

THE INFLUENCE OF TEACHER JOB SATISFACTION ON TEACHER COMMITMENT

Diah Ayu Sucitra¹, Hasan Hariri², Riswandi³
{diahayusct@gmail.com¹, hasan.hariri@staff.unila.ac.id², riswandi.1967@fkip.unila.ac.id³}
Universitas Lampung, Indonesia^{1,2,3}

Abstract. This study aims to examine the effect of teacher job satisfaction on organisational commitment. This research uses a quantitative approach. The population in this study were all public primary school teachers in Pringsewu Regency with a total of 2,736 teachers. Sampling using cluster random sampling technique and obtained 350 samples. The data analysis technique in this study used simple regression. The research findings show that there is a positive effect of teacher job satisfaction on organisational commitment.

Keywords: job satisfaction, organisational commitment.

INTRODUCTION

National education is a very strategic element in realising a developed and developing country. Quality education can produce qualified and productive human resources (Mardhiyah et al., 2021). Various aspects are needed to produce quality education, such as government policy, education management, human resources, and fund management (Rahman, 2017). Therefore, the government and the community together realise this mandate through various efforts to develop higher quality education.

The government, in an effort to implement the mandate of the constitution, is obliged to realise a strong and authoritative national education system in order to empower all Indonesian citizens (Suhaeni, 2020), so that they become smart and quality human beings, based on faith, piety, and noble character, and are able to answer the challenges of an ever-changing era (Samsudin, 2019). With a superior education system, it will produce quality human resources to achieve a more advanced and prosperous life and the next generation that can be proud of and able to compete in the globalised world.

Human resources are a very important component for any organisation (Huzain, 2021). Human resources in organisations are a very important determinant of the effectiveness of the running of organisational activities. One of the human resources in schools is principals and teachers. Principals and teachers as human resources must be developed in their competencies and capabilities by the organisation through education (Ramud, 2017).

Realising the importance of the role of teachers, every teacher needs a high level of commitment to their profession. A dedicated teacher not only teaches their class professionally, but also holds on to their skills. Committed to their professional duties, teachers strive to improve their skills through workshops and training activities, continuing their education to higher levels, managing their rank, working hard, working thoroughly, and working with integrity (Wanto, 2020). Teachers must be involved in carrying out their duties so that all work can be completed properly. Commitment is shown by a strong attitude of belief and acceptance of the duties and obligations imposed on them (Wasito, 2021).

Highly committed teachers also show loyalty and adherence to the school, behave professionally, have high values and work ethic (Octavia, 2019). As explained by Yusuf and Syarif (2018), Individuals who prioritise commitment to their organisation will always prioritise the organisation and always try to maintain their membership to remain in the organisation. One of the factors that can affect individual commitment to the organisation, based on research Agarwal and Sajid (2017) found the experience of working for a long period of time in an organisation showed one of the determinants of a low positive relationship with the level of commitment of individuals..

Given the importance of organisational commitment, Mufidah (2019) stated that the reality is that teachers are also inseparable from various problems. One of them is caused by the behaviour of teachers who lack commitment to their work. Some behaviours of teachers who have low commitment include attending school but not teaching, doing other tasks that are not related to

teaching activities, arriving late, and leaving early (Rahmy, 2018). Low levels of teacher commitment to an organisation also have an impact on an organisation's public image, making it difficult to maintain the quality of the school that has been built previously (Uno & Nina Lamatenggo, 2022).

Teacher organisational commitment is also influenced by the level of teacher job satisfaction (Kristiano & Bernarto, 2020). Job satisfaction is the level of pleasant feelings derived from the appraisal of one's job or work experience (Tanjung et al., 2022). In other words, job satisfaction reflects how we feel about our jobs and what we think about our jobs. Teacher job satisfaction has various factors that are interconnected including personal, social, cultural and economic (Bahri & SE, 2018). Teacher job satisfaction is the result of various attitudes of a teacher towards his job and factors related to his work. Teacher job satisfaction is shown by their attitude towards working or teaching. If the teacher is satisfied with the circumstances that affect him, he will work or teach well. As the results of research conducted by Sidabutar et al. (2017) There is a positive influence between job satisfaction on organisational commitment. This shows that an increase in job satisfaction results in an increase in organisational commitment.

Based on the explanation of the problems and data above, considering the importance of organisational commitment in school organisations to achieve goals, therefore researchers want to prove empirically whether teacher job satisfaction affects teacher work commitment. In addition, it is still difficult to obtain information related to research on the effect of job satisfaction on organisational commitment conducted in Lampung, especially Pringsewu Regency.

RESEARCH METHOD

1.1 Approach, Research Type and Method

This research uses a quantitative approach. Quantitative approach research is research that examines a problem that can be measured using statistical, mathematical or computational techniques (Ramdhan, 2021). This type of research is *ex post facto*, namely research trying to determine the causes of events and influencing events that have occurred and examined by researchers in hindsight (Sudjana, 2005). In this study the method used is correlational research method. Correlational method is a method used to determine the level of influence between the independent variable and the dependent variable (Hasnunidah, 2017).

1.2 Research Population and Sample

The population in this study were all public elementary school teachers in Pringsewu Regency with a total of 2,736. Sampling of the study population was carried out using cluster random sampling technique, which is a sampling technique if a heterogeneous population is found because of the sub-population of a group (cluster) which has heterogeneous properties (Arikunto, 2010). The method used to determine the number of samples is to use the Slovin formula (Tejada & Punzalan, 2012). The number of samples used was 350 respondents.

1.3 Measures

All the variables were measured on a five-point Likert scale (ranging from 1 = strongly disagree to 5 = strongly agree) with favorable

1.4 Organizational Commitment

Sample items are (1) I have no desire to leave this school, (2) I feel that the school's goals are my goals too, (3) I keep working at this school because loyalty to the school is very important. The validity of the items ranged from $0.001 - 0.026 < 0.005$ for 13 items and the reliability of Organizational Commitment was 0.822.

1.5 Principal Instructional Leadership

Sample items are (1) Formulating school goals regarding teachers' responsibilities to achieve the goals, (2) Meeting teachers individually to discuss student progress, (3) Encouraging

teachers to utilize instructional time to teach and practice new skills and concepts. The validity of the items ranged from $0.001 - 0.04 < 0.005$ for 29 items and the Principal's Instructional Leadership was 0.897.

1.6 Simple Regression

Simple linear regression is based on the functional or causal relationship of one independent variable with one dependent variable. The analysis results obtained are then interpreted in hypothesis testing. Hypothesis testing is done by testing the regression coefficient partially to determine whether the independent variable partially affects the dependent variable using the t-test. The t (partial) statistical test basically shows how far the influence of one independent or explanatory variable individually in explaining the variation in the dependent variable.

RESULT AND ANALYSIS

1.1 Effect of Job Satisfaction Directly on Organisational Commitment

The hypothesis proposed is that there is an effect of job satisfaction on the organisational commitment of public elementary school teachers in Pringsewu Regency. The simple linear regression test results are presented in Table 4.18.

Table 4.18 Simple Linear Regression Analysis Results Job Satisfaction to Organisational Commitment

		ANOVA ^a				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	630.860	1	630.860	67.596	.000 ^b
	Residual	2958.476	317	9.333		
	Total	3589.335	318			

a. Dependent Variable: Z

b. Predictors: (Constant), Y

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	37.010	2.339		15.821	.000
	Y	.219	.027	.419	8.222	.000

a. Dependent Variable: Z

Source. SPSS26 Data Processing Results

Based on Table 4.18, the constant value is 37.010 and the regression coefficient value is 0.219. A constant of 37.010 means that if there is no job satisfaction (Y) then the consistent value of organisational commitment (Z) is 37.010. While the regression coefficient value of 0.219 means that every 1% increase in the level of job satisfaction (Y), organisational commitment (Z) will increase by 0.219. Because the regression coefficient value is positive (+), it can be concluded that organisational culture (X2) has a positive effect on job satisfaction (Y). So that the regression equation is

$$Z = 37.010 + 0.219 Y$$

In addition, for hypothesis testing using partial tests in Table 4.18, the tcount value is 8.22 with a probability value (Sig.) of 0.000; while the ttable value is 1.6449 (dk = n-k = 319-4 = 315, $\alpha = 0.05$). This shows that $t_{count} > t_{table}$ or $8.222 > 1.6449$; then H_0 is rejected. Therefore, it can be concluded that there is an influence between job satisfaction on organisational commitment. The correlation coefficient of job satisfaction on organisational commitment can be seen in Table 4.19.

Table 4.19 Correlation Coefficient of Y to Z

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.419a	.176	.173	3.055

a. Predictors: (Constant), Y

Source. SPSS26 Data Processing

Based on Table 4.19, it is known that the R Square value is 0.176. This shows that the contribution of the effect of job satisfaction on organisational commitment is 17.6%.

1.2 Discussion

Research results showed that job satisfaction has a direct influence on organizational commitment. organization. This is in accordance with research Damayanti and Ismiyati (2020) that job satisfaction has a positive and significant effect on organizational commitment. Job satisfaction is a person's level of happiness with the results of what he does or on the basis of what has been done at work. If someone is positive about his job, it can be said that he is satisfied with his job. If he is negative and unfavorable towards his job, it indicates job dissatisfaction (Wahyudi & Tupti, 2019). If a teacher has a high level of satisfaction with his job, his organizational commitment will increase. This is in line with the results of research (Asbari et al., 2022), which shows that teacher satisfaction is very important for increasing organizational commitment, because satisfied teachers will be more enthusiastic about investing time and energy in the progress of the organization.

In this study, the value of the effect of job satisfaction on organizational commitment is the smallest effect compared to the principal's instructional leadership and organizational culture. This indicates that job satisfaction is the last independent variable that needs to be considered by elementary schools in Pringsewu Regency to increase organizational commitment.

CONCLUSION

There is a positive effect of teacher job satisfaction on organizational commitment of public elementary school teachers in Pringsewu Regency. When the teacher job satisfaction variable increases, the organizational commitment variable tends to increase, meaning that the higher the teacher job satisfaction variable, the higher the organizational commitment variable. the higher the teacher job satisfaction score, the higher the organizational commitment.

References

- Agarwal, P., & Sajid, S. (2017). A study of job satisfaction, organizational commitment and turnover intention among public and private sector employees. *Journal of Management Research*, 17(3), 123-136.
- Arikunto, S. (2010). Metode peneltian. *Jakarta: Rineka Cipta*, 173.
- Asbari, M., Purwanto, A., & Novitasari, D. (2022). Kepuasan Kerja Guru: Di antara Kepemimpinan Transformasional dan Transaksional. *Jurnal Pendidikan Transformatif*, 1(1), 7-12.
- Bahri, H. M. S., & SE, M. (2018). *Pengaruh kepemimpinan lingkungan kerja, budaya organisasi dan motivasi terhadap kepuasan kerja yang berimplikasikan terhadap kinerja dosen*. Jakad Media Publishing.
- Damayanti, E., & Ismiyati, I. (2020). Pengaruh Kompensasi, Lingkungan Kerja, dan Budaya Organisasi terhadap Kepuasan Kerja Guru. *Economic Education Analysis Journal*, 9(1), 33-49.
- Hasnunidah, N. (2017). Metodologi penelitian pendidikan. *Yogyakarta: media akademi*.
- Huzain, H. (2021). Pengelolaan sumber daya manusia. *OSF Preprints*. November, 21. <https://doi.org/https://doi.org/10.31219/osf.io/cj27d>
- Kristiano, K., & Bernarto, I. (2020). Pengaruh kepuasan kerja, motivasi kerja, dan stres kerja terhadap komitmen organisasi guru. *Jurnal Manajemen*, 12(1), 68-75. <https://doi.org/https://doi.org/10.28932/jmm.v20i1.3026>
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya keterampilan belajar di abad 21 sebagai tuntutan dalam pengembangan sumber daya manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29-40. <https://doi.org/https://doi.org/10.31849/lectura.v12i1.5813>
- Mufidah, L. I. (2019). Tantangan Profesionalisme Guru pada Era Globalisasi. *JURNAL LENTERA: Kajian Keagamaan, Keilmuan Dan Teknologi*, 18(2), 175-186.
- Octavia, S. A. (2019). *Sikap dan kinerja guru profesional*. Deepublish.
- Rahman, A. (2017). Efisiensi Dalam Pembiayaan Pendidikan Untuk Meningkatkan Kualitas Pendidikan. *Eklektika: Jurnal Pemikiran Dan Penelitian Administrasi Pendidikan*, 5(2), 87-102. <https://doi.org/https://doi.org/10.26858/jiap.v5i2.1763>

- Rahmy, H. M. (2018). Pengaruh Leader Member Exchange (LMX) dan Keadilan Prosedural terhadap Komitmen Organisasi Guru SMK Negeri di Jakarta Utara. *Jurnal Manajemen Pendidikan*, 9(2), 161-173. <https://doi.org/https://doi.org/10.21009/jmp.v9i2.10808>
- Ramdhan, M. (2021). *Metode penelitian*. Cipta Media Nusantara.
- Ramud, F. (2017). Manajemen Peningkatan Mutu Kompetensi Guru di Madrasah Aliyah Negeri 2 Model Medan. *ITTIHAD*, 1(01).
- Samsudin, M. (2019). Analisis Terhadap Arah Dan Tujuan Pendidikan Nasional Pada Rencana Kerja Pemerintah Tahun 2005–2025. *Al Ashriyyah*, 5(1), 67-82. <https://doi.org/https://doi.org/10.53038/alahriyyah.v5i1.47>
- Sidabutar, S. L. M., Siburian, P., & Bintang, S. (2017). Pengaruh budaya organisasi, kepuasan kerja, dan motivasi berprestasi terhadap komitmen organisasi guru SMP Negeri Kecamatan Simanindo dan Kecamatan Pangururan Kabupaten Samosir. *TABULARASA*, 14(3), 205-216.
- Sudjana, N. (2005). *Metoda Penelitian*. Bandung: Tarsito.
- Suhaeni, E. (2020). Fungsi Keluarga, Masyarakat Dan Pemerintah Dalam Proses Pendidikan (Tinjauan Sosiologis). *Islamika: Jurnal Agama, Pendidikan Dan Sosial Budaya*, 11. <https://doi.org/https://doi.org/10.33592/islamika.v11i1.416>
- Tanjung, R., Supriani, Y., Mayasari, A., & Arifudin, O. (2022). Manajemen Mutu Dalam Penyelenggaraan Pendidikan. *Jurnal Pendidikan Glasser*, 6(1), 29-36.
- Tejada, J. J., & Punzalan, J. R. B. (2012). On the misuse of Slovin's formula. *The philippine statistician*, 61(1), 129-136.
- Uno, H. B., & Nina Lamatenggo, S. (2022). *Tugas Guru dalam pembelajaran: Aspek yang memengaruhi*. Bumi Aksara.
- Wahyudi, W. D., & Tupti, Z. (2019). Pengaruh Budaya Organisasi, Motivasi dan Kepuasan Kerja Terhadap Kinerja. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 2(1), 31-44. <https://doi.org/https://doi.org/10.30596/maneggio.v2i1.3363>
- Wanto, W. (2020). *Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Etos Kerja Guru di SMP Negeri 4 Satu Atap Bila Hilir Kabupaten Labuhanbatu* Pascasarjana Universitas Islam Negeri Sumatera Utara].
- Wasito, E. (2021). Pengaruh Komitmen Organisasional terhadap Kinerja Guru Dimoderasi oleh Kepemimpinan Transformasional Kepala Sekolah dan Lingkungan Kerja di SMK Kabupaten Pematang. *Jiip-Jurnal Ilmiah Ilmu Pendidikan*, 4(1), 64-73. <https://doi.org/https://doi.org/10.54371/jiip.v4i1.205>
- Yusuf, R. M., & Syarif, D. (2018). *Komitmen organisasi*. Nas Media Pustaka.