

The Influence of the Reward System and Adaptive Leadership of School Principals on the Commitment of High School Teacher Organizations in DKI Jakarta Province

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Abstract: Organizational commitment among teachers is increasingly recognized as a key determinant of school sustainability and educational effectiveness, particularly in urban educational contexts. This study examines the influence of reward systems and principals' adaptive leadership on organizational commitment among senior high school teachers in the Province of DKI Jakarta. A quantitative explanatory research design was employed, utilizing survey data collected from senior high school teachers and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). The results demonstrate that both reward systems and adaptive leadership exert positive and statistically significant effects on teachers' organizational commitment, with adaptive leadership showing a stronger contribution. These findings highlight the importance of leadership adaptability and equitable reward practices in fostering long-term organizational attachment among teachers. This study contributes to the educational management literature by providing empirical evidence from an urban Indonesian context and offers practical implications for strengthening teacher commitment through leadership development and reward policy optimization.

Keywords: Reward System; Adaptive Leadership; Organizational Commitment; Senior High School Teachers; Educational Management.

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I. INTRODUCTION

Teachers' organizational commitment constitutes a fundamental element in the sustainability and effectiveness of secondary education institutions. Organizational commitment reflects teachers' emotional attachment, sense of responsibility, and willingness to maintain long-term professional engagement within their schools. In the context of senior high schools, strong organizational commitment is

closely associated with institutional stability, instructional consistency, and overall educational quality (Mulyadi & Kartini, 2020; Anwar et al., 2022).

Senior high school teachers in metropolitan regions such as the Province of DKI Jakarta encounter increasingly complex professional challenges, including high workload demands, performance accountability pressures, continuous policy reforms, and diverse student characteristics. These

conditions necessitate effective school management practices capable of maintaining teachers’ commitment to their institutions. Empirical studies in Indonesia indicate that declining organizational commitment among teachers is often linked to insufficient organizational appreciation and suboptimal leadership practices at the school level (Putri & Suyanto, 2023).

One managerial mechanism widely acknowledged to influence organizational commitment is the reward system. In educational organizations, reward systems encompass both financial and non-financial incentives designed to acknowledge teachers’ performance, dedication, and professional contributions. When reward systems are perceived as fair, transparent, and performance-oriented, they foster a sense of recognition and reinforce teachers’ psychological attachment to their schools. Prior studies have consistently shown that effective reward systems positively influence teachers’ affective and normative commitment, particularly in secondary education settings (Sari & Nugroho, 2021; Pratama et al., 2022).

In addition to reward systems, adaptive leadership of school principals has emerged as a critical determinant of organizational commitment. Adaptive leadership emphasizes leaders’ capacity to respond constructively to environmental changes, manage organizational complexity, and support teachers through flexible and context-sensitive practices. Principals who demonstrate adaptive leadership are more likely to cultivate supportive work environments, facilitate open communication, and address teachers’ professional needs, thereby strengthening organizational commitment (Lestari & Mulyono, 2021; Wibowo et al., 2022).

Despite growing interest in leadership and reward mechanisms, existing studies have predominantly examined their effects on job satisfaction or performance, often employing conventional leadership frameworks such as transformational or transactional leadership. Empirical research that simultaneously integrates reward systems and adaptive leadership to explain organizational commitment among senior high school teachers, particularly in urban contexts such as DKI Jakarta, remains limited (Fauzan et al., 2024).

Accordingly, this study seeks to analyze the effects of reward systems and adaptive leadership of school principals on organizational commitment among senior high school teachers in the Province of DKI Jakarta. The findings are expected to contribute to the theoretical advancement of educational management literature and provide practical

II. RESULTS

➤ Respondent Profile

A total of 94.212 senior high school teachers from public and private schools in the Province of DKI Jakarta participated in this study. The respondents represented diverse teaching experiences, educational backgrounds, and school types, ensuring adequate variability for statistical

analysis. This sample size exceeded the minimum requirement for SEM-PLS analysis and was considered sufficient to provide stable and reliable estimate.

➤ Measurement Model Evaluation

The measurement model was assessed to examine the reliability and validity of the constructs before testing the structural relationships.

➤ Convergent Validity

Convergent validity was evaluated using outer loadings and Average Variance Extracted (AVE). All indicator loadings exceeded the recommended threshold of 0.70, indicating strong relationships between indicators and their respective constructs. In addition, the AVE values for all constructs were above 0.50, confirming adequate convergent validity.

Table 1 Convergent Validity

Construct	AVE
Reward System	0.62
Adaptive Leadership	0.65
Organizational Commitment	0.68

➤ Reliability

Construct reliability was assessed using Composite Reliability (CR) and Cronbach’s Alpha. All constructs demonstrated satisfactory reliability, with CR values exceeding 0.70 and Cronbach’s Alpha values above 0.70, indicating internal consistency.

Table 2 Reliability

Construct	Composite Reliability	Cronbach’s Alpha
Reward System	0.88	0.84
Adaptive Leadership	0.90	0.87
Organizational Commitment	0.89	0.85

➤ Discriminant Validity

Discriminant validity was examined using the Heterotrait–Monotrait Ratio (HTMT). All HTMT values were below the threshold of 0.90, indicating that each construct was empirically distinct from the others.

➤ Structural Model Evaluation

• Coefficient of Determination (R²)

The coefficient of determination (R²) was used to assess the explanatory power of the model. The results showed that reward system and adaptive leadership jointly explained 52% of the variance in teachers’ organizational commitment (R² = 0.52), indicating a moderate to substantial explanatory power.

• *Path Coefficients and Hypothesis Testing*

Hypotheses were tested using the bootstrapping procedure with 5,000 resamples. The results of the structural model analysis are presented in Table below.

Table 3 Path Coefficients and Hypothesis Testing

Hypothesis	Path	β	t-value	p-value	Result
H1	Reward System → Organizational Commitment	0.34	4.21	0.000	Supported
H2	Adaptive Leadership → Organizational Commitment	0.41	5.02	0.000	Supported

The results indicate that the reward system has a positive and significant effect on teachers’ organizational commitment ($\beta = 0.34, p < 0.001$). Similarly, adaptive leadership of school principals exerts a stronger positive and significant influence on organizational commitment ($\beta = 0.41, p < 0.001$).

• *Effect Size (f^2)*

Effect size analysis revealed that adaptive leadership had a moderate effect on organizational commitment ($f^2 = 0.21$), while reward system showed a small to moderate effect ($f^2 = 0.14$). These findings suggest that although both variables are important, adaptive leadership plays a more dominant role in strengthening teachers’ organizational commitment.

➤ *Summary of Results*

Overall, the results of the SEM-PLS analysis confirm that both reward systems and adaptive leadership significantly contribute to enhancing organizational commitment among senior high school teachers in the Province of DKI Jakarta. The structural model demonstrates adequate explanatory power and statistical robustness, supporting the proposed hypotheses and validating the research framework.

III. DISCUSSION

The findings of this study provide empirical support for the significant role of reward systems and adaptive leadership in shaping teachers’ organizational commitment. The positive effect of reward systems suggests that teachers are more likely to develop stronger organizational attachment when they perceive institutional rewards as fair, transparent, and aligned with professional performance. This finding reinforces the assumptions of social exchange theory, which emphasizes reciprocal relationships between organizational support and employee attitudes (Sari & Nugroho, 2021; Pratama et al., 2022).

Moreover, the stronger influence of adaptive leadership underscores the importance of leadership responsiveness and flexibility in educational organizations. Principals who demonstrate adaptive leadership are better equipped to manage uncertainty, accommodate teachers’ needs, and foster supportive school climates. In high-pressure urban contexts such as DKI Jakarta, adaptive leadership appears to function as a stabilizing factor that sustains teachers’

organizational commitment amid continuous change (Lestari & Mulyono, 2021; Wibowo et al., 2022).

These findings suggest that leadership practices grounded in adaptability and contextual awareness may exert a more enduring impact on teachers’ commitment than reward mechanisms alone. Consequently, strengthening adaptive leadership competencies among school principals should be prioritized alongside the development of equitable reward systems to enhance organizational commitment in senior high schools.

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