

Local wisdom and organizational support in enhancing teachers' organizational commitment

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Abstract: This study develops and tests a conceptual model aimed at enhancing teachers' organizational commitment by integrating elements of local wisdom, specifically *silih asih* (mutual compassion) and *silih asuh* (mutual guidance), with organizational support mechanisms, represented by transformational leadership and career development. The enhancement strategy was formulated using the Modeling and Optimization of Management Resource Strengthening (POP-SDM) approach. Data were collected from foundation-appointed elementary school teachers in Bogor City, Indonesia, using a multistage random sampling technique. The findings indicate that transformational leadership and career development significantly influence organizational commitment both directly and indirectly through the mediating roles of *silih asih* and *silih asuh*. The SITOREM analysis identified several strategic indicators that require improvement, including equity, social responsibility, dedication, respect, inspirational motivation, individual support, self-awareness, skills development, alternatives, organizational investment, and cost perspective. This study contributes to the theoretical discourse by integrating culturally rooted values into organizational behavior frameworks. It also provides practical recommendations for educational leaders to strengthen teachers' organizational commitment through leadership development, career advancement initiatives, and culturally responsive interventions.

Keywords: Career development, Organizational commitment, POP-SDM, *Silih Asih*, *Silih Asuh*, Transformational leadership.

1. Introduction

In the digital era, particularly in the aftermath of the COVID-19 pandemic, work arrangements have undergone a substantial transformation, with virtual work emerging as the “new normal.” It has become increasingly common for internet-based organizations to adopt employee-friendly work practices emphasizing work from home (WFH) and work from anywhere (WFA) principles. These arrangements, while enhancing flexibility, also create opportunities for employees to engage in side occupations alongside their primary roles [1]. The success of such organizations, however, largely depends on the presence of members who maintain a strong commitment to the organization's vision and mission, particularly in light of the high turnover potential that may hinder organizational progress. Employees with a strong emotional attachment to their institutions tend to exhibit lower turnover intentions [2], contribute to enhanced employee performance [3], and achieve higher work accomplishments [4]. Effective personal selection, performance evaluation techniques, promotions, training and development opportunities, career pathways, talent management, and functional virtues such as strong communication, trust, and fairness not only reinforce organizational commitment but also attract high-caliber individuals [2]. In educational settings, high organizational commitment influences teachers' attitudes, emotions, and positive behaviors in fulfilling their professional duties, thereby fostering a productive and optimal working environment in schools [5]. Teachers with a strong commitment to their organizations are more likely to share their knowledge and skills, thereby

contributing to the collective knowledge base of the institution. Key factors fostering organizational commitment include workplace comfort, physical work environment, and training for skill enhancement [3]. Other determinants encompass intrinsic and extrinsic job satisfaction, organizational justice [6, 7] the presence of transformational leadership [4, 7] employees' perceived psychological climate [8], empowerment through job availability, access to information, support, resources, formal authority, and informal influence [9] as well as personality traits including openness, conscientiousness, extraversion, agreeableness, and neuroticism [10]. This study aims to develop a constellation model of inter-variable influences to enhance teachers' organizational commitment. Based on this model, appropriate strategies and methods will be identified to strengthen teachers' organizational commitment. To determine the optimal solution for improving teachers' organizational commitment, the study employs the Modeling and Optimization of Management Resource Reinforcement (POP-SDM) approach. This research design begins with an exploratory qualitative phase and is subsequently combined with a quantitative descriptive or causal quantitative approach [11].

1.1. Organizational Commitment

Organizational commitment is commonly described as a strong sense of belonging to the organization [12], a desire to remain a member and dedicate oneself to its objectives [13], the willingness to engage in dedicated actions toward organizational goals [14], and a readiness to work diligently on behalf of the organization [9]. It is widely regarded as a key determinant of whether an individual chooses to remain with or leave the organization [15]. Three dimensions of organizational commitment [15, 16]: (1) affective commitment, rooted in an individual's emotional attachment to the organization (emotion-based reasons); (2) continuance commitment, based on the perceived socio-economic costs of leaving the organization (cost-based reasons), reflecting the individual's ongoing need for the organization [10, 17] and (3) normative commitment, stemming from a sense of obligation to remain (obligation-based reasons), either due to social pressures [10] or a perceived debt of gratitude toward the organization [12]. Organizational commitment is also influenced by the quality of the psychological contract between the employee and the organization [13] as well as by interpersonal interactions [18].

1.2. Local Wisdom: *Silih Asih* and *Silih Asuh*

In Sundanese culture, the term *silih* signifies reciprocity, while *asih* conveys love or affection. Fundamentally, *silih asih* denotes the expression of compassion and care for others, serving as a moral force that strengthens interpersonal bonds and sustains social harmony [19, 20]. It is regarded as an ontological manifestation of divine attributes, particularly love and forgiveness [21, 22]. Such expressions of *silih asih* are reflected in attitudes of friendliness, openness, and respect [19], empathy, patience, sacrifice, and dedication [23, 24], and sincerity, honesty, and politeness [25, 26].

Silih asuh, literally translated as "mutual guidance," refers to a collective endeavor aimed at achieving shared beneficial goals [20] and guiding one another not only intellectually but also morally and socially [26, 27]. It crystallizes axiological values through nurturing, leadership, and mentoring, all of which are sustained by mutual respect [21, 28]. The essence of *silih asuh* lies in prioritizing the common good over individual gain, achieved through active listening, open dialogue, and the incorporation of diverse perspectives [19]. Its practice integrates values of equality, justice, sincerity, and solidarity [20, 24], fostering cohesive communities with transformative potential to address social challenges such as marginalization and alienation [27].

1.3. Organizational Support: Transformational Leadership and Career Development

Transformational leadership is defined as a leadership approach that reshapes followers' norms and values in pursuit of organizational objectives [29]. Such leaders do not merely focus on immediate outcomes but aim to create sustainable, long-term change [30]. This leadership style is commonly operationalized through dimensions such as idealized influence, inspirational motivation, intellectual

stimulation, and individualized consideration [31-33], complemented by moral modeling, vision-driven motivation, and leadership charisma [34].

Organizational support for career development constitutes a structured, long-term investment [35] encompassing training, mentoring, job rotation, and other initiatives designed to enhance technical, conceptual, and moral competencies [36, 37]. Career development addresses both current and future organizational needs [38] and includes strategic planning to optimize individual potential through capability assessment, structured preparation, and targeted achievement pathways. Advancement is influenced by leadership capacity, intellectual ability, managerial competence, merit-based promotion, work experience, and job satisfaction, which in turn strengthen organizational commitment [38].

2. Methods

This study employed the POP-SDM (Modeling and Optimization of Management Resources) method, an exploratory qualitative approach integrated with quantitative descriptive and causal designs to construct models and identify optimal solutions for enhancing targeted management resources [11]. The POP-SDM procedure consists of seven sequential stages [39].

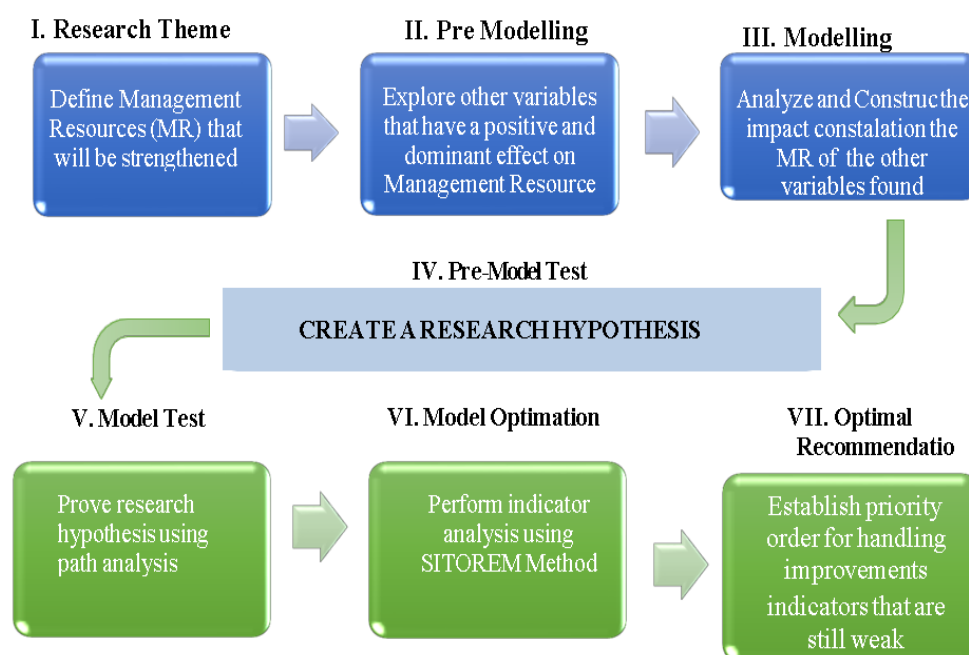


Figure 1.
Research Stages Using the POP-SDM Method.

Stages 1 to 4 represent the qualitative phase, conducted in seven private elementary schools in Bogor City. Data collection was carried out until the information reached a saturation point, as determined by the researcher. A total of 11 participants were involved, selected purposively to ensure that the data reflected comprehensive perspectives relevant to the research topic.

Stage 5 constitutes the quantitative phase, employing Path Analysis. Data were collected through questionnaires using a Likert scale administered to 160 permanent teachers from private elementary schools in Bogor City. The sample was drawn using proportional random sampling techniques.

Stages 6 and 7 integrate semi-quantitative and qualitative approaches. For the analysis of indicators, the SITOREM method (Scientific Identification Theory to Conduct Operation Research in Education Management) was applied. The purpose of SITOREM analysis is to determine optimal solutions in the

form of effective strategies for enhancing the dependent variable or the main theme of the study [11]. SITOREM serves as a methodological framework that enables researchers to: (a) determine the strength of influence between independent and dependent variables, (b) analyze research outcomes for each indicator, and (c) assess the weight of each indicator based on the criteria of “Cost, Benefit, Urgency, and Importance” [40].

3. Results and Discussion

3.1. Qualitative Findings

The organizational commitment constellation model was developed based on findings from the qualitative phase of the study. The process began with an in-depth exploration of the research locus to examine the existing conditions of the organizational commitment variable. Data collection was conducted through interviews with teacher informants to identify variables that positively influence teachers’ organizational commitment. Raw data obtained from observations, interviews, and document analysis were systematically refined by eliminating irrelevant information and focusing on salient aspects. Relevant data were coded to identify emerging themes, concepts, and patterns. Subsequently, a diagram was constructed to illustrate the interrelationships among variables that exerted a strong and positive influence on teachers’ organizational commitment.

3.1.1. Organizational Support

From the analysis, two key variables emerged as the most influential in enhancing teachers’ organizational commitment and were considered most relevant to the school context: transformational leadership and career development.

3.1.2. Local Wisdom

The analysis also revealed that two local wisdom elements, *silih asih* (mutual affection) and *silih asuh* (mutual nurturing), positively influenced teachers’ organizational commitment, with the strongest impact on both transformational leadership and career development. These variables were assessed by expert reviewers, who unanimously agreed that the proposed constellation required no revision and could proceed to the next stage. As a result, two exogenous variables were identified: Transformational Leadership (X_1) and Career Development (X_2), alongside two mediating variables: *Silih Asih* (X_3) and *Silih Asuh* (X_4). The expert-validated organizational commitment model is presented in Figure 2.

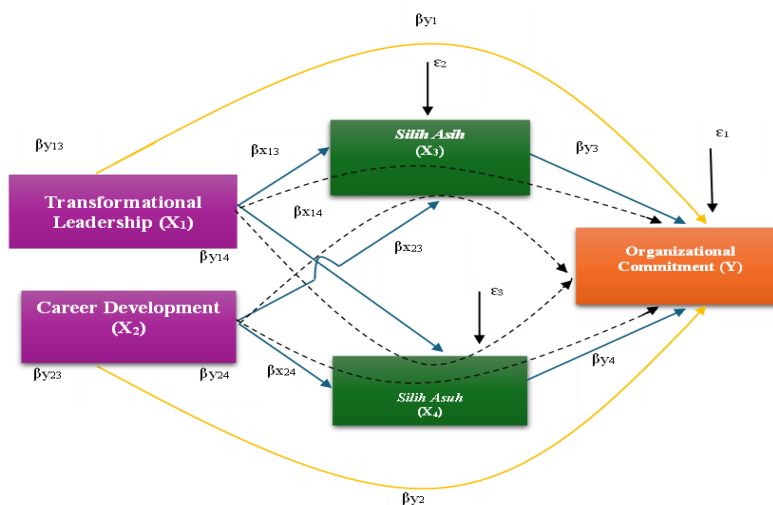


Figure 2.
Research Constellation.

3.2. Quantitative Findings

Table 1.
Hypothesis Testing Results.

No	Hypothesis	Coefficient β	Sig. (p)	Conclusion
1.	The influence of transformational leadership on organizational commitment.	β_{y_1} 0.286	<0.001	Positive and statistically significant
2.	The influence of career development on organizational commitment.	β_{y_2} 0.166	0.002	Positive and statistically significant
3.	The influence of <i>silih asih</i> on organizational commitment.	β_{y_3} 0.303	<0.001	Positive and statistically significant
4.	The influence of <i>silih asuh</i> on organizational commitment.	β_{y_4} 0.414	0.010	Positive and statistically significant
5.	The influence of transformational leadership on <i>silih asih</i> .	$\beta_{x_{13}}$ 0.523	<0.001	Positive and statistically significant
6.	The influence of career development on <i>silih asih</i> .	$\beta_{x_{23}}$ 0.271	<0.001	Positive and statistically significant
7.	The influence of transformational leadership on <i>silih asuh</i> .	$\beta_{x_{14}}$ 0.528	<0.001	Positive and statistically significant
8.	The influence of career development on <i>silih asuh</i> .	$\beta_{x_{24}}$ 0.240	<0.001	Positive and statistically significant
9.	The mediating role of <i>silih asih</i> in the relationship between transformational leadership and organizational commitment.	$\beta_{y_{13}}$ 0.170	<0.001	Significant mediation effect
10.	The mediating role of <i>silih asih</i> in the relationship between career development and organizational commitment.	$\beta_{y_{23}}$ 0.112	0.001	Significant mediation effect
11.	The mediating role of <i>silih asuh</i> in the relationship between transformational leadership and organizational commitment.	$\beta_{y_{14}}$ 0.179	0.006	Significant mediation effect
12.	The mediating role of <i>silih asuh</i> in the relationship between career development and organizational commitment.	$\beta_{y_{24}}$ 0.103	0.017	Significant mediation effect

The results presented in Table 1 demonstrate significant direct positive effects of transformational leadership on organizational commitment ($\beta = 0.286$, $p < 0.001$), career development on organizational commitment ($\beta = 0.166$, $p = 0.002$), *silih asih* on organizational commitment ($\beta = 0.303$, $p < 0.001$), and *silih asuh* on organizational commitment ($\beta = 0.414$, $p = 0.010$). Transformational leadership also significantly and positively influenced *silih asih* ($\beta = 0.523$, $p < 0.001$) and *silih asuh* ($\beta = 0.528$, $p < 0.001$), while career development showed significant positive effects on *silih asih* ($\beta = 0.271$, $p < 0.001$) and *silih asuh* ($\beta = 0.240$, $p < 0.001$).

Mediation analysis further indicated that *silih asih* significantly mediated the relationship between transformational leadership ($\beta = 0.170$, $p < 0.001$) and career development ($\beta = 0.112$, $p = 0.001$) with organizational commitment. Similarly, *silih asuh* mediated the relationship between transformational leadership ($\beta = 0.179$, $p = 0.006$) and career development ($\beta = 0.103$, $p = 0.017$) with organizational commitment. These findings highlight the critical role of *silih asih* and *silih asuh* as social mechanisms linking leadership and career development to teachers' organizational commitment.

Table 2.
SITOREM Analysis Results.

Career Development ($\beta y2 = 0.166$), Ranked IV		
<i>Indicator in Initial State</i>	<i>Indicator After Weighting by Expert</i>	<i>Idc. Value</i>
1. Individual awareness	1 st Promotion (21%)	4.01
2. Career opportunities	2 nd Individual awareness (20%)	2.78
3. Managerial support	3 rd Managerial support (20%)	4.06
4. Skills development	4 th Skills development (20%)	2.79
5. Promotion	5 th Career opportunities (19%)	4.01
Transformational Leadership ($\beta y1 = 0.286$), Ranked III		
<i>Indicator in Initial State</i>	<i>Indicator After Weighting by Expert</i>	<i>Idc. Value</i>
1. Charisma	1 st Intellectual stimulation (21%)	4.01
2. Inspirational motivation	2 nd Charisma (20%)	4.03
3. Intellectual stimulation	3 rd Vision (20%)	4.04
4. Individualized consideration	4 th Inspirational motivation (19.5%)	2.69
5. Vision	5 th Individualized consideration (19.5%)	2.78
Silih Asih ($\beta y3 = 0.303$), Ranked II		
<i>Indicator in Initial State</i>	<i>Indicator After Weighting by Expert</i>	<i>Idc. Value</i>
1. Empathy	1 st Friendliness (21.5%)	4.03
2. Sacrifice	2 nd Empathy (21%)	4.02
3. Friendliness	3 rd Dedication (20.5%)	2.94
4. Dedication	4 th Sacrifice (19%)	4.03
5. Respect	5 th Respect (18%)	2.64
Silih Asuh ($\beta y4 = 0.414$), Ranked I		
<i>Indicator in Initial State</i>	<i>Indicator After Weighting by Expert</i>	<i>Idc. Value</i>
1. Encompassed appr. for others	1 st Sincerity in action (20.5%)	4.02
2. Equality	2 nd Encompassed appreciation for others (20%)	4.01
3. Sincerity in action	3 rd Equality (20%)	2.53
4. Togetherness	4 th Social responsibility (20%)	2.52
5. Social responsibility	5 th Togetherness (19.5%)	4.00
Organizational Commitment (Y)		
<i>Indicator in Initial State</i>	<i>Indicator After Weighting by Expert</i>	<i>Idc. Value</i>
1. Emotional attachment	1 st Emotional attachment (18%)	4.03
2. Work experience	2 nd Alternatives (17%)	2.77
3. Cost perspective	3 rd Cost perspective (17%)	4.05
4. Alternatives	4 th Organizational investment (16.5%)	3.19
5. Value perspective	5 th Work experience (16.5%)	4.01
6. Organizational investment	6 th Value perspective (15%)	2.83
Priority Indicators to be Improved	Indicators to be Maintained/Enhanced	
1 st Equality	1. Sincerity in Action	
2 nd Social Responsibility	2. Appreciation for Others	
3 rd Dedication	3. Togetherness	
4 th Respect	4. Friendliness	
5 th Inspirational Motivation	5. Empathy	
6 th Individualized Consideration	6. Sacrifice	
7 th Individual Awareness	7. Intellectual Stimulation	
8 th Skills Development	8. Charisma	
9 th Alternatives	9. Vision	
10 th Organizational Investment	10. Promotion	
11 th Cost Perspective	11. Managerial Support	
	12. Career Opportunities	
	13. Emotional Attachment	
	14. Value Perspective	
	15. Work Experience	

3.3. Priority Indicators for Enhancement and Improvement

SITOREM is a systematic approach used to identify strategies for improving organizational performance in education by analyzing both strong and weak indicators. The method enables targeted improvement strategies through the principle of “improving the weak while sustaining the strong.” SITOREM analysis involves several stages: examining the strength of relationships or effects, analyzing indicator weights, and evaluating indicator scores based on the criteria of cost, benefit, urgency, and importance. The outcome is a prioritized list of indicators requiring improvement or further development, as presented in Table 2.

3.4. Transformational Leadership and Organizational Commitment

The present study confirms that transformational leadership exerts a positive and significant influence on teachers’ organizational commitment. Higher levels of transformational leadership correspond with stronger commitment to the school, a finding consistent with previous research demonstrating a robust positive association between the two constructs [31]. Such commitment, in turn, enhances teacher performance [41]. Within educational contexts, school principals as transformational leaders play a pivotal role in fostering a collaborative, inspiring, and innovative organizational climate [32, 33] while addressing weaker organizational elements to ensure educational quality and sustainability [30]. Transformational leaders function as mentors, offering sustained support, training, and feedback while ensuring that professional development aligns with organizational objectives [41]. They encourage innovative problem-solving and foster a shared vision among team members [32]. Within education, transformational leadership is often embodied by school principals who serve as both administrative leaders and catalysts for positive professional culture. They set collective visions, foster consensus among staff, and promote participatory decision-making, authority delegation, and distributive leadership [33]. By providing intellectual stimulation and individualized support, such leaders cultivate environments conducive to both personal and professional growth [32]. SITOREM analysis highlighted Inspirational Motivation and Individualized Consideration as weaker dimensions requiring targeted interventions, such as inspirational vision communication and personalized support for teacher needs, whereas Intellectual Stimulation, Charisma, and Vision were assessed positively and should be sustained to promote creativity, emotional engagement, and goal alignment. From the perspective of organizational commitment, rational indicators such as perceived alternatives to leaving, organizational investment, and cost perspectives were notably low, indicating areas for strategic improvement. Strengthening commitment thus requires providing members with access to various empowerment resources, including formal and informal power, opportunities within the organization, support, information, and resources [9]. Moreover, fostering a work culture that enhances job satisfaction directly influences both individual achievement and organizational performance [42], thereby increasing organizational commitment and improving service quality [43].

3.5. Career Development as a Driver of Commitment

Career development was also found to positively and significantly predict teachers’ organizational commitment. This suggests that robust career development programs strengthen attachment, loyalty, and a sense of belonging among teachers toward their institutions [37]. The career development process begins with career choice and may include promotion, role rotation, further education, and skill enhancement opportunities. Indicators of career progression include increased responsibilities, higher positions, and formal recognition [35]. Central to this process are equal opportunity policies, continuous learning, interpersonal skill enhancement, adaptability to change, opportunity recognition, networking, personal branding, job-role alignment, and succession planning [44]. SITOREM results revealed that individual awareness and skill development require attention, warranting interventions through relevant professional training and long-term career planning programs. Conversely, promotion pathways, managerial support, and career opportunities are performing well and should be maintained. These findings reinforce prior evidence that career development exerts a substantive influence on

organizational commitment [36], supporting the argument that transparent promotion systems, managerial encouragement, and investment in teacher well-being enhance intrinsic motivation, job security, and long-term organizational commitment [35].

3.6. *The Role of Silih Asih and Silih Asuh in Strengthening Commitment*

Commitment is further shaped by positive work experiences, such as reciprocal norms within the organization [45]. Employee engagement in organizational activities significantly impacts both affective and normative commitment [46]. Ultimately, organizational commitment is reflected in members' active involvement, care for the organization's future, pride in being part of the organization [47], and willingness to share knowledge [48]. Local cultural values, *silih asih* (mutual affection) and *silih asuh* (mutual guidance), also demonstrated positive and significant effects on organizational commitment. SITOREM analysis indicated that friendliness, empathy, and sacrifice within *silih asih* were strong, whereas dedication and respect needed enhancement. In *silih asuh*, sincerity, appreciation, and togetherness were key strengths, while equality and social responsibility required further reinforcement. These findings suggest that embedding these values within the organizational culture fosters warmth, solidarity, and mutual support, thereby strengthening emotional bonds and value alignment between teachers and their institutions. Strategies for increasing commitment should therefore incorporate culturally grounded character-building initiatives and equitable recognition systems that promote equality, social care, and a deep sense of belonging [24].

3.7. *Interactions between Leadership, Career Development, and Cultural Values*

The analysis further revealed that transformational leadership and career development have significant direct effects on the strengthening of *silih asih* and *silih asuh*. This suggests that improvements in leadership and career systems can simultaneously advance organizational performance and cultivate a humanistic work environment. Within this context, *silih asih* has the potential to evolve into a sustainable collective culture in modern educational organizations, while the optimal practice of *silih asuh* requires coordinated interventions targeting structural systems, individual capacity building, and value-based cultural reinforcement. Such integration can create an academic ecosystem that is intellectually excellent, ethically robust, and socially cohesive, thereby shaping students' empathy, tolerance, responsibility, and intrinsic motivation for learning [22].

3.8. *Mediating Role of Silih Asih and Silih Asuh*

Finally, the findings indicate that both *silih asih* and *silih asuh* mediate the effects of transformational leadership and career development on organizational commitment. *Silih asih*, reflecting Sundanese principles of love, empathy, sacrifice, and respect, enhances loyalty and dedication when integrated into leadership and career strategies, transforming the school into a supportive professional community [19]. Similarly, *silih asuh*, emphasizing reciprocal guidance, fairness, and collective care [27], strengthens the indirect effects of leadership and career development, highlighting the value of aligning structural and cultural strategies to foster sustained teacher commitment. Beyond individual virtues, *silih asih* embodies the principle of balancing personal and collective interests [27], providing a value-based framework for inclusive, tolerant, and harmonious coexistence within diverse societies [21]. In educational settings, *silih asih* informs educator–student relationships grounded in genuine affection and reciprocal respect, serving as an essential component of character education to strengthen learners' ethical, social, and moral dimensions [22, 28]. In practical terms, *silih asuh* is operationalized through collaborative discussions, critical reflection, guidance, protection, and shared responsibility [25, 26]. Within education, it signifies an educator's responsibility to offer constructive guidance, protective oversight, and consistent mentorship to help learners achieve their fullest potential, thereby reinforcing the moral and emotional foundations of teaching and learning [21, 22].

This study yields several significant findings that offer tangible contributions to strengthening teachers' organizational commitment, particularly within the context of educational institutions in

Indonesia. The developed model, integrating elements of transformational leadership, career development, and local cultural values such as *silih asih* and *silih asuh*, is not only theoretically relevant but also provides strong practical implications for fostering more contextualized and value-based educational management. The research underscores the pivotal role of local values such as *silih asih* and *silih asuh*. These values are shown to exert not only a direct influence on organizational commitment but also serve as mediating mechanisms that strengthen the effects of leadership and career development on teachers' commitment. This conveys an important message: integrating local cultural values into organizational dynamics should not be seen as outdated, but rather as a way of reinforcing the emotional and social foundations of the organization. From a strategic standpoint, enhancing organizational commitment may be pursued through two major pathways.

Strengthening the core factors, namely transformational leadership, career development, and the internalization of *silih asih* and *silih asuh*. Improving weak indicators as revealed by SITOREM analysis, including equity, social responsibility, dedication, respect, inspirational motivation, individualized support, self-awareness, skill development, alternatives, organizational investment, and cost perspective. More specifically, transformational leadership can be reinforced by addressing weaker indicators, particularly inspirational motivation and individualized support, while sustaining or enhancing those already well-established, such as intellectual stimulation, charisma, and vision. Career development may be strengthened by improving self-awareness and skill development, while maintaining or further advancing effective indicators such as promotion opportunities, managerial support, and career prospects. *Silih asih* can be enhanced by improving weaker aspects such as dedication and friendliness, while consolidating or advancing empathy, sacrifice, and respect. *Silih asuh* may be reinforced by addressing weaker indicators, such as sincerity in action and appreciation of others, while maintaining or deepening indicators like togetherness, equity, and social responsibility. Operationally, all influence pathways, both direct and indirect, demonstrate strong statistical significance. This indicates that strategies to strengthen teachers' organizational commitment should be implemented holistically and in an integrated manner, rather than through fragmented efforts. It further highlights that building robust educational organizations requires more than sound administrative systems; it also necessitates the cultivation of deeply rooted values and cultural orientations.

4. Conclusions

This study advances the understanding of organizational commitment in educational institutions by integrating transformational leadership, career development, and local cultural values (*silih asih* and *silih asuh*) into a single explanatory model. The findings underscore that these cultural values not only exert direct effects on commitment but also serve as powerful mediators of leadership and career development influences. This dual role reinforces the argument that embedding local wisdom into educational management is both relevant and strategically advantageous. From a strategic perspective, strengthening organizational commitment requires a dual focus: (1) enhancing core drivers, transformational leadership, and career development, and (2) embedding *silih asih* and *silih asuh* into the organizational culture. SITOREM-based improvement priorities include equality, social responsibility, dedication, respect, inspirational motivation, individualized consideration, self-awareness, skill development, alternative opportunities, organizational investment, and cost perspectives. By integrating evidence-based leadership and career development strategies with culturally grounded organizational practices, educational institutions can cultivate cohesive, high-commitment work environments that align institutional identity with the cultural values of the communities they serve. Overall, the findings suggest that a contextual approach grounded in local culture and humanistic values can serve as a promising alternative in human resource management within the education sector, particularly in nurturing teachers' organizational commitment.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

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