

The Influence of Work Relations, Career Path, and Commitment on the Effectiveness of Early Childhood Education (PAUD) Management in Riau Province

Nurhaida Selian

Sulthan Thaha Saifuddin State Islamic University Jambi

ABSTRACT: This study aims to examine the influence of work relationships, career pathways, and commitment on the effectiveness of Early Childhood Education (PAUD) management across Riau Province. The research employed a quantitative approach using a survey method. The study population consisted of 210 PAUD educators and managers, with a sample of 76 respondents determined through stratified random sampling. Data were collected using a Likert-scale questionnaire. Data analysis applied path analysis, including descriptive analysis, pre-requisite tests (normality, homogeneity, and linearity), and simple linear regression significance tests.

The results showed that work relationships significantly influenced PAUD management effectiveness with a coefficient of 0.42 ($p < 0.05$), career pathways had an influence of 0.35 ($p < 0.05$), and commitment had an influence of 0.47 ($p < 0.05$). Simultaneously, the three variables contributed 62% to the effectiveness of PAUD management. The implications of this study emphasize that improving work relationships, clarifying career pathways, and strengthening commitment are essential factors in achieving more effective PAUD management in Riau Province.

KEYWORDS: work relations, career path, teacher commitment, management effectiveness, early childhood education (PAUD).

INTRODUCTION

The effectiveness of school management in Riau Province is largely determined by the integration of principal leadership, the quality of academic supervision, financial governance, and the creation of a positive school climate. Instructional leadership, in particular, plays a dominant role in improving education quality by shaping a shared vision, fostering teacher collaboration, and ensuring follow-up actions from assessment results. Meaningful academic supervision that goes beyond administrative routines is essential for teacher professionalism and effective learning; however, many schools in Riau continue to face capacity constraints in this area. Likewise, the management of government educational funds such as BOS (School Operational Assistance) and BOP PAUD (Early Childhood Education Operational Assistance) serves as a critical instrument to enhance educational services, but its effectiveness depends heavily on transparency, accountability, and the alignment of budget planning with instructional needs. Moreover, a positive school climate characterized by effective classroom management and strong parental involvement emerges as another key driver of effective school governance.

Empirical evidence, however, shows considerable variations in school management effectiveness across different contexts in Riau, particularly between urban, coastal, and remote areas. This disparity suggests that effective management practices remain partial and unevenly distributed. Internationally, consistent findings indicate that harmonious and collaborative working relationships, grounded in effective communication, constitute a crucial foundation for improving organizational quality in education. As Armstrong highlights, healthy workplace relationships enhance productivity, reduce internal conflict, and strengthen team synergy. In the context of Early Childhood Education (ECE), strong collaboration among teachers, principals, and staff directly contributes to creating a conducive learning environment for children.

Previous studies further demonstrate that teacher commitment, combined with pedagogical competence, plays a significant role in shaping the professional identity of early childhood educators. Teachers in PAUD (Pendidikan Anak Usia Dini/ECE institutions) are not merely instructors but also facilitators of children's social-emotional development. As such, collaborative and committed working relationships are central to achieving effective institutional management. This resonates with findings from primary and secondary education research, where teacher collaboration has been identified as a key predictor of learning success. Darling-Hammond et al. emphasize that collaboration enables teachers to exchange experiences, develop innovative practices, and collectively address classroom challenges.

The Influence of Work Relations, Career Path, and Commitment on the Effectiveness of Early Childhood Education (PAUD) Management in Riau Province

Despite these insights, the context of PAUD in Riau Province presents unique challenges. Geographic diversity, ranging from urban centers to rural and island regions, has contributed to disparities in resource availability and access to professional training. Many PAUD institutions rely on underpaid honorary teachers, which in turn affects teacher motivation and work commitment. These realities highlight a gap between theoretical expectations and practical conditions in the field. Consequently, research examining the role of working relationships, career pathways, and teacher commitment in shaping the effectiveness of PAUD management in Riau becomes both timely and necessary.

Theoretically, effective PAUD management is built upon three interrelated dimensions: (1) harmonious and collaborative working relationships, (2) clear and structured career pathways for educators, and (3) strong organizational commitment. According to Meyer and Allen, organizational commitment comprises affective, continuance, and normative dimensions, all of which are reflected in educators' loyalty and dedication to their institutions. Without these foundations, PAUD institutions risk stagnation and declining quality despite policy and funding support. Yet, few studies have simultaneously examined these three factors in the context of early childhood education management in Indonesia, particularly at the provincial level.

Given the strategic role of early childhood education in shaping the foundations of cognitive, social, and emotional development, addressing these management challenges is crucial. In the case of Riau Province, where cultural diversity and socio-economic disparities further complicate educational governance, strengthening working relationships, career pathways, and teacher commitment is key to building effective PAUD institutions. This study, therefore, seeks to fill an important gap in the literature while also providing evidence-based insights for local educational policy and practice.

LITERATURE REVIEW / THEORETICAL FRAMEWORK

The effectiveness of early childhood education (ECE) management (X_4) is a central determinant of educational quality, encompassing the processes of planning, organizing, implementing, supervising, and evaluating institutional activities. Achieving this effectiveness requires strong internal organizational factors, particularly working relationships (X_1), career pathways (X_2), and commitment (X_3). When these three elements operate simultaneously, they create a solid foundation for institutional success.

First, working relationships (X_1) are characterized by effective communication, trust, collaboration, and constructive conflict resolution. These relational dynamics foster a positive organizational climate where teachers and staff are motivated to work collectively. A healthy work environment enhances team cohesion, reduces interpersonal conflicts, and ultimately strengthens institutional management. Previous studies emphasize that supportive and collaborative working environments in schools significantly improve organizational outcomes by promoting shared responsibility and innovation among educators.

Second, career pathways (X_2) provide clarity, transparency, and opportunities for professional growth. Clear career structures, including rotation opportunities, continuous professional training, and fair promotion systems, increase teachers' motivation and engagement in managerial processes. When educators perceive that their career development is supported by the institution, they are more likely to invest in professional improvement and actively contribute to institutional goals. Career pathways thus serve not only as a motivational tool but also as a structural mechanism that sustains teacher performance in the long term.

Third, commitment (X_3) represents a psychological factor that sustains teacher loyalty and willingness to contribute beyond formal job descriptions. Drawing from Meyer and Allen's three-dimensional model, commitment can be affective (emotional attachment to the institution), continuance (awareness of costs associated with leaving), and normative (a sense of obligation to remain). In the PAUD context, strong commitment ensures that educators consistently uphold institutional values, invest extra effort, and remain resilient despite resource challenges.

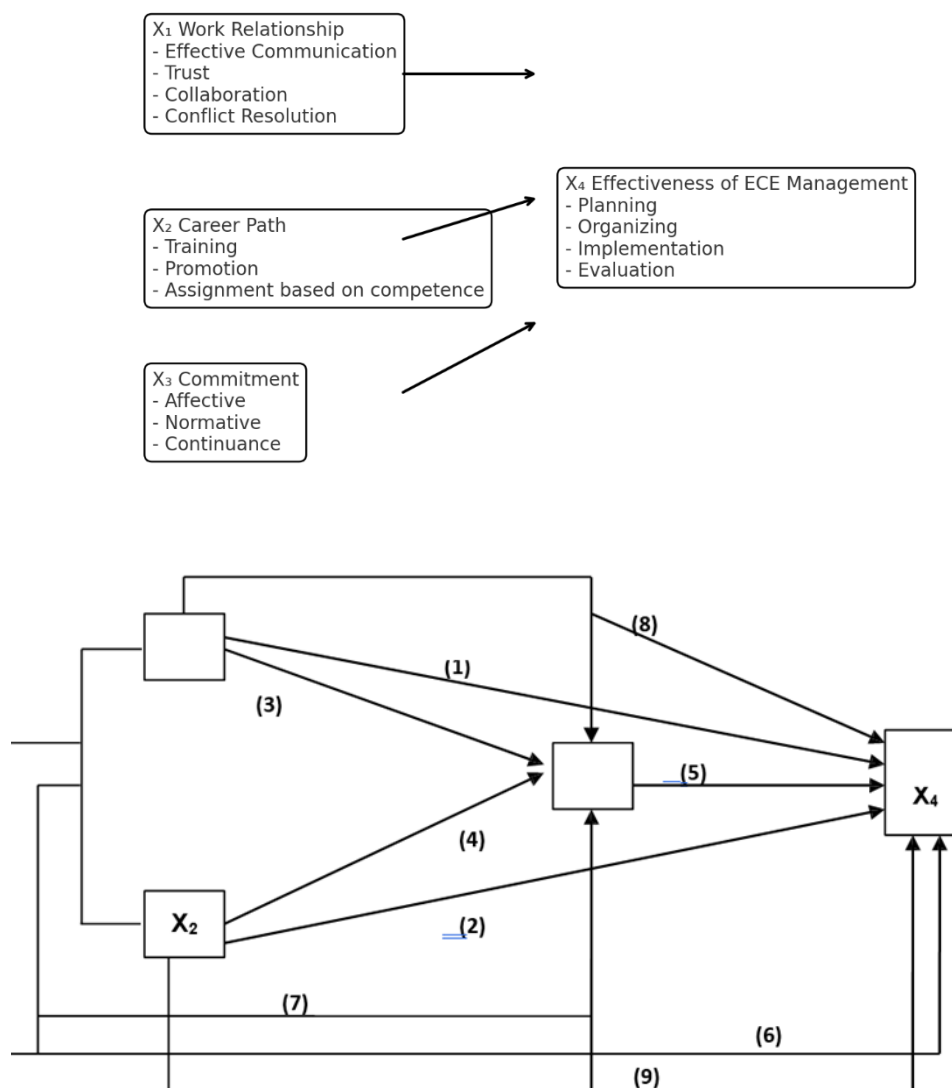
Simultaneously, these three factors interact synergistically. Harmonious working relationships strengthen teachers' organizational commitment; clear career pathways enhance motivation and loyalty; and commitment, in turn, reinforces both collaboration and long-term engagement in institutional development. This triangular interaction creates a reinforcing cycle that aligns organizational resources with institutional goals.

The significance of this framework lies in its integrative perspective. Previous research highlights that structural factors (career pathways), relational factors (working relationships), and psychological factors (commitment) collectively shape organizational effectiveness in educational settings. In the specific case of ECE in Riau Province, where resource disparities and geographic challenges persist, the simultaneous presence of these three dimensions becomes even more critical.

Thus, the theoretical framework posits that the effectiveness of ECE management (X_4) is the outcome of a dynamic and simultaneous interaction among working relationships (X_1), career pathways (X_2), and commitment (X_3). Together, these variables provide the organizational foundation necessary for improving the quality of early childhood education services and ensuring that PAUD institutions can achieve their developmental and educational objectives.

The Influence of Work Relations, Career Path, and Commitment on the Effectiveness of Early Childhood Education (PAUD) Management in Riau Province

Conceptual Framework / Theoretical Model
X₁, X₂, X₃ → X₄ Effectiveness of Early Childhood Education Management (Monochrome Version)



METHODOLOGY

This study employs a quantitative research design with a survey method and a causal approach. The survey design is a procedure in quantitative research in which data are collected from a sample or the entire population using a questionnaire as the primary data collection tool. The purpose of this method is to describe the attitudes, opinions, behaviors, or characteristics of the population under study.

The research approach applied is path analysis, which is a statistical method used to identify and analyze the causal relationships among variables within a model. Path analysis enables researchers to examine both direct and indirect effects of exogenous variables on endogenous variables. It provides a systematic framework for testing hypotheses and assessing the extent to which independent variables influence dependent variables, either individually or simultaneously.

For data analysis, this study uses Smart PLS (Partial Least Squares Structural Equation Modeling). Smart PLS allows researchers to model relationships among latent variables and test the significance of those relationships. By applying this tool, researchers can estimate the impact of latent variables, test the proposed hypotheses, and evaluate the overall model fit with the observed data. The use of Smart PLS in path analysis provides the advantage of handling complex models with multiple variables, as well as accommodating smaller sample sizes compared to covariance-based SEM.

In this research model, the exogenous variables include Work Relationship (X₁), Career Path (X₂), and Commitment (X₃), while the endogenous variable is Effectiveness of Early Childhood Education (ECE) Management (X₄). The path analysis model is employed to determine the direct and indirect effects of the exogenous variables (X₁, X₂, X₃) on the endogenous variable (X₄). The hypothesized

The Influence of Work Relations, Career Path, and Commitment on the Effectiveness of Early Childhood Education (PAUD) Management in Riau Province

causal relationships tested in this study reflect a set of asymmetric causal relations among the variables to explain the effectiveness of ECE management.

FINDINGS / RESULTS

1. The findings demonstrate that Work Relationship (X_1) has a positive and significant effect on the Effectiveness of ECE Management (X_4) in Riau Province. This is evidenced by the partial regression analysis with a coefficient value of $B = 0.229$, t -value = 4.000 greater than the t -table = 1.993 at a 5% significance level, and a significance value of $\text{Sig.} = 0.000 < 0.05$. Thus, the hypothesis stating that there is a direct partial influence of work relationships on the effectiveness of ECE management is accepted. This result highlights that the stronger the quality of work relationships among teachers, managers, and stakeholders, the more effective ECE management becomes.
2. The results reveal that Career Path (X_2) has a positive and significant effect on the Effectiveness of ECE Management (X_4). The partial regression analysis produced a coefficient of $B = 0.159$ with a t -value = 2.804, greater than the t -table = 1.993 at a 5% significance level ($df = 73$). The significance value of $\text{Sig.} = 0.006 < 0.05$ also supports this conclusion. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, indicating that the clearer the career path system within ECE institutions, the higher the management effectiveness.
3. Partial regression testing shows that both Work Relationship (X_1) and Career Path (X_2) positively and significantly affect ECE Management Effectiveness (X_4). Work Relationship (X_1) yielded $B = 0.229$, t -value = 4.000 > t -table = 1.993, and $\text{Sig.} = 0.000 < 0.05$. Meanwhile, Career Path (X_2) produced $B = 0.159$, t -value = 2.804 > t -table = 1.993, with $\text{Sig.} = 0.006 < 0.05$. These findings confirm that stronger work relationships and structured career systems enhance ECE management effectiveness through increased teacher motivation and loyalty.
4. The analysis further shows that Work Relationship (X_1) positively and significantly influences Teacher Commitment (X_3). Regression results indicate $B = 0.444$, with a t -value = 5.213 > t -table = 1.993 and $\text{Sig.} = 0.000 < 0.05$. This confirms that better work relationships among teachers, administrators, and staff lead to higher levels of teacher commitment.
5. The findings also demonstrate that Career Path (X_2) positively and significantly affects Teacher Commitment (X_3). Partial regression yielded $B = 0.371$, t -value = 4.256 > t -table = 1.993, and $\text{Sig.} = 0.000 < 0.05$. Hence, a clear and structured career path fosters greater teacher commitment to their professional responsibilities.
6. Teacher Commitment (X_3) is found to have a strong positive and significant effect on ECE Management Effectiveness (X_4). Partial regression shows $B = 0.485$, t -value = 5.467 > t -table = 1.993, and $\text{Sig.} = 0.000 < 0.05$. This proves that higher teacher commitment translates into more effective ECE management.
7. Simultaneous testing reveals that Work Relationship (X_1) and Career Path (X_2) jointly influence Teacher Commitment (X_3) positively and significantly. The F-test result shows F -value = 32.541 > F -table = 3.12 with $\text{Sig.} = 0.000 < 0.05$, confirming that harmonious work relationships combined with structured career paths significantly enhance teacher commitment.
8. Partial testing reinforces this conclusion. Work Relationship (X_1) yielded $B = 0.444$, t -value = 5.213 > 1.993, $\text{Sig.} = 0.000 < 0.05$, while Career Path (X_2) produced $B = 0.371$, t -value = 4.256 > 1.993, $\text{Sig.} = 0.000 < 0.05$. Thus, both variables significantly contribute to strengthening teacher commitment in ECE institutions.
9. The findings reaffirm that Teacher Commitment (X_3) significantly influences ECE Management Effectiveness (X_4), with $B = 0.485$, t -value = 5.467 > 1.993, and $\text{Sig.} = 0.000 < 0.05$. This suggests that teacher commitment is a dominant factor in enhancing management effectiveness, making it a strategic key to professional and impactful ECE institutions.
10. Path analysis further confirms that Work Relationship (X_1) significantly affects ECE Management Effectiveness (X_4) through the mediating role of Teacher Commitment (X_3). The Sobel test yields a t -value = 3.742 > 1.993, indicating significant mediation. Thus, teacher commitment strengthens the positive impact of work relationships on management effectiveness.
11. Similarly, Career Path (X_2) significantly influences ECE Management Effectiveness (X_4) through Teacher Commitment (X_3) as a mediator. The Sobel test result of t -value = 3.215 > 1.993 confirms significant mediation. A clear career path boosts teacher commitment, which in turn enhances ECE management effectiveness.
12. Simultaneous regression results indicate that Work Relationship (X_1), Career Path (X_2), and Teacher Commitment (X_3) jointly exert a positive and significant effect on ECE Management Effectiveness (X_4). The F-test shows F -value = 65.328 > F -table = 2.73 with $\text{Sig.} = 0.000 < 0.05$, confirming their collective influence.
13. Based on these results, the hypothesis stating that “Work Relationship (X_1), Career Path (X_2), and Teacher Commitment (X_3) simultaneously have a significant effect on ECE Management Effectiveness (X_4)” is accepted. This implies that strengthening these three variables together is a strategic approach to achieving effective, professional, and value-based ECE institutions in Riau Province.

The Influence of Work Relations, Career Path, and Commitment on the Effectiveness of Early Childhood Education (PAUD) Management in Riau Province

RESULTS AND DISCUSSION

The results of the path analysis using Smart PLS show that work relationship (X_1), career path (X_2), and commitment (X_3) have a significant simultaneous effect on the effectiveness of early childhood education management (X_4). The model demonstrates that each independent variable contributes both directly and indirectly to the improvement of management effectiveness. Among these, commitment (X_3) presents the strongest effect, indicating that psychological factors such as loyalty, responsibility, and willingness to contribute beyond formal duties play a crucial role in sustaining organizational performance. Meanwhile, work relationship (X_1) and career path (X_2) also positively influence effectiveness, especially in creating a supportive organizational climate and motivating teachers to develop professionally.

The findings align with previous studies suggesting that structural, relational, and psychological factors must work together to improve organizational outcomes. A clear career path enhances teacher motivation and retention, effective work relationships foster collaboration and trust, while strong commitment ensures long-term dedication. Together, these variables form a synergistic system that strengthens the management of early childhood education institutions. This study highlights that improving the quality of PAUD management requires not only structural policies but also relational and motivational strategies that empower educators as the central actors in the organization.

CONCLUSION & IMPLICATIONS

The study concludes that work relationship (X_1), career path (X_2), and teacher commitment (X_3) significantly influence the effectiveness of early childhood education (PAUD) management (X_4), both directly and indirectly. Work relationship fosters collaboration and reduces conflict, career path provides professional direction and motivation, while teacher commitment serves as a psychological driver for consistency and dedication. Together, these three aspects form an integrated system that enhances the planning, implementation, evaluation, and supervision of PAUD management. The findings confirm that effectiveness in PAUD management cannot be achieved through a single factor, but rather through the synergy of relational, structural, and psychological dimensions.

IMPLICATIONS

1. Theoretical Implications

This research strengthens human resource management and educational management theories by demonstrating that effective management is shaped by harmonious work relationships, structured career systems, and strong teacher commitment. The results provide empirical evidence that relational and structural factors are interdependent and mediated by psychological attachment, which ultimately determines organizational performance.

2. Practical Implications

The findings provide guidance for PAUD leaders to build healthy organizational climates through teamwork, open communication, and collaborative supervision. At the same time, institutions must design structured career pathways that motivate teachers to continuously improve their competencies. Implementing reward systems, professional training, and performance-based promotion mechanisms are concrete strategies to increase teacher loyalty and productivity.

3. Normative Implications

The results affirm that harmonious work relationships and structured career systems should be grounded in values of professionalism, collaboration, and Islamic ethics. This highlights that PAUD institutions must not only pursue managerial effectiveness but also embody moral values that nurture integrity, fairness, and collective responsibility.

4. Policy Implications

The study recommends that local governments and education offices formulate regulations on teacher career pathways, performance assessment standards, and professional development programs. Integrated policies that link relationship building, career systems, and commitment enhancement will ensure long-term sustainability of PAUD management effectiveness.

5. Social Implications

The research emphasizes that improving PAUD management has broader impacts on children's development and public trust. Harmonious work relationships and clear career paths lead to higher teacher commitment, which in turn enhances service quality, builds parental confidence, and strengthens community participation. Ultimately, effective PAUD management contributes to the development of high-quality human resources from an early age.

The Influence of Work Relations, Career Path, and Commitment on the Effectiveness of Early Childhood Education (PAUD) Management in Riau Province

REFERENCES

- 1) Abdulah, Muhamad Kosim, Ikka Kartika Abbas Fauzi, dan Adjat Sudrajat. "Manajemen strategi pengelolaan kelas dalam meningkatkan kualitas layanan pendidikan." *Jurnal Simki Pedagogia* 5, no. 2 (2022): 200–208.
- 2) Akar, Huseyin. "The relationships between quality of work life, school alienation, burnout, affective commitment and organizational citizenship: A study on teachers." *European Journal of Educational Research* 7, no. 2 (2018): 169–80.
- 3) Al Kausari, M. Arif. "ETIKA BISNIS ISLAM (TELAAH SURAT AL-ISRA' AYAT 35, HUD: 84, DAN SURAT AL-ARAF AYAT: 34 TENTANG MEMENUHI TAKARAN DALAM TIMBANGAN)." *el-Umdah* 4, no. 2 (2021): 199–211.
- 4) Al-Bukhari, Muhammad. *Sahih al-bukhari*. Dar Ul-Hadith, 1978.
- 5) Amiman, Arantza Melly, Herman Karamoy, dan Stanley Kho Walandouw. "EFEKTIVITAS PENERAPAN SISTEM INFORMASI AKUNTANSI PENERIMAAN DAN PENGELUARAN KAS PADA DANA BANTUAN OPERASIONAL SEKOLAH DI SMP NEGERI 1 ESSANG." *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi* 11, no. 3 (2023): 860–68.
- 6) Andini, Rita. "PERAN MAHABBAH INTELLECTUAL STIMULATION LEADERSHIP DALAM PENINGKATAN KINERJA ORGANISASI." Universitas Islam Sultan Agung Semarang, 2024.
- 7) Armstrong, Michael. *A handbook of human resource management practice*. Kogan Page Publishers, 2006.
- 8) Armstrong, Michael. *Armstrong's handbook of strategic human resource management*. Kogan Page Publishers, 2016.
- 9) Armstrong, Michael, dan Stephen Taylor. *Armstrong's handbook of human resource management practice: A guide to the theory and practice of people management*. Kogan Page Publishers, 2023.
- 10) Asril, Zainal. "Profesi dan Microteaching Berbasis Nilai-nilai Islami." *FITRAH: Jurnal Kajian Ilmu-ilmu Keislaman* 3, no. 1 (2017): 139–66.
- 11) Atika, Aisyah Nur, Nanik Yulianti, Yuniarta Syarifatul Umami, dan Bambang Supriadi. "Study Controlling Turnover Intention Among Early Childhood Education Teachers: The Role of Core Commitment Values and Compensation Satisfaction." *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 10, no. 1 (2025): 85–99.
- 12) Bakker, Arnold B., Evangelia Demerouti, dan Ana Sanz-Vergel. "Job demands–resources theory: Ten years later." *Annual review of organizational psychology and organizational behavior* 10, no. 1 (2023): 25–53.
- 13) Buchanan, David A., dan Andrzej A. Huczynski. *Organizational behaviour*. Pearson UK, 2019.
- 14) Bungin, Burhan. *METODOLOGI PENELITIAN KUANTITATIF: Komunikasi, Ekonomi, dan Kebijakan Publik Serta Ilmu-ilmu Sosial Lainnya*. Kencana, 2005.
- 15) Danial, Adang, Mumu Mumu, dan Dedi Nurjamil. "Model Supervisi Akademik Berbasis Digital Oleh Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru PAUD." *Jurnal Educatio FKIP UNMA* 8, no. 4 (2022): 1514–21.
- 16) Darling-Hammond, Linda, dan Jeannie Oakes. *Preparing teachers for deeper learning*. Harvard Education Press, 2021.
- 17) Darling-Hammond, Linda, dan Nikole Richardson. "Research review/teacher learning: What matters." *Educational leadership* 66, no. 5 (2009): 46–53.
- 18) Daya, Sumber. "Manajemen sumber daya manusia." Universitas Gunadarma, 1996.
- 19) Diana, Ilfi Nur, Achmad Sani Supriyanto, Vivin Maharani Ekowati, dan Arga Hendra Ertanto. "Factor influencing employee performance: The role of organizational culture." *The Journal of Asian Finance, Economics and Business* 8, no. 2 (2021): 545–53.
- 20) Efendi, Feriawan, Hadi Sunaryo, dan Djony Harijanto. "Efektivitas kepemimpinan transformasional kepala sekolah melalui komitmen kerja terhadap kinerja guru merdeka belajar." *Jurnal Akuntabilitas Manajemen Pendidikan* 11, no. 2 (2023): 19–32.
- 21) Fadila, Riza Nur, Ega Ayu Lutfiani, Inneke Salwa Ramadiani, Nanda Veronika, Dwi Rachmanto, dan Nurul Arfinanti. "Efektivitas pengelolaan sumber daya sekolah dalam meningkatkan mutu pendidikan." *Jurnal Akuntabilitas Manajemen Pendidikan* 8, no. 1 (2020): 81–88.
- 22) Faizah, Dinar, Ahmad Rizal Baihaqi, Muhammad Guntur Himawan, dan Syunu Trihantoyo. "Implementasi Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 63 Tahun 2022 Tentang Petunjuk Teknis Pengelolaan Dana Bantuan Operasional Satuan Pendidikan di SDN Sidotopo Wetan I." *CENDEKIA PENDIDIKAN* 3, no. 1 (2024): 104–23.
- 23) Fauzi, Ahmad, Yuniorta Indah Handayani, dan Lia Rachmawati. "Peran Kepuasan Kerja Dan Komitmen Organisasi Dalam Memediasi Pengaruh Employee Engagement Terhadap Intention To Stay Guru Gen Z SD/MI di Kecamatan Srono." *Entrepreneur: Jurnal Bisnis Manajemen dan Kewirausahaan* 6, no. 2 (2025): 121–32.
- 24) Fauzi, Firman, dan Muhammad Hanafiah Siregar. "Pengaruh kompetensi dan kinerja karyawan terhadap pengembangan karir di perusahaan konstruksi." *Journal of Entrepreneurship, Management and Industry* 2, no. 1 (2019): 9–21.
- 25) Fitriyah, Dianatul, dan Ummu Kulsum. "PENGARUH BIMBINGAN ORANG TUA TERHADAP PRESTASI BELAJAR PESERTA DIDIK PADA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM DI SMP NEGERI 2 PALENGAAN

The Influence of Work Relations, Career Path, and Commitment on the Effectiveness of Early Childhood Education (PAUD) Management in Riau Province

- PAMEKASAN TAHUN PELAJARAN 2022-2023.” AHSANA MEDIA: Jurnal Pemikiran, Pendidikan dan Penelitian Ke-Islaman 10, no. 1 (2024): 1–8.
- 26) Ghodang, Hironymus. Path analysis (analisis jalur). Penerbit Mitra Grup, 2020.
- 27) Greenhaus, Jeffrey H., Gerard A. Callanan, dan Veronica M. Godshalk. Career management for life. Routledge, 2018.
- 28) Hair, Joseph, dan Abdullah Alamer. “Partial Least Squares Structural Equation Modeling (PLS-SEM) in second language and education research: Guidelines using an applied example.” Research Methods in Applied Linguistics 1, no. 3 (2022): 100027.
- 29) Handayani, Kinda. “Mewujudkan transisi yang lancar: strategi menarik dalam mendukung anak menuju sd dari paud.” Journal of Information Systems and Management (JISMA) 3, no. 2 (2024): 94–98.
- 30) Hariandja, Marihot Tua Effendi. Perilaku organisasi memahami dan mengelola perilaku dalam organisasi. Unpar Press, 2006.
- 31) Herminingsih, Anik, dan Kurnia Magfuroh. Pengaruh komitmen dan keadilan organisasi terhadap turnover intention. CV. Green Publisher Indonesia, 2024.
- 32) Hidayat, Yusuf, dan Lela Nurlatifah. “Analisis komparasi tingkat pencapaian perkembangan anak usia dini (STPPA) berdasarkan permendikbud no. 137 tahun 2014 dengan permendikbudristek no. 5 tahun 2022.” Jurnal Intisabi 1, no. 1 (2023): 29–40.
- 33) Hill, Charles WL, dan Steven L. McShane. Principles of management. McGraw-Hill Education, 2008.
- 34) Ibrahim, Ali, dan Fawzia Aljneibi. “The influence of personal and work-related factors on teachers’ commitment during educational change: A study on UAE public schools.” Heliyon 8, no. 11 (2022).
- 35) Ikram M, Muhaider. “Pengaruh Kepemimpinan Transformasional dan Kompetensi terhadap Kinerja Guru dengan Kepuasan Kerja dan Komitmen Organisasional sebagai Variabel Intervening= The Influence of Transformational Leadership and Competence on Teacher Performance with Job Satisfaction and Organizational Commitment as Intervening Variables.” Nidn0016066204, 2024.
- 36) Janah, Raudhatul, Zarina Akbar, dan Elindra Yetti. “Pengaruh Iklim Organisasi terhadap Kinerja Guru PAUD di Kota Depok.” Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini 4, no. 1 (2019): 234.
- 37) Jaya, Bima Kelana, SUNDJOTO SUNDJOTO, dan Sri Rahayu. “Pengaruh Gaya Kepemimpinan, Budaya Organisasi, Iklim Organisasi dan Lingkungan Kerja Terhadap Kinerja Karyawan di PT. Kayu Mebel Indonesia.” Jurnal Manajemen Dewantara 7, no. 3 (2023): 26–36.
- 38) Jaya, Indra. Penerapan Statistik untuk penelitian pendidikan. Prenada Media, 2019.
- 39) Jia-Jun, Zhu, dan Song Hua-Ming. “The impact of career growth on knowledge-based employee engagement: The mediating role of affective commitment and the moderating role of perceived organizational support.” Frontiers in Psychology 13 (2022): 805208.
- 40) Kadir, Abdul, Abd Azis Muthalib, Indira Yuana, dan Muh Nur. “Pengaruh Kepemimpinan dan Lingkungan Kerja Terhadap Kinerja Guru Yang Dimediasi oleh Komitmen Organisasi Pada SMP Se-Kecamatan Wawonii Barat Kabupaten Konawe Kepulauan.” Blantika: Multidisciplinary Journal 3, no. 6 (2025): 803–25.
- 41) Khan, Nadia. “The Impact of Organizational Climate on Teachers Commitment.” Journal of Education and Educational Development 6, no. 2 (2019): 327–42.
- 42) Khuliyatun, Siti, Sindi Sindi, dan Sumirah Sumirah. “Pencapaian Eksistensi Guru dengan Sikap Komitmen dan Keterampilan Mendidik Peserta Didik Studi Library Research.” Jurnal Literasiologi 4, no. 2 (2020).
- 43) Khun-Inkeeree, Hareesol, Mat Rahimi Yusof, Irma Rachmawati Maruf, Tuan Roslina Tuan Mat, dan Fatimah Noor Rashidah Mohd Sofian. “Enhancing school effectiveness by implementing identified and intrinsic motivation among primary school teachers.” Frontiers in Education 7 (2022): 852378.
- 44) Kim, Sehoon, Heesu Lee, dan Timothy Paul Connerton. “How psychological safety affects team performance: mediating role of efficacy and learning behavior.” Frontiers in psychology 11 (2020): 1581.
- 45) Kim, Sehoon, Heesu Lee, dan Timothy Paul Connerton. “How psychological safety affects team performance: mediating role of efficacy and learning behavior.” Frontiers in psychology 11 (2020): 1581.
- 46) Kuantitatif, Pendidikan Pendekatan. “Metode penelitian kuantitatif kualitatif dan R&D.” Alfabeta, Bandung, 2016.
- 47) Laini, Alif. “Pengaruh Iklim Organisasi Dan Kepuasan Kerja Terhadap Kinerja Guru PAUD Di Kota Batam.” Jurnal Adzkiya 6, no. 2 (2022): 30–40.
- 48) Leithwood, Kenneth, Alma Harris, dan David Hopkins. “Seven strong claims about successful school leadership.” School leadership and management 28, no. 1 (2008): 27–42.
- 49) Ma, Dongmin. “The role of motivation and commitment in teachers’ professional identity.” Frontiers in Psychology 13 (2022): 910747.

The Influence of Work Relations, Career Path, and Commitment on the Effectiveness of Early Childhood Education (PAUD) Management in Riau Province

- 50) Mahmudah, Mar'atul, dan Ahmad Munir. "Konstruksi Makkiyah Madaniah pada Penafsiran Ayat-Ayat Khamr." *JUSMA: Jurnal Studi Islam Dan Masyarakat* 1, no. 1 (2022): 66–81.
- 51) Mardiyah, Nuzul Ainal, dan Ahmad Saefudin. "Resiliensi Peserta Didik dalam Menghafalkan Materi QS Al-Ma'idah (5): 3 dan QS Al-Hujurat (49): 13 SDN Kauman Jepara." *MODELING: Jurnal Program Studi PGMI* 11, no. 2 (2024): 264–87.
- 52) Marpaung, Syafri Fadillah, Indri Febrianti, Siti Fatimah Azzahro Simatupang, Winda Aidin, M. Padelu Wibowo, dan Rizqi Almaajid. "Peran Strategis Manajemen Humas Dan Layanan Publik Dalam Meningkatkan Kualitas Pendidikan Di Sekolah." *Academy of Education Journal* 14, no. 2 (2023): 556–70.
- 53) Maya, Rahendra. "PEMIKIRAN AL-SA'ADAT TENTANG KRITERIA PEGAWAI PROFESIONAL (Studi Terhadap QS Al-Qashash [28]: 26, Hadits-hadits Terkait, dan Kajian Lainnya)." *Ad-Deenar: Jurnal Ekonomi dan Bisnis Islam* 2, no. 01 (2018): 1–24.
- 54) Mercurio, Zachary A. "Affective commitment as a core essence of organizational commitment: An integrative literature review." *Human resource development review* 14, no. 4 (2015): 389–414.
- 55) Meyer, John P., dan Lynne Herscovitch. "Commitment in the workplace: Toward a general model." *Human resource management review* 11, no. 3 (2001): 299–326.
- 56) Miller, Bruce. *The Role of Rural Schools in Community Development: Policy Issues and Implications*. Program Report. ERIC, 1995.
- 57) MM, Sopia Dr, dan M. Pd. "Perilaku organisasi." Yogyakarta: CV Andi Offset, 2018.
- 58) Munir, Misbahul, Abdul Holik Subaeri, dan Makhdar Alfian. "Inovasi Manajemen Pengelolaan dalam Mengembangkan Kualitas PAUD." *NABAWI: Jurnal Penelitian Pendidikan Islam* 2, no. 1 (2024): 118–30.
- 59) Muñoz-Fernández, Guzmán Antonio, Rossana Dolores Toala-Mendoza, Miguel González-Mohino, dan Miryam Elizabeth Félix-López. "Unveiling the nexus of teacher commitment and job satisfaction: insights from Ecuador's educational landscape." *BMC psychology* 13, no. 1 (2025): 134.
- 60) Nabila, Restu, dan Dian Tri Utami. "Manajemen PAUD." *Generasi Emas: Jurnal Pendidikan Islam Anak Usia Dini* 6, no. 2 (2023): 53–62.
- 61) Nasional, Departemen Pendidikan. "Undang-undang republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional." *Language* 188 (2003): 22cm.
- 62) Ningsih, Purnama, Nurul Pratiwi, Ahmar Supriadi, Tiwow DS, Virgianti SH VM, dan P. S. Rahmawati. "Quantification of Tannin in Chromolaena Odorat (Kirinyu) Leaf Extract." *International Journal of Design & Nature and Ecodynamics* 19, no. 4 (2024): 1341–46.
- 63) Noé, Frank, Alexandre Tkatchenko, Klaus-Robert Müller, dan Cecilia Clementi. "Machine learning for molecular simulation." *Annual review of physical chemistry* 71, no. 1 (2020): 361–90.
- 64) Nur'aeni, NUR'AENI. "Pengaruh Motivasi, Kompetensi dan Komitmen Terhadap Kinerja Dosen Perguruan Tinggi Swasta Di Kopertis Wilayah II Palembang (Survey pada Perguruan Tinggi Swasta di Kopertis Wilayah II Palembang)." *Jurnal Manajemen dan Bisnis Universitas Bandar Lampung* 1, no. 2 (2011): 112660.
- 65) Oktasari, Dian Primanita, Winda Widyanty, dan Aditya Fitriani. "Pengaruh Kompetensi, Budaya Organisasi Dan Motivasi Terhadap Kinerja Pegawai Rumah Sakit Umum Daerah." *Jurnal Ilmiah Manajemen Bisnis* 4, no. 02 (2018): 152.
- 66) Özdoğru, Mehmet, dan Yılmaz Sarier. "The relationship of ethical leadership with teachers' organizational behavior, attitudes, and perceptions: A meta-analysis study." *Humanities and Social Sciences Communications* 11, no. 1 (2024): 1–14.
- 67) Parinding, Roberto Goga. "Analisis pengaruh komitmen afektif, komitmen berkelanjutan, dan komitmen normatif terhadap kinerja karyawan pada PT. Pegadaian (persero) cabang Ketapang." *MAGISTRA: Journal of Management* 1, no. 2 (2017): 88–107.
- 68) Persada, Alif. "Pengaruh Model Pembelajaran Penemuan (Discovery Learning) Terhadap Kemampuan Koneksi Matematika Siswa (Studi Eksperimen Terhadap Siswa Kelas VII SMPN 2 Sindangagung Kabupaten Kuningan Pada Pokok Bahasan Segiempat)." *EduMa: Mathematics education learning and teaching*, 2016.
- 69) Putri, Aura, Iskandar Ali Alam, dan Nuris Sanida. "Pengaruh Promosi Jabatan dan Persepsi Keadilan Kompensasi Terhadap Kepuasan Kerja Karyawan Pada Toko Hana Elektronik." *Jurnal Maneksi (Management Ekonomi Dan Akuntansi)* 14, no. 1 (2025): 205–12.
- 70) Romi, M., N. Soetjipto, S. Widaningsih, E. Manik, dan A. Riswanto. "Enhancing organizational commitment by exploring job satisfaction, organizational citizenship behavior and emotional intelligence." *Management Science Letters* 11, no. 3 (2021): 917–24.
- 71) Salabi, Agus Salim. "Pengembangan Karier Guru Di Pesantren Darul Ihsan Hamparan Perak Deli Serdang." *Continuous Education: Journal of Science and Research* 2, no. 1 (2021): 1–16.

The Influence of Work Relations, Career Path, and Commitment on the Effectiveness of Early Childhood Education (PAUD) Management in Riau Province

- 72) Sannusy, M., dan Niswanto Yusrizal. "Pengaruh Profesionalisme Dan Motivasi Kerja Kepala Sekolah Terhadap Kinerja Guru Pada SMP Negeri Se-kecamatan Kuta Baro." *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah* 4, no. 3 (2016).
- 73) Santoso, Muhammad Rendi, dan Sri Widodo. "Pengaruh beban kerja dan lingkungan kerja terhadap kinerja karyawan Dinas Perhubungan Provinsi DKI Jakarta." *Jurnal Ilmiah M-Progress* 12, no. 1 (2022).
- 74) Schermerhorn Jr, John R., Richard N. Osborn, Mary Uhl-Bien, dan James G. Hunt. *Organizational behavior*. John Wiley & sons, 2011.
- 75) Sedarmayanti, Sedarmayanti, dan Nunur Rahadian. "Hubungan budaya kerja dan lingkungan kerja terhadap peningkatan kinerja pegawai pada lembaga pendidikan tinggi." *Jurnal Ilmu Administrasi: Media Pengembangan Ilmu Dan Praktek Administrasi* 15, no. 1 (2018): 63–77.
- 76) Sholihah, Siti Mar'atush, Nanda Yoga Aditiya, Elsa Saphira Evani, dan Siti Maghfiroh. "Konsep uji asumsi klasik pada regresi linier berganda." *Jurnal Riset Akuntansi Soedirman (JRAS)* 2, no. 2 (2023): 102–10.
- 77) Shukla, Shashi. "Teaching competency, professional commitment and job satisfaction-a study of primary school teachers." *Journal of Research & Method in Education* 4, no. 3 (2014): 44–64.
- 78) Sims, Ronald R. *Managing organizational behavior*. Bloomsbury Publishing USA, 2002.
- 79) Siregar, Mulia. "Hubungan Antara Kepercayaan Pelanggan Dengan Loyalitas Pelanggan Terhadap Online Shop." *Jurnal Penelitian Pendidikan, Psikologi Dan Kesehatan (J-P3K)* 2, no. 1 (2021): 83–88.
- 80) Siyoto, Sandu, dan Muhammad Ali Sodik. *Dasar metodologi penelitian*. Literasi media publishing, 2015.
- 81) Soliman, Fawzy, dan Keri Spooner. "Strategies for implementing knowledge management: role of human resources management." *Journal of knowledge management* 4, no. 4 (2000): 337–45.
- 82) Sugiyono, Dr. "Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D. 2019." Alfabeta Bandung, t.t.
- 83) Sugiyono, Dr. *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*. Alfabeta, 2013.
- 84) Suhartono, Oki. "Kebijakan merdeka belajar dalam pelaksanaan pendidikan di masa pandemi covid-19." *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2021): 8–19.
- 85) Sutisna, Icam. "Statistika penelitian." *Universitas Negeri Gorontalo* 1, no. 1 (2020): 1–15.
- 86) Veziroglu-Celik, Mefharet, dan Tulin Guler Yildiz. "Organizational Climate in Early Childhood Education." *Journal of Education and Training Studies* 6, no. 12 (2018): 88–96.
- 87) Wahyuning, Sri. "Dasar-dasar statistik." Penerbit Yayasan Prima Agus Teknik, 2021, 1–105.
- 88) Warhamni, Cici, Endang Herawan, Taufani C. Kurniatun, dan Asep Sudarsyah. "Tantangan dan Strategi dalam Supervisi Akademik pada Sekolah-Sekolah di Indonesia: Tinjauan Lingkup." *Didaktika: Jurnal Kependidikan* 13, no. 001 Des (2024): 689–702.
- 89) Wawan, E. M., dan S. Musandi. "The Effect Of Learning Organization And Leadership On Organizational Commitment And Its Impact On Personnel Performance Of Kodam Im Operation Assistant." *International Journal of Scientific and Management Research* 4, no. 2 (2021): 1–10.
- 90) Yustiyawan, Rachman Halim, Achmad Supriyanto, dan Mustiningsih Mustiningsih. "Hubungan Pengembangan Karir, Kompetensi Profesional, dan Motivasi Kerja dengan Kinerja Guru Paud di Kecamatan Driyorejo Kabupaten Gresik." *State University of Malang*, 2016.
- 91) Yusuf, A. Muri. *Metode penelitian kuantitatif, kualitatif & penelitian gabungan*. Prenada Media, 2016.
- 92) Yusuf, Ria Mardiana, dan Darman Syarif. *Komitmen organisasi*. Nas Media Pustaka, 2018.
- 93) Zajac, Stephanie, Amanda Woods, Scott Tannenbaum, Eduardo Salas, dan Courtney L. Holladay. "Overcoming challenges to teamwork in healthcare: a team effectiveness framework and evidence-based guidance." *Frontiers in Communication* 6 (2021): 606445.