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# LEADERSHIP DYNAMICS AND TEACHERS' AFFECTIVE COMMITMENT IN INDONESIA'S REMOTE SCHOOLS

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## ABSTRACT

This study investigates leadership practices and teachers' affective commitment in public senior high schools located in remote, outermost, and underdeveloped (3T) regions, with empirical evidence drawn from the Mentawai Islands Regency, West Sumatra, Indonesia. Specifically, it examines the levels of principals' transformational leadership, authentic leadership, and teachers' affective commitment within a geographically and structurally constrained educational context. A quantitative descriptive design was employed. The population comprised 315 teachers, from which 207 certified civil servant teachers (ASN) were selected using total sampling across 11 public senior high schools in the Mentawai Islands Regency. Data were analyzed using descriptive statistical techniques, including mean scores, percentage achievements, and the Respondent Achievement Level (TCR), to construct an empirical profile of leadership practices and teacher commitment. The findings reveal that both transformational leadership and authentic leadership are perceived at moderate levels, with achievement rates of 76.75% and 75.58%, respectively. Teachers' affective commitment is also categorized as moderate, with an achievement rate of 79.09%. These results suggest that while leadership practices are present, their effectiveness in fostering stronger emotional attachment and organizational engagement among teachers remains limited. This study contributes empirical insights into leadership dynamics in 3T regions and underscores the importance of strengthening school leadership capacity. The findings offer practical implications for policymakers in designing context-sensitive leadership development programs aimed at enhancing teacher commitment and improving educational quality in underdeveloped areas.

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**KEYWORDS:** Transformational Leadership; Authentic Leadership; Affective Commitment; Remote and Underdeveloped Regions (3T); Educational Leadership

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## 1. INTRODUCTION

Mentawai Islands Regency is the only regency in West Sumatra Province geographically separated from the mainland by sea. Covering approximately 6,011.35 km<sup>2</sup> with a coastline of 1,402.66 km, it consists of 10 sub-districts, 43 villages, and 341 hamlets. Established under Law No. 49 of 1999, later amended by Law No. 9 of 2000, Mentawai comprises four main island clusters, including Siberut, Sipora, and the Pagai Islands. West Siberut District is the largest area (1,124.86 km<sup>2</sup>), while Sikakap District is the smallest (278.45 km<sup>2</sup>). The distance from Padang, the provincial capital, ranges from 151 km to over 205 km by sea, creating significant accessibility constraints. Due to these geographical challenges, Mentawai was designated a disadvantaged region under Presidential Regulation No. 63 of 2020, although it was officially removed from this status in 2024. Despite this administrative change, Mentawai remains classified as a remote area with high levels of difficulty according to the Governor of West Sumatra's Decree No. 800-262-2025.

Since gaining autonomy from Padang Pariaman Regency, Mentawai has prioritized human resource development, particularly in education. However, structural challenges persist. Data from the West Sumatra Provincial Education Office (Region VIII Branch) in 2025 indicate that 63% of 395 teachers across 15 public secondary schools are non-local educators recruited through programs such as Guru Garis Depan (GGD), SM3T, and the national civil servant selection process. Only 37% are local teachers, many of whom are non-permanent staff. The geographical distance from teachers' hometowns contributes to attendance problems, frequent leave requests, and delayed returns after holidays. Monitoring reports following Eid al-Fitr 1446 H revealed that 29% of teachers were absent during the first week of instruction. Teacher turnover is also high; between 2020 and 2025, dozens of civil servant teachers requested transfers, with 30 successfully relocated, leaving schools understaffed and minimum service standards unmet (Shobri & Syahbudi, 2022); (Sangkereng *et al.*, 2019); (Iryani *et al.*, 2021); (Khomarudin, 2023).

These educational challenges are reflected in Mentawai's consistently lowest Human Development Index (HDI) ranking in West Sumatra, with a 2025 score of 67.62. Contributing factors include teacher shortages, unfavorable teacher-student ratios, and low professional commitment. Teacher affective commitment—defined as emotional attachment and loyalty to the organization—is particularly crucial in remote contexts. Research indicates that leadership

significantly influences affective commitment, especially transformational and authentic leadership. Therefore, this study examines teachers' affective commitment alongside principals' transformational and authentic leadership to provide an empirical understanding of leadership practices and teacher engagement in a geographically isolated educational environment (Aninda *et al.*, 2018; E. Sari *et al.*, 2021; Yuanyuan *et al.*, 2023); (Azizah *et al.*, 2019; Mizan *et al.*, 2018; Oupen *et al.*, 2020); (Husnah *et al.*, 2021; Oupen *et al.*, 2020); (Mizan *et al.*, 2018; Oupen *et al.*, 2020; Sabariah *et al.*, 2024; P. O. Sari, 2018); (Sucitra *et al.*, 2024); (Waluyo, 2022); (Ardo *et al.*, 2024; Mauliddyna *et al.*, 2024; Mizan *et al.*, 2018); (Nurcholis *et al.*, 2022; E. Sari *et al.*, 2021); (Aydin *et al.*, 2013); (Hardianto *et al.*, 2025a, 2025b).

To determine the affective commitment of teachers in high schools, vocational schools, and special needs schools in the Mentawai Islands Regency, and how principal leadership, especially transformational leadership, emphasizes change and authentic leadership, which emphasizes leader behavior patterns in addressing existing problems in schools, this study examines the level of teacher affective commitment in carrying out their duties, as well as the transformational and authentic leadership of principals.

## 2. RELATED WORK

Teachers' affective commitment refers to the emotional attachment, identification, and involvement that teachers develop toward their schools, motivating them to remain and contribute meaningfully to organizational goals. As frontline educators, teachers play a central role in shaping students' academic success, character formation, and skill development. Their responsibilities include planning, implementing, and evaluating instruction; mentoring students; and fulfilling additional professional duties, which require strong dedication and responsibility. Within organizational commitment theory, affective commitment is considered the strongest dimension compared to normative and continuance commitment because it is grounded in intrinsic desire ("want to") rather than obligation ("ought to") or economic necessity ("need to"). Teachers with high affective commitment demonstrate enthusiasm, loyalty, discipline, pride in their profession, and willingness to exert extra effort for school improvement. Conversely, low affective commitment can hinder educational quality and school effectiveness. Empirical studies indicate that leadership plays a crucial role in fostering teacher commitment. Transformational leadership enhances teachers' emotional attachment by inspiring vision

and professional growth, while authentic leadership strengthens trust, motivation, and a supportive work climate. Therefore, strengthening principals' leadership practices is essential to cultivating teachers' affective commitment, particularly in geographically isolated and structurally constrained contexts such as the Mentawai Islands Regency. (Hoy & Miskel, 1991); (Allen & Meyer, 1990; Colquitt et al., 2015; Meyer & Allen, 2004; Robbins & Judge, 2009, 2013); (Allen & Meyer, 1990; Meyer & Allen, 2004); (Ivancevich et al., 1990; Schultz & Schultz, 2020; Syahrosi et al., 2022); (Robbins & Judge, 2009); (George Jennifer & Jones, 2012; Gibson et al., 2009; Kehoe & Collins, 2017); (Narwadan, 2021; Syahputra, 2023); (P. O. Sari, 2018); (Hallinger & Heck, 2010); (Akmaluddin et al., 2020; Gistituati & Marsyidin, 2024; Nalar, 2018; Pakpahan, 2022); (Bass & Bass Bernard, 1985); (Avolio & Gardner, 2005); (Bass & Riggio, 2006); (Walumbwa et al., 2008).

Transformational leadership is a proactive, charismatic approach that inspires positive change through vision, intellectual stimulation, meaningful influence, and individualized support, motivating followers to exceed expectations and develop personal and organizational capacities. According to Bass & Riggio (2006), the components of transformational leadership are:

1. Idealized influence is a transformational leadership behaviour in which leaders act as ethical role models, earning trust and admiration, demonstrating conviction, competence, risk-taking, selflessness, and authority to mobilize followers toward organizational goals (Gistituati, 2018, 2021).
2. Inspirational motivation is a transformational leadership behaviour that inspires enthusiasm, optimism, shared vision, meaningful work, clear communication, hope, and collective commitment, fostering charismatic and inspirational leadership among followers (Gistituati, 2018, 2021).
3. Intellectual stimulation is a transformational leadership behaviour that encourages innovation, creativity, diverse problem-solving approaches, multiple perspectives, and emphasizes symbolic meaning over technical and interpersonal aspects of management.
4. Individualized consideration is a transformational leadership behaviour emphasizing attention to followers' individual needs, mentoring, supportive supervision, respectful interaction, effective listening, and developmental opportunities to foster personal and professional growth (Gistituati, 2018, 2021).

Authentic leadership is defined as leadership evident in a leader's behavioral patterns (Gistituati,

2018, 2021). Authentic Leadership Theory was developed by Avolio et al. (2007). Authentic leadership is a leadership style that emphasizes authenticity, honesty, and transparency in leading an organization.

Authentic leadership is a leader's ability to understand themselves, acknowledge their strengths and weaknesses, and behave in accordance with their values and principles (Avolio & Gardner, 2005). Similarly, Luthans & Avolio (2003) explain that authentic leadership is a style that focuses on self-development, building trust, and fostering positive relationships with subordinates (Gardner et al., 2011); (Bass & Steidlmeier, 1999) further argue that authentic leadership emphasizes honesty, transparency, and fairness. Bill George's authentic leadership style emphasizes authenticity, honesty, and transparency, while Daniel Goleman's model emphasizes empathy, self-awareness, and honesty.

Components of authentic leadership include self-awareness and truthfulness (Avolio & Gardner, 2005; Luthans & Avolio, 2003), transparency and open communication (Avolio & Gardner, 2005; Luthans & Avolio, 2003), openness and receptiveness to feedback (Bass & Bass Bernard, 1985; Luthans & Avolio, 2003), integrity and moral leadership (Greenleaf, 1970; Luthans & Avolio, 2003), and emotional and social competence (Goleman, 1998, 2001).

A key component of an authentic leader's self-awareness is recognizing their own values and principles for action, as well as recognizing how their behavior and actions impact others. It means that authentic leaders understand their values and principles, and how these values and principles shape their behavior and influence others in leading and achieving organizational goals. Authentic leaders with optimal self-awareness are believed to be able to make more informed decisions aligned with their values and principles, understand their own feelings and needs, communicate more effectively with others, build more harmonious and effective relationships, and develop themselves and enhance their abilities.

### 3. RESEARCH METHODOLOGY

This study employed a descriptive, quantitative approach to systematically describe the levels of transformational leadership, authentic leadership, and teachers' affective commitment in public senior high schools in the Mentawai Islands Regency. The research procedure began with problem identification grounded in the contextual realities of schools located in remote, outermost, and underdeveloped (3T) areas. Following this, operational indicators for each research variable

were established based on established theoretical frameworks of transformational leadership, authentic leadership, and affective commitment. The next stage involved determining the population and sample, designing the research instrument, and specifying the statistical model for data analysis. Finally, respondent achievement categories were determined to classify each variable into low, moderate, or high levels based on predefined percentage criteria. This structured process ensured that the study remained aligned with its objective of providing an empirical description of leadership practices and teacher commitment within a specific regional context (Harris et al., 2018).

**4. RESULT**

**4.1. Teacher Affective Commitment**

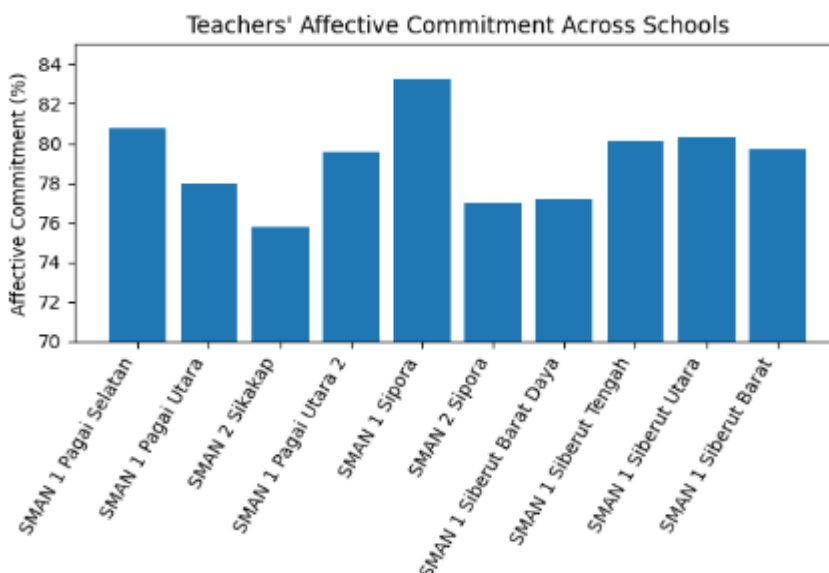
An analysis of teacher affective commitment was conducted to examine teachers' commitment to carrying out their duties. Teacher affective commitment was analyzed based on three indicators: emotional attachment, involvement, and loyalty. Data on teacher affective commitment were collected via a questionnaire distributed to 11 public high schools across the Mentawai Islands Regency, with 207 teachers participating. The results of the questionnaire are as follows:

*Table 1: Response Achievement Level (RAL) for Each Component of Teacher Affective Commitment*

Component	Number of Item	Total Ideal Score	Mean	%	Category
Emotional Attachment	12	60	48.23	80.39%	High
Involvement	14	70	54.52	77.88%	Medium
Loyalty	13	65	51.74	79.60%	Medium
Overall Response	39	195	154.49	79.22%	Medium

Referring to Table 1 above, the emotional attachment indicator scored 48.23 out of a maximum score of 60 points. The respondent's achievement level was 80.39%, placing them in the high category. Next, the loyalty indicator scored 51.74 out of a maximum score of 65, with a respondent achievement level of 79.60%, and was in the medium category. The lowest score was recorded for the involvement indicator, with 54.52 points, placing it

in the medium category at 77.88%. Overall, the affective commitment of teachers at 11 Public Senior High Schools in the Mentawai Islands Regency was in the medium category, with a respondent achievement level of 79.22%. Furthermore, the results of the questionnaire analysis of the affective commitment of teachers at each Public Senior High School in the Mentawai Islands Regency can be seen in the following figure:



*Figure 1: Affective commitment of teachers at Mentawai Islands State Senior High School*

Figure 1 illustrates the percentage levels of teachers' affective commitment across public senior high schools in the Mentawai Islands Regency, showing a relatively consistent distribution ranging from approximately 75% to 83%, with all schools falling within the moderate achievement category. SMAN 1 Sipora records the highest level (around

83%), indicating comparatively stronger emotional attachment and sense of belonging among its teachers. In comparison, SMAN 2 Sikakap shows the lowest percentage (approximately 76%), though it remains within the moderate range. The narrow variation across schools suggests that teachers in this 3T (remote, outermost, and underdeveloped) region

generally maintain stable but not yet optimal affective commitment. Although the percentages indicate positive emotional bonds with their institutions, they do not reach a high threshold, suggesting that commitment may not yet translate into sustained behavioral engagement or long-term

institutional loyalty. Overall, the graph visually reinforces the broader finding that existing leadership practices and structural conditions are sufficient to sustain organizational stability but not strong enough to elevate teachers' affective commitment beyond a moderate level substantially.

**Table 2: Response Achievement Level (RAL) for Teacher Affective Commitment**

No	Schools	Number of Respondents	Mean	Percentage	Category
1	SMAN 1 Pagai Selatan	14	157.36	80.70%	High
2	SMAN 1 Pagai Utara Selatan	30	150.23	78.00%	Medium
3	SMAN 2 Sikakap	11	147.55	75.66%	Medium
4	SMAN 1 Pagai Utara	13	155.23	79.61%	Medium
5	SMAN 1 Sipora	17	162.35	83.26%	High
6	SMAN 2 Sipora	32	150.09	76.97%	Medium
7	SMAN 1 Siberut Barat Daya	12	150.42	77.14%	Medium
8	SMAN 1 Siberut Selatan	30	156.37	80.19%	High
9	SMAN 1 Siberut Tengah	16	156.75	80.38%	High
10	SMAN 1 Siberut Utara	21	157.00	80.49%	High
11	SMAN 1 Siberut Barat	11	158.27	79.67%	Medium
	Total	207			
	Overall Percentage			79.09%	
	Overall Category				Medium

Table 2 presents the Response Achievement Level (RAL) of teachers' affective commitment across 11 public senior high schools in the Mentawai Islands Regency, based on responses from 207 certified civil servant teachers. The overall percentage of affective commitment reaches 79.09%, placing the aggregate result in the moderate category. At the school level, five schools are classified in the high category – SMAN 1 Pagai Selatan (80.70%), SMAN 1 Sipora (83.26%), SMAN 1 Siberut Selatan (80.19%), SMAN 1 Siberut Tengah (80.38%), and SMAN 1 Siberut Utara (80.49%) – with SMAN 1 Sipora recording the highest mean score (162.35) and percentage, indicating comparatively stronger emotional attachment among its teachers. The remaining six schools fall within the moderate category, with percentages ranging from 75.66% to 79.67%, and SMAN 2 Sikakap has the lowest percentage (75.66%), though it is still within the moderate range. Overall, this distribution suggests that while several schools demonstrate relatively strong teacher affective commitment, most remain clustered at a moderate level, indicating that teachers generally maintain

positive emotional attachment to their institutions but have not yet reached a consistently high standard across the district. The variation among schools further implies that differences in institutional climate and leadership practices may influence the degree of teachers' emotional engagement, even within the same geographically constrained 3T context.

#### 4.2. Principal's Transformative Leadership

The transformational leadership analysis was conducted to gather data on the principal's transformative leadership in fulfilling their duties as educational unit leaders. The principal's transformative leadership was analyzed using four components as indicators: Idealized influence, Intellectual stimulation, Individualized consideration, and Inspirational motivation. Data on the principal's transformative leadership were also obtained from a questionnaire distributed to 11 public high schools across the Mentawai Islands Regency, with 207 teachers participating. The results of the needs analysis are as follows.

**Table 3: Level of Response Achievement for Each Component of the Principal's Transformational Leadership**

Component	Number of Items	Total Ideal Score	Mean	Percentage	Category
Idealized Influence	10	50	38.14	76.27%	Medium
Intellectual Stimulation	10	50	39.43	78.85%	Medium
Individualized Consideration	10	50	37.85	75.70%	Medium
Inspirational Motivation	10	50	38.08	76.16%	Medium
Overall Response	40	200	153.49	76.75%	Medium

Table 3 presents the Level of Response Achievement for each component of the principal's transformational leadership across the sampled public senior high schools. The analysis covers four

core dimensions: idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation, each measured using 10 items with a total ideal score of 50 per component.

The results show that all four components fall within the moderate category, indicating that transformational leadership practices are functioning but not yet optimized. Among the dimensions, intellectual stimulation records the highest mean score (39.43) with an achievement percentage of 78.85%, suggesting that principals are effective in encouraging teachers to think critically, innovate, and approach problems creatively. It is followed by idealized influence (76.27%) and

inspirational of 153.49 out of an ideal 200, with a total achievement percentage of 76.75%, placing transformational leadership as a whole in the moderate category. These findings suggest that while principals demonstrate consistent transformational behaviours, further strengthening, particularly in individualized consideration is necessary to enhance teacher engagement and organizational commitment.



Figure 2: Transformational Leadership of Principals of State Senior High Schools

Figure 2 presents the percentage levels of transformational leadership demonstrated by principals across ten State Senior High Schools in the Mentawai Islands Regency, with the vertical axis indicating leadership levels on a 0–100% scale and the horizontal axis listing the respective schools. Overall, the results show that transformational leadership is consistently implemented at a relatively high level, with scores ranging from approximately 65% to 88%, suggesting that this leadership style is broadly practiced across institutions. The highest score is observed at SMA Negeri 1 Siberut Selatan (around 88%), reflecting a very strong application of transformational leadership characteristics. In contrast, the lowest

score is observed at SMA Negeri 1 Sipora (around 65%), indicating a moderate-to-high level of leadership practice. Most schools cluster in the mid-to-high 70% range, demonstrating limited variability and suggesting that transformational leadership is not confined to specific schools but rather represents a general leadership pattern across the region. These high percentages imply that principals tend to exhibit core dimensions of transformational leadership namely, inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration indicating a relatively uniform and strong leadership culture across the Mentawai Islands Regency.

Table 4: Response Achievement Level (RAL) for Each School in Principle Transformational Leadership

No.	School	Number of Respondents	Mean	Percentage	Category
1	SMAN 1 Pagai Selatan	14	143.29	71.64%	Medium
2	SMAN 1 Pagai Utara Selatan	30	162.27	81.13%	High
3	SMAN 2 Sikakap	11	155.82	77.91%	Medium
4	SMAN 1 Pagai Utara	13	129.69	64.85%	Low
5	SMAN 1 Sipora	17	172.12	86.06%	High
6	SMAN 2 Sipora	32	148.00	74.00%	Medium
7	SMAN 1 Siberut Barat Daya	12	152.17	76.08%	Medium
8	SMAN 1 Siberut Selatan	30	160.83	80.42%	High
9	SMAN 1 Siberut Tengah	16	152.25	76.13%	Medium
10	SMAN 1 Siberut Utara	21	157.48	78.74%	Medium
11	SMAN 1 Siberut Barat	11	131.18	65.59%	Medium

Table 4 presents the Response Achievement Level (RAL) of principal transformational leadership across eleven State Senior High Schools, based on responses from 207 participants. The overall percentage score is 76.75%, placing it in the Medium category, indicating that transformational leadership is generally implemented at a moderately strong level across schools in the Mentawai Islands Regency. At the institutional level, three schools are categorized as High, namely SMAN 1 Sipora (86.06%), SMAN 1 Pagai Utara Selatan (81.13%), and SMAN 1 Siberut Selatan (80.42%), with SMAN 1 Sipora recording the highest mean score (172.12) and percentage, reflecting a very strong perception of transformational leadership practices. Only one school, SMAN 1 Pagai Utara (64.85%), is classified as Low, indicating comparatively weaker implementation, while the remaining seven schools fall within the Medium category, with percentages ranging from 65.59% to 78.74%. This distribution

suggests that although some variation exists among schools, transformational leadership is generally practiced at a consistent and moderate level throughout the region, with several schools demonstrating notably stronger leadership performance.

### 4.3. Principal's Transformative Leadership

An authentic leadership analysis was conducted to gather data on principals' authentic leadership in carrying out their duties as leaders of educational units. Principals' authentic leadership was analyzed using four components as indicators: Self-Awareness, Relational Transparency, Internalized Moral Perspective, and Balancing Processing. Data on principals' authentic leadership were also collected through a questionnaire distributed to 11 public high schools across the Mentawai Islands Regency, with 207 teachers participating. The results of the needs analysis are as follows.

Table 5: Authentic Leadership Components

Component	Number of Items	Total Ideal Score	Mean	Percentage	Category
Self-Awareness	15	75	56.44	75.26%	Medium
Relational Transparency	16	80	60.23	75.28%	Medium
Internalized Moral Perspective	15	75	56.18	74.91%	Medium
Balanced Processing	14	70	53.87	76.96%	Medium
<b>Overall Response</b>	<b>60</b>	<b>300</b>	<b>226.73</b>	<b>75.58%</b>	<b>Medium</b>

Table 5 presents the distribution of authentic leadership components based on 60 questionnaire items, with a total ideal score of 300. Overall, the mean score is 226.73, with a percentage of 75.58%, placing it in the medium category, indicating that authentic leadership is generally implemented at a moderately strong level. Among the four components, Balanced Processing shows the highest percentage (76.96%), suggesting that leaders tend to demonstrate relatively strong objectivity in decision-making and openness to diverse viewpoints. It followed closely by Relational Transparency

(75.28%) and Self-Awareness (75.26%), both reflecting moderate levels of openness, honesty, and awareness of personal strengths and limitations. Internalized Moral Perspective records the lowest percentage (74.91%). However, it remains within the medium category, indicating that ethical standards and internal moral regulation are present but not yet at a high level. The relatively small differences among the percentages suggest a balanced and consistent implementation of all authentic leadership dimensions, without extreme variation across components.

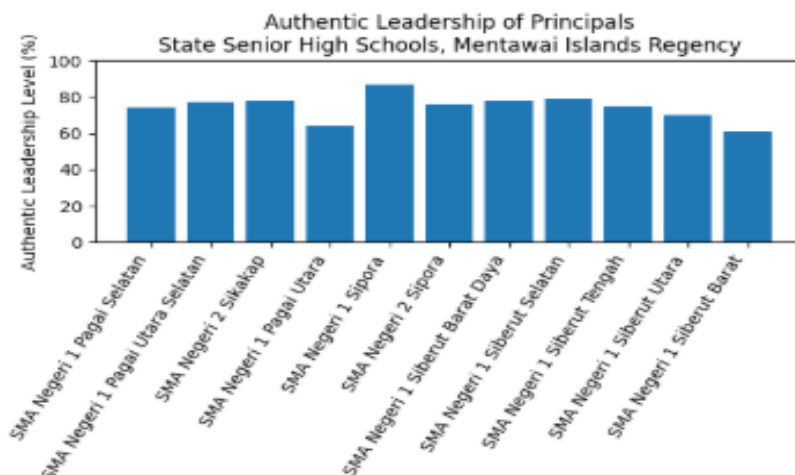


Figure 3: Authentic Leadership of Principals of State Senior High Schools

Figure 3 authentic Leadership of Principals in State Senior High Schools, Mentawai Islands Regency presents the percentage levels of authentic leadership demonstrated by principals across State Senior High Schools in the Mentawai Islands Regency, with the vertical axis showing leadership levels on a scale from 0% to 100% and the horizontal axis listing the respective schools. Overall, the findings indicate that authentic leadership is implemented at a moderate to relatively high level, with percentages ranging from approximately 60% to nearly 90%, suggesting that authentic leadership characteristics are present in most institutions. Several schools reach the upper 80% range, reflecting

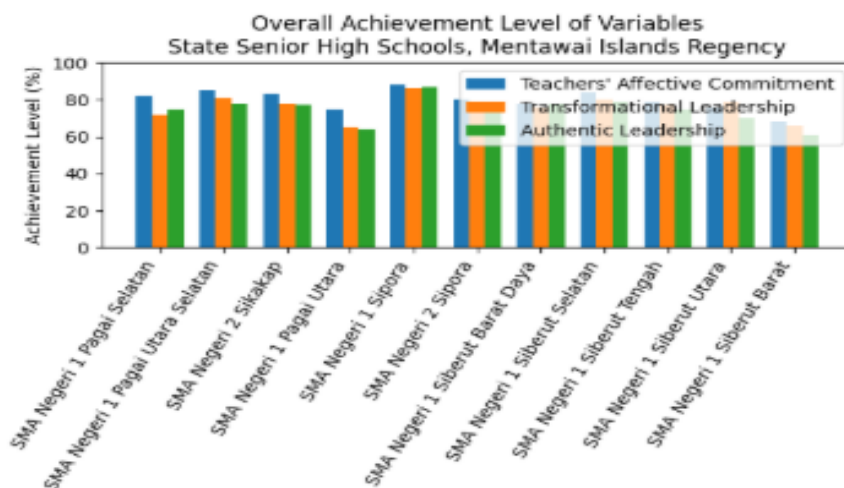
strong practices in self-awareness, relational transparency, internalized moral perspective, and balanced processing. In comparison, a few schools record lower scores in the low 60% range, which still represent moderate rather than weak leadership levels. The distribution shows limited variability, with most schools clustering in the mid-to-high 70% range, indicating that authentic leadership among principals in the Mentawai Islands Regency is generally consistent, moderately strong, and relatively uniform. However, some schools demonstrate more pronounced leadership implementation than others.

**Table 6: Response Achievement Level (RAL) for Each School in Principle Authentic Leadership**

No.	School	Number of Respondents	Mean	Percentage	Category
1	SMAN 1 Pagai Selatan	14	224.07	74.69%	Medium
2	SMAN 1 Pagai Utara Selatan	30	235.03	78.34%	Medium
3	SMAN 2 Sikakap	11	232.45	77.48%	Medium
4	SMAN 1 Pagai Utara	13	190.31	64.44%	Low
5	SMAN 1 Sipora	17	260.18	86.73%	High
6	SMAN 2 Sipora	32	230.25	76.75%	Medium
7	SMAN 1 Siberut Barat Daya	12	232.17	77.39%	Medium
8	SMAN 1 Siberut Selatan	30	237.57	79.19%	Medium
9	SMAN 1 Siberut Tengah	16	223.94	74.65%	Medium
10	SMAN 1 Siberut Utara	21	209.38	69.79%	Medium
11	SMAN 1 Siberut Barat	11	184.55	61.52%	Low

Table 6 presents the Response Achievement Level (RAL) of principal authentic leadership across eleven State Senior High Schools, based on responses from 207 participants. The overall percentage score is 75.58%, which falls within the medium category, indicating that authentic leadership is generally practiced at a moderately strong level across schools in the Mentawai Islands Regency. At the school level, SMAN 1 Sipora records the highest mean score (260.18) and percentage (86.73%), placing it in the High category and suggesting a strong implementation of authentic leadership dimensions. In contrast, SMAN 1 Pagai Utara (64.44%) and

SMAN 1 Siberut Barat (61.52%) are categorized as Low, reflecting comparatively weaker perceptions of authentic leadership practices. The remaining eight schools fall into the medium category, with percentages ranging from 69.79% to 79.19%, indicating relatively stable and consistent leadership performance. Overall, although some variation exists among schools, the distribution suggests that authentic leadership characteristics, such as self-awareness, relational transparency, an internalized moral perspective, and balanced processing,, are generally implemented at a moderate level and fairly uniformly throughout the region.



**Figure 4: Overall Achievement Level of Variable State Senior High School**

Figure 4 presents the overall achievement levels of teachers' affective commitment, principals' transformational leadership, and principals' authentic leadership across State Senior High Schools in the Mentawai Islands Regency. The results show that all three variables are generally at moderate to high levels, with most scores ranging between approximately 65% and 90%. Teachers' affective commitment tends to be slightly higher in several schools, while transformational and authentic leadership display similar patterns across institutions. Overall, the figure suggests a relatively consistent distribution and indicates a potential positive relationship between leadership practices and teachers' affective commitment.

## 5. DISCUSSION

The analysis of teacher affective commitment, transformational leadership, and authentic leadership in public senior high schools across the Mentawai Islands Regency reveals a consistent pattern in which all three variables remain in the moderate category—teachers' affective commitment (79.09%), transformational leadership (76.75%), and authentic leadership (75.58%). This convergence supports international evidence that transformational leadership predicts teachers' affective commitment, while authentic leadership strengthens organizational attachment and trust. In the 3T (remote, outermost, and underdeveloped) context of Mentawai, leadership practices function at a moderate level, paralleling teachers' emotional attachment to their schools. Although leadership serves as a key organizational driver, its influence is constrained by structural challenges such as geographic isolation, limited resources, teacher mobility, and socio-familial pressures. As a result, leadership at this level appears sufficient to sustain stability but insufficient to elevate commitment significantly (Farhana et al., 2026).

Teachers demonstrate positive emotional attachment; however, this attachment has not fully translated into sustained behavioural engagement. Transformational leadership shows strength in intellectual stimulation but weakness in individualized consideration, while authentic leadership reflects balanced decision-making yet relatively weaker internalized moral grounding. These conditions suggest that strengthening teacher

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commitment in remote areas requires integrated leadership development, contextual policy support, retention strategies, and systematic professional development to cultivate adaptive and ethically grounded school leadership.

## 6. CONCLUSION

The findings indicate that although the Mentawai Islands Regency has officially been removed from disadvantaged region status, it continues to face substantial geographical and structural challenges that affect educational quality. Limited accessibility, high teacher turnover, uneven distribution of teachers, and attendance issues remain persistent concerns, contributing to unmet minimum service standards and the region's low Human Development Index ranking in West Sumatra. These contextual constraints demonstrate that improving educational outcomes in Mentawai requires not only macro-level policy interventions but also strengthening internal school factors that directly influence teaching and learning. One of the most critical internal factors is teachers' affective commitment, which reflects emotional attachment, loyalty, and dedication to the school. In remote and high-difficulty contexts, strong affective commitment is essential to ensure teacher stability, professionalism, and sustained instructional performance. Principal leadership plays a decisive role in fostering this commitment. Transformational leadership can inspire motivation, vision, and professional growth, while authentic leadership promotes trust, transparency, and ethical work climates. Therefore, enhancing principals' transformational and authentic leadership capacities represents a strategic pathway to strengthen teachers' affective commitment and ultimately improve the quality of education in the Mentawai Islands Regency.

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