

THE INFLUENCE OF LEADER-MEMBER EXCHANGE, ORGANIZATIONAL CULTURE AND WORK MOTIVATION ON ORGANIZATIONAL COMMITMENT OF MTSN TEACHERS IN NORTH ACEH REGENCY

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ABSTRACT

Teacher organizational commitment is the teacher's desire to remain in the organization, contribute positively, and support the school's goals. This commitment is very important in the context of Indonesian education because it plays a major role in improving the quality of Indonesian education as a whole. The Purpose of this study is to analyze (1) leader-member exchange has a direct influence on organizational commitment in MTsN teachers in North Aceh Regency. (2) organizational culture has a direct influence on organizational commitment in MTsN teachers in North Aceh Regency. (3) work motivation has a direct influence on organizational commitment in MTsN teachers in North Aceh Regency. This study uses a quantitative method, an associative approach, a population of 443 teachers, a sample of 210 teachers, proportional random sampling technique using the Slovin formula at a 5% error rate, a Likert scale questionnaire data collection technique and a path analysis data processing technique. Research findings (1) leader-member exchange has a direct influence on MTsN teacher commitment (2) organizational culture has a direct influence on MTsN teacher commitment (3) work motivation has a direct influence on MTsN teacher commitment. The principal needs to build good relationships with teachers, create a collaborative culture, and provide opportunities for development and fair rewards to improve teacher motivation, commitment, and performance in schools. The principal needs to improve communication, emotional support, a culture of collaboration, and award programs to strengthen the relationship between leader-member exchange, motivation, and teacher commitment in creating better quality education.

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INTRODUCTION

Organizational commitment in teachers is influenced by various factors that play an important role in creating a positive relationship between individuals and organizations. One of the main factors that influences organizational commitment is Leader-Member Exchange (LMX). LMX theory states that the quality of the relationship between leaders and members of an organization can affect the level of individual commitment to the

organization (Gonzalez & Denisi, 2019). In teachers, a good relationship with the principal or other leaders will increase their sense of trust and satisfaction with their work. Leaders who provide attention, support, and recognition for teacher performance will create an environment that supports self-development, which in turn can increase teacher commitment to the school.

In addition to LMX, organizational culture also has a significant influence on teachers' organizational commitment. Organizational culture includes values, norms, and practices accepted in schools that can shape the way members think and act. Yuliana (2022) stated that a positive organizational culture can increase a sense of togetherness and solidarity among teachers, which leads to an increase in their commitment to the organization. When schools have a supportive culture, such as appreciation for innovation, collaboration, and mutual respect, teachers will feel more engaged and have a greater responsibility to achieve organizational goals.

Motivation is also an important factor in determining organizational commitment. Herzberg (2020) stated that high work motivation can increase job satisfaction and reduce turnover among teachers. Teachers who are motivated to work because they feel challenged, have opportunities to develop, and are recognized for their achievements will be more committed to the organization. Intrinsic motivation, such as satisfaction with personal achievement or contribution to educational progress, also plays a major role in influencing the level of teacher commitment.

Overall, the interaction between LMX, organizational culture, and motivation influence each other in shaping the level of organizational commitment. The success of an educational organization is highly dependent on the commitment of its members, especially teachers. Therefore, it is important for school leaders to build good relationships with teachers, create an inclusive and supportive school culture, and increase teacher motivation through relevant policies and rewards for their achievements.

Currently, the level of organizational commitment from teachers in efforts to improve education in Indonesia is still considered weak. From the results of initial observations conducted by researchers in several MTsN in North Aceh, some interesting information was obtained, namely: (1) around 30% of teachers at MTsN in North Aceh Regency admitted to feeling dissatisfied with the support provided by school leaders, which has the potential to reduce their commitment to the school. In addition, almost 40% of teachers at MTsN feel that there is a lack of opportunity for adequate professional development. (2) the relationship between the principal and teachers (leader-member

exchange) is not optimal. Of the 50 teachers observed, only 20% felt that they had a good relationship and positive interaction with the principal. (3) A small portion of teachers actively create conducive and interactive classes. The majority of teachers still use old methods in teaching and do not try to motivate students to actively participate in learning.

From the observation, only about 30% of teachers showed high enthusiasm in teaching and tried to continuously improve the quality of their teaching. Most teachers felt less supported by management in terms of professional development and lack of appreciation for their work achievements. Teachers who feel less appreciated and less supported tend to lose their enthusiasm and motivation to work harder, which ultimately reduces their commitment to the organization.

Several studies on the relationship between leader-member exchange, organizational culture, work motivation and organizational commitment have produced several findings. Research conducted by Wahat & Kurniawan (2023) found that the influence of leader-member exchange on intrinsic motivation is mediated by psychological empowerment.

Then the research conducted by Syeikh et al., (2024) the work environment and organizational culture play an important role in influencing motivation, which in turn has an impact on teacher performance. Likewise, the results of Rahmy's research (2019) stated that there is a direct positive influence of leader member exchange (LMX) on organizational commitment in teachers. Meanwhile, this research places more emphasis on good relationship between the principal and teachers, because a good relationship will create a collaborative culture, as well as provide development opportunities to improve teacher motivation, commitment, and performance at school.

In accordance with the phenomenon that occurs, the low organizational commitment of teachers at MTsN Aceh Utara, which is in line with national trends, has the potential to hinder efforts to improve the quality of education. Teachers with low levels of commitment tend to be less involved in school activities, have high turnover, and are less innovative in learning. Therefore, it is important to identify factors that influence teacher organizational commitment and design appropriate interventions to improve it. "Colquitt et al., (2018) stated that these factors include leader-member relationships, organizational culture, and motivation work". A good relationship between leaders and members can increase trust and cooperation, which ultimately strengthens organizational commitment.

Increasing organizational commitment among teachers can be done through several strategic and sustainable efforts. First, strengthening the leader-member relationship is the main key. The principal must act as a leader who supports, listens to, and appreciates the contribution of each teacher. Open and transparent communication will build trust and increase a sense of belonging among teachers. Second, creating a positive and inclusive organizational culture in schools is very important. Values such as collaboration, innovation, and appreciation must be instilled in every aspect of school activities. By creating a supportive environment, teachers will feel more connected and committed to the goals of the school. Third, providing a balance between work and personal life is also very important. Fourth, flexible working hours and support for teachers' personal needs will help them feel more satisfied and committed. By implementing these efforts, organizational commitment among teachers can be significantly improved, which in turn will have a positive impact on the quality of education in schools.

According to Graen & Uhl-Bien (2020), increasing teacher organizational commitment can be achieved through the application of the leader-member exchange theory. This theory emphasizes the importance of strong interpersonal relationships between leaders and members of the organization to increase commitment and performance. The quality of the relationship between leaders and members greatly determines the extent to which members feel valued and supported. In a school environment, principals who actively interact, listen, and provide support to their teachers can create a more inclusive and positive work environment. Howell & Hall-Merenda (2019) added that when leaders provide constructive feedback and appreciation for teacher achievement, teachers tend to be more motivated and engaged with the organization.

From the description above, various factors that influence the commitment of teacher organizations, both theoretically and empirically, indicate a gap between the level of expected commitment and the reality of teacher commitment at MTsN Aceh Utara today. If this problem is not addressed immediately and seriously, the quality of education will be significantly affected. This is because the commitment of teacher organizations is one of the key factors that determine the sustainability and progress of education at the education unit level.

ByTherefore, in an effort to increase the organizational commitment of teachers at MTsN Aceh Utara, it is necessary to conduct a study on organizational commitment and to examine the extent to which leader-member exchange factors, organizational culture

and work motivation can influence organizational commitment. To determine the direct and indirect influence, the researcher used path analysis. The importance of this research is carried out with great hope that researchers will later be able to emulate the program carried out at MTsN Aceh Utara, especially in increasing organizational commitment to teachers and from this research can be used as a consideration. This is what encourages researchers to conduct further research entitled "The Influence of Leader-Member Exchange, Organizational Culture and Work Motivation on Organizational Commitment in Teachers at MTsN Aceh Utara".

RESEARCH METHODS

This study uses a quantitative approach, because it is appropriate for testing causal relationships between variables that have been operationally defined (Djaali, 2020; Creswell, 2014). These variables are measured so that the data obtained in numerical form can be analyzed using statistical procedures (Djaali, 2020). The population in this study were all MTsN teachers in North Aceh Regency, totaling 443 teachers (BPS North Aceh, 2024). To determine the sample size from a population with a known number, the researcher used the Slovin Formula as follows (Rifkhan, 2023):

$$n = \frac{N}{N \times \varepsilon^2 + 1}$$

Information:

n = Sample size

N = Population size

ε = Error estimation

In this study, the researcher used a tolerable error limit of 5%.

Based on the calculations, it was found that the research sample for 443 people the population is 210 people. The sampling technique used in this study is random sampling. The data collection technique in this study uses a scale *Likert* with a total of 24 statement items. The data obtained from the study were analyzed using path analysis to see the influence of Leader-Member Exchange, Organizational Culture and Work Motivation on Organizational Commitment of MTSN Teachers in North Aceh Regency.

To test the validity of this research instrument, the author utilized the Excel program to tabulate the data and then entered the data into SPSS Version 26 for Windows. The work steps carried out for the calculations in this analysis are first the data transformation or data conversion process and the calculation of the path coefficients.

RESULTS AND DISCUSSION

Results

Hypothesis Testing F

Hypothesis testing using the F test was conducted to measure the simultaneous significance of the influence of the variables leader-member exchange, organizational culture, and work motivation on organizational commitment in MTsN teachers in North Aceh Regency. This test aims to evaluate whether the three independent variables together have a significant contribution in increasing teachers' organizational commitment.

Tabel 1. F Test Hypothesis ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25210.177	3	8403.392	88,565	.000b
	Residual	19546.019	206	94,884		
	Total	44756.195	209			

a. Dependent Variable: Organizational Commitment

b. Predictors: (Constant), Work Motivation, Organizational Culture, Leader-Member Exchange

Source: SPSS Processed Data (2025)

Based on the ANOVA table above, it can be explained as follows:

1. The Fcount value of 88,565 is much larger than the Ftable of 2.65. This shows that the regression model used is significant.
2. The significance value (Sig.) is 0.000 (<0.05), which indicates that the independent variables simultaneously have a significant influence on organizational commitment.
3. These results indicate that leader-member exchange, organizational culture, and work motivation together provide a significant contribution to organizational commitment among MTsN teachers in North Aceh Regency.

Discussion

The Influence of Leader-Member Exchange on Organizational Commitment of MTsN Teachers in North Aceh Regency

Leader-member exchange is a theory that highlights the relationship between leaders and team members, where the quality of interaction and information exchange between the two plays an important role in creating a positive work environment. In education, especially among teachers, leader-member exchange can have a significant

impact on organizational commitment. When teachers feel valued and cared for by their leaders, such as principals or coordinators, they tend to be more committed to the institution where they work.

A good relationship between leaders and teachers can create a sense of mutual trust and support. When teachers receive good guidance, constructive feedback, and recognition for their achievements, it not only increases motivation but also strengthens their emotional attachment to the organization. Teachers who feel positively connected to their leaders are more likely to invest in professional development and contribute more to the school's goals.

In addition, good leader-member exchange also contributes to reducing stress and conflict levels in the workplace. When leaders are fair and supportive, teachers feel more comfortable expressing their opinions and concerns. This creates a more harmonious working atmosphere, which in turn increases job satisfaction. With high job satisfaction, teachers' commitment to the organization will also increase, because they feel that their needs and aspirations are being considered (Bahri, Abas, et al., 2024).

On the other hand, if the relationship between leaders and teachers is not good, this can have a negative impact on organizational commitment. Teachers who feel neglected or treated unfairly tend to have low motivation and may feel less committed to the school. Therefore, it is important for educational leaders to develop positive leader-member exchange, with a focus on open communication and consistent support, to ensure that teachers feel like an integral part of the organization. This effort will not only increase teacher commitment, but also contribute to the overall performance of the school.

The results of this study indicate that leader-member exchange has a significant influence on organizational commitment in MTsN teachers in North Aceh Regency. This is evidenced by the t-value of 3.430 which is greater than the t-table of 1.97154, so that the alternative hypothesis is accepted and the null hypothesis is rejected. Directly, the influence of leader-member exchange on organizational commitment is indicated by a coefficient of 0.209 (20.9%), while the indirect influence through work motivation is 0.128 (12.8%). The total influence generated is 0.337 (33.7%). However, because the value of the indirect influence is smaller than the direct influence, this indicates that leader-member exchange is more dominant in influencing organizational commitment directly without the mediating role of work motivation.

In line with research conducted by Zuhriyani (2022) which explains that leader-member exchange contributes significantly to organizational commitment by showing

that high-quality relationships between leaders and members encourage a greater sense of attachment to the organization. The better the quality of the relationship, the higher the level of member commitment to the organization. Furthermore, research conducted by Wahidah (2022) shows that leader-member exchange not only increases organizational commitment but also has an impact on employee proactive behavior, such as higher involvement in organizational initiatives. This is due to the sense of trust and support given by leaders in working relationships. Likewise, research by Intana (2023) emphasized that dimensions of leader-member exchange such as affection, loyalty, contribution, and respect have a significant impact on organizational commitment. The affection and respect given by leaders to subordinates are the main drivers of high commitment. Atrizka et al., (2020) in their research explained that high quality leader-member exchange is related to stronger organizational commitment and lower desire to leave the organization. Employees feel more emotionally connected and motivated to contribute to the success of the organization. And finally, research by Laura (2023) stated that a positive leader-member exchange relationship strengthens organizational commitment because employees perceive that they receive support and attention from their superiors.

Based on the results of the study, it can be concluded that the quality of the relationship between leaders and members (Leader-Member Exchange) has a significant influence on organizational commitment in teachers at MTsN North Aceh Regency. These results indicate that although work motivation plays a role, a strong relationship between leaders and members is more influential in forming organizational commitment. Therefore, leaders who are able to create positive bonds with their members can increase teacher dedication and responsibility to the school.

The Influence of Organizational Culture on Organizational Commitment of MTsN Teachers in North Aceh Regency

Organizational culture plays a very important role in shaping organizational commitment in teachers. A strong organizational culture, which includes the values, norms, and practices carried out by the organization, can create a supportive work environment and inspire members to be more committed to common goals. In education, an organizational culture that reflects collaboration, trust, and mutual support among teachers and between teachers and school leaders, will increase feelings of belonging and attachment to the organization. Teachers who feel that the values adopted by the school

are in line with their personal values tend to have a greater commitment to the school.

In addition, a good organizational culture can create a sense of security and comfort for teachers to develop professionally. When teachers feel appreciated, given the opportunity to innovate, and supported in every step, they will be more motivated to contribute more to the progress of the school. Their commitment to the organization is not only focused on the daily work aspects, but also on efforts to achieve the school's overall vision and mission. Therefore, an organizational culture that prioritizes appreciation for hard work, creativity, and dedication is very important to create long-term commitment from teachers.

An inclusive and adaptive organizational culture also has a significant influence on organizational commitment. When the school culture provides space for diverse ideas and facilitates change and innovation, teachers will feel more motivated and empowered. They will see themselves as part of the process of change and improvement in the school, which increases their sense of responsibility for the progress of the organization. On the other hand, an organizational culture that is rigid and unresponsive to the needs of members can reduce the level of job satisfaction of teachers, which in turn reduces their commitment to the organization.

The results of this study indicate that organizational culture has a significant influence on organizational commitment in MTsN teachers in North Aceh Regency. This is evidenced by the t-value of 2.555 which is greater than the t-table of 1.97149, so that the alternative hypothesis is accepted and the null hypothesis is rejected. Directly, the influence of organizational culture on organizational commitment is indicated by a coefficient of 0.155 (15.5%), while the indirect influence through work motivation is 0.103 (10.3%). The total influence produced is 0.258 (25.8%). However, because the value of the indirect influence is smaller than the direct influence, this indicates that organizational culture is more dominant in influencing organizational commitment directly without the mediating role of work motivation.

There are several studies that support this research, Efendi et al., (2023) in their research stated that organizational culture is a very important element in shaping the identity and character of an organization. A strong culture can increase employee attachment to the organization, which leads to increased organizational commitment. Schein stated that organizational culture not only plays a role in determining norms and values, but also in motivating employees to commit to organizational goals. Research conducted by Meizary & Magdalena (2024) shows that a balanced and healthy

organizational culture is directly related to a high level of commitment from employees. Employees who feel valued and involved in a positive organizational culture tend to have a higher level of commitment, so they can support the long-term goals of the organization. This study supports the finding that organizational culture has a direct effect on organizational commitment without relying on work motivation intermediaries.

Furthermore, research conducted by Riatmaja et al., (2024) revealed that there is a significant relationship between organizational culture and job satisfaction and organizational commitment. Researchers found that an organizational culture that supports open communication, participation, and strong values can strengthen employee organizational commitment, especially in challenging environments. The results of this study indicate that a strong organizational culture directly affects the level of organizational commitment, without having to go through work motivation as an intermediary. And research conducted by Utami et al., (2024) provides empirical evidence of how a strong organizational culture is directly related to increased organizational commitment in the education sector. The results of the study showed that a culture that emphasizes integrity, clear communication, and positive work values has a significant impact on organizational commitment. This study supports the finding that organizational culture has a strong direct influence on organizational commitment, without requiring an overly dominant role of work motivation.

The Influence of Work Motivation on Organizational Commitment of MTsN Teachers in North Aceh Regency

Work motivation plays a role in shaping organizational commitment, especially for teachers as educators. High work motivation encourages individuals to carry out their duties and responsibilities optimally. In teachers, this can be seen from their enthusiasm in teaching, innovating, and creating a conducive learning atmosphere. When teachers have good work motivation, they tend to feel more connected to the goals and vision of the school, thus strengthening their commitment to the organization.

Organizational commitment to teachers is reflected in their loyalty, emotional involvement, and willingness to support the success of the school. Work motivation influenced by factors such as appreciation, recognition, a conducive work environment, and support from leaders can increase teachers' sense of responsibility towards the institution where they work. When teachers feel appreciated and have satisfaction in their work, they are more motivated to contribute optimally, which ultimately strengthens their

commitment to the organization.

The explanation above supports the results of this study where the results of the analysis show that work motivation has a significant influence on organizational commitment in MTsN teachers in North Aceh Regency. Based on statistical testing, the t-count value of 11.346 is greater than the t-table of 1.97149, so the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. In addition, the significance value of 0.000 supports the conclusion that the relationship is significant at the 95% confidence level. The standard beta coefficient (direct effect) of 0.563 indicates that work motivation has a positive effect of 56.3% on organizational commitment. Thus, the higher the work motivation of teachers, the stronger their commitment to the organization. This emphasizes the importance of increasing work motivation as a strategy to strengthen teacher loyalty and dedication to the educational institutions where they work.

Related to the research results above, there are several journals that support it, such as research conducted by Bahri et al., (2024) which shows that work motivation given to teachers has a positive influence on their commitment to the organization. The achievement of the level of work motivation in the school environment shows very good results, and this is reflected in the teacher's commitment to their duties and responsibilities at school. This is in line with the research of Marwan et al., (2024) with the results of the study showing that the principal's leadership variable has a very large influence on teacher work commitment, with a significant contribution. In addition, school climate also has a large influence on teacher work commitment, followed by achievement motivation which also influences. Simultaneously, the three variables—principal leadership, school climate, and achievement motivation—make a very significant contribution to teacher work commitment. Thus, it can be concluded that all hypotheses in this study are accepted positively and significantly.

Likewise, the results of research conducted by Yanti et al., (2024) showed that work motivation has a significant influence on organizational commitment. High work motivation can encourage individuals to be more committed to the organization, both in terms of emotion and performance. When individuals feel motivated to achieve personal and organizational goals, they will be more motivated to contribute more optimally, increase productivity, and show greater dedication to the work and organization where they work. Therefore, it is important for organizations to create an environment that supports work motivation so that organizational commitment can be achieved optimally.

The Influence of Leader-Member Exchange, Organizational Culture and Work Motivation on Organizational Commitment of MTsN Teachers in North Aceh Regency

The relationship between leader-member exchange, organizational culture, work motivation, and organizational commitment is very close, because each factor supports each other in creating a productive and sustainable work environment. Leader-member exchange, which reflects the quality of the relationship between leaders and members, plays an important role in building mutual trust, appreciation, and support that encourage individual work motivation. When leaders pay special attention and treat members fairly, this increases work motivation, which in turn affects commitment to organizational goals. Organizational culture, as the values and norms that develop within an organization, also affects member commitment to the organization. A culture that supports cooperation, open communication, and appreciation for employee performance can strengthen the leader-member exchange relationship and increase work motivation. All of these elements work together to create a supportive organizational climate, where members feel appreciated and motivated to contribute better. Thus, leader-member exchange and a positive organizational culture can be an important foundation in fostering work motivation that ultimately increases organizational commitment, which greatly affects the overall performance of the organization.

This study shows that the variables of leader-member exchange, organizational culture, and work motivation have a significant influence on organizational commitment, with a total contribution of 0.443. The R Square value of 0.563 indicates that 56.3% of the variation in organizational commitment can be explained by the three variables, while the rest is influenced by other factors. Of the three variables, work motivation has the greatest influence on organizational commitment with a standardized coefficient beta value of 0.563, followed by leader-member exchange with 0.209, and organizational culture with 0.155. The results of the F hypothesis test show that F count of 88.565 is much greater than F table 2.65 with a significance value of 0.000, which indicates that these three variables together have a very significant influence on organizational commitment. Thus, it can be concluded that leader-member exchange, organizational culture, and work motivation play a role in increasing organizational commitment, which ultimately has an impact on organizational performance and success.

This study still provides important contributions in understanding how leader-member exchange, organizational culture, and work motivation play a role in increasing organizational commitment in teachers at MTsN North Aceh Regency. The findings of

this study can be the basis for further, more comprehensive research, which overcomes these limitations and provides deeper insights into other factors that can influence organizational commitment and teacher performance more broadly.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of the analysis and discussion, it can be concluded that Leader-Member Exchange has a direct and significant effect on the organizational commitment of teachers at MTsN North Aceh Regency, where a good relationship between leaders and members can increase teacher loyalty to the organization. In addition, organizational culture also shows a positive and significant effect on organizational commitment, because work values and norms that are applied consistently can form a sense of belonging and responsibility. Furthermore, work motivation has been proven to provide a significant contribution in increasing teacher commitment to the organization, where the higher the work motivation of teachers, the stronger their attachment and loyalty to the organization where they work.

Suggestion

1. Principals need to improve open communication and provide emotional support to teachers, so that the leader-member exchange relationship becomes more positive, which will strengthen teacher commitment.
2. Schools must build a culture that supports collaboration, innovation, and appreciation for individual contributions, to increase teachers' sense of responsibility and loyalty.
3. Schools and local governments should design reward and professional development programs for teachers to increase their motivation and commitment to the organization.

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