

The Contribution of Authentic Leadership, Work Motivation, Work Ethic, and Academic Supervision To Teachers Organizational Commitment at SMP Negeri 2 Kuta Utara

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KEYWORDS	ABSTRACT
authentic leadership, work motivation, work ethic, academic supervision, organizational commitment of teachers	This research aims to analyze the contribution of authentic leadership, work motivation, work ethic and academic supervision towards organizational commitment of teachers at SMP Negeri 2 Kuta Utara. The research data is analyzed using descriptive statistical analysis techniques, inferential statistics, product moment correlation tests, partial correlations, and multiple correlations/regressions, which is analyzed using IBM SPSS Statistics 26. The results of the research show that there are (1) there is a significant contribution of authentic leadership to the organizational commitment of teachers, with a correlation coefficient (r_{1y}) of 0.674, a partial correlation coefficient of 0.310, and an effective contribution of 11.80%, (2) there is a significant contribution of work motivation to the organizational commitment of teachers, with a correlation coefficient (r_{2y}) of 0.827, a partial correlation coefficient of 0.310, and an effective contribution of 24.56%, (3) there is a significant contribution of work ethic to the organizational commitment of teachers, with a correlation coefficient (r_{3y}) of 0.865, a partial correlation coefficient of 0.273, and an effective contribution of 25.60%, (4) there is a significant contribution of academic supervision to the organizational commitment of teachers, with a correlation coefficient (R_{4y}) of 0.757, a partial correlation coefficient of 0.410 and an effective contribution of 21.35%, (5) there is a significant contribution of authentic leadership, work motivation, work ethic and academic supervision together to the organizational commitment of teachers with a correlation coefficient ($R_{y.1,2,3,4}$) of 0.912 and an effective contribution of 83.31%.

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Introduction

Human resources owned by a country are one of the important factors that can support the progress of the country. If the country has good quality human resources, then the country will develop rapidly. However, when the quality of human resources is not good, it is certain that the country's development will be slow or not developed at all. Therefore, improving the quality of human resources is an absolute prerequisite to support the progress of a country. One of the things that can improve the quality of human resources is education.

Education is a process to increase intelligence and the dignity of the nation. Education can make a human being a quality and independent human being so that he is able to build himself and the surrounding community and can meet the needs of national development and be responsible for the development of the nation. Education has an important role in the formation of quality Indonesian people, so that they are able to encourage innovation, support economic growth and realize the welfare of the nation. Currently, Indonesia is facing three major challenges as well as opportunities to achieve a developed and prosperous Indonesia. The first is to realize a Golden Indonesia in 2045. Second, ensuring that Indonesia gets a demographic bonus because of the large number of labor force compared to the population that has not worked or has completed its term of service. Finally, the commitment to achieve 17 Sustainable Development Goals (<https://www.kompas.id/baca/opini/2024/05/01/indonesia-education-challenge>).

In the 21st century, education should be able to direct students to be able to adapt to new situations that arise in themselves and their environment. In such conditions, the ability to learn *how to learn* (*learning how to learn*) and lifelong learning (*lifelong education*) is needed. Education should be a space for everyone to understand the world and develop problem-solving skills in an increasingly modern era. UNESCO recommends four pillars of education that function as a basis for the implementation of education. The four pillars of education are (1) *learning to know*, (2) *learning to do*, (3) *learning to live together*, (4) *learning to be*.

Education is a form of embodiment of human culture that is dynamic and full of development. Therefore, changes or developments in education are things that should happen in line with changes in the culture of life. Changes in the meaning of improving education at all levels need to be constantly carried out in anticipation of future interests. To ensure the improvement of education, especially the improvement of the quality of education, cannot be separated from the role of a teacher as an educator.

According to the Law of the Republic of Indonesia number 14 of 2005 concerning teachers and lecturers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. The competencies that teachers must have are pedagogic, professional, personality and social competencies. These four competencies greatly affect teachers in carrying out the learning process at school.

Teachers are professions that prepare human resources to carry out the development of the nation in filling independence. Teachers with all their abilities and efforts prepare learning for their students. So that, it is not wrong if teachers are placed as one of the keys to the development of the nation to become a developed nation in the future. It can be imagined that if teachers do not place their functions as they should, this nation and country will be left behind in the progress of science and technology whose development is increasingly unstoppable.

A serious problem in improving the quality of education in Indonesia is the low quality of education at various levels of education, both formal and informal. One of the factors that causes this is the lack of quality of teachers. According to the PERC (Political and Economic Risk Consultation) study, the quality of education in Indonesia is ranked last among 12 countries in Asia, which is the last among 12 countries in Asia. One of the causes of the decline in education in Indonesia is the low quality of teachers. Based on the results of UKG 2015-2021, around 81% of teachers in Indonesia did not even reach the minimum score. The results of the data show that the ability and quantity of unqualified teachers certainly have an impact on the quality of educators. Furthermore, according to RISE (Education System Improvement Survey), more than 50% of teachers in Indonesia are civil servants and 90% of learning is focused on them, although the quality is not well guaranteed. Therefore, it is difficult to distinguish between teachers who really want to teach and those who only want to be civil servants. In addition, the qualifications of teachers who have not exceeded the required educational quality standards, there are still many teachers who are lazy to improve their knowledge and teaching skills, so that it also has an impact on the quality of the children they teach. In fact, the quality of teachers greatly determines the quality of the students who are born.

Teachers in Indonesia are still lagging behind due to the weakness of educators in exploring the potential of students. Educators still impose the will of students to learn everything without paying attention to the needs, interests, and talents of each student. Education should be a fun and comfortable learning tool for children by paying attention to children's needs. Rather than imposing something that makes children uncomfortable in seeking knowledge, a good educational process is to provide opportunities for children to be more creative. In addition, the presence of the commitment of the teacher organization is considered to be able to provide a stimulus to improve the quality of education in schools. According to Chan (in Werang et al, 2023), when teachers are passionate and committed to their work, they will enthusiastically provide suggestions for school improvement and development that are beneficial to student learning and development.

Commitment to the organization is the acceptance of the organization's goals and values, where the degree of commitment is defined as the willingness to devote oneself to the values and goals of the organization (Jaelani et al., 2023). Organizational commitment refers to an attitude that shows the relationship between members and the organization (Werang et al., 2015). According to Kreitner (Anggara et al., 2020) that organizational commitment is a reflection of an employee's recognition of the organization and tied to its goals. Firestone and Rosenblum (Werang et al., 2017) define the commitment of a teacher's organization as a positive and affective attachment of teachers to a particular school. Khan and Jamil (2022) formulated that organizational commitment among teachers is described as adopting and having organizational goals and values, namely schools.

According to Allen (Fitranti et al., 2021), the dimensions of organizational commitment are divided into 3, namely *Affective commitments*, *Continuance commitments*, and *Normative commitments*. *Affective commitment* is related to the teacher's emotional relationship with his school, identification with the school, and the teacher's involvement with activities at school. School members with *high affective commitment* will continue to be teachers in schools because they do have a desire for it. *Continuance commitment* is related to the awareness that teachers in schools will suffer losses if they leave school. Teachers in schools with *high continuance commitment* will

continue to be teachers in schools because they have a need to become such teachers. *Normative commitment* describes a feeling of attachment to stay in school. Teachers with high *normative commitment* will continue to be teachers in schools because they feel that they must be in the school.

The organizational commitment possessed by teachers can be seen through their behavior in carrying out their duties and main functions as a teacher and how much they want to be in school and their involvement in every activity held by the school. Highly committed individuals put the organization ahead of their interests and strive to improve its quality.

An empirical fact that is difficult to deny today is that it is difficult to find teachers who are truly committed to the organization they work for. Based on the results of observations conducted by the researcher, at SMP Negeri 2 Kuta Utara, several problems were found related to the commitment of teachers' organizations, including teachers have a tendency to only be in school when there is a teaching assignment, some teachers have a lack of attendance during the implementation of *workshop* or seminar activities held by the school, and some teachers are also less actively involved in programs or activities held by the school.

Increasing the commitment of teachers in schools must be carried out so that the goals of education in general and school goals can be achieved optimally. One of the things that can affect the commitment of teacher organizations in schools is the leadership of the principal. Leadership is the ability of a leader to direct organizational goals (Arifin et al., 2023). The role of a leader is very important because the quality of leadership will affect the development of the organization. As a leader, the behavior of the principal will have an influence on the behavior of community members in the school. School principals must also have the ability to influence teachers and other education personnel and have good managerial skills so that they can work together to achieve school goals.

The principal is the driving force for school resources, especially teachers and school staff. The behavior of the principal must be able to encourage the commitment of the teacher's organization by showing a sense of friendliness, closeness and always listening to every teacher's aspirations. In this era of revolutionary change, school principals as the central figure of education must be able to take the initiative in leading their schools. The principal as a leader must have a leadership style that is in accordance with the expected goals. Basically, the leadership style shown by the principal can have an influence on the perception of teachers. Therefore, the principal must be able to show his integrity in leading the school, so that teachers also have a very good perception of the principal. There are many leadership styles of principals that can increase the commitment of teachers' organizations, one of which is authentic leadership style. This is supported by research by Khan and Jamil (2022) which states that teachers feel a significant positive impact from authentic leadership on the commitment of each teacher.

Another factor that affects organizational commitment is related to work motivation. Motivation is a dynamic process that encourages, directs, and nurtures one's efforts to achieve goals (Subhaktiyasa et al., 2024). Work motivation is a condition in the form of encouragement that moves teachers in carrying out their duties to achieve the goal of improving the quality of education (Santiari et al., 2020). A focus on organizational goals reflects behavior in relation to work. For example, a motivated individual will do his or her best to complete his or her tasks. It is hoped that all employees of the organization have high motivation, so as to produce employees who have high commitment. The problem of motivation in individuals and certain working conditions

has become a fundamental problem in an organization. Work motivation can also be the expectation of every employee as a driver in achieving their goals. Motivation can be a driver for each individual both physically and psychologically to achieve the goal of achieving one or more goals in meeting their needs or expectations.

Work motivation is indeed very important for a teacher. Without high work motivation, a teacher cannot work optimally. Motivation is the drive that moves a person to behave or do activities (Hasanah et al., 2020). With high work motivation, a teacher will try optimally in carrying out his duties, so that his commitment to the organization will increase even though the competence possessed by the teacher is mediocre. Teachers who have high work motivation will enjoy work, be responsible for their duties, be disciplined in their work, always strive to excel and develop their careers, and be confident. According to Maslow (Putra et al., 2020), a person's desire to give his or her abilities will be high if his physiological needs, sense of security, social, and reward have been met.

Work ethic is another factor that contributes to the commitment of teachers' organizations. According to Suardana (Ningrat, et al., 2020), work ethic is a teacher's attitude towards work which is demonstrated by working sincerely with gratitude, working with full responsibility, working thoroughly with full integrity, working hard with full enthusiasm, working seriously with full love, working creatively with joy, working diligently with excellence, working perfectly with full humility. Work ethic is an attitude towards work, so that in a person or a group of people and organizations respond to the work paradigm differently, some are positive, some are negative, some are high, some are low, so that examples of high work ethic, low work ethic, and so on arise (Karuna et al., 2020). Work ethic is an attitude towards work, so that in a person or group of people and organizations, the work paradigm is different, some are positive, some are negative, some are high and some are low, so that examples of high work ethic, low work ethic, and so on arise (Wijaya et al., 2021). Based on the results of observations made by researchers, some teachers at SMP Negeri 2 Kuta Utara still have a low work ethic. This can be seen from the implementation of learning carried out by teachers less than the set allocation of learning time. Teachers lack creativity in the implementation of learning (lack of use of innovative learning media), teachers often postpone work, so that teaching tasks are neglected. The work ethic that teachers have will have an impact on the commitment of the teacher's organization. A teacher who has a high work ethic will always strive to develop the organization in which he works through the development of his abilities, striving to be honest, disciplined, responsible, integrity and humble. This is in line with research by L. Suparmi, I.N. Natajaya and A.A.G. Agung (2020) which stated that there is a significant contribution between work ethic and the organizational commitment of teachers at Singaraja City State Elementary School.

Every teacher needs to continue to learn in order to develop their potential, so that teachers perform their functions potentially. However, not all teachers have high enough potential to be creative and improve performance. Therefore, it is very felt that there is a need for continuous and continuous coaching with a directed and systematic program for teachers and other educational personnel in schools. The teacher and education personnel development program is commonly referred to as academic supervision. Academic supervision is supervision that focuses on academic problems that encompass learning activities carried out by teachers to help students when they are in the learning process (Werang et al., 2023). Through academic supervision, it is hoped that the academic quality carried out by teachers will increase, not only emphasized on improving teachers'

knowledge and teaching skills, but also on increasing commitment, *willingness*, and motivation because by improving teachers' work abilities and motivation, the quality of learning will increase (Mansyur, 2021).

Based on the above, a teacher's organizational commitment is also influenced by academic supervision. Supervision activities require seriousness, willingness, and mastery of good supervision techniques and methods. Academic supervision is supervision that focuses on academic problems that encompass learning activities carried out by teachers to help students when they are in the learning process (Yudana, 2011). Supervising is not an action that is arbitrary, nor is it adjusted to the taste of a supervisor (subjective), but must be done objectively so that it is not used as a tool to punish the supervisor's dislike or displeasure with the teacher. Coaches and principals need to understand academic supervision related to the concept, definition, purpose, goal, function and technique of supervising so that they can do it appropriately, because supervision in education has a great influence on increasing teachers' work commitment, which in turn can improve the quality of education. What is also important in supervision is the process of following up on the results of the supervision. If not followed up, the supervision process that has been implemented is useless. This follow-up is necessary, because it will improve the academic quality of the teacher concerned if the results of supervision show weaknesses in the teacher.

Based on the background of the problem and the flow of thought as explained above, this study will further examine the problem of teacher organizational commitment through a study entitled "Contribution of Authentic Leadership, Work Motivation, Work Ethic and Academic Supervision to Teachers Organizational Commitment at SMP Negeri 2 Kuta Utara".

Research Methods

This research aims to determine: (1) the contribution of authentic leadership to the commitment of the teacher's organization, (2) the contribution of work motivation to the commitment of the teacher's organization, (3) the contribution of work ethic to the commitment of the teacher's organization, (4) the contribution of academic supervision to the commitment of the teacher's organization, and (5) the combined contribution of authentic leadership, work motivation, work ethic, and academic supervision towards the commitment of the teacher's organization at SMP Negeri 2 Kuta Utara. The research was conducted at SMP Negeri 2 Kuta Utara with a population of 76 teachers. The sampling technique used in this research was saturated sampling, so the entire population became the sample, totaling 76 participants. The research methods used were descriptive analysis and a quantitative approach, with correlation analysis, determination, and regression using the IBM SPSS Statistics 26 program, with an ex-post facto research approach. Data collection tools were used accordingly.

Results and Discussions

The results of the research in question are related to authentic leadership, work motivation, work ethic and academic supervision of the commitment of teacher organizations at SMP Negeri 2 Kuta Utara. Descriptions of authentic leadership data, work motivation, work ethic, academic supervision and teacher organizational commitment are presented in Table 1.

Table 1. Recapitulation of Results of Calculation of Authentic Leadership, Emotional Intelligence, Self-Efficacy, and Organizational Commitment to Teacher Performance

Descriptive Statistics	Authentic Leadership	Work Motivation	Work Ethic	Academic Supervision	Commitment of Teachers' Organizations
Mean	146.36	167.47	165.16	161.51	144,14
Median	145.5	166.5	164	161.5	144
Mood	140	148	167	160	145
Std Deviation	14.78	14.60	13.07	14.97	9,58
Variety	218.31	213.08	170.72	224.01	91,86
Stretch	60	61	62	67	48
Minimum	115	139	138	133	122
Maximum	175	200	200	200	170

The data presented in table 1 above shows an average authentic leadership score of 146.36, an average work motivation score of 167.47, an average work ethic score of 165.16, an average academic supervision score of 161.51 and an average score of teacher organizational commitment 144,14. Based on the results of the prerequisite test, it shows that data comes from population which has normal distribution. Data authentic leadership, work motivation, work ethic and academic supervision to teachers organizational commitment each has linier relationship. There are no multicollinearity problems, autocorrelation problems and heteroscedasticity problems in the research data. Since all prerequisite tests are met, hypothesis tests can be performed. Hypothesis test I, hypothesis test II, hypothesis test III, and hypothesis test IV were analyzed using simple regression analysis while hypothesis test V used multiple regression analysis.

Authentic Leadership's Contribution to Teachers' Organizational Commitments.

Based on the analysis that has been carried out, it shows that there is a significant correlation between authentic leadership and the commitment of the teachers' organization, with a correlation coefficient of 0.674. The results of this study are in line with the research conducted by Zeqing Xu and Nicholas Sun-Keung Pang (2024), titled "Promoting Teachers' Organizational Commitment: The Effects of Authentic Leadership, Teachers' Well-Being and Social-Emotional Competence." Their findings show that authentic leadership has a significant positive effect on the commitment of the teacher organization in schools in China.

One of the key elements of authentic leadership is consistency. The Principal of SMP Negeri 2 Kuta Utara demonstrates a strong commitment to the values of integrity and professionalism, which are reflected in his daily actions. By consistently acting in accordance with the values he believes in, he has succeeded in building trust among teachers. This trust is essential in strengthening teachers' commitment to the organization and the goals that have been set. Principals not only lead top-down but also encourage a collaborative work culture among teachers. He frequently holds discussions, regular meetings, and shares ideas to solve problems faced by teachers in the learning process. Based on the above description, it can be concluded that there is a significant influence between authentic leadership and the commitment of teacher organizations at SMP Negeri 2 Kuta Utara.

The Contribution of Work Motivation to The Commitment of The Teacher's Organization.

Based on the analysis that has been done, it shows that there is a significant correlation between work motivation and teacher organizational commitment. The correlation between work motivation and the commitment of the teacher's organization is significant, with a correlation coefficient of 0.827, indicating an effective contribution of 24.56%. The results of this study align with the research conducted by S.M. Oupen, A.A.G. Agung, & I.M. Yudana (2020), which shows a relationship between work motivation and organizational commitment, categorized as quite strong, with a contribution of 25.30%.

A teacher's work motivation can grow well if there is encouragement from within themselves. The main hope of a teacher is to become a good educator, so they can help their students achieve high accomplishments. This drives teachers to find new ideas that can be developed during teaching and learning activities to achieve optimal results. In addition, a sense of responsibility for the tasks they undertake provides moral encouragement for teachers to work well. Based on the above description, it can be concluded that there is a significant influence of work motivation on the commitment of the teacher organization at SMP Negeri 2 Kuta Utara.

The Contribution of Work Ethic to The Commitment of The Teacher's Organization.

Based on the analysis that has been carried out, it shows that there is a significant correlation between work ethic and the commitment of teachers' organizations. The correlation between work ethic and the commitment of the teacher's organization is significant, which is 0.865 with an effective contribution (SE) of 25.60%. The results of the study are in line with the results of research conducted by L. Suparmi, I.N. Natajaya & A.A.G. Agung (2020) show that there is a significant contribution between work ethic and the organizational commitment of teachers at Singaraja City State Elementary School. with a correlation coefficient of 0.572 and an effective contribution of 17%.

Work ethic plays an important role in increasing the commitment of teachers' organizations. The tasks and challenges as a teacher will continue to become more and more difficult, the demand to empower oneself, master and apply science and technology in the learning process has become a highlight to achieve the maximum quality of education. Teachers with a high work ethic will have a positive impact on the development of the quality of education, and vice versa teachers who still have a low work ethic, are lazy, insincere in teaching students, commit acts of violence, are not on time and discipline will hinder the development of the quality of education. Based on the description above, it can be concluded that there is a significant influence between work ethic and the commitment of the teacher organization at SMP Negeri 2 Kuta Utara.

The Contribution of Academic Supervision to The Commitment of The Teacher's Organization.

Based on the analysis that has been carried out, it shows that there is a significant correlation between academic supervision and the commitment of teachers' organizations. The correlation between academic supervision and the commitment of the teacher's organization was significant, which was 0.757 with an effective contribution (SE) of 21.35%. The results of this study are in line with the results of research conducted by D.A.K.M.C. Dewi, A.A.G. Agung & I.M. Yudana (2022), which shows that there is a significant contribution between the academic supervision of the principal and the

organizational commitment of teachers through the regression line equation $Y=55.339 + 0.480X$, a correlation of 0.337 effective contribution of 38.34%.

The Principal of SMP Negeri 2 Kuta Utara implements academic supervision based on collaboration, not just control or evaluation. With this approach, supervision is not only seen as an administrative obligation, but as an opportunity to jointly find solutions to learning challenges. Based on the description above, it can be concluded that there is a significant influence between academic supervision on the commitment of teacher organizations at SMP Negeri 2 Kuta Utara.

Contribution of Authentic Leadership, Work Motivation, Work Ethic, and Academic Supervision Simultaneously to The Commitment of Teacher's Organizations

Based on the analysis carried out, it is shown that there is a significant correlation between authentic leadership, work motivation, work ethic, and academic supervision together with the commitment of the teacher organization, with the equation: $\hat{y} = 29.906 + 0.113X_1 + 0.195X_2 + 0.217X_3 + 0.180X_4$. The correlation of authentic leadership, work motivation, work ethic, and academic supervision together with the commitment of the teacher's organization was significant, with a correlation coefficient of 0.912 and an effective contribution of 83.31%.

Teacher organizational commitment is a teaching behavior related to strong trust and acceptance of the organization's goals and values, the willingness to strive to achieve the interests of the organization, and the desire to maintain the position of a member of the organization in the school. Indicators that can measure organizational commitment variables include: (1) affective commitment, which is related to teachers' emotional relationships with their schools, identification with schools, and teachers' involvement with school activities. School members with high affective commitment will remain teachers in schools because they genuinely want to be there. (2) Ongoing commitment, which consists of the magnitude and/or amount of individual investment or side bets, and perceptions of the lack of other job alternatives. Teachers who feel they have invested significantly in the organization will feel a loss if they leave because they will lose what they have already given. Teachers who feel they have no other attractive job options will also feel a loss if they leave the organization, as they may not find anything better. (3) Normative commitment, which consists of individual experiences before entering the school organization (such as family or cultural socialization) and experiences while in the organization. Normative commitment is higher in teachers whose families or cultural backgrounds emphasize loyalty to the organization, and if the organization instills loyalty, employees will exhibit high normative commitment.

In increasing the commitment of teacher organizations, the principal of SMP Negeri 2 Kuta Utara implements authentic leadership. This leadership approach is oriented toward authentic values and builds strong relationships between leaders and team members. The Principal of SMP Negeri 2 Kuta Utara is always transparent in providing information to teachers regarding school policies, educational goals, and challenges faced. With transparent communication, teachers feel valued and involved in the decision-making process that affects the progress of the school. This increases their sense of commitment to the organization's vision and mission. The principal also appreciates the hard work and dedication of teachers in carrying out their duties and provides facilities and training to improve their professional competence. This approach helps align teachers' personal goals with the school's vision, creating a sense of ownership and

responsibility. Teachers feel their personal goals are valued and contribute to the school's overall success, thus increasing their commitment to the organization.

Work motivation plays a significant role in increasing the commitment of teachers' organizations. Indicators of teachers' work motivation include achievement, recognition, the work itself, responsibility, and the development of individual potential. By giving awards to teachers, especially for leading students to achieve high accomplishments, motivation is boosted. A well-maintained relationship and the absence of disputes among teachers promote equality in work, encouraging teachers to be more motivated to work and advance their careers. The commitment of teacher organizations increases as teachers are given the opportunity to enhance their potential. The study results show that the stronger the work motivation, the higher the commitment of the teacher organization, meaning that any increase in work motivation significantly improves organizational commitment.

Another factor that influences high organizational commitment is work ethic. Work ethic refers to a teacher's attitude toward their work, shown through sincere dedication, responsibility, integrity, enthusiasm, love for the job, creativity, diligence, excellence, and humility. A strong work ethic positively impacts educational quality, while a weak work ethic can hinder it. Teachers with a strong work ethic create innovative and engaging learning environments, while those with low work ethics may struggle with discipline and commitment. Therefore, fostering a strong work ethic is essential for maintaining high educational standards.

The implementation of academic supervision by the principal also contributes to increasing the commitment of teachers' organizations. The principal of SMP Negeri 2 Kuta Utara adopts a collaborative approach to academic supervision, viewing it not merely as control or evaluation but as an opportunity to find solutions to learning challenges. This approach ensures teachers feel valued and empowered, reinforcing their commitment to the organization. The principal provides constructive feedback and organizes training sessions, workshops, and discussions to enhance teachers' professional development. By giving teachers opportunities to develop their skills and understanding of the curriculum, the principal increases their sense of responsibility and commitment to school progress and educational quality.

In conclusion, it can be stated that authentic leadership, work motivation, work ethic, and academic supervision together have a significant influence on the commitment of the teacher organization at SMP Negeri 2 Kuta Utara.

Conclusion

The research concludes that authentic leadership, work motivation, work ethic, and academic supervision all significantly contribute to the teacher organization's commitment at SMP Negeri 2 Kuta Utara. Authentic leadership contributes 11.80%, work motivation 24.56%, work ethic 25.60%, and academic supervision 21.35%. Together, these factors account for 83.31% of the commitment, with a strong correlation of 0.912. Based on these findings, teachers are advised to maintain enthusiasm through training and self-development, set clear teaching goals, and be open to feedback. The principal is encouraged to foster trust and solidarity through an empathetic approach and design innovative academic supervision activities. Future research could further explore other factors to enhance teaching quality.

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