The Role of School Climate in Enhancing Teacher Commitment: A Literature Reviews

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ABSTRACT

This study aims to examine the contribution of school climate to enhancing teacher commitment. A systematic literature reviews method was employed, focusing on a range of sources such as articles, books, and reports to provide a comprehensive understanding of the dynamics between school climate and teacher commitment. Key findings indicate that school climate significantly influences teacher commitment through various factors. First, effective leadership from school principals fosters a supportive and motivating environment, promoting teacher engagement and a sense of belonging. Second, positive relationships among teachers, students, and staff create a collaborative atmosphere that enhances job satisfaction and unites individuals toward common goals. Third, opportunities for professional development, such as training and workshops, enable teachers to improve their skills and remain committed to their roles. A positive school climate was also found to boost teacher well-being and job satisfaction, further solidifying their dedication to their professional responsibilities. Based on these findings, the study concludes that fostering a positive school climate is essential for enhancing teacher commitment, which directly impacts the quality of education and student academic achievement. Collaborative efforts among school leaders, teachers, and staff are crucial for creating a conducive environment that supports educational goals.

Keywords: School climate, Teacher commitment, Leadership, Professional development, Educational environment.

INTRODUCTION

The development of high-quality human resources is largely influenced by education. Schools serve as key environments that significantly impact student growth in education. One important factor in achieving educational goals is the teacher's commitment to their duties and responsibilities. A critical aspect that shapes teacher commitment is the school climate. School climate encompasses the characteristics and conditions of the school environment that either facilitate or impede teacher performance as well as the teaching and learning process. A positive school climate has been shown to enhance teacher motivation, job satisfaction, and commitment to the school (Suasti et al., 2018). Therefore, it is important to understand the mechanisms through which school climate can help increase teacher commitment.

The significant contribution of teachers plays a pivotal role in the success of the educational process in schools. Teacher commitment to their duties and responsibilities is one of the determining factors for effectively achieving educational goals. Among the

elements that affect teacher commitment, the school climate is particularly noteworthy.

School climate can be described as the characteristics and overall atmosphere of the school environment that either support or hinder teacher performance and the teaching-learning process. A positive school climate is widely recognized for its ability to improve teacher motivation, job satisfaction, and commitment to the school. Thus, comprehending the role of school climate in fostering teacher commitment is essential (Freiberg, 2005; Abbas, 2023; Martinsone & Žydžiūnaite, 2023; Amura-Yusuf, 2023).

To improve the quality of human life, education emerges as a foundational component. Teachers act as an essential part of the educational process in ensuring students achieve their goals. However, teacher performance cannot be separated from other components, such as the school environment and the leadership provided by the principal.

School climate can also be defined as the overall atmosphere resulting from the interplay between principals and teachers, teachers and students, or students and the broader school community. This climate directly impacts the teaching and learning process (Veletić et al., 2023; Greenier et al., 2023). A good school climate has been shown to strengthen teachers' commitment to their work.

The aim of this study is to examine how school climate contributes to increasing teacher commitment. The literature study method involves a systematic review of various relevant sources to gain a comprehensive understanding of the subject being studied. Through this method, researchers aim to uncover the dynamics of the relationship between school climate and teacher commitment, alongside the variables influencing both.

A deeper understanding of how school climate affects teacher commitment can guide school administrators and other educational stakeholders in creating environments that actively support and enhance teacher dedication to their roles.

METHODS

This study employs a literature reviews or library-based study method. The approach involves examining relevant sources to gather the necessary data as described by Arikunto (2013). According to Danandjaja in Noviani, MC, & Sa'adah (2023), a literature reviews involves utilizing scientifically structured references, encompassing the collection of resource materials aligned with study objectives, data collection techniques centered on library resources, and the synthesis and presentation of data. The literature reviews study draws upon a range of information and data derived from sources such as documents, books, articles, magazines, news reports, and more. The articles referenced in this study focus specifically on education financing and the quality of education.

As noted by Zed (2014), key characteristics of a literature reviews study include: 1) researchers directly engage with textual or numerical data, 2) library data is readily available, 3) library data primarily serves as secondary sources, and 4) library data usage is not restricted by spatial or temporal limitations.

The steps involved in conducting library-based study, as outlined by Sari & Asmendri (2020), are as follows: 1) identifying a broad idea related to the study theme; 2) seeking information that aligns with the theme; 3) narrowing down the focus of the study; 4) locating and categorizing relevant reading materials; 5) comprehending the materials and taking detailed study notes; 6) revisiting and expanding the collected materials; and 7)

reorganizing the reading materials and initiating the writing process. Furthermore, the data analysis technique used in this study is content analysis. The analysis process begins by reviewing findings from studies categorized as most relevant, moderately relevant, and least relevant. The studies are then examined chronologically, starting with the most recent publications and progressing to older ones. The researcher reads the abstract of each selected study to evaluate whether the issues addressed align with the study objectives. Important and pertinent aspects of each study are then documented to inform the current study.

RESULTS

3.1 School Climate

Experts define school climate in various ways. According to Bloom, as cited in Hadiyanto (2016), "climate" refers to the conditions, influences, and stimuli from external factors, including physical, social, and intellectual elements that impact students. School climate forms the essence of a school, encompassing students, teachers, principals, and staff who are dedicated to and feel a strong connection with the school. Freiberg (2005) describes school climate as a school feature that ensures everyone feels valued and fosters a sense of community and belonging within the school environment. It can also be viewed as the establishment of a healthy learning atmosphere that inspires students' and parents' aspirations, stimulates teacher creativity and enthusiasm, and enhances each student's sense of importance.

Daryanto and Tarno (2015) define school climate conceptually as a set of factors that give a school its unique identity, spirit, ethics, and internal atmosphere. In an operational sense, much like the concept of weather climate, school climate is observable through various elements, such as curriculum design, available facilities, principal leadership, and the classroom learning environment. It reflects the distinctive features that set one school apart from another. Abdul, as cited in Sumar (2018), explains that school climate encompasses psychological and emotional elements, as well as institutional characteristics, which collectively form the essence of the school as perceived by students. Supardi (2013) adds that school climate is an "atmosphere" that reflects joy, friendliness, or mutual care among students. Considering these perspectives, it can be concluded that school climate represents the overall atmosphere experienced and perceived by all students, which includes the physical environment, psychological aspects, social interactions, and academic elements. These unique features of a school significantly influence students' behavior and attitudes.

A positive school environment is essential for achieving educational goals. Daryanto & Tarno (2015) highlight several advantages of fostering a friendly and supportive school climate, including: 1) Improving the quality of learning; 2) Facilitating open communication across all levels, both vertically and horizontally; 3) Promoting transparency and openness; 4) Building strong relationships and a deep sense of belonging among school community members; 5) Enhancing brotherhood and solidarity within the school; 6) Facilitating quick identification and resolution of problems; and 7) Supporting effective adaptation to advancements in science and technology.

In addition, a positive school climate positively impacts teacher quality. study has

shown that a supportive school environment improves the performance of teachers and staff (Suhartono, 2016; Utami, 2016). Teachers, as the primary figures responsible for managing classrooms, play a crucial role in creating an engaging and comfortable learning environment. Such an environment enables effective learning interactions and supports students' personal and academic growth. A pleasant and harmonious atmosphere can also foster strong relationships between teachers and students.

School climate is critical for education as it directly affects how learning occurs. A positive school climate fosters enthusiasm for learning, encouraging both teachers and students to perform better (Prayuda et al., 2021). In summary, a positive and conducive school climate is vital for the entire school community as it enhances student learning outcomes and boosts the professionalism and performance of teachers and staff. Consequently, achieving educational goals becomes more feasible.

3.2 Teacher Commitment

Commitment, as defined by Kasmir (2016), refers to an individual's adherence to organizational policies and regulations. According to Feldman (as cited in Syahril & Ningrum, 2021), work commitment is a habitual engagement in activities carried out with a conviction that those activities hold significance and value. Similarly, McShane and Glinow (as cited in Syahril & Ningrum, 2021) describe work commitment as an individual's emotional attachment and involvement with their job and organization. Ivancevich, Konopaske, and Matteson (as cited in Luthans, 2005) further define commitment as a feeling of identification with, involvement in, and loyalty to an organization. Lensuffie (2010) expands on this by stating that work commitment encompasses an attitude manifested in daily actions, particularly in fulfilling assigned tasks. It includes loyalty, curiosity, a desire to perform tasks to the best of one's ability, and a sense of responsibility in carrying out duties.

Robbins & Judge (2014) define commitment as an employee's willingness to support organizational goals and remain a part of the organization. According to Robbins, this is an expression of work attitude, reflecting feelings toward the organization and driving continued involvement. Mulyasa (2012) characterizes commitment as a strong belief in and acceptance of organizational goals and values, coupled with a desire to contribute and remain a part of the organization. Similarly, Luthans (as cited in Sutrisno, 2011) defines commitment as a firm desire to achieve organizational goals, belief in the organization's principles, and loyalty to its objectives.

Based on these perspectives, work commitment can be summarized as an individual's willingness, loyalty, identification, involvement, and responsibility to perform their duties sincerely and conscientiously, driven by a belief in the organization's mission and goals.

For an organization to achieve its objectives, it requires employees who not only possess adequate skills but also exhibit high work commitment. In schools, implementing planned programs effectively relies on the commitment of teachers and educational staff. When teachers are involved in decision-making and program development, they are more likely to take ownership and demonstrate strong commitment. Teacher commitment is thus essential in all aspects of their duties. Without it, the core tasks of educating, teaching, and guiding students cannot succeed. For this reason, a teacher's commitment plays a crucial role in ensuring the success of their responsibilities.

High work commitment benefits teachers themselves, the school, and the students.

Teachers with strong commitment gain greater confidence, as it fosters a sense of responsibility and self-awareness. Individuals with high commitment are more effective in achieving work-related goals, whereas those without it may struggle to meet educational objectives. According to Article 7 of Law No. 14/2005 concerning Teachers and Lecturers, the teaching profession is a specialized field guided by principles such as talent, interest, dedication, and a commitment to enhancing the quality of education, as well as fostering faith, morality, and integrity.

Commitment is critical because it directly influences teacher behavior in the workplace. Teachers with high work commitment are more likely to achieve educational goals successfully. Such individuals demonstrate loyalty to their tasks, leaders, and organization, and they exhibit consistent care for their responsibilities. They are internally driven to perform better, exhibit high job satisfaction and discipline, and willingly dedicate additional time to their work beyond standard requirements. In summary, a teacher's commitment to their duties is pivotal in shaping their professional behavior and ensuring the success of education. Educational goals can only be effectively achieved by teachers who exhibit a strong commitment to their work.

3.3 Contribution of School Climate in Increasing Teacher Commitment

A crucial factor in fostering a positive and productive learning environment is the school climate, which encompasses school culture, relationships among students, and the physical and emotional conditions of the school. A positive school climate also plays a significant role in enhancing teacher commitment. Committed teachers demonstrate loyalty, awareness, and responsibility in their teaching practices. Commitment is essential for teachers, as a higher level of dedication often results in a stronger alignment with their roles and responsibilities. Teachers with high commitment are critical assets to any educational institution because their dedication directly influences student behavior and learning outcomes (Inggriani et al., 2021). Commitment is particularly important in schools, as dedicated teachers are more likely to act professionally and adhere to organizational principles and policies (Mustaghfiroh et al., 2020).

Hasibuan (as cited in Mustaghfiroh et al., 2020) defines commitment as an individual's effort to achieve and realize organizational goals. For teachers, a high level of commitment within the school organization is essential, as it significantly impacts their working conditions and overall performance. Teachers with strong commitment are more driven to achieve the organization's objectives. A positive school climate enhances teacher performance by fostering a supportive environment that promotes both personal growth and academic success. Teachers who work in positive environments are generally more effective and efficient in fulfilling their responsibilities.

A positive school climate also improves the quality of education by establishing a supportive atmosphere conducive to teaching and learning. Teachers who work in nurturing environments are often more motivated and accomplished in their duties, which further strengthens their commitment to improving educational quality. Such environments foster a heightened sense of awareness and dedication among teachers, encouraging them to fulfill their responsibilities with greater enthusiasm and professionalism. Moreover, a positive school climate boosts job satisfaction among teachers, leading to higher levels of commitment. Teachers who feel supported and valued in their roles tend to exhibit greater enthusiasm and dedication in their work.

Supportive school conditions create an environment where teachers feel appreciated and valued. This acknowledgment increases job satisfaction and results in stronger commitment. Teachers who receive recognition for their efforts are more likely to stay motivated and dedicated to their schools. Recognition and appreciation for their contributions encourage teachers to remain committed to their roles. Furthermore, a school climate that fosters strong relationships among teachers facilitates effective collaboration and teamwork. Teachers who have colleagues they can depend on for support are generally more committed to their work.

In addition, teachers who receive emotional support within a positive school environment experience improved well-being, which contributes to their higher levels of commitment. Effective and inspiring school leadership plays a key role in creating a positive atmosphere. Teachers who feel well-supported by their leaders are more likely to remain loyal to their schools and align themselves with their goals. Policies that help teachers maintain a balance between their professional and personal lives also enhance their satisfaction and commitment. Teachers who feel they can effectively balance their work and personal lives are more inclined to exhibit greater dedication to their school.

Schools that provide opportunities for professional development and training also foster increased enthusiasm and commitment among teachers. A school culture that promotes shared values, cooperation, and togetherness creates a conducive climate for teaching and learning. Teachers who feel integrated into such a culture are more likely to show a strong commitment to their work and the school community. Additionally, positive relationships between educators, students, and school staff contribute to a collaborative and supportive work environment. Teachers who feel appreciated and supported by their colleagues are more likely to remain dedicated to their school.

Through these various elements, schools can enhance teacher commitment to their roles and the organization as a whole. Creating a positive school environment is, therefore, essential for increasing teacher commitment, which, in turn, positively impacts student academic achievement. A conducive school climate not only supports teacher well-being but also drives their dedication, ultimately contributing to the success of educational goals.

CONCLUSIONS

The results of the study indicate that a positive school environmentencompassing elements such as inspiring leadership, harmonious relationships among individuals, and support for professional development plays a significant role in enhancing teacher commitment. First, effective and inspirational leadership from principals has been shown to foster an environment that supports, motivates, and empowers teachers. Principals who articulate a clear vision, actively listen to and value teachers' input, and provide adequate resources and support contribute to increasing teachers' sense of belonging and commitment to the school. Second, healthy relationships among teachers, students, and other school staff help create a pleasant and supportive work environment. This positive and collaborative atmosphere not only boosts job satisfaction but also cultivates a sense of unity and shared commitment to achieving common goals. Third, teachers who are provided with opportunities for professional growth, such as training sessions, workshops, and collaborative learning, are more likely to demonstrate high levels of commitment.

Access to professional development resources enables teachers to refine their skills and deliver the best outcomes in the learning process. Given these findings, schools must prioritize fostering a positive school climate as a primary strategy to enhance teacher commitment and performance. Collaborative efforts between principals, teachers, and the wider school community are essential to creating a supportive and motivating environment. By doing so, schools can continuously improve the quality of education, ultimately leading to positive impacts on student academic achievement.

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