such as direction, intensity, and persistence. Motivation theories, such as Herzberg's two-factor theory, highlight internal and external factors affecting job satisfaction and dissatisfaction. There is also a distinction between intrinsic motivation originating from within, such as needs and achievement, and extrinsic motivation stemming from the environment, such as compensation and recognition. Meanwhile, work motivation is also influenced by organizational factors such as job design, satisfaction, and fairness. Thus, work motivation involves psychological processes that include the intensity,

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<sup>3</sup> Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. SAGE Publications.

<sup>4</sup> Gouldner, H. P. (1958). Cosmopolitans and locals: Toward an analysis of latent social roles. *Administrative Science Quarterly*, 2(4), 444-480.

<sup>5</sup> Morrow, P. C. (1983). Concept redundancy in organizational research: The case of work commitment. *Academy of Management Review*, 8(3), 486-500.



direction, and persistence of individual efforts to achieve goals in the workplace, and a deep understanding of these factors can help create conditions that support high motivation.

#### **Trust (X4)**

Trust, viewed as a crucial skill, encompasses both individual and collective dimensions, revolving around emotional aspects and the willingness to rely on others based on mutual agreements. Examined across various organizational levels, organizational trust embodies shared commitment and cooperation toward achieving common goals. Definitions by experts underscore factors like subordinates' willingness to embrace positive expectations of leaders, trust's impact on effective communication and teamwork, and employee involvement in decision-making. Organizational trust significantly influences employee participation, commitment, and productivity, with trust indicators gauging character, ability, and strength.<sup>6</sup> The establishment of trust within an organization fosters an active work environment, fortifies identification, loyalty, and employee engagement. Trust emerges not only as a determinant of relationship quality but also as a dynamic moderator and outcome of collaboration across diverse organizational levels.

#### **RESEARCH METHODS**

The research was conducted in 157 accredited "A" public elementary schools in 11 districts in Depok City, involving 1,170 teachers. The research duration spanned one year, commencing from the formulation of the research proposal to the preparation of the research result seminar. This study utilized a quantitative approach with a survey method, focusing on revealing causal relationships among variables. The variables investigated included professional commitment (Y), servant leadership (X1), personality (X2), work motivation (X3), and trust (X4). Path analysis was employed to analyze the cause-and-effect relationships among variables, distinguishing the direct and indirect influences of independent variables on the dependent variable. The analysis steps involved statistical prerequisite tests, path analysis to calculate path coefficients, as well as linearity and significance tests of regression coefficients among variables.

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<sup>6</sup> Gouldner, H. P. (1958). Cosmopolitans and locals: Toward an analysis of latent social roles. *Administrative Science Quarterly*, 2(4), 444-480.



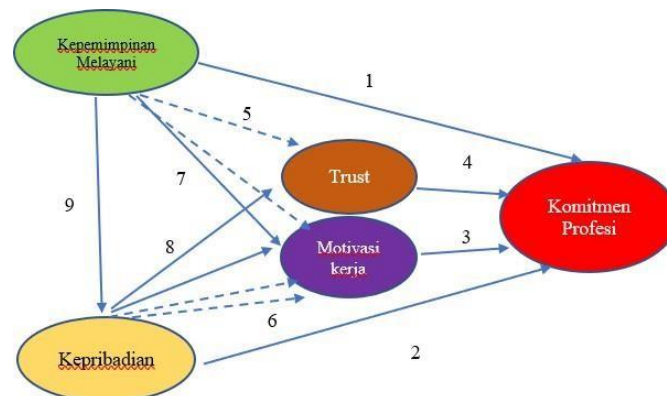


Figure 1. Constellation Model of Inter-Variable Influence

## RESEARCH RESULT

### Validity and Reliability Test

This research conducted a validity and reliability test on the instrument using the Pearson Product Moment correlation technique on 30 civil servant teachers in public elementary schools outside the sample respondent group. The instrument is considered valid if the calculated correlation coefficient ( $r$ -calculated) is greater than the table correlation value ( $r$ -table). Reliability testing was carried out on the items that passed the validity test, using the Cronbach's Alpha formula with a minimum criterion of  $> 0.70$ . The test results show that the instruments for measuring the variables of professional commitment, servant leadership, personality, work motivation, and trust have adequate reliability, with reliability coefficients of 0.934, 0.907, 0.935, 0.840, and 0.922, respectively.

### Descriptive Analysis

Descriptive data analysis in this research was conducted for each variable, namely Professional Commitment (Y), Servant Leadership (X1), Personality (X2), Work Motivation (X3), and Trust (X4). Data were measured through respondents' answers to the research instruments for each variable. For example, the Professional Commitment (Y) variable shows descriptive statistical results, including the number of data, mean, median, mode, standard deviation, variance, range, minimum score, maximum score, number of classes, class length, and total data. Similar analysis is done for other variables. The results of the descriptive analysis show the characteristics

707



of each variable. For instance, the Professional Commitment (Y) variable has an average of about 139, with the highest value in the 126-130 interval. This data is reinforced by a histogram showing the highest frequency in that value range. A similar process is conducted for the Servant Leadership (X1), Personality (X2), Work Motivation (X3), and Trust (X4) variables. The highest frequency for the Servant Leadership (X1) variable, for example, is in the 122-129 interval, with an average of about 129.

Table 1. Summary of Descriptive Statistics for Research Variables

| No. | Statistics        | Y     | X1    | X2    | X3    | X4    |
|-----|-------------------|-------|-------|-------|-------|-------|
| 1.  | Number of Data    | 173   | 173   | 173   | 173   | 173   |
| 2.  | Mean              | 139   | 129   | 158   | 95    | 149   |
| 3.  | Median            | 138   | 126   | 155   | 91    | 147   |
| 4.  | Modus             | 130   | 124   | 148   | 69    | 150   |
| 5.  | Std. Deviation    | 9     | 9     | 12    | 27    | 11    |
| 6.  | Variances         | 73    | 84    | 145   | 710   | 128   |
| 7.  | Range             | 37    | 66    | 61    | 157   | 78    |
| 8.  | Minimum           | 121   | 114   | 134   | 43    | 122   |
| 9.  | Maximum           | 158   | 180   | 195   | 200   | 200   |
| 10. | Number of Classes | 8     | 9     | 9     | 7     | 9     |
| 11. | Class Length      | 5     | 8     | 7     | 23    | 9     |
| 12. | Total             | 24115 | 22257 | 27376 | 16377 | 25800 |

This descriptive analysis provides an in-depth overview of the data distribution for each variable, assisting the researcher in understanding the characteristics and conditions of the data. The frequency distribution data is presented in the form of a histogram, showing the distribution pattern and the highest frequency. Conclusions from this analysis can serve as a basis for further analysis steps, such as statistical tests and interpretation of hypothesis testing results.

### Correlation Among Research Variables

After the data obtained from the survey at elementary school in Depok City were processed and analyzed through various required tests, the next step in testing the causality model is to conduct path analysis. The model testing involves several stages, including the correlation among research



variables. The correlation results indicate that Professional Commitment has a positive correlation with Servant Leadership (0.158), Personality (0.352), Work Motivation(0.240), and Trust (0.443). The correlation between Servant Leadership and other variables is also positive, with the highest value occurring between Servant Leadership and Personality (0.666). Additionally, significant positive correlations are found between Personality, Work Motivation, and Trust. All significance values (Sig.) in the table indicate that the correlations among variables are statistically significant ( $p < 0.05$ ), except for the correlation between Professional Commitment and Servant Leadership, which is not significant ( $p = 0.226$ ).

### Structural Model

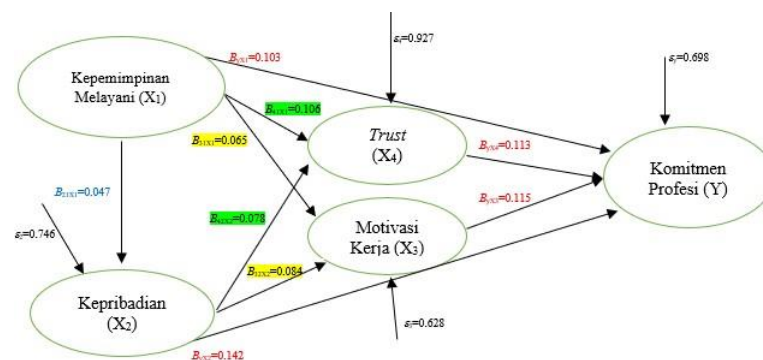


Figure 2. Structural Model

In the model of the path relationships among variables in Substructure-1, there is one endogenous variable (Professional Commitment - Y) and four exogenous variables (Servant Leadership - X1, Personality - X2, Self-Motivation - X3, and Trust - X4), as well as one residual variable ( $\epsilon_y$ ). The path model in Substructure-1 can be explained through the equation  $\hat{y} = 0.103X1 + 0.142X2 + 0.115X3 + 0.113X4 + \epsilon_y$ . The path coefficients ( $By_1, By_2, By_3, By_4$ ) each indicate the influence of exogenous variables on the endogenous variable. The analysis results show that all path coefficients have significance values ( $\text{sig}$ )  $< 0.05$ , indicating that the influences of these variables on Professional Commitment (Y) are significant.





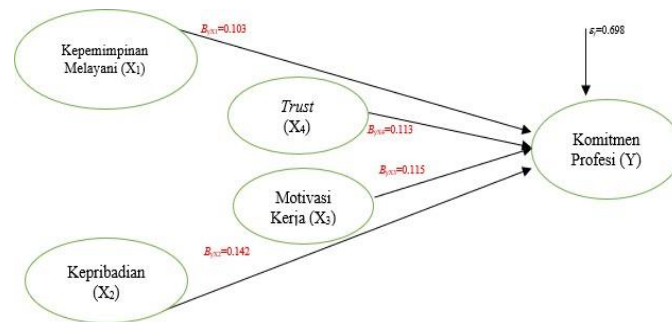


Figure 3. Substructure-1

ANOVA significance test in Substructure-1 also shows that the regression equation is overall significant (sig = 0.001). This indicates that the path model can be used to predict Professional Commitment (Y) based on the scores of exogenous variables (X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub>, X<sub>4</sub>) and the residual variable (εy). Additionally, the regression model analysis results show an R-Square value of 51.3%, indicating that 51.3% of the variability in Professional Commitment can be explained by the combination of Servant Leadership, Personality, Self-Motivation, and Trust. The path diagram in Substructure-1 provides a visualization of the causal relationships among these variables. Thus, this model provides a deeper understanding of how these variables are interrelated in the context of the conducted research or analysis.

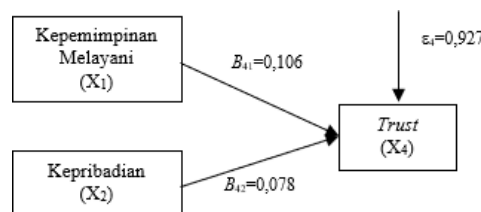


Figure 4. Substructure-2

Path analysis in Substructure-2 depicts the relationship between the Trust variable (X<sub>4</sub>) and two predictor variables, namely Servant Leadership (X<sub>1</sub>) and Personality (X<sub>2</sub>), as well as the residual variable εy. The resulting path model is  $X_4 = 0.106X_1 + 0.078X_2 + \epsilon y$ . The path coefficients for the influence of Servant Leadership (X<sub>1</sub>) on Trust (X<sub>4</sub>) and Personality (X<sub>2</sub>) on



Trust are 0.106 and 0.078, respectively, with significance values (sig) < 0.05, indicating that both variables have a significant influence on Trust (X4). The significance test in Substructure-2 shows that the regression equation is overall significant (sig < 0.05), with an Fchange value of 13.889. Thus, the regression equation  $X_4 = 0.106X_1 + 0.078X_2 + \epsilon_y$  can significantly predict Trust (X4) based on the scores of Servant Leadership (X1) and Personality (X2), with a coefficient of determination (R Square) value of 0.140 or 14%. The residual variable  $\epsilon_y$  has an error coefficient of 0.927, indicating the magnitude of the influence of other variables outside X1 and X2 on Trust (X4). Therefore, the empirical causal relationship framework of variables X1 and X2 to X4 in Substructure-2 can be formulated as  $X_4 = 0.106X_1 + 0.078X_2 + \epsilon_4$ , where  $\epsilon_4$  has an influence magnitude of 0.927.

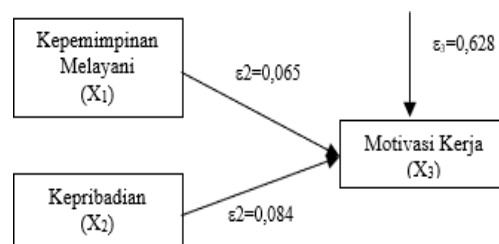


Figure 5. Substructure-3

Path analysis in Substructure-3 illustrates the relationship between the Work Motivation variable (X3) and two predictor variables, namely Servant Leadership (X1) and Personality (X2), as well as the residual variable  $\epsilon_3$ . The resulting path model is  $X_3 = 0.065X_1 + 0.084X_2 + \epsilon_3$ . The path coefficients for the influence of Servant Leadership (X1) on Work Motivation (X3) and Personality (X2) on Work Motivation are 0.065 and 0.084, respectively, with significance values (sig) < 0.05, indicating that both variables have a significant influence on Work Motivation (X3). The significance test in Substructure-3 shows that the regression equation is overall significant (sig < 0.05), with an F change value of 130.494. Thus, the regression equation  $X_3 = 0.065X_1 + 0.084X_2 + \epsilon_3$  can significantly predict Work Motivation (X3) based on the scores of Servant Leadership (X1) and Personality (X2), with a coefficient of determination (R Square) value of 0.606



or 60.6%. The residual variable  $\epsilon_3$  has an error coefficient of 0.628, indicating the magnitude of the influence of other variables outside  $X_1$  and  $X_2$  on Work Motivation ( $X_3$ ). Therefore, the empirical causal relationship framework of variables  $X_1$  and  $X_2$  to  $X_3$  in Substructure-3 can be formulated as  $X_3 = 0.065X_1 + 0.084X_2 + \epsilon_3$ , where  $\epsilon_3$  has an influence magnitude of 0.628.

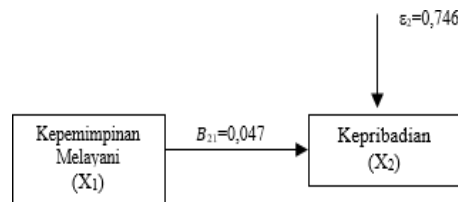


Figure 6. Substructure-4

Path analysis in Substructure-4 shows the relationship between the Personality variable ( $X_2$ ) with the predictor variable Servant Leadership ( $X_1$ ) and the residual variable  $\epsilon_2$ . The resulting path model is  $X_2 = 0.047X_1 + \epsilon_2$ . The path coefficient for the influence of Servant Leadership ( $X_1$ ) on Personality ( $X_2$ ) is 0.047, with a significance value ( $\text{sig}$ )  $< 0.05$ , indicating that Servant Leadership has a significant influence on Personality. The significance test in Substructure-4 shows that the regression equation is overall significant ( $\text{sig} < 0.05$ ), with an F change value of 135.942. Thus, the regression equation  $X_2 = 0.047X_1 + \epsilon_2$  can significantly predict Personality ( $X_2$ ) based on the score of Servant Leadership ( $X_1$ ), with a coefficient of determination (R Square) value of 0.443 or 44.3%. The residual variable  $\epsilon_2$  has an error coefficient of 0.746, indicating the magnitude of the influence of other variables outside  $X_1$  on Personality ( $X_2$ ). Therefore, the empirical causal relationship framework of variable  $X_1$  to  $X_2$  in Substructure-4 can be formulated as  $X_2 = 0.047X_1 + \epsilon_2$ , where  $\epsilon_2$  has an influence magnitude of 0.746.

### Indirect Effect Test (SOBEL)

The analysis of the indirect effect test is used to examine the effectiveness of intervening variables in a model. In the first stage, the indirect effect test of the Servant Leadership variable ( $X_1$ ) on Professional Commitment ( $Y$ ) through Work Motivation ( $X_3$ ) was conducted. Based on the regression table, coefficients  $a = 0.709$  and  $b = 0.549$  were obtained. The Sobel test



indicates a test statistic value of 2.218 with a significance level of  $0.026 < 0.05$ , thus rejecting  $H_0$  and accepting  $H_1$ .

Table 4. Indirect Effect Test (Sobel Test)

| No | Indirect Influence                                  | Sobel Test Result |         | Sig.          | Conclusion   |
|----|---|-------------------|---------|---------------|--|
|    |   | Test Statistic    | P.Value |               |  |
| 1. | Servant Leadership (X1) through Work Motivation(X3) | 2.218             | 0.026   | $\alpha=0.05$ | $H_0$ rejected, $H_1$ accepted, indicating mediation |
| 2. | Servant Leadership (X1) through Trust (X4)          | 3.904             | 0.000   | $\alpha=0.05$ | $H_0$ rejected, $H_1$ accepted, indicating mediation |
| 3. | Personality (X2) through Trust (X4)                 | 4.613             | 0.000   | $\alpha=0.05$ | $H_0$ rejected, $H_1$ accepted, indicating mediation |
| 4. | Personality (X2) through Work Motivation (X3)       | 4.804             | 0.000   | $\alpha=0.05$ | $H_0$ rejected, $H_1$ accepted, indicating mediation |
| 5. | Servant Leadership (X1) through Personality (X2)    | 2.671             | 0.007   | $\alpha=0.05$ | $H_0$ rejected, $H_1$ accepted, indicating mediation |

Additionally, the Sobel test is also conducted to examine the indirect influence of Servant Leadership (X1) on Professional Commitment (Y) through Personality (X2), with a test statistic result of 2.671 and a significance level of  $0.007 < 0.05$ . Therefore,  $H_0$  is rejected, and  $H_1$  is accepted. This indicates that Personality (X2) mediates the influence of Servant Leadership (X1) on Professional Commitment (Y). The conclusion drawn from this analysis is that Work Motivation, Trust, and Personality each mediate the influence of the Servant Leadership variable on Professional Commitment.

Table 6. Direct and Indirect Effects

| No. | Variable | Effect        |                 | Total |
|-----|----------|---------------|-----------------|-------|
|     |          | Direct Effect | Indirect Effect |       |
| 1.  | X1 to Y  | 0.103         | -               | -     |
| 2.  | X2 to Y  | 0.142         | -               | -     |
| 3.  | X3 to Y  | 0.115         | -               | -     |



|     |                    |       |                              |                           |
|-----|--------------------|-------|------------------------------|---------------------------|
| 4.  | X4 to Y            | 0.113 | -                            | -                         |
| 5.  | X1 to X4           | 0.065 | -                            | -                         |
| 6.  | X2 to X4           | 0.106 | -                            | -                         |
| 7.  | X1 to X3           | 0.078 | -                            | -                         |
| 8.  | X2 to X3           | 0.084 | -                            | -                         |
| 9.  | X1 to X2           | 0.047 | -                            | -                         |
| 10. | X1 to Y through X4 | -     | $0.103 \times 0.113 = 0.011$ | -                         |
| 11. | X2 to Y through X4 | -     | $0.142 \times 0.113 = 0.016$ | -                         |
| 12. | X1 to Y through X3 | -     | $0.103 \times 0.115 = 0.012$ | -                         |
| 13. | X2 to Y through X3 | -     | $0.142 \times 0.115 = 0.016$ | -                         |
| 14. | X1 to Y through X2 | -     | $0.047 \times 0.142 = 0.006$ | -                         |
| 15. | (5) + (10)         | -     | -                            | $(0.065 + 0.011) = 0.076$ |
| 16. | (6) + (11)         | -     | -                            | $(0.106 + 0.016) = 0.122$ |
| 17. | (7) + (12)         | -     | -                            | $(0.078 + 0.012) = 0.09$  |
| 18. | (8) + (13)         | -     | -                            | $(0.084 + 0.016) = 0.1$   |
| 19. | (9) + (14)         | -     | -                            | $(0.047 + 0.006) = 0.053$ |

Direct and indirect effects on Professional Commitment (Y) through Work Motivation (X3) can be identified through the influence table on the variables of Servant Leadership (X1) and Personality (X2). The table indicates that Servant Leadership has an indirect effect through Work Motivation on Professional Commitment of 0.012 or 1.2%, while Personality has an indirect effect of 0.016 or 1.6%. Thus, Professional Commitment is influenced by Servant Leadership and Personality through Work Motivation by 0.19 or 19%, while 81% is influenced by other factors.

Direct and indirect effects on Professional Commitment (Y) through Trust (X4) can also be observed from the influence table on the variables of Servant Leadership (X1) and Personality (X2). The table shows that Servant Leadership has an indirect effect through Trust on Professional Commitment of 0.011 or 1.1%, while Personality has an indirect effect of 0.016 or 1.6%.



Therefore, Professional Commitment is directly influenced by Servant Leadership and Personality through Trust by 0.198 or 19.8%, while 80.2% is influenced by other factors.

### Situational Analysis

The analysis of research results involves several stages for each indicator of the research variables, measured through the average scores of each indicator. These average scores provide an overview of the actual conditions of the indicators from the perspective of the research subjects. The contribution analysis process is an initial stage, where an assessment is made of independent variables such as Servant Leadership, Personality, Work Motivation, and Trust on the dependent variable, namely Professional Commitment. This analysis utilizes the determination coefficients calculated from the square of the correlation coefficients, providing an understanding of the extent to which variability in the dependent variable can be explained by the independent variables in the study. This approach offers insights into the relative contribution of each independent variable to the dependent variable, helping to understand the dynamics of the relationships between variables in the research context.

Table 7. Contribution Analysis of Research Variables

| No. | Inter-Variable Influence                                   | Correlation Coefficient | Determination Coefficient | Contribution (%) |
|-----|--|-------------------------|---------------------------|------------------|
| 1.  | Influence of Servant Leadership on Professional Commitment | $r_1 = 0.103$           | $r^2 = 0.513$             | 51.3%            |
| 2.  | Influence of Personality on Professional Commitment        | $r_2 = 0.142$           | $r^2 = 0.140$             | 14%              |
| 3.  | Influence of Work Motivation on Professional Commitment    | $r_3 = 0.115$           | $r^2 = 0.601$             | 60.1%            |
| 4.  | Influence of Trust on Professional Commitment              | $r_4 = 0.113$           | $r^2 = 0.443$             | 44.3%            |

In the analysis of indicator weights, this research utilizes the assessment of an expert, Prof. Dr. Ing. H. Soewarto Hardhienata, based on the criteria "cost, benefit, urgency, and importance" for each indicator towards its



variable. For the Professional Commitment variable, indicators such as earnestness in carrying out tasks and love for the job have the highest weights, each 20% and 22%. Servant Leadership shows the highest weight for indicators of integrity and making positive changes, which is 18%. The Personality variable has the highest weight for the emotional stability indicator at 25%. Work Motivation shows the highest weight for indicators of hard work and responsibility, each 15% and 14%. Trust has the highest weight for indicators of leadership honesty and confidence in the teacher's ability, which are 25% and 20%. This analysis of indicator weights provides an insight into the extent of each indicator's contribution to the research variable, guiding the design of more effective strategies in improving the professional commitment of teachers at Public Elementary Schools in Depok City.

After obtaining the average scores of research results for each variable indicator and the percentage weights of each indicator, an analysis is conducted to classify the indicators of research variables. This classification divides indicators into two main groups, namely those that need immediate improvement (with high weights and low scores) and those that need to be maintained or developed (with high weights and high scores). This classification process uses the L-Sitorem application. The indicator classification table shows the classification results for the Personality, Work Motivation, Trust, Servant Leadership, and Professional Commitment variables. Based on the classification results, the conclusion is drawn that some indicators need immediate improvement by prioritizing indicators with low scores and high weights. Conversely, indicators classified as "Maintained or developed" need to be maintained or developed. This conclusion is drawn based on the analysis of weights and scores for each indicator, providing direction for improvement and development of the Personality, Work Motivation, Trust, Servant Leadership, and Professional Commitment variables.

## CONCLUSION

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

- 1) Strategies to Improve Professional Commitment Through Strengthening Servant Leadership, Personality, Work Motivation, and



Trust:

- (a) There is a direct influence of Servant Leadership on Professional Commitment in publicelementary school teachers in Depok city with a path coefficient ( $\beta_{Y1}$ ) of 0.103, indicating that strengthening Servant Leadership can enhance teachers' professional commitment.
- (b) There is a direct influence of Personality on Professional Commitment with a path coefficient ( $\beta_{y2}$ ) of 0.142, indicating that strengthening Personality can enhance teachers' professional commitment.
- (c) There is a direct influence of Work Motivation on teachers' professional commitment with a path coefficient ( $\beta_{y3}$ ) of 0.115, indicating that strengthening Work Motivation can enhance teachers' professional commitment.
- (d) There is a direct influence of Trust on teachers' Professional Commitment with a path coefficient ( $\beta_{y4}$ ) of 0.113, indicating that strengthening Trust can enhance teachers' professional commitment.
- (e) There is a direct influence of Servant Leadership on Trust with a path coefficient ( $\beta_{x14}$ ) of 0.065, indicating that strengthening Servant Leadership can enhance Trust.
- (f) There is a direct influence of Personality on Trust with a path coefficient ( $\beta_{x24}$ ) of 0.106, indicating that strengthening Personality can enhance Trust.
- (g) There is a direct influence of Servant Leadership on Work Motivation with a path coefficient ( $\beta_{X13}$ ) of 0.078, indicating that strengthening Servant Leadership can enhance Work Motivation.
- (h) There is a direct influence of Personality on Work Motivation with a path coefficient ( $\beta_{X23}$ ) of 0.084, indicating that strengthening Personality can enhance Work Motivation.
- (i) There is a direct influence of Servant Leadership on Personality with a path coefficient( $\beta_{X12}$ ) of 0.047, indicating that strengthening Servant Leadership can enhance Personality.
- (j) There is an indirect influence of Servant Leadership on teachers' Professional Commitment through Trust with a path coefficient of 0.011, indicating that strengthening Servant Leadership can enhance teachers' Professional Commitment through Trust.
- (k) There is an indirect influence of Personality on teachers' Professional Commitment through Trust with a path coefficient of 0.016, indicating that strengthening Personality can enhance teachers' Professional Commitment through Trust.





- (l) There is an indirect influence of Servant Leadership on teachers' Professional Commitment through Work Motivation with a path coefficient of 0.012, indicating that strengthening Servant Leadership can enhance teachers' Professional Commitment through Work Motivation.
  - (m) There is an indirect influence of Personality on teachers' Professional Commitment through Work Motivation with a path coefficient of 0.016, indicating that strengthening Personality can enhance teachers' Professional Commitment through Work Motivation.
  - (n) There is an indirect influence of Servant Leadership on teachers' Professional Commitment through Personality with a path coefficient of 0.006, indicating that strengthening Servant Leadership can enhance teachers' Professional Commitment through Personality.
- 2) Ways to Improve Professional Commitment
- (a) Strengthen Personality by improving indicators such as earnestness in carrying out tasks, love for the job, desire to improve knowledge, dedication in performing duties, and willingness to perform tasks.
  - (b) Enhance Work Motivation by improving indicators such as hard work, responsibility, motivation for success, liking challenges, feedback, and awareness.
  - (c) Reinforce Trust by improving indicators such as leadership honesty, concern for teachers, strengthening partnerships, readiness to take work risks, and confidence in the teacher's ability.
  - (d) Strengthen Servant Leadership by improving indicators such as integrity, humility, empathy, being a good listener, making wise decisions, and making positive changes.
- 3) Optimal Solutions Based on SITOREM Analysis

The priority sequence for addressing indicators that need improvement can be explained as follows. At the highest level, Agreeableness is the top priority, followed by Readiness to take work risks, Concern for others, and Confidence in Ability. The next steps include strengthening Partnership, making positive changes, and Integrity. Subsequent priorities include aspects such as being a good listener, empathy, making wise decisions, and earnestness in carrying out tasks. Other indicators that need attention include Hard Work, Love for the job, and Desire to improve Knowledge. Dedication in performing Duties, Willingness to perform Tasks, and Skill Improvement are also



included in the priority sequence. Feedback, Motivation for Success, Responsibility, Awareness, Liking Challenges, and Leadership Honesty are also recommended for improvement. On the otherhand, indicators like Humility, Emotional Stability, Extroversion, Conscientiousness, Openness, and Organizational Procedures are recommended to be maintained or developed as they have achieved high scores and adequate weights. This conclusion provides clear guidance for implementing improvements and developments in the Personality, Work Motivation, Trust, Servant Leadership, and Professional Commitment variables in this research context.

### **Implication**

Based on the conclusions drawn from the research, there is a positive influence of Professional Commitment through strengthening Servant Leadership, Personality, Work Motivation, and Trust on teacher performance. This implies that the stronger the Professional Commitment through strengthening Servant Leadership, Personality, Work Motivation, and Trust, the improvement in teacher performance will occur. Therefore, the implication is that to enhance teacher performance, there is a need to strengthen Professional Commitment through strengthening Servant Leadership, Personality, Work Motivation, and Trust.

### **Suggestion**

Based on the research findings, several recommendations can be proposed for relevant stakeholders. For the Directorate General of Teachers and Educational Personnel (GTK) under the Ministry of Education, Culture, Research, and Technology (Kemendikbudristekdikti), it is suggested to strengthen professional commitment through practical communities or Working Meetings of School Principals at the district or regency level. Strengthening servant leadership can be achieved through professional teacher training programs to inspire students. Improving personality and work motivation can be implemented through creativity training and coaching, providing trust to teachers in decision-making. Trust reinforcement can be accomplished through appreciation and recognition of performance results. For the Education Department and Foundations, it is recommended to maximize teacher management to enhance educational quality. Strengthening servant leadership and personality can be done through training and workshops, while work motivation can be increased through proper performance appraisal and awards. Trust reinforcement can be achieved by supporting honest and ethical



behavior. Schools supervisors need to enhance servant leadership by providing continuous guidance and motivation. Strengthening personality and work motivation needs to be carried out through targeted monitoring and guidance. School principals are advised to strengthen servant leadership through coaching and technical as well as non-technical assistance, and enhance personality through responsibilities according to standard operating procedures (SOP). Improving work motivation and commitment service efficiency can be achieved through well-planned programs, and trust can be reinforced through comprehensive and flexible supervision. With the implementation of these recommendations, it is hoped to enhance the quality and effectiveness of teacher performance, supporting the overall improvement of education quality.

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