

## Enhancing Teacher Commitment to Improve Educational Quality: A Literature Reviews

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### ABSTRACT

This study aims to examine the factors influencing teacher commitment and its impact on improving the quality of education in Indonesia. Teacher commitment is essential for aligning personal and institutional goals, fostering efficiency in task completion, and addressing challenges in 21st-century education. A literature reviews method was employed, analyzing study from various journals to gather and summarize relevant findings. The review focused on strategies to enhance teachers' dedication, including professional development, supervision, and recognition of achievements. The results reveal that high teacher commitment reduces issues like tardiness, absenteeism, and poor performance. Effective strategies include rewarding responsible educators, enforcing discipline, providing learning resources, and fostering teamwork. Additionally, organizational factors such as clear vision, mission, and values-based recruitment contribute to cultivating teacher responsibility. The findings emphasize the role of school administrators in promoting teacher engagement through mentorship, training, and collaboration. The study concludes that committed educators positively impact student achievement and institutional growth. Schools must prioritize strategies to support teachers' personal and professional development to ensure high educational standards.

**Keywords:** *Teacher commitment, Education quality, Professional, Development, Organizational responsibility.*



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### INTRODUCTION

One of the primary goals of teachers is to enhance the quality of education. In Indonesia, the objective of education is to achieve high-quality teaching, which heavily relies on the crucial roles played by various stakeholders, particularly teachers or teaching staff (Magdalena, 2020). This is evident when teachers perform well or optimally in fulfilling their responsibilities. When competent teachers can improve their teaching materials, enabling better mastery and creative delivery of lessons, students view this as evidence of a teacher's excellent performance, as teachers must first accomplish their fundamental duties and uphold their roles as professional educators. According to Permendikbud (2018), teachers' responsibilities include preparing school supplies, developing teaching or learning plans, participating in educational activities, evaluating learning outcomes, and engaging in extracurricular, co-curricular, and intra-curricular activities. They are also tasked with mentoring, guiding, and assessing educational achievements. Teachers must also undertake additional duties in line with their core responsibilities. When educators effectively fulfill these roles, the quality of education in

Indonesia can significantly improve. Furthermore, this demonstrates teachers' dedication to their responsibilities as educators.

The quality of schools remains a pressing issue within the Indonesian education system, particularly concerning the substandard education provided at various levels, including basic education and elective subjects. Indraswati (2020) emphasizes that creating a conducive learning environment is one effort to enhance the quality of education within an institution. In this context, educational management relates to social responsibility, which requires a strong commitment from members of the organization. Syukri (2020) defines organizational responsibility as the willingness of members to contribute to their association and participate in its advancement. This readiness involves dedication to achieving the organization's goals, as described by Angraini (2021), which encompasses a commitment to remain with and support the organization.

Organizational commitment within educational institutions is essential. Teachers, as respected professionals, must exhibit competent behavior and adhere to the principles and regulations established by their organizations (Mustaghfiroh, 2020). Waluyo (2022) elaborates that a teacher's attachment to their organization involves emotional connections, thoughts, and attitudes toward the organization's environment. This includes an understanding of the organizational climate, values, and norms. Ardan (2021) identifies three types of organizational commitment: affective commitment, normative commitment, and continuance commitment. Each type is influenced by distinct factors. Affective commitment is shaped by individual characteristics and past work experiences, while normative commitment stems from socialization processes that instill a sense of obligation to the organization. Continuance commitment arises from an individual's desire to remain due to limited alternative opportunities.

Alwi (2024) highlights that work commitment is a person's dedication to achieving the organization's goals. Azizah (2019) states that high work commitment among teachers fosters a professional atmosphere aligned with expectations. Uno (2023) emphasizes that teacher competence is a key determinant of student success, as educators directly influence student engagement in the learning process. Consequently, teachers' commitment to their profession is critical for fostering active involvement in school activities and maintaining their roles as dedicated educators. Teachers who lack strong commitment struggle to create engaging learning experiences, improve their skills, or provide effective guidance to students (Susanto, 2021). Such teachers may perform inadequately and fail to fulfill their duties, posing risks to student achievement and school quality. Therefore, addressing teacher commitment is vital for all stakeholders. However, study by Ibrahim (2023) reveals that some teachers are not fully committed due to various factors, including workplace stress and ineffective program implementation. Stress, a common response to unfamiliar or challenging situations, can increase when individuals struggle to meet demands at work. This highlights the need for stress management to support teacher performance.

For schools to thrive, teachers must exhibit high commitment and quality performance. However, many schools in Indonesia fail to recognize the significance of teachers' roles in improving institutional quality. Firm actions are often lacking against teachers who are disengaged from school activities, such as teaching and educational programs. Schools need to address this issue seriously.

A key requirement for teaching in certain schools is commitment, with newly hired teachers required to sign contracts. However, some teachers fail to uphold these

agreements, particularly in shaping students' characters. For instance, Ahzim (2022) observed instances where teachers neglected mandatory prayers with students or failed to follow school dress codes. Such discrepancies between expected and actual teacher behavior undermine organizational goals. According to Supriyanto (2021), a lack of organizational commitment among secondary school educators is a widespread issue, not limited to individual schools. Governments and organizations must investigate the causes and consequences of this misalignment to address the problem effectively.

Rifa'i (2022) highlights similar issues in Early Childhood Education (ECE) Umi Sundari, where teachers often arrive late and lack the energy to guide students effectively. This low commitment hampers the creation of an environment conducive to independent learning. At Islamic Senior High School or Madrasah Aliyah (MA) Hidayatul Mubtadiin South Lampung, Waluyo (2022) identified additional factors contributing to low teacher commitment, such as insufficient motivation, poor implementation of school regulations, and lack of principal supervision. Factors like teachers holding secondary jobs or schools far from their residences exacerbate the problem.

Finally, study by Oktaviani (2021) at Gugus Srikandi Elementary School during the pandemic revealed that many teachers lacked enthusiasm in fulfilling their duties, leading to reduced responsibilities and obstacles in leveraging technology for teaching. This underscores the need for educators to remain prepared and motivated to meet their professional obligations. This literature reviews aims to explore the factors influencing teacher commitment and its impact on educational quality. By identifying these factors, this study seeks to provide insights for improving teacher performance and organizational commitment.

## **METHODS**

The examination technique utilized in this study is a written survey. The term "literature reviews" refers to a study method or specific intellectual process undertaken to gather and evaluate study related to a particular focus area or topic (Triandini, 2019). This study began by analyzing authorship surveys of several study journals. A literature reviews encompasses all efforts made by researchers to locate relevant and up-to-date information about the topics or issues under investigation (Nurislamiah, 2023).

Writing a literature reviews involves systematically organizing findings related to specific themes or variables of interest. According to Dipura (2022), conducting a literature reviews involves using a strategy to gather comparable information from various studies to address the study objectives outlined in journals. Subsequently, relevant studies are identified, collected, and summarized. The summary typically includes the researcher's name, the year of journal publication, the country where the study was conducted, the study title, the methodology employed, and an overview of the findings.

## **RESULTS**

According to Waluyo (2022), several strategies can enhance teachers' work commitment in the field: 1) School principals can reward educators who demonstrate strong commitment and responsibility, which may motivate others to perform better; 2) Teachers

failing to meet their responsibilities should face appropriate consequences as determined by the school leadership; 3) Implementing fingerprint attendance systems to monitor teacher presence effectively; 4) Providing feedback and addressing violations of discipline while paying special attention to teachers who lack motivation; and 5) Ensuring the availability of adequate learning resources to inspire teachers in delivering classroom instruction.

Efforts to enhance teachers' sense of responsibility in schools, as noted by Kurniati (2024), include the following: 1) Adhering to fundamental human values, fostering effective communication, hiring qualified teachers, and establishing clear written rules; 2) Clarifying the organization's mission, vision, and goals while employing values-based recruitment and preparation methods; 3) Promoting employee growth through professional development, mentorship during the first year, and providing a secure work environment; and 4) Encouraging teamwork and mutual support to build a sense of community and shared purpose.

From these explanations, the following conclusions can be drawn: 1) Schools should formalize agreements with teachers through written regulations, ensure proper utilization of teaching staff, and maintain effective communication; 2) Clearly articulate the school's vision, mission, and goals; 3) Implement teacher recruitment practices that align with institutional values, vision, and objectives; and 4) Foster a sense of togetherness through teamwork, collaboration, and mutual support.

School administrators play a critical role in maintaining teachers' commitment by addressing key factors that influence responsibility. According to Joko (2022), these factors include: 1) Individual characteristics such as age, gender, education level, experience, and personality; 2) Job characteristics, including the scope of responsibilities, workplace challenges, and role conflicts; 3) Organizational attributes such as the size and structure of the institution, centralization or decentralization, and the presence of labor unions; and 4) Work experience, which significantly impacts employees' loyalty and commitment to their roles.

In addition to academic qualifications, non-academic skills such as training, workshops, and seminars are crucial for enhancing teacher competencies (Listyasari, 2019). One way to foster teacher commitment is by involving them in professional development activities. Through increased knowledge and skill development, teachers are expected to perform their roles more effectively and responsibly (Imami, 2022). Moreover, encouraging teachers to pursue further education provides opportunities for personal and professional growth (Astuti, 2023). This is particularly important as many high school teachers prioritize engaging with students in a way that combines learning with enjoyment.

Teachers who demonstrate strong commitment thoroughly prepare for their teaching activities, including lesson planning and classroom management. Such educators consistently strive to enhance student engagement and academic achievement (Nailah, 2022). They maintain positive communication with colleagues and students and fulfill their professional duties as an expression of their responsibility.

## CONCLUSIONS

Educators with a high degree of responsibility align their personal goals with the objectives of the school. As a result, they consistently strive to complete tasks efficiently and with minimal excuses. Issues such as tardiness, absenteeism, and early retirement among teachers are likely to decrease when educators demonstrate strong commitment. Additionally, high levels of responsibility enable teachers to adapt more effectively to changes, especially when addressing the challenges of 21st-century education. In the educational context, responsibility is a reflection of an educator's dedication, wisdom, and discernment in achieving success through their skills and experiences. Loyalty, perseverance, and attentiveness in fulfilling their obligations empower teachers to improve themselves, thereby enhancing the quality of the learning process. This growth directly contributes to the broader scope of educational improvement. To increase educators' commitment and responsibility in teaching, school administrators must implement effective strategies. Study highlights that principals' efforts, such as offering professional development opportunities, introducing innovative teaching models, conducting supervision and evaluations, and recognizing teachers' achievements, can significantly enhance educators' enthusiasm and dedication to their work.

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