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## Level Of Job Satisfaction And Organizational Culture: The Key To Teacher Commitment At The Al Jahidiyah Foundation, Geger, Bangkalan

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### Abstract

In an effort to improve the quality of education, teacher involvement and commitment need to be considered. Job satisfaction and organizational culture can be factors that influence teacher organizational commitment. This research aims to identify and analyse the influence of job satisfaction and organizational culture on teacher organizational commitment at the Al Jahidiyah Foundation, Geger District, Bangkalan Regency. The population of this study was all teachers at the Al Jahidiyah Foundation, Geger District, Bangkalan Regency, totaling 33 teachers. The analysis technique is multiple linear regression. The results show that job satisfaction and organizational culture have a significant role in forming teachers' organizational commitment. This shows that the higher the level of teacher job satisfaction, the higher their level of organizational commitment. Apart from that, organizational culture also has a positive and significant influence on teacher organizational commitment. The implication is that teachers who perceive a positive organizational culture tend to have higher levels of organizational commitment. These factors mutually strengthen their influence on organizational commitment. Therefore, increasing job satisfaction and establishing a positive organizational culture can increase organizational commitment, contributing to improving the quality of education.

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### Keywords

Job Satisfaction, Organizational Culture, Organizational Commitment, Teachers, Education.

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## 1. PENDAHULUAN

Education is the most important element for making the nation's life intelligent. No nation or country can progress without first advancing the world of education. In other words, progress in the field of education will have a positive impact on increasing human resources in the country. Human resources who are assets in educational progress are teachers (Yusutria, 2017).

Education is indeed a routine activity in the classroom, but it is a solid foundation for the progress of a nation. Through formal and informal education processes, people gain knowledge, skills and values that shape individual character and direct the development of a country (Al Mursyidi & Darmawan, 2023; Masnawati et al., 2023). Anisah (2018) believes that teachers play an important role in forming the nation's next generation who are superior and ethical. Educational success is measured by the number of graduates, and students' ability to think critically, collaborate and innovate (Affandy et al., 2019; Masnawati et al., 2022). When a country is able to create an inclusive educational environment, stimulate creativity, and



respect differences, then the potential of human resources in that country can truly be explored and maximized (Hockings et al., 2012; Yanti & Darmawan, 2016; Randel et al., 2018; Mardikaningsih & Darmawan, 2021). Therefore, investment in education and teacher development must be a top priority for every country that wants to achieve sustainable and quality progress (Nurhayati, 2017).

The importance of developing teacher commitment to school organizations is very relevant to organizational commitment in the field of human resource management, especially in school leadership policies (Akmal et al., 2015; Hayati et al., 2020). Leadership at the school level plays a key role in building an organizational culture that supports growth, collaboration, and achieving shared goals. Teacher commitment includes dedication, involvement, and identification with the vision, mission, and values of the school organization (Salfiyadi, 2020). School leaders who are committed to improving the quality of education will focus on creating an environment where teachers feel valued, supported, and play an active role in the decision-making process (Ismaya et al., 2023; Mubarak et al., 2023; Yulianto & Darmawan, 2024). This can be achieved through building positive interpersonal relationships, providing professional development opportunities, and listening to teachers' aspirations and needs (Sinambela et al., 2014; Putra et al., 2017).

Leader policies in schools can also include efforts to facilitate open and transparent communication so that teachers feel they have a significant contribution in formulating school policies (Lembong et al., 2015; Darmawan et al., 2021a; Alfiandrizar et al., 2023). Giving teachers the responsibility and trust to take the initiative in the learning process and curriculum development can also strengthen their commitment to shared goals.

The importance of prioritizing the development of teacher commitment can also be reflected in the implementation of professional development programs that are relevant to the needs of schools and teachers (Sennen, 2017). This includes training, workshops and other activities that can improve teachers' skills and knowledge so that they feel they are developing professionally and making maximum contributions to school progress (Mardikaningsih et al., 2022). By encouraging teacher commitment, school leaders create an environment where collaboration, mutual trust, and motivation to achieve joint achievements can develop (Darmawan, 2014; Kurniawan et al., 2020). This creates the success of the school organization, and supports the achievement of the educational organization's strategic goals at a broader level (Darmawan, 2007; Armiyanti et al., 2023). Organizational commitment is very important and with strong commitment from teachers, this will strengthen dedication efforts to the school.

Job satisfaction has relevance to the formation of organizational commitment (Gunlu et al., 2010; Ananda, 2020). Teacher job satisfaction is a reflection of the extent to which their needs, hopes and expectations are met in their work environment (Fachruddin et al., 2023). High job satisfaction can have positive impacts such as increasing motivation, engagement and teaching quality (Darmawan, 2015; Karina et al., 2015; Pramudya & Mardikaningsih, 2022; Ummat & Retnowati, 2022). On the other hand, low job satisfaction has the potential to cause

dissatisfaction, fatigue, and even threaten the quality of education provided. Organizational commitment is very important because it can influence productivity, employee retention and the quality of services provided (Darmika & Sriathi, 2019). Teachers' organizational commitment can reflect the extent to which they feel tied to the vision, mission and values of the school organization. The connection between the satisfaction of teachers in their jobs and their commitment to the organization seems significant and deserving of deeper exploration. There's a need for more investigation to gauge how much teacher job satisfaction can impact their organizational commitment (Yani et al., 2016).

The quality of teacher performance is influenced by individual factors and organizational factors, including organizational culture in schools (Sunarno & Liana, 2015). This is the same as the opinion of Kondra and Hurst (2009); Dena and Darmawan (2024), organizational culture includes shared values, norms and beliefs that form the unique characteristics of an institution. Organizational culture reflects the way of interaction, collaboration and communication between staff members and leaders (Djazilan & Darmawan, 2022). A healthy organizational culture can encourage organizational commitment from teachers. Teachers' organizational commitment includes their level of attachment and loyalty to the school where they teach (Sumarsono, 2012). While the significance of the link between organizational culture within schools and teachers' commitment to the organization is acknowledged, there remains a necessity for a deeper comprehension of how this interaction operates, particularly within the educational context (Rafiuddin & Darmawan, 2023). Previous research may have provided initial insights, but there are still aspects that need to be explored further to identify key elements of organizational culture that have a positive influence on teacher commitment (Bestri, 2022). Therefore, further research in this area is important to provide insight into how organizational culture in schools can shape teachers' attitudes and attachment to their organizations.

Further research is needed to explore the dynamics of interactions between job satisfaction and organizational culture and teacher commitment. This research can make a major contribution to the understanding of how to improve the quality of work and commitment of teachers

## **2. METODE**

This research uses a quantitative approach to measure and analyze the relationship between the main variables, namely job satisfaction, organizational culture, and organizational commitment. The research design used is a cross-sectional design, where data is collected in a certain time period to observe the relationship between research variables. The population of this study were all teachers at the Al Jahidiyah Foundation, Geger District, Bangkalan Regency. Sampling was carried out by census to obtain a valid representation of the population. There were 33 teachers involved.

The instrument used to collect data was a questionnaire developed based on the

concepts of job satisfaction, organizational culture and organizational commitment. The validity and reliability of the questionnaire were tested before the research was conducted. The following will explain the operational definitions and research indicators:

1. Job satisfaction (X.1) refers to a teacher's perspective on their job and the environment they work in. As indicators by Andayani and Darmawan (2011), signs of job satisfaction (1) include experiencing contentment with one's work; (2) consistently striving to contribute positively to the organization; and (3) offering efficient solutions to organizational challenges.
2. According to Kurnia and Qomaruzzaman (2012), school culture (X.2) encompasses a multifaceted network of interactions among different stakeholders within the school, reflected in traditions and rituals established among teachers, students, parents, and administrators to address various challenges and accomplish objectives. Indicators of school culture include (1) Rules serving as guidance for addressing issues; (2) Agreed-upon norms among members; (3) Adaptation to the school's environment; (4) Promotion of innovation; and (5) Relationships within the school community.
3. Organizational commitment (Y) is an important behavioral dimension that can be used to assess an individual's tendency to remain as a member of an organization (Suhartini, 2018). According to Allen and Meyer (1991) that organizational commitment is built from three indicators, namely (1) affective commitment; (2) continuous commitment; and (3) normative commitment.

Data will be collected through distributing questionnaires to respondents who are members of the research population. A brief explanation and understanding of the main variables will be given to respondents before they fill out the questionnaire. The gathered data will undergo analysis employing statistical techniques like regression analysis. This analysis aims to ascertain the impact of variables such as job satisfaction and organizational culture on organizational commitment

### **3. HASIL DAN PEMBAHASAN**

The distribution of questionnaires at the Al Jahidiyah Foundation, Geger District, Bangkalan Regency received a good response from all teachers. All members of the teacher population who were the target of the research were willing to provide responses to the questionnaire given. This research involved the entire number of teachers at the Al Jahidiyah Foundation, Geger District, Bangkalan Regency, namely 33 people, as respondents. Success in obtaining responses from the entire population

can increase the generality of the research results, because it reflects the variety and diversity of views from the entire group of teachers at the Al Jahidiyah Foundation.

The validity test in this research aims to ensure that each statement in the questionnaire has a significant relationship with the variables job satisfaction (X.1), school culture (X.1), and organizational commitment (Y). The results of the analysis show that all statements in the questionnaire are considered valid, along with the total corrected item correlation value which exceeds the threshold of 0.3. In other words, each question in the questionnaire has a significant relationship with the variables being measured, indicating that this research instrument is able to measure well the concepts of job satisfaction, school culture, and organizational commitment.

Next, reliability was tested using Cronbach's alpha values on the three research variables, namely job satisfaction, organizational culture, and organizational commitment. The job satisfaction variable obtained a Cronbach's alpha value of 0.785, organizational culture reached 0.897, and organizational commitment had a Cronbach's alpha value of 0.899. These values exceed the threshold of 0.6, confirming that all variables involved in this study are reliable or have an adequate level of consistency. Thus, the results of the reliability test confirm the reliability of the measurement instruments used in the research.

**Table 1. ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	532.722	2	266.361	20.546	.000 <sup>b</sup>
	Residual	388.915	30	12.964		
	Total	921.636	32			

The results of the F test displayed in Table 1 indicate that the calculated F-value is 20.546, with a significance level of 0.000. Since the probability is less than 0.05, it can be inferred that the overall regression model holds significant strength. This means that this analysis shows that job satisfaction and organizational culture, when viewed together, significantly influence the organizational commitment of the Al Jahidiyah Foundation, Geger District, Bangkalan Regency. Therefore, these results confirm that factors such as job satisfaction and organizational culture have an important role in influencing organizational commitment simultaneously in the context of the Al Jahidiyah Foundation, Geger District, Bangkalan Regency.

**Table 2. Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.399	4.899		3.347	.002
	X1	2.931	.697	.529	4.202	.000
	X2	2.208	.699	.398	3.159	.004

The regression model resulting from this research can be represented as follows:  $Y = 16.399 + 2.931X1 + 2.208X2$ . It can be explained that Y is the value of organizational commitment, X1 is the job satisfaction variable, and X2 is the organizational culture variable. Therefore, the inference drawn from this model suggests that if all variables, including job satisfaction and organizational culture, are assigned a value of zero, the estimated organizational commitment would be approximately 16.399. This indicates that both job satisfaction and organizational culture positively impact organizational commitment, while the constant value (16.399) represents the level of organizational commitment when both independent variables are zero.

Besides that, the results of the analysis in Table 2 show that job satisfaction has a significance of 0.000, while the organizational culture of the Al Jahidiyah Foundation, Geger District, Bangkalan Regency also has a significant value of 0.004. This fact indicates that job satisfaction and organizational culture together contribute significantly to organizational commitment. The significance achieved, namely less than 0.05, indicates that the relationship between job satisfaction and organizational culture and organizational commitment of the Al Jahidiyah Foundation, Geger District, Bangkalan Regency is partially significant.

Examining the coefficients of the two independent variables reveals that job satisfaction possesses a higher coefficient value, specifically 2.931, in contrast to the coefficient value of organizational culture, which stands at 2.208. This observation indicates that job satisfaction holds a more significant or predominant influence on shaping teacher organizational commitment compared to organizational culture. Consequently, enhancing job satisfaction contributes more substantially to the elevation of organizational commitment than organizational culture.

**Table 3. Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.760 <sup>a</sup>	.578	.550	3.60053

The subsequent stage of the analysis involves utilizing the coefficient of determination. Findings from this study demonstrate a significant correlation between the variables under investigation, namely job satisfaction and organizational culture, and organizational commitment. The obtained R value stands at 0.760, indicating a robust relationship among the research variables. Furthermore, the R Square value, at 0.578, suggests that approximately 57.8% of the variance in organizational commitment within the Al Jahidiyah Foundation, Geger District, Bangkalan Regency, can be elucidated by variables such as job satisfaction and organizational culture. The remaining 42.2% of the variance is presumed to be influenced by other factors not encompassed in this study.

The results of the research analysis show that teacher job satisfaction at the Al Jahidiyah Foundation, Geger District, Bangkalan Regency has a role in forming organizational commitment. These results are in line with research by Gunlu et al. (2010); Adekola (2012); Bakan et al. (2014); Ariawan and Sriathi (2018); Ananda (2020) provides evidence that teacher job satisfaction can be a key factor in forming organizational commitment. Increasing teacher job satisfaction at the Al Jahidiyah Foundation, Geger District, Bangkalan Regency acts as a harmonizer that has a positive impact on individual performance (Aprilianti et al., 2019; Darmawan et al., 2021b). Teachers who are satisfied with their work environment and see that their needs are met tend to have a higher level of involvement in carrying out their duties.

High teacher satisfaction, often accompanied by strong organizational commitment, can create a positive and supportive work environment. Teachers who are satisfied with their work will be more motivated, creative and loyal to the school. This situation not only benefits individuals, but can also have a positive impact on the quality of education provided by schools. Satisfied and highly committed teachers tend to create an environment that motivates their colleagues, increases productivity, and results in better overall performance (Locke & Latham, 2020; Latif & Darmawan, 2024).

In addition, retaining teachers who have high levels of satisfaction and commitment can also reduce teacher turnover, help build a positive school reputation, and ultimately provide long-term benefits for educational development. Increasing teacher job satisfaction can be considered an effective strategy in improving teacher performance (Masnawati & Darmawan, 2022). This shows that job satisfaction not only

brings individual benefits, but can also have a broader positive impact on the effectiveness and productivity of teaching staff at the Al Jahidiyah Foundation as a whole (Ortan et al., 2021; Darmawan, 2024). Therefore, it can be concluded that teacher job satisfaction within the Al Jahidiyah Foundation is an important factor in forming strong and sustainable organizational commitment. Therefore, leaders need to design and implement wellbeing policies that ensure teachers' needs and expectations are met. This includes financial aspects, facilities and professional support. By creating an adequate work environment, management can increase teacher satisfaction levels.

Furthermore, the results of data processing provide an explanation that organizational culture is proven to have a significant influence on the organizational commitment of teachers at the Al Jahidiyah Foundation, Geger District, Bangkalan Regency. This is in accordance with the findings of Ajwan (2020); Bestri (2022); Lewaherilla et al. (2022) which shows that organizational culture has a strong influence on the level of individual commitment to the organization where they work. Ajwan (2020) revealed that a positive and inclusive organizational culture tends to increase organizational commitment, while Bestri (2022) emphasized that aspects of organizational culture such as shared values, shared norms and beliefs have a positive effect on the level of individual involvement and commitment towards the organization. An inherent school culture will facilitate collaboration between teachers, reduce the potential for conflict, and create a harmonious work environment. A positive school culture, accompanied by strong teacher commitment, has a positive impact on students' academic attitudes (Masfufah & Darmawan, 2023).

A school environment based on shared values and high teacher involvement can be a role model for students, inspiring them to develop positive academic attitudes (Darmawan, 2010; Masnawati & Hariani, 2023). When school culture and teacher commitment come together, this will create an environment that supports learning, models desired academic behaviour, and in turn, improves student academic achievement and character development (Hargreaves, 1995; Firmansyah & Darmawan, 2023; Masnawati & Masfufah, 2023; Mudzakkir & Darmawan, 2024). Therefore, it can be concluded that organizational culture at the Al Jahidiyah Foundation plays an important role in forming teacher commitment, creating a supportive work environment, and strengthening positive relationships between individuals and the organization as a whole. School principals need to understand and maintain a positive school culture, thereby creating a work climate that is conducive to teacher collaboration and productivity.

#### **4. SIMPULAN**

The research findings indicate that both job satisfaction and organizational culture significantly contribute, both individually and collectively, to the organizational commitment of teachers at the Al Jahidiyah Foundation, Geger District, Bangkalan Regency. Particularly, job satisfaction emerges as a pivotal factor, highlighting its role not only in fostering a positive work environment but also in directly impacting teachers' commitment to the organization. Similarly, organizational culture was identified as a crucial element in cultivating positive attitudes and attachment towards the Al Jahidiyah Foundation.

Based on the research illustrating the influence of job satisfaction and organizational culture on teachers' organizational commitment at the Al Jahidiyah Foundation, Geger District, Bangkalan Regency, several suggestions can be proposed:

1. Evaluate and understand teacher job satisfaction by conducting regular surveys or interviews to measure the level of teacher job satisfaction and identifying aspects that influence job satisfaction, such as the work environment, recognition, development opportunities, and so on. Next, use the evaluation data to design strategies that can specifically increase teacher job satisfaction.
2. Involvement in organizational culture, teachers are expected to be actively involved in building and maintaining school organizational culture. This includes participating in school activities, supporting the values espoused by the school, and contributing to the development of a positive learning environment.

By implementing these suggestions, it is hoped that it can increase job satisfaction, strengthen a positive organizational culture, and ultimately increase the organizational commitment implemented by teachers in schools

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