

## THE INFLUENCE OF ORGANIZATIONAL JUSTICE, CHANGE MANAGEMENT, AND JOB SATISFACTION ON ORGANIZATIONAL COMMITMENT AT XYZ SCHOOL, TANGERANG

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### ABSTRACT

Organizational transition presents significant challenges for educational institutions in maintaining teachers' organizational commitment. This study examined the influence of organizational justice, change management, and job satisfaction on teachers' organizational commitment during the organizational transition at XYZ School, Tangerang. A quantitative explanatory design with a census approach was employed, involving all 85 teachers. Data were collected using a structured questionnaire and analysed using descriptive statistics, classical assumption tests, multiple linear regression, partial (*t*) tests, simultaneous (*F*) tests, and the coefficient of determination (*R*<sup>2</sup>) with IBM SPSS Statistics version 26. The results show that organizational justice significantly influences organizational commitment ( $\beta = 0.282, p = 0.031$ ), while job satisfaction has the strongest positive effect ( $\beta = 0.501, p < 0.001$ ). In contrast, change management does not significantly influence organizational commitment ( $\beta = -0.052, p = 0.708$ ). Collectively, the three independent variables significantly explain organizational commitment ( $F = 22.343, p < 0.001$ ), accounting for 45.3% of the variance ( $R^2 = 0.453$ ). These findings suggest that teachers' perceptions of organizational justice and job satisfaction play a greater role than the current change-management process in fostering organizational commitment during XYZ School's transition period.

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### INTRODUCTION

Change in the field of education is a global phenomenon that cannot be avoided in the era of digitalisation and globalisation. Educational institutions are required to continuously adapt to technological developments, competency demands, and ever-rising international quality standards. In Indonesia, several schools have transitioned from the Kurikulum Nasional Plus to Satuan Pendidikan Kerja Sama (SPK) status, as regulated under Regulation of the Minister of Education and Culture No. 31 of 2014. This step enables the implementation of an international curriculum through collaboration with

educational institutions from abroad (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2023). Such institutional transitions are generally accompanied by adjustments to organizational policy, management restructuring, and the implementation of new academic standards that directly affect teachers' working systems.

XYZ School in Tangerang is currently undergoing an organizational transition from a National Plus school to an internationally oriented educational institution. Since the beginning of the 2024 academic year, the school has implemented substantial organizational changes, including curriculum reform, restructuring of school leadership, revisions to standard operating procedures, and increased administrative responsibilities. During the same period, teacher turnover rose markedly from four teachers in the 2023–2024 academic year to 14 teachers in both the 2024–2025 and 2025–2026 academic years. Preliminary observations also identified concerns regarding unequal workload distribution, limited teacher participation in decision-making, and insufficient communication during organizational change. These conditions indicate that organizational commitment has become a critical managerial issue requiring empirical investigation.

Organizational commitment reflects employees' psychological attachment to and willingness to remain within an organisation. Previous studies have identified organizational justice, change management, and job satisfaction as important antecedents of organizational commitment. Organizational justice encourages employees to trust organizational decisions and strengthens their willingness to contribute to organizational goals (Patras et al., 2021; Kemer & Polat, 2022). Effective change management facilitates employees' adaptation to organizational transformation through clear communication, leadership support, and participation in the change process (Abdurrahman et al., 2025; Suci Rahmadani et al., 2024). Meanwhile, job satisfaction has consistently been recognised as one of the strongest predictors of organizational commitment because satisfied employees are more likely to remain loyal and actively support organizational objectives (Conte, 2024).

Prior studies have generally examined organizational justice, change management, and job satisfaction as separate predictors of teacher-related outcomes, and few have tested all three simultaneously within a school undergoing a formal institutional transition. Patras et al.(2021) tested organizational justice and group cohesiveness as predictors of teacher commitment in Indonesia but did not incorporate change management or job satisfaction into the model. Abdurrahman et al. (2025) examined change-management strategies to improve education quality at an Islamic boarding school but did not quantitatively link change management to organizational commitment. Treviño Reyes & Lopez-Perez (2023) related job satisfaction to organizational commitment and burnout among teachers in Mexico without addressing organizational justice or change management. None of these studies has simultaneously tested all three predictors within a school formally transitioning toward SPK status, a context in which concerns over justice, change, and job satisfaction are likely to be most salient. This gap underlies the study and results in the following research problems: (1) does organizational justice have a positive influence on organizational commitment; (2) does change management have a positive influence on organizational commitment; (3) does job satisfaction have a positive influence on organizational commitment; and (4) do all three variables simultaneously have a positive influence on teachers' organizational commitment at XYZ School, Tangerang.

Based on this problem formulation, this study aims to examine the influence of organizational justice, change management and job satisfaction on teachers' organizational commitment partially and simultaneously. The novelty of this study lies in testing these three variables together in a single model rather than separately, as most prior research has done, and in situating that model within a school that is formally transitioning toward Satuan Pendidikan Kerja Sama (SPK) status, a setting in which teachers experience concerns over fairness, organizational change, and job satisfaction at the same time. Theoretically, this study is expected to contribute to the study of educational management by examining the factors of organizational commitment during periods of school transition. Practically, the findings have the potential to serve as an empirical reference for school leaders in developing human resource policies to facilitate the success of organizational transition.

Based on the theoretical review and previous research findings, organizational justice, change management, and job satisfaction are believed to be interrelated in shaping teachers' work experience, which in turn influences organizational commitment. Examining the three variables jointly within a single model, instead of individually as in earlier studies, is the central contribution this study offers to the literature on teachers' organizational commitment.

On this basis, the hypotheses of this study are formulated as follows:

H1: Organizational justice has a positive influence on organizational commitment.

H2: Change management has a positive influence on organizational commitment.

H3: Job satisfaction has a positive influence on organizational commitment.

H4: Organizational justice, change management, and job satisfaction simultaneously have a positive influence on organizational commitment.

## METHOD

This study was designed using a quantitative approach with an explanatory correlational design, aimed at explaining the influence of organizational justice, change management, and job satisfaction on organizational commitment without any manipulation of variables (Creswell, 2012). The research was conducted at XYZ School in Tangerang, which is currently undergoing an organizational transition amid a high rate of teacher turnover, with the research period running from March to May 2026. The study population comprised all 85 active teachers at the school for the 2023–2026 academic years, and the entire population was made the respondents through a census technique, so that the data obtained reflect the condition of the population in full without requiring a sample-generalisation test (Lakens, 2022). Because the census technique covers the entire population of teachers rather than a sample drawn from it, the statistical significance values reported in this study are used to indicate the stability of the estimated relationships within this population, rather than to generalise the findings to teachers outside XYZ School.

Data were collected through a closed-ended questionnaire with a 1-5 Likert scale, distributed via a Google Form link. The closed-ended format was chosen to minimise variation in respondents' interpretation of the questions asked (Riduwan, 2018). The initial instrument consisted of 60 statement items covering all four variables, which were evaluated through expert judgement by three validators, namely a teacher, a practitioner, and a lecturer, using a structured assessment that covered the content, construction, and language aspects of each item. The teacher validator gave a total score of 37 out of 44 points (84%), the practitioner validator 40 points (91%), and the lecturer validator 32 points (73%), indicating that the instrument was considered feasible for use. Based on the validators' comments, which included the need to remove redundant items, sharpen the contextual reference to the "transition period" across all variables, and align indicators with those used in prior studies, the number of items was reduced from 60 to 44 and subsequently piloted on 30 respondents outside the main sample.

**Table 1.** Research Variables and Measurement Instruments

| Variable                         | Source                             | Dimensions                                                     | Items |
|----------------------------------|------------------------------------|----------------------------------------------------------------|-------|
| <b>Organizational Commitment</b> | (Efthymiopoulos & Goula, 2024)     | Affective, Continuance, Normative Commitment                   | 11    |
| <b>Organizational Justice</b>    | (Colquitt, 2001)                   | Distributive, Procedural, Interpersonal, Informational Justice | 10    |
| <b>Change Management</b>         | (Pubodhya & Rajapakshe, 2025)      | Communication, Leadership Support, Participation, Readiness    | 11    |
| <b>Job Satisfaction</b>          | Herzberg (1959), (Ji et al., 2025) | Policy, Supervision, Salary, Recognition, Working Conditions   | 12    |
|                                  |                                    | Total                                                          | 44    |

Source: Adapted by Authors (2026).

The final instrument comprised 11 items for organizational commitment, 10 items for organizational justice, 11 items for change management, and 12 items for job satisfaction, together with a separate set of demographic items. Illustrative items include "I feel proud to work at this school" (organizational commitment), "rules are applied consistently to all teachers" (organizational justice), "the school explains the reasons for change openly to teachers" (change management), and "I am satisfied with the salary I receive" (job satisfaction). As the source instruments originated from international literature,

the final questionnaire was administered in Indonesian; linguistic equivalence with the original constructs was assessed through the lecturer validator's review of each item rather than through a formal forward-and-back-translation procedure, which is acknowledged as a limitation of the present study.

Validity testing was carried out by examining the Corrected Item Total Correlation value against a threshold of 0.30 or higher, while reliability testing used the Cronbach's Alpha coefficient against a threshold of 0.70 or higher (Hair et al., 2019). The data analysis techniques used in this study included descriptive statistics, classical assumption testing appropriate for ordinary least squares regression, and multiple linear regression analysis. The classical assumption tests consisted of a normality test, a multicollinearity test using Tolerance and Variance Inflation Factor (VIF) values, and a heteroscedasticity test using the ZPRED SRESID scatterplot. Normality was examined both visually, through the Normal P-P Plot of regression residuals, and numerically, through the Kolmogorov-Smirnov tests. The regression residuals were normally distributed, as shown by a Kolmogorov-Smirnov statistic of 0.093 ( $df = 85$ ,  $p = .069$ ), which exceeded the 0.05 significance threshold. The multiple linear regression equation used in this study is presented in Equation:  $Y = a + b_1X_1 + b_2X_2 + b_3X_3$ , where  $Y$  denotes organizational commitment,  $a$  is the constant, and  $b_1$ ,  $b_2$ , and  $b_3$  are the unstandardised regression coefficients of organizational justice ( $X_1$ ), change management ( $X_2$ ), and job satisfaction ( $X_3$ ), respectively. The strength of the model was measured through the coefficient of determination ( $R^2$ ), which indicates the proportion of the variation in organizational commitment that can be explained by the three independent variables jointly.

Hypothesis testing in this study was carried out through two procedures. The partial hypotheses ( $H_1$ ,  $H_2$ , and  $H_3$ ) were tested using the t-test, by comparing the calculated t value for each independent variable with the critical t value at a significance level of  $\alpha = 0.05$  and degrees of freedom ( $n$  minus  $k$  minus 1) equal to 81. An independent variable was considered to have a statistically significant partial effect on organizational commitment if its significance value (Sig.) was smaller than 0.05. The simultaneous hypothesis ( $H_4$ ) was tested using the F test. The calculated F value, obtained from the ratio between the regression mean square and the residual mean square, was compared with the critical F value at degrees of freedom (3, 81) and  $\alpha = 0.05$ , and the three independent variables were considered to jointly have a statistically significant effect on organizational commitment if the resulting significance value was smaller than 0.05. All data processing, including the t-test and F-test, was carried out using the SPSS version 26 application.

## RESULT AND DISCUSSION

### Respondent Profile

This study involved 85 teachers as respondents, comprising 59 people (69.4%) female and 26 people (30.6%) male. The most common age group was 26–30 years old (32 teachers, or 38%), with the largest number of respondents teaching at the elementary level (33 teachers, or 39%). Respondents' education level was dominated by the bachelor's (S1) level (75 teachers, or 88.2%), and the most common length of teaching service was in the range of six to ten years (30 teachers, or 35%).

### Descriptive Statistics

Based on the descriptive statistical results, the organizational-justice variable obtained a mean score of 2.97, with the highest score on the indicator of the principal's respectful treatment of teachers (3.71) and the lowest value on the indicator of consistency in the application of rules (2.69). The mean score for change management was 2.98, with the highest value on the availability of training during the transition period (3.53) and the lowest value on the openness of management communication regarding the change of leadership (2.49). The mean score for job satisfaction was 3.34, with the highest value on satisfaction with teaching as a profession (4.12) and the lowest value on satisfaction with salary (2.19). Meanwhile, the mean score for organizational commitment was 3.08, with the highest value on the sense of pride in being part of the organisation (3.66) and the lowest value on the sense of obligation to remain due to moral and ethical values (2.26).

### Instrument and Classical Assumption Test Results

The validity test showed that the Corrected Item-Total Correlation value for all statement items was above the 0.30 threshold, ranging from 0.343–0.675 for organizational justice, 0.511–0.783 for change management, 0.337–0.688 for job satisfaction, and 0.458–0.734 for organizational commitment; thus, all items were declared valid. The reliability test produced

Cronbach's Alpha values ranging from 0.858–0.919 for the four variables, all of which exceeded the 0.70 threshold, so that the research instrument was declared reliable (Hair et al., 2019).

The normality assumption was tested using the Kolmogorov-Smirnov with Lilliefors significance correction, as presented in Table 2 below.

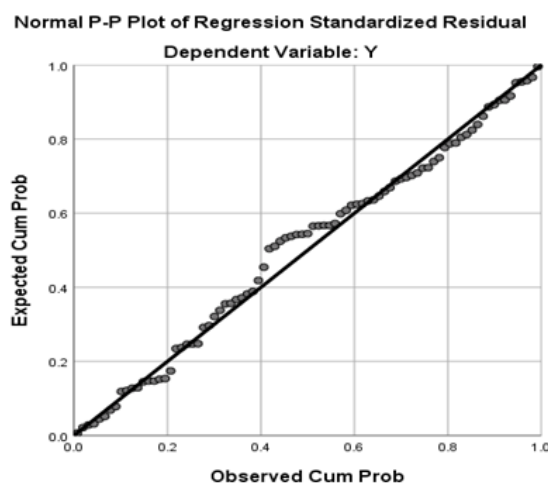
**Table 2.** Tests of Normality

|                       | Kolmogorov-Smirnov |    |      |
|-----------------------|--------------------|----|------|
|                       | Statistic          | df | Sig. |
| Standardised Residual | 0.093              | 85 | .069 |

a. Lilliefors Significance Correction.

Source: SPSS data-processing results (2026)

As shown in Table 2, the Kolmogorov-Smirnov test produced a statistic of 0.093 (df = 85,  $p = .069$ ); significance values exceed 0.05, so the null hypothesis of normally distributed residuals is not rejected, and the regression residuals can be considered normally distributed. This numerical result is supported by the Normal P-P Plot in Figure 1, in which the residual points follow the diagonal line without a systematic pattern of deviation.



**Figure 1.** Normality Test Results

Source: SPSS data-processing results (2026)

The multicollinearity test results show that the Tolerance value for each independent variable is above 0.10 (organizational justice 0.410; change management 0.348; job satisfaction 0.488), while the VIF values are below 10 (2.440; 2.873; and 2.049); thus, there is no indication of multicollinearity in the model. The detailed multicollinearity test results are presented in Table 3 below.

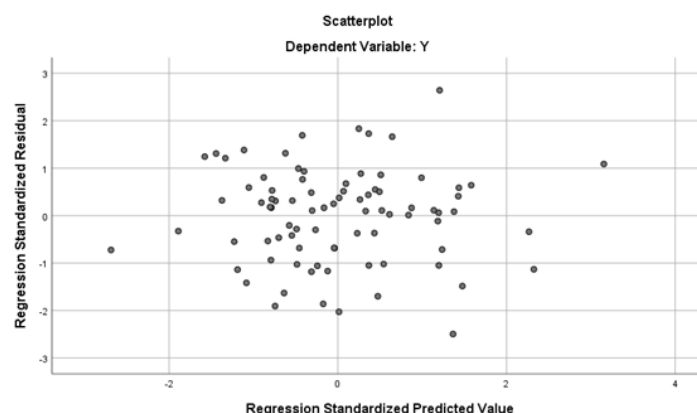
**Table 3.** Multicollinearity Test Results

| Variable                    | Tolerance | VIF   |
|-----------------------------|-----------|-------|
| Organizational Justice (X1) | 0.410     | 2.440 |
| Change Management (X2)      | 0.348     | 2.873 |

|                       |       |       |
|-----------------------|-------|-------|
| Job Satisfaction (X3) | 0.488 | 2.049 |
|-----------------------|-------|-------|

Source: SPSS data-processing results (2026)

Based on the heteroscedasticity test using the ZPRED–SRESID scatterplot, the data points appear randomly scattered without forming a particular pattern, indicating that the regression model satisfies the homoscedasticity assumption and can be used for further analysis, as shown in Figure 2 below.



**Figure 2.** Heteroscedasticity Test Results  
Source: SPSS data-processing results (2026)

### Regression Analysis and Hypothesis Testing Results

**Table 4.** Multiple Linear Regression and Significance Test Results

| Model                      | B      | Std. Error | Beta   | t      | Sig. | 95% CI Lower | 95% CI Upper |
|----------------------------|--------|------------|--------|--------|------|--------------|--------------|
| (Constant)                 | 0.542  | 0.320      |        | 1.696  | .094 | -0.094       | 1.178        |
| X1. Organizational Justice | 0.263  | 0.120      | 0.282  | 2.199  | .031 | 0.025        | 0.501        |
| X2. Change Management      | -0.046 | 0.122      | -0.052 | -0.376 | .708 | -0.289       | 0.197        |
| X3. Job Satisfaction       | 0.568  | 0.133      | 0.501  | 4.259  | .000 | 0.302        | 0.833        |

Source: SPSS data-processing results (2026)

Based on Table 4, the multiple linear regression analysis produced the following equation:  $Y = 0.542 + 0.263X1 - 0.046X2 + 0.568X3$ . The t-test results show that organizational justice had a statistically significant positive effect on organizational commitment ( $t = 2.199$ ,  $p = .031$ ), and job satisfaction had the strongest statistically significant positive effect among the three independent variables ( $t = 4.259$ ,  $p < .001$ ). Change management showed a negative but statistically non-significant effect ( $t = -0.376$ ,  $p = .708$ ). Its 95% confidence interval for B ranges from -0.289 to 0.197 and therefore includes zero, indicating that, within this census of the population, the observed negative coefficient cannot be considered a reliable effect distinguishable from zero.

**Table 5.** Coefficient of Determination

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|---|----------|-------------------|----------------------------|
|-------|---|----------|-------------------|----------------------------|

|   |        |       |       |         |
|---|--------|-------|-------|---------|
| 1 | 0.673a | 0.453 | 0.433 | 0.49134 |
|---|--------|-------|-------|---------|

Source: SPSS data-processing results (2026)

The correlation coefficient (R) of 0.673 indicates a substantial joint relationship between organizational justice, change management, and job satisfaction on one side and organizational commitment on the other. Whether this relationship is classified as moderate or strong depends on the criteria applied and should be interpreted with reference to a clear methodological source (Hair et al., 2019) rather than as an absolute label. The coefficient of determination (R-squared) of 0.453 shows that 45.3% of the variation in organizational commitment can be explained by the three independent variables, while the remaining 54.7% is influenced by other factors outside the scope of this study's model. Because this study used a cross-sectional, non-experimental design, the relationships identified are best described using associative terms such as relationship, association, or predictive relationship. The terms influence and effect, used elsewhere in this article for consistency with the study's hypotheses and title, should accordingly be read in this associative, non-causal sense.

The simultaneous significance of the regression model was further examined using the F test, comparing the calculated F value against the critical F value at  $\alpha = 0.05$ , with the results presented in Table 6 below.

**Table 6. F-Test (ANOVA) Results**

| Model      | Sum of Squares | df | Mean Square | F      | Sig.  |
|------------|----------------|----|-------------|--------|-------|
| Regression | 16.182         | 3  | 5.394       | 22.343 | .000b |
| Residual   | 19.554         | 81 | 0.241       |        |       |
| Total      | 35.736         | 84 |             |        |       |

a. Dependent Variable: Y. b. Predictors: (Constant), X3, X1, X2.

Source: SPSS data-processing results (2026)

Based on Table 6, the calculated F value of 22.343 with a significance value of .000 ( $p < .001$ ) exceeds the critical F value at  $df1 = 3$  and  $df2 = 81$  ( $\alpha = 0.05$ ), indicating that organizational justice, change management, and job satisfaction jointly have a statistically significant effect on organizational commitment. This result, together with the coefficient of determination reported in Table 5, provides the basis for testing the fourth hypothesis (H4), summarised alongside the partial t-test results for H1 to H3 in Table 7 below.

**Table 7. Hypothesis Testing Results**

| Hypothesis | Relationship                                       | Statistical Result                                      | Interpretation                                              | Decision             |
|------------|----------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------|----------------------|
| H1         | Organizational Justice → Organizational Commitment | $B = 0.263, t = 2.199, p = 0.031$                       | Positive, statistically significant                         | <b>Supported</b>     |
| H2         | Change Management → Organizational Commitment      | $B = -0.046, t = -0.376, p = 0.708$                     | Negative, not statistically significant                     | <b>Not Supported</b> |
| H3         | Job Satisfaction → Organizational Commitment       | $B = 0.568, t = 4.259, p < .001$                        | Positive, statistically significant                         | <b>Supported</b>     |
| H4         | Organizational Justice, Change Management, and Job | $R \text{ Square} = 0.453, F(3, 81) = 22.343, p < .001$ | Model statistically significant, explains 45.3% of variance | <b>Supported</b>     |

Satisfaction → Organizational  
Commitment (simultaneous)

Source: SPSS data-processing results (2026)

Based on Table 7, the first (H1) and third (H3) hypotheses are supported by the data, as the t-test shows that organizational justice and job satisfaction each had a statistically significant positive effect on organizational commitment. The second hypothesis (H2) is not supported, both because the direction of its coefficient is negative and because the t test shows it is not statistically significant. The fourth hypothesis (H4) is supported, as the F test in Table 6 yielded  $F(3, 81) = 22.343$  ( $p < .001$ ), confirming that organizational justice, change management, and job satisfaction jointly and significantly explain the variation in organizational commitment.

### Discussion

Organizational justice had a statistically significant positive effect on teachers' organizational commitment at XYZ School. The better teachers' perception of the fairness applied by the school, the greater their commitment to remaining part of the organisation. The descriptive results help explain this pattern more concretely: the lowest scoring indicator for organizational justice was consistency in the application of rules (mean = 2.69), which suggests that inconsistent enforcement of rules, rather than the overall level of perceived fairness, is the specific aspect most in need of improvement to strengthen commitment. (Widodo et al., 2025) similarly found that perceived organizational justice can strengthen teachers' emotional attachment, and (Mahmood et al., 2025) state that fair managerial practice is a determining factor in building teacher loyalty. (Caminos & Tan, 2025) add that teachers tend to be more loyal when principals demonstrate empathy and involve teachers in decision-making, while (Ji et al., 2025) and (Aldabbas et al., 2025) show that organizational justice is also associated with positive work behaviour and perceived organizational support among teachers. Organizational justice is therefore not merely an administrative matter but a psychological need that builds teachers' sense of security and trust during a period of transition.

Change management, by contrast, did not show a statistically significant positive effect on organizational commitment ( $B = -0.046$ ,  $t = -0.376$ ,  $p = .708$ ). The negative and non-significant coefficient suggests that the change programme implemented by the school has not yet been clearly perceived as providing direct benefit to teachers in their daily task execution. Descriptively, the lowest scoring indicator for change management was the openness of management communication regarding the change of leadership (mean = 2.49). Teachers' perception that information about leadership changes was not communicated openly offers a concrete explanation for this result, arguably more so than the change programme. Referring to (Lewin, 1947) change model, this condition can also be explained by an unfreezing stage that has not been fully carried out, the process of psychologically preparing teachers before change is implemented, so that change tends to be perceived as an administrative demand rather than a process that engages teachers' emotional needs. This finding differs from (Yong & Zhang, 2025) and (Abdurrahman et al., 2025), who found that communicative and participatory change management can increase teacher commitment. The difference is likely due to the relatively rapid leadership change at XYZ School, which may have led teachers to view the change as a demand rather than a collaborative process. The finding is also compatible with (Xu & Pang, 2024), who argue that continuous changes in the work environment can weaken commitment if not balanced with adequate organizational support, as well as with (Yonasta & Tung, 2024), who emphasise the importance of perceived organizational support and an adaptive work culture for the success of change management.

Job satisfaction proved to be the variable with the greatest and most statistically significant contribution to teachers' organizational commitment ( $t = 4.259$ ,  $p < .001$ ). The higher teachers' level of satisfaction with their work, the greater their desire to remain and continue contributing to the school. Descriptively, the lowest scoring indicator for job satisfaction was satisfaction with salary (mean = 2.19), which indicates that compensation remains the most pressing concern for teachers at XYZ School even as their overall satisfaction with the profession itself stays high. This result supports (Treviño Reyes & Lopez-Perez, 2023), who identify job satisfaction as an important determinant of organizational commitment that also helps suppress the risk of teacher burnout, and it aligns with (Xu & Pang, 2024), who found that low job satisfaction correlates with weak teacher commitment. (Bessie & Lao, 2025) add that teachers who receive organizational support and work in a conducive environment tend to show higher loyalty toward the school. Job satisfaction is therefore not only a matter of

individual comfort but also an important psychological resource that keeps teachers productive even while the school undergoes a period of transition.

Taken together, organizational justice, change management, and job satisfaction significantly explain 45.3% of the variation in teachers' organizational commitment ( $R^2 = .453$ ,  $F(3, 81) = 22.343$ ,  $p < .001$ ), while the remaining 54.7% is accounted for by other factors such as organizational culture, perceived organizational support, and the principal's leadership style. This finding is consistent with social exchange theory, which explains that individuals demonstrate higher loyalty when the organisation provides fair treatment, supports employee needs, and creates a satisfying work environment. It also matches (Mukti et al., 2024), who report a close relationship between organizational justice, job satisfaction, and teacher commitment, suggesting that building organizational commitment in an educational institution needs to be approached comprehensively rather than through a single aspect alone.

This study has several limitations. First, the number of respondents, limited to 85 teachers at a single school, means the findings cannot yet be generalised more broadly. Second, the use of a questionnaire may not have fully captured respondents' opinions in a complete and in-depth manner. Third, the study design focused only on testing the direct relationship between the independent and dependent variables, without examining the possible relationships among the independent variables themselves. Fourth, although content validity was assessed by three expert validators, the questionnaire did not undergo a formal forward and back translation procedure, which may affect the linguistic equivalence of items adapted from international instruments. Fifth, because this study applied a census technique covering the entire teacher population at a single school, the reported significance values describe the stability of the observed relationships within this population rather than support statistical generalisation to teachers at other schools.

## CONCLUSION

Based on the results and discussion, this study concludes that organizational justice (H1) and job satisfaction (H3) have a statistically significant positive effect on teachers' organizational commitment at XYZ School, Tangerang, whereas change management (H2) does not, given its negative and statistically non-significant coefficient. Simultaneously, the three variables significantly explain 45.3% of the variation in organizational commitment ( $H4$ ;  $R^2 = .453$ ,  $F(3, 81) = 22.343$ ,  $p < .001$ ). Theoretically, this study reinforces the understanding that, during a period of school transition, teachers' organizational commitment is shaped more strongly by organizational justice and job satisfaction than by the change-management process as currently implemented, and it opens room for further research into the conditions under which change management can more effectively support commitment. Practically, these findings indicate that school leaders need to ensure that decision-making, task distribution, and information delivery are carried out fairly and consistently, and to maintain the quality of the working environment that supports job satisfaction, so that the change-management process is accompanied by adequate justice and job satisfaction rather than proceeding on technical grounds alone.

Several specific recommendations follow from these conclusions. The school is advised to conduct periodic audits of the distribution of workload and the allocation of rewards; to build a two-way communication mechanism during the change process, particularly regarding leadership changes, given that openness of communication about leadership change was the lowest-scoring indicator for change management; to involve teachers directly in decision-making at every stage of organizational change; and to evaluate the impact of policy changes on teachers' job satisfaction, particularly regarding salary, which was the lowest-scoring job-satisfaction indicator in this study. For future researchers, it is recommended to examine other factors that may potentially influence organizational commitment, such as organizational culture, leadership style, and perceived organizational support, and to consider mediation approaches such as PLS-SEM to explain the mechanisms of the relationships among variables in greater depth.

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