

The Influence of Transformational Leadership Ethics, Inclusive Education and Work Commitment on Teacher Loyalty Models in Senior High Schools in Tomohon City

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ABSTRACT

Education was the main pillar in building quality human resources, both intellectually, morally, and socially. As a strategic investment, education plays a role in producing individuals who were able to face global challenges and contribute to the progress of society. The objectives of this study were; To determine the influence of Transformational Leadership Ethics on the Teacher Loyalty Model in Tomohon City Senior High Schools. To determine the influence of Inclusive Education on the Teacher Loyalty Model in Tomohon City Senior High Schools. To determine the influence of Work Commitment on the Teacher Loyalty Model in Tomohon City Senior High Schools. To determine the influence of Transformational Leadership Ethics, Inclusive Education and Work Commitment on the Teacher Loyalty Model in Tomohon City Senior High Schools. This study used a causality research design. Causal research design was used to prove the relationship between cause and effect of several variables. Causal research usually uses an experimental method, namely by controlling independent variables that would affect the dependent variable in a planned situation. For the Transformational Leadership Ethics variable, the dimension with the strongest influence was the idealized influence dimension on the rational dimension in the Teacher Loyalty Model, because it had a coefficient value = 0.646. For the Inclusive Education variable, the dimension with the strongest influence was the Accessibility dimension on the emotional dimension in the Teacher Loyalty Model, because it had a coefficient value = 0.861. For the Work Commitment variable, the dimension with the strongest influence was Continuance Commitment on the personality dimension in the Teacher Loyalty Model, because it has a coefficient value = 1.000. Based on the results above, it could be concluded; Transformational leadership ethics had a positive and significant influence on the teacher loyalty model. Inclusive education had a positive and significant influence on teacher loyalty. Work commitment had a positive and significant influence on the teacher loyalty model.

Keywords: commitment, ethics, inclusive education, leadership, teacher loyalty, transformational, work.

INTRODUCTION

Education was a key pillar in developing quality human resources, both intellectually, morally, and socially. As a strategic investment, education plays a role in producing individuals capable of facing global challenges and contributing to societal progress. To achieve this goal, synergy among various elements of education was required, including transformational leadership, the implementation of inclusive education, and teachers' work commitment. In this context, education became more than just the transfer of knowledge; it also served as a means of character formation and instilling virtuous values. However, efforts to achieve quality education often faced significant challenges, including limited resources, resistance to change, and a lack of innovation in educational management.

In efforts to improve the quality of education, the role of teachers was crucial as the spearhead of the learning process. Teacher loyalty to the school was a determining factor in achieving the goals of educational institutions. Loyalty was part of human resource management to achieve desired goals. In the field of education, teacher loyalty as part of Human Resources (HR) was a crucial factor in achieving educational goals and success. Teacher loyalty can be strengthened and supported through good human resource management. The implementation of HR management practices that reflect fairness, transparency, and attention to teacher needs can help create a positive work environment and support teacher loyalty. Teachers can provide the knowledge necessary to equip students for life. Loyal teachers can contribute to school success and better student development.

The model of teacher loyalty to their job was a teacher's belief about the job they hold, accompanied by certain feelings and providing a basis for the teacher to respond or behave in a certain way according to their choice. Teacher loyalty to their job influences the teacher's actions in carrying out their work activities. If a teacher has a high level of job loyalty to their job, then the teacher will certainly carry out their function and position as a teaching and educational staff in the school with a full sense of responsibility. Likewise, a teacher who has low job loyalty will certainly only carry out their function and position as a mere routine. Therefore, high teacher loyalty to their job was needed, considering the teacher's role in the educational environment, in this case the school, is very central.

The success of educational institutions was closely linked to the role of leadership in managing their human resources (Rawis et al. 2024). Transformational leadership was considered one of the most relevant approaches to addressing this challenge. Ethical, transformative leadership significantly influences the work culture in schools. Leaders who were fair, transparent, and inspiring tend to create a positive work environment. This leadership style emphasized change, innovation, and individual empowerment to achieve shared goals. In the educational context, transformational leadership not only serves as a driver of change but also as an inspiration capable of building a collaborative and inclusive work culture. Transformational leaders have the ability to encourage teachers to maximize their potential and make maximum contributions to educational institutions. Transformational leadership was positively correlated with increased teacher loyalty through the creation of a supportive work environment, individual empowerment, and recognition of their contributions.

Furthermore, inclusive education had become an important paradigm in ensuring that every individual had equal access to quality education. This concept aimed to integrate students from diverse backgrounds, whether in terms of physical, intellectual, or social abilities, into the same education system without discrimination. The implementation of inclusive education requires a paradigm shift, not only among students but also among teachers as learning facilitators. Teachers' role in implementing inclusive education plays a crucial role in increasing their loyalty to educational institutions. Teachers who feel empowered to support student diversity demonstrate higher levels of job satisfaction, which in turn strengthens their loyalty to educational institutions. Inclusive education not only positively impacts students but also enriches teachers' professional experience by broadening their horizons in managing heterogeneous classrooms.

Teachers' work commitment was a key element in ensuring the sustainability and effectiveness of educational institutions. This commitment reflects teachers' dedication to their institutions, reflected in emotional stability, work productivity, and active involvement in achieving educational goals. Teachers with a high level of work commitment tend to have strong loyalty to their educational institutions, despite facing various challenges in their work. Strong work commitment can increase teachers' motivation to continue developing and making optimal contributions. Furthermore, work commitment impacts not only individual performance but also the overall effectiveness of educational institutions, as evidenced by improved learning quality and student satisfaction.

Based on preliminary observations and observations, the author found a decline in high school teacher loyalty in Tomohon City. This phenomenon can be seen in the unequal distribution and availability of teaching staff. Data shows that there are 10 high schools in Tomohon City, with 20% public schools and 80% private schools. This condition had resulted in an uneven distribution of teaching staff, with some schools having only 8 teachers. Furthermore, differences in school quality based on accreditation influence teacher preferences in choosing teaching locations, thus encouraging teacher turnover.

This was also caused by the model of teacher loyalty linked to educational management, the work environment, and satisfaction. From an educational management perspective, school leaders, as stakeholders, still lack motivation or provide training aimed at improving and developing teacher competencies. Furthermore, this was linked to the work environment, namely schools that implement inclusive education with diverse students, as well as job demands and increased workloads, forcing teachers to perform their duties beyond their normal working hours. Furthermore, no less important was the waning commitment to work due to various work pressures and the lack of recognition received by teachers, which was another factor impacting teacher loyalty.

Although various studies has highlighted the importance of transformational leadership ethics, inclusive education, and work commitment in improving the performance of educational organizations, there were still limitations in understanding the relationship between these three variables simultaneously on the teacher loyalty model. Most previous studied tend to discuss the influence of one of these variables separately without integrating a more holistic perspective. Furthermore, the specific challenges faced by private and public educational institutions in implementing transformational leadership and inclusive education have not been explored in depth. This created a gap in the existing literature, particularly regarding how these three variables can synergize to create a better teacher loyalty model.

This study offers novel value by examining the simultaneous influence of transformational leadership ethics, inclusive education, and work commitment on the teacher loyalty model, while identifying the unique challenges faced by schools. This research made theoretical and practical

contributions by broadening understanding of the dynamics of these three variables in the context of inclusive and transformational education. Another novelty in this research lies in its effort to integrate the dimension of moral values into the management of educational institutions, resulting in relevant strategic recommendations for enhancing teacher loyalty in a more complex education system.

This study aimed to examine in more depth the influence of transformational leadership ethics, inclusive education, and work commitment on teacher loyalty models in high schools in Tomohon City. This research was expected to provide new, relevant insights to support the development of more inclusive and transformative education policies. By analyzing the relationship between those three variables, this study aimed not only to provide strategic recommendations but also to strengthen the foundation of educational institutions based on moral values. The resulted of this study are expected to serve as guidelines for improving the quality of education holistically, both from an academic perspective and instilling the underlying human values. Based on the background described, the researcher was interested in conducting a study entitled "The Influence of Transformational Leadership Ethics, Inclusive Education, and Work Commitment on Teacher Loyalty Models in High Schools in Tomohon City.

LITERATURE REVIEW

Teacher Loyalty Model

The teacher loyalty model was a concept that described the level of loyalty, commitment, emotional attachment, and willingness of teachers to continue serving and making the best contribution to their school and profession. Teacher loyalty was reflected in discipline, responsibility, dedication, compliance with rules, and a willingness to maintain a positive working relationship with the educational institution. Hasibuan (2019). Loyalty was a willingness to cooperate, which means a willingness to sacrifice oneself, a willingness to exercise self-monitoring, and a willingness to prioritize one's own interests. This willingness to sacrifice involves an awareness of devoting oneself to the institution or organization where one works. This devotion will support participation within the institution. (Supriyono, 2000). Teacher loyalty was a fundamental aspect that reflects teachers' emotional and professional attachment to the educational institution. According to Joen et al. (2022), teacher loyalty can be seen in how they integrate knowledge, skills, and professional attitudes to make the best contribution to supporting the success of the educational institution. This loyalty was seen in the way teachers give full dedication to their daily tasks, which contributes to the achievement of the school's vision and mission.

Transformational Leadership Ethics

Transformational leadership ethics was a leadership approach that focuses on developing and improving the quality of organizations and individuals, taking into account ethical and moral aspects (Bass, B. M., & Riggio, R. E. 2014). Transformational leadership ethics refers to the moral principles underlying the transformational leadership style, where leaders focus not only on achieving organizational goals but also on individual development and ethical values. Ethical transformational leaders tend to demonstrate integrity, empathy, and a commitment to justice, as well as inspiring others to reach their full potential.

As a leader, there were important traits and aspects that must be maintained, namely ethics. Leaders must be able to maintain ethics in carrying out their duties. Leaders must have integrity in every decision, relationship, and action they make, always maintaining ethics. Leaders with good

ethics usually have effective and efficient followers. Because with good leadership ethics, followers or subordinates usually also have a better understanding of the process of developing their own abilities. (Ahmad Azmy, 2021)

Thus, by maintaining ethics, leaders were able to build effective relationships, create an efficient work climate, and positively impact the development and capabilities of their subordinates. Transformational leadership ethics were key to success in creating an organization or institution that is moral and highly competitive.

Inclusive Education

Inclusive education was an approach to education that provides equal opportunities for all students, including those with special needs, to learn together in a single educational environment. Inclusive education emphasizes the importance of respecting diversity and providing appropriate support to meet the individual needs of each student so they can develop their potential optimally (Phytanza et al., 2022).

Inclusive education was a form of education that aims to provide learning opportunities for all children, including children with special needs (ABK), in the same environment as children in general. The concept of inclusive education has been globally recognized as a human right and was expected to create an environment that supports the optimal development of every child regardless of their limitations or differences. (Lengkong et al. 2025). In Salamanca, UNESCO (2008) states that inclusive education was a continuous process that aims to offer quality education for all, while respecting the diversity, needs, differences in abilities, characteristics, and learning expectations of students and the community. This system ensured that every student had access to quality education without discrimination by adapting the curriculum, learning methods, and infrastructure. Furthermore, this approach created a fair, adaptive, and collaborative learning environment, accommodating the diversity of students (Susilahati, 2023). Based on this description, it could be concluded that inclusive education was an education system that provided equal learning opportunities for all students, including children with special needed, in the same educational environment without discrimination. Inclusive education emphasized respect for diversity, meeting individual student needs, and providing support through adjustments to the curriculum, learning methods, and educational resources. Therefore, inclusive education aimed to create a fair, adaptive, collaborative, and quality learning environment so that each student can optimally develop their potential according to their characteristics and needs.

METHOD

Research Method

Research type was a systematic approach used to collect and analyze data to answer research questions or hypotheses. Generally, research was divided into two main types: qualitative and quantitative. Qualitative research aimed to understand phenomena in depth through non-numerical data, while quantitative research used numerical data to analyze relationships between variables and test hypotheses statistically. The quantitative approach was suitable for producing measurable, objective, and generalizable results (Hikmawati, 2020).

This research used a causal research design. A causal research design was used to prove the relationship between cause and effect of several variables. Causal research typically used an experimental method, namely by controlling independent variables that will influence the dependent variable in a predetermined situation. If the model used only one variable, then

regression techniques can be used. However, if more than one dependent variable was used, regression was insufficient and other techniques were needed. This research was a field study using quantitative methods, using questionnaires as a data collection tool (survey research) and statistical analysis, which will be processed using the IBM SPSS 25 for Windows application.

Time and Place of the Research

1. Time of the Research

Research timing was a crucial aspect that must be well-planned to ensure smooth implementation. Research timing encompassed all stages, from planning and data collection to analysis and reporting. A structured schedule helped researchers utilize time efficiently, avoid delays, and ensure each stage runs according to plan (Hikmawati, 2020). In this study, the research period is from December 2025 to April 2026. This period included the preparation of research instruments, field data collection, data analysis, and preparation of the research report. This schedule was tailored to the research needs to ensure the smooth running of each stage.

2. Place of the Research

A research site was the location or environment where research was conducted to collect relevant data. The selection of a research site must consider its suitability to the research object, accessibility, and support for the data collection methods used. The chosen location must allow researchers to obtain accurate and representative data in accordance with the research objectives (Hikmawati, 2020:15). This research was conducted at a high school in Tomohon City.

Research Population and Sample

1. Population

A research population is the entire element or object that was the focus of the study. This population includes all individuals or objects that possess characteristics relevant to the research objectives. According to Sembiring et al. (2024), a population was the entire group relevant to the research topic to be observed or measured. Selecting the right population will ensure that the research results can be effectively generalized. In this study, the population studied was all 289 teachers at Tomohon City High School. See table 1.

Tabel 1. Research Population

No	Name of School	Teachers
1	SMA Negeri 1 Tomohon	51
2	SMA Kosgoro Tomohon	28
3	SMA PGRI Tomohon	8
4	SMA Katolik Karitas Tomohon	31
5	SMA Katolik Seminari Kakaskasen	17
6	SMA Lokon Santo Nikolaus Tomohon	35
7	SMA Negeri 2 Taratara	25
8	SMA Kristen 1 Tomohon	53
9	SMA Kristen 2 Binsus Tomohon	27
10	SMA Lentera Harapan Tomohon	14
Total		289

2. Research Sample

The sampling technique in this study used the Slovin formula with an error rate of 5%. The following was the sampling calculation formula.

was the sampling calculation formula.

$$n = \frac{N}{(1 + N e^2)}$$

n : Number of Samples
N : Total Population
e : Estimated error rate (5%)

Based on the formula above, the number of samples obtained is as follows:

$$n = \frac{289}{(1 + 289 \times 5\%^2)} \qquad n = \frac{289}{1 + 0,7225} \qquad n = \frac{289}{1,7225}$$

$$n = 168$$

So, the sample in this study amounted to 168 respondents.

Analysis Data

Analytical techniques were used to simplify data to make it easier to interpret. This analysis was conducted using simple regression analysis to organize and discuss the data obtained and to test the hypotheses. Prior to the regression analysis, a classical assumption deviation test is first performed.

1. Classical Assumption Deviation Test

The classical assumption deviation test was conducted to ensure that the regression analysis results meet the BLUE (Best, Linear, Unbiased Estimator) criteria. This classical assumption test consists of a normality test, a multicollinearity test, and a heteroscedasticity test.

a) Normality Test

The normality test aimed to determine whether the confounding variables or residuals in a regression model have a normal distribution. As was known, the t- and F-tests assume that the residual values follow a normal distribution. There were two ways to detect whether the residuals were normally distributed: graphical analysis and statistical testing (Ghozali, 2006).

The statistical test used to test the normality of the data in this study was graphical analysis. According to Singgih (2002:322), the method used was visual testing using the normal probability plot method in SPSS, which compares the cumulative distribution with the normal distribution. In principle, normality can be detected by observing the distribution of data (points) on the diagonal axis of the graph. Basis for decision-making:

- 1) If the data was spread around the diagonal line and follows the direction of the diagonal line, indicating a normal distribution pattern, then it can be concluded that the regression model meets the assumption of normality.
- 2) If the data was spread far from the diagonal line and/or does not follow the direction of the diagonal line and does not show a normal distribution pattern, then it can be concluded that the regression model does not meet the normality assumption.

Another way to detect whether residuals are normally distributed was by using the Kolmogorov-Smirnov test. The resulted of this analysis were then compared to the critical value. The basis for making decisions in the Kolmogorov-Smirnov normality test was to look at the significance value:

If the significance value was >0.05 , the decision was to accept H_0 , meaning the linear regression model has normal residuals or errors.

If the significance value was <0.05 , the decision is to reject H_0 , meaning the regression model has abnormal residuals or errors.

b) Multicollinearity Test

The multicollinearity test aimed to determine whether independent variables were correlated with other independent variables in a model. The multicollinearity test was performed by examining the tolerance value and variance inflation factor (VIF). The VIF value can be calculated using the following formula:

$$VIF = \frac{1}{(1-R_j^2)}$$

Multicollinearity occurs when the VIF value was above 10 or the tolerance value was below 0.10. Multicollinearity does not occur when the VIF value is below 10 or the tolerance value is above 0.10. (Santoso, 2002:206).

c) Heteroscedasticity Test

The purpose of this test was to determine whether the regression model exhibits unequal variance from one observation's residuals to another. A good regression model was homoscedastic, meaning the variance from one observation's residuals to another remains constant (Ghozali, 2006). To detect the presence or absence of heteroscedasticity in a regression model, one can look at the pattern formed at the points on the scatterplot graph. Furthermore, according to Santoso (2002:210), the basis for decision-making is as follows:

- 1) If there was a certain pattern, such as the points forming a certain regular pattern (wavy, widening, then narrowing), then heteroscedasticity has occurred.
- 2) If there was no clear pattern and the points are spread above and below zero on the Y axis, then heteroscedasticity does not occur.

2. *Regression Analysis*

The results of the data collection will be compiled for each variable as a value from each respondent and can be calculated using the SPSS program. The data analysis method used statistical calculations and the SPSS program to test whether the established hypothesis can be accepted or rejected. In this study, the statistical calculations used a Regression Analysis Model with the following equation:

To test a hypothesis with a regression equation through an interaction test, often called Moderated Regression Analysis (MRA), MRA was a special application of multiple linear regression where the regression equation contains an interaction element (the multiplication of two or more independent variables) as follows (Ghozali, 2006):

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Definition:

Y = Teacher Loyalty Model

X_1 = Transformational Leadership Ethics

X_2 = Inclusive Education

- X_3 = Work environment
 b = *Slope*
 e = *Error*

3. Regression Equation Test

a) Coefficient of Determination (R^2)

Multicollinearity occurred when the R^2 value generated by an empirical regression model was very high, but many of the independent variables individually do not significantly influence the dependent variable (Ghozali, 2006). Suprpto (2003) defines the coefficient of determination (R^2) as a number that indicates the extent of the explanatory power of a set of independent variables with the dependent variable in the function. The R^2 value ranges from $0 < R^2 < 1$.

b) F test

The F statistical test basically showed whether all independent or free variables included in the model have a joint influence on the dependent variable (Ghozali, 2009). The null hypothesis (H_0) states that all independent variables included in the model do not have a joint influence on the dependent variable, while H_1 states that all independent variables have a significant influence on the dependent variable.

H_0 was accepted if $F_{count} \leq F_{table}$

H_0 was rejected if $F_{count} \geq F_{table}$

If the statistical significance of F was < 0.05 or the calculated F was \geq the F table, then H_0 was rejected, meaning all independent variables simultaneously have a significant influence on the dependent variable.

If the statistical significance of F was > 0.05 or the calculated F was \leq the F table, then H_0 was accepted, meaning all independent variables simultaneously do not have a significant influence on the dependent variable.

c) T Test

A partial t-test was used to determine the effect of each independent variable individually on the dependent variable. The t-test was performed by comparing the difference between two mean values with the standard error of the difference between the two sample means (Ghozali, 2006).

To test the partial effect of the independent variable on the dependent variable, a partial regression coefficient test (t-test) is used, which compares the calculated t and the t-table, as formulated as follows (Sugiyono, 2008:366) :

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Definitions:

$t_{(count)}$ = t-statistic with degrees of freedom $n-2$

r = specified partial correlation

n = number of observations or observations

Each t-value calculated was then compared with the t-table obtained using a significance level of 0.05. The regression equation will be declared meaningful/significant if the significant t-value was less than or equal to 0.05. The criteria used as the basis for comparison are as follows:

Partial hypothesis testing uses the left-tailed test, with the following criteria:

Ho was accepted if $t \text{ count} \geq -t \text{ table}$ or $\text{sig value} > 0.05$

Ho was rejected if $t \text{ count} < -t \text{ table}$ or $\text{sig value} < 0.05$

Partial hypothesis testing uses the right-tailed test, with the following criteria:

Ho was accepted if $t \text{ count} \geq t \text{ table}$ or $\text{sig value} > 0.05$

Ho was rejected if $t \text{ count} > t \text{ table}$ or $\text{sig value} < 0.05$

If Ho was accepted, it can be concluded that the effect was insignificant, whereas if Ho was rejected, it means the effect is significant.

Correlation between Dimensions

Correlation analysis was a statistical analysis that measures the level of relationship involving more than one independent variable (X_1, X_2, \dots, X_n) and one dependent variable (Y). A correlation matrix was needed to determine the degree of closeness between variables. The correlation coefficient r value ranges from -1 to +1. For determinant values if close to zero (0) indicates that the correlation between the existing manifest variables was quite high. Dimensional correlation analysis was used to determine the relationship between dimensions of Leadership Ethics, Inclusive Education, work commitment to the Teacher Loyalty Model. See table 2.

Table 2. Summary of Interdimensional Correlations

		Variable	Dependent Teacher Loyalty Model (Y)		
			Ration (Y ₁)	Emotional (Y ₂)	Personality (Y ₃)
Independent	Transformational Leadership Ethics (X ₁)	Dimension			
		Inspirational	$rX_{1.1}Y_1$	$rX_{1.1}Y_2$	$rX_{1.1}Y_3$
		Motivation (X _{1.1})			
		Idealized Influence (X _{1.2})	$rX_{1.2}Y_1$	$rX_{1.2}Y_2$	$rX_{1.2}Y_3$
	Inclusive Education (X ₂)	Intellectual Stimulation (X _{1.3})	$rX_{1.3}Y_1$	$rX_{1.3}Y_2$	$rX_{1.3}Y_3$
		Individualized Consideration (X _{1.4})	$rX_{1.4}Y_1$	$rX_{1.4}Y_2$	$rX_{1.4}Y_3$
		Openness (X _{2.1})	$rX_{2.1}Y_1$	$rX_{2.1}Y_2$	$rX_{2.1}Y_3$
		Accessibility (X _{2.2})	$rX_{2.2}Y_1$	$rX_{2.2}Y_2$	$rX_{2.2}Y_3$
	Work Commitment (X ₃)	Curriculum Adaptation (X _{2.3})	$rX_{2.3}Y_1$	$rX_{2.3}Y_2$	$rX_{2.3}Y_3$
		Affective Commitment (X _{3.1})	$rX_{3.1}Y_1$	$rX_{3.1}Y_2$	$r3.1Y_3$
		Normative Commitment (X _{3.2})	$rX_{3.2}Y_1$	$rX_{3.2}Y_2$	$rX_{3.2}Y_3$

Continuance Commitment ($X_{3,3}$)	$rX_{3,3}Y_1$	$rX_{3,3}Y_2$	$rX_{3,3}Y_3$
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RESULTS AND DISCUSSION

See table 3.

Table 3. Summary of Interdimensional Correlations.

Variable		Dependent			
		Teacher Loyalty Model (Y)			
Independent	Dimension	Rational (Y_1)	Emotional (Y_2)	Personality (Y_3)	
		Transformational Leadership Ethics (X_1)	Inspirational Motivation (4,38)	0,382	0,494
	Idealized Influence (4,32)		0,646	0,357	0,388
	Intellectual Stimulation (4,38)		0,321	0,557	0,353
	Inclusive Education (X_2)	Individualized Consideration (4,38)	0,625	0,419	0,334
		Openness (4,22)	0,830	0,823	0,640
		Accessibility (4,22)	0,535	0,861	0,623
	Work Commitment	Curriculum Adaptation (4,29)	0,797	0,405	0,725
		Affective Commitment (4,23)	0,725	0,635	0,838
		Normative Commitment (4,25)	0,727	0,867	0,532
	Continuance Commitment (4,31)	0,564	0,520	1,000	

Based on the table 3, it can be concluded that:

- 1) For the Transformational Leadership Ethics variable, the dimension with the strongest influence was the Idealized Influence dimension on the rational dimension in the Teacher Loyalty Model, because it has a coefficient value of 0.646.
- 2) For the Inclusive Education variable, the dimension with the strongest influence was the Accessibility dimension on the emotional dimension in the Teacher Loyalty Model, because it has a coefficient value = 0.861.
- 3) For the Work Commitment variable, the dimension with the strongest influence was Continuance Commitment on the personality dimension in the Teacher Loyalty Model, because it has a coefficient value = 1,000.

This section presents a discussion of the research results obtained through statistical analysis of the relationship between Transformational Leadership Ethics, Inclusive Education, and Work Commitment to the Teacher Loyalty Model in Tomohon City High Schools.

The Influence of Transformational Leadership Ethics on Teacher Loyalty Models

The results of the study indicated that transformational leadership ethics have a positive and significant effect on the teacher loyalty model. This meant that the better the transformational leadership ethics implemented by school leaders, the higher the teacher loyalty. The results of this study were in accordance with previous research by Efendi (2023), namely that transformational leadership in his research was proven to have a positive and significant effect on teacher work commitment. Balela, et al. (2024), in their research, namely there are direct and indirect influences on the variables of transformational leadership, work culture, organizational commitment and teacher performance. Wati, et al. (2024) said that there is a significant correlation between teacher performance and transformational leadership.

According to Bernard M. Bass (2006), transformational leadership was a leader's ability to inspire subordinates to transcend personal interests to achieve organizational goals. Transformational leadership was built through four main dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Through these dimensions, leaders were able to build commitment, loyalty, and emotional attachment to the organization among subordinates.

Based on the correlation between dimensions in the Transformational Leadership Ethics variable and the Teacher Loyalty Model, the Idealized Influence dimension has the strongest influence on the rational dimension in the Teacher Loyalty Model. This research showed that a leader's moral example and integrity play a significant role in shaping teacher loyalty based on logical and professional considerations. Leaders who demonstrate consistent values, ethical behavior, and organizational responsibility will increase teacher trust in the educational institution. This encourages teachers to maintain their loyalty because the organization is perceived as having credibility, clear direction, and trustworthy leadership. Thus, teacher loyalty was built not only through emotional attachment but also through rational evaluation of the quality of organizational leadership.

Transformational leadership ethics referred to the moral principles underlying a transformational leadership style, where leaders focus not only on achieving educational goals but also on individual development and ethical values. Ethical transformational leaders tend to demonstrate integrity, empathy, and a commitment to justice, while inspiring others to reach their full potential. Leaders with good ethics typically have effective and efficient followers. Because with good leadership ethics, followers or subordinates typically also have a better understanding of the process of developing their own abilities. (Ahmad Azmy, 2021)

In the context of Educational Management, these results indicated that teacher loyalty can be built more sustainably if educational institutions are led by figures who are capable of serving as moral and professional role models. Therefore, the leader's exemplary behavior serves not only as an instrument of interpersonal influence but also as a basis for building loyalty based on rational considerations.

The Influence of Inclusive Education on Teacher Loyalty Model

The analysis results show that inclusive education has a positive and significant effect on teacher loyalty. In fact, this variable has the strongest influence among the other variables. These results align with previous research by Musfira et al. (2022), who found that Competency Training for Inclusive Education Teachers has a significant impact on teacher performance in implementing

inclusive education. Basyirl et al. (2025) found that inclusive education has a positive impact on the social sensitivity skills of students with special needs.

Based on the correlation between the dimensions of the Inclusive Education variable and the Teacher Loyalty Model, the Accessibility dimension has the strongest influence on the emotional dimension of the Teacher Loyalty Model. Accessibility reflects a school's ability to provide an educational environment that is open, fair, supportive, and respectful of diversity. These conditions foster a sense of comfort, pride, and meaning in their work, thereby strengthening affective loyalty or emotional attachment to the school organization.

UNESCO (2008) states that inclusive education was an ongoing process aimed at offering quality education for all, while respecting the diversity, needs, differences in abilities, characteristics, and learning expectations of students and the community. The better the implementation of inclusive education, the higher the teacher loyalty because it creates a supportive and fair work environment.

In the context of educational management, this strong relationship demonstrated that the success of inclusive education management was significantly influenced by the quality of school governance in creating an accessible and humanistic system. School management that was able to provide inclusive facilities, policies, learning support, and an organizational culture will improve teacher well-being and strengthen trust in the institution. Therefore, accessibility is not only a technical aspect of educational services but also represents the effectiveness of educational management in building an organizational climate that supports teacher loyalty.

The results of this study confirmed that the better the implementation of accessibility in inclusive education, the higher the emotional loyalty of teachers to the school. Therefore, accessibility can be viewed as a crucial factor in the development of modern educational management oriented toward humanitarian values, justice, and the sustainable loyalty of educational human resources.

The Influence of Teacher Work Commitment on Teacher Loyalty Model

The results of the study indicated that Work Commitment has a positive and significant effect on teacher loyalty. This means that the better the Work Commitment implemented by school leaders, the higher the teacher loyalty. This research aligned with previous research by Ningsih (2019), which found that Commitment has a positive and significant effect on teacher performance. Fitria (2022) found a positive and significant effect between Teacher Work Commitment and Teacher Teaching Performance.

Based on the correlation between dimensions in the Work Commitment variable and the Teacher Loyalty Model, the Normative Commitment dimension has the strongest influence on the personality dimension in the Teacher Loyalty Model. The results of this study indicated that teacher loyalty was not only built on emotional factors and organizational interests but also influenced by moral values, a sense of responsibility, and the internalization of professional values inherent in the teacher's personality. Teachers with a strong normative commitment view their profession as a form of devotion and social responsibility, so that loyalty to the school was reflected in their personal behaviors, such as integrity, discipline, responsibility, and professional dedication.

From an educational management perspective, these results confirm that fostering teacher loyalty requires strengthening an organizational culture based on values, work ethics, and professionalism. Schools that are able to build a work environment that instills the values of

responsibility, moral commitment, and a culture of service will be more effective in shaping teachers who were loyal to the educational institution.

This research showed that the higher a teacher's normative commitment, the stronger the loyalty reflected in their professional personality. Therefore, normative commitment can be viewed as a moral and psychological foundation that plays a crucial role in strengthening teacher loyalty in the educational environment.

According to Wahyudi and Salam, work commitment reflected loyalty to the educational institution. This commitment was manifested in the willingness to work hard, actively participate, and remain involved in achieving shared goals. Work commitment also reflected an individual's determination to make the best possible contribution to support the sustainability of education, thus becoming a key element in overall educational success (Wahyudi & Salam, 2020).

The Simultaneous Influence of Transformational Leadership Ethics, Inclusive Education and Teacher Work Commitment on Teacher Loyalty Model

The results of the multiple linear regression analysis indicated that transformational leadership ethics (X1), inclusive education (X2), and work commitment (X3) partially and simultaneously have a positive and significant effect on the teacher loyalty model (Y). This research is linked to previous research by Raharjo et al. (2025), which found that loyalty is jointly influenced by the work environment, teacher empowerment, compensation, and leadership.

The inclusive education variable had the most dominant influence, followed by work commitment and transformational leadership ethics. The coefficient of determination of 0.927 indicates that the model developed has a very strong ability to explain variations in the teacher loyalty model. Thus, teacher loyalty is influenced not only by leadership factors but also by the inclusive educational environment and the individual's level of work commitment.

According to Juwita & Khalimah (2021), loyalty was a form of devotion that prioritizes the interests of the educational institution over personal interests. In the context of teachers, this loyalty means maintaining the quality of learning, creating harmonious relationships with students and colleagues, and consistently supporting school policies. Loyal teachers will remain committed, even amidst challenges, because they understand the importance of their role in developing the next generation.

From an Educational Management perspective, this study confirmed that teacher loyalty was a multidimensional construct influenced by the effectiveness of school leadership, an inclusive educational culture, and the strength of teachers' work commitment. Transformational leadership ethics play a role in building trust, motivation, and organizational commitment through moral example and positive interpersonal relationships. Inclusive education was the most dominant factor because it can create a humanistic, collaborative, and equitable school climate, thereby increasing teachers' sense of belonging to the educational institution. Meanwhile, work commitment strengthens loyalty through teachers' emotional, moral, and professional attachment to the school. With a coefficient of determination of 0.927, this study demonstrated that effective, inclusive school management based on human resource strengthening has a very strong contribution to building sustainable teacher loyalty.

CONCLUSION

Based on the results of research and discussion regarding the influence of transformational leadership ethics, inclusive education, and work commitment on the teacher loyalty model, the following conclusions can be drawn: Transformational leadership ethics have a positive and

significant effect on the teacher loyalty model. This showed that the better the implementation of ethical values by leaders (principals), such as honesty, justice, and exemplary behavior, the higher the level of teacher loyalty in carrying out their duties and responsibilities. Inclusive education has a positive and significant effect on teacher loyalty. This meant that the better the implementation of the principles of inclusivity in the school environment, such as equality, openness, and respect for diversity, the higher the teacher loyalty. Work commitment has a positive and significant effect on the teacher loyalty model. This showed that the higher the level of teacher work commitment, both in the form of emotional attachment, moral responsibility, and willingness to remain in the educational institution, the higher the level of teacher loyalty to the educational institution. Transformational leadership ethics (X1), inclusive education (X2), and work commitment (X3) partially and simultaneously have a positive and significant effect on the teacher loyalty model (Y). This shows that these three variables are important factors in forming teacher loyalty.

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