

THE INFLUENCE OF ORGANIZATIONAL CULTURE, ABILITY, AND WORK MOTIVATION ON KINDERGARTEN TEACHERS' COMMITMENT IN ACEH TAMIANG REGENCY

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Abstract

This study aims to: (1) analyze the influence of organizational culture on the work motivation of kindergarten teachers in Aceh Tamiang Regency; (2) analyze the influence of ability on the work motivation of kindergarten teachers in Aceh Tamiang Regency; (3) analyze the influence of organizational culture on the commitment of kindergarten teachers in Aceh Tamiang Regency; (4) analyze the influence of ability on the commitment of kindergarten teachers in Aceh Tamiang Regency; (5) analyze the influence of work motivation on the commitment of kindergarten teachers in Aceh Tamiang Regency; and (6) analyze the influence of organizational culture, ability, and work motivation on the commitment of kindergarten teachers in Aceh Tamiang Regency. This study employs a quantitative approach with an associative research design. The population consists of 617 kindergarten teachers, with a sample of 243 teachers selected proportionally using the Slovin formula and random sampling technique. The results show that (1) there is a positive and significant influence between organizational culture and teachers' work motivation; (2) ability and teachers' work motivation; (3) organizational culture and teachers' commitment; (4) ability and teachers' commitment; and (5) work motivation and teachers' commitment. All of these relationships are statistically significant with significance values below 0.05. (6) Simultaneously, organizational culture, ability, and work motivation contribute very significantly to teachers' commitment, with a coefficient of determination (R^2) of 0.998 or 99.8%. Based on the research findings, it is recommended that schools and education policymakers continuously strengthen positive organizational culture, enhance teachers' ability through training and professional development, and create a work environment that fosters work motivation. Strengthening these three aspects has been proven to play an important role in improving teachers' commitment on a sustainable basis.

Keywords: Ability, Organizational Culture, Teachers' Commitment, Work Motivation



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INTRODUCTION

In education, the quality of human resources is a key factor in determining the success of the learning process (Ballester-Miquel et al., 2026). As the spearhead of education, teachers play a strategic role in transferring knowledge, shaping character, and developing students' potential. Therefore, teachers are required not only to possess pedagogical and professional competence, but also to demonstrate integrity and a strong commitment to their profession. Competence alone is insufficient without a strong sense of responsibility and dedication to their duties as educators. A teacher's strong commitment reflects their seriousness in carrying out their duties, loyalty to the educational institution, and willingness to continue contributing despite facing various challenges (Syaifuddin et al., 2026). In the context of modern education, the role of teachers is increasingly complex, necessitating the strengthening of non-technical aspects such as integrity and commitment to work as a foundation for teacher professionalism.

Teacher commitment not only impacts the implementation of daily tasks but also has a direct correlation to the quality of learning and the achievement of overall educational goals (Zoghbi-Manrique-de-Lara, 2026). Teachers with high commitment tend to demonstrate consistency in their work, play an active role in school development, and build positive relationships with students and colleagues. Conversely, low commitment can lead to reduced participation in school activities, a lack of innovation in teaching, and even increased absenteeism (Kyambade & Namatovu, 2026). Therefore, building and maintaining teacher commitment is a necessity that must be addressed by school management and education policymakers through various approaches, including fostering a conducive organizational culture.

However, the reality on the ground shows that not all teachers have the same level of commitment. These differences in commitment levels are influenced by various factors, both internal and external to the teacher's work environment (Mott et al., 2026). Factors such as an unsupportive work environment, minimal appreciation from school management, and administrative pressure can weaken teachers' enthusiasm and loyalty to their profession. Furthermore, a lack of organizational support, such as weak leadership, ineffective communication, and limited opportunities for personal development, contribute to declining work commitment.

On the other hand, personal motivation is also a crucial element in determining the extent to which an individual is willing to contribute optimally. When teachers' intrinsic motivation weakens, the tendency to work only through formalities increases, ultimately impacting work productivity, institutional loyalty, and the quality of the learning process (Grande, 2026). Low teacher commitment can also negatively impact the overall quality of education in the long term, as teachers are no longer active agents of change in the learning environment.

Based on the results of an initial survey conducted at several kindergartens in Aceh Tamiang Regency, it was found that teacher work commitment remains a significant issue. While some teachers demonstrate high dedication, many also appear to lack enthusiasm for their duties (Baldissarelli et al., 2026). Issues include low attendance rates, minimal initiative in learning, and a lack of participation in training and professional development. This situation is exacerbated by less than supportive working conditions, such as inadequate incentives, uncertain employment status, and limited learning facilities in many kindergartens.

Furthermore, the survey also revealed a relatively high turnover rate, with many teachers choosing to leave teaching within a short period of time. Contributing factors include a lack of certainty about career paths, the absence of ongoing managerial development, and minimal emotional and professional support from the workplace. This high level of teacher mobility not only disrupts the continuity of learning but also negatively impacts the psychological stability of children who are still in a sensitive phase of emotional development (Rayan et al., 2026).

Overall, the survey findings indicate that the level of commitment of kindergarten teachers in Aceh Tamiang Regency tends to fluctuate and is influenced by various internal and external factors.

On the other hand, work motivation is an internal factor that drives someone to achieve and carry out their duties optimally (Facciolo et al., 2026). Teachers with high work motivation tend to demonstrate perseverance, enthusiasm, and high involvement in the learning process, thus fostering a stronger commitment to their work. The issue of work motivation among kindergarten teachers in Aceh Tamiang Regency is a significant challenge to improving the quality of early childhood education (Giannakos et al., 2026). Based on survey results and observations, many teachers experience a decline in motivation in carrying out their teaching duties, caused by both external and internal factors. External factors such as low welfare, lack of incentives or rewards for performance, and limited opportunities for career development are the main triggers for decreased motivation (Setiawan & Khoiriyyah, 2026). On the other hand, internal factors such as a lack of sense of accomplishment in the job, boredom with the teaching routine, and feelings of being neglected in decision-making at school also contribute to low work enthusiasm. When work motivation is low, teachers tend not to devote full attention to teaching, which ultimately impacts the quality of education received by children in kindergarten.

The combination of these three factors (organizational culture, ability, and work motivation) is a crucial foundation for building teachers' ongoing work commitment. A strong organizational culture can instill values of togetherness, responsibility, and loyalty, which directly support long-term commitment to the educational institution (Welch et al., 2026). Furthermore, ability plays a crucial role in shaping teachers' perceptions of their abilities, which in turn influences their tenacity, courage to face challenges, and consistency in carrying out their duties. Work motivation is equally crucial; as an internal driving force, high motivation makes teachers more enthusiastic, proactive, and feel called to carry out their role as educators.

Given the complexity of kindergarten teachers' duties, which involve not only educating but also shaping children's character from an early age, a strong commitment is essential for a consistent and high-quality learning process (Fors Brandebo & van Baalen, 2026). Therefore, understanding the contribution of organizational culture, ability, and work motivation to teacher commitment is increasingly important in the context of early childhood education. Previous studies have shown that teachers with a supportive organizational culture, high self-confidence, and strong intrinsic motivation tend to exhibit greater loyalty and dedication to the institutions where they serve (Anggraeni et al., 2026). Without a thorough understanding of the influence of these three aspects, strategies for improving the quality of kindergarten education tend to be partial and fail to address the root of the problem (Hanita Rusgawanto et al., 2026). Therefore, this research is expected to make a significant contribution to strengthening policies for managing teaching staff at the regional level.

RESEARCH METHOD

The following sections describe the systematic approach used to analyze classical religious disciplines through the lens of contemporary scientific frameworks.

Research Design

This study adopts a qualitative-interdisciplinary approach with a systematic critical-analytical literature study design (Michaelsen et al., 2026). This design was selected because the issues being explored are conceptual, epistemological, and historical, requiring an in-depth analysis of authoritative texts and scholarly arguments. The research is structured through three interconnected stages: internal textual analysis, critical-interdisciplinary analysis, and the

formulation of an integrative framework (Antoni & Tatar, 2026). This design ensures that classical traditions are critically engaged with modern discourses to test their validity and coherence.

Research Target/Subject

The primary objective of this research is to formulate an integrative framework for epistemological revitalization that bridges tradition and modernity without falling into superficial syncretism. The study targets the identification of truth claims, principles of istinbath (legal derivation), and the boundaries of scholarly authority within classical disciplines. By dissecting the tensions between classical and modern methodologies, the research aims to design approach models that demonstrate logical coherence, sociological relevance, and adaptive capacity.

The subjects of this research consist of primary and secondary sources within the traditions of Ulum al-Qur'an, Hadith Studies, and Fiqh. Additionally, the study utilizes contemporary scientific frameworks as analytical subjects, including philosophical hermeneutics, historical criticism, discourse analysis, modern legal theories, applied ethics, and the sociology of knowledge. These sources and frameworks are treated as the core material for a two-way critical dialogue.

Research Procedure

The research was conducted through three interconnected methodological stages starting with an internal textual and conceptual analysis of primary and secondary sources within the traditions of Ulum al-Qur'an, Hadith Studies, and Fiqh to reconstruct their epistemology and key terminology (Zhao & Wu, 2026). This foundation led to the second stage, which involved a critical-interdisciplinary analysis using comparative-critical methods and reflective hermeneutics to facilitate a two-way dialogue between classical and modern methodologies. In this stage, classical concepts like isnad and maslahah mursalah were examined through modern lenses such as social network analysis and consequentialist ethics (Ali et al., 2026). The final stage focused on synthesis and the formulation of an integrative framework, utilizing systematic and constructive reasoning, abduction, and normative reflection to design a model that bridges tradition and modernity while maintaining fidelity to authoritative sources.

Instruments, and Data Collection Techniques

Data collection is performed through a systematic critical-analytical literature study of authoritative texts and scholarly arguments (Iqbal et al., 2026). The "instruments" used for analysis are contemporary scientific frameworks, such as philosophical hermeneutics and discourse analysis, which serve as analytical lenses. These lenses are used to dissect points of contact and tension, such as dialoguing isnad (chain of narration) criticism with oral history methodologies or maslahah mursalah with consequentialist ethics.

Data Analysis Technique

The data analysis in this study employs several integrated techniques including analytical description to reconstruct the epistemology and truth claims of classical traditions, as well as the comparative-critical method to dissect the validity and limitations of each framework during the interdisciplinary dialogue (Harun et al., 2026). Furthermore, the study utilizes reflective hermeneutics as a core method to interpret the relationship between classical and modern methodologies (Greco et al., 2026). Finally, abduction and normative reflection are employed to formulate a constructive proposal for epistemological revitalization, ensuring the framework remains logically coherent and sociologically relevant.

RESULTS AND DISCUSSION

This study involved 243 kindergarten teachers in Aceh Tamiang Regency. Respondent data included age and length of service, which were used to analyze the influence of organizational culture, ability, and work motivation on teacher commitment. Respondent characteristics based on age provided an important demographic profile. Based on the data obtained, respondents' ages were grouped into four age ranges: 25–32 years, 33–40 years, 41–48 years, and 49–57 years. This age grouping facilitated the analysis of respondent distribution based on their working age and allowed for the analysis of variations in respondent characteristics within each age group.

Hypothesis testing in this study was conducted using a partial t-test to determine the extent of influence of each independent variable individually on the dependent variable. This test aims to validate the previously formulated hypothesis by comparing the significance value (p-value) against the established significance limit ($\alpha = 0.05$). If the p-value < 0.05 , the alternative hypothesis is accepted, indicating a significant influence between the tested variables.

Coefficients^a

Model		t	Sig.
1	(Constant)	7.026	.000
	Budaya Organisasi	4.275	.000
	Ability	11.146	.000

a. Dependent Variable: X3

Sumber: Data Hasil Olahan SPSS (2025)

Based on the table above, testing was conducted to determine the partial effect of organizational culture and ability on work motivation. Decision-making was carried out by comparing the calculated t-value of each variable with the t-table of 1.9699 at a significance level of 5% ($\alpha = 0.05$) and certain degrees of freedom (df). The following is the interpretation:

1. Organizational culture has a calculated t-value of 4.275, which is greater than the t-table of 1.9699, and a sig = 0.000, which is less than 0.05. Therefore, it can be concluded that organizational culture has a significant effect on work motivation.

2. Ability has a calculated t-value of 11.146, which is greater than the t-table of 1.9699, and a sig = 0.000, which is less than 0.05. Therefore, it can be concluded that ability has a significant effect on work motivation.

The relationship between organizational culture, ability, and work motivation and teacher commitment is very close because these three variables interact and reinforce each other in shaping teachers' work attitudes and behaviors (Zhou & Liu, 2026). In the context of educational organizations, particularly kindergartens, teacher commitment is a key factor in the institution's success because it is directly related to loyalty, dedication, and the continued quality of early childhood education services ("A Literature Review on the Influence of Transformational Leadership, Emotional Intelligence, and Organizational Culture on Employee Engagement in the Digital Era," 2026). Organizational culture serves as a foundation of values and norms that guide teachers' behavior at work. An organizational culture that emphasizes cooperation, openness, fairness, and appreciation creates a conducive work climate, where teachers feel valued and recognized as an important part of the organization (Mohajer-Bastami et al., 2026). In such a climate, teachers more easily internalize organizational goals and demonstrate an emotional attachment to the school.

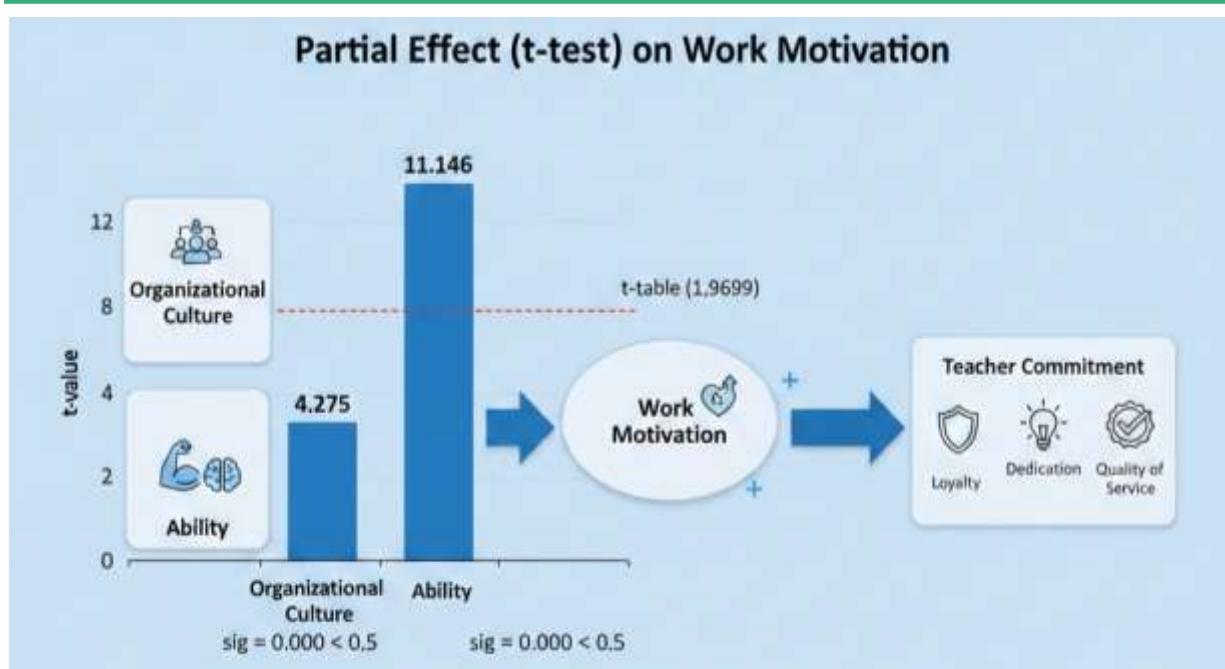


Figure 1. Factors Influencing Teacher Commitment in Kirdetagnens

A positive organizational culture also encourages harmonious working relationships, which are essential prerequisites for strong organizational commitment. Teacher ability is an individual factor that determines the extent to which teachers are able to carry out their professional duties and responsibilities effectively (Jia & Pan, 2026). Teachers who possess adequate pedagogical abilities, teaching skills, and experience will be more confident in carrying out their roles. This sense of competence fosters job satisfaction and a positive perception of the profession, which in turn strengthens teachers' commitment to the school. Good abilities also make teachers better prepared to face job demands and changes in the world of education, thereby increasing the desire to stay and contribute to the organization.

Work motivation plays a key role in linking organizational culture and ability to teacher commitment. Work motivation encourages teachers to exert their best effort at work, demonstrate dedication, and actively participate in various school activities. When teachers work in an environment with a supportive organizational culture and possess adequate skills, work motivation increases (Martin et al., 2026). This increased work motivation ultimately strengthens teacher commitment, both affectively, normatively, and sustainably.

The synergy between organizational culture, ability, and work motivation creates a healthy and productive organizational climate. Teachers who feel supported by the organizational culture, are confident in their abilities, and possess high work motivation will demonstrate strong loyalty and attachment to the school (Lan & Nie, 2026). They are not only focused on completing tasks but also care about the sustainability and progress of the educational institution. Thus, these three variables complement each other in building teacher commitment as a whole.

This study shows that organizational culture, ability, and work motivation have a significant influence on teacher commitment, with an R-square value of 0.998 indicating that 99.8% of the variation in organizational commitment can be explained by these three variables, with the remainder influenced by other factors. Of the three variables, organizational culture had the greatest influence on teacher commitment, with a standardized beta coefficient of 0.557, followed by ability with 0.305, and work motivation with 0.137. The results of the F hypothesis test showed that the calculated F of 32,020.801 was significantly greater than the Ftable of 2.64, with a significance value of 0.000, indicating that these three variables collectively exert a highly significant influence on teacher commitment. Therefore, it can be

concluded that organizational culture, ability, and work motivation play a mutually beneficial role in enhancing teacher commitment, ultimately impacting teacher performance and success.

The findings of this study align with various previous studies. Sari and Handayani (2021) stated that organizational culture and work motivation simultaneously have a significant influence on teacher commitment because they foster a sense of belonging and loyalty to the organization. Pratama and Nugroho (2022) found that teacher work ability, supported by a conducive organizational environment, can increase work motivation and impact organizational commitment. Furthermore, Yuliani and Fadli (2023) emphasized that the combination of a strong organizational culture and high work motivation is a key determinant of teacher commitment in early childhood education units. Another study by Rahman et al. (2024) also showed that organizational culture, professional ability, and work motivation simultaneously contribute significantly to teacher work commitment. Teachers working in organizations with a culture that supports self-development are more motivated to improve their skills, ultimately strengthening long-term commitment to the institution. These findings emphasize the need for comprehensive human resource management in education, simultaneously considering both organizational and individual aspects.

Organizational culture, ability, and work motivation play complementary roles in enhancing the commitment of kindergarten teachers in Aceh Tamiang Regency (Janssen et al., 2026). Therefore, principals and educational administrators need to develop a positive organizational culture, improve teacher skills through training and professional development, and create a system capable of maintaining and enhancing teacher work motivation (Sahoo et al., 2026). The synergy of these three aspects is expected to strengthen teacher commitment sustainably and impact the quality of early childhood education.

CONCLUSION

Simultaneously, organizational culture, ability, and work motivation significantly influence the commitment of kindergarten teachers in Aceh Tamiang Regency. These three variables complement each other in shaping teachers' work attitudes and behaviors. Organizational culture provides work values and norms, ability ensures teachers' professional readiness, and work motivation serves as an internal driver that strengthens teachers' attachment to the organization. The combination of these three is a crucial factor in increasing teacher commitment and supporting the success of early childhood education.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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