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Research Article

Leadership, Collaboration, and Satisfaction: A Structural Model of Teachers' Normative Commitment in Islamic Elementary Schools

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Article Info

ABSTRACT (Max 250 Words)

Purpose of the study: This study investigates the direct and indirect effects of the head of madrasah's charismatic leadership and teamwork on teachers' normative commitment, with job satisfaction serving as a mediating variable.

Methodology: Employing a quantitative approach with a survey design, data were collected from 101 teachers of State Islamic Elementary Schools (MIN) in Asahan Regency using proportional random sampling. Path analysis was applied to examine the causal relationships among variables.

Main Findings: findings reveal that charismatic leadership and teamwork significantly influence teachers' job satisfaction. Furthermore, both variables have direct positive effects on teachers' normative commitment. Job satisfaction demonstrates the strongest direct effect on normative commitment and significantly mediates the influence of charismatic leadership and teamwork. These results indicate that teachers' moral obligation and loyalty to their institutions are shaped not only by leadership quality and collaborative work culture but also by their level of satisfaction with work conditions and professional recognition.

Novelty/Originality of this study: The study contributes to educational management literature by emphasizing normative commitment as a critical yet underexplored dimension of teacher commitment in madrasah contexts. Practically, the findings suggest that strengthening charismatic leadership practices, fostering effective teamwork, and improving job satisfaction are strategic pathways to enhancing teachers' commitment and sustaining educational quality in Islamic elementary schools.

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1. INTRODUCTION

Education is a fundamental pillar of nation-building and serves as the primary foundation for developing high-quality human resources capable of competing in a globalized world [1]-[4]. Without a well-managed and effective education system, a nation will encounter significant challenges in fostering intellectual, social, and moral advancement. Schools, as formal educational institutions, play a strategic role not only in knowledge transmission but also in character development and value internalization among students. These institutions comprise interconnected components, including school principals or madrasah heads, teachers,

educational staff, and organizational management systems, which must operate synergistically to create a conducive learning environment [5]-[7]. When these elements function harmoniously, educational quality can be optimized.

Madrasahs occupy a distinctive and strategic position within Indonesia's national education system, as they integrate general education with moral and spiritual development. Beyond academic achievement, madrasahs are expected to cultivate religious character, ethical responsibility, and social awareness among students [8]-[11]. However, the success of madrasahs is not achieved automatically; it is strongly influenced by the quality of institutional leadership, teacher professionalism, and organizational culture. Strengthening human resource quality within madrasahs is therefore a critical and ongoing concern [12]-[14]

In response to the demand for improved educational quality, the Indonesian government has implemented various policy initiatives, including teacher certification programs aimed at ensuring professional competence. Teachers are expected not only to master subject content but also to demonstrate pedagogical skills, classroom management abilities, and effective communication with students and stakeholders [15]-[17]. Certification pathways, including portfolio assessment and professional teacher education programs, reflect the government's commitment to developing adaptive and competent educators. These initiatives are reinforced by legal frameworks such as the National Education System Law and the Teacher and Lecturer Law, which mandate measurable and professional educational practices. Within the madrasah context, the successful implementation of these policies depends largely on the leadership capacity of the madrasah head as the chief educational manager responsible for planning, implementing, and evaluating institutional programs.

Leadership plays a decisive role in shaping organizational effectiveness in educational institutions. The head of the madrasah functions not merely as an administrator but as a visionary leader who influences teacher motivation, discipline, work culture, and the overall learning climate. Effective leadership has been shown to enhance teacher performance and organizational commitment, whereas weak leadership contributes to declining instructional quality and unmet educational goals [18]-[20]. Consequently, leadership effectiveness is inseparable from teacher commitment, which represents the psychological bond between teachers and their institution.

Teacher commitment is a crucial determinant of educational quality, as teachers are the primary agents of learning who interact directly with students. Teachers with strong commitment demonstrate dedication, consistency, responsibility, and resilience in facing professional challenges. Conversely, low commitment is often associated with minimal effort and reduced instructional quality. Organizational commitment theory classifies commitment into three dimensions: affective, continuance, and normative commitment [21]-[23]. Among these, normative commitment is particularly distinctive, as it arises from moral obligation, ethical responsibility, and internalized values rather than emotional attachment or cost–benefit considerations. Normative commitment reflects a teacher's sense of duty to remain loyal to the institution because it is perceived as the "right thing to do." Teachers with high normative commitment continue to demonstrate dedication even under less favorable conditions, such as limited facilities or heavy workloads. Unlike affective commitment, which is influenced by emotional satisfaction, or continuance commitment, which is shaped by economic considerations, normative commitment is deeply rooted in moral consciousness and professional ethics, making it relatively resistant to external incentives [24], [25].

One leadership factor believed to significantly influence normative commitment is charismatic leadership. Charismatic leadership is characterized by a leader's ability to articulate a compelling vision, demonstrate exemplary behavior, communicate persuasively, and inspire followers through personal charisma (Bass & Riggio, 2006). In educational settings, a charismatic madrasah head can foster trust, respect, and moral identification among teachers, thereby strengthening their sense of obligation and loyalty to the institution. When teachers perceive their leader as morally credible and inspirational, they are more likely to internalize organizational values, which enhances normative commitment. In addition to leadership, teamwork constitutes a vital organizational factor influencing teacher commitment. Teaching is inherently collaborative, requiring coordination, mutual support, and shared responsibility. Effective teamwork enables teachers to exchange ideas, solve instructional problems collectively, and provide emotional support, thereby creating a positive organizational climate. A cohesive team environment enhances teachers' sense of belonging and professional identity, which in turn reinforces long-term commitment to the institution [26]-[28]. Job satisfaction also plays a pivotal role in shaping teachers' attitudes and commitment. Job satisfaction reflects the extent to which teachers' psychological and professional needs such as recognition, fairness, career development opportunities, and appreciation are fulfilled [29]-[31]. Satisfied teachers tend to exhibit higher motivation, discipline, and willingness to assume additional responsibilities. Positive job satisfaction fosters favorable work attitudes, including responsibility and loyalty, which contribute directly to normative commitment.

However, empirical realities in several madrasahs in Asahan Regency indicate persistent challenges related to ineffective leadership, weak teamwork coordination, and low job satisfaction. These challenges manifest in reduced teacher motivation, limited instructional innovation, and inadequate recognition of teacher contributions, which collectively undermine teachers' normative commitment. Such conditions highlight the

urgency of examining the organizational factors that shape teachers' moral attachment and sense of obligation to their institutions. Although previous studies have extensively examined teacher commitment, the majority have focused on affective and continuance commitment, while normative commitment remains relatively underexplored, particularly within Islamic educational institutions such as madrasahs. Furthermore, existing studies often investigate leadership, teamwork, or job satisfaction in isolation, rather than integrating them into a comprehensive explanatory framework. Empirical evidence examining job satisfaction as a mediating variable between leadership, teamwork, and normative commitment is especially limited in the madrasah context.

Addressing these gaps, this study proposes and empirically tests a comprehensive path analysis model that examines the direct and indirect effects of charismatic leadership and teamwork on teachers' normative commitment through job satisfaction. This integrated approach represents the novelty of the study, as it provides a more holistic understanding of how organizational and psychological factors interact to shape moral-based commitment among teachers in madrasahs. The findings of this research are expected to contribute theoretically to educational management literature by deepening insights into normative commitment and its determinants. Practically, the results may inform madrasah leaders, education policymakers, and local governments in designing leadership development programs and human resource management strategies aimed at strengthening teacher commitment. Ultimately, enhancing teachers' normative commitment is anticipated to improve instructional quality and support the sustainable achievement of educational goals in Asahan Regency.

2.   RESEARCH METHOD

Education serves as a fundamental pillar for national development, as it enables individuals to develop intellectual, emotional, social, and spiritual capacities necessary to adapt to societal changes and contribute meaningfully to national progress. Within the formal education system, madrasahs occupy a strategic role because they not only deliver academic instruction but also instill moral and religious values. The success of education in madrasahs is therefore highly dependent on the synergy among organizational components, including the madrasah head, teachers, and educational staff, in achieving institutional goals. Teachers play a central role in determining the quality of learning processes and outcomes, as they function as the primary agents in instructional implementation. Beyond mastering subject matter, teachers are required to demonstrate professionalism, commitment, and responsibility in carrying out their duties. Teacher commitment is a key factor that distinguishes conventional, routine learning from innovative and engaging learning practices. Teachers with strong commitment tend to exhibit persistence, responsibility, and integrity, even when facing professional challenges.

Normative commitment represents a form of organizational commitment rooted in moral obligation and ethical responsibility. Teachers with high normative commitment perceive their continued involvement in the madrasah as a moral duty rather than merely an emotional or instrumental choice. Unlike affective commitment, which is influenced by emotional attachment or comfort, normative commitment reflects teachers' awareness that the sustainability and success of the institution depend significantly on their contributions. Consequently, teachers with strong normative commitment tend to remain loyal and continue performing optimally despite unfavorable working conditions. One important factor influencing teachers' normative commitment is the charismatic leadership of the madrasah head. Charismatic leadership is characterized by the leader's ability to inspire followers through vision, exemplary behavior, effective communication, and strong personal influence. A charismatic madrasah head can foster trust, motivation, and positive interpersonal relationships, creating a work environment that encourages teachers to dedicate themselves wholeheartedly to institutional goals. When teachers perceive their leader as a role model, their sense of moral responsibility and loyalty toward the madrasah tends to increase.

In addition to leadership, teamwork plays a vital role in strengthening teachers' commitment. Effective teamwork promotes collaboration, mutual support, and shared responsibility among teachers. In the madrasah context, teamwork facilitates the exchange of ideas, problem-solving, and the development of instructional innovations. Teachers who feel supported and valued within a collaborative team environment are more likely to develop a strong sense of belonging, which in turn enhances their normative commitment to the institution. Job satisfaction is another crucial factor influencing normative commitment. Teachers who experience satisfaction with their work—whether related to task fulfillment, interpersonal relationships, leadership support, or working conditions—tend to develop positive attitudes toward their institution. Job satisfaction contributes to a supportive psychological climate that fosters loyalty, responsibility, and long-term commitment. When teachers feel appreciated and provided with opportunities for professional growth, their moral obligation to remain committed to the madrasah is strengthened.

However, in practice, many madrasahs, including those in Asahan Regency, continue to face challenges such as low teacher motivation, weak teamwork, limited leadership development, and less supportive working conditions. These issues can negatively affect teachers' psychological well-being and professional engagement. If such conditions persist, teachers' normative commitment may decline, ultimately impacting the quality of

education delivered. Therefore, examining the influence of charismatic leadership, teamwork, and job satisfaction on teachers' normative commitment is essential for improving educational management in madrasahs. This research was conducted at State Islamic Elementary Schools (MIN) across Asahan Regency, covering several sub-districts that serve as centers of madrasah-based primary education. The research location was selected because these madrasahs exhibit variations in leadership styles, teamwork dynamics, and levels of teacher job satisfaction, making them an appropriate setting for examining the relationships among the studied variables. The study was carried out over a nine-month period, from November 2024 to July 2025.

The research employed a quantitative survey method using path analysis to examine the direct and indirect relationships among variables. This method was chosen because it allows for systematic testing of causal relationships between exogenous and endogenous variables based on established theoretical frameworks. The exogenous variables in this study are charismatic leadership of the madrasah head, teamwork, and job satisfaction, while the endogenous variable is teachers' normative commitment.

The research population consisted of 210 teachers from various MIN schools in Asahan Regency. Given the size of the population, the Harry King Nomogram was used to determine a representative sample size, resulting in 101 teachers as research respondents. The sample was selected using a simple random sampling technique, ensuring that each teacher had an equal chance of participation and minimizing sampling bias. This sample size is considered adequate for conducting path analysis with reliable statistical power. Prior to the main data collection, the research instrument was tested on 30 teachers who were not included in the study sample. This trial aimed to ensure clarity, validity, and reliability of the questionnaire items. Item validity was tested using product-moment correlation, and only valid items were retained. Instrument reliability was assessed using Cronbach's Alpha, with results indicating a very high level of internal consistency, confirming the instrument's suitability for large-scale data collection. Each variable was operationally defined using clear, measurable indicators to ensure accuracy in quantitative analysis.

Data were collected using a Likert-scale questionnaire, enabling respondents to indicate their level of agreement with each statement. The collected data were analyzed using descriptive statistics, including mean, median, mode, standard deviation, and percentage distribution. Before conducting path analysis, several prerequisite tests were performed, including the Lilliefors normality test, regression test, Bartlett homogeneity test, and independence test of exogenous variables to ensure the absence of multicollinearity. After all assumptions were satisfied, path analysis was conducted to examine both simultaneous and partial effects among variables using F-tests and t-tests, as well as to evaluate model fit through goodness-of-fit measures. Through this methodological framework, the study aims to generate robust empirical evidence regarding the factors influencing teachers' normative commitment in MIN schools across Asahan Regency.

3.   RESULTS AND DISCUSSION

The description of the research data is compiled based on the measurement results of four main variables: Head of Madrasah's Charismatic Leadership (X1), Work Team (X2), Job Satisfaction (X3), and Normative Commitment (X4). Data collection was conducted with 101 teachers, so all descriptive statistical analyzes reflect the perceptions and conditions of the respondents across the four variables. Each variable was analyzed to determine its data characteristics thru the highest score, lowest score, mean, standard deviation, mode, and median, which were then presented in tables and histograms to provide an overview of the data distribution.

Table 1. Data Characteristics of Each Research Variable

Statistical Value	X_4	X_1	X_2	X_3
Highest Score	105	104	106	106
Lowest Score	51	51	51	52
Mean	79	77.70	80.35	83.55
Standard Deviation	14.90	14.41	14.79	14.09
Mode	88.61	80.83	82.5	84.4
Median	79	78.34	81.42	77.58

In general, the data description results show that the Normative Commitment variable (X4) has the lowest score of 51 and the highest score of 105, with an average value of 79 and a standard deviation of 14.90. The data distribution shows that the majority of respondents fall into the low to moderate category. For the variable of Head of Madrasah's Charismatic Leadership (X1), the score obtained was between 51 and 104 with an average of 77.70 and a standard deviation of 14.41. The frequency distribution shows that most teachers placed this variable in the less and moderate categories, indicating a need to strengthen leadership aspects in madrasas.

Next, the Work Team variable (X2) shows scores ranging from 51 to 106, with an average value of 80.35 and a standard deviation of 14.79. The data indicates that the cohesion and effectiveness of the work team in the madrasah tend to be in the poor category, although some teachers rate the work team as being in the moderate category. For the Job Satisfaction variable (X3), the respondents' scores range from 52 to 106 with an average of 83.55 and a standard deviation of 14.09. The data distribution shows that job satisfaction levels are in the low to moderate category, with no teachers reaching the very high category.

Overall, the data description results indicate that the four research variables fall into the moderate and low categories, with a tendency for more respondent scores to be in the low category. This condition indicates that the charismatic leadership of the madrasah head, the effectiveness of the work team, job satisfaction, and teachers' normative commitment still need to be improved. This descriptive overview provides a basis for further analysis of the relationships and influences between the variables tested in the next stage.

Level of Research Variable Tendency

The level of tendency of the research variables was analyzed to see the position or category of each variable based on the perceptions of 101 respondents using an ideal score range. This analysis was conducted by calculating the Ideal Mean (Mi) and Ideal Standard Deviation (SDi), then determining the category intervals from low, less, moderate, to high. Thru this categorization process, researchers can identify general trends or the dominant direction of each variable being studied, thus obtaining a more comprehensive picture of the actual conditions in the madrasah.

For the Normative Commitment variable (X4), the calculation of the tendency level shows an Ideal Mean (Mi) value of 87 and an Ideal SD of 19.33. The grouping of scores by category shows that no respondents fell into the high category, indicating that teachers' normative commitment has not yet reached an optimal level. Conversely, the majority of respondents, namely 58 teachers or 57.43%, were in the low category, while 33 teachers or 32.67% were in the moderate category. Only 10 teachers or 9.9% were in the low category. This distribution indicates that the normative commitment of public elementary school teachers in Asahan Regency tends to be at an inadequate level. This condition indicates that most teachers do not yet have a strong sense of moral obligation and normative responsibility toward the institution. The moderate category, filled by 33 respondents, indicates a group of teachers who already have a fairly good moral commitment, but this number is not yet dominant. The dominance of the category does not strongly emphasize the need for programs to strengthen commitment and internalize organizational values.

The charismatic leadership variable of the Madrasah Head (X1) also shows an almost similar trend pattern. With an ideal mean value of 84 and an ideal SD of 18.67, the categorization results show that the majority of respondents view the madrasah head's leadership as being in the poor category, namely 57 teachers or 56.44%. Meanwhile, 37 teachers or 36.63% rated the madrasah head's leadership as being in the moderate category, and only 7 teachers or 6.93% were in the low category. No teachers rated the madrasah head's leadership as being in the high category. These findings indicate that madrasah principals generally have not demonstrated strong charismatic leadership characteristics, whether in terms of inspiration, role modeling, the ability to motivate subordinates, or the ability to build a shared vision. The dominance of the "less" category suggests a general perception that leadership aspects need to be strengthened, particularly in building interpersonal relationships, persuasive communication, and the ability to boost teachers' morale.

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Before conducting hypothesis testing, this study first performed a series of analysis prerequisite tests to ensure that the data met the necessary statistical assumptions. These requirements tests include normality tests, homogeneity tests, and regression significance tests. These three tests are very important to determine whether the research data is suitable for further analysis using path analysis and linear regression techniques, as these methods require normal data distribution, homogeneous data variance, and a linear and significant relationship between variables.

Normality Test

Normality testing is conducted to determine whether the data from each research variable is normally distributed. The result in Table 2.

Table 2. Normality Test Results

Research Variables	χ^2_{hit}	χ^2_t ($\alpha = 0,05$) N = 101
Normative Commitment (X_4)	11.70	14.07
Charismatic Leadership (X_1)	9.05	14.07
Teamwork (X_3)	12.13	14.07
Job satisfaction (X_3)	11.05	14.07

In this study, normality testing was performed using the Chi-Square (χ^2) technique by comparing the calculated χ^2 value with the χ^2 table value at a significance level of 5%. A variable is considered normally distributed if the calculated χ^2 value is smaller than the χ^2 table value. Based on the analysis results summarized in Table 4.10, all research variables, namely Normative Commitment (X_4), Charismatic Leadership (X_1), Teamwork (X_2), and Job Satisfaction (X_3), each obtained a calculated χ^2 value of 11.70, 9.05, 12.13, and 11.05, respectively. These four values are smaller than the table χ^2 of 14.07. Thus, all variables are declared to be normally distributed, thereby meeting the basic requirement for further parametric analysis.

Homogeneity Test

Homogeneity testing is conducted to determine whether the data variances between groups are homogeneous or not. The result in Table 3.

Table 3. Homogeneity Test Results

Variable	χ^2_{hit}	χ^2_t ; $\alpha = 5\%$	Information	Conclusion
X_1 with X_4	31.58	dk 48 = 65.17	$\chi^2_{hit} < \chi^2_t$	Homogen
X_2 with X_4	36.47	dk 49 = 66.34	$\chi^2_{hit} < \chi^2_t$	Homogen
X_3 with X_4	45.62	dk 53 = 70.99	$\chi^2_{hit} < \chi^2_t$	Homogen
X_1 with X_3	54.64	dk 48 = 65.17	$\chi^2_{hit} < \chi^2_t$	Homogen
X_2 with X_3	50.34	dk 49 = 66.34	$\chi^2_{hit} < \chi^2_t$	Homogen

Homogeneity is very important in both regression analysis and path analysis because extreme differences in variance can cause the analysis results to be biased. Homogeneity testing in this study used the Bartlett's Test, which compares the calculated χ^2 value with the χ^2 table value based on the degrees of freedom (df) for each pair of variables. Based on the analysis results in Table 4.11, all variable pairs such as X1 with X4, X2 with X4, X3 with X4, X1 with X3, and X2 with X3 are declared to have homogeneous variance. This is indicated by the calculated χ^2 value being smaller than the table χ^2 at a 5% significance level. Therefore, the data can be said to meet the assumption of homogeneity, making it suitable for use in regression and path analysis.

Hypothesis Testing

Hypothesis testing in this study was conducted to determine the direct and indirect effects of independent variables on the dependent variable, specifically the relationship between Charismatic Leadership (X1), Teamwork (X2), Job Satisfaction (X3), and Normative Commitment (X4). The analysis was conducted using path analysis techniques, which provide an overview of the strength of each variable's influence. The

analysis results show that Charismatic Leadership (X1) has a direct positive influence on Job Satisfaction (X3) with a path coefficient of 0.23. This finding indicates that the increasing quality of the head of the madrasah's charismatic leadership contributes to increased teacher job satisfaction because an inspiring and communicative head of madrasah is able to create a more positive work environment. Furthermore, the Teamwork variable (X2) also shows a positive direct effect on Job Satisfaction (X3) with a path coefficient of 0.30. This result confirms that the more effective the collaboration between teachers in the madrasah environment, the higher the level of job satisfaction experienced by the teachers. Cohesion, good coordination, and collaboration in carrying out tasks are important factors that increase comfort and satisfaction in work, as illustrated in the results of hypothesis testing in the research file. Not only does it influence job satisfaction, but Charismatic Leadership (X1) also has a direct impact on Normative Commitment (X4) with a coefficient value of 0.14. This indicates that the leadership style of the madrasah head, which provides an example, a clear vision, and strong interpersonal relationships, is able to encourage teachers to have a sense of moral attachment to the institution. Teachers who perceive positive leadership tend to have higher loyalty and normative commitment, as reflected in the results of the path analysis.

The Teamwork variable (X2) also has a direct positive influence on Normative Commitment (X4) with a coefficient of 0.22. These findings indicate that a harmonious work environment, good coordination, and mutual support among teachers can enhance their sense of moral obligation and attachment to the madrasah. A collaborative work environment encourages teachers to feel like an important part of the organization, ultimately increasing their normative commitment. Meanwhile, the Job Satisfaction variable (X3) was proven to have the greatest direct influence on Normative Commitment (X4), with a path coefficient value of 0.37. This means that teachers who are satisfied with their jobs in terms of working conditions, relationships with colleagues, recognition, and leadership support tend to exhibit higher levels of normative commitment. When teachers feel satisfied in their work, they will have the moral drive to continue contributing to the madrasah and strive to maintain the institution's sustainability as a form of professional responsibility. Thus, the overall results of the hypothesis testing indicate that all paths of influence in the research model are significant and positive, both from Charismatic Leadership (X1) and Teamwork (X2) to Job Satisfaction (X3), and the influence of these three variables on Normative Commitment (X4). These findings strengthen the evidence that improved leadership, teamwork, and job satisfaction are strategic factors that directly contribute to increasing teachers' normative commitment in State Elementary Schools in Asahan Regency.

Model Fit Testing

Model fit testing was conducted to ensure that the path analysis model used was consistent with the empirical data of the study. The calculation results show that the total coefficient of determination value is in the good category, which means the variables in the model are able to adequately explain the data variation. Thus, the model used is declared suitable and feasible for use in the subsequent analysis stage.
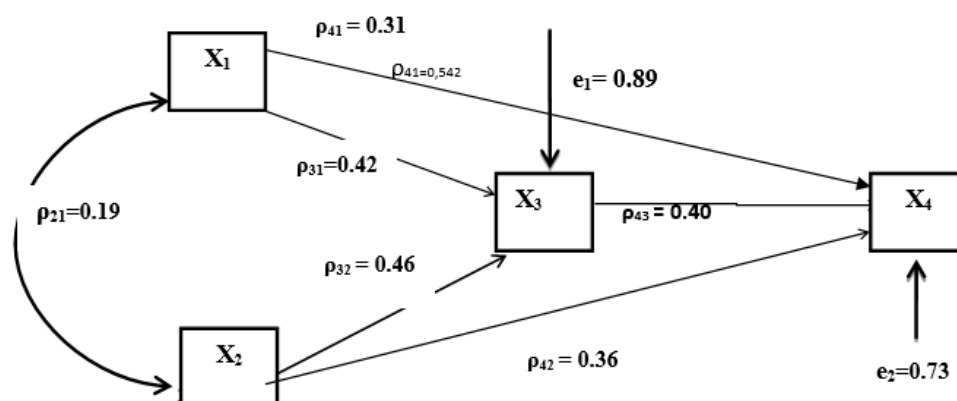

Figure 1. Paradigm of Variables X1, X2, and X3 on X4

The findings of this study demonstrate that the charismatic leadership of the madrasah head has a significant and positive influence on teachers' job satisfaction. Madrasah heads who consistently display exemplary behavior, clarity in decision-making, and genuine concern for teachers' professional and personal needs are able to foster a supportive and psychologically safe work environment. When teachers perceive their leaders as inspirational role models who provide clear vision and direction, they experience a sense of security, appreciation, and guidance in their work. This psychological comfort enhances teachers' positive attitudes toward their roles and responsibilities, ultimately increasing their job satisfaction. These findings reinforce leadership theories which argue that charismatic leadership strengthens motivation, trust, and positive work

attitudes, particularly in educational organizations where moral and emotional dimensions of leadership are highly salient [32]-[35].

In addition to leadership, this study confirms that teamwork plays a significant role in enhancing teacher job satisfaction. A well-functioning work team characterized by collaboration, effective communication, and mutual support contributes to a harmonious and productive organizational climate. Teachers who work within cohesive teams feel supported in managing instructional tasks, administrative responsibilities, and institutional programs. The presence of trust and shared responsibility within teams reduces work-related stress and strengthens teachers' sense of collective efficacy [36]-[41]. As a result, teachers are more likely to enjoy their work and perceive the madrasah as a conducive place for professional growth. This finding is consistent with previous studies which emphasize that collaborative work environments positively influence job satisfaction and organizational attachment in educational settings [42]-[45]

Furthermore, the results reveal that both charismatic leadership and teamwork exert a direct influence on teachers' normative commitment. Normative commitment reflects teachers' moral obligation and sense of duty to remain loyal to their institution [46]. When teachers experience leadership that is visionary, humane, and inspiring, they develop a stronger sense of belonging and feel morally compelled to reciprocate the organization's support. Similarly, positive interpersonal relationships and teamwork foster emotional bonds among teachers, strengthening their identification with the madrasah as a collective entity. These findings suggest that normative commitment is not solely shaped by individual values but is also deeply influenced by leadership practices and the quality of social relationships within the organization, supporting social identity and organizational commitment theories [47]-[49]

Notably, job satisfaction emerged as the strongest predictor of teachers' normative commitment, underscoring its central role in commitment formation. Teachers who are satisfied with their working conditions, recognition, workload distribution, collegial relationships, and leadership support are more inclined to sustain their dedication to the institution. High job satisfaction fosters a sense of appreciation and belonging, which translates into voluntary commitment to uphold the values and continuity of the madrasah. This finding aligns with studies indicating that satisfied teachers demonstrate stronger moral responsibility and institutional loyalty, even in challenging working conditions[50]-[52]. Thus, job satisfaction functions not only as an outcome of effective leadership and teamwork but also as a strategic pathway for strengthening normative commitment.

The novelty of this study lies in its explicit focus on normative commitment as the primary outcome variable, emphasizing teachers' moral obligation and sense of responsibility rather than affective attachment or continuance considerations. While prior studies have predominantly concentrated on emotional or calculative forms of commitment, this research highlights normative commitment as a crucial yet underexplored dimension within educational leadership research [53]. Methodologically, the use of path analysis allows for a comprehensive examination of both direct and mediated relationships among charismatic leadership, teamwork, job satisfaction, and normative commitment. Contextually, this study contributes new empirical evidence from State Islamic Elementary Schools, an educational setting that remains underrepresented in organizational behavior and leadership research, particularly in the Indonesian madrasah context. The implications of these findings are both theoretical and practical. Theoretically, this study strengthens organizational commitment theory by validating normative commitment as a distinct and meaningful construct shaped by leadership, teamwork, and job satisfaction in educational institutions. It also supports leadership models that emphasize moral influence, role modeling, and social relationships as key drivers of commitment [54]-[57]. Practically, the findings suggest that madrasah heads and education policymakers should prioritize the development of charismatic and value-based leadership competencies, promote collaborative teamwork, and create supportive working conditions that enhance teacher satisfaction. Such efforts are essential for fostering teachers' moral loyalty, reducing turnover intentions, and ensuring the sustainability and professionalism of the teaching workforce.

Despite its contributions, this study has several limitations. The cross-sectional research design restricts the ability to capture changes in teachers' commitment over time and limits causal interpretation. The reliance on self-reported questionnaire data may introduce response bias, as teachers' perceptions can be influenced by social desirability. Additionally, the study was conducted exclusively in Asahan Regency, which may limit the generalizability of the findings to other regions, educational levels, or institutional contexts. The research model also did not include other potentially influential factors, such as organizational culture, spiritual leadership, or intrinsic teacher motivation, which have been shown to affect commitment in educational organizations. Based on these limitations, several recommendations for future research are proposed. Future studies should employ longitudinal designs to examine the dynamic development of teacher commitment over time. Incorporating additional variables such as organizational culture, spiritual or ethical leadership, and teacher motivation would provide a more holistic understanding of normative commitment. Comparative studies across regions or between public and private madrasahs are also recommended to enhance external validity. From a practical perspective, education authorities should design continuous leadership development programs that emphasize charismatic, ethical, and value-based leadership, alongside initiatives aimed at strengthening teamwork and improving

teachers' job satisfaction. These strategies are expected to contribute significantly to the long-term commitment, stability, and professionalism of teachers in madrasah institutions.

4. CONCLUSION

Based on the results of data analysis and statistical testing, this study concludes that the charismatic leadership of the madrasah head, teamwork, and job satisfaction play a crucial role in shaping teachers' normative commitment in State Elementary Madrasahs in Asahan Regency. Charismatic leadership has a direct and significant effect on teacher job satisfaction and also directly influences normative commitment; however, its strongest contribution occurs indirectly through job satisfaction. This finding indicates that the moral example, inspirational capacity, and clear vision demonstrated by madrasah heads strengthen teachers' sense of responsibility, loyalty, and moral obligation toward their institution. Moreover, teamwork was found to exert a stronger influence than leadership in enhancing both job satisfaction and normative commitment, suggesting that a cohesive, communicative, and collaborative work culture creates a supportive environment that promotes motivation, psychological comfort, and a sense of belonging among teachers. Job satisfaction emerges as a key mediating variable that links charismatic leadership and teamwork with normative commitment, highlighting that teachers who feel appreciated, treated fairly, and supported by their organization tend to develop stronger moral attachment and loyalty. These findings confirm that teachers' normative commitment is not shaped solely by formal regulations or structural factors, but is deeply influenced by emotional experiences, interpersonal relationships, and leadership quality within the madrasah context. The implications of this study suggest that madrasah management and policymakers should prioritize leadership development programs that emphasize charismatic and ethical leadership, strengthen team-based organizational practices, and design policies that enhance teacher job satisfaction. Such integrated efforts are essential for fostering sustainable teacher commitment, improving institutional stability, and ultimately enhancing the quality of education in Islamic elementary schools.

AUTHOR CONTRIBUTIONS

ANKN was responsible for the research design, data collection, data analysis, and manuscript preparation. CW MD, contributed to conceptual development, research methodology guidance, and critical review of the manuscript. All authors have read and approved the final version of the manuscript.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

The authors declare that no artificial intelligence (AI) tools were used in the generation, analysis, or writing of this manuscript. All aspects of the research, including data collection, interpretation, and manuscript preparation, were carried out entirely by the authors without the assistance of AI-based technologies.

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