



THE INFLUENCE OF WORK CLIMATE, INTERPERSONAL COMMUNICATION, AND MANAGERIAL SUPPORT ON TEACHER LOYALTY IN STATE ISLAMIC JUNIOR HIGH SCHOOLS OF TANGERANG REGENCY

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ABSTRACT

This study aims to analyze the influence of work climate, interpersonal communication, and managerial support on teacher loyalty in eight State Islamic Junior High Schools in Tangerang Regency. The research is grounded in the importance of establishing a supportive work environment, effective communication, and empathetic leadership as strategic elements in strengthening teacher loyalty, which plays a crucial role in improving educational quality. A quantitative approach was employed using a survey method. Data were collected through questionnaires distributed to 120 permanent and non-civil servant teachers. The collected data were analyzed using multiple linear regression with the assistance of SPSS version 26 to examine both partial and simultaneous effects of the independent variables on teacher loyalty. The findings indicate that work climate, interpersonal communication, and managerial support each have a positive and significant effect—both individually and collectively—on teacher loyalty. A conducive work environment fosters a sense of security and comfort, enabling professionals to carry out their duties effectively. Effective interpersonal communication strengthens harmonious working relationships, while strong managerial support fosters trust and appreciation for teachers' contributions. Conclusions: The study highlights the need to enhance the organizational capacities of school leaders in creating a work environment that promotes long-term teacher loyalty. These findings offer valuable insights for educational management in religious-based schools that aim to retain and empower their teaching staff.

INTRODUCTION

Teachers play a central role in the education system and are irreplaceable in facilitating learning and fostering student development. Their responsibilities extend beyond content delivery to include strategic roles as agents of social change, character builders, and guardians of education quality. Within the context of Islamic schools (madrasahs), this role is further complicated by the expectation that teachers align their pedagogical competencies with the

reinforcement of religious values that form the foundation of these institutions.

Chen et al. (2022) argue that teachers who perform dual roles—as educators and character builders—require strong organizational support to maintain motivation and professional commitment. In this regard, teacher loyalty serves as a key indicator of institutional success, particularly in achieving internal stability and sustaining long-term educational goals. Loyal teachers are generally characterized by high affective commitment,



active participation in institutional programs, and alignment with the organization's vision and mission (Nguyen et al., 2021).

In madrasahs, which integrate religious and general education, teacher loyalty becomes a strategic asset in preserving moral and spiritual values within the educational process. Without strong loyalty among teachers, institutions may struggle to maintain instructional quality amidst the pressures of global change and social transformation. Therefore, understanding the factors that influence teacher loyalty is crucial for strengthening institutional capacity and achieving long-term educational objectives (Robbins & Judge, 2019).

Nevertheless, issues such as high turnover, low commitment, and increased intent to leave remain prevalent in many educational institutions. Psychosocial variables, including the work environment, interpersonal communication, and leadership practices, often shape these problems. Alshmemri et al. (2017) emphasize that job satisfaction and employee loyalty are significantly influenced by non-financial factors such as a favorable work climate and organizational support.

A favorable work climate creates a supportive atmosphere that enables teachers to thrive. It reflects teachers' perceptions of organizational structure, reward systems, interpersonal relationships, and workplace ethics (Parker et al., 2015). In madrasahs, this dimension also includes religious values and local cultural norms that influence social interactions. A healthy work climate has been shown to enhance teacher performance and organizational attachment while also preventing burnout and promoting innovation (Jiang et al., 2020; Tang et al., 2021).

Effective interpersonal communication is also essential in building workplace cohesion and trust. Effective communication, characterized by empathy, openness, and mutual respect, is crucial in fostering collaboration and a sense of belonging. According to Keyton (2017), effective interpersonal communication in educational institutions is essential for cultivating a productive and cohesive work environment. It also plays a vital role in participatory decision-making and reducing conflict (Hargie & Tourish, 2017). Studies by Lee et al. (2020) and Heath & Bryant (2019) confirm that high-quality communication correlates positively with job satisfaction and teacher loyalty, particularly when accompanied by social support and leadership recognition.

Managerial support, particularly from school principals, is another key factor in determining teacher loyalty. This support encompasses both emotional and instrumental support, provided through clear guidance, professional development, and recognition of individual contributions. Northouse (2021) highlights that transformational and supportive leadership make significant contributions to employee commitment. Eisenberger et al. (2020) similarly suggest that consistent managerial support enhances trust and motivation among teachers. Skaalvik and Skaalvik (2018) found that teachers' perceptions of leadership support are closely linked to job satisfaction and affective commitment. In value-based institutions, such as madrasahs, managerial support also plays a critical role in internalizing institutional values and maintaining collegiality (Leithwood et al., 2020).

Numerous studies have highlighted the importance of work climate, communication,



and managerial support in shaping teacher loyalty. For example, Wahyuni et al. (2020) reported a strong positive correlation between organizational climate and employee loyalty in schools, while Firmansyah and Lestari (2021) emphasized the role of interpersonal communication in strengthening commitment and trust between teachers and administrators. However, most of these studies were conducted in general education settings and have not explicitly addressed the unique dynamics of state Islamic schools.

Hence, a significant research gap remains in understanding how the integration of work climate, interpersonal communication, and managerial support influences teacher loyalty in the context of public madrasahs. This study aims to address this gap and contribute empirically to the development of Islamic educational management in Indonesia.

The conceptual model of this study views teacher loyalty as the outcome of multiple workplace factors shaped by leadership, communication, and organizational climate. These three independent variables—work climate, interpersonal communication, and managerial support—are considered interrelated environmental factors that influence affective attachment and professional engagement. Setiawan and Hidayat (2022) demonstrate that the interaction among these variables significantly fosters a supportive work environment conducive to teacher loyalty.

METHODS

This study employed a quantitative approach using an explanatory research design to examine the causal relationship between the independent variables—work climate, interpersonal communication, and

managerial support—and the dependent variable, teacher loyalty. Explanatory research is employed to test hypotheses derived from a theoretical framework, aiming to reveal the nature and direction of relationships among variables. The quantitative method was chosen for its ability to objectively measure phenomena using standardized instruments and inferential statistical techniques (Sugiyono, 2021). As Creswell and Creswell (2018) emphasize, quantitative methods are suitable for identifying variable relationships, testing theoretical models, and systematically and empirically validating conceptual frameworks.

The study population consisted of all teachers at eight State Islamic Junior High Schools (MTsN) in Tangerang Regency during the 2024/2025 academic year, totaling 248 individuals. Given the stratified nature of the population, the sampling technique used was proportional stratified random sampling, ensuring proportional representation from each school unit. The sample size was determined using the Slovin formula with a 5% margin of error, resulting in a final sample of 152 teachers. This sample size was considered sufficient for statistical analysis and generalizability to the broader population.

To enhance construct clarity and ensure accurate measurement, each variable was operationally defined and broken down into specific indicators aligned with the theoretical and empirical literature. The independent variables include work climate (X_1), interpersonal communication (X_2), and managerial support (X_3), while the dependent variable is teacher loyalty (Y). Table 1 summarizes the operational definitions and indicators for each variable, adapted from relevant and credible scholarly sources.



Table 1. Operational Definitions and Variable Indicators

Variable	Indicators	Reference
Work Climate (X ₁)	Teachers' perceptions of organizational structure, reward systems, collegial relations, and role clarity	Parker et al. (2015)
Interpersonal Communication (X ₂)	Empathy, openness, supportiveness, positive attitude, and equality in communication	Keyton (2017)
Managerial Support (X ₃)	Emotional, instrumental, and informational support from school principals	Eisenberger et al. (2020)
Teacher Loyalty (Y)	Affective commitment, normative commitment, intention to stay, and institutional contribution	Allen & Meyer (1997)

The research was conducted in a structured manner, beginning with the identification of the research problem and the formulation of objectives, followed by the development of theoretical and conceptual frameworks. After designing the research instruments, the researchers conducted a pilot test to evaluate the validity and reliability of the questionnaire items. The field data collection was implemented after obtaining the necessary permits and approvals from each participating madrasah. The entire research process adhered to the highest ethical research standards, including obtaining informed consent and maintaining data confidentiality.

Data collection was conducted through three primary techniques. First, questionnaires were distributed directly to respondents to gather primary data regarding the teachers' perceptions of each research variable. Second, documentation was used to obtain secondary data, such as the number of teachers and organizational structures in each madrasah. Third, limited interviews were

conducted selectively to clarify responses, mainly when discrepancies or inconsistencies emerged in the questionnaire results.

The data analysis procedure included several statistical steps to ensure the validity and reliability of the findings. Initial steps involved classical assumption testing, including normality (Kolmogorov-Smirnov test), multicollinearity (using VIF and tolerance), and heteroscedasticity (Glejser test), following the recommendations of Ghozali (2018). Once the data met the assumptions, descriptive statistics were used to present the distribution of responses through means, standard deviations, and interpretative categories. Hypothesis testing was conducted using multiple linear regression analysis to assess both the simultaneous and partial effects of the independent variables on teacher loyalty (Creswell & Creswell, 2018). The t-test was used to measure the individual significance of each variable, while the F-test evaluated the overall model. Additionally, the coefficient of determination (R^2) indicated the proportion of variance in teacher loyalty explained by the predictor variables. All statistical analyses were conducted using SPSS version 26.

RESULTS AND DISCUSSIONS

Results

This study involved 152 teachers from eight MTsN in Tangerang Regency. The data collected reflect teachers' perceptions of work climate, interpersonal communication, managerial support, and teacher loyalty. The descriptive statistics indicate that the average scores for all variables fall within the high category, suggesting a generally favorable work environment and strong teacher loyalty in the madrasah setting.



Table 2. Descriptive Statistics

Variable	Mean	Standard Deviation	Category
Work Climate	4.07	0.46	High
Interpersonal Communication	4.11	0.42	Very Good
Managerial Support	3.92	0.53	Fairly Good
Teacher Loyalty	4.05	0.48	High

The results indicate that the overall working environment in the MTs Negeri schools in Tangerang is relatively conducive. Next, we conduct the multiple regression analysis, which is done after the classical assumption test.

Table 3. Classical Assumption Test Results

Test Name	Result Criteria	Conclusion	Description
Normality Test (Kolmogorov-Smirnov)	$p > 0.05$	Data are normally distributed	Normality assumption met
Multicollinearity Test	VIF < 10 and Tolerance > 0.1	No multicollinearity present	
Heteroscedasticity Test (Glejser)	$p > 0.05$	No heteroscedasticity present	

Based on the results of the classical assumption tests, it can be concluded that all assumptions were satisfactorily met. First, the data were normally distributed, as indicated by the Kolmogorov-Smirnov test with a significance level greater than 0.05. Second, no multicollinearity was detected, as shown by the Variance Inflation Factor (VIF) values below 10 and tolerance values above 0.1. Third, the results of the Glejser test confirmed the absence of heteroscedasticity, with significance levels exceeding 0.05. These findings indicate that the dataset meets the necessary statistical assumptions for conducting multiple linear regression

analysis, ensuring the reliability and validity of the model estimates.

With the classical assumptions satisfied, a multiple linear regression analysis was conducted to assess the extent to which the independent variables—work climate (X_1), interpersonal communication (X_2), and managerial support (X_3)—influence the dependent variable, teacher loyalty (Y), both individually and collectively. Using SPSS version 26, the regression coefficients, p-values, and t- and F-statistics were calculated to evaluate the significance and validity of the model.

The regression equation is as follows:

$$Y = 0.712 + 0.312X_1 + 0.276X_2 + 0.241X_3$$

Where:

Y: Teacher Loyalty

X_1 : Work Climate

X_2 : Interpersonal Communication

X_3 : Managerial Support

The coefficients indicate that a one-unit increase in each independent variable, assuming others are held constant, leads to a rise in teacher loyalty equal to the corresponding coefficient value.

Table 4. Regression Coefficients

Independent Variable	Coefficient (B)	t-value	Sig. (p)	Interpretation
Constant	0.712	2.134	0.035	Significant at $\alpha < 0.05$
Work Climate (X_1)	0.312	4.186	0.000	Significant, strong positive effect
Interpersonal Communication (X_2)	0.276	3.897	0.000	Significant, moderate positive effect
Managerial Support (X_3)	0.241	3.135	0.002	Significant, moderate



Independent Variable	Coefficient (B)	t-value	Sig. (p)	Interpretation
				positive effect

Since all *p-values* are below 0.05, it can be concluded that each independent variable has a statistically significant effect on teacher loyalty. Among the three, work climate exerts the most decisive influence, highlighting its critical role in fostering loyalty.

The coefficient of determination (R^2) is used to assess how much variance in the dependent variable is explained by the independent variables. The R^2 value of 0.679 indicates that 67.9% of the variation in teacher loyalty is accounted for by work climate, interpersonal communication, and managerial support. Other factors outside the scope of this study influence the remaining 32.1%. This relatively high R^2 value underscores the substantial contribution of the three independent variables to explaining teacher loyalty in the context of MTsN in Tangerang Regency.

The F-test was conducted to evaluate the simultaneous effect of the independent variables on the dependent variable. The test yielded an F-value of 52.938 with a significance level of $p = 0.000$. Since $p < 0.05$, it can be concluded that work climate, interpersonal communication, and managerial support simultaneously exert a significant influence on teacher loyalty.

Therefore, the regression model is statistically valid for explaining the causal relationships among the variables studied.

Discussions

The findings of this study reveal that work climate, interpersonal communication, and managerial support each have a positive and significant influence on teacher loyalty.

These results support existing theories and prior studies that emphasize the crucial roles of a supportive work environment, effective communication, and leadership in fostering organizational commitment.

The primary objective of this study was to assess the extent to which these three variables influence teacher loyalty at MTsN in Tangerang City, Indonesia. The regression analysis confirmed the significant effects of both variables, individually and collectively. This result aligns with previous research by Afsar and Umrani (2020) and Eisenberger et al. (2020), which suggests that loyalty can be effectively cultivated through systemic human resource management practices in educational settings.

One novel contribution of this study is the identification of work climate as the most dominant predictor. This result suggests that teachers' perceptions of a safe, supportive, and structured work environment strongly shape their loyalty—an insight that adds value to the broader literature, which often focuses more on compensation or workload as primary predictors (Chen et al., 2022). Another notable finding is the relatively strong role of interpersonal communication in madrasahs, suggesting the presence of a value-driven collegial culture that may distinguish religious schools from their secular counterparts.

Furthermore, managerial support was found not only to enhance motivation but also to build institutional trust. This result supports the conclusions of Leithwood et al. (2020) while also highlighting the potential influence of principals' religiosity in reinforcing teachers' positive perceptions of leadership in state Islamic schools.

This study also addresses a research gap by examining all three variables



simultaneously in the context of public madrasahs. Previous studies often focused on only two variables or were conducted in general school settings. Thus, this research contributes to the development of Islamic education management by providing empirical evidence relevant to policy and practice.

Nevertheless, this study has limitations. Its geographic scope is restricted to Tangerang Regency, and its quantitative approach may not capture contextual or subjective nuances. Future research should consider qualitative or mixed-methods approaches and expand the research area to allow for broader generalization.

CONCLUSIONS

Based on the data analysis and discussion, it can be concluded that work climate, interpersonal communication, and managerial support each have a significant influence—both individually and simultaneously—on teacher loyalty in MTsN in Tangerang Regency.

First, a favorable work climate fosters a sense of comfort and safety among teachers, reinforcing their emotional attachment to the institution. A supportive working environment encourages collaborative spirit and role clarity, which in turn contribute to greater loyalty.

Second, open, empathetic, and respectful interpersonal communication has been proven effective in strengthening professional relationships within the school community. Teachers who feel valued and included in organizational communication are more likely to exhibit stronger loyalty.

Third, managerial support from school principals plays a vital role in enhancing teachers' motivation, commitment, and sense of belonging to the institution. Support in the

form of mentoring, opportunities for professional development, and recognition of performance have a positive influence on teacher loyalty.

Collectively, these three variables account for 67.9% of the variance in teacher loyalty, underscoring the importance of a healthy work environment, effective communication, and supportive leadership as fundamental elements in fostering long-term loyalty among madrasah teachers.

The implications of these findings underscore the need to enhance principals' managerial capacity and enhance the quality of the work environment in madrasahs. Strategic human resource development policies should prioritize these three factors as key components in building sustainable and competitive Islamic educational institutions.

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