

SITOREM-Based Analysis of Reinforcing Factors of Organizational Commitment among Foundation-Based Vocational Teachers in East Jakarta

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ABSTRACT

This study aims to formulate effective strategies to increase organizational commitment among foundation-based permanent teachers at Private Vocational Schools specializing in Computer Engineering and Networking (TKJ) in East Jakarta. The research employs a quantitative approach using the SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) analysis technique, which systematically and scientifically identifies priority indicators that need to be addressed. The study population consists of 381 teachers, with a sample of 195 permanent foundation-based teachers. The results of the SITOREM analysis reveal five key indicators that require focused attention to enhance organizational commitment: (1) Salary, (2) Recognition and Awards, (3) Management Support, (4) Sense of Obligation or Indebtedness to the Organization, and (5) Perception of Loss When Leaving the Organization. These five indicators form the foundation for developing strategic steps to improve commitment. The novelty of this study lies in its specific focus on permanent foundation teachers at TKJ Private Vocational Schools in East Jakarta, a subject that has received limited scholarly attention—particularly in the context of organizational commitment using the SITOREM approach. The findings imply that enhancing organizational commitment requires efforts to strengthen individual personality traits, implement transformational leadership, foster a positive organizational culture, and improve teacher job satisfaction. The proposed strategies are expected to create a conducive work environment and foster long-term teacher loyalty to the organization.

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INTRODUCTION

Quality education has consistently remained a primary focus of national development programs each year (Madjid, 2016). One key effort to enhance education quality has been through regulatory reform, as outlined in Law Number 20 of 2003 on the National Education System, which is further elaborated in Government Regulation Number 19 of 2005 concerning National Education Standards (Harsoyo, 2021). Article 39 of the regulation mandates that teachers must possess four core competencies: pedagogical, personal, social, and professional. These regulations serve as a foundation for maintaining and developing teacher competence to ensure optimal education quality (Halid, 2024).

The role of teachers extends beyond instructional activities; they are also expected to contribute actively to organizational efforts within the school environment to support institutional performance improvement (Wati et al., 2024). Teachers act as role models for students in terms of behavior, ethics, and critical thinking. Moreover, teachers bear the responsibility of shaping students into moral, honest, intelligent, and responsible individuals in everyday life (Yasin et al., 2024).

Teachers are required to demonstrate a strong commitment to the institutions in which they serve. This commitment is reflected in their dedication and sense of responsibility in fulfilling their professional duties (Salsabilah et al., 2021). Such commitment includes a willingness to work hard, a desire for continuous learning, and a determination to improve personal and professional quality. High motivation and passion in teaching are vital for achieving the school's goals, vision, and mission (Sutiono, 2021).

Commitment, in this context, refers to an individual's attachment to a task or profession – in this case, a teacher's engagement with the school and their duties (Sukmawati & Herawan, 2016). Committed teachers are more likely to perform their tasks diligently and strive to enhance their knowledge and teaching skills (Waluyo, 2022). This is demonstrated by their active participation in initiatives aimed at improving the learning process within the school. Teacher commitment is also a key factor in strengthening a school's capacity for continuous innovation and improvement (Khomarudin, 2023).

Teachers with a high level of commitment typically exhibit strong work ethic, marked by discipline, enthusiasm, motivation, creativity, and a proactive approach to exploring alternative teaching methods (Madjid, 2016). Conversely, teachers who lack commitment tend to be less disciplined, rely on a single method of instruction, lack innovation, and carry out tasks routinely without enthusiasm. Therefore, it is essential for all teachers to develop a strong commitment to creating a high-quality and responsive teaching process that can address educational challenges and offer practical solutions (Susanto, 2021).

Factors contributing to low teacher commitment may stem from internal personal aspects. These include low intrinsic motivation, dissatisfaction with working conditions, and a lack of recognition for the teaching profession itself. When teachers feel underappreciated – both financially and socially – their morale and sense of responsibility may decline (Dewi, 2018). Additionally, the absence of professional and personal growth opportunities can lead to reluctance to innovate or participate actively in school activities. As a result, teachers may become disengaged, avoid training, and simply perform routine tasks without striving to enhance the quality of learning (Riyadi, 2022).

External factors also significantly influence teacher commitment. A non-supportive work environment – characterized by poor communication between school management and teachers, insufficient facilities, and a lack of sustainable professional development programs – can exacerbate the situation (Lubis, 2020). When teachers feel neglected or disempowered by their institutions, their engagement and loyalty to the school also decrease. In fact, the success of the education system largely depends on the dedication of committed teachers. Therefore, comprehensive efforts from various stakeholders – including the government, school management, and the broader education community – are necessary to establish a supportive system that enhances teacher motivation, well-being, and capacity development on a sustainable basis (Jalil, 2019).

Improving teacher welfare is a crucial aspect that demands serious attention from school management, as teacher welfare directly influences their level of commitment and loyalty to the institution (Nasir et al., 2023). Teachers who feel appreciated – both financially and emotionally – tend to exhibit high dedication, stable work spirit, and active involvement in school activities. Strong organizational commitment from teachers is essential for creating a conducive, dynamic, and productive learning environment (Iqbal et al., 2024). With committed teachers, the learning process becomes more effective and can significantly enhance student motivation and overall achievement. This, in turn, has a positive impact on the school's reputation, as excellent education quality is largely determined by the quality of its human resources, particularly educators (Suyana et al., 2024). Hence, teacher welfare should be an integral part of the school's development strategy to achieve long-term educational goals.

Based on the discussion above, this study formulates two primary research problems. First, how can effective strategies be implemented to improve organizational commitment by strengthening key factors such as individual personality, transformational leadership, organizational culture, and job satisfaction? This includes identifying strategic steps to foster a supportive work environment, enhancing interpersonal relationships, and developing leadership that can inspire and motivate teachers. Second, how can the most optimal solutions be developed to increase organizational commitment through an integrated approach involving all four factors? This research aims to discover strategies that are not only theoretically effective but also practically applicable in school management. The ultimate goal is to foster teachers who are loyal, dedicated, and capable of making meaningful contributions to improving the overall quality of education.

METHOD

The method used in this study is a quantitative approach employing survey techniques and SITOREM analysis. SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) allows for a more detailed analysis of the research variable indicators, enabling the identification of which indicators need immediate improvement, and which should be maintained or further developed (Djami et al., 2019). Furthermore, optimization of each indicator within the research variables is carried out by assigning weights to each indicator using SITOREM analysis. In general, SITOREM can be understood as a scientific method used to identify variables (theories) for conducting "Operation Research" in the field of Educational Management (Hardhienata, 2017). The population of this study consists of 381 permanent teachers from private vocational schools with a specialization in Computer and Network Engineering (TKJ) in East Jakarta. The sample size was determined using Taro Yamane's formula, resulting in a total of 195 respondents. The data collected from the sample was then analyzed accordingly.,

RESULT AND DISCUSSION

SITOREM analysis results

Based on the Scientific Identification Theory for Conducting Operations Research in the field of Educational Management, commonly known as SITOREM (Hardhienata, 2017:1-6), as illustrated in the following figure:

Table 1 Results of SITOREM Analysis

Indicator Beginning	Commitment to Organization		Mark Indicator
	Indicator After Evaluation	Expert	
1. Involvement self in organization	1 st Loyalty to organization (18.85%)	to the	4.39
2. Loyalty to organization	2nd Obligation on organization (18.85%)	responsible answer	4.29
3. Feeling make a loss out of organization	3rd Involvement on organization (18.32%)	self in	4.36
4. Work relationship Which Good	4th Connection (16.23%)	Work Which Good	4.37

5. Obligation to pay debt of gratitude to organization	5th Feeling make a loss to outside organization (14.14%)	3.92
6. Responsible obligation answer on organization	6th Obligation pay debt attitude towards the organization (13.61%)	3.99
Personality ($\beta=0.737$) Ranking I		
Indicator Beginning	Indicator After Evaluation Expert	Mark Indicator
1. Trust And not quite enough answer	1 st Courtesy (16.43%)	4.11
2. Cooperative	2nd Expression And Stability Emotion (15.49%)	4.21
3. Courtesy	3rd Trust And not quite enough answer(15.02%)	4.38
4. Expression And Stability Emotion	4th Firmness (15.02%)	4.24
5. Creativity	5th Cooperative (14.08%)	4.56
6. Socialization	6th Creativity (12.21%)	4.44
7. Firmness	7th Socialization (11.74%)	4.2
Leadership Transformational ($\beta=0.089$) Rank IV		
Indicator Beginning	Indicator After Evaluation Expert	Mark Indicator
1. Influence Ideal	1 st Motivation Inspirational (27.48%)	4.16
2. Motivation Inspirational	2nd Stimulation Intellectual (25.95%)	4.11
3. Intellectual Stimulation	3rd Influence Ideal (25.19%)	4.18
4. Consideration Individual	4th Consideration Individual (21.37%)	4.05
Culture Organization ($\beta=0.116$) Ranking III		
Indicator Beginning	Indicator After Evaluation Expert	Mark Indicator
1. Freedom Individual	1 st Identity Award (18.18%)	3.85
2. Tolerance Action at risk	2nd Support management (17.61%)	3.99
3. Management support	3rd Tolerance to Conflict (17.61%)	4.14
4. Structure	4th Freedom Individual (15.91%)	4.05
5. Identity Award	5th Tolerance Action at risk (15.34%)	4.17
6. Tolerance to Conflict	6th Structure (15.34%)	4.29

Indicator Beginning	Satisfaction Work ($\beta=0.150$) Ranking II Indicator After Evaluation Expert	Mark Indicator
1. Work That Alone	1 st Work That Alone (22%)	4.21
2. Quality of Supervision	2nd Relationship with coworkers (21.33%)	4.23
3. Connection with colleague Work	3rd Quality Supervision (20.67%)	4.17
4. Opportunity Promotion	4th Wages (18.67%)	3.79
5. Wages	5th Opportunity Promotion (17.33%)	4.18

RESULTS CYTOREM ANALYSIS

Order Priority Indicator Which will be fixed	Indicator maintained/developed
1 st Wages	1 st Involvement self in organization
2nd Identity Award	2nd Loyalty to organization
3rd Support Management	3rd Connection the work that Good
4th Obligation pay debt kindness towards the organization	4th Obligation responsible answer in the organization
5th Feeling make a loss to outside organization	5th Trust And not quite enough answer
	6th Cooperative
	7th Courtesy
	8th Expression And Stability Emotion
	9th Creativity
	10th Socialization
	11 years old Firmness
	12th Influence Ideal
	13 years old Motivation Inspirational
	14th Stimulation Intellectual

Strategy and Ways to Improve Commitment to Organization Through Strengthening Personality, Interpersonal Communication, Culture Organization, and Satisfaction Work

Following indicators weak in each necessary variable fixed that is :

Table 2 Variables Commitment to Organization

No	Indicator	Strategy Achievement Indicator	Method
1	Feeling make a loss to outside the organization	Explaining the risks of losing networks and relationships Increased commitment	The leader provides views on risks if leaving the organization Leaders must be able to maintain member commitment organization

No	Indicator	Strategy Achievement Indicator	Method
2	Obligation to pay debt of gratitude to the organization	Increase sense of togetherness and bonding	Leaders must be able to increase the sense of togetherness and bond between members

Indicator: Feelings make a loss to outside organization

Strategy:

Go out from organization No only means lost work, but also sacrifice various aspect important that has been built with difficult. The member who decides for go will lost chance for continue contribution they in projects that have been they start, which may be just end without satisfying achievement. Network professionals and relationships that have intertwined strong inside organization will difficult for replicated on site others, reduce opportunity for effective collaboration and support that has been proven useful. In addition, leaving organization means to miss development skills that can obtained through internal training and development programs that have been designed special for fulfil need members. Not less important, sense of togetherness and bond emotional that has formed with colleague Work will feel lost, created feeling loss and loneliness. Therefore that, before decide for out, every member need consider significant loss this and understand impact term length to career and well-being personal they.

Indicator: Obligation repay a debt of gratitude to Strategy organization

Every member organization need realize how big contributions that have been given by the organization in development career and well-being personal them. Through comprehensive training, support in development skills, as well as chance for participate in projects important, organization has invest lots for advance every members. In addition, the experience valuable work and guidance from the leaders as well as colleague senior work has give strong foundation for progress future career. Therefore that, sense of duty for repay a debt of gratitude This must lived out with serious. Continuing contribution continuous, commitment to achievement objective organization, and participation active in every activity is form real from awards and rewards proper manners given. With Thus, every member No only fulfil not quite enough take responsibility for their morals, but also participate ensure sustainability success and progress together.

Table 3 Variables Culture Organization

No	Indicator	Strategy Achievement Indicator	Method
1	Management support	Commitment towards member development Responsive against the bait come back member	commitment to development professional team members with provide training And opportunity development career Which sustainable management must be responsive to bait come back from employee, do necessary adjustments, And in a way active look for method For increase welfare And satisfaction Work they Leader
2	Award Identity	Implementation program award	Implement program award fair and transparent

No	Indicator	Strategy Achievement Indicator	Method
		Build culture award	The leader is able building culture the award that strong

Indicator: Support management

Strategy:

Management must demonstrate a strong commitment to the professional development of team members by providing continuous training and sustainable career advancement opportunities. Additionally, it is essential to foster an inclusive and collaborative work culture where every member feels valued and heard. Recognition and appreciation of employee contributions – both formally and informally – also play a crucial role in enhancing management support. Management should be responsive to employee feedback, make necessary adjustments, and proactively seek ways to improve employee well-being and job satisfaction. By implementing these strategies, organizations can strengthen the indicator of management support and cultivate a more productive and harmonious work environment.

Indicator: Identity Award

Strategy:

Improving the indicator of identity awards within an organization can be achieved through two main strategies. First, the implementation of a transparent and equitable reward system is essential. This system should be designed to objectively recognize and appreciate employee achievements, both through financial rewards – such as bonuses and incentives – and non-financial recognition, such as "Employee of the Month" awards, certificates of achievement, and public acknowledgment during company meetings. A clear and consistent appreciation system ensures that employees feel valued and are motivated to continue performing at their best. Second, it is crucial to cultivate a strong culture of appreciation across the organization. This involves encouraging all team members – including management and colleagues – to actively offer praise and positive feedback to one another. Making it a habit to celebrate both small and major accomplishments, as well as organizing regular awards events, can foster a stronger sense of community and significantly enhance job satisfaction. By implementing these two strategies, organizations can strengthen the identity award indicator and create a more positive and productive work environment.

Table 4 Variables Satisfaction Work

No	Indicator	Strategy Achievement Indicator	Method
1	Wages	Review periodic	Management reviews salaries periodically to ensure that the compensation provided is appropriate. competitive

Indicator: Salary

Strategy:

Improving the wage indicator to enhance job satisfaction can be achieved through two main strategies. First, organizations must conduct regular wage reviews to ensure that compensation remains competitive and aligned with industry standards. By benchmarking against similar companies and adjusting salaries based on individual performance and contributions to the organization, employees will feel financially valued, which in turn can boost their motivation and loyalty. Second, transparency in salary structures and policies for salary increases is crucial.

Employees should have a clear understanding of how their wages are determined and what criteria are used for salary adjustments. This can be achieved through open communication and clear explanations regarding career paths and development opportunities, enabling employees to understand the steps required to achieve salary improvements. By implementing these two strategies, organizations can improve the wage indicator and, consequently, enhance overall employee job satisfaction.

Based on the results of the SITOREM analysis, improvement in organizational commitment can be achieved by strengthening organizational culture. This involves addressing weak indicators, specifically management support with an average score of 3.99, and identity awards with an average of 3.85. At the same time, it is important to maintain strong indicators such as organizational structure (average score 4.29), tolerance for risk-taking (4.17), tolerance for conflict (4.14), and individual freedom (4.05). Enhancing job satisfaction also involves addressing weak indicators, particularly salary (average score 3.79), while maintaining strong indicators such as relationships with colleagues (4.23), independence in work tasks (4.21), promotion opportunities (4.18), and quality of supervision (4.17). A positive organizational culture tends to create greater job satisfaction, which in turn has an indirect but significant influence on strengthening organizational commitment.

CONCLUSION

Based on the analysis using the SITOREM method, an optimal solution was identified to improve organizational commitment through two strategic approaches: addressing indicators that require improvement and maintaining or further developing those that are already strong. The main indicators prioritized for immediate improvement include salary, which is still perceived as insufficient to meet teachers' expectations; identity awards, which represent a form of recognition and appreciation for teachers' contributions; and management support, which plays a crucial role in creating a positive and conducive work environment. Additionally, the obligation to repay moral debts has become a psychological burden for some teachers, and the lack of strong emotional attachment – reflected in feelings of indifference about leaving the organization – indicates the need to strengthen teachers' emotional bonds with the school. On the other hand, several indicators are already considered to be in good condition and should be maintained or even further developed. These include self-involvement in the organization, loyalty to the organization, positive work relationships, a strong sense of responsibility and accountability, trust, cooperative attitudes, politeness, emotional expression and stability, creativity, social interaction skills, assertiveness, idealized influence, inspirational motivation, intellectual stimulation, individual consideration, individual freedom, tolerance for risk-taking, organizational structure, tolerance for conflict, the ability to work independently, quality of supervision, positive relationships with colleagues, and opportunities for promotion. Overall, these indicators provide a comprehensive and strategic direction for enhancing and developing teacher commitment to the organization.

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