

The Influence of Participative Leadership, Organizational Commitment, Organizational Culture on the Retention Interest of Private High School Teachers in Sidoarjo District

Nela Budi Astuti¹, Syunu Trihantoyo², Ayu Wulandari³, Amrozi Khamidi⁴

¹ Universitas Negeri Surabaya; nelavasaa@gmail.com

² Universitas Negeri Surabaya; syunutrihantoyo@unesa.ac.id

³ Universitas Negeri Surabaya; ayuwulandari@unesa.ac.id

⁴ Universitas Negeri Surabaya; amrozikhamidi@unesa.ac.id

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Abstract

This study examines the influence of participative leadership, organizational commitment, and organizational culture on teacher retention intention in private senior high schools in Sidoarjo District. The novelty of this research lies in the integrated analysis of these three organizational factors within the context of private secondary education, where empirical studies remain limited. A quantitative approach with a causal associative design was employed involving 169 teachers from six private senior high schools selected through total sampling. Data were collected using questionnaires and analyzed through descriptive statistics, Pearson correlation, multiple linear regression, and bootstrap-based hypothesis testing. The results indicate that participative leadership ($p = 0.012$), organizational commitment ($p = 0.001$), and organizational culture ($p = 0.008$) each have a positive and significant effect on teacher retention intention. Simultaneously, the three variables significantly influence teacher retention intention, explaining 73.8% of its variance. These findings highlight the importance of leadership and organizational factors in strengthening teacher retention in private schools.

Keywords

Participative Leadership; Organizational Commitment; Organizational Culture; Teacher Retention Intention; Private Schools.



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INTRODUCTION

The quality of education can be used as a primary indicator of the success of educational provision. This success is greatly influenced by the quality of human resources, particularly teachers, as the primary implementers of the learning process. (Pujiharti, 2022) Teachers with high dedication, strong organizational commitment, and a desire to remain in the educational institution will positively contribute to the quality of learning. Conversely, teachers with low interest in remaining can disrupt school stability and reduce the effectiveness of the

educational process.(Lestari et al., 2023)Therefore, teacher retention is a crucial issue that deserves attention in the management of educational institutions.

Private schools currently face various challenges in retaining qualified teaching staff.(Nisa & Trihantoyo, 2024). One of the causes is inequality in welfare, high workloads, and more promising career opportunities in the government sector through the Government Employees with Work Agreements (PPPK) program. These conditions have led many teachers to consider changing jobs for better security and welfare. The high rate of teacher turnover has various negative impacts on schools. These impacts include increased recruitment and training costs, loss of institutional experience, and disruption to the continuity of the learning process.(Qomariyah & Duryat, 2024).

Teacher retention has a strategic role in maintaining the sustainability of the quality of education in schools.(Ekowati & Sa'adah, 2025)Teachers who stay in the workforce for a long time tend to have a better understanding of student characteristics, school culture, and the organizational goals they wish to achieve. The presence of experienced teachers can also increase the effectiveness of the learning process because they have acquired competencies and skills honed through work experience.(Mea, 2024)On the other hand, high teacher turnover rates can cause instability in the implementation of school programs and hinder the achievement of educational targets.(Nisa & Trihantoyo, 2024). Therefore, efforts to retain teachers are a crucial aspect of human resource management in the school environment.

The interest in teacher retention is not only due to individual factors, but also due to organizational factors that are able to create a bond between teachers and schools.(Agustina & Berlian, 2026). Leadership that involves teachers in the decision-making process, strong organizational commitment, and a positive organizational culture are believed to increase a sense of belonging to the institution.(Amri et al., 2025)These three factors are interconnected in creating a work environment that supports teacher career sustainability. When teachers feel valued, trusted, and supported by the organization, they are more motivated to contribute their best to the school. Therefore, strengthening leadership, organizational commitment, and organizational culture is a crucial step in increasing teacher retention in private schools.

One factor thought to influence teacher retention interest is the principal's participatory leadership. Participatory leadership involves all teachers when decisions are made and school programs are implemented.(Komara et al., 2023)This involvement can increase teachers' sense of appreciation, belonging, and motivation in carrying out their duties. Teachers who feel their opinions are valued tend to have better relationships with the organization. This, in turn, can increase teachers' desire to remain at their schools.

In addition to participatory leadership, organizational commitment is also an important factor influencing teacher retention interest.Meyer & Allen (1997)Organizational commitment reflects an individual's closeness to their organization through attitudes, norms, and continuity. Teachers with high commitment are more loyal to their school and have a strong desire to remain with their organization. This commitment can grow when teachers feel appreciated, supported, and have opportunities for professional development. Therefore, the

higher a teacher's organizational commitment, the more likely they are to remain in the educational institution.

Organizational culture also plays a crucial role in creating a work environment that supports teacher retention. Organizational culture can be defined as a system of values, rules, and beliefs that serve as guidelines for its members. (Hasanah et al., 2023) A positive culture can foster a comfortable work environment, collaboration, and a sense of mutual support among school members. A conducive work environment will optimize teacher satisfaction and engagement with the school. Therefore, a positive organizational culture can be a factor in high teacher retention rates. Recent developments in educational human resource management have highlighted teacher retention as a critical issue, particularly in private educational institutions facing increasing competition for qualified teachers. Following the expansion of digital transformation in education, changing employment preferences, and the implementation of government teacher recruitment programs, schools are required to adopt more effective leadership and organizational strategies to retain teaching staff. Recent studies have shown that supportive leadership practices, strong organizational commitment, and a positive organizational culture significantly influence teachers' intention to remain in their institutions. For instance, studies conducted by Amri et al. (2025), Ekowati and Sa'adah (2025), Hasanah et al. (2023), and Nisa and Trihantoyo (2024) reported that organizational and leadership factors play an essential role in reducing turnover intention and strengthening teacher retention. These findings indicate that teacher retention should be viewed not only as an individual decision but also as an outcome of organizational conditions that foster professional satisfaction, engagement, and long-term commitment.

Preliminary data from several private high schools in Sidoarjo District indicate fluctuations in indicators of participatory leadership, organizational commitment, organizational culture, and teacher retention intentions. This indicates that the relationships between these variables are not yet fully consistent and warrant further investigation. Furthermore, research examining the simultaneous impact of participatory leadership, organizational commitment, and organizational culture on teacher retention intentions is still limited. Most previous studies have addressed the influence of each variable separately on teacher performance, work motivation, or job satisfaction. This limitation indicates a research gap that needs to be filled through a more comprehensive study of the factors influencing teacher retention intentions.

Based on the above description, this scientific study was conducted to analyze the impact of participatory leadership, organizational commitment, and organizational culture on teacher retention interest in private high schools in Sidoarjo District. The results of this scientific study are expected to provide considerations for school principals and educational institution managers in formulating more effective human resource management policies. Thus, efforts to improve leadership quality, optimize organizational commitment, and foster a positive culture within the organization can be efforts to optimize teacher retention and support the sustainability of educational quality.

METHODS

This study applies a quantitative approach with a causal associative design to analyze the influence of participative leadership, organizational commitment, and organizational culture on teacher retention intention. The population consisted of all 169 teachers from six private senior high schools in Sidoarjo District. A saturated sampling technique was employed, in which the entire population was used as the research sample. The respondents consisted of male and female teachers with diverse educational backgrounds, age groups, and lengths of service, providing a comprehensive representation of teacher characteristics in private senior high schools. Data were collected from January to March 2026 through the distribution of structured questionnaires administered directly to respondents. The study used participative leadership (X1), organizational commitment (X2), and organizational culture (X3) as independent variables, while teacher retention intention (Y) served as the dependent variable.

The Pearson Product Moment correlation formula and Cronbach's Alpha coefficient were applied to validate the instrument. Data analysis began with descriptive statistics followed by testing the analysis requirements, including linearity and multicollinearity tests, as well as the bootstrap approach as a resampling method to improve estimation accuracy without relying on the assumption of data normality. The multicollinearity test was conducted to detect high correlations between variables using a Tolerance value > 0.10 and a Variance Inflation Factor (VIF) < 10 . The heteroscedasticity test was used to check whether the variance of the residuals was constant for all predicted values using a Scatterplot.

FINDINGS AND DISCUSSION

Findings

Classical Assumption Test Results

This test aims to demonstrate that the data meets the requirements for regression analysis. Hypothesis testing is used to examine the impact of participatory leadership, organizational commitment, and organizational culture on the retention intentions of private high school teachers in Sidoarjo District. A summary of the test results is presented in Tables 1, 2, 3, and 4:

Table 1. Kolmogorov-Smirnov Normality Test Results

Indicator	Sig.	Criteria	Conclusion
Residual	0.001	Sig. < 0.05	Data is not normally distributed, analysis using Bootstrap

Table 1 shows a significance value of 0.001 (< 0.05), meaning the research data is not normally distributed. Therefore, inferential analysis was conducted using the Bootstrap method. The Bootstrap test results indicate that Participative Leadership (X1), Organizational Commitment (X2), and Organizational Culture (X3) have a positive and significant effect on Teacher Retention Interest (Y).

Table 2.Multicollinearity Test Results

Variables	Tolerance	VIF	Criteria	Conclusion
X1	0.446	2,240	Toll > 0.10; VIF < 10	Multicollinearity does not appear
X2	0.394	2,538	Toll > 0.10; VIF < 10	Multicollinearity does not appear
X3	0.282	3,548	Toll > 0.10; VIF < 10	Multicollinearity does not appear

Table 2 shows the results of the multicollinearity test showing that all x variables have tolerance values exceeding 0.10 and VIF less than 10, so that symptoms of multicollinearity do not appear.

Table 3.Linearity Test Results

Variable Relationship	Sig.	Criteria	Conclusion
X1 →Y	0.778	Sig. > 0.05	Linear
X2 →Y	0.167	Sig. > 0.05	Linear
X3 →Y	0.001	Sig. < 0.05	Non-linear

Table 3 shows that the linearity test shows that the relationship between X1 and X2 with Y is linear, while X3 shows a deviation from linearity.

Table 4.Test ResultsHeteroscedasticity

Indicator	Results	Criteria	Conclusion
Scatterplot	Random scatter points	Does not form a pattern	Free of heteroscedasticity

Table 4 shows that the heteroscedasticity test shows that the points are spread randomly, so the model is free from heteroscedasticity.

Hypothesis Test Results

The results of the hypothesis test were carried out through testing with the partial test formula with Bootstrap, determination coefficient test, and F test. The detailed test results are in Tables 5, 6, and 7:

Table 5.Bootstrap Test Results

Indicator	Lower Bound	Upper Bound	Conclusion
X1 →Y	0.028	0.224	Positive and significant impact
X2 →Y	0.348	0.793	Positive and significant impact
X3 →Y	0.107	0.621	Positive and significant impact

Table 5 shows that the bootstrap test shows that variables X1, X2, and X3 have a positive and significant impact on teacher retention interest. This is evident from the lower and upper bound values, which are all positive and do not exceed zero. Therefore, the partial hypothesis in this study is accepted.

Table 6.Results

Indicator	Sig.	Conclusion
Adjusted R ²	0.738	73.8% explained by the model; 25.7% by other factors

Table 6 shows the results of the Adjusted R² value, namely 0.738, which confirms that 73.8% of the variation in teacher retention interest can be explained by participative leadership, commitment in the organization, and culture in the organization, while the remaining 25.7% is influenced by other factors.

Table 7.F Test Results

Indicator	Sig.	Criteria	Conclusion
Sig. F	0.001	Sig. < 0.05	Significant model
F count	159,117	-	Significant simultaneous effect

Table 7 shows the results of the F test with a significance value of 0.001 with an F count of 159.117, meaning that all x variables simultaneously have a significant impact on teacher retention interest.

Discussion

The Influence of Participative Leadership on Teacher Retention Interest

Based on the results of the statistical analysis presented, it shows very strong and significant findings. The participatory leadership variable (X1) shows a regression coefficient value (β) has a positive value of 0.127 with a contribution value (standardized beta coefficients) of 0.202. The bootstrap estimation results show that this partial relationship has a lower bound range of 0.028 and an upper bound of 0.224.

The principal's participatory leadership implements concrete actions in carrying out their duties. The principal's ability to provide opportunities for teacher participation is a key factor in teacher retention. This is evidenced by a correlation value of 0.885 in statement number 3, which states that the principal invites discussion regarding the impact of a decision before the decision is officially established. Psychologically, when teachers are invited to discuss the impact of a regulation before it is ratified, they will feel valued, valued, and considered important. This means that teachers do not feel like "laborers/workers" who are simply ordered around, but rather as "strategic partners." Therefore, when the decision is finally officially ratified, teachers will implement it sincerely and responsibly because they feel they have participated in "guarding" the birth of the regulation.

The principal's awareness of discussing the policy's impact early on logically led to subsequent concrete actions, namely, the principal accepting ideas for their benefits to the school's progress, not because of their position. In a school environment, the initial open discussion space would be meaningless if the voices heard only came from the school's elite, such as the Vice Principal or senior teachers. However, the high correlation value of 0.875 on this indicator demonstrates an extraordinary contextual fact on the ground. The principal has successfully broken down the wall of seniority. During teacher council meetings, he no

longer looks at "who" is speaking—whether it is a young honorary teacher or administrative staff—but focuses on "what" the idea contains. As long as the ideas put forward are reasonable and proven to bring real benefits to teaching effectiveness or student achievement, the principal will immediately absorb and use them as a basis for decision-making.

The principal's objective approach in filtering these ideas ultimately culminated in the third highest indicator, namely the principal providing a sense of comfort in expressing differing views (correlation value 0.872). In practice, a teacher's courage to propose a useful idea will never emerge without first ensuring a sense of psychological safety. In many schools, teachers often choose to remain silent for fear of being labeled as rebellious or for fear of complicating their performance appraisal if they dare to challenge their superiors' instructions.

Theoretically, this research scientifically supports Blau's social exchange theory. This theory states that interpersonal relationships in the workplace are based on the principle of reciprocity. As a form of reciprocity, teachers will reciprocate this positive treatment by providing high work loyalty and committing to long-term dedication to the company. This condition is in line with the real situation at the research location. As stated by Artisti and Vesti Nadari (2025) in the journal *Festival Riset Ilmiah Manajemen (Management Scientific Research Festival)*, it has been proven that a leadership style that involves teachers in decision-making increases commitment and loyalty to the school.

Although the top three indicators indicate that the principal's participatory leadership has been very effective in daily interactions, the correlation analysis leaves room for evaluation of strategic aspects. The statement with the lowest correlation value was "the principal involved me in the preparation of the RKT (school strategic program)," with the lowest correlation value of 0.669. Contextually, this contrast reflects the reality of school bureaucratic governance. Teachers do indeed feel very involved in daily discussions that directly impact teaching techniques and classroom activities. However, when the discussion shifts to macro-level matters such as the preparation of the Annual Work Plan (RKT) or the School Activity and Budget Plan (RKAS), teacher involvement decreases dramatically. In the field, these high-level administrative and financial processes are often still considered "kitchen matters" that revolve only around the limited scope of the Principal, Vice Principal, Treasurer, and School Committee. As a result, teachers feel a structural distance from the RKT document because they often only learn about the school's strategic program after its approval, rather than during its design.

This limited involvement in macro planning logically aligns with the statement of concern in this study, namely, "My opinion or choice has a significant influence on the final decision," with a correlation value of 0.702. Within the school environment, this low correlation value captures a psychological phenomenon experienced by teachers during meetings. Although the initial paragraph demonstrated that the principal was very open to listening to complaints and accommodating ideas, teachers in the field felt that ultimately,

the "veto power" or final decision remained firmly in the principal's hands. Teachers felt that their opinions often served only as formalities during meetings, without actually changing the direction of the final decision if the principal already had a specific inclination or instructions from the foundation. This condition made teachers feel that their contributions were not yet able to intervene or significantly change the final school policy.

This series of limitations then culminates in the third lowest indicator, namely, in important meetings, the principal grants equal rights to every teacher, with a correlation value of 0.787. This condition indicates ripples of inequality within the school's official forum. Contextually, the term "important meeting" in schools usually refers to plenary meetings regarding class promotions, graduations, or the allocation of budgets for major activities. In crucial situations like these, the principal often unconsciously prioritizes or gives greater speaking space to core management (vice principals or senior teachers) because they are considered to have a better understanding of quality assurance regulations. Meanwhile, regular teachers or new teachers tend to be positioned as mere listeners or givers of approval. The combination of these three lowest values provides a clear contextual portrait: the principal's participatory leadership only touches the surface of daily social interactions, but is not yet fully equitable in terms of the distribution of power and strategic decision-making in the institution.

The implications of this participatory leadership dynamic suggest that to sustainably improve organizational effectiveness, principals can no longer rely solely on warm social relationships or openness in daily communication. Practically, if principals continue to limit teacher involvement to the technical level of teaching and close the door to the development of the RKT and final decision-making, teachers will become psychologically exhausted in the long term. Teachers will feel that their attendance at important meetings is merely a formality for school policy. Future strategic implications require principals to boldly implement governance reforms, namely by providing more tangible delegation for teachers in the institutional macro-planning realm. When teachers are given a voice that has a real impact on final decisions and are involved from the outset in designing the school's future, organizational commitment, sense of ownership, and work motivation will significantly increase, contributing to the improvement of the quality of education at that school.

The findings of this study provide important theoretical implications for the development of Social Exchange Theory proposed by Blau, which argues that employees tend to reciprocate positive treatment received from the organization through attitudes and behaviors that support organizational sustainability. The results confirm that participative leadership functions as a form of organizational support perceived by teachers through involvement in discussions, openness to ideas, and the opportunity to express differing opinions, thereby fostering trust, respect, and a sense of psychological ownership toward the school. These conditions encourage teachers to develop stronger retention intentions as a form of reciprocal response to the positive treatment they receive. Furthermore, this study extends the literature on participative leadership by demonstrating that its influence on

teacher retention intention is not limited to daily communication and interpersonal relationships but is also determined by the extent of teacher involvement in strategic decision-making processes. This finding indicates that meaningful participation, both at operational and strategic levels, serves as an important mechanism for strengthening long-term teacher attachment to educational institutions and contributes to the refinement of leadership theories within the context of educational organizations.

The Influence of Organizational Commitment on Teacher Retention Interest

Based on the results of the data analysis that has been conducted, it was found that organizational commitment has a positive and significant influence on teacher retention interest in schools. This is evidenced by the estimated value of the bootstrapping interval with a lower bound value of 0.380 and an upper bound of 0.793. These figures prove that organizational commitment is the most dominant determining factor in influencing retention interest. Every one unit increase in organizational commitment will increase retention interest by 0.585. Because the range of interval values is entirely positive and does not pass or include the number zero (0), it can be statistically concluded that the hypothesis stating that there is a very positive influence of organizational commitment on retention interest is convincingly accepted.

Based on the results of data analysis, the organizational commitment variable (X2) in this study gave rise to very interesting findings, where continuance commitment emerged as the most prominent and dominant indicator compared to affective (emotional) commitment and normative commitment (moral obligation). Based on Meyer and Allen's organizational commitment theory, continuance commitment refers to a form of commitment based on cause-effect analysis, where an employee chooses to stay in the organization because they feel the costs or losses they must bear are too great if they decide to leave. In this private high school in Sidoarjo District, the prominence of this continuance commitment is reflected very strongly.

My statement feels heavy leaving this school because the working relationship has been very solid and comfortable with colleagues with a value of 0.805, in reality in the field, the teaching profession is a stressful teamwork—from developing learning materials, achieving curriculum targets, to dealing with various characters of students and parents. When teachers face such heavy challenges, the presence of a supportive, conflict-free (toxic), and mutually helpful teacher room environment becomes a very valuable asset. Teachers feel that the "social cost" they must pay to adapt again from scratch in a new environment will be too high if they leave this school, because harmony with colleagues has now become a comfort zone that maintains their mental stability at work.

This situation aligns with the statement, "I feel sorry to leave this school because I've built my career from scratch here, with a score of 0.794." In the context of education, building a career from the ground up means both emotional and material struggle. Many teachers at this school may have started their journey as honorary teachers, interns, or contract teachers with minimal welfare, eventually achieving more established positions, being trusted to hold

certain positions (such as homeroom teachers or laboratory heads), or obtaining certifications. Meyer and Allen refer to this as an investment. Teachers feel that if they move to another school, their entire track record, reputation, and the sacrifice of time they have invested from scratch in this school will be forfeited and no longer recognized in their new place.

This phenomenon is further enhanced by the statement, "I feel it is currently very difficult to find a teaching position at another school that offers the job stability offered by this school," with a score of 0.741. Contextually, this statement captures a realistic picture of the intense competition and uncertainty of the current job market in the education sector. Many private schools and other schools implement short-term contracts that are prone to layoffs, or impose heavy workloads without guaranteed welfare. The job stability offered by current schools—whether in terms of guaranteed teaching hours, regular salaries, or the guarantee of no unilateral layoffs—serves as a strong defense. Teachers rationally recognize that the alternatives out there are very risky, so remaining at this school is the safest option for securing their livelihoods and economic future.

Although the continuance commitment dimension is the primary driver of teacher retention, there appears to be a shift in moral values. Continuance commitment statement number 35, with the statement "leaving this school means I have to bear a significant financial risk due to the loss of my primary source of income," has the lowest correlation value of 0.549. Based on Meyer and Allen's theory, this indicator actually falls under the umbrella of continuance commitment (economic/financial aspects). However, this low correlation value contextually reflects an interesting fact in the field: teachers at this school choose to stay not solely because they are "financially trapped" or have no other survival options. This indicates that their primary motivation for staying has shifted to the comfort of social relationships and career rewards (as in the previous highest value), so that the fear of poverty or the loss of basic salary is no longer the main anchor holding them back at this school.

This condition aligns with the findings of the second lowest indicator that begins to touch on the normative commitment dimension, namely the statement "For me, changing schools in a short time is an action that does not demonstrate integrity as an educator" with a correlation value of 0.569. According to Meyer and Allen, normative commitment is based on a sense of obligation, loyalty, and moral values (ought to commit). The low correlation value in this item provides a contextual picture of teachers' modern views on the concept of career. In the current era, blind loyalty that considers job transfer as an act of "integrity flaw" has begun to fade among educators. Teachers view that changing schools for professional development, seeking new experiences, or improving welfare is a natural career right professionally and has nothing to do with the degradation of their morals or integrity as a teacher.

The statement "I feel morally guilty if I leave my students in the middle of the school year because it will disrupt their learning stability" has a correlation value of 0.655. In the

real world of education, changing teachers mid-semester is often avoided because it has the potential to disrupt the emotional closeness and ongoing rhythm of students' learning. However, the inclusion of this statement in the bottom 3 group indicates a pragmatic dilemma in the field. Although teachers conscientiously care about the fate of students' learning, this moral burden is no longer strong enough to bind them if in the future there are much more promising external opportunities. This value suggests that normative commitments in the form of guilt towards students are starting to loosen, teachers tend to be realistic in that the stability of student learning is the responsibility of the school system as a whole, not the burden of individuals who must sacrifice their personal career choices.

The implications of this dominant continuance commitment based on social comfort and career track record suggest that teacher loyalty to the school is conditional and psychologically transactional. Teachers remain not because they feel ideologically bound (affective) or morally indebted (normative) to the school, but because the social and career investments they have made in the school are too valuable to relinquish. This commitment, underpinned by a cost-benefit analysis, is highly vulnerable to oscillation. Because guilt toward students (normative) and fear of losing their primary source of income are at their lowest, this suggests that if a competing school dares to offer equal job stability, faster career progression, and a similarly comfortable social climate, teachers will not hesitate to resign immediately.

These results are related to studies from Giovanni et al., (2023) which states that organizational commitment has a direct impact on employee retention. In the educational context, teachers with high commitment will have greater loyalty to their school and be better prepared to face various work challenges. They stay not only for economic reasons, but also because of an emotional attachment to the school's vision and mission. This situation suggests that strengthening organizational commitment can be an effective strategy in reducing teacher turnover rates. Therefore, schools need to create various programs that can increase teachers' sense of attachment to the organization.

The findings of this study provide important theoretical implications for the development of Meyer and Allen's Three-Component Model of Organizational Commitment. While previous studies generally emphasize affective commitment as the strongest predictor of employee retention, the present study reveals that continuance commitment plays a more dominant role in shaping teachers' retention intention within private educational institutions. This finding suggests that retention intention is not always driven by emotional attachment or moral obligation, but can also emerge from accumulated social investments, career achievements, professional networks, and perceived employment stability. Therefore, the study extends the application of organizational commitment theory by demonstrating that, in the educational context, continuance commitment may function as a strategic retention mechanism when teachers perceive high social and professional costs associated with leaving the organization. These results contribute to the organizational behavior literature by highlighting that the relative influence of commitment dimensions

may vary across institutional settings and employment conditions, thereby enriching the theoretical understanding of teacher retention in private schools.

The Influence of Organizational Culture on Teacher Retention Interest

The results of the statistical analysis indicate that organizational culture has a positive and significant effect on teacher retention interest. The bootstrapping test produced a 95% confidence interval ranging from 0.107 to 0.621, entirely within the positive range and excluding zero. This finding confirms that a stronger organizational culture is associated with a higher intention among teachers to remain in their schools.

Based on Edgar Schein's organizational culture theory, culture consists of three interconnected levels: artifacts, espoused values, and underlying assumptions. The findings reveal that the strongest aspect of organizational culture lies in the dimension of espoused values. The statement "honesty and ethics are the main priorities in every school activity" obtained the highest correlation value (0.862), indicating that teachers perceive strong alignment between the values promoted by the school and their implementation in daily practices. Transparency, fairness, and ethical behavior have become important foundations for building trust among school members. At the level of underlying assumptions, the statement "an idea is considered correct because of its quality, not because of someone's position" achieved a high correlation value (0.811). This finding suggests that the school has developed a culture that values professionalism and objectivity. Teachers feel that ideas are assessed based on their merit rather than hierarchical status, creating an environment that supports innovation, open communication, and professional collaboration. This condition is reinforced by another strong indicator showing that teamwork is emphasized more than unhealthy competition (0.801). Teachers perceive school success as a collective responsibility, encouraging cooperation in instructional planning, problem-solving, and school improvement initiatives.

Despite these strengths, several weaknesses emerged at the artifact level of organizational culture. The lowest correlation value (0.486) was found in the statement regarding routine awards for outstanding teachers. This result indicates that although strong values of integrity and teamwork exist, the school has not fully translated these values into formal recognition systems. Appreciation for teacher performance is often expressed informally rather than through structured reward mechanisms. Consequently, opportunities to strengthen motivation through tangible recognition remain limited. Additional weaknesses appear in physical and technological facilities. The indicator concerning workplace comfort obtained a correlation value of 0.625, while the availability of technological facilities scored 0.698. These findings suggest that although teachers experience a positive social and cultural environment, supporting infrastructure has not fully met their professional needs. Limitations in workspace conditions, digital resources, or technological support may reduce the effectiveness of teaching activities and hinder innovation.

From a theoretical perspective, these findings reinforce Schein's argument that a strong organizational culture develops when values and assumptions are consistently shared

among organizational members. The study demonstrates that teacher retention is influenced not only by visible organizational practices but also by deeply embedded beliefs that shape daily interactions. Shared values of honesty, collaboration, and professional respect create psychological attachment between teachers and the institution, encouraging them to remain within the organization. This finding extends organizational culture theory by showing that retention intentions in educational institutions are strengthened when cultural values foster trust, belongingness, and professional recognition.

The results are consistent with previous studies indicating that a positive school climate contributes to employee well-being, organizational commitment, and retention. Teachers working in supportive environments tend to experience stronger social relationships with colleagues and school leaders, resulting in greater job satisfaction and organizational attachment. Therefore, organizational culture serves as an important strategic factor in reducing teacher turnover and maintaining institutional stability. The findings also imply that schools should strengthen the alignment between cultural values and organizational practices. Establishing transparent reward systems, improving workplace facilities, and enhancing technological infrastructure would enable schools to translate their positive values into tangible organizational experiences. Such improvements would not only reinforce teacher engagement but also increase retention intentions and support long-term educational quality.

The Simultaneous Influence of Participative Leadership, Organizational Commitment, and Organizational Culture on Teacher Retention Interest

The results of the simultaneous test indicate that participative leadership, organizational commitment, and organizational culture together have a significant effect on the retention interest of private high school teachers in Sidoarjo District. This can be seen from the significance value of 0.001, which is less than 0.05. These results indicate that the application of this study model can explain the relationship between variables x and y well. In other words, teacher retention interest does not depend solely on one factor, but also the interaction of several other organizational factors. All of these study variables together form a work environment that supports the sustainability of teacher careers.

The Adjusted R^2 value of 0.738 indicates that 73.8% of the variation in teacher retention interest can be explained by participatory leadership, organizational commitment, and organizational culture. The remaining 26.2% is the impact of factors outside the study model, such as compensation, job satisfaction, welfare, family environment, and career opportunities. The high coefficient of determination indicates that all x variables contribute strongly to explaining teacher retention interest. This finding demonstrates that human resource management in schools cannot be done in isolation. An integrated approach is needed to ensure teachers have a strong desire to remain in the organization.

The results of this study reinforce the view that a school's success in retaining teachers is determined by the quality of the principal's leadership, the level of organizational commitment, and the organizational culture that develops in the workplace. Teachers are

more likely to stay if they feel valued, have a sense of belonging to the school, and work in a conducive environment. These three factors complement each other in creating teacher comfort and loyalty to the organization. Therefore, principals and foundations should develop policies oriented towards increasing teacher participation, strengthening organizational commitment, and fostering a positive organizational culture. This will ensure the stability of the teaching staff, thereby continuously improving the quality of education in private schools.

CONCLUSION

Based on the research results, the synthesis determined that participatory leadership, organizational commitment, and organizational culture have a positive and significant impact on the retention interest of private high school teachers in Sidoarjo District, both partially and simultaneously. The results of the study indicate that the higher the involvement of teachers in decision-making, the stronger the organizational commitment of teachers, and the more positive the organizational culture created in the school environment, the higher the interest of teachers to remain in the organization. The three x variables together can explain 73.8% of the variation in teacher retention interest, then the rest is caused by other factors outside this study. Therefore, the principal and the foundation should make suggestions to implement more participatory leadership, strengthen organizational commitment through increased involvement and appreciation of teachers, and build a collaborative, conducive organizational culture that supports teacher professional development in order to increase retention of educators and maintain the sustainability of the quality of education in private schools.

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