

THE EFFECT OF ORGANIZATIONAL COMMITMENT ON JOB SATISFACTION

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Abstract

A teacher's work commitment shows a teacher's sense of responsibility to work well and strive to realize organizational goals. This study uses a quantitative approach. The research was conducted at Senior High School 2 Bilah Hilir, with a total of 33 respondents. Data is processed using analysis techniques with SMART PLS. The results of the study show that there is an influence between job satisfaction and teacher work commitment. This means that an increase in teacher job satisfaction will increase teacher commitment to work. Researchers provide suggestions to further increase teacher work commitment by increasing teacher satisfaction in carrying out tasks.

Keyword : commitment, satisfaction

INTRODUCTION

In organizations engaged in education such as schools, teachers are very important human resources whose job is to carry out the main function of schools, namely providing education and teaching to students (Marlinah & Azwina, 2020). A teacher is required to be able to further improve his teaching skills in order to educate his students to become human beings who are intelligent and have noble character and have knowledge that is useful for their future lives (Kristiano & Bernardo, 2015). Work commitment is a feeling of identification, loyalty and involvement shown by employees towards the organization or organizational unit (Saragih & Suhendro, 2020).

Job satisfaction is a very important issue for someone at work. High job satisfaction will make someone work better, and have a more sense of responsibility in carrying out tasks. Likewise with a teacher who has the task of educating, transferring knowledge to students. Of course there needs to be comfort, so that teachers feel happy to be part of the organization. High job satisfaction will make teachers work better and be committed to carrying out their duties. Teacher job satisfaction is a complex

phenomenon that has various interrelated factors including personal, social, cultural and economic. Teacher job satisfaction is also the result of various attitudes of a teacher towards his work and factors related to his work. (Saragih & Suhendro, 2020). Marlinah & Azwina, (2020) explains that one of the problems of teacher job satisfaction is inseparable from the rewards received by the teacher (compensation). The compensation factor is something that can affect employee job satisfaction. If employee rights can be fulfilled then employee satisfaction will also increase which will ultimately help achieve educational goals in schools.

Having employees who are willing to devote all their abilities for the progress of the company is the hope for all organizations (Maulana, 2020). Organizations are more reliant on the positive work attitudes and behaviors that usually result from employee commitment in the face of increased global competition (Gottman et al., 1998). The importance of an individual's commitment to a company or organization in the workplace is constantly raised. Commitment to the organization is acceptance of the goals and values of the organization, where the degree of

commitment is marked as a willingness to dedicate oneself to the values and goals of the organization.(Anas et al., 2014). Someone will have a high sense of belonging, and have a high bond with the school as a place of work, if that person has a high work commitment at work. Teachers will have a sense of responsibility to educate students as well as possible(Megawati, 2014).

LITERATURE REVIEW

Work commitment can be interpreted as an attitude that shows acceptance of organizational values, acceptance of the vision and mission of the organization, and trying to achieve the goals and vision of the organization where you work. Teacher work commitment is a self-attachment to the duties and obligations as a teacher with a sense of responsibility, responsiveness and innovation towards the development of science and technology. This commitment contains several elements, including the ability to understand oneself and one's duties, both internal strength (emission of inner attitudes) and external strength (responsiveness to change). It is this element that encourages a sense of responsibility towards tasks, obligations that become one's commitment so that the task is carried out with full sincerity(Saragih & Suhendro, 2020).

According to Griffin & Moorhead, (2014) organizational commitment can be interpreted as an employee attitude that reflects the extent to which an individual knows and is attached to his organization. An individual who has a high commitment will likely see himself as a true member of the organization. Job satisfaction can be defined as positive experiences or feelings felt by employees for the results of their work at work(Robbins & Judge, 2017). Work commitment is a sense of employee identification, loyalty, and participation in the organization or organizational unit. Commitment to the organization includes three attitudes, namely: 1.) A sense of identification with organizational goals; 2.)

The feeling of participating in organizational tasks; and 3.) feelings(Saragih & Sehondro, 2020).

Organizational commitment according to Schermerhorn (2012) is an individual who feels progress towards the organization. Individuals who have high commitment will appear very strong and proud to be members of the organization. If a teacher has a great organizational commitment to the school where he works, then the teacher will have an emotional connection that can strengthen his bond with the school. If this emotional connection continues to be nurtured, then all the workload that must be carried out by a teacher will feel lighter and every job will be done properly. Robbins and Judge (2014) commitment is when an employee knows the organization well and its goals with the desire to continue to be a member of the organization. People who have a high commitment will work more optimally to achieve company goals(Siregar et al., 2021).

Muayyad & Gawi, (2017) Job satisfaction relates to an employee's feelings about whether his work is enjoyable or not, which generally refers to a person's attitude towards the level of job satisfaction, which indicates the adequacy of the expectations and benefits offered. Factors that influence job satisfaction include: 1.) individual factors, including age, health, character and expectations; 2.) social factors, including family relations, societal views, responsiveness, trade union activism, political freedom and community relations; and 3.) Key employment factors, including salary, supervision, job security, working conditions and opportunities for promotion.Haryati, (2016)added that job satisfaction shows a complex attitude because it arises from employee assessments of various dimensions of work done every day. Besides that, job satisfaction is not only based on the extent to which the job itself gives satisfaction to individuals related to certain job characteristics but also the extent to which these job characteristics are important to individuals. A person's job satisfaction is based on the extent to which

the job provides rewards or results that are considered important by the individual.

Hypotheses Development

The results of research conducted by (Megawati, 2014) shows the influence of teacher job satisfaction on organizational commitment. The results of research conducted by (Saragih & Suhendro, 2020) shows that there is an influence between job satisfaction on teacher work commitment. The same findings were also found by (Kristiano & Bernardo, 2015) found that there is an influence between job satisfaction on work commitment. This means that job satisfaction has a very important role in increasing teacher job satisfaction at work. If the teacher is satisfied with the results of his work, then the teacher will be more committed in carrying out his duties. Conversely, if the teacher is not satisfied at work, the teacher will decrease his commitment to carrying out his duties.

Based on several previous studies, it shows that there is a relationship between job satisfaction and organizational commitment at work. If the teacher is satisfied with the work, the teacher will be more disciplined and motivated to do the job as well as possible. Therefore a hypothesis can be formulated namely job satisfaction has a positive and significant effect on teacher commitment

METHODS

This research uses a quantitative method approach. This study examines the effect of job satisfaction on teacher work commitment. The research was conducted at Senior High School 2 Bilah Hilir with a total population of 33 people. The sample was calculated using total sampling technique, meaning that all populations were sampled. Thus the sample in this study was 33 teachers. Data was collected by distributing questionnaires to respondents. The data that has been successfully collected is processed using SMART PLS. According to Abdillah and Hartono (2015: 179) PLS is a statistical SEM model that has a variant basis designed

to solve structural problems involving many variables or many constructs when the sample size is small, there are missing data or missing values and multicollinearity.

RESULTS

Outer Model

According to Abdillah & Hartono, (2015) The outer model or measurement model describes the relationship between the indicator blocks and their latent variables. The outer model is a measurement model to assess the validity and reliability of the model. A concept and research model cannot be tested in a relational and causal relationship prediction model if it has not passed the purification stage in the measurement model.

Table 1. Outer Model

	Job Satisfaction	Organizational Commitment
Com1		0.911
com2		0.943
Com3		0.946
Com4		0.923
JobS1	0.866	
JobS2	0.940	
JobS3	0.794	
JobS4	0.904	

Construct Reliability and Validity

This validity relates to the principle that measures of different constructs should not correlate with height. Discriminant validity occurs when two different instruments that measure two constructs that are predicted to be uncorrelated produce scores that are not correlated. Discriminant validity test is assessed based on cross loading measurements with the construct. In addition to validity testing, PLS also conducts reliability tests to measure the internal consistency of measuring instruments. Composite Reliability measures the true value of the reliability of a construct. Rule of thumb composite reliability must be greater than 0.7 even though a value of 0.6 is still acceptable (Abdillah and Hartono, 2015:196).

Table 2. Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Job Satisfaction	0.873	0.880	0.916	0.733
Organizational Commitment	0.949	0.949	0.963	0.867

Hypothesis Testing

This study examines the effect of job satisfaction on organizational commitment. The results of hypothesis testing can be seen from the probability value, which is <0.05.

The results of the study show that there is a positive and significant effect of job satisfaction on organizational commitment.

Table 3. Hypothesis Testing

	Original Sample (O)	Sample Means (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Job Satisfaction -> Organizational Commitment	0.897	0.908	0.022	41,589	0.000

DISCUSSION

This study examines the effect of teacher job satisfaction on teachers' organizational commitment in carrying out their duties. The results of the study show that there is a positive and significant influence between teacher job satisfaction and organizational commitment. This means that if the teacher's job satisfaction increases, it will be followed by an increase in the teacher's work commitment in carrying out the task. Job satisfaction has many aspects such as job satisfaction on salary received, job satisfaction on work facilities, job satisfaction on employee relations, job satisfaction on fair promotion policies, and others. If this can be fulfilled properly, the teacher will feel at home and have no intention of leaving the organization. Bashir & Gani, (2020) states that for an education system to be successful, the role of the teacher is very important. Therefore, educational institutions should ensure a healthy working environment for their teachers, so that they are fully engaged in their work, which in turn will increase their efficiency, improve their job satisfaction and

in the long run lead to increased productivity of educational institutions.

The results of this study are in accordance with the results of previous studies conducted by (Megawati, 2014) shows that there is an influence between job satisfaction and teacher work commitment. The results of research conducted by (Saragih & Sehondro, 2020) shows that teacher job satisfaction can increase teacher work commitment in carrying out tasks. The results of research conducted by Saragih & Suhendro, (2020) also shows that teacher work commitment can be increased through increasing teacher job satisfaction at work. Muayyad and Gawi (2017) state that job satisfaction is a set of employees' feelings about whether or not their work is enjoyable or not, which generally refers to a person's attitude towards job satisfaction which shows the suitability between expectations and the rewards provided. Factors that give job satisfaction include: 1.) Individual factors, including age, health, character, and expectations; 2.) Social factors, including family relations, community views, opportunity to react, trade union activities,

political freedom, and community relations; and 3.) The main factors in employment, including wages, supervision, work security, working conditions, and opportunities for advancement

Employees who feel proud of the company have concerns about leaving the company and believe that someone must be loyal to their organization (Maulana, 2020). Employees who feel they have high normative and ongoing commitment tend to be neutral in their affective commitment. This will be different if the employee has affective commitment, because affective commitment is deeper than other commitments, in other words, someone who has affective commitment feels a bond with the organization. (Darmawati et al., 2013).

CONCLUSIONS

AND

RECOMMENDATIONS

This study aims to determine the effect of job satisfaction on the work commitment of teachers in carrying out their duties. The results of the study show that teacher job satisfaction is a very important key factor in increasing teacher work commitment in carrying out tasks. Teacher job satisfaction has a positive and significant effect on teacher work commitment at work. This means that high job satisfaction will be followed by high teacher work commitment. Conversely, low job satisfaction will lead to low teacher commitment to work. High work commitment is characterized by a high sense of responsibility towards work and organizational progress. Teachers who have a high work commitment will be disciplined, diligent, passionate, and try to realize the vision and mission of the organization where they work.

Therefore, this has implications for the organization, in this case Senior High School 2 Bilih Hilir, to pay more attention to teacher job satisfaction at work. This is because, job satisfaction will foster a teacher's work commitment to work. A person with high job satisfaction will be able to make the teacher happier and happier at work, and will ultimately increase the teacher's

commitment to carrying out the task. Teachers will work more professionally and think for the betterment of the organization.

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