

## The Influence of Organizational Culture and Non-Physical Work Environment on Organizational Commitment Among High School Teachers at Bina Muda Cicalengka

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### ABSTRACT

Education is one of the main pillars of national development, determining the quality of human resources. Educational success is determined not only by the quality of individual teachers but also by organizational commitment. When each teacher demonstrates a high level of loyalty in carrying out their duties and responsibilities, it positively impacts the quality of education. Therefore, it is crucial for every institution to have teachers with a high level of loyalty. This study aims to determine the influence of organizational culture and non-physical work environment on organizational commitment among teachers at SMA Bina Muda Cicalengka, both partially and simultaneously. This study uses a quantitative method with data analysis in the form of multiple linear regression with the help of SPSS version 27. The data collection technique was carried out by distributing questionnaires to 52 non-permanent teachers with a work period of more than five years. This study shows the following results: 1). Organizational culture has a positive effect on organizational commitment among teachers at SMA Bina Muda Cicalengka; 2). The non-physical work environment does not affect organizational commitment among teachers at SMA Bina Muda Cicalengka; 3). Organizational culture and non-physical work environment affect organizational commitment among teachers at SMA Bina Muda Cicalengka. This shows that the stronger the organizational culture and the better the non-physical work environment, the stronger the organizational commitment of teachers.

### KEYWORDS

*Organizational Culture, Non-Physical Work Environment, Organizational Commitment.*



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### INTRODUCTION

Education is one of the main pillars in national development to determine the quality of human resources in the future. This can be seen from the Human Development Index (HDI) data published by the Central Statistics Agency (2024), where education is one of the main factors in it. In 2024, Indonesia's HDI will reach 75.02 points, which is an increase of 0.63 points or 0.85% compared to the achievement in the previous year which was at 74.39.

Although it shows an increase in this achievement, it is still relatively low when compared to the global level. In the Human Development Report 2023/2024 published by the United Nations Development Programme (UNDP), Indonesia is ranked 112th in the world below Palestine, South Africa, and Vietnam. At the Asian level, Indonesia is ranked 8th and regionally Southeast Asia, it is ranked 6th (Unesa.ac.id, 2024). This situation shows that efforts to improve the quality of education in Indonesia still need to be strengthened, both in terms of quality equity and implementation at the education unit level.

The importance of education is affirmed in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which states that education is a process that is used consciously and planned to create learning that motivates students to develop spiritual potential, self-control, intelligence, morals, and skills that are useful for themselves and society. Education can also be understood as a conscious and structured process that aims

to guide students in developing their physical and spiritual potential (Hidayat & Abdillah, 2019).

In this context, the success of educational provision is inseparable from the role of the human resources involved, particularly teachers as the primary implementers of the learning process (Alkahtani, 2016; Burhanuddin et al., 2018; Daslim et al., 2023; Habibah et al., 2024; Idrus, 2022; Muflih et al., 2025; Yusuf & Syarif, 2017). The success of an organization, including educational organizations, depends heavily on the ability of human resources to optimally carry out tasks to achieve predetermined goals (Rianto & Prabowo, 2025). Human resources are a crucial component because they act as the primary drivers and determine the direction of organizational activities (Febrian & Romi, 2024).

In the formal education system, teachers are human resources that are very important in determining the success of the teaching and learning process (Lubis & Jaya, 2019; Idrus, 2022). Sanjani (2020) states that teachers are professional educators who play a role in educating, teaching, and training students, as well as contributing to humanitarian and societal aspects. Therefore, the ability of teachers to carry out these roles optimally is the key to creating a quality learning experience, which ultimately has a direct impact on the quality of education as a whole (Enny, 2019; Nurdin et al., 2023; Sinambela, 2016).

However, the success of the learning process is not only determined by the quality of teachers and the professionalism of individual teachers but must also be accompanied by a strong organizational commitment. Organizational commitment is an important aspect in reflecting the willingness of teachers to make an active contribution in achieving the goals of a school.

Commitment itself is a basic attitude inherent in a person's heart and mind, which serves to direct and control behavior to remain consistent with the agreement or responsibility that has been agreed upon from the beginning (Wahyudi & Salam, 2020). With a strong commitment in every member of the organization, including teachers, they will tend to show dedication and responsibility in carrying out their roles optimally (Fitrianingsih & Budiansyah, 2019).

Schools are educational institutions that have an important role in shaping the character and competence of students. One of the educational institutions that shows commitment to improving quality is Bina Muda Cicalengka High School, a private school in Bandung Regency that seeks to realize the vision of an Islamic attitude of life, excel in achievements, and have an environmental culture. This school has a mission to develop religious, creative, innovative attitudes, and improve teacher professionalism in an effective learning process. However, the success of realizing this vision and mission is highly dependent on the level of commitment of teachers in carrying out their duties and responsibilities. The phenomenon at SMA Bina Muda Cicalengka shows that some teachers have low commitment, as seen from their lack of involvement in activities outside of teaching hours such as literacy, tadarus, clean Fridays, and teacher recitation. This low participation illustrates a lack of belonging and emotional attachment to the school.

Teachers' commitment to school organizations is influenced by various factors, one of which is organizational culture. This culture serves as a guide for behavior and interactions, thus forming a unique identity and character that distinguishes one organization from another. According to (Rizal & Mulyana, 2021), Organizational culture is defined as shared values and

beliefs that shape member identity, enhance collective commitment, strengthen the stability of the social system, and control member behavior.

According to Ariefahnou et al. (2024) and Gusnita (2024), a good organizational culture can increase teachers' work commitment, while Amalia & Astuti (2020) explain that organizational culture includes values, norms, and beliefs that develop within schools. Based on the results of interviews at SMA Bina Muda Cicalengka, of the twelve cultural activities designed to support religious values, togetherness, and professionalism, only four activities are routinely carried out, namely congregational Dzuhur prayers, monthly meetings, zakat collection ahead of Eid al-Fitr, and family gatherings. The other eight activities have not run consistently, showing the weak implementation of organizational culture. Lack of teacher participation in these activities leads to low emotional attachment, loyalty, and collective responsibility to school goals. Therefore, strengthening a participatory organizational culture is an important step to increase the commitment of teachers at Bina Muda Cicalengka High School.

In addition to organizational culture, the non-physical work environment also plays an important role in building teacher commitment. Research by Gede Krishnabud et al. (2023) and Vinanti et al. (2025) shows that a good non-physical work environment is able to increase a sense of security, social support, and emotional reward in the workplace. However, based on interviews with teachers and Public Relations of Bina Muda Cicalengka High School, there are still challenges such as gaps between senior and junior teachers, communication that has not been open, and low teamwork. The difference in generation and working period causes miscommunication that negatively impacts the work atmosphere. As a result, some teachers are reluctant to express their opinions in meetings and are less active in collective activities. This condition shows that the non-physical work environment has not fully supported the involvement and commitment of teachers. Therefore, a study entitled "The Influence of Organizational Culture and Non-Physical Work Environment on Organizational Commitment among Teachers at Bina Muda Cicalengka High School" was conducted to analyze teachers' responses to organizational culture and the non-physical work environment. This study is expected to provide theoretical and practical benefits in efforts to strengthen organizational commitment through a strong school culture and a conducive non-physical work environment.

## **METHOD**

Research methods, according to Sugiyono (2024), are scientific approaches used to obtain data based on scientific characteristics with a specific purpose (Habibah, Abdurahman, & Pratama, 2024). In this study, the author uses a quantitative method, which is interpreted as a method based on the philosophy of positivism. This method aims to research a specific population or sample, by collecting data through research instruments and statistical quantitative data analysis to test the hypothesis that has been established (Sugiyono, 2024). Research variables are attributes or traits that have certain variations, which are set to be studied and conclusions drawn (Sugiyono, 2024). In this study, there are three variables: two independent variables (X1: organizational culture and X2: non-physical work environment) and one dependent variable (Y: organizational commitment). These variables are elaborated into concepts, sub-variables, indicators, and scales, where organizational culture includes

innovation and risk-taking, courage to take initiative, and orientation to results measured using interval scales (Lind & Marchal, 2018).

Data collection techniques are an important stage in research to obtain data (Sugiyono, 2024). The study used several techniques, including literature research for secondary data and field research for primary data. Interviews are used to obtain information from resource persons about organizational culture, non-physical work environment, and organizational commitment. In addition, questionnaires are used to collect data from respondents, and documentation includes archives related to the research object. Data processing begins after all data is collected, through the stages of editing, coding, tabulating, and verification (Agung & Yuesti, 2019). To identify problems, the steps are carried out according to multiple linear regression analysis, which aims to show the relationship between variables. Classical assumption testing was also performed to ensure the validity of the regression model, including normality, multicollinearity, and heteroscedasticity tests. Hypothesis testing was carried out to determine the influence of independent variables on dependent variables, either partially or simultaneously. The t-test and the F-test were used to test this influence, with the criteria for acceptance or rejection of the hypothesis determined based on the comparison of  $t_{cal}$  and  $t_{table}$  values. The test results provide a conclusion whether the hypothesis is accepted or rejected, which shows the positive influence of independent variables on dependent variables.

## **RESULT AND DISCUSSION**

### **Respondents' Responses to Organizational Culture in Bina Muda Cicalengka High School Teachers**

To find out the respondents' responses regarding organizational culture variables, the author distributed a questionnaire to 52 respondents who were non-permanent teachers at Bina Muda Cicalengka High School. This data collection aims to understand the extent to which organizational culture has been applied and felt by teachers in carrying out their activities and responsibilities in the school environment.

The research instruments used in this study have gone through validity and reliability testing using the SPSS version 27 program. Based on the results of the test, all statement items on the organizational culture variable were declared valid and reliable, making them suitable for use in the data collection process.

The following are the results of respondents' responses to organizational culture variables with sub-variables of innovation and risk-taking, attention to detail, focus on results, orientation on people, orientation on the team, aggressiveness and stability:

#### **1. Innovation and Risk Taking**

To provide a clearer picture of the respondents' response to the organizational culture of the teachers of Bina Muda Cicalengka High School, especially in the sub-variables of innovation and risk taking, it can be seen in the following table:

**Table 1 Respondents' Responses to Organizational Culture Variables with Innovation and Risk Taking Sub-Variables**

NO	Statement	Responses	S	F	S X F
1.	Teachers' tendency to develop new and creative learning methods.	Very Less	1	0	0
			2	1	2
			3	7	21
			4	23	92
		Excellent	5	21	105
<b>TOTAL</b>					220
<b>Final Score</b>					4,23
NO	STATEMENT	Responses	S	F	S X F
2.	Teachers' courage in taking the initiative in school programs is beyond the main task.	Very	1	0	0
		Unbrave	2	3	6
			3	16	48
			4	22	88
		Very brave	5	11	55
<b>TOTAL</b>					197
<b>Final Score</b>					3,79
<b>Average Final Score (4.23+3.79) : 2 = 4.01</b>					
<b>Criterion</b>					<b>STRONG</b>

Source: Questionnaire, Reprocessed 2025.

Based on this table, it is known that the organizational culture variable with the sub-variable of innovation and risk taking has an average score of 4.01 and is included in the "Strong" criterion. This shows that teachers at Bina Muda Cicalengka High School have a high level of innovation and risk-taking. Teachers tend to actively develop new and creative learning methods while daring to take the initiative in school programs outside of the main task. This attitude reflects the openness of teachers to ideas and have the courage to try different learning approaches, so that the overall direction is positive towards improving the quality of education in schools.

## 2. Attention to detail

To provide a clearer picture of the respondents' response to organizational culture on the sub-variable paying attention to detail, it can be seen in the following table:

**Table 2 Respondents' Responses to Organizational Culture Variables with Sub-Variables Paying Attention to Detail**

NO	Statement	Responses	S	F	S X F
1.	Teachers' Thoroughness In Checking The Results Of Students' Work.	Very	1	0	0
		Unthorough	2	0	0
			3	5	15
			4	19	76
		Very Meticulous	5	28	140
<b>Total</b>					231
<b>Final Score</b>					4,44
NO	Statement	Responses	S	F	S X F
2.	The teacher's determination in providing assessments objectively and accurately.	Very Inaccurate	1	0	0
			2	0	0
			3	6	18
		Very Precise	4	20	80

	5	26	130
<b>Total</b>			228
<b>Final Score</b>			4,38
<b>Average Final Score (4.44+4.38) : 2 = 4.41</b>			
<b>Criterion</b>	<b>VERY Powerful</b>		

Source: Questionnaire, Reprocessed 2025.

Based on this table, it is known that the organizational culture variable with the sub-variable paying attention to detail has an average score of 4.41 and is included in the "Very strong" criterion. This shows that teachers at Bina Muda Cicalengka High School have a high level of attention to detail. Teachers tend to be meticulous in examining the results of students' work while providing objective and accurate assessments. This attitude reflects the seriousness of teachers in carrying out their duties carefully, paying attention to small things that can affect the results of work, and maintaining the quality of every learning activity at school.

### 3. Focus on Results

To provide a clearer picture of the respondents' response to organizational culture on the orientation sub-variable in the results, it can be seen in the following table:

**Table 3 Respondents' Responses to Organizational Culture Variables with Outcome Orientation Sub-Variables**

NO	STATEMENT	RESPONSES	S	F	S X F
1.	The tendency of teachers to prioritize the process in achieving work results.	Very Less	1	0	0
			2	0	0
		Excellent	3	5	15
			4	26	104
			5	21	105
<b>TOTAL</b>					224
<b>AVERAGE FINAL SCORE</b>					4,31
<b>CRITERION</b>					<b>VERY POWERFUL</b>

Source: Questionnaire, Reprocessed 2025.

Based on this table, it is known that the organizational culture variable with the orientation sub-variable in the results has an average score of 4.31 and is included in the "Very strong" criterion. This shows that teachers at Bina Muda Cicalengka High School have a very high level of orientation to results. Teachers tend to prioritize the process in achieving work results, ensuring that every step is done properly to achieve optimal quality and goals. This attitude reflects the teacher's commitment to emphasizing the achievement of results while maintaining high standards of work in schools.

### 4. Onboarding People

To provide a clearer picture of respondents' responses to organizational culture on the sub-variables of orientation in people, it can be seen in the following table:

**Table 4 Respondents' Responses to Organizational Culture Variables with Sub-Variables of Orientation in People**

No	Statement	Responses	S	F	S X F
1.	Teachers' Tendency To Respect The Opinions Of Others.	Very Less	1	0	0
			2	1	2
			3	3	9
			4	25	100
		Excellent	5	23	115
<b>Total</b>					226
<b>Final Score</b>					4,35
No	Statement	Responses	S	F	S X F
2.	Openness Of Teachers In Sharing Knowledge And Experience With Fellow Teachers.	Highly Enclosed	1	0	0
			2	3	6
			3	7	21
			4	20	80
		Very Open	5	22	110
<b>Total</b>					217
<b>Final Score</b>					4,17
<b>Average Final Score (4.35+4.17) : 2 = 4.26</b>					
<b>Criterion</b>					<b>Very Powerful</b>

Source: Questionnaire, Reprocessed 2025.

Based on the respondents' responses in the table, the results were obtained that the organizational culture variable with the sub-variable of orientation in people had an average score of 4.26, which was included in the "Very strong" criterion. This shows that teachers at SMA Bina Muda Cicalengka have a very high level of orientation to people. Teachers tend to respect the opinions of others and are open to sharing knowledge and experience with fellow teachers. This attitude reflects the attention, care, and good cooperation between teachers, thus creating a harmonious school environment and supporting the learning process.

#### 5. Team Orientation

To provide a clearer picture of respondents' responses to organizational culture on the sub-variables of orientation in the team, it can be seen in the following table:

**Table 5 Respondents' Responses to Organizational Culture Variables with Team Orientation Sub-Variables**

No	Statement	Responses	S	F	S X F
1.	Cooperation Between Teachers In A Job.	Very Less	1	0	0
			2	1	2
			3	5	15
			4	22	88
		Excellent	5	24	120
<b>Total</b>					225
<b>Average Final Score</b>					4,33
<b>Criterion</b>					<b>Very Powerful</b>

Source: Questionnaire, Reprocessed 2025.

Based on the respondents' responses in the table above, it is known that the organizational culture variable with the sub-variable orientation in the team has an average score of 4.33 included in the "Very strong" criterion. These results reflect that teachers at SMA Bina Muda Cicalengka have a very high level of orientation to the team. Teachers show good cooperation

in carrying out a job, supporting each other, and coordinating effectively with colleagues. This attitude reflects the ability of teachers to work together to achieve common goals, thereby strengthening the cohesiveness and effectiveness of the team in the school environment.

#### 6. Aggressiveness

To provide a clearer picture of the respondents' response to organizational culture on the aggressiveness sub-variable, it can be seen in the following table:

**Table 6 Respondents' Responses to Organizational Culture Variables with Aggressiveness Sub-Variables**

NO	Statement	RESPONSES	S	F	S X F
1.	Teachers' Sensitivity In Learning Technological Developments.	Very Less	1	0	0
			2	1	2
			3	8	24
		Excellent	4	29	116
			5	14	70
<b>Total</b>					212
<b>Average Final Score</b>					4,08
<b>Criterion</b>					<b>STRONG</b>

Source: Questionnaire, Reprocessed 2025.

Based on the respondents' responses in the table to the organizational culture variable in the aggressiveness sub-variable, they had an average score of 4.08, which was included in the "Strong" criterion. This shows that teachers at Bina Muda Cicalengka High School have a fairly high level of aggressiveness. Teachers tend to be proactive in learning technology, taking the initiative to follow new trends, and trying to utilize technology to support the learning process. This attitude reflects the courage of teachers in taking strategic steps to improve the quality of teaching and the effectiveness of teaching and learning activities in schools.

#### 7. Stability

To provide a clearer picture of the respondents' response to organizational culture on the stability sub-variable, it can be seen in the following table:

**Table 7 Respondents' Responses to Organizational Culture Variables with Stability Sub-Variables**

No	Statement	Responses	S	F	S X F
1.	Teachers' Stability In Complying With The Rules That Have Been Set By The School.	Very Less	1	0	0
			2	2	4
			3	4	12
		Excellent	4	23	92
			5	23	115
<b>Total</b>					223
<b>Average Final Score</b>					4,29
<b>Criterion</b>					<b>Very Powerful</b>

Source: Questionnaire, Reprocessed 2025.

Based on the table above, the organizational culture variable with the stability sub-variable has an average score of 4.29 and is included in the "Very strong" criterion. This shows that teachers at Bina Muda Cicalengka High School have a very high level of stability. Teachers tend to be consistent and obedient in complying with the rules set by the school. This attitude reflects the ability of teachers to maintain a disciplined attitude, carry out their duties consistently, and support the creation of an orderly and orderly school environment.

To find out which criteria are included in the organizational culture variables in Bina Muda Cicalengka High School teachers, an average calculation of the final score of each sub-variable is carried out. The results of the calculation of the average final score are shown in the following table:

**Table 8 Total Average Respondents' Responses to Statements on Organizational Culture Variables**

SUB VARIABEL	AVERAGE TOTAL	CRITERION
<b>Innovation and Risk Taking</b>	4,01	Strong
<b>Attention to detail</b>	4,41	Very Powerful
<b>Focus on Results</b>	4,31	Very Powerful
<b>Onboarding People</b>	4,26	Very Powerful
<b>Team Orientation</b>	4,33	Very Powerful
<b>Aggressiveness</b>	4,08	Strong
<b>Stability</b>	4,29	Very Powerful
<b>TOTAL</b>	<b>29,68</b>	
<b>AVERAGE TOTAL SCORE</b>	<b>4,24</b>	
<b>CRITERION</b>	<b>VERY POWERFUL</b>	

Source: Questionnaire, Reprocessed 2025.

Based on this table, the average score for the organizational culture variable was 4.24, which falls under the "Very strong" criterion. This shows that the application of cultural values at Bina Muda Cicalengka High School has been implemented very well and consistently in supporting the activities of teachers.

Based on the analysis of each sub-variable, paying attention to detail has the highest score of 4.41 shows that teachers are very careful and meticulous in carrying out their duties and maintaining the quality of learning. Furthermore, team orientation 4.33 and 4.31 result orientation indicate that teachers are able to work together effectively in teams and remain focused on achieving optimal work results. Stability of 4.29 indicates that teachers have high consistency in meeting school rules. Orientation in people 4.26 describes the teacher's attention and concern for colleagues as well as openness in sharing knowledge and experience. Meanwhile, the relatively lower scores, namely aggressiveness of 4.08 and innovation and risk-taking of 4.01, although still in the "Strong" criteria, show that the level of initiative and courage of teachers in trying new ideas is slightly lower than other sub-variables.

Thus, the organizational culture at SMA Bina Muda Cicalengka has been well built where each sub-variable makes an important contribution according to their respective roles.

### **Respondents' Responses to Non-Physical Work Environment in Bina Muda Cicalengka High School Teachers**

To find out the respondents' responses regarding the variables of the non-physical work environment, the author distributed a questionnaire to 52 respondents who were non-permanent teachers at Bina Muda Cicalengka High School. This data collection aims to understand how the conditions of the non-physical work environment felt by teachers in carrying out their duties and interacting within the school.

The research instruments used in this study have gone through validity and reliability testing using the SPSS version 27 program. Based on the results of the test, all statement items

on the non-physical work environment variable were declared valid and reliable, making them suitable for use in the data collection process.

The following are the results of respondents' responses to the variables of the non-physical work environment with the sub-variables of the relationship between superiors and subordinates and the relationship between colleagues.

1. Relationship between Superiors and Subordinates

To provide a clearer picture of the respondents' response to the non-physical work environment on the sub-variable of the relationship between superiors and subordinates, it can be seen in the following table:

**Table 9 Respondents' Responses to Non-Physical Work Environment Variables with Sub-Variables of Supervisor and Subordinate Relationships**

NO	STATEMENT	RESPONSES	S	F	S X F
1.	Open communication between the principal and the teacher.	Highly	1	0	0
		Enclosed	2	4	8
			3	5	15
			4	20	80
			5	23	115
		Very Open			
<b>TOTAL</b>					218
<b>FINAL SCORE</b>					4,19
NO	STATEMENT	RESPONSES	S	F	S X F
2.	Providing clear work direction information.	Very Less	1	0	0
			2	0	0
			3	4	12
			4	25	100
			5	23	115
		Excellent			
<b>TOTAL</b>					227
<b>FINAL SCORE</b>					4,37
NO	STATEMENT	RESPONSES	S	F	S X F
3.	Teacher involvement in decision-making.	Very	1	0	0
		Uninvolved	2	3	6
			3	11	33
			4	15	60
			5	23	115
		Highly Engaged			
<b>TOTAL</b>					214
<b>FINAL SCORE</b>					4,12
<b>AVERAGE FINAL SCORE (4.19+4.37+4.12) : 3 = 4.22</b>					
<b>CRITERION</b>					<b>EXCELLENT</b>

Source: Questionnaire, Reprocessed 2025.

Based on the respondents' responses to the variables of the non-physical work environment with the sub-variable of the relationship between superiors and subordinates, an average score of 4.22 was obtained which was included in the "Very Good" criterion. This reflects that the relationship between superiors and subordinates at Bina Muda Cicalengka High School has a positive quality of relationship with the principal. Teachers feel good communication openness, receive clear work directions, and have the opportunity to be involved in decision-making. In other words, the interaction between superiors and subordinates in this school runs effectively and supports the smooth learning process and overall teachers' work activities.

2. Relationships Between Coworkers

To provide a clearer picture of the respondents' responses to the non-physical work environment on the sub-variables of the relationship between colleagues, it can be seen in the following table:

**Table 10 Respondents' Responses to Non-Physical Work Environment Variables with Sub-Variables Relationships between Colleagues**

NO	STATEMENT	RESPONSES	S	F	S X F
1.	Teachers' tendency to respect the opinions of others.	Very Less	1	0	0
			2	2	4
		Excellent	3	6	18
			4	19	76
			5	25	125
<b>TOTAL</b>					223
<b>FINAL SCORE</b>					4,29
NO	STATEMENT	RESPONSES	S	F	S X F
2.	Openness of teachers in sharing knowledge and experience with fellow teachers.	Highly Enclosed	1	0	0
			2	0	0
		Very Open	3	10	30
			4	20	80
			5	22	110
<b>TOTAL</b>					220
<b>FINAL SCORE</b>					4,23
<b>AVERAGE FINAL SCORE (4.29+4.23) : 2 = 4.26</b>					
<b>CRITERION</b>					<b>EXCELLENT</b>

Source: Questionnaire, Reprocessed 2025.

Based on respondents' responses to the non-physical work environment variable with the sub-variable of the relationship between colleagues having an average score of 4.26, this variable is included in the "Very Good" criterion. This illustrates that teachers at Bina Muda Cicalengka High School have positive and harmonious relationships between colleagues. Teachers tend to respect the opinions of others and are open to sharing knowledge and experience. Thus, interaction between teachers runs effectively, supports collaboration and strengthens cooperation in learning activities and other school activities.

To find out which criteria are included in the criteria for non-physical work environment variables in teachers of Bina Muda Cicalengka High School, an average calculation of the final score of each sub-variable is carried out. The results of the calculation of the average final score are shown in the following table:

**Table 11 Total Average Respondents' Responses to Statements on Non-Physical Work Environment Variables**

SUB VARIABEL	AVERAGE TOTAL	CRITERION
Relationship between Superiors and Subordinates	4,22	Excellent
Relationships Between Coworkers	4,26	Excellent
<b>TOTAL</b>	<b>8,48</b>	
<b>AVERAGE TOTAL SCORE</b>	<b>4,24</b>	
<b>CRITERION</b>	<b>EXCELLENT</b>	

Source: Questionnaire, Reprocessed 2025.

Based on this table, the total average score for the non-physical work environment variable is 4.24 included in the "Very Good" criterion. This shows that the condition of the non-physical work environment at Bina Muda Cicalengka High School has been well developed and supports the comfort and productivity of teachers in carrying out their duties.

The two sub-variables, namely the relationship between superiors and subordinates 4.22 and the relationship between colleagues 4.26, showed a high average score with the criterion of "Excellent". This shows that the interaction between teachers and their superiors and fellow colleagues is harmonious, conducive, and supports the creation of a comfortable, collaborative, and productive work atmosphere at school.

### Respondents' Responses to Organizational Commitment to Bina Muda Cicalengka High School Teachers

To find out the respondents' responses regarding organizational commitment variables, the author distributed a questionnaire to 52 respondents who were non-permanent teachers at Bina Muda Cicalengka High School. This data collection aims to understand the extent of commitment that teachers have to the school in carrying out their duties, complying with the rules, and supporting organizational goals.

The research instruments used in this study have gone through validity and reliability testing using the SPSS version 27 program. Based on the results of the test, all statement items on the organizational commitment variable were declared valid and reliable, so that they were suitable for use in the data collection process.

The following are the results of respondents' responses to organizational commitment variables with the sub-variables of affective commitment, continuity commitment and normative commitment.

#### 1. Affective Commitment

To provide a clearer picture of the respondents' response to the organizational commitment of the affective commitment sub-variable, it can be seen in the following table:

**Table Respondents' Responses to Organizational Commitment Variables with Affective Commitment Sub-Variables**

No	Statement	Responses	S	F	S X F
1.	A Level Of Pride Is Part Of The School.	Very Low	1	0	0
			2	0	0
			3	4	12
			4	12	48
		Very High	5	36	180
<b>Total</b>					240
<b>Final Score</b>					4,62
No	Statement	Responses	S	F	S X F
2.	The Level Of Enjoyment In Doing A Job At School.	Very Low	1	0	0
			2	1	2
			3	6	18
			4	17	68
		Very High	5	28	140
<b>Total</b>					228
<b>Final Score</b>					4,38
<b>Average Final Score (4.62+4.38) : 2 = 4.50</b>					
<b>Criterion</b>					<b>Very Powerful</b>

Source: Questionnaire, Reprocessed 2025.

Based on the respondents' responses to the organizational commitment variable with the affective commitment sub-variable, it can be seen that the average score is 4.50 so it is included in the "Very strong" criterion. This illustrates that teachers at Bina Muda Cicalengka High School have a high affective commitment so that they feel proud to be part of the school and feel happy in carrying out their daily work, as well as showing a strong emotional attachment to the school. In other words, teachers not only work professionally but also have a high emotional bond and loyalty to the school.

## 2. Continuity Commitment

To provide a clearer picture of the respondents' response to the organizational commitment of the sub-variable of continuity commitment, it can be seen in the following table:

**Table 12 Respondents' Responses to Organizational Commitment Variables with Continuity Commitment Sub-Variables**

NO	STATEMENT	RESPONSES	S	F	S X F
1.	Level of Desire to stay employed for reasons of convenience.	Very Low	1	0	0
			2	2	4
		Very High	3	14	42
			4	19	76
			5	17	85
<b>TOTAL</b>					207
<b>FINAL SCORE</b>					3,98
NO	STATEMENT	RESPONSES	S	F	S X F
2.	The level of willingness to leave a job due to certain considerations.	Very High	1	6	6
			2	8	16
		Very Low	3	14	42
			4	12	48
			5	12	60
<b>TOTAL</b>					172
<b>FINAL SCORE</b>					3,31
<b>AVERAGE FINAL SCORE (3.98+3.31) : 2 = 3.64</b>					
<b>CRITERION</b>					<b>STRONG</b>

Source: Questionnaire, Reprocessed 2025.

Based on respondents' responses to the organizational commitment variable with the sub-variable of continuity commitment, there was an average score of 3.64 so it was included in the "Strong" criterion. This shows that teachers at SMA Bina Muda Cicalengka have a high enough commitment to continuity so that teachers tend to have the desire to continue working at school for convenience, although there are several considerations that may make them think about leaving their jobs. In other words, teachers show high loyalty and attachment to the school so that it has a positive impact on the continuity and stability of performance in the school environment.

## 3. Normative Commitment

To provide a clearer picture of respondents' responses to organizational commitment of the normative commitment sub-variable, it can be seen in the following table:

**Table 13 Respondents' Responses to Organizational Commitment Variables with Normative Commitment Sub-Variables**

No	Statement	Responses	S	F	S X F
1.	Tendency To Have A Responsibility To Keep Working.	Very Less	1	0	0
			2	0	0
			3	3	9
			4	24	96
		Excellent	5	25	125
<b>Total</b>					230
<b>Final Score</b>					4,42
No	Statement	Responses	S	F	S X F
2.	Feel Like It's An Important Part Of School.	Very Less	1	0	0
			2	2	4
			3	12	36
			4	18	72
		Excellent	5	20	100
<b>Total</b>					122
<b>Final Score</b>					4,08
<b>Average Final Score (4.42+4.08) : 2 = 4.25</b>					
<b>Criterion</b>					<b>Very Powerful</b>

Source: Questionnaire, Reprocessed 2025.

Based on the respondents' responses to the organizational commitment variable with the normative commitment sub-variable, an average score of 4.25 was obtained which was classified as the "Very strong" criterion. This shows that teachers at SMA Bina Muda Cicalengka have a very high normative commitment so that teachers have a responsibility to continue working and feel an important part of the school. In other words, teachers have a high sense of obligation and loyalty to the institution, so they are motivated to carry out their duties optimally and contribute to the sustainability and progress of the school.

To find out which criteria are included in the organizational commitment variable in Bina Muda Cicalengka High School teachers, it can be seen from the results of the calculation of the average final score shown in the following table:

**Table 14 Total average respondents' responses to statements regarding organizational commitment variables**

Sub Variabel	Average Total	Criterion
<b>Affective Commitment</b>	4,50	Very Powerful
<b>Komimen Kontinuans</b>	3,64	Strong
<b>Normative Commitment</b>	4,25	Very Powerful
<b>Total</b>	<b>12.39</b>	
<b>Average Total Score</b>	<b>4,13</b>	
<b>Criterion</b>	<b>Very Powerful</b>	

Source: Questionnaire, Reprocessed 2025.

Based on this table above, the total average score of the three sub-variables for the commitment variable is 4.13, which is included in the "Very strong" criterion. These results show that teachers at SMA Bina Muda Cicalengka have a high level of commitment to the school.

Based on the analysis of each sub-variable, affective commitment obtained the highest score of 4.50 with very strong criteria, showing that teachers felt proud to be part of the school and enjoyed the work undertaken. The normative commitment of 4.25 is also included in the very strong criteria, which reflects the teacher's sense of responsibility and loyalty to the school. Meanwhile, continuity commitment had the lowest score of 3.64 strong criteria, which indicates that even though teachers are aware of the costs or consequences of leaving school, their motivation is still more influenced by affective commitment and continuity.

### **The Influence of Organizational Culture and Non-Physical Work Environment on Organizational Commitment in Bina Muda Cicalengka High School Teachers Both Partially and Simultaneously**

To answer the problem formulation regarding the influence of organizational culture and non-physical work environment on organizational commitment in teachers of Bina Muda Cicalengka High School, the author applies multiple linear regression analysis. This analysis was used to determine the extent to which the two independent variables, namely organizational culture and non-physical work environment, affect the dependent variable, namely organizational commitment. Before the regression results are declared valid and meet the principles of the Best Linear Unbiased Estimator (BLUE), a classical assumption test is first carried out which includes normality, multicollinearity, and heteroscedasticity tests. Here's a classic assumption test:

#### 1. Classic Assumption Test

##### a. Normality Test

The normality test showed that the variables of organizational culture and non-physical work environment on organizational commitment in Bina Muda Cicalengka High School teachers had a significance value of  $0.200 > 0.05$ . This indicates that the data in this study are normally distributed.

##### b. Multicollinearity Test

The results of the Multicollinearity Test on organizational culture and non-physical work environment on organizational commitment in Bina Muda Cicalengka High School teachers showed a tolerance value of  $0.523 > 0.10$  and a VIF value of  $1.912 < 10$ . This shows that there are no symptoms of multicollinearity, so it can be concluded that the independent variables in the regression model do not correlate with each other.

##### c. Heteroscedasticity Test

Based on the results of the heteroscedasticity test, the variables of organizational culture and non-physical work environment on organizational commitment in Bina Muda Cicalengka High School teachers were greater than 0.05, which was 1,000. This indicates that there are no symptoms of heteroscedasticity, so the variance and residual between observations are relatively the same and the regression model can be considered to meet classical assumptions.

#### 2. Multiple Regression Analysis Test

Furthermore, this study has been able to test multiple regression analysis using SPSS version 27 and obtained the following equations.

Based on the calculation results of the multiple regression analysis test, the results of the multiple regression equation are known as follows:

$$Y = 4.670 + 0.335 X_1 + 0.285 X_2$$

From the regression equation above, it can be concluded that:

- 1) The constant value of 4.670 means that if there is no change in the organizational culture variable (x1) and the non-physical work environment (x2) or both have a value of zero (0), then the organizational commitment value of the teachers of Bina Muda Cicalengka High School is 4.670.
- 2) The regression coefficient value of the organizational culture variable (x1) of 0.335 indicates that every increase in organizational culture (x1) by 1, assuming that the non-physical work environment variable (x2) remains (constant), then organizational commitment will increase by 0.335. This shows that the organizational culture variable (x1) is positively directed towards organizational commitment, which means that the higher the organizational culture, the organizational commitment will also increase.
- 3) The value of the regression coefficient of the non-physical work environment (x2) is 0.285, meaning that if the variable of the non-physical work environment (x2) increases by 1 assuming that the organizational culture variable (x1) remains (constant), then the organizational commitment will increase by 0.285. This shows that the variable of the non-physical work environment is positively directed towards organizational commitment, which means that the higher the non-physical work environment, the greater the organizational commitment.

### 3. Coefficient of Determination

In this study, regression coefficient analysis was also carried out to find out how much independent variables are able to explain dependent variables. The results of the calculation of the determination coefficient in this study are presented in the following table:

**Table 15 Determination of the Influence of Organizational Culture and Non-Physical Work Environment on Organizational Commitment in Bina Muda Cicalengka High School Teachers**

Model Summary				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.665a	.442	.420	2.584
a. Predictors: (Constant), Non-Physical Work Environment X2, Organizational Culture X1				

Source: SPSS Output Results Version 27, Reprocessed 2025

Based on the results of the calculation using SPSS version 27 in table 4.16, the value of the determination coefficient (R Square) was obtained of 0.442. This shows that organizational culture variables and non-physical work environment are able to explain their influence on organizational commitment by 44.2%. This value indicates that the level of influence included in the influence criteria is quite significant. While the remaining 55.8% was explained by other variables that were not studied in this study.

### 4. Hypothesis Test Results

To find out the partial or simultaneous influence, it is carried out with the t-test (partial test) and the F test (simultaneous test), as follows.

- 1) Partial Test (t-test)

To analyze how much influence each independent variable (X) has on the dependent (Y) separately, a partial test (t-test) is performed. This test aims to find out whether each independent variable has an influence on the bound variable. The analysis process was carried out with the help of the SPSS version 27 program. The hypotheses tested in this study are as follows:

- a. Organizational Culture has a positive effect on the organization's commitment to the teachers of Bina Muda Cicalengka High School.

**Table 16 Results of Partial Test of Organizational Culture on Organizational Commitment**

Variabel	thitung	ttable	Sig.	Prob.	Information
Organizational Culture (X1)	3,108	2,00958	0,003	0,05	Influential

Source: SPSS Output Results Version 27, Reprocessed 2025

Based on the results of the calculation using SPSS version 27 in the table above, it was obtained that the tcal value for the organizational culture variable was  $3.108 >$  the ttable value was  $2.00958$  with a significance value of  $0.003 < 0.05$ . Thus  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded that partially organizational culture has a positive effect on the organization's commitment to the teachers of Bina Muda Cicalengka High School.

Based on these results, it means that the stronger the implementation of organizational culture in schools, the higher the commitment of teachers' organizations to schools. These results are in line with Triyanto & Jaenab (2020) who show that organizational culture affects organizational commitment.

The results of a one-party test for organizational culture variables can be described as follows:

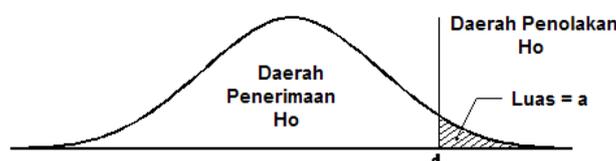


Figure Results of One-Party Testing of the Influence of Organizational Culture on Organizational Commitment

Source: SPSS Output Version 27, Reprocessed 2025

- b. The non-physical work environment has a positive effect on the organization's commitment to the teachers of Bina Muda Cicalengka High School.

**Table 17 Results of Partial Test of Non-Physical Work Environment on Organizational Commitment**

Variabel	thitung	ttable	Sig.	Prob.	Information
Non-Physical Work Environment (X2)	1,761	2,00958	0,084	0,05	Has no effect

Source: SPSS Output Results Version 27, Reprocessed 2025

Based on the results of the calculation using SPSS version 27 in the table above, it was obtained that the tcal value for the non-physical work environment variable was  $1.761 <$  the ttable value was  $2.00958$  with a significance value of  $0.084 > 0.05$ . Thus  $H_0$  is accepted and  $H_a$  is rejected. So it can be concluded that partially the non-physical work environment does

not affect the organizational commitment of the teachers of Bina Muda Cicalengka High School.

This can happen because although the relationship between teachers and leaders and fellow teachers is very good, these interactions do not sufficiently affect the level of attachment or commitment of teachers to the school directly. A non-physical work environment only creates a sense of comfort in working, but when an organization can create comfortable working conditions, it does not directly impact the desire to stay in the organization (Azizah & Helmy, 2024).

The results of a one-party test for organizational culture variables can be described as follows:

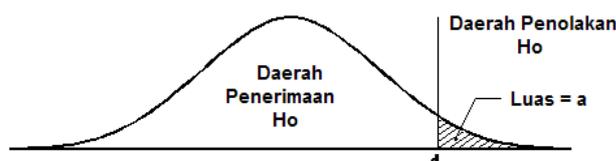


Figure Results of One-Party Testing of the Influence of Non-Physical Work Environment on Organizational Commitment

Source: SPSS Output Version 27, Reprocessed 2025

#### 5. Simultaneous Test (F Test)

Simultaneous tests were used to be able to test the influence of organizational culture variables and non-physical work environment on organizational commitment in Bina Muda Cicalengka High School teachers. Based on the SPSS calculation, obtained  $F_{cal} 19.437 > F_{table} 3.19$  with a significance value of  $0.000 < 0.05$  indicates that  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that organizational culture and non-physical work environment have a simultaneous effect on organizational commitment to teachers of Bina Muda Cicalengka High School.

### CONCLUSION

Based on the results of the study on the influence of organizational culture and non-physical work environment on organizational commitment in Bina Muda Cicalengka High School teachers, it was found that respondents' responses to organizational culture were included in the criteria were very strong, with the highest sub-variables paying attention to detail and the lowest in innovation and risk taking. Responses to non-physical work environments were also in the criteria of very good, where the relationship between colleagues scored the highest and the relationship between superiors and subordinates the lowest. The organizational commitment of teachers is also included in the criteria very strong, with affective commitment as the highest sub-variable and the lowest continuity commitment. Organizational culture has a positive effect on organizational commitment, while the non-physical work environment does not have a significant influence. The author proposes suggestions for SMA Bina Muda Cicalengka to encourage innovation and better communication between superiors and subordinates, as well as increase incentives and career development for teachers to strengthen their commitment. This research is also expected to be a reference for future researchers to develop theories and use additional variables such as work

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motivation or leadership, in order to expand understanding of the factors that affect organizational commitment in educational institutions.

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