

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP, INTERPERSONAL COMMUNICATION, AND SERVICE QUALITY ON ORGANIZATIONAL COMMITMENT OF TEACHERS AT SUN EDUCATION GROUP

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Abstract. Education is the lifeblood of a nation's progress, as without quality education, the sustainability and future of a nation will be threatened. In this context, teacher commitment plays a highly strategic role in improving service quality and learning outcomes. However, in practice, transformational leadership implemented by leaders or superiors often tends to focus on strict rules, is less adaptive to dynamic work environment changes, and has not been able to provide optimal interpersonal communication for teachers and employees. This condition has resulted in declining service quality and organizational commitment of teachers and employees at Sun Education Group, which ultimately has implications for their service quality. This research aims to analyze the influence of transformational leadership on interpersonal communication, service quality, and organizational commitment at Sun Education Group throughout Indonesia. A quantitative research approach is used with survey techniques through the distribution of questionnaires to teachers and employees in their respective regions. Data is analyzed using regression methods to determine the relationships and influences between variables. The research results are expected to provide an empirical overview of the extent to which transformational leadership contributes to the improvement or decline of interpersonal communication, service quality, and organizational commitment at Sun Education Group. These findings are also expected to serve as considerations for teachers and policymakers in determining a more effective leadership model for improving service quality and organizational commitment at Sun Education Group.

Keywords: transformational leadership, interpersonal communication, service quality, organizational commitment, Sun Education teachers

INTRODUCTION

Background of the Study

Educational organizations are currently experiencing rapid transformation driven by globalization, technological advancement, and increasing stakeholder expectations. These changes demand high organizational commitment from teachers as key actors in educational service delivery. Teachers with strong organizational commitment tend to demonstrate loyalty, professionalism, and higher performance, which ultimately contribute to improving institutional effectiveness and service quality (Nguyen et al., 2022; Khan et al., 2021). Conversely, low organizational commitment can lead to reduced performance, increased turnover, and declining educational service quality (Kim & Park, 2020). In modern educational institutions, transformational leadership plays a crucial role in fostering teacher commitment. Transformational leaders inspire followers, encourage innovation, and develop a supportive organizational climate that enhances teachers' motivation and engagement (Adams, 2023; Leithwood et al., 2020). Empirical studies indicate that transformational leadership significantly influences organizational commitment by strengthening emotional attachment and professional dedication among educators (Khan et al., 2021; Bush, 2020).

Besides leadership, interpersonal communication is another critical factor affecting organizational commitment. Effective interpersonal communication enhances trust, collaboration, and knowledge sharing among teachers and administrators. Organizations that foster open and supportive communication environments tend to build stronger organizational commitment and improve overall performance (DeVito, 2021; Men & Yue, 2021). In educational settings, communication also facilitates collaborative problem-solving and professional development among teachers. Furthermore, service quality within educational organizations has emerged as an important determinant of teacher commitment. Internal service quality includes administrative support, facilities, management responsiveness, and organizational climate that support teacher performance (Agarwal & Dhingra, 2023). When teachers perceive high-quality organizational support, they are more likely to develop stronger commitment and job satisfaction (Khanmohammadi et al., 2023). Sun Education Group, as an international education consulting institution operating across Indonesia, faces challenges in maintaining teacher commitment. Initial observations indicate declining motivation, relatively high turnover, and low participation in organizational decision-making. These issues indicate the importance of examining leadership, communication, and service quality as key factors influencing organizational commitment among teachers.

Recent studies also emphasize that teacher commitment is influenced by leadership quality, communication patterns, and

organizational support. Suchyadi et al. (2020) found that transformational leadership significantly improves teacher performance and organizational engagement in educational institutions. Similarly, Suchyadi and Nurjanah (2021) reported that interpersonal communication and leadership significantly influence teacher organizational commitment and job satisfaction. Therefore, investigating these variables in an integrated model becomes important for improving teacher commitment in educational organizations, particularly in international education consultancy institutions.

Problem of the Study

Although previous studies have identified factors influencing organizational commitment, several challenges remain. First, many educational organizations still experience low teacher engagement and high turnover, indicating weak organizational commitment (Nguyen et al., 2022). Second, leadership practices often emphasize administrative control rather than transformational approaches that foster teacher development (Bush, 2020). Third, communication within educational organizations is often hierarchical, limiting teacher participation in decision-making processes. Such conditions may weaken teachers' emotional attachment to organizations (Men & Yue, 2021). Fourth, disparities in service quality and organizational support across branches may also contribute to variations in teacher commitment levels. Based on these conditions, it is necessary to examine how transformational leadership, interpersonal communication, and service quality influence organizational commitment simultaneously in educational organizations.

Research State of the Art

Recent research highlights the growing importance of transformational leadership in educational institutions. Leithwood et al. (2020) emphasized that transformational leadership enhances teacher motivation, collaboration, and innovation. Similarly, Khan et al. (2021) reported that leadership significantly influences teacher commitment and organizational performance. Studies also show that interpersonal communication strengthens organizational trust and teamwork (Men & Yue, 2021). Furthermore, internal service quality has been linked to organizational commitment and employee engagement in educational institutions (Agarwal & Dhir, 2023). In Indonesian educational contexts, Suchyadi et al. (2020) demonstrated that leadership practices significantly influence teacher performance and organizational commitment. Another study by Suchyadi and Nurjanah (2021) also confirmed the importance of communication and leadership in improving teacher organizational commitment. However, most previous studies examine these variables separately, rather than integrating them into a comprehensive model.

Gap Study & Objective

Despite extensive research, several research gaps remain: Previous studies largely analyze transformational leadership, communication, and service quality separately rather than simultaneously. Most research focuses on commercial industries rather than educational consultancy institutions. Limited studies examine organizational commitment in international education organizations operating across multiple regions. Previous research rarely examines the relative contribution of each variable within an integrated model. These gaps indicate the need for comprehensive research that integrates transformational leadership, interpersonal communication, and service quality in predicting organizational commitment.

Based on the research gaps identified, this study aims to: Analyze the influence of transformational leadership on organizational commitment. Analyze the influence of interpersonal communication on organizational commitment. Analyze the influence of service quality on organizational commitment. Analyze the simultaneous influence of transformational leadership, interpersonal communication, and service quality on organizational commitment. This study contributes theoretically by developing an integrated model of organizational commitment in educational institutions. Practically, the findings are expected to provide recommendations for improving teacher commitment and organizational effectiveness in educational consultancy institutions.

METHOD

Type and Design

This study employed a quantitative research approach using a causal explanatory design to examine the influence of transformational leadership, interpersonal communication, and service quality on teachers' organizational commitment. A quantitative approach was selected because it enables the measurement of relationships among variables and facilitates hypothesis testing using statistical procedures. The causal design allows researchers to determine the direct and simultaneous effects of independent variables on the dependent variable within organizational contexts. This study adopts a cross-sectional survey design, where data were collected at a single point in time to capture respondents' perceptions regarding leadership practices, communication patterns, service quality, and organizational commitment. Such a design is widely used in educational management research to investigate behavioral relationships within organizational settings and to produce generalizable findings (Creswell & Creswell, 2022; Hair et al., 2021). The research model positions transformational leadership, interpersonal communication, and service quality as independent variables, while organizational commitment is treated as the dependent variable.

Data and Data Sources

The population of this study consisted of teachers and employees of Sun Education Group distributed across 27 branches throughout Indonesia. The total population included approximately 150 teachers and staff working in different regional branches.

To ensure representativeness, purposive sampling was employed with specific criteria: respondents must be permanent teachers or staff, have at least one year of working experience, and actively participate in organizational activities. Based on these criteria, a total of 115 respondents were selected as the research sample. Primary data were obtained directly from respondents through structured questionnaires, while secondary data were derived from organizational documents, internal reports, and relevant literature supporting the theoretical framework. The distribution of respondents across regions, including Jabodetabek, Java outside Jabodetabek, and non-Java regions, ensured the diversity and representativeness of organizational conditions within Sun Education Group. This approach enhances the reliability and generalizability of findings within multi-branch educational organizations.

Data Collection Technique

Data were collected using a structured questionnaire based on Likert scale measurements ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument was adapted from established measurement frameworks. Transformational leadership was measured using dimensions proposed by Bass and Avolio, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Interpersonal communication was measured based on openness, empathy, supportiveness, positiveness, and equality. Service quality was assessed using SERVQUAL dimensions, including tangibility, reliability, responsiveness, assurance, and empathy. Organizational commitment was measured using affective, continuance, and normative commitment dimensions. Prior to data analysis, validity and reliability tests were conducted to ensure instrument accuracy. The validity test used Pearson Product Moment correlation, while reliability testing employed Cronbach's Alpha coefficient. All items were confirmed valid and reliable, meeting acceptable research standards. The use of validated questionnaires ensures the accuracy and consistency of responses in organizational behavior research (Hair et al., 2021; Creswell & Creswell, 2022).

Data Analysis

Data analysis was conducted using descriptive and inferential statistical techniques. Descriptive analysis was used to identify respondent characteristics and distribution patterns of research variables. Inferential analysis involved classical assumption tests, including normality, multicollinearity, heteroscedasticity, and linearity tests, to ensure the suitability of regression analysis. Multiple linear regression analysis was applied to examine the influence of transformational leadership, interpersonal communication, and service quality on organizational commitment. Hypothesis testing included t-tests for partial effects and F-tests for simultaneous effects. Additionally, the coefficient of determination (R^2) was used to determine the contribution of independent variables to organizational commitment. All statistical analyses were performed using SPSS version 25 with a significance level of 0.05. This analytical approach is commonly used in educational leadership and organizational behavior research to determine predictive relationships among variables (Hair et al., 2021; Kline, 2021).

RESULTS

Descriptive Analysis of Research Variables

The descriptive analysis revealed that all research variables were categorized at a relatively high level. Interpersonal communication showed the highest mean score, followed by transformational leadership, service quality, and organizational commitment. These findings indicate that teachers at Sun Education Group generally perceived leadership practices, communication processes, and service quality positively. However, organizational commitment showed the lowest mean value among the variables, suggesting that although conditions were relatively favorable, organizational commitment still required further strengthening. The relatively low standard deviation across variables indicates that respondents' perceptions were relatively homogeneous. Nevertheless, the broader range between minimum and maximum scores reflects heterogeneity in experiences among respondents from different branches and regions. This finding suggests that organizational commitment may vary depending on contextual factors such as leadership consistency, communication quality, and internal service support.

Classical Assumption Testing

Prior to hypothesis testing, classical assumption tests were conducted to ensure the validity of regression analysis. The normality test confirmed that residuals were normally distributed. Multicollinearity testing indicated no high correlation among independent variables, as tolerance values exceeded acceptable thresholds. Heteroscedasticity testing confirmed homogeneity of variance, while linearity testing verified linear relationships among variables. These results confirm that the regression model met statistical assumptions, indicating that the model was appropriate for hypothesis testing and interpretation of findings.

Hypothesis Testing and Regression Analysis

Multiple regression analysis demonstrated that transformational leadership, interpersonal communication, and service quality significantly influenced organizational commitment. Transformational leadership emerged as the strongest predictor of organizational commitment, followed by service quality and interpersonal communication. These findings indicate that leadership practices that emphasize inspiration, motivation, and individualized support significantly enhance teachers' organizational commitment. Service quality also demonstrated a significant contribution, indicating that organizational support, administrative responsiveness, and adequate facilities strengthen teacher engagement. Meanwhile, interpersonal communication showed a positive and significant effect, confirming that open and supportive communication fosters emotional attachment and trust within the organization.

Simultaneously, the three independent variables significantly influenced organizational commitment, with the model explaining more than half of the variance. This indicates that transformational leadership, interpersonal communication, and service quality collectively provide a strong predictive model for organizational commitment.

Table 1. Multiple Linear Regression Analysis Results

Variabel	B	Std. Error	t	Sig.	Remarks
(Constant)	0,425	0,198	2,146	0,034	Signifikan
Transformational Leadership	0,312	0,089	3,506	0,001	Signifikan
Interpersonal Communication	0,267	0,092	2,902	0,004	Signifikan
Quality of Service	0,289	0,087	3,322	0,001	Signifikan

Regression equations based on Table 4 as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$$

Organizational Commitment = 0.425 + 0.312 (Transformational Leadership) + 0.267 (Interpersonal Communication) + 0.289 (Quality of Service)

DISCUSSIONS

Transformational Leadership and Organizational Commitment

The findings confirm that transformational leadership significantly influences organizational commitment. Leaders who provide inspiration, motivation, and intellectual stimulation enhance teacher engagement and loyalty. This result aligns with recent studies indicating that transformational leadership improves teacher motivation, collaboration, and organizational commitment in educational institutions (Nguyen et al., 2022; Bush, 2020). Transformational leadership also fosters a supportive work climate, which encourages teachers to remain committed to organizational goals. Leaders who practice individualized consideration strengthen teacher satisfaction and professional growth, thereby increasing commitment.

Interpersonal Communication and Organizational Commitment

Interpersonal communication also significantly influenced organizational commitment. Effective communication promotes collaboration, trust, and organizational transparency. Teachers who experience open communication tend to develop stronger emotional attachment to their organization. This finding supports previous research demonstrating that communication improves organizational engagement and teamwork (Men & Yue, 2021). Communication also reduces conflict and enhances participation in decision-making processes, which strengthens organizational commitment.

Service Quality and Organizational Commitment

Service quality significantly influenced organizational commitment. Teachers who receive adequate administrative support, facilities, and organizational responsiveness tend to demonstrate higher commitment levels. This finding aligns with perceived organizational support theory, which suggests that employees develop commitment when they perceive strong organizational support (Agarwal & Dhingra, 2023). Service quality also reflects organizational professionalism and management responsiveness. When teachers perceive equitable service quality across branches, organizational trust and loyalty increase.

Novelty and Contribution

This study offers several important contributions. First, this research develops an integrated model combining transformational leadership, interpersonal communication, and service quality as predictors of organizational commitment. Previous studies typically examined these variables separately, while this study analyzes their simultaneous effects. Second, this research contributes empirical evidence within the context of international education consulting institutions, which remain underexplored in educational management literature. Third, this study identifies transformational leadership as the most influential factor, providing practical guidance for organizational improvement strategies. Furthermore, this study contributes to educational leadership literature by integrating organizational behavior variables into a comprehensive model of teacher commitment in multi-branch educational institutions.

Implication and suggestions

The findings provide practical implications for educational management. First, organizations should strengthen transformational leadership practices through leadership training, mentoring, and coaching programs. Developing leadership competencies can significantly enhance teacher commitment. Second, organizations should improve interpersonal communication systems. Establishing two-way communication channels, feedback mechanisms, and collaborative forums can strengthen organizational relationships. Third, improving service quality is essential. Organizations should standardize administrative procedures, improve facilities, and enhance management responsiveness. Additionally, organizations should implement reward and recognition programs, career development opportunities, and professional development initiatives to strengthen long-term commitment.

Directions for Future Research

Future research may expand this study by including additional variables such as job satisfaction, organizational culture, work engagement, and professional development. These variables may explain additional variance in organizational commitment. Future studies may also adopt mixed-method approaches combining quantitative and qualitative analysis to obtain deeper insights into teacher commitment. Expanding research across different educational institutions and countries may also improve generalizability. Additionally, future research may employ structural equation modeling (SEM) to analyze mediation and moderation effects among variables.

CONCLUSION

Based on the results of data analysis of 115 Sun Education Group teaching staff respondents, it can be concluded that: Transformational leadership has a positive and significant effect on organizational commitment ($\beta = 0,312t = 3,506p = 0,001$). Improving transformational leadership practices will increase the commitment of teaching organizations. Interpersonal communication has a positive and significant effect on organizational commitment ($\beta = 0,267t = 2,902p = 0,004$). Effective communication strengthens teachers' attachment to the organization. The quality of service has a positive and significant effect on the organization's commitment ($\beta = 0,289t = 3,322p = 0,001$). Simultaneously, transformational leadership, interpersonal communication, and service quality have a significant effect on organizational commitment ($F = 45,367p = 0,00055, 10\%R^2 = 0,551$). From the findings, it is recommended: Sun Education Group's management should: (1) develop a standardized leadership development program; (2) build a more effective two-way communication system; (3) conduct periodic evaluations of internal service standards; and (4) strengthening the reward and recognition program to increase the commitment of teaching organizations. The limitations of the research include the scope of one organization and the use of a single quantitative method. Further research is recommended to use mixed methods and expand the sample at various similar educational institutions and explore moderation variables such as organizational culture and job satisfaction.

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