

Principal Leadership Strategies in Building Teachers' Organizational Commitment

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Abstract: This study examines the principal's leadership strategies in building teachers' organizational commitment at SDN 148 Palembang. It focuses on the strategies implemented, the supporting and inhibiting conditions surrounding their implementation, and the solutions used to address persistent obstacles. A descriptive qualitative design was employed to understand leadership practices within the natural setting of the school. Six purposively selected informants participated: the principal, three teachers, one administrative staff member, and one school committee representative. Data were collected through semistructured interviews, moderate participant observation, and analysis of school documents. The data were reduced, organized, compared, and interpreted, while source and technique triangulation were used to strengthen credibility. The results show that the principal developed teacher commitment by continuously communicating the school vision, demonstrating discipline and responsibility, providing personal motivation and recognition, conducting developmental academic supervision, involving teachers in planning and decision making, and strengthening collaboration. These strategies increased teachers' loyalty, discipline, responsibility, active participation, and sense of ownership. Supporting factors included an open communication climate, harmonious relationships, teacher competence, clear task distribution, administrative support, and cooperation from the committee and parents. The main barriers were uneven motivation, heavy administrative workloads, limited learning facilities, inefficient data systems, time pressure, and inconsistent parental participation. The principal addressed these issues through persuasive coaching, regular coordination, administrative digitalization, professional development, recognition, workload clarification, and stronger partnerships. The study highlights the importance of combining managerial direction with human-centered leadership to sustain teacher commitment in public elementary schools.

Keywords: Collaborative Culture, Elementary School, Organizational Commitment, Principal Leadership, Teacher Commitment

A. Introduction

Elementary schools are not only places where children receive formal instruction; they are also organizations that depend on the coordinated commitment of teachers, administrators, school leaders, families, and community representatives. The quality of educational services is strongly influenced by whether the people inside the school understand a shared direction and are willing to invest sustained effort in achieving it. Teachers occupy a central position in this organizational process because they translate policies, curriculum expectations, and school goals into daily learning experiences. When teachers demonstrate strong organizational commitment, they tend to maintain discipline, assume responsibility beyond minimum requirements, support colleagues, participate in school programs, and remain focused on institutional improvement even when working conditions are demanding. When commitment is weak, school programs may be formally designed but inconsistently implemented, collaboration may become fragmented, and the principal may spend excessive energy enforcing compliance rather than supporting professional growth (Kadriu et al., 2025).

Teacher organizational commitment includes more than physical attendance or completion of assigned duties. It is visible in emotional attachment to the school, acceptance of its values and goals, willingness to contribute, professional loyalty, and a sense of moral responsibility for collective outcomes (Stewart et al., 2023). In a school setting, these elements appear when teachers identify themselves as part of the institution, take initiative to solve problems, participate in planning, maintain the quality of instruction, and support programs that benefit students. Commitment therefore connects individual professional behavior with organizational continuity (Udin et al., 2022). A school can possess adequate rules, facilities, and administrative procedures, yet still struggle when teachers do not feel trusted, respected, or connected to the institution. Conversely, teachers often sustain high levels of effort under limited conditions when the leadership environment provides meaning, recognition, participation, and practical support.

The principal has a decisive role in shaping these conditions. Contemporary school leadership requires more than issuing instructions and ensuring administrative compliance. The principal must communicate direction, organize work, build trust, manage conflict, facilitate professional learning, and create a climate in which teachers see themselves as partners in school development (Meyer et al., 2023; Mthanti & Msiza, 2023; Sahlin, 2023). Leadership strategy refers to the deliberate combination of decisions, behaviors, communication patterns, and organizational arrangements used to move the school toward its goals. In relation to teacher commitment, an effective strategy must balance clarity and flexibility. Teachers need clear expectations, equitable responsibilities, and consistent standards, but they also need opportunities to express concerns, influence decisions, and receive support based on their professional circumstances.

The challenge is especially significant in public elementary schools, where teachers frequently manage multiple responsibilities at the same time. In addition to classroom instruction, they prepare learning plans, assessment records, student reports, institutional documents, extracurricular activities, and responses to changing educational policies. The accumulation of these tasks may reduce time for reflection, collaboration, and instructional improvement (Veine et al., 2020). Differences in experience, employment status, digital competence, motivation, and personal circumstances can also produce uneven responses to school programs. A leadership approach based only on formal control may secure short-term compliance but may not create durable attachment. Commitment is more likely to grow when the principal understands these differences, organizes work fairly, and connects individual contributions with a meaningful shared purpose.

SDN 148 Palembang provides a relevant setting for examining this process. The school is located in Gandus District, Palembang, South Sumatra, and serves a large student population. School records indicate 665 students, comprising 331 boys and 334 girls. The institution is supported by 34 education personnel, including the principal, 27 teachers, administrative staff, an operator, library personnel, cleaning personnel, and a school guard. This organizational scale requires effective coordination because the daily work of the school involves many individuals, diverse duties, and continuous interaction. The school vision emphasizes reliability in faith, science and technology, and environmental culture (Marshall, 2025). Its mission promotes religious practice, discipline, order, safety, family values, social responsibility, environmental awareness, quality educational services, and the development of student potential in academic, sports, and artistic fields.

Initial conditions described in the study indicated that the school had several positive organizational resources, including relatively open communication, cooperative relationships, competent teachers, and support from administrative personnel and the school committee. At the same time, the principal faced obstacles that could weaken commitment if left unmanaged. These included differences in teacher motivation, extensive administrative responsibilities, limited facilities for some learning activities, data management that was not fully integrated, pressure on teachers' time, and uneven parental participation (Khan et al., 2025; Wendie & Berhanu, 2025). Such conditions required leadership that could address both human and technical dimensions. The principal needed to strengthen motivation and trust while also improving procedures, clarifying responsibilities, and mobilizing external support.

This study addresses three questions. First, how does the principal implement leadership strategies to build teachers' organizational commitment at SDN 148 Palembang? Second, what internal and external factors support or inhibit these strategies? Third, what solutions are used to overcome the identified barriers? The study aims to provide a detailed account of leadership as it is experienced in everyday school life. Its practical value lies in identifying actions that can be maintained,

strengthened, or adapted by school leaders who seek to cultivate loyalty, responsibility, discipline, collaboration, and a sense of ownership among teachers. By separating empirical results from interpretive discussion, the article also presents a clear distinction between what was observed in the school and what those findings mean for educational management.

B. Methods

This study used a descriptive qualitative design. The design was selected because the research sought to understand leadership practices, teacher responses, organizational relationships, and problem-solving processes within the natural setting of SDN 148 Palembang. The study did not attempt to calculate statistical relationships or generalize findings to all schools. Instead, it explored how the principal's strategies were planned, enacted, perceived, and supported in a specific public elementary school. The researcher served as the primary instrument responsible for planning the inquiry, interacting with participants, observing organizational activity, interpreting evidence, and preparing the final account (Kelly & Cordeiro, 2020).

The research was conducted from March to June 2026 at SDN 148 Palembang, located on Sofyan Kenawas Street in Gandus District, Palembang, South Sumatra. The location was selected purposively because the school had a diverse organizational structure and teachers with different levels of experience and length of service. These characteristics offered an appropriate context for examining how leadership strategy responded to varied professional needs. Data collection focused on formal and informal interactions involving the principal, teachers, administrative personnel, and the school committee (Admiraal et al., 2021; Bryant & Walker, 2024).

Six informants were selected through purposive sampling based on their direct involvement in school leadership and organizational activities. They consisted of one principal, three teachers, one administrative staff member, and one school committee representative (Morris et al., 2020). The principal provided information about strategic planning, vision communication, supervision, motivation, decision making, barriers, and corrective actions. The teachers described how leadership was experienced in daily work and how it affected responsibility, discipline, collaboration, and attachment to the school. The administrative staff member contributed information about coordination, task distribution, records, data management, and administrative burdens. The committee representative provided an external perspective on school communication, parental participation, program support, and cooperation with the community (Kelty & Wakabayashi, 2020).

Data were collected through semistructured in-depth interviews, moderate participant observation, and document analysis. Semistructured interviews allowed the researcher to follow a common set of themes while asking additional questions when participants introduced relevant experiences. The interview themes included

the communication of vision and mission, exemplary behavior, motivation, recognition, academic supervision, teacher participation, collaboration, supporting conditions, barriers, and solutions (Koh et al., 2023). Moderate participant observation enabled the researcher to attend school activities and observe communication patterns, meetings, teacher interactions, discipline, task coordination, collaborative work, and the principal's involvement without taking control of the activities being studied.

Document analysis was used to complement and verify information obtained from interviews and observation (Rahiem, 2021). The documents included the school profile, vision and mission statements, organizational structure, staff records, task assignment documents, attendance records, supervision schedules, meeting notes, work programs, activity photographs, and selected administrative records. These materials helped the researcher determine whether reported practices were reflected in formal arrangements and routine activities. For example, supervision schedules and meeting notes supported accounts of academic coaching and regular coordination, while staff and task documents clarified the distribution of responsibilities.

Data analysis was conducted continuously from the beginning of fieldwork. Interview notes, observation records, and documents were first organized according to the three research questions. The researcher then reduced the material by selecting information directly related to leadership strategies, supporting and inhibiting factors, teacher responses, and solutions. Similar statements were grouped into categories such as shared vision, role modeling, motivation, supervision, participation, collaboration, workload, facilities, digital administration, and external partnership. The categories were displayed in narrative matrices and compared across informants and methods. Conclusions were developed gradually and checked against the original evidence to avoid overstatement (Besançon et al., 2021; Ekins & Zenghelis, 2021).

Credibility was strengthened through source and technique triangulation. Information from the principal was compared with statements from teachers, administrative staff, and the committee representative. Interview claims were also checked against observed behavior and school documents. Differences were reviewed to identify whether they reflected contrasting experiences, different responsibilities, or incomplete information. The study maintained the confidentiality of individual participants by reporting roles rather than personal names in the article. The analysis was limited to one school and six informants, so the findings are intended to provide contextual understanding rather than broad statistical generalization (W. M. Lim, 2025; Sharma et al., 2025).

Table 1. Research Informants

Informant	Role	Number	Contribution to the Study
Principal	School leader	1	Strategic planning, communication, supervision, motivation, barriers, and solutions
Teachers	Teaching personnel	3	Experience of leadership, commitment, participation, collaboration, and workload
Administrative staff	Administrative support	1	Coordination, records, data systems, and administrative workload
School committee	Community representative	1	External support, parental participation, transparency, and partnership

C. Results and Discussion

1. Result

Integrated Leadership Pattern

The findings show that the principal's leadership strategy was planned, participatory, human-centered, and oriented toward continuous coaching (Collins et al., 2024). The strategy did not consist of one isolated program. It was expressed through repeated leadership practices that connected school direction with teachers' daily responsibilities. Across interviews, observations, and documents, six practices appeared consistently: internalizing the school vision, demonstrating exemplary conduct, providing motivation and recognition, conducting developmental academic supervision, involving teachers in decisions, and strengthening collaborative work. These practices were supported by regular communication and clear task distribution. Teachers described the combined effect as an increase in discipline, responsibility, loyalty, active involvement, and a sense of ownership toward school programs.

Shared Vision and Exemplary Conduct

The first strategy was the internalization of the school vision, mission, and goals. The principal used routine meetings, briefings, coaching sessions, and daily communication to remind teachers that their work formed part of a shared institutional direction. The vision was also displayed within the school environment, reinforcing its visibility beyond formal documents. Teachers were encouraged to understand instruction not as an individual routine but as a collective responsibility for educational quality. Field evidence indicated that the principal repeatedly linked program decisions with the school's stated commitments to faith, science and technology, environmental culture, discipline, quality services, and student development. This process created a common language for discussing priorities and evaluating activities shors (Benevides et al., 2020).

The second strategy was consistent role modeling. Observation showed that the principal demonstrated punctuality, participation in school activities, direct

monitoring, and responsibility for assigned duties. Teachers emphasized that expectations concerning discipline were more acceptable because the principal also followed them. The principal did not remain distant from routine school work but appeared in activities, monitored implementation, and provided assistance when required. This consistency between words and actions strengthened the moral authority of leadership. Teachers viewed discipline not only as a rule imposed from above but as a professional norm modeled by the school leader (Salokangas et al., 2020).

Motivation, Supervision, Participation, and Collaboration

The third strategy involved motivation, personal support, and recognition. The principal used praise, expressions of appreciation, trust, additional responsibility, opportunities for professional activities, and individual conversations to maintain teacher morale. Recognition was not limited to material rewards. Teachers valued verbal acknowledgment in meetings and personal encouragement when they encountered difficulties. Several informants described the principal as willing to listen before judging a problem. When motivation or discipline declined, the principal generally preferred a private, persuasive conversation rather than public criticism. This approach enabled the principal to identify personal or professional constraints while preserving the teacher's dignity (Berhanu, 2025).

The fourth strategy was academic supervision conducted as professional coaching. School documents showed scheduled supervision, while interviews and observation confirmed classroom visits, review of instructional documents, feedback, and reflective discussion. Teachers did not primarily experience supervision as fault finding. They described it as an opportunity to receive constructive direction about teaching strategies, classroom management, lesson planning, and assessment. The principal explained expectations, discussed areas for improvement, and encouraged follow-up actions. This developmental orientation reduced anxiety and helped teachers associate supervision with support rather than punishment (Qiu et al., 2021).

Supervision also enabled the principal to identify professional needs. When repeated difficulties appeared, the school encouraged participation in workshops, teacher working groups, internal coaching, or peer discussion. This connection between supervision and development made the process more meaningful. Teachers were not merely told that a practice was inadequate; they were given guidance and opportunities to improve. The evidence suggests that such support strengthened professional responsibility because teachers understood that the school expected quality while also providing assistance to achieve it (Chiu et al., 2024).

The fifth strategy was participatory decision making. Teachers were involved in meetings, school program preparation, task distribution, budget-related discussions concerning instructional needs, and activity evaluation. The principal invited teachers

to express opinions because they worked directly with students and understood classroom requirements. Teachers stated that they were more willing to implement programs when they had participated in the discussion and understood the reasons behind the decisions. Participation transformed them from passive recipients of instructions into contributors to school planning (Berti et al., 2023).

The sixth strategy was the strengthening of a collaborative culture. Teachers worked together in preparing instructional materials, discussing classroom problems, completing administrative tasks, and organizing academic and nonacademic activities. Observation showed that teachers often shared information and helped colleagues when illness, workload, or technical difficulty prevented someone from completing a task. Administrative personnel also reported clear coordination among the principal, teachers, and staff. The principal encouraged problems to be discussed collectively so that solutions became shared responsibilities rather than individual burdens (De Brún & McAuliffe, 2020; Mazzucato, 2024).

Collaboration improved both task completion and workplace relationships. Teachers described the school environment as generally comfortable and supportive. Clear distribution of duties reduced perceptions of unfairness, while mutual assistance prevented temporary problems from disrupting programs. The principal's role was important in maintaining this culture by organizing meetings, clarifying assignments, preventing unresolved conflict, and recognizing collective contributions. The resulting climate supported commitment because teachers felt that they belonged to a professional community rather than working in isolation (Hammar Chiriac et al., 2024).

Supporting and Inhibiting Factors

Several internal and external conditions supported the leadership strategy. Internally, open communication made it easier for teachers to raise concerns and receive clarification. Harmonious interpersonal relationships encouraged cooperation. Teacher competence allowed responsibilities to be distributed according to strengths, such as instructional administration, student activities, or specific programs. Administrative staff assisted with documents and data, reducing some technical pressure on teachers. A generally disciplined and conducive school climate gave leadership initiatives a stable foundation (Veletić et al., 2023).

External support also contributed to program implementation. The school committee expressed willingness to support programs that were clearly communicated and directed toward educational quality. Parents and community members participated in selected activities, while government policies and programs provided opportunities for school improvement and teacher development. The principal's openness with the committee increased transparency and facilitated cooperation.

These external relationships helped teachers perceive that the school's work was recognized beyond the internal organization (Beauchamp et al., 2021).

Despite these strengths, the study identified several barriers. Teacher motivation was not uniform. Some teachers responded quickly to programs and actively sought improvement, while others required repeated encouragement and personal coaching. The difference was related to varied experience, workload, personal circumstances, and readiness to adapt. The principal therefore could not rely on a single motivational approach. Leadership had to be differentiated without creating perceptions of unfair treatment (Li et al., 2021).

Administrative workload was one of the most frequently mentioned obstacles. Teachers were responsible for multiple records, reports, learning documents, and institutional requirements in addition to classroom teaching. These demands consumed time and attention that could otherwise be used for lesson improvement or collaboration (Aas, 2022; Otto et al., 2024). Administrative staff noted that data systems were not yet fully integrated, causing information to be collected or adjusted repeatedly. The lack of efficient digital organization increased the possibility of duplicated work and delayed access to needed data.

Limited learning facilities formed another constraint. Although the school had basic infrastructure, some media and specific instructional resources were insufficient. Teachers sometimes had to improvise or find alternatives independently. This situation did not eliminate their commitment, but it made implementation less efficient and could produce frustration when expectations were not matched by available resources. Time pressure intensified the problem because teachers had to balance instruction, administration, meetings, student activities, and professional development.

Parental participation was also uneven. Some parents actively supported school activities and communication, whereas others were difficult to involve because of work schedules, socioeconomic conditions, limited time, or low awareness of their role. The committee acknowledged that the school had attempted to maintain communication, but attendance and involvement remained inconsistent. This variation affected the continuity of support between home and school and increased the effort required from teachers and school leaders.

The principal implemented several solutions. For teachers with low motivation or discipline problems, personal and persuasive coaching was used. The principal invited the teacher to discuss the underlying difficulty, clarified expectations, and agreed on improvement steps. Public embarrassment and immediate harsh sanctions were generally avoided. This method preserved professional dignity while still maintaining accountability. Teachers considered the approach constructive because it

allowed dialogue and reduced defensiveness (Ging et al., 2024; Kolikant & Wegerif, 2025).

Leadership Solutions

To improve coordination, the school maintained routine meetings, informal discussions, and direct communication. These forums were used to communicate programs, evaluate activities, solve problems, and confirm task distribution. Clearer coordination reduced uncertainty and allowed problems to be addressed before they became serious. The principal also encouraged gradual digitalization of administrative work. Digital files were introduced for data storage, reporting, document sharing, and internal communication. Administrative staff reported that digital practices improved retrieval and reduced some repeated work, although further integration and capacity building were still necessary (Clarke, 2020; Irani et al., 2023).

Professional development formed another solution. Teachers were encouraged to attend workshops, teacher working groups, training activities, and internal coaching (C. P. Lim et al., 2020; Martínez et al., 2022). These opportunities helped them update knowledge, respond to curriculum changes, improve instructional practice, and strengthen confidence. The principal connected training with needs identified through supervision and daily observation. Recognition was also used more deliberately. Teachers who showed discipline, creativity, responsibility, or strong contribution received appreciation, trust, or opportunities for further development. Such recognition reinforced desired behavior without depending exclusively on financial rewards.

Finally, the principal sought to strengthen partnerships with the school committee and parents. Regular communication, committee meetings, and involvement in selected programs were used to improve understanding and external support. The school explained program purposes and encouraged shared responsibility for student development. The combined solutions show that the principal addressed obstacles at four levels: individual motivation, organizational coordination, technical systems, and external partnership (Govers & van Amelsvoort, 2023; Nwajei et al., 2022). This multi-level response enabled teacher commitment to be maintained even when resources and workloads were not ideal.

Table 2. Summary of Main Findings

Dimension	Observed Practice	Effect on Teacher Commitment
Shared direction	Vision communication through meetings, coaching, and program evaluation	Clarified common goals and strengthened collective responsibility
Exemplary leadership	Punctuality, direct participation, consistency, and ethical conduct	Increased discipline, trust, and acceptance of expectations
Motivation and recognition	Personal support, praise, trust, and development opportunities	Strengthened enthusiasm, emotional attachment, and loyalty
Academic supervision	Class observation, document review, reflective feedback, and follow-up	Improved professional responsibility and confidence
Participation	Teacher involvement in planning, task distribution, and evaluation	Increased ownership and readiness to implement programs
Collaboration	Peer discussion, mutual assistance, and clear coordination	Reinforced teamwork and normative responsibility

Table 3. Barriers and Leadership Responses

Barrier	Organizational Consequence	Leadership Response
Uneven teacher motivation	Inconsistent participation and discipline	Personal coaching, persuasive dialogue, and recognition
Heavy administrative workload	Reduced time and attention for instruction	Task clarification, administrative support, and simplification
Incomplete data integration	Repeated work and slow document access	Gradual digitalization and improved file management
Limited learning facilities	Need for improvisation and reduced efficiency	Priority setting, optimization, and external coordination
Time pressure	Difficulty balancing teaching, reporting, and development	Routine planning, clearer roles, and coordinated scheduling
Uneven parental participation	Inconsistent home-school support	Committee engagement and more intensive communication

2. Discussion

Leadership Integration and the Formation of Commitment

The findings indicate that teachers' organizational commitment at SDN 148 Palembang was built through an integrated leadership process rather than through a single leadership style. The principal combined strategic direction, instructional guidance, personal consideration, participation, and adaptive management. This combination is important because commitment contains both organizational and psychological dimensions. Teachers need to understand the goals, rules, and responsibilities of the school, but they also need to experience trust, recognition, and professional respect. The principal's strategy addressed these dimensions simultaneously by linking the vision to daily work, modeling expected behavior, providing support, and inviting teachers to contribute to decisions.

The repeated internalization of the school vision functioned as an organizational meaning-making process. A vision becomes useful only when teachers can connect it

with choices about teaching, discipline, programs, and collaboration. At SDN 148 Palembang, the principal used meetings and coaching to translate the vision into expectations concerning responsibility, quality, teamwork, and student development. This helped reduce the gap between formal statements and operational practice. Teachers were more likely to accept additional responsibilities when they understood the institutional purpose behind them. In this sense, vision communication supported affective commitment by giving work a shared meaning and normative commitment by reinforcing a sense of professional obligation to the school community (Nadeem, 2024).

Role modeling strengthened this process because it made leadership expectations credible. Rules are less likely to produce commitment when the leader appears exempt from them. The principal's punctuality, presence, and participation created consistency between stated standards and actual conduct. This consistency encouraged teachers to interpret discipline as a common professional value rather than a mechanism of control. The finding suggests that exemplary behavior is especially influential in schools because teachers closely observe whether leadership practice reflects the ethical and professional expectations communicated to staff and students.

Motivation and personal recognition contributed to emotional attachment. Teachers did not describe commitment as the result of financial incentives. They emphasized being heard, appreciated, trusted, and supported. Verbal recognition, opportunities for responsibility, and private coaching communicated that the principal acknowledged individual contribution. This did not remove the need for accountability, but it changed the way accountability was experienced. A teacher who is corrected through respectful dialogue is more likely to view improvement as a shared professional goal than as a response to humiliation. Human-centered leadership therefore supports commitment by protecting dignity while maintaining standards (Jemal et al., 2025).

Academic supervision provided the instructional foundation of the strategy. Organizational commitment in a school should not be separated from commitment to teaching quality. If leadership focuses only on loyalty and attendance, commitment may become symbolic rather than professional. At SDN 148 Palembang, supervision involved classroom observation, document review, reflective discussion, and follow-up development. This structure connected organizational expectations with practical improvement. Teachers were guided to strengthen pedagogy and classroom management, while the principal gained information about professional needs. The developmental character of supervision also demonstrated organizational support, which can deepen commitment because teachers see that the school invests in their ability to succeed.

Participation, Collaboration, and Organizational Conditions

Participation in decision making strengthened ownership and collective responsibility. The principal did not eliminate hierarchy, but created opportunities for teachers to influence plans and express classroom needs. This balance is significant. Schools require accountable leadership and compliance with regulations, yet decisions become more sustainable when those responsible for implementation understand and help shape them. Participation also recognizes teachers' professional knowledge. When teachers see that their experience informs programs and resource priorities, they are more likely to identify with the organization and defend jointly agreed decisions.

The collaborative culture extended commitment from an individual relationship with the principal to a collective relationship with colleagues. Teachers supported one another in instruction, administration, and school activities. Such mutual assistance reduced the vulnerability created by absence, workload, or technical difficulty. It also established a social expectation that members would contribute to shared goals. This form of commitment is important because leadership cannot personally monitor every activity. A collaborative culture distributes responsibility and creates peer-based reinforcement of professional norms. The principal's task is then to maintain fair coordination, prevent exclusion, and ensure that collaboration does not become an informal mechanism for shifting work unfairly (Smith et al., 2023).

The supporting factors show that leadership effectiveness depends on organizational conditions (Sonmez Cakir & Adiguzel, 2020). Open communication, competent staff, clear duties, and administrative assistance made it easier for the principal's strategy to produce commitment. These conditions reduced uncertainty and allowed teachers to focus on meaningful work. External support from the committee and parents also reinforced legitimacy and shared responsibility. The implication is that principals should not treat commitment as a personal attitude located entirely within teachers. It is partly produced by the quality of systems, relationships, resources, and opportunities available in the workplace.

The barriers further demonstrate this point. Uneven motivation was not simply a character problem; it interacted with workload, facilities, time, experience, and adaptation demands. Heavy administration reduced the energy available for teaching and collaboration. Incomplete data systems created repeated work. Limited instructional resources required improvisation. Uneven parental participation transferred additional responsibility to the school. If these structural constraints are ignored, motivational messages may have only temporary effects. Sustainable commitment therefore requires organizational redesign as well as interpersonal encouragement (Beer, 2021).

Adaptive Solutions and Practical Implications

The principal's solutions were notable because they operated at different levels. Personal coaching targeted individual motivation and discipline. Routine coordination clarified collective tasks. Digitalization addressed technical inefficiency. Training strengthened competence. Recognition reinforced contribution. Partnerships expanded external support. The solutions were realistic because they did not assume that all problems could be removed immediately. Instead, the principal prioritized needs, used available resources, and pursued gradual improvement. This adaptive pattern is particularly relevant for public schools that must operate within administrative regulations and resource limitations (Pak et al., 2020).

Digitalization deserves specific attention. Moving documents into digital formats can reduce retrieval time and repeated preparation, but digitalization is not automatically efficient. It requires consistent file naming, access rules, data protection, staff competence, backup procedures, and agreement about which documents remain necessary. The finding that digital practices had begun but were not fully integrated suggests that the school should develop a simple administrative roadmap. The goal should be workload reduction and reliable information, not the creation of additional electronic requirements that duplicate paper systems (Pettersson, 2021).

Recognition also needs to remain fair and transparent. Appreciation can strengthen commitment when teachers understand the basis on which it is given. If recognition appears selective or dependent on personal closeness, it may undermine trust. The principal can protect fairness by acknowledging varied forms of contribution, including instructional improvement, mentoring colleagues, administrative accuracy, student support, innovation, and consistent discipline. Combining public recognition with private feedback allows the school to celebrate achievement while addressing individual development needs appropriately (Chazan et al., 2022).

The findings have practical implications for principal development. Leadership preparation should train principals to integrate vision, communication, supervision, participation, organizational design, emotional intelligence, and community partnership. Technical management alone is insufficient, while purely relational leadership may fail if work systems remain inefficient (Hansen et al., 2025). Effective leadership requires the ability to move between strategic and interpersonal roles. A principal must be able to analyze institutional needs, make priorities, communicate decisions, coach individuals, facilitate professional learning, and evaluate whether interventions actually improve teacher experience and school performance. For SDN 148 Palembang, the next stage should be the institutionalization of successful practices. Vision communication, coaching, supervision, and collaborative meetings should not depend only on the personality or availability of the current principal. They should be embedded in schedules, role descriptions, documentation, and agreed procedures. A yearly commitment-development plan could combine supervision

cycles, professional learning, workload review, recognition, digital administration targets, and partnership activities. Teacher feedback should be used to evaluate whether these arrangements remain supportive and fair.

Limitations and Future Direction

The study also has limitations. It was conducted in one school with six informants, and the evidence reflects a defined period from March to June 2026. The findings provide depth but cannot represent every elementary school. Participant accounts may also emphasize positive or difficult experiences differently according to their roles. Triangulation reduced this risk, but it did not eliminate interpretation. Future research could compare schools with different sizes, resource conditions, leadership transitions, or teacher employment profiles. Quantitative or mixed-method studies could examine how the identified strategies relate to job satisfaction, performance, organizational culture, turnover intention, and student outcomes.

Overall, the discussion shows that organizational commitment is best understood as a relationship created through repeated interaction between leadership and working conditions. Teachers commit more strongly when they know the direction of the school, experience ethical consistency, receive professional assistance, participate meaningfully, and work within systems that respect their time. The principal's strategy at SDN 148 Palembang illustrates how managerial clarity and human-centered leadership can reinforce one another. Commitment emerges not from pressure alone, but from a credible shared purpose supported by fair structures, respectful relationships, professional development, and opportunities for collective contribution.

D. Conclusions

This study concludes that the principal's leadership strategy at SDN 148 Palembang builds teachers' organizational commitment through an integrated combination of managerial clarity and human-centered support. The strategy begins with the continuous internalization of the school vision, followed by consistent role modeling, open communication, personal motivation, academic supervision, teacher participation in decision making, and the cultivation of collaborative work practices. These actions create conditions in which teachers understand the direction of the school, feel recognized as professional partners, and accept shared responsibility for the implementation of school programs. Their commitment is reflected in stronger discipline, loyalty, responsibility, willingness to cooperate, active participation, and a growing sense of ownership toward the school. The effectiveness of the strategy is supported by a conducive organizational climate, harmonious relationships, competent teachers, clear task distribution, administrative assistance, and support from the school committee and parents. Nevertheless, uneven motivation, high administrative demands, limited learning facilities, inefficient data management, time

pressure, and inconsistent parental participation remain important constraints. The principal responds through personal and persuasive coaching, routine coordination, gradual administrative digitalization, professional development, performance recognition, clearer task allocation, and stronger external partnerships. The findings show that commitment cannot be produced through formal control alone. It develops when leadership simultaneously addresses organizational systems, professional needs, emotional recognition, and opportunities for participation. Therefore, principals seeking to strengthen teacher commitment should maintain a clear shared direction while creating a respectful, supportive, and accountable work environment. For SDN 148 Palembang, the sustainability of this commitment will depend on the consistency of leadership practices, continued simplification of administrative work, prioritized improvement of facilities, and institutionalization of collaborative reflection. Further studies may examine this strategy across different school contexts and explore its relationship with teacher performance, job satisfaction, organizational culture, and educational quality. Such evidence could strengthen leadership models for public elementary schools.

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