

Original Article

A Predictive Model of Organizational Commitment: The Role of Organizational Culture and Agile Leadership

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Abstract. Teachers' organizational commitment is an important factor in maintaining performance quality, loyalty, and the sustainability of educational processes in schools. However, the level of teachers' commitment often varies in practice, highlighting the need to understand the factors that can enhance it. This study aims to analyze the influence of organizational culture and agile leadership on teachers' organizational commitment. A quantitative approach was employed using the SEM-PLS analysis method. Data were collected through questionnaires distributed to teacher respondents and analyzed to examine the relationships among variables in the research model. The results show that agile leadership has a positive and significant effect on organizational commitment, with a path coefficient of 0.181, a t-statistic of 3.047, and a p-value of 0.002. In addition, organizational culture also has a positive and significant effect on organizational commitment, with a path coefficient of 0.699, a t-statistic of 11.519, and a p-value of 0.000. These findings indicate that stronger implementation of agile leadership and a well-established organizational culture contribute to higher levels of teachers' organizational commitment. Therefore, strengthening organizational culture and implementing adaptive leadership are important strategies to enhance teachers' commitment within educational institutions.

Keywords: Agile Leadership, Organizational Culture, Organizational Commitment, Vocational High School Teachers, SEM (Structural Equation Modeling)

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Introduction

Developments in the global environment have affected various aspects of life, including education. These developments have influenced the overall quality of national education, including changes in mobility (Fayyad & Hadi, 2025). Such mobility includes digitalization, the acceleration of technological innovation, curriculum changes, and the demand for post-pandemic adaptation, which have transformed schools from merely administrative institutions into dynamic learning organizations (Pujiono et al., 2025). In this context, schools are expected to adapt quickly, respond effectively to change, and possess human resources that are not only competent but also strongly attached to the organization (Hariyati et al., 2023). Strong attachment reflects an individual's commitment to the organization (Raharjo et al., 2023). Research findings indicate that organizational commitment has a significant relationship with organizational change in schools, accounting for approximately 40% (Windsari et al., 2022). This finding highlights the importance of organizational commitment in the educational context.

Organizational commitment is a psychological state that describes the relationship between an individual and an organization, which influences the individual's decision to remain a member of the organization (Nguyen et al., 2024). Teachers are expected to possess organizational commitment because it is significantly associated with teacher performance, accounting for 74.9% (Muhtasor et al., 2025). Limon (2022) states that teachers' organizational commitment reflects the level of loyalty, identification, and involvement of teachers with the goals, values, and mission of the school, particularly in relation to their professional roles within the institution. In Solok City, West Sumatra, organizational commitment among vocational high school teachers was found to be in the high category (Inggriani et al., 2021). Having strong organizational commitment can also increase teachers' job satisfaction (Önder et al., 2023).

However, in reality, some teachers still demonstrate low levels of organizational commitment. In Tambang District, Kampar Regency, Riau Province, teachers were found to have low organizational commitment (Annisa et al., 2023). Similarly, at SMKN 1 Surabaya, organizational commitment was also categorized as low (Rahmalina & Ghofar, 2025). Low organizational commitment among teachers can lead to increased turnover intention (Ramadhani et al., 2023), decreased performance (Mulyawardhana & Merdiaty, 2025), and burnout (Pratiwi et al., 2023). These conditions have the potential to hinder the stability of school organizations and reduce the quality of educational services. Therefore, it is important to identify factors that can strengthen teachers' organizational commitment. One factor that plays an important role in strengthening organizational commitment is organizational culture (Dunger, 2023).

Organizational culture is understood as a set of basic assumptions shared by members of an organization, developed through a process of collective learning in dealing with problems, and transmitted to new members as guidelines for behavior (Schein, 2010). In the school context, organizational culture is reflected in teachers' professional values, patterns of collaboration among educators, support for instructional innovation, and collective commitment to the vision and mission of education (Iman et al., 2025; Nguyen et al., 2021; Nurlathifah & Hidayat, 2025; Sofiyan et al., 2022). A positive organizational culture creates a supportive work environment in which teachers feel valued, involved, and become an integral part of the school institution (Hafizi et al., 2025). Empirically, several studies indicate that organizational culture plays an important role in strengthening teachers' commitment to their schools. A positive organizational culture has been shown to increase organizational commitment (Valcarcel, 2025), strengthen collaboration among colleagues with very good category scores (Figueroa & Abellana, 2025), and encourage emotional attachment when there is alignment between personal values and school values (Huang et al., 2023).

Furthermore, Maryanto et al. (2025) reported that organizational culture significantly influences organizational commitment by 32.5%. However, empirical conditions reveal variations in the level of organizational culture across schools. A study involving 66 civil servant vocational high school teachers in Bandung found that organizational culture was categorized as high (Purnamasari & Santoso, 2022). In contrast, a study of 129 vocational high school teachers in Padang found that 59.84% of teachers were categorized as having low organizational culture (Widiawati et al., 2024). A weak organizational culture can contribute to lower levels of teachers' organizational commitment (Sahid et al., 2024).

Although organizational culture plays an important role in shaping teachers' commitment, its presence alone is not sufficient given the increasingly complex dynamics of educational change. Rapid curriculum changes, the integration of digital technology in learning, and the demands for improving educational quality require leadership that is adaptive and responsive (Hafizi et al., 2025). Schools not only require a strong value system but also leaders who are capable of mobilizing the organization in a flexible and collaborative manner. Therefore, adaptive leadership becomes a strategic factor in strengthening organizational commitment (Yonasta & Tung, 2024). Leadership that was previously viewed as necessary to address the

complexity of change can, in practice, be represented through the agile leadership approach (Rakhmadi et al., 2025)

Agile leadership refers to a leader's ability to effectively lead in conditions of rapid and complex change in a flexible, reflective, and collaborative manner, while adjusting leadership approaches according to situational demands (Joiner & Josephs, 2007). The concept of agile leadership has developed as a response to dynamic and uncertain organizational environments (Husein et al., 2023). Agile leadership emphasizes the leader's ability to adapt quickly to change, encourage team collaboration, empower organizational members, and make responsive decisions based on continuous learning (Nugroho et al., 2024). In the school environment, principals who apply agile leadership principles tend to be more open to instructional innovation, support teachers' professional development, and create participatory communication (Rakhmadi et al., 2025). These conditions can enhance teachers' commitment to their schools.

Furthermore, research findings indicate that agile leadership influences organizational commitment as it is able to build trust, provide clear direction, and create a positive organizational culture (Husein et al., 2023). According to Porkodi (2024) leadership that is responsive to change is significantly associated with increased organizational commitment. This occurs because teachers who feel supported by their leaders tend to develop stronger emotional attachment, a greater willingness to remain within the organization, and a higher readiness to contribute optimally to the achievement of school goals (Xu & Pang, 2024).

Although various studies have demonstrated that organizational culture and agile leadership each influence organizational commitment, most of these studies have examined them separately. Furthermore, research on organizational culture tends to emphasize value systems, norms, and collective practices in building teachers' commitment to schools (Iman et al., 2025; Nguyen et al., 2021). Meanwhile, leadership research generally focuses on the role of individual leaders in influencing employees' attitudes and behaviors (Akib et al., 2023).

Conceptually, organizational culture and leadership are two interrelated variables that cannot be separated within the dynamics of school organizations (Fauzi et al., 2022). Organizational culture forms a framework of values and a collective identity that serve as the foundation for the behavior of organizational members, while agile leadership functions as a driving mechanism that actualizes these values in everyday practices (Nurpalah et al., 2025). In the context of rapid and complex educational changes, a strong organizational culture without adaptive leadership has the potential to become stagnant. Conversely, adaptive leadership without a solid organizational culture foundation may lose direction and consistency (Lamaro et al., 2025). Therefore, the integration of organizational culture and agile leadership is expected to contribute more comprehensively to shaping and strengthening teachers' organizational commitment.

Vocational high schools present distinct characteristics that differentiate them from general secondary schools, particularly in terms of their orientation toward workforce readiness and industry alignment. Vocational high schools are required to continuously adapt to rapid technological advancements, evolving industry standards, and the demands of the labor market, which often necessitate frequent curriculum adjustments and the integration of practical, competency-based learning. In addition, the implementation of *link and match* programs with industry partners places greater pressure on schools to ensure that graduates possess relevant and up-to-date skills (Nugroho et al., 2024; Rakhmadi et al., 2025). These dynamic and complex demands create a more uncertain and rapidly changing organizational environment compared to general schools. Consequently, leadership in the SMK context requires a higher degree of flexibility, responsiveness, and adaptability (Hafizi et al., 2025). In this regard, agile leadership becomes particularly relevant, as it enables school leaders to effectively navigate change, support teachers in adapting to evolving demands, and foster a collaborative and innovative organizational climate that strengthens teachers' organizational commitment (Husein et al., 2023; Xu & Pang, 2024). Therefore, compared to general secondary schools, the need for agile

leadership in vocational high schools becomes more urgent, as the inability to respond effectively to rapid changes may directly impact the relevance of graduates' competencies and the overall quality of vocational education (Widiawati et al., 2025).

Furthermore, although the concept of agile leadership has increasingly developed in modern management and organizational studies, its application in the educational context remains relatively limited (Nugroho et al., 2024), particularly among teachers in vocational high schools. Leadership research in education is still largely dominated by transformational, transactional, or instructional leadership approaches. Studies that specifically examine agile leadership as a predictor of teachers' organizational commitment remain scarce, especially in the context of vocational high schools in Indonesia, which are currently facing challenges related to digital transformation and changes in educational policies. Moreover, variations in the levels of organizational commitment and organizational culture reported in previous studies indicate the presence of organizational dynamics that require further investigation (Annisa et al., 2023; Ingriani et al., 2021; Purnamasari & Santoso, 2022; Widiawati et al., 2024). These differences suggest that contextual factors within school organizations may influence the relationships among variables. However, studies examining the simultaneous influence of organizational culture and agile leadership within a single empirical model to assess their relative contributions to vocational high school teachers' organizational commitment remain limited.

Based on the above discussion, it can be concluded that teachers' organizational commitment is a strategic aspect in maintaining the stability and quality of education. Organizational culture and agile leadership are considered two important factors that theoretically and empirically have the potential to strengthen organizational commitment (Jusman, 2022). However, the limited number of studies that integrate these two variables simultaneously within the context of Indonesian education indicates the presence of a research gap that needs to be addressed. Therefore, this study aims to analyze the influence of organizational culture and agile leadership on teachers' organizational commitment. This research is expected to provide theoretical contributions by enriching the study of organizational behavior in the field of education, particularly regarding the integration of organizational culture and adaptive leadership. In addition, it is expected to offer practical implications for school management in enhancing teachers' organizational commitment in a sustainable manner.

Method

This study employed a quantitative approach with an explanatory research design aimed at analyzing the influence of organizational culture and agile leadership on organizational commitment among Guidance and Counseling teachers in Vocational High Schools under the Regional Education Sub-Department Region I of Central and South Jakarta. An explanatory design was chosen because the study focuses on examining the causal relationships among variables through a predictive model. Data analysis in this study was conducted using Structural Equation Modeling based on Partial Least Squares (SEM-PLS).

Participants

Participants in this study were Guidance and Counseling teachers who teach at Vocational High Schools under the auspices of the Education Sub-Department Region I of Central Jakarta and South Jakarta. BK teachers were specifically selected as participants because their professional roles require intensive interaction with both school leadership and various stakeholders within the school organization. Unlike subject teachers who primarily focus on instructional activities, guidance and counseling teachers are actively involved in student

development, coordination with teachers and school management, and the implementation of school policies related to student guidance and well-being. This position places them in a strategic role in experiencing and interpreting organizational culture and leadership practices within the school. Therefore, their perceptions are considered particularly relevant for examining the influence of organizational culture and agile leadership on organizational commitment.

Sampling Procedures

This research sample used a non-probability sampling approach with a purposive sampling method. This method is used to select respondents who meet certain criteria relevant to the research objectives (Sugiyono, 2020). The sample criteria in this study included (1) guidance and counseling teachers who actively teach at vocational high schools in the Education Sub-Department Region I of Central Jakarta and South Jakarta, and (2) willingness to participate in the research. Based on this sampling process, the number of participants involved in this study was 170 guidance and counseling teachers.

Instrument

The research instrument used in this study was a questionnaire developed by the researcher based on theoretical frameworks relevant to the research variables. The questionnaire was designed to measure respondents' perceptions of organizational culture, agile leadership, and organizational commitment within the context of the school organization. The measurement of the organizational culture variable was developed based on the organizational culture concept proposed by Schein (2010), which includes three main aspects: basic underlying assumptions, espoused values, and organizational artifacts. The agile leadership variable was measured based on the concept developed by Joiner & Josephs (2007), which consists of four main aspects: adaptability to change, team collaboration, empowerment of organizational members, and responsive decision-making. Meanwhile, organizational commitment was measured based on the model developed by Meyer & Allen (1991) which includes three dimensions: affective commitment, continuance commitment, and normative commitment.

The questionnaire items were developed by the researcher by referring to the indicators of each variable dimension. All items were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). This instrument was designed to measure the perceptions of guidance and counseling teachers regarding the conditions of the school organization and the leadership style they experience within their work environment.

Procedures

Before completing the questionnaire, participants were first provided with an explanation regarding the purpose of the study, data confidentiality, and their right to participate voluntarily. Participants who agreed to take part in the study were asked to provide informed consent online before proceeding to the questionnaire section. After giving their consent, participants were requested to complete a questionnaire consisting of several statements related to their perceptions of the school's organizational culture, the leadership style they experience, and their level of organizational commitment. The questionnaire was completed independently by the participants and required approximately 10–15 minutes to complete. During the data collection process, the researcher was responsible for distributing the questionnaire link and monitoring the number of responses received until the targeted sample size was achieved.

Data Analysis

Data analysis in this study was conducted using Structural Equation Modeling based on Partial Least Squares (PLS-SEM) with the assistance of SmartPLS version 4 software. The PLS-SEM method was selected because it is suitable for predictive research and capable of simultaneously analyzing relationships among latent variables (Hair et al., 2022). The analysis was carried out through two main stages: the evaluation of the measurement model (outer model) and the evaluation of the structural model (inner model). The evaluation of the measurement model aimed to assess the validity and reliability of the constructs. Convergent validity was evaluated using factor loading values with a threshold of ≥ 0.70 and the Average Variance Extracted (AVE) value of ≥ 0.50 . Construct reliability was assessed using Composite Reliability and Cronbach's Alpha values with a threshold of ≥ 0.70 (Hair et al., 2022). Furthermore, discriminant validity was examined using the Fornell-Larcker criterion, which states that the square root of the AVE value for each construct must be greater than the correlations between that construct and other constructs in the model (Fornell & Larcker, 1981). In addition, discriminant validity was also evaluated using the Heterotrait-Monotrait (HTMT) ratio with a threshold value of ≤ 0.90 . After the measurement model met the established criteria, the structural model was evaluated to examine the relationships among latent variables in the research model. This evaluation included testing the coefficient of determination (R^2) to assess the predictive power of the model, as well as examining the path coefficients. The significance of the relationships among variables was tested using a bootstrapping procedure with the criteria of t-statistics ≥ 1.96 or p-values ≤ 0.05 at a significance level of 5%.

Results and Discussions

Result

The Results and Discussion section aims to present the research findings and provide interpretations of the results obtained. In this section, the researcher explains the meaning of the findings, the implications generated, and their contributions to the development of existing knowledge. In addition, the discussion is used to explain the extent to which the research findings address the research questions or hypotheses proposed in the introduction section. The discussion in this study not only restates the research findings but also relates them to relevant theories and previous studies. Therefore, this section is expected to provide a deeper understanding of the relationships among the variables examined and to explain how the findings of this study enrich the understanding of the research problem being investigated.

Respondent Description

A total of 170 guidance and counseling teachers from vocational high schools under the supervision of the Regional Education Sub-Department Region I of Central and South Jakarta participated in this study. All respondents were actively teaching at their respective schools, resulting in relatively homogeneous job characteristics in terms of their professional roles within the school environment. The sample was dominated by female teachers (65%), while male teachers accounted for 35%. The sample also demonstrated substantial professional experience, with 32.8% of teachers having more than 10 years of experience, 32.2% having between 5 and 10 years, and 26.0% having between 2 and 5 years of experience. Only 9.6% reported having less than 2 years of teaching experience. Most respondents held a bachelor's degree (79.8%), while 20.2% had completed postgraduate education at the master's or doctoral level. These

demographics indicate that the respondents possessed sufficient professional experience and academic preparation to provide informative responses.

Descriptive Statistics of Variables

Descriptive statistics were used to provide a general overview of respondents' response tendencies toward the research variables, namely organizational commitment, organizational culture, and agile leadership. The descriptive statistics presented in Table 1 include the mean and standard deviation values for each variable.

Table 1. Descriptive Statistics of Variables (Items measured on a 1–5 Likert scale; values represent summed indicator scores)

Variable	Indicator	Mean	Standar Deviasi
Organizational Commitment	K1	31.51	2.99
	K2	34.28	4.18
	K3	37.65	5.19
Organizational Culture	B1	13.11	1.75
	B2	43.47	5.28
	B3	43.61	5.16
Agile Leadership	L1	22.43	2.76
	L2	22.26	2.68
	L3	35.24	4.67
	L4	30.74	4.38

Based on Table 1, it should be noted that the values presented represent aggregated scores derived from multiple items measured on a five-point Likert scale. The results indicate that organizational commitment demonstrates relatively high mean values compared to the possible score range, suggesting that most respondents exhibit a strong attachment to their school organization. This finding implies that BK teachers generally feel emotionally connected to their institutions and are willing to maintain their membership within the organization. Furthermore, the organizational culture variable shows relatively high mean scores across all indicators, particularly in B2 and B3, which reflect shared values and observable organizational practices. This indicates that the school environment is perceived as having a well-established system of values and norms that guide teachers' behavior. Such conditions are important because a strong organizational culture can create a sense of belonging and alignment between individual and organizational values, which may contribute to higher levels of organizational commitment. Meanwhile, the agile leadership variable also demonstrates relatively high mean values, although with slightly lower variation compared to organizational culture. This suggests that respondents generally perceive their school leaders as adaptive and responsive to change. However, when compared to organizational culture, the variation in agile leadership scores is relatively narrower, indicating that leadership practices may be perceived more uniformly across respondents. Overall, these descriptive findings suggest that both organizational culture and agile leadership are present at relatively favorable levels within the school environment. However, organizational culture appears to be more consistently perceived among respondents, which may indicate its stronger and more stable role in shaping teachers' attitudes compared to leadership practices that may vary depending on individual experiences with school leaders.

Measurement Model

The evaluation of the measurement model was conducted to assess the validity and reliability of the constructs used in this study. In the Partial Least Squares Structural Equation Modeling

(PLS-SEM) approach, the measurement model assessment aims to ensure that the indicators appropriately and consistently reflect the constructs being measured. The evaluation of the measurement model in this study was carried out using several criteria, namely convergent validity, discriminant validity, and construct reliability. Convergent validity was evaluated based on the outer loading values and the Average Variance Extracted (AVE). Furthermore, discriminant validity was examined using the Fornell–Larcker criterion to ensure that each construct demonstrates adequate distinctiveness from other constructs in the model. In addition, construct reliability was assessed using Composite Reliability and Cronbach’s Alpha values to ensure the internal consistency of the indicators used to measure the research variables.

Reliability

The reliability and convergent validity tests were conducted to ensure that the constructs used in this study demonstrate good internal consistency. According to Hair et al. (2022), a construct is considered reliable if the Cronbach’s Alpha and Composite Reliability values exceed 0.70, while the Average Variance Extracted (AVE) value should be greater than 0.50 to indicate adequate convergent validity. The results of these tests are presented in Table 2.

Table 2. Construct Reliability and Validity

Variable	Cronbach's alpha	Composite reliability (rho a)	Composite reliability (rho c)	Average variance extracted (AVE)
Agile Leadership	0.931	0.933	0.951	0.828
Organizational Culture	0.904	0.916	0.940	0.840
Organizational Commitment	0.902	0.903	0.938	0.836

Based on the results presented in Table 2, all variables in this study show Cronbach’s Alpha values above the threshold of 0.70, with values of 0.931 for agile leadership, 0.904 for organizational culture, and 0.902 for organizational commitment. Furthermore, the Composite Reliability values for all constructs also exceed the recommended minimum threshold. In addition, the Average Variance Extracted (AVE) values for all variables are above 0.50, with values of 0.828 for agile leadership, 0.840 for organizational culture, and 0.836 for organizational commitment. These results indicate that each construct satisfies the criteria for reliability and convergent validity.

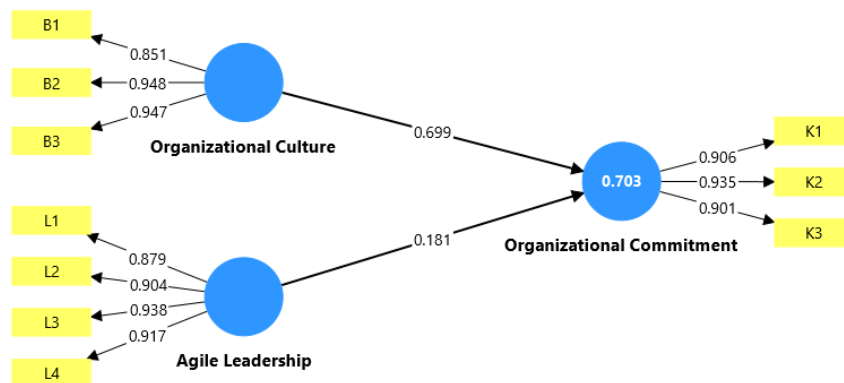
Outer Loading

Convergent validity is used to assess the extent to which the indicators are able to reflect the constructs being measured. According to Hair et al. (2022), an indicator is considered to meet convergent validity if it has an outer loading value greater than 0.70. Based on the results presented in Table 3, all indicators of the research variables have outer loading values above 0.70. For the organizational culture variable, the outer loading values range from 0.851 to 0.948. For the organizational commitment variable, the outer loading values range from 0.901 to 0.935. Meanwhile, for the agile leadership variable, the outer loading values range from 0.879 to 0.938.

Table 3. Outer Loading

Indicator	Agile Leadership	Organizational culture	Organizational Commitment
B1		0.851	
B2		0.948	
B3		0.947	
K1			0.906
K2			0.935
K3			0.901
L1	0.879		
L2	0.904		
L3	0.938		
L4	0.917		

These values indicate that all indicators have a strong correlation with the constructs being measured. Therefore, it can be concluded that all indicators in this study meet the criteria for convergent validity and are suitable for further analysis in the structural model. The outer loading model is illustrated in the following figure.

**Figure 1.** Outer Loading

Discriminant validity

Discriminant validity aims to ensure that each construct in the research model is sufficiently distinct from the other constructs. One of the commonly used methods in the PLS-SEM approach is the Fornell–Larcker criterion. According to [Fornell & Larcker \(1981\)](#), discriminant validity is established when the square root of the Average Variance Extracted (AVE) for each construct is greater than the correlations between that construct and other constructs in the model. The results of the Fornell–Larcker test are presented in the following table.

Table 3. Discriminant Validity (Fornell–Larcker)

	Agile Leadership	Organizational culture	Organizational Commitment
Agile Leadership	0.910		
Organizational culture	0.721	0.916	
Organizational Commitment	0.685	0.829	0.914

Based on the results presented in the table above, the square root of the AVE for the agile leadership variable is 0.910, which is higher than its correlations with organizational culture

(0.721) and organizational commitment (0.685). For the organizational culture variable, the square root of the AVE is 0.916, which is also higher than its correlations with agile leadership (0.721) and organizational commitment (0.829). Similarly, for the organizational commitment variable, the square root of the AVE is 0.914, which is higher than its correlations with agile leadership (0.685) and organizational culture (0.829). These results indicate that each construct in this study demonstrates adequate discriminant validity from the other constructs. Therefore, it can be concluded that the measurement model in this study satisfies the discriminant validity criterion based on the Fornell–Larcker approach.

Structural Model

The coefficient of determination (R^2) is used to measure the ability of exogenous variables to explain the endogenous variables in the research model. According to Hair et al. (2022), an R^2 value of 0.75 is considered substantial, 0.50 is considered moderate, and 0.25 is considered weak. The results are presented in the table below.

Table 4. Determination coefficient

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Organizational Commitment	0.703	0.706	0.047	14.885	0.000

Based on the results presented in Table 4, the R^2 value for the organizational commitment variable is 0.703. This value indicates that the variables of agile leadership and organizational culture explain 70.3% of the variance in organizational commitment. Meanwhile, the remaining 29.7% is explained by other variables outside the research model. Therefore, the R^2 value can be categorized as moderate to substantial, indicating that the structural model in this study has a good explanatory power in explaining the relationships among the variables examined.

Hypothesis Testing Analysis

Hypothesis testing in this study was conducted using the bootstrapping method in the structural model. According to Hair et al. (2022), a relationship between variables is considered significant if the t-statistics value is greater than 1.96 and the p-values are less than 0.05 at a significance level of 5%. The results of the hypothesis testing are presented in Table 5 below.

Table 5. Hypothesis testing results

Relationship Between Variables				Path Coefficient (β)	T Statistics	P Values
Agile Leadership	→	Organizational Commitment	0.181	3.047	0.002	
Organizational Culture	→	Organizational Commitment	0.699	11.519	0.000	

Based on the results presented in the table above, the effect of agile leadership on organizational commitment shows a path coefficient value of 0.181, with a t-statistics value of 3.047 and a p-value of 0.002. These results indicate that agile leadership has a positive and significant effect on organizational commitment. Therefore, the hypothesis stating that agile leadership influences organizational commitment is supported. Furthermore, the effect of organizational culture on organizational commitment shows a path coefficient value of 0.699, with a t-statistics value of 11.519 and a p-value of 0.000. These results indicate that organizational culture has a positive and significant effect on organizational commitment.

Therefore, the hypothesis stating that organizational culture influences organizational commitment is also supported.

Effect Size Analysis

Effect size (f^2) is used to measure the magnitude of the influence of each exogenous variable on the endogenous variable in the structural model. According to Hair et al. (2022), an f^2 value of 0.02 is categorized as a small effect, 0.15 as a medium effect, and 0.35 as a large effect. The results of the effect size analysis are presented in Table 6 below

Table 6. Effect Size

Variabel Independen	Komitmen Organisasi
Agile Leadership	0.053
Organizational Culture	0.790

Based on the results of the analysis in the table above, the agile leadership variable has an f^2 value of 0.053 on organizational commitment. This value indicates that agile leadership has a relatively small influence on organizational commitment. Meanwhile, the organizational culture variable has an f^2 value of 0.790 on organizational commitment. This value indicates that organizational culture has a very strong influence on organizational commitment. Thus, it can be concluded that organizational culture is the variable that contributes the most to explaining organizational commitment compared to the agile leadership variable in this research model. The following is a diagram of the structural model resulting from the Partial Least Square (PLS) analysis, which shows the relationship between the variables of agile leadership, organizational culture, and organizational commitment, along with the significance value and R-square value in the research model.

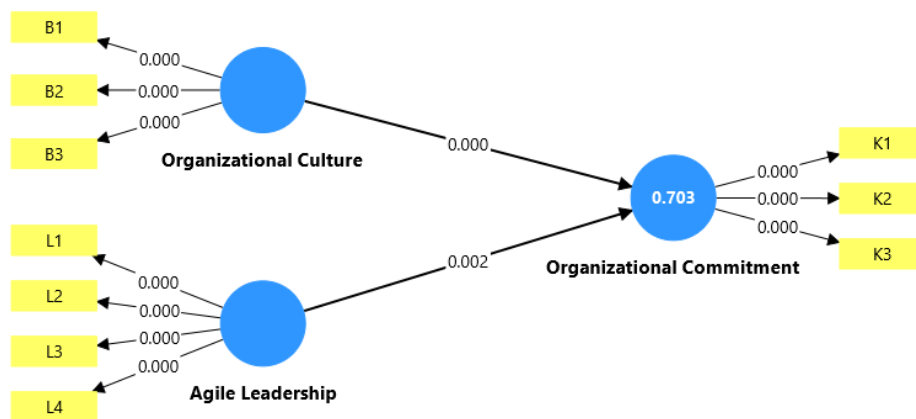


Figure 2. Partial Least Square (PLS)

Discussion

The results of the analysis indicate that agile leadership has a positive and significant effect on organizational commitment, with a path coefficient value of 0.181, a t-statistics value of 3.047 (>1.96), and a p-value of 0.002 (<0.05). These findings suggest that the better the implementation of agile leadership within an organization, the higher the level of organizational commitment among its members.

Theoretically, this finding can be explained through the concept of Agile Leadership proposed by Joiner & Josephs (2007), which emphasizes leaders' ability to adapt to change, encourage collaboration, and empower organizational members in decision-making processes. Agile leaders tend to create a flexible, participatory, and responsive work environment that aligns with organizational dynamics. Such conditions can enhance employees' engagement and sense of belonging to the organization, which ultimately strengthens organizational commitment. From the perspective of Organizational Commitment theory proposed by Meyer & Allen (1991), organizational commitment consists of three dimensions: affective commitment, continuance commitment, and normative commitment. The implementation of agile leadership can strengthen the affective commitment dimension, which refers to individuals' emotional attachment to the organization. When leaders demonstrate openness, adaptability, and support toward organizational members, individuals tend to feel valued and become more emotionally attached to the organization.

However, based on the effect size result ($f^2 = 0.053$), the influence of agile leadership on organizational commitment is relatively small. This indicates that although agile leadership has a significant effect, its contribution to explaining organizational commitment is still limited compared to other variables in the research model. The findings of this study are consistent with the research conducted by Husein et al. (2023) which found that agile leadership has a positive influence on work commitment in educational organizations. The study shows that leaders who are able to adapt to change and promote team collaboration can increase engagement, responsibility, and loyalty among organizational members toward the institution where they work. Agile leadership enables leaders to respond to environmental changes quickly and flexibly, allowing organizational members to feel supported in dealing with work-related dynamics.

Theoretically, these findings can also be explained through modern leadership perspectives that emphasize flexibility, collaboration, and leaders' ability to manage organizational change. Agile leadership requires leaders not only to act as directors but also as facilitators who empower organizational members. Through responsive and adaptive leadership, members feel more valued, supported, and provided with opportunities to contribute to decision-making processes. This condition ultimately enhances their emotional attachment to the organization, which is reflected in stronger organizational commitment.

Furthermore, agile leadership can foster more open communication between leaders and organizational members. Effective communication enables the development of more harmonious working relationships, increases trust, and strengthens teamwork (Febriyani et al., 2025). Such conditions are important factors in building organizational commitment, as organizational members feel that their presence is valued and that their contributions are meaningful to the success of the organization.

Therefore, the findings of this study reinforce previous research suggesting that adaptive and responsive leadership plays an important role in strengthening organizational commitment. Leaders who are able to create a collaborative, flexible, and change-oriented work environment can encourage organizational members to demonstrate greater loyalty and engagement in achieving organizational goals.

The analysis results further indicate that organizational culture has a positive and significant effect on organizational commitment, with a path coefficient value of 0.699, a t-statistics value of 11.519 (>1.96), and a p-value of 0.000 (<0.05). These values suggest that the stronger the organizational culture implemented within the organization, the higher the level of organizational commitment among its members. Compared with the agile leadership variable, organizational culture demonstrates a much stronger influence on organizational commitment. This finding is also supported by the effect size value of 0.790, indicating that organizational culture has a very strong effect in explaining organizational commitment within the research model.

The substantial influence of organizational culture indicates that the shared values embraced within an organization play a crucial role in shaping the attitudes and behaviors of its members. Organizational culture not only serves as a guideline for behavior but also acts as an identity that distinguishes one organization from another. When organizational members understand and internalize the values upheld by the organization, alignment between individual values and organizational values is likely to emerge. Such alignment can foster a stronger sense of belonging to the organization, which in turn promotes stronger organizational commitment.

These findings can be explained through Schein's (2010) Organizational Culture theory, which states that organizational culture represents a system of shared values, beliefs, and underlying assumptions that influence how members think, behave, and interact within the organization. A strong organizational culture creates value alignment between individuals and the organization, thereby strengthening members' sense of belonging and loyalty toward the organization.

From the perspective of Meyer & Allen's (1991) organizational commitment theory, a positive organizational culture can strengthen the three dimensions of organizational commitment. A culture that supports collaboration, trust, and participation can enhance affective commitment because individuals feel comfortable and emotionally attached to the organization. Moreover, a stable and supportive organizational culture can increase normative commitment, which refers to an individual's sense of moral obligation to remain part of the organization. In certain conditions, an organizational culture that provides career development opportunities and a supportive work environment may also strengthen continuance commitment, as members consider the benefits of remaining within the organization.

The findings of this study also indicate that organizational culture plays an important role in creating a conducive work environment that supports the development of organizational members. A positive organizational culture can foster harmonious working relationships, enhance cooperation among members, and create a work environment characterized by trust. Such conditions can increase job satisfaction and organizational members' engagement, which ultimately contributes to higher organizational commitment.

The results of this study are consistent with the research conducted by Yilmaz et al. (2024) which found that teachers' perceptions of organizational culture positively influence organizational commitment. The study demonstrates that strong organizational values can enhance members' loyalty and attachment to the organization. When organizational members perceive that the organization's values align with their personal values, they are more motivated to maintain their membership in the organization.

Furthermore, the study by Sugeng et al. (2021) also found that organizational culture has a direct influence on teachers' organizational commitment, both directly and through work motivation. A positive organizational culture can stimulate intrinsic motivation among organizational members, encouraging them to contribute more actively to the achievement of organizational goals.

The findings of this study indicate that organizational culture is a crucial factor in building organizational commitment. A strong culture can create shared values, strengthen organizational identity, and enhance members' sense of attachment to the organization. In the context of educational organizations, a positive organizational culture may be reflected in values such as collaboration, professionalism, responsibility, and a commitment to improving the quality of education.

Organizational commitment does not emerge automatically; rather, it is influenced by various factors at both the individual and organizational levels. In the human resource management literature, organizational commitment is influenced by several aspects, including organizational culture, leadership, job satisfaction, work motivation, and work environment conditions (Rosalina & Suhadianto, 2025). Therefore, organizations need to consider these factors simultaneously in order to build strong organizational commitment among their members.

Based on the findings of this study, it can be concluded that organizational culture plays a more dominant role in enhancing organizational commitment compared to agile leadership. This suggests that the development of strong organizational values, a conducive work environment, and harmonious working relationships are important factors that organizations should prioritize in their efforts to strengthen members' organizational commitment.

Organizational culture is one of the most important factors in shaping organizational commitment. Organizational culture reflects the shared values, norms, and beliefs that guide the behavior of organizational members. When organizational values align with individual values, members tend to develop a stronger emotional attachment to the organization.

Research by [Permana & Kustyadji \(2024\)](#) also found that a positive organizational culture can enhance organizational commitment and contribute to improved performance among organizational members. An organizational culture that emphasizes values such as collaboration, responsibility, professionalism, and integrity encourages members to work more effectively and productively. Thus, organizational culture not only plays a role in shaping members' behavior but also contributes to improving organizational performance and overall organizational success.

In addition to organizational culture, leadership style is another important factor influencing organizational commitment. Leaders have a strategic role in directing, motivating, and facilitating organizational members so that they can perform optimally. Effective leadership is able to create a supportive work environment, provide clear direction, and build positive interpersonal relationships with organizational members.

Leaders who are able to establish open communication, provide support to organizational members, and involve them in decision-making processes tend to enhance members' trust and attachment to the organization. Furthermore, research by [Murniawati & Achmad \(2024\)](#) also found that a positive organizational culture can strengthen organizational commitment and contribute to improved performance among organizational members. Organizational cultures that emphasize cooperation, responsibility, professionalism, and integrity encourage members to work more effectively and productively. Therefore, organizational culture not only shapes members' behavior but also contributes to improving organizational performance and overall organizational success.

In addition to organizational culture, leadership style is also an important factor influencing organizational commitment. Leaders have a strategic role in directing, motivating, and facilitating organizational members so that they can perform optimally. Effective leadership can create a supportive work environment, provide clear direction, and build positive interpersonal relationships with organizational members. Leaders who are able to establish open communication, provide support to members, and involve them in decision-making processes tend to enhance trust and members' attachment to the organization. Such conditions can foster organizational commitment because members feel valued and recognize that their contributions are acknowledged within the organization.

Research by [Jaya et al. \(2024\)](#) indicates that effective leadership can enhance organizational commitment because members feel supported, appreciated, and given opportunities to participate in decision-making processes. When organizational members feel involved in organizational processes, they tend to develop a stronger sense of responsibility toward the success of the organization. This condition ultimately strengthens their loyalty and commitment to the organization.

In addition to organizational culture and leadership factors, job satisfaction is also a psychological factor that strongly influences organizational commitment. Job satisfaction refers to individuals' positive feelings toward their work, which arise from evaluations of various aspects of the job, such as the work environment, relationships with colleagues, reward systems, and opportunities for career development. Individuals who feel satisfied with their jobs tend to develop more positive attitudes toward the organization in which they work. Job satisfaction can increase work motivation, work engagement, and individuals' loyalty to the organization.

Conversely, individuals who experience job dissatisfaction tend to demonstrate lower levels of organizational commitment and are more likely to seek employment elsewhere.

Research by [Anggriyani et al. \(2025\)](#) indicates that job satisfaction can enhance loyalty, work engagement, and individuals' intention to remain within an organization. Individuals who feel satisfied with their jobs generally demonstrate more positive attitudes toward the organization, are more motivated in performing their tasks, and exhibit higher levels of organizational commitment. Conversely, job dissatisfaction can lead to lower organizational commitment and increase turnover rates within the organization.

In addition to job satisfaction, work engagement is also an important factor in strengthening organizational commitment. Work engagement refers to a positive psychological state characterized by vigor, dedication, and absorption in one's work. Individuals with high levels of work engagement typically show enthusiasm in their work, possess high levels of energy, and feel proud of their job. Work engagement also reflects the extent to which individuals feel connected to their work and the level of effort they invest in achieving organizational goals. Individuals with higher levels of work engagement tend to demonstrate better productivity and stronger organizational commitment.

Research by [Saimin et al \(2025\)](#) found that work engagement can strengthen the relationship between organizational culture, leadership, and organizational performance. The findings indicate that when organizational members feel actively engaged in their work, they are more motivated to contribute to the success of the organization. Furthermore, work engagement also plays a role in enhancing organizational commitment because individuals perceive that their work is meaningful and contributes significantly to the organization.

Therefore, it can be concluded that organizational commitment is influenced by various factors originating from both organizational and individual aspects. Factors such as organizational culture, leadership, job satisfaction, and work engagement play interconnected roles in shaping organizational commitment. Consequently, organizations need to consider these factors simultaneously in order to create a conducive work environment, enhance organizational members' engagement, and build strong organizational commitment in the long term.

The findings of this study provide both theoretical and practical implications for the development of organizational management studies, particularly concerning agile leadership, organizational culture, and organizational commitment. Theoretically, the results indicate that organizational commitment is influenced by leadership and organizational culture factors. The findings also reveal that organizational culture has a greater influence than agile leadership in enhancing organizational commitment. This emphasizes that the values, norms, and shared beliefs within an organization play an important role in shaping members' attitudes, loyalty, and attachment to the organization.

Practically, the results highlight the importance for organizational leaders to develop a positive organizational culture while implementing adaptive leadership styles. An organizational culture that supports collaboration, openness, and shared responsibility can create a conducive work environment that enhances members' organizational commitment. In addition, the implementation of agile leadership that is flexible, communicative, and participative can further strengthen members' engagement and loyalty. By paying attention to both organizational culture and leadership simultaneously, organizations are expected to enhance organizational commitment, which in turn can support improvements in both individual and overall organizational performance.

This study has several strengths. First, it integrates two important variables, namely organizational culture and agile leadership, within a single empirical model to examine their simultaneous influence on organizational commitment. This provides a more comprehensive understanding compared to previous studies that tend to examine these variables separately. Second, this study focuses on the context of vocational high schools, which have unique organizational characteristics and dynamic environmental demands, thereby contributing to the

limited literature in this area. Third, the use of the PLS-SEM approach allows for robust analysis of complex relationships among latent variables and provides strong predictive capabilities.

Despite its contributions, this study also has several limitations. First, the use of non-probability purposive sampling limits the generalizability of the findings to a broader population. Second, the participants were limited to guidance and counseling teachers, which may not fully represent the perspectives of all teachers within the school organization. Third, this study employed a cross-sectional design, which restricts the ability to infer causal relationships over time. Future research is recommended to involve a more diverse sample, including teachers from various subject areas, and to apply longitudinal designs to better capture changes in organizational commitment over time.

Conclusions

Based on the results of the study, it can be concluded that agile leadership and organizational culture have a positive influence on organizational commitment. However, organizational culture shows a stronger influence than agile leadership in increasing organizational commitment. This shows that the values, norms, and beliefs shared within the organization play an important role in shaping the loyalty and attachment of organizational members to the organization. Therefore, organizations need to strengthen a positive organizational culture and implement adaptive and collaborative leadership to increase the commitment of organizational members. This study still has limitations, namely that it only uses two independent variables in explaining organizational commitment and was conducted on a limited number of respondents. Therefore, further research is recommended to add other variables that have the potential to influence organizational commitment, such as job satisfaction, work motivation, or work engagement, as well as expanding the research object so that the results obtained can provide a more comprehensive picture.

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