

## Teacher Work Commitment: Analysis of Work Team Factors, Work Motivation, and Job Satisfaction

Mhd. Darwis Siagian<sup>1</sup>, Rusydi Ananda<sup>1</sup>, Muhammad Rifai<sup>1</sup>

<sup>1</sup>Universitas Islam Negeri Sumatera Utara Medan, Indonesia

\*Corresponding Author: Mhd. Darwis Siagian

Email: [habib10032003@gmail.com](mailto:habib10032003@gmail.com)



### Article Info

#### Article history:

Received 1 January 2026

Received in revised form 19 February 2026

Accepted 23 March 2026

#### Keywords:

Work Teams

Work Motivation

Work Commitment

Teacher Work Commitment

### Abstract

*This study aims to analyze the effects of work teams and work motivation on teachers' work commitment, with job satisfaction acting as a mediating variable, at State Islamic Senior High Schools (Madrasah Aliyah Negeri) in Langkat Regency, Indonesia. Employing a quantitative ex post facto design, data were collected from 191 teachers selected through proportional random sampling. The research instruments consisted of validated and reliable Likert-scale questionnaires, and the data were analyzed using path analysis with SPSS. The findings reveal that work teams and work motivation have significant positive effects on job satisfaction and work commitment. Job satisfaction emerges as the most dominant predictor of work commitment and significantly mediates the relationship between work teams, work motivation, and work commitment. Collectively, work teams, work motivation, and job satisfaction explain 78% of the variance in teachers' work commitment. These results support the Integrated Model of Organizational Behavior, emphasizing the importance of both individual and organizational factors in fostering teacher commitment. The study highlights the need for strengthening collaborative work cultures, enhancing motivation, and improving job satisfaction to sustain teachers' commitment and improve the quality of education in Islamic secondary schools.*

## Introduction

Improving educational quality remains a fundamental agenda in national development, as education functions as a strategic pillar for shaping human capital and ensuring sustainable societal progress. At the core of this endeavor, teachers play an indispensable role not only as transmitters of knowledge but also as mentors, facilitators, and agents of change within educational institutions. The effectiveness of educational reform initiatives largely depends on the quality, professionalism, and commitment of teachers who interact directly with students in daily learning processes. Consequently, efforts to enhance educational outcomes cannot be separated from strengthening teachers' professional performance and organizational commitment (Alfiyanto et al., 2021; Farodis, 2014).

Teachers' contributions extend beyond instructional activities to encompass broader aspects of educational management and institutional effectiveness (Fu & Zhang, 2024; Nguyen, 2019). Professional competence, pedagogical skills, and continuous professional development are critical determinants of teaching quality and student learning outcomes (Anthony et al., 2022; Wulandari, 2024). In the context of rapid technological advancement and the demands of the Industry 4.0 era, teachers are expected to adapt instructional strategies, integrate digital tools, and foster higher-order thinking skills among learners (Taqiyah et al., 2022). These expectations highlight the necessity for teachers not only to possess adequate competencies but also to demonstrate a strong commitment to their professional roles and organizational goals.

Teacher work commitment has been widely recognized as a key factor influencing school effectiveness and educational quality. Organizational commitment reflects a teacher's identification with institutional values, willingness to exert effort on behalf of the organization, and intention to remain a member of the organization (Benkarim & Imbeau, 2021; Budiman et al., 2022; Mowday et al., 2009; Robbins & Judge, 2009). Teachers with high levels of commitment tend to exhibit greater responsibility, initiative, and persistence in carrying out instructional duties, which ultimately enhances students' academic achievement and the overall school climate. Conversely, low commitment often manifests in reduced motivation, weak instructional preparation, and suboptimal performance.

Empirical evidence suggests that teacher commitment does not emerge in isolation but is shaped by multiple organizational and individual factors. Leadership style, particularly transformational leadership, has been shown to positively influence teachers' commitment by fostering trust, professional growth, and a supportive work environment (Munian & Hasan, 2020; Mustaghfiroh et al., 2020). In addition, effective supervision and continuous professional development contribute to strengthening teachers' sense of purpose and organizational attachment (Rahmawati et al., 2023; Ratnadi, 2022). These findings underscore the importance of managerial practices in cultivating a committed teaching workforce.

Work motivation and job satisfaction are also central determinants of teacher commitment. Motivated teachers are more likely to engage deeply in instructional planning, classroom implementation, and evaluation processes, leading to improved teaching effectiveness (Ardiana, 2018; Hidayah et al., 2022). Job satisfaction, which encompasses perceptions of workload, recognition, interpersonal relationships, and organizational support, has consistently been found to correlate positively with organizational commitment (Baraba, 2013; Eisenberger et al., 2020; Wang, 2024). Teachers who experience satisfaction in their work environment tend to demonstrate higher loyalty, reduced absenteeism, and stronger commitment to institutional goals.

Another critical yet often overlooked factor in educational organizations is the role of work teams. Effective teamwork promotes collaboration, shared responsibility, mutual support, and open communication among teachers, which in turn enhances motivation and job satisfaction (Colquitt et al., 2009; Shah et al., 2022). Research indicates that cohesive and well-managed teams contribute to stronger organizational commitment by creating a sense of belonging and collective efficacy (Berraies & Chouiref, 2022; Jang & Kim, 2025). However, poorly managed teams may generate conflict, communication breakdowns, and dissatisfaction, thereby weakening teachers' commitment.

Despite the strategic importance of teacher commitment, empirical observations in State Islamic Senior High Schools (Madrasah Aliyah Negeri) in Langkat Regency reveal persistent challenges, including inadequate instructional preparation, low motivation, limited use of instructional media, and weak teamwork among teachers. These conditions indicate that teacher work commitment has not yet reached an optimal level and may be influenced by deficiencies in work team effectiveness, motivation, and job satisfaction. Therefore, examining the relationships among work teams, work motivation, job satisfaction, and teacher work commitment is essential to provide empirical evidence and managerial insights for improving educational quality in Islamic secondary education contexts.

## Methods

This study employed a quantitative research approach with an ex post facto and descriptive–associative design, aiming to examine causal relationships among variables based on empirical

conditions that had already occurred. Data were collected using structured questionnaires, supported by observation and documentation, and were analyzed quantitatively to identify the magnitude and significance of relationships among variables. The independent variables in this study were work teams ( $X_1$ ), work motivation ( $X_2$ ), and job satisfaction ( $X_3$ ), while teacher work commitment ( $X_4$ ) served as the dependent variable. To examine both direct and indirect effects among variables, path analysis was employed as the primary analytical technique. The structural relationships among variables are illustrated in Figure 1, which presents the proposed path analysis model used in this study.

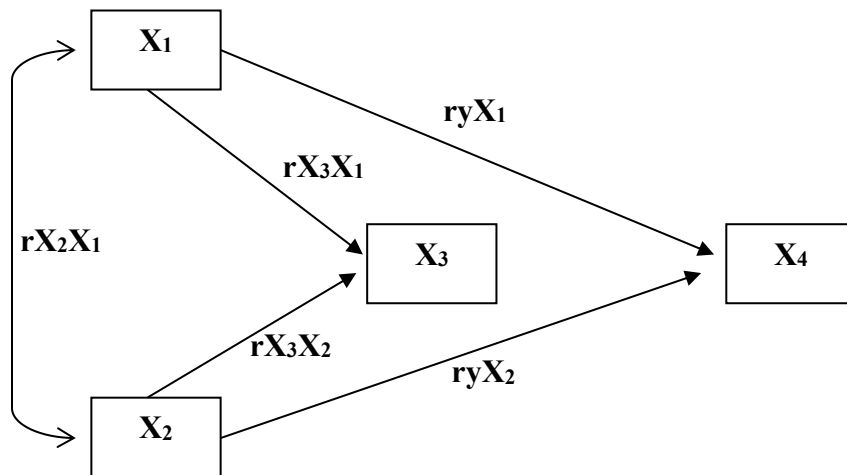


Figure 1. Path Analysis Model of the Study

Notes:

$X_1$  = Work Team

$X_2$  = Work Motivation

$X_3$  = Job Satisfaction

$X_4$  = Teacher Work Commitment

The study was conducted at three State Islamic Senior High Schools (Madrasah Aliyah Negeri) in Langkat Regency, Indonesia, from July to December 2024. The population consisted of 227 teachers, and a sample of 191 teachers was determined using the Krejcie and Morgan sampling table with a 95% confidence level. Sampling was carried out using proportional random sampling, ensuring that each teacher had an equal opportunity to participate. The distribution of samples across schools was proportional to the size of the teacher population in each institution. Data collection utilized Likert-scale questionnaires ranging from 1 to 5, measuring indicators of work teams, work motivation, job satisfaction, and teacher work commitment. Prior to data collection, the instruments were pilot-tested to ensure clarity and measurement accuracy.

Instrument validity was examined using Pearson product-moment correlation, with items considered valid when correlation coefficients exceeded 0.30 at a significance level of 0.05. Reliability testing was conducted using Cronbach's Alpha, with coefficients above 0.70 indicating high reliability; all instruments demonstrated very high reliability coefficients. Data analysis was performed using SPSS version 22.0, beginning with classical assumption tests (normality, multicollinearity, and heteroscedasticity), followed by multiple regression and path analysis. Hypothesis testing included partial tests (t-test), simultaneous tests (F-test), and the coefficient of determination ( $R^2$ ) to assess the explanatory power of the model. Model fit was

evaluated using a goodness-of-fit test based on the path analysis framework to ensure that the proposed model adequately represented the empirical data.

## Results and Discussion

### Descriptive Statistics of Research Variables

This study analyzed four main variables: work teams ( $X_1$ ), work motivation ( $X_2$ ), job satisfaction ( $X_3$ ), and teacher work commitment ( $X_4$ ). Prior to analysis, all collected data were examined and confirmed to meet the requirements for statistical processing. No missing data were identified, and all responses were deemed valid for further analysis. Descriptive statistics were used to summarize the characteristics of each variable, including measures of central tendency and variability. The complete statistical calculations are presented in Appendix 5.

Table 1 presents a summary of the descriptive statistics for all variables. The mean scores indicate moderate to relatively high levels across the four constructs. The proximity of mean, median, and mode values suggests that the data distributions for each variable tend to be symmetrical. In addition, the standard deviation and variance values demonstrate adequate dispersion, indicating sufficient variability among respondents. These descriptive results provide an initial overview of the data structure before inferential analysis.

Table 1. Summary of Descriptive Statistics of Research Variables

		Work Team	Work Motivation	Job Satisfaction	Teacher Work Commitment
N	Valid	191	191	191	191
	Missing	0	0	0	0
Mean		110,12	148,05	116,15	127,60
Median		111,00	149,00	118,00	129,00
Mode		115	143(a)	111(a)	128(a)
Std. Deviation		12,846	16,068	14,163	14,303
Variance		165,018	258,193	200,593	204,588
Range		63	71	62	68
Minimum		73	106	81	87
Maximum		136	177	143	155
Sum		21032	28277	22185	24372

### Distribution of Work Team Variable ( $X_1$ )

The descriptive analysis of the work team variable ( $X_1$ ) shows that the observed scores ranged from 73 to 136, with a mean of 110.12. The standard deviation of 12.846 indicates moderate variability among respondents. The closeness of the mean, median (111.00), and mode (115.00) suggests that the distribution of work team scores approximates a normal distribution. Based on Sturges' rule, the data were classified into nine class intervals.

The frequency distribution of work team scores is presented in Table 2. The table shows that 41.36% of respondents scored below the class average, 23.56% were at the average level, and 35.08% scored above the average. These findings indicate that, overall, the work team variable tends to be slightly below the average level. This distribution reflects variations in collaborative practices among teachers across schools. Such variations may influence how teachers perceive teamwork effectiveness in their institutions.

Table 2. Frequency Distribution of Work Team Scores (X1)

No.	Class Interval	Absolute Frequency	Relative Frequency (%)
1	73 – 80	7	3.66
2	80 – 87	1	0.52
3	87 – 94	15	7.85
4	94 – 101	24	12.57
5	101 – 108	32	16.75
6	108 – 115	45	23.56
7	115 – 122	31	16.23
8	122 – 129	29	15.18
9	129 – 136	7	3.66
Total		191	100.00

Figure 1 illustrates the histogram of the work team variable. The histogram shows that the mean, median, and mode are closely aligned, indicating a relatively symmetrical distribution. However, the median and mode appear slightly to the left of the mean, suggesting a minor left skew. This pattern implies that a larger proportion of respondents reported moderate levels of teamwork. Overall, the distribution supports the assumption of normality for subsequent analyses.

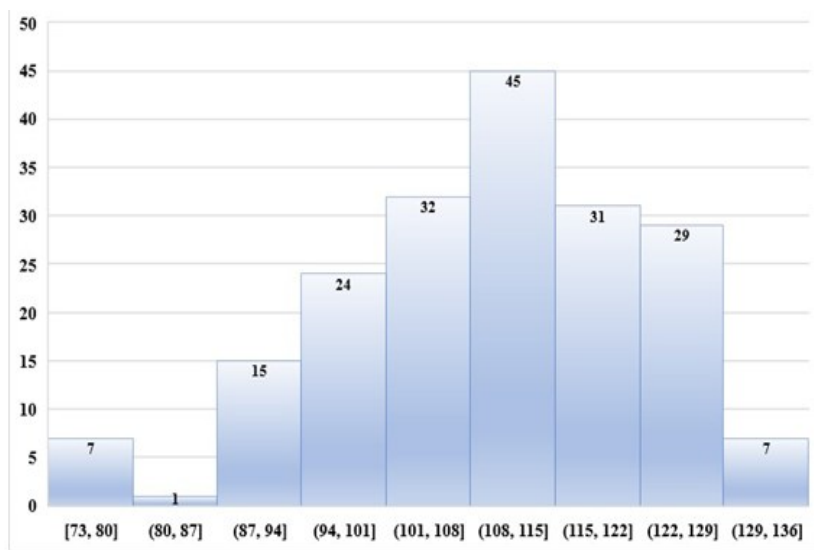


Figure 2. Histogram of Work Team Variable (X1)

### Distribution of Work Motivation Variable (X<sub>2</sub>)

The work motivation variable (X<sub>2</sub>) exhibited scores ranging from 106 to 177, with a mean score of 148.05. The standard deviation of 16.068 indicates a relatively wider spread compared to the work team variable. The similarity between the mean, median (149.00), and mode (143.00) suggests a near-normal distribution. The data were classified into nine class intervals following Sturges' rule.

As shown in Table 3, 42.41% of respondents scored below the average, 17.28% were at the average level, and 40.31% scored above the average. These results indicate that work motivation among teachers generally tends to be slightly below the mean level. Despite this tendency, a substantial proportion of teachers demonstrated high motivation scores. This

variation reflects differing levels of internal drive and external encouragement among respondents.

Table 3. Frequency Distribution of Work Motivation Scores ( $X_2$ )

No	Interval Class	Absolute Frequency	Relative Frequency
1	106 – 114	11	5,76
2	114 – 122	7	3,66
3	122 – 130	7	3,66
4	130 – 138	24	12,57
5	138 – 146	32	16,75
6	146 – 154	33	17,28
7	154 – 162	43	22,51
8	162 – 170	23	12,04
9	170 – 178	11	5,76
<b>Total</b>		<b>191</b>	<b>100,00</b>

Figure 2 presents the histogram for work motivation scores. The histogram shows that the distribution is relatively symmetrical, with the mean, median, and mode closely clustered. Similar to the work team variable, the distribution exhibits a slight left skew. This suggests that while many teachers report moderate to high motivation, a noticeable portion still falls below the average range.

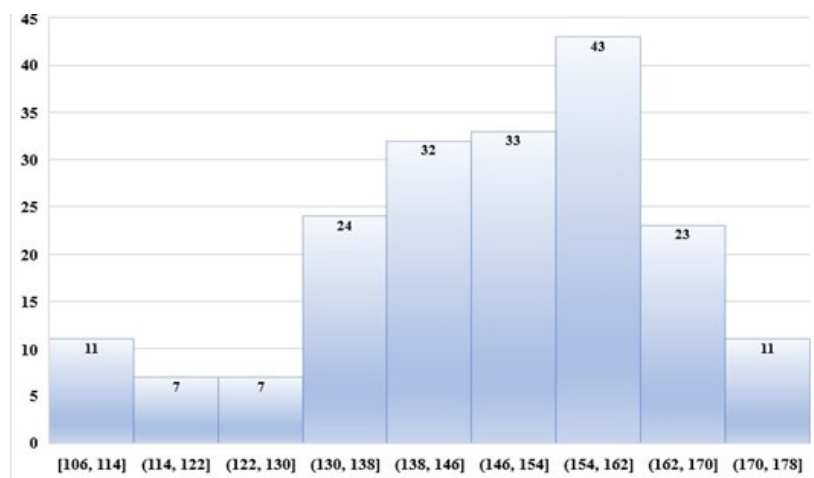


Figure 3. Histogram of Work Motivation Variable ( $X_2$ )

### Distribution of Job Satisfaction Variable ( $X_3$ )

The job satisfaction variable ( $X_3$ ) recorded scores between 81 and 143, with a mean value of 116.15. The standard deviation of 14.163 indicates moderate dispersion in teachers' satisfaction levels. The closeness of the mean, median (118.00), and mode (111.00) suggests a generally normal distribution. As with previous variables, the data were grouped into nine intervals.

Table 4 shows that 45.03% of respondents scored below the average level of job satisfaction, 18.85% were at the average, and 36.12% were above the average. These results indicate that job satisfaction among teachers tends to be slightly below the mean level overall. Nonetheless, a considerable proportion of respondents reported high satisfaction. This suggests the presence of contextual factors influencing satisfaction across schools.

Table 4. Frequency Distribution of Job Satisfaction Scores ( $X_3$ )

No	Interval Class	Absolute Frequency	Relative Frequency
1	81 – 88	9	4,71
2	88 – 95	11	5,76
3	95 – 102	18	9,42
4	102 – 109	17	8,90
5	109 – 116	31	16,23
6	116 – 123	36	18,85
7	123 – 130	42	21,99
8	130 – 137	23	12,04
9	137 – 144	4	2,09
<b>Total</b>		<b>191</b>	<b>100,00</b>

The histogram presented in Figure 3 demonstrates a distribution pattern similar to previous variables. The mean, median, and mode values are relatively close, indicating a near-normal distribution. The slight left skew suggests that more respondents cluster around moderate satisfaction levels. This distribution supports the appropriateness of parametric statistical analysis.

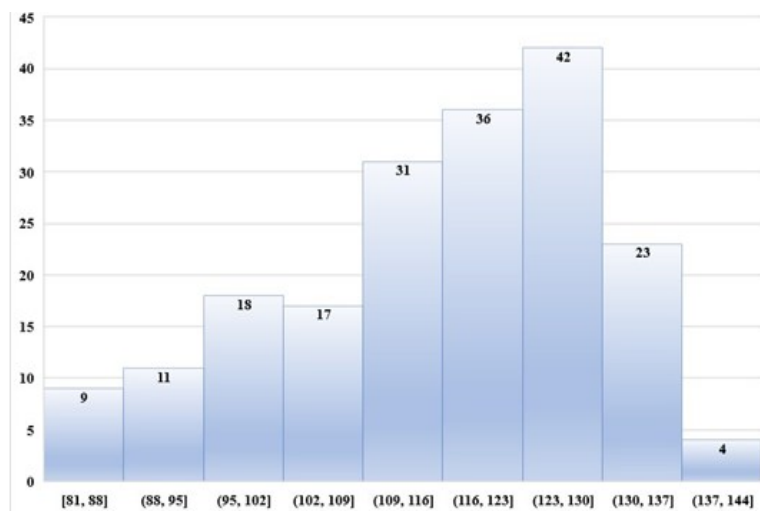


Figure 4. Histogram of Job Satisfaction Variable ( $X_3$ )

#### Distribution of Teacher Work Commitment Variable ( $X_4$ )

For the teacher work commitment variable ( $X_4$ ), observed scores ranged from 87 to 155, with a mean score of 127.60. The standard deviation of 14.303 reflects moderate variability among respondents. The proximity of the mean, median (129.00), and mode (128.00) indicates a nearly normal distribution. The data were grouped into nine class intervals based on Sturges' rule.

Table 5 shows that 42.93% of respondents scored below the average, 27.75% were at the average level, and 29.32% were above the average. These findings indicate that teacher work commitment generally tends to be below the average level. This distribution suggests that while some teachers demonstrate strong commitment, a substantial number exhibit moderate commitment. Such variation highlights the importance of identifying contributing factors to commitment.

Table 5. Frequency Distribution of Teacher Work Commitment Scores ( $X_4$ )

No	Interval Class	Absolute Frequency	Relative Frequency
1	87 – 95	3	1,57
2	95 – 103	13	6,81
3	103 – 111	12	6,28
4	111 – 119	22	11,52
5	119 – 127	32	16,75
6	127 – 135	53	27,75
7	135 – 143	31	16,23
8	143 – 151	22	11,52
9	151 – 159	3	1,57
<b>Total</b>		<b>191</b>	<b>100,00</b>

Figure 4 illustrates the histogram of work commitment scores. The histogram shows that the data are relatively symmetrical, although slightly skewed to the left. The clustering of scores around the mean suggests that most teachers exhibit moderate commitment levels. Overall, the distribution meets the assumptions required for further inferential analysis.

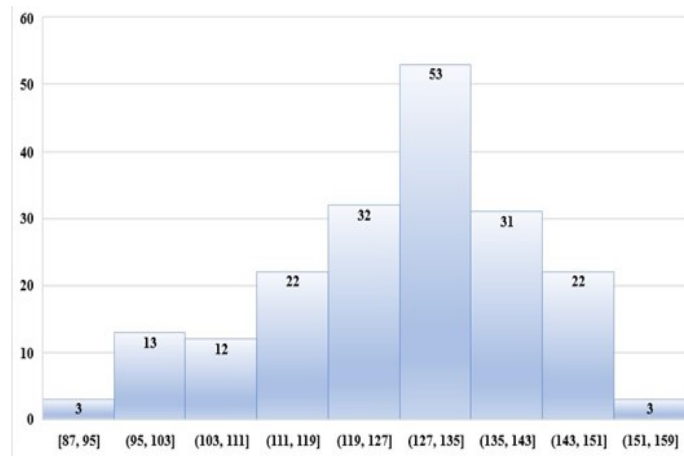


Figure 5. Histogram of Teacher Work Commitment Variable ( $X_4$ )

### Tendency Analysis of Research Variables

Tendency analysis was conducted to categorize each variable into four levels: high, moderate, low, and very low. This categorization was based on ideal mean scores and ideal standard deviations. The purpose of this analysis was to provide a clearer interpretation of respondents' positions within each construct. The complete calculations are presented in Appendix 6.

#### *Tendency of Work Team Variable ( $X_1$ )*

Table 6 shows that 48.69% of respondents fall into the moderate category, while 47.64% are categorized as high. Only a small proportion (3.67%) are in the low category, and none fall into the very low category. These results indicate that work team effectiveness tends to be moderate overall. This finding suggests that teamwork practices are present but not yet optimal.

Table 6. Tendency Level of Work Team Variable ( $X_1$ )

Interval	Absolute Frequency	Relative Frequency	Category
112 – 140	91	47,64	Tall

84 – 111	93	48,69	Currently
56 – 83	7	3,67	Low
28 – 55	0	0	Not enough
<b>Total</b>	<b>191</b>	<b>100%</b>	

***Tendency of Work Motivation Variable (X<sub>2</sub>)***

As shown in Table 7, 54.97% of respondents are categorized as having high work motivation. Meanwhile, 42.41% fall into the moderate category, and only 2.62% are classified as low. These findings indicate that work motivation among teachers tends to be high. This suggests that teachers generally possess strong internal and external motivational drivers.

Table 7. Tendency Level of Work Motivation Variable (X<sub>2</sub>)

Interval	Absolute Frequency	Relative Frequency	Category
148 – 185	105	54,97	Tall
111 – 147	81	42,41	Currently
74 – 110	5	2,62	Low
37 – 73	0	0	Not enough
<b>Total</b>	<b>191</b>	<b>100%</b>	

***Tendency of Job Satisfaction Variable (X<sub>3</sub>)***

Table 8 indicates that 57.59% of respondents are in the high job satisfaction category, while 38.74% are in the moderate category. Only 3.67% fall into the low category. These results suggest that job satisfaction among teachers tends to be high overall. This finding implies that many teachers perceive their work environment positively.

Table 8. Tendency Level of Job Satisfaction Variable (X<sub>3</sub>)

Interval	Absolute Frequency	Relative Frequency	Category
116 – 145	110	57,59	Tall
87 – 115	74	38,74	Currently
58 – 86	7	3,67	Low
29 – 57	0	0	Not enough
<b>Total</b>	<b>191</b>	<b>100%</b>	

***Tendency of Teacher Work Commitment Variable (X<sub>4</sub>)***

Table 9 shows that 57.07% of respondents are classified as having high work commitment, while 41.36% are in the moderate category. A very small proportion (1.57%) fall into the low category. Despite the high percentage in the upper category, overall commitment is interpreted as moderate due to the distribution pattern. This indicates room for strengthening teachers' organizational commitment.

Table 9. Tendency Level of Teacher Work Commitment Variable (X<sub>4</sub>)

Interval	Absolute Frequency	Relative Frequency	Category
128 – 160	109	57,07	Tall
96 – 127	79	41,36	Currently

64 – 95	3	1,57	Low
32 – 63	0	0	Not enough
<b>Total</b>	<b>191</b>	<b>100%</b>	

**Summary of Empirical Findings**

Based on the overall results, this study confirms that work teams, work motivation, and job satisfaction significantly influence teacher work commitment, both directly and indirectly. Job satisfaction emerged as the strongest predictor of work commitment, followed by work motivation and work teams. The path analysis results demonstrate that job satisfaction mediates the effects of work teams and motivation on commitment. These findings highlight the importance of improving organizational conditions and motivational strategies to strengthen teacher commitment.

The empirical causal relationships among variables are illustrated in Figure 5. The diagram summarizes the direct and indirect effects identified through path analysis. This model provides a comprehensive explanation of how organizational and psychological factors interact to shape teacher work commitment. Overall, the findings offer valuable insights for improving teacher management in State Islamic Senior High Schools in Langkat Regency.

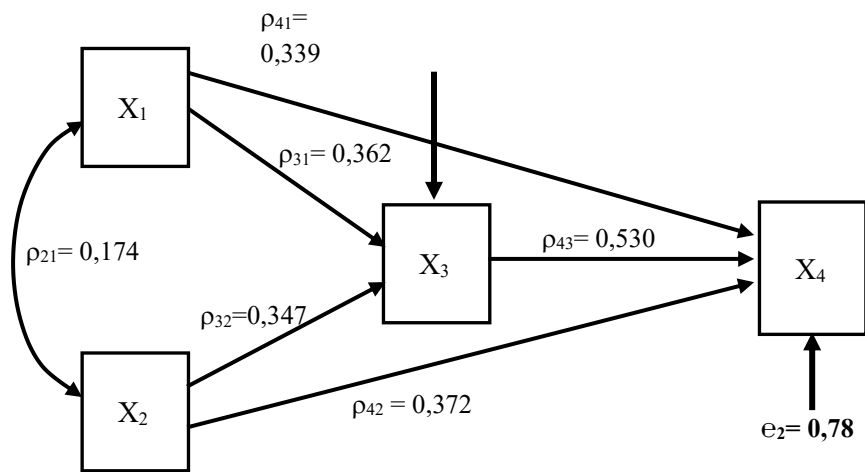


Figure 6. Empirical Causal Relationship among  $X_1$ ,  $X_2$ ,  $X_3$ , and  $X_4$

The findings of this study demonstrate that work teams have a significant positive effect on job satisfaction among teachers at State Islamic Senior High Schools (MAN) in Langkat Regency. Empirically, the direct contribution of work teams to job satisfaction reached 36.20%, indicating that collaborative structures, mutual support, and shared responsibilities among teachers play a crucial role in shaping their affective responses toward work. This result aligns with organizational behavior theory, particularly the Integrated Model of Organizational Behavior proposed by Alberti et al (2022) and Ju et al (2021), which emphasizes that team characteristics directly influence job attitudes. Previous studies similarly confirm that effective teamwork enhances job satisfaction by fostering trust, communication, and a supportive work climate (Berraies & Chouiref, 2022; Gebregziabher et al., 2020). However, some studies note that teamwork alone may not be sufficient without institutional support and leadership quality, suggesting that contextual factors may moderate this relationship.

Furthermore, the study reveals that work motivation significantly influences job satisfaction, contributing 34.70% to teachers’ job satisfaction levels. Teachers with high intrinsic and extrinsic motivation tend to experience greater fulfillment in their professional roles, as

motivation encourages creativity, persistence, and emotional resilience. This finding is consistent with motivation theories proposed by Gagné (2018) and Pincus (2023), which assert that motivation energizes and directs behavior toward meaningful goals. Empirical evidence also supports this conclusion, as studies by Juniari et al (2015) and Lu & Chen (2022) report that motivated employees exhibit higher satisfaction and engagement. In the educational context, motivated teachers are more likely to perceive their work as meaningful and aligned with personal and professional values, thereby enhancing job satisfaction (Fitri, 2025; Hidayah et al., 2022).

The results also confirm that both work teams and work motivation have direct positive effects on work commitment. Work teams contributed 33.90%, while work motivation contributed 37.20% to teachers' work commitment, indicating that professional collaboration and internal drive are critical determinants of teachers' loyalty and dedication. These findings support earlier research showing that teamwork strengthens organizational commitment by fostering shared goals and collective responsibility (Sari, 2024; Suhardi, 2019). Similarly, motivated teachers demonstrate stronger affective and normative commitment, as they perceive their roles as purposeful and aligned with personal aspirations (Hanafi & Hitami, 2018; Munian & Hasan, 2020). Nonetheless, some studies suggest that excessive workload or limited career advancement may weaken commitment even among motivated teachers, highlighting the importance of balanced organizational policies.

Importantly, this study identifies job satisfaction as a key mediating variable in the relationship between work teams, work motivation, and work commitment. Path analysis results indicate that both work teams and motivation exert significant indirect effects on commitment through job satisfaction. This finding reinforces the notion that job satisfaction functions as a psychological mechanism linking workplace conditions to long-term commitment (Raghavendra & Kamaraj, 2024). Similar conclusions are drawn by Fatima et al (2024), Rusin & Szandala (2025), and Supriyanto et al (2021), who found that teamwork enhances organizational commitment through affective satisfaction. Conversely, research has shown that low satisfaction may neutralize the positive effects of motivation and teamwork, underscoring the central role of satisfaction in sustaining commitment (Sabei et al., 2022).

Finally, the simultaneous analysis shows that work teams, work motivation, and job satisfaction collectively explain 78.00% of the variance in teachers' work commitment, highlighting the robustness of the proposed model. This integrated finding confirms that teachers' commitment is shaped by both internal factors (motivation and satisfaction) and external factors (teamwork). The results are particularly relevant in the context of Madrasah Aliyah Negeri, which face complex educational challenges requiring strong collaboration, motivated educators, and supportive institutional climates. Consistent with previous studies (Purwati et al., 2025; Ramani et al., 2023), this study emphasizes that strengthening teamwork, enhancing motivation, and ensuring job satisfaction are strategic priorities for improving teacher commitment and, ultimately, educational quality. The novelty of this research lies in demonstrating that job satisfaction is the most dominant predictor of work commitment, followed by work motivation and work teams, offering a clear direction for policy and managerial interventions in Islamic secondary education.

## Conclusion

This study concludes that work teams, work motivation, and job satisfaction have significant and interrelated effects on teachers' work commitment at State Islamic Senior High Schools (MAN) in Langkat Regency. Empirical findings indicate that job satisfaction is the most dominant factor influencing work commitment, followed by work motivation and work teams.

Moreover, job satisfaction serves as an important mediating variable that strengthens the indirect effects of work teams and work motivation on work commitment. These results confirm the relevance of the Integrated Model of Organizational Behavior, which emphasizes the role of individual and contextual factors in shaping work attitudes and commitment. Overall, teachers who experience supportive teamwork, strong motivation, and high job satisfaction demonstrate higher levels of loyalty, responsibility, and dedication to their professional roles, which ultimately contributes to improved educational quality in madrasah institutions.

Based on these findings, it is recommended that madrasah leaders and educational policymakers prioritize strategies that enhance job satisfaction, work motivation, and teamwork simultaneously. Practical efforts may include strengthening collaborative work cultures, providing fair and timely incentives, expanding opportunities for professional development, and fostering supportive and participatory leadership. Additionally, transparent career pathways, recognition of teacher achievements, and the provision of adequate teaching facilities are essential to sustaining motivation and satisfaction. Future research is encouraged to explore additional variables such as leadership style, organizational culture, and psychological well-being and to employ mixed-method approaches to gain deeper insights into the dynamics of teacher commitment across different educational contexts.

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