

Correlating Principals' Job Satisfaction With Their Normative Commitment

Hegar Harini¹, Ade A. Terminanto², Didin Hikmah Perkasa³,
Heni Pandaryasi⁴, Ismail Akbar Brahma⁵

¹Education and Citizenship Department, STKIP Kusuma Negara, Jakarta Timur,
Jakarta, Indonesia

²Syariah Banking Department, Universitas Islam Negeri Syarif Hidayatullah, Jakarta, Indonesia

³Management Department, Universitas Dian Nusantara, Jakarta Barat, Jakarta, Indonesia,

⁴Communication Studies, Universitas Persada Indonesia, Jakarta, Indonesia

⁵Education and Citizenship Department, STKIP Kusuma Negara, Jakarta Timur,
Jakarta, Indonesia

Email : hegar@stkipkusumanegara.ac.id¹, adeanantoteterminanto@uinjkt.ac.id²,
didin.hikmah.perkasa@undira.ac.id³, heniyasistar@gmail.com⁴,
ismail_akbar@stkipkusumanegara.ac.id⁵

DOI: <http://doi.org/10.33650/al-tanzim.v6i3.3440>

Received: March 2022

Accepted: April 2022

Published: June 2022

Abstract:

The present study aimed to examine the influence of job satisfaction on public senior high school principals' normative commitment. A quantitative approach with a descriptive survey was adopted. The data were collected through questionnaires. A simple random sampling technique was employed. Ninety principals in the Jakarta Capital City region were involved as participants in the research. The data obtained were analyzed using correlation and path analysis. The result showed that job satisfaction has a direct positive influence on the principals' normative commitment. Additionally, the research signified that job satisfaction's extrinsic factors are more dominating than intrinsic factors. While the indicator too, has the most impact on the principals' normative commitment is a conviction to stay in the organization. Education authorities and policymakers are urged to promote the realization of factors influencing satisfaction to enhance principals' commitment and performance.

Keywords: *Job Satisfaction, Normative Commitment, School Principals*

Abstrak:

Penelitian ini bertujuan untuk menguji pengaruh kepuasan kerja terhadap komitmen normatif kepala sekolah menengah atas negeri. Penelitian ini mengadaptasi pendekatan kuantitatif dengan survei deskriptif. Pengumpulan data dilakukan melalui kuesioner. Teknik sampling menggunakan teknik acak sederhana. Sebanyak 90 kepala sekolah di wilayah DKI Jakarta dilibatkan sebagai partisipan penelitian. Data yang diperoleh dianalisis menggunakan korelasi dan analisis jalur. Hasil penelitian menunjukkan bahwa kepuasan kerja berpengaruh langsung positif terhadap komitmen normatif kepala sekolah. Selain itu, penelitian ini menunjukkan bahwa faktor ekstrinsik kepuasan kerja lebih mendominasi dibandingkan dengan faktor intrinsik. Sedangkan indikator yang paling berpengaruh terhadap komitmen normatif kepala sekolah adalah keyakinan untuk bertahan dalam organisasi. Otoritas pendidikan dan pembuat kebijakan didorong untuk mempromosikan realisasi faktor-

faktor yang mempengaruhi kepuasan dalam rangka meningkatkan komitmen dan kinerja kepala sekolah.

Kata Kunci: *Kepuasan Kerja, Komitmen Normative, Kepala Sekolah*

INTRODUCTION

Principals' commitment or loyalty is regarded as pivotal in schools. Principals are expected to perform the supreme quality of commitment to promote educational progress in their organizations. Besides their roles as leaders, principals should also work to manage schools as an organization. They possess several central duties and functions to comply with. Mainly, they act as administrators and ensure centrally formulated educational policy (Koutouzis & Malliara, 2017). Practically in Indonesia, The Ministry of Education and Culture (2018) acknowledges several principal workloads, covering primary managerial duties, school entrepreneur developer, and a supervisor for teachers and other educational staff (for more details, see the Ministerial Regulation of the Ministry of Education and Culture Article 15 Number 6 the Year 2018). The workloads are intended to develop and promote school quality based on eight national education standards. While eight years earlier, by the Ministerial Regulation Number 28 the Year 2010 issued by the Ministry (2010), principals functioned as the ones to develop school professionalism and promote school quality advancement. Likewise, school principals distribute leadership behaviors that affect teachers' perceptions of organizational commitment (Akdemir & Ayik, 2017). Those listed responsibilities, workloads, and behavior shall not be executed once a commitment to the organization does not exist. Those listed responsibilities, workloads, and behavior shall not be executed once a commitment to the organization does not exist.

Concerning school management, principals are expected to commit to fulfilling their duties. To be more specific, they should have a solid normative commitment as a part of organizational commitment (Colquitt et al., 2015). This commitment has to do with loyalty (Ivancevich et al., 2008), work ethic and responsibilities (Chelliah et al., 2015), and the obligation to stay in an organization (Meyer et al., 2002). Cultural solid and familiar ethics are why people stay in an organization (Andre, 2008) due to psychological attachment to an institution and the internalization of organizational values and goals (Peterson & Mannix, 2003). In those mentioned keywords, school principals as leaders should have creditable awareness and understanding of their organization's goals. They should also be ready to be involved and engaged in their organizational duties and workloads and dedicate themselves to the organizations as the manifestation of their commitment.

One of the essential organizational commitments owned by a school principal is normative commitment. Ivancevich et al. (2008) view normative commitment as a feeling of loyalty to the organization. Furthermore, Kondalkar (2007) states that normative commitment relates to how employees trust and perceive their organizational values. Meyer et al. (2002) see normative commitment as an obligation to stay in an organization. Chelliah et al. (2015)

point out that normative commitment is the employees' work ethics and implicit responsibilities in their organizations. To be more detailed, Peterson & Mannix (2003) highlight that normative commitment comes from psychological attachment to an institution and the internalization of its values.

All the definitions mentioned above exhibit that normative commitment is commitment, obligation, and responsibility to an organization. Borrowing the idea of Mowday et al. (1982), the indicators inferred are as follows. First attachment of obligations to survive with the organization (obligation to stay), the second is the attachment of choice to stay attached to strong organizations (a choice to stay), and the third is definite attachment to beliefs and acceptance of organizational values and goals (conviction to stay).

Considering commitment in detailed explication, Ivancevich et al. (2008) point out that organizational commitment covers these three specifications: a sense of identification with the organization's goals, a feeling of involvement in organizational duties, and a feeling of loyalty to the organization. Regarding these three attitudes, then leaders should have creditable awareness and understanding of their organization's goals. They should also be ready to be involved and engaged in their organizational duties and workloads and dedicate themselves to the organizations as the manifestation of their commitment.

Organizational commitment is considered to have a relationship with job satisfaction. Job satisfaction is typically connected to someone's contented feeling at work. Colquitt et al. (2011) notice that job satisfaction is a blissful emotional expression resulting from an appraisal of one's job or job experience. According to Kinicky & Fugate (2016), job satisfaction is an affective or emotional response to various predictors of someone's job. It is related to the general attitude towards the job. Schermerhorn et al. (2011) enunciate that job satisfaction is someone's level of positive or negative feelings about his/her job. In brief, job satisfaction talks about someone's satisfactory or contented feeling, both positive or negative, about their workplace job.

There are five facets or dimensions of job satisfaction formulated by Luthans (2011) (see also Khan et al., 2014). They include work itself, pay, promotion, co-workers, and supervision. These facets can then predict job satisfaction's relationship with other organizational variables such as normative commitment.

The facets listed commonly relate to a worker's feelings about intrinsic and extrinsic job satisfaction (Bektas, 2017). To Lee (2017), Intrinsic job satisfaction is a satisfactory feeling coming from individuals. Supporting this idea, Bektas (2017) further states that in intrinsic satisfaction, perceptions of the individual match her/his expectations and evoke the individuals. On the contrary, once the individual's expectations do not address her/his perceptions, the individual will feel disappointed rather than contented. Factors affecting intrinsic satisfaction usually come from achievement, recognition, responsibility, advancement, growth, and the work itself (Herzberg *et al.*, 1959; Herzberg, 1966 in Baylor, 2010). In other words, intrinsic job satisfaction

concerns individuals feeling about job nature (Hirschfield, 2000; Lu et al., 2005; Martin & Roodt, 2008, as cited in Chiu & Ng, 2013).

While extrinsic job satisfaction is perceived as job satisfaction elements provided by external sources which lead to specific behavior outside the individual (Bektas, 2017), extrinsic job satisfaction portrays employees' feelings of work situation components (Hirschfield, 2000; Lu et al., 2005; Martin & Roodt, 2008) as cited in Chiu & Ng (2013). The factors influencing this frequently cover supervision, work conditions, co-workers, salary, work rules, job security, status, and individual life (Herzberg et al., 1959; Herzberg, 1966 in Baylor, 2010).

Based on the definitions, dimensions, and kinds of job satisfaction, the researchers formulate six facets to measure job satisfaction in the present study; 1) high loyalty to work, 2) loving the work, 3) relation with co-workers, 4) having supporting co-workers, 5) promotion opportunity and 6) adequate pay.

As mentioned earlier, job satisfaction influences normative commitment, as reported by several studies. The influence emerges due to several factors, both extrinsic and intrinsic factors. Gangai & Agrawal (2015) reported that job satisfaction comprising salary and job nature, positively affects normative commitment. They further analyzed respondents whose work satisfaction seems to perform more responsibility in their normative commitment. Another exciting research on normative commitment and job satisfaction was conducted by Kelly (2015). In particular, salary and promotion provided by the department are identified as the main factors determining their job satisfaction. Tosun & Ulusoy (2017) drew a similar conclusion after researching 735 Turkish doctors and nurses. They further claimed that intrinsic satisfaction has a more substantial influence than extrinsic satisfaction. In the Indonesian context, Sariwulan et al. (2019) and Werang and Agung (2017) found that teachers' job satisfaction influences their normative commitment.

The previous studies mentioned us directly to an assumption that job satisfaction normative commitment has an effect. It implies that workers' normative commitment can be measured by job satisfaction. Choosing particular indicators or predictors of job satisfaction (intrinsic and extrinsic factors) and normative commitment is expected to have a significant or positive effect.

The above-listed studies have also proven how job satisfaction impacts employees' normative commitment. Then the present research has the purpose of portraying how job satisfaction influences principals' normative commitment as the spearhead of schools. Likewise, what indicators predict the influence are also valuable to investigate to develop an agreeable situation at educational institutions.

RESEARCH METHODS

The present research employed a quantitative approach with a descriptive survey as the research design. The present study investigates the influence of job satisfaction on principals' normative commitment. The model of the present research is visualized in the following figure;

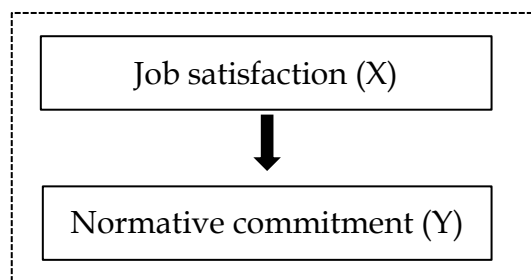


Figure 1: The Research Design

The population involved in this present research comprises 116 principals of public senior high schools in Jakarta. Ninety principals were chosen as the sample using a random sampling technique through Slovin’s formula. The details of the sample chosen are presented in Table 1;

Table 1: Sample Calculation

Region	Population	Sample calculation	Sample chosen
Central Jakarta	13	$\frac{13}{117} \times 90$	10
West Jakarta	17	$\frac{17}{117} \times 90$	13
South Jakarta	29	$\frac{29}{117} \times 90$	22
East Jakarta	40	$\frac{40}{117} \times 90$	31
North Jakarta	17	$\frac{17}{117} \times 90$	13
Kepulauan Seribu	1	$\frac{1}{117} \times 90$	1
Total	117		90

This study addressed the following research question: “Is there any statistically significant influence of job satisfaction on principals’ normative commitment?” Accordingly, the following hypotheses are formulated as follows:

- H₀: $\beta y \leq 0$
- H₁: $\beta y > 0$

The questionnaire was administered to collect the data from participants containing job satisfaction and normative commitment indicators. Before administering the questionnaire, a validity test was applied. The details of questionnaire items after being validated are presented in Table 2;

Table 2: Validity Test Result

Variable	Indicator	Item Number		Valid Item
		Tested	Dropped	
Job satisfaction (X)	High loyalty to work	8	0	8
	Loving the work	8	1	7
	Relation with co-workers	8	2	6
	Having supporting co-workers	8	1	7

	Promotion opportunity	8	0	8
	Adequate pay	5	0	5
	Total valid items			41
Normative commitment (Y)	An obligation to stay	15	0	15
	A choice to stay	12	2	12
	Conviction to stay	14	1	14
	Total valid items			42

The instrument with two variables was proved to be reliable as well. Based on the calculation using Alpha Cronbach, the job satisfaction indicated reliability of 0,951, and the normative commitment reliability was 0,919.

Having checked the validity and reliability, the questionnaire was then distributed to the sample. Afterward, the statistical analysis was applied. Firstly, some requirement tests were employed, including descriptive statistics, normality, and linearity tests. Path significance test (structural equation modeling) was then applied due to its usability in testing effect among variables based on the theoretical framework, not to generate causal-effect theory. Consequently, a causal framework of thinking should be applied as the prerequisite in path analysis. The last step to complete was hypothesis testing.

RESULTS AND DISCUSSION

Positive Direct Influence of Job Satisfaction on Principals’ Normative Commitment

Descriptive Statistics

Descriptive statistical technique was administered in advance to process further computation of data. The summary is presented in Table 3.

Table 3: Research data description

Statistical Description	Variable	
	Job Satisfaction (X)	Normative Commitment (Y)
Mean	170.14	175.20
Standard Error	1.187	1.185
Median	170.00	175.00
Mode	170.00	185.00
Standard Deviation	11.26	11.24
Sample Variance	126.87	126.39
Range	49	48
Minimum	145	151
Maximum	194	199
Sum	15313	15768
Count	90	90

The data of job satisfaction variable (X) has a theoretical score between 41-205, and an empirical score range between 145-194, so the gained range is 49. The mean gained is 170,14; standard deviation is 11,26; variance gained is 126,87; and 170,00 for median and mode. While for Y normative commitment variable (Y), the data show 42-210 for theoretical score, empirical score is between 151-199 so the range is 48. The mean is 175,20; standard deviation gained is 11,24; variance is 126,39; median is 175,00 and mode is 185,00.

Normality Test

The normality test was conducted to check whether or not the data came from a normally distributed population. The normality test used Liliefors on the regression Y variable on X. The result shows that $L_{count} = 0,063$. Critical value of Liliefors in L_{table} for $n = 90$ at $\alpha = 0,05$ is $0,093$. Based on the normality test, it is then found that $L_{count} \leq L_{table}$. Therefore, it is concluded that the data of normative commitment (Y) on job satisfaction coming from the same population are normally distributed.

Test of Significance and Linearity of Regression Coefficient

Based on the simple regression to formulate a regression equation between normative commitment and job satisfaction, the result indicates $a = 93,37$ and regression coefficient $b = 0,481$. On that ground, simple regression model equation is $\hat{Y} = 93,37 + 0,481 X$. The regression equation should meet the analysis requirement, namely regression equation significance test and regression linearity test, which can then be utilized in drawing the research conclusion. The results of significance and linearity tests are presented in Table 4 below;

Table 4: ANAVA (significance test and regression linearity test)

Variance	df	SSE	RMS	F _{count}	F _{table}	
					$\alpha = 0,05$	$\alpha = 0,01^{**}$
Total	90	2773802				
Regression a	1	2762553,60				
Regression b/a	1	2611,71951	2611,72	26,61	3,95	6,93
Residual	88	8636,68	98,14			
Standard Error of the Estimate	34	3678,94	108,20	1,179	1,65	2,02
	54	4957,74	91,81			

Note

** : the regression is very significant ($26,61 > 6,93$) at $\alpha = 0,01$)

ns : the regression is linear ($1,179 < 1,65$) at $\alpha = 0,05$)

df : degree of freedom

SSE : sum of squared error

RMS: : root mean square

The regression equation $\hat{Y} = 93,37 + 0,481 X$ gains F_{count} 26,61 which is higher than $F_{table (0,01;1:88)}$ 6,93 at $\alpha = 0,01$. Since $F_{count} > F_{table}$, then the regression is declared very significant. The linearity test indicates F_{count} (1,179) is lower than $F_{table (0,05;34:54)}$ 1,65 at $\alpha = 0,05$. As $F_{count} < F_{table}$, then the point of distribution is closer to the regression equation line, and the linear estimated point of distribution can be accepted. The distribution can visually be seen in Figure 2.

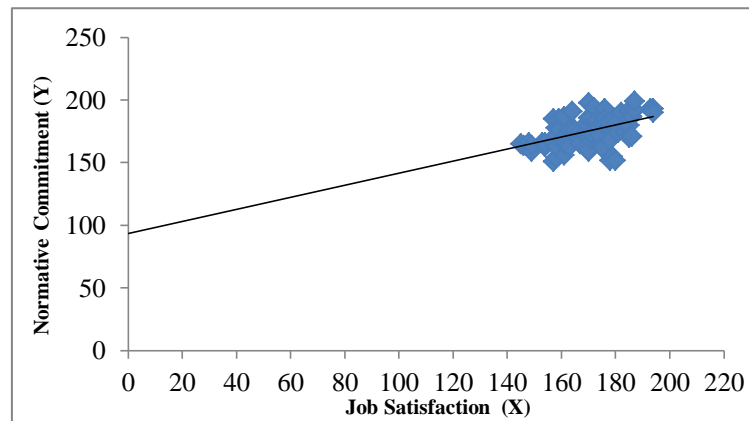


Figure 2: Linear Regression Graphic ($Y \hat{=} 93,37 + 0,481 X$)

Path Significance Test

The result of past significance test of the job satisfaction on normative commitment is visualized in Table 5.

Table 5: Summary result of path significance test

Direct Influence	Path Coefficient	df	t_{count}	t_{table}	
				$\alpha = 0,05^*$	$\alpha = 0,01^{**}$
X on Y	0,231	86	2,26	1,99	2,63

Note:

* : significant at $\alpha = 0.05$

** : very significant at $\alpha = 0.01$

The calculation points out path coefficient $\rho_y = 0,231$ with $t_{count} = 2,26$, while t_{table} points out 1,99 at level of significance $\alpha = 0,05$ and $df = 86$. Since t_{count} is higher than t_{table} , then H_0 was rejected and H_1 was accepted.

Hypothesis Testing

Based on the calculation presented in Table 5, as $t_{count} > t_{table}$, at a significance level of 0,05, H_0 is rejected, and H_1 is accepted. This signifies that job satisfaction has a direct positive influence on the principals' normative commitment. The path analysis between those two variables implies that decent job satisfaction will intensify the principals' normative commitment. Conversely, unfavorable job satisfaction will also direct to lousy impact on normative commitment.

The present study exhibits similar results as discovered in several relevant studies. Esfahani and Heydari (2019) and Saberinia & Zadeh (2019) affirmed that job satisfaction is very influential in organizational commitment in the health sector. It can enhance the level of medical staff commitment. Another research on governmental officers' job satisfaction and normative commitment is similar. The research of Destari et al. (2018) statistically proved that job satisfaction critically affects organizational commitment and the performance of bureaucracy employees. More notably, the research of Saridakis

et al. (2020) illuminated that job satisfaction has a reciprocal relation with organizational commitment.

Another study reported that job satisfaction does affect normative commitment, particularly from social aspects and work itself (Dalkrani & Dimitriadis, 2018). The research conducted by Hendri (2019) on several state-owned company employees has pointed out how employee contented feeling influences their commitment to the company, which brings a positive contribution to their performance. Similar findings were also reported by Loan (2020), mentioning that commitment to perform an effective job will be attained once job satisfaction is promoted. To go further,

Kim & Kim (2020) underlined that employees' participation in training and education determines the positive connection between job satisfaction and organizational commitment. Job satisfaction is also a significant predictor of staff empowerment and their commitment to the workplace (AlKahtani et al., 2021). Pointing out a much broader connection with normative commitment, emotional stability as a part of the personality, and job satisfaction, the basic foundation is detected to affect education institution leaders' normative commitment (Harini & Utami, 2020).

In conjunction with the relevance to previous studies, the present study has indicated how vital job satisfaction is for school principals to create and sustain congenial working environments.

Indicator to Predict Job Satisfaction

Table 6 below presents the item score analysis of job satisfaction variable (variable X).

Table 6: Item score of job satisfaction variable (X)

Statement Number	Indicator	Total Statement	Average Answer per Indicator	Percentage
1-8	High loyalty to work	8	4,02	16,11
9-15	Loving the work	7	4,20	16,84
16-21	Relation with co-workers	6	4,21	16,85
22-28	Having supporting co-workers	7	4,04	16,21
29--36	Promotion opportunity	8	3,99	15,99
37-41	Adequate pay	5	4,49	18,00
Total	6	41	24,95	100

The table points out that adequate pay is the highest indicator of job satisfaction chosen by the principals. The second indicator is relation with co-workers, followed by loving the work. Having supporting co-workers places the fourth position, joined by high loyalty to work, and the least is promotion opportunity. The result signifies that pay is the most common thing to receive by the principals determining their satisfaction at work. At the same time, the promotion has the most negligible impact on their work satisfaction.

The percentage of each indicator is displayed in Figure 3;

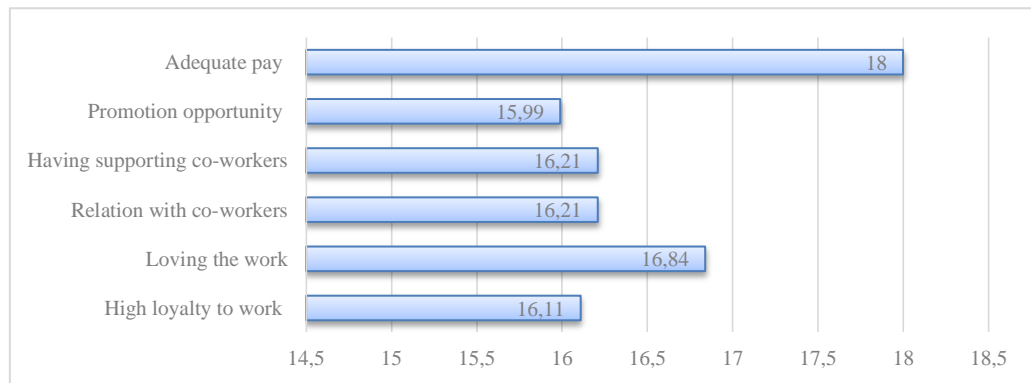


Figure 3: Percentage of Job Satisfaction Factor

The present study's finding demonstrates that the extrinsic factors of job satisfaction are more dominating than the intrinsic ones. The fact infers that pay, support from co-workers, relations with co-workers, and promotion opportunities give more motivation for the principals to commit themselves to the schools. It is in harmony with the research findings reported by Zandi et al. (2018) that precisely ascertained extrinsic job satisfaction is the main factor in determining the relation between job satisfaction and normative commitment. Adequate pay, salary, or fee are found to be the highest choice, as also discovered by Putra & Asnur (2020), Mohapatra, Satpathy & Patnaik (2019), and Saman (2020). Support and relations with co-workers significantly impact workers' job satisfaction (Abdelmoula, 2020) or organizational commitment (Nguyen et al., 2021). Promotion opportunity is also proved to have a partially significant effect on job satisfaction (Tasman et al., 2021).

While the intrinsic factors exhibit less significant influence on the principals' job satisfaction, it does not mean that these factors are not critical to be considered. The findings correspond to several relevant research. Loving the work, also known as work passion, is discovered to significantly affect job satisfaction, as reported in the research of Junjunan (2021) and Purba & Ananta (2018). Loyalty to work is also mentioned as a factor affecting workers' job satisfaction at a moderate level (Egenius et al., 2020). To go further, there is a high possibility that satisfied workers have good loyalty to their workplace (Jigjiddorj et al., 2019).

Indicators to Predict Normative Commitment

Normative commitment item score was also calculated. The result is displayed in Table 7;

Table 7: Item score of normative commitment variable (Y)

Statement Number	Indicator	Total Statement	Average Answer per Indicator	Percentage
1-15	An obligation to stay	15	4,18	33,37
16-28	A choice to stay	13	4,14	33,07
29-42	Conviction to stay	14	4,20	33,56
Total	3	42	12,52	100

Table 7 reveals that the first highest indicator is a conviction to stay. An obligation to stay places the second place chosen by the principals. The last is a choice to stay. It is visible that the three indicators have equal contributions to normative commitment. However, the principals' normative commitment is mainly determined by their feeling of guilt for not performing responsibilities to their schools.

All the factors are visually compared in Figure 4;

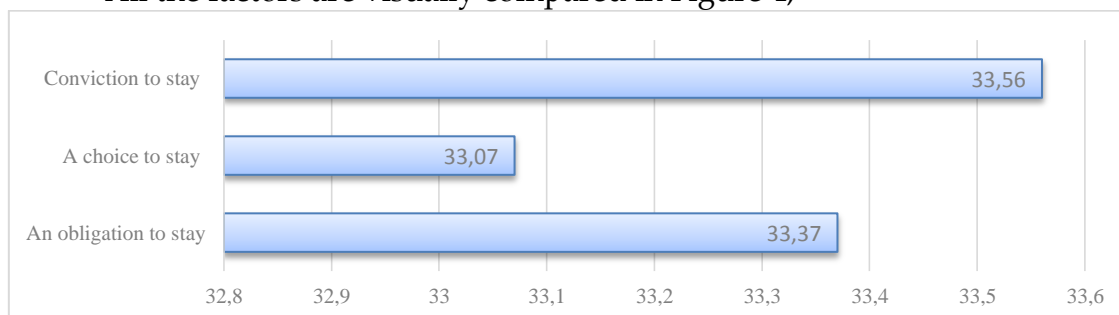


Figure 4: Percentage of Normative Commitment Factor

Conviction to stay is the most influential component of the principals' normative commitment. This explicitly enunciates that the principals are committed to educational goals to reach by the schools and appreciate values applied at schools. Congruent to the present research finding, after researching several students in a police officers' academy, Ingarianti (2018) attested that work values are significantly connected with normative commitment as a part of conviction to stay.

An obligation to stay takes the second position in determining normative commitment. This infers that the principals have a particular job and duty or responsibility to tie them to keep working at schools. Such a commitment is admitted to be a factor determining organizational commitment (Mohsin et al., 2021).

The principals chose to stay in the minor component. Choosing to stay or leave will be related to the principals' commitment to the schools. It is no wonder that a choice to stay has a strong connection with organizational commitment (Noor et al., 2020). Furthermore, making a choice indeed connects to workers' values. Ez-Eldin (2018) noticed that employees' values might impact organizational goal attainment.

CONCLUSION

To conclude, this present study provides additional empirical evidence that the principals' normative commitment is highly influenced by their job satisfaction. This further means that reasonable job satisfaction will promote principals' normative commitment. Conversely, low job satisfaction will contribute to weak normative commitment. To be more detailed, the present study denotes that indicators affecting job satisfaction consist of extrinsic and intrinsic satisfaction in which the extrinsic satisfaction indicators (adequate pay, relations with co-workers, having supporting co-workers, promotion opportunities) are more dominating than the intrinsic ones (loving the work and high loyalty to work). While the highest indicator to predict the principals'

normative commitment is a conviction to stay, joined by an obligation to stay, and a choice to stay.

All the findings imply that the satisfactory feeling of the school principals is pivotal to keeping them working on track and being motivated to realize and attain the schools' objectives. On that ground, authority and policymakers are recommended to consider satisfaction indicators as an endeavor to promote principals' commitment and performance.

AKCNOWLEGMENT

The researchers would like to thank all participants for their enthusiastic engagement throughout the research process.

REFERENCES

- Abdelmoula, L. (2020). The Impact of Extrinsic Job Satisfaction Factors on The Organizational Commitment of Accounting Professionals in Tunisia. *Management Science Letters*, 10(13), 3003–3008. <https://doi.org/10.5267/j.msl.2020.5.025>
- Akdemir, Ö. A., & Ayik, A. (2017). The Impact of Distributed Leadership Behaviors of School Principals on The Organizational Commitment Of Teachers. *Universal Journal of Educational Research*, 5(12), 18–26.
- AlKahtani, N. S., Iqbal, S., Sohail, M., Sheraz, F., Jahan, S., Anwar, B., & Haider, S. A. (2021). Impact of Employee Empowerment on Organizational Commitment Through Job Satisfaction in Four and Five Stars Hotel Industry. *Management Science Letters*, 11(2021), 813–822. <https://doi.org/10.5267/j.msl.2020.10.022>
- Andre, R. (2008). *Organizational Behaviour: An introduction to Your Life in Organizations*. Pearson Prentice Hall.
- Baylor, K. M. (2010). *The Influence of Intrinsic and Extrinsic Job Satisfaction Factors and Affective Commitment on The Intention to Quit for Occupations Characterized by High Voluntary Attrition*. Nova Southeastern University.
- Bektas, Ç. (2017). Explanation of Intrinsic and Extrinsic Job Satisfaction Via Mirror Model. *Business & Management Studies: An International Journal*, 5(3), 627-639. <https://doi.org/10.15295/bmij.v5i3.118>
- Chelliah, S., Sundarapandiyan, N., & Vinoth, B. (2015). A Research on Employees' Organisational Commitment in Organisations: A Case of Smes in Malaysia. *International Journal of Managerial Studies and Research*, 3(7), 10–18.
- Chiu, W. Y. B., & Ng, F. F. (2013). Improvement of Job Satisfaction and Organisational Commitment Through Work Group Identification: An Examination of The Quantity Surveyors in Hong Kong. *Australasian Journal of Construction Economics and Building*, 13(13), 80–95. <https://doi.org/http://dx.doi.org/10.5130/ajceb.v13i3.3316>

- Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2015). *Organizational behavior: Improving performance and commitment in the workplace*. McGraw-Hill/Irwin.
- Colquitt, M. J., Lepine, J. A., & Wesson, J. A. (2011). *Organizational behavior: Improving performance and commitment in the workplace*. McGraw-Hill Education Inc.
- Dalkrani, M., & Dimitriadis, E. (2018). The Effect of Job Satisfaction on Employee Commitment. *International Journal of Business and Economic Sciences Applied Research (IJBESAR)*, 11(3), 16–23. <https://doi.org/10.25103/ijbesar.113.02>
- Destari, Y., Lumban, P., & Absah, Y. (2018). The Influence of Work Satisfaction on Employees Performance with Organizational Commitment as Intervening Variable at Mining and Energy Agency of North Sumatera. *International Journal of Research and Review*, 5(12), 355–364.
- Egenius, S., Triatmanto, B., & Natsir, M. (2020). The Effect of Job Satisfaction On Employee Performance through Loyalty at Credit Union (CU) Corporation of East Kutai District, East Kalimantan. *International Journal of Multicultural and Multireligious Understanding*, 7(10), 480–489. <https://doi.org/10.18415/ijmmu.v7i10.1891>
- Esfahani, P., & Heydari, A. (2019). The Relationship Between Job Satisfaction and Organizational Commitment in Hospitals of Iran: A meta-analysis. *Pajouhan Scientific Journal*, 17(3), 8–15.
- Gangai, K. N., & Agrawal, R. (2015). Job Satisfaction and Organizational Commitment: Is It Important for Employee Performance?. *International Journal of Management and Business Research*, 5(4), 269–278.
- Harini, H., & Utami, P. P. (2020). Effect of Personality and Work Motivation on Normative Commitment: An Empirical Study. *Multicultural Education*, 6(1), 1–8. <https://doi.org/10.5281/zenodo.3708066>
- Hendri, M. I. (2019). The Mediation Effect of Job Satisfaction and Organizational Commitment on The Organizational Learning Effect of The Employee Performance. *International Journal of Productivity and Performance Management*, 68(7), 1208–1234. <https://doi.org/10.1108/IJPPM-05-2018-0174>
- Ingarianti, T. M. (2018). The Relationship Between Work Value and Organizational Commitment on Student of Sekolah Polisi Negara Mojokerto. *3rd Asean Conference on Psychology, Counseling and Humanities (AC-PCH 2017)*, 62–66.
- Ivancevich, J. M., Konopaske, J. R., & Matteson, M. T. (2008). *Organizational Behavior Management*. McGraw-Hill Education Inc.
- Jigjiddorj, S., Tsogbadrakh, T., Choijil, E., & Zanabazar, A. (2019). The Mediating Effect of Employee Loyalty on The Relationship Between Job Satisfaction and Organizational Performance. *11th International Scientific Conference "Economics, Management and Technology in Enterprises 2019" (EMT 2019), May*, 197–202. <https://doi.org/10.2991/emt-19.2019.37>
- Junjunan, I. M. (2021). Working During The Pandemic: The Effect of Work Passion on Happiness at Work While Working at Home During The

- Covid-19 Pandemic. *Proceedings of the First International Conference on Science, Technology, Engineering and Industrial Revolution (ICSTEIR 2020)*, 536(Icsteir 2020), 65–69. <https://doi.org/10.2991/assehr.k.210312.011>
- Kelly, J. (2015). *The Relationship Between Organisational Commitment and Job Satisfaction of Commissioned Officers Within an Arm of The South African National Defence Force*. University of the Western Cape.
- Kemendikbud. (2018). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 6 Tahun 2018*.
- Kemendiknas. (2010). *Peraturan Menteri Pendidikan Nasional Nomor 28 Tahun 2010*.
- Khan, M. S., Khan, I., Muhammad, G., Khan, S., Nawaz, A., Khan, F., & Yar, N. B. (2014). The Impact of Job Satisfaction and Organizational Context Variables on Organizational Commitment. *International Journal of Business and Public Administration*, 11(2), 1–19. <https://doi.org/10.6007/IJARBSS/v4-i2/562>
- Kim, B., & Kim, B. (2020). Job Satisfaction and Organizational Commitment and Effect of HRD in Logistics Industry. *Journal of Distribution Science*, 18(4), 27–37. <https://doi.org/10.15722/jds.18.4.202004.27>
- Kinicky, A., & Fugate, M. (2016). *Organizational Behavior: A Practical-problem Solving Approach*. McGraw-Hill Education, Inc.
- Kondalkar, V. G. (2007). *Organizational Behavior: An Evidence-based Approach*. New Age International (P) Ltd., Publishers.
- Koutouzis, M., & Malliara, K. (2017). Teachers' Job Satisfaction: The effect of Principal's Leadership and Decision-Making Style. *International Journal of Education*, 9(4), 71–89. <https://doi.org/10.5296/ije.v9i4.10272>
- Lee, T. J. (2017). *Relationship between Intrinsic Job Satisfaction, Extrinsic Job Satisfaction, and Turnover Intentions Among Internal Auditors*. Walden University.
- Loan, L. T. M. (2020). The Influence of Organizational Commitment on Employees' Job Performance: The Mediating Role of Job Satisfaction. *Management Science Letters*, 10(14), 3307–3312. <https://doi.org/10.5267/j.msl.2020.6.007>
- Luthans, F. (2011). *Organizational Behavior: An Evidence-based Approach*. McGraw-Hill Education, Inc.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, Continuance, and Normative Commitment to The Organization: A Meta-Analysis of Antecedents, Correlates, and Consequences. *Journal of Vocational Behavior*, 61, 20–52.
- Mohapatra, M. Das, Satpathy, I., & Patnaik, B. C. M. (2019). Organizational Commitment and Job Satisfaction in Information Technology Sector. *International Journal of Innovative Technology and Exploring Engineering*, 8(9), 1993–1999. <https://doi.org/10.35940/ijitee.i8433.078919>
- Mohsin, F. H., Salleh, H. M., Ishak, K., & Isa, N. M. (2021). Organisational Commitment and Intention to Stay: The Roles of Felt Obligation. *Asian Journal of Behavioural Sciences*, 3(1), 40–53. <http://myjms.mohe.gov.my/index.php/ajbs>

- Mowday, R. T., Porter, L. W., & Steers, R. M. (1982). *Employee-organization Linkages: The Psychology of Employee Commitment, Absenteeism and Turnover*. Academic Press.
- Nguyen, P. N. D., Nguyen, L. L. K., & Le, D. N. T. (2021). The Impact of Extrinsic Work Factors on Job Satisfaction and Organizational Commitment At Higher Education Institutions in Vietnam. *Journal of Asian Finance Economics and Business*, 8(8), 259–270. <https://doi.org/10.13106/jafeb.2021.vol8.no8.0259>
- Noor, A., Zainuddin, Y., Panigrahi, S. K., & Rahim, F. binti T. (2020). Investigating The Relationship Among Fit Organization, Organization Commitment and Employee's Intention to Stay: Malaysian context. *Global Business Review*, 21(1), 68–87. <https://doi.org/10.1177/0972150918755896>
- Peterson, R. S., & Mannix, E. A. (2003). *Leading and Managing People in The Dynamic Organization*. Lawrence Erlbaum Associates, Inc., Publishers.
- Purba, S. D., & Ananta, A. N. D. (2018). The Effects of Work Passion, Work Engagement and Job Satisfaction on Turn Over Intention of The Millennial Generation. *Jurnal Manajemen Dan Pemasaran Jasa*, 11(2), 263–274. <https://doi.org/10.25105/jmpj.v11i2.2954>
- Putra, E. M., & Asnur, L. (2020). Analysis of Employee Satisfaction Towards Salary, Position, Position Promotion, and Supervision. *International Journal of Social Science and Business*, 4(4), 569–575. <https://doi.org/10.23887/ijssb.v4i4.30411>
- Saberinia, A., & Zadeh, M. A. (2019). Job Satisfaction and Organizational Commitment: A Study on Emergency Medical Technician in The Southeast of Iran. *Annal of Medical & Health Sciences Research*, 9(6), 723–728.
- Saman, A. (2020). Effect of Compensation on Employee Satisfaction and Employee Performance. *International Journal of Economics, Business and Accounting Research (IJEBAR)*, 4(01), 185–190. <https://doi.org/10.29040/ijebar.v4i01.947>
- Saridakis, G., Lai, Y., Torres, R. I. M., & Gourlay, S. (2020). Exploring The Relationship Between Job Satisfaction and Organizational Commitment: An Instrumental Variable Approach. *The International Journal of Human Resource Management*, 31(13), 1739–1769.
- Sariwulan, T., Agung, I., Sudrajat, U., & Atmadiredja, G. (2019). The Influence of Job Expectation, Job Satisfaction, and Government Policy Towards The Work Stress, Job Enthusiasm and Continuance Commitment of The Honorarium Teacher. *Cakrawala Pendidikan*, 38(2), 305–319. <https://doi.org/10.21831/cp.v38i2.24380>
- Schermerhorn, J. R., Hunt, A., Osborn, R. N., & Uhl-Bien, M. (2010). *Organizational Behaviour*. John Wiley & Son, Inc.
- Tasman, T., Siregar, Z. M. E., & Nasution, M. F. (2021). The Influence of Work Environment, Promotion, and Job Satisfaction on Employee Performance. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 4(3), 4026–4031.

- Tosun, N., & Ulusoy, H. (2017). The Relationship of Organizational Commitment, Job Satisfaction and Burnout on Physicians and Nurses? *Journal of Economics and Management*, 28(2), 90-111.
- Werang, B. R., & Agung, A. A. G. (2017). Teachers' Job Satisfaction, Organizational Commitment, and Performance in Indonesia: A Study from Merauke District. *International Journal of Development and Sustainability*, 6(8), 700-711.
<https://www.researchgate.net/publication/320842214>
- Zandi, G. R., Aslam, A., Nasir, M. U., & Jiayi, D. (2018). The Effect of Job Satisfaction on Organizational Commitment: A Study of Employee's Performance in Malaysian call centers. *International Journal of Engineering and Technology*, 7(4.29), 31-33.