
The Effect of Organizational Commitment and Work Environment on Job Satisfaction and Teachers Performance

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Abstract: The purpose of this study was to analyze the effect of Organizational Commitment on Job Satisfaction, the effect of Work Environment on Job Satisfaction, the influence of Organizational Commitment on Teachers Performance, the effect of Work Environment on Teachers Performance, the effect of Job Satisfaction on Teachers Performance. The analytical method used in this research is structural equation modeling (SEM) to determine the causal relationship between latent variables contained in structural equations. The analysis tool used is with the help of Smart PLS. The questionnaire was distributed electronically using simple random sampling technique. The results of the questionnaire returned were 150 respondents. Based on the results of the data analysis, it was concluded that motivation had no significant effect on Teachers Performance. Organizational Commitment has no significant effect on Job Satisfaction Performance. Work Environment has no significant effect on Job Satisfaction. Organizational Commitment affects teachers performance. Work Environment has a significant effect on teachers Performance. job satisfaction has no significant effect on teachers performance.

Keywords: Organizational Commitment, Job Satisfaction, Work Environment, Organizational Commitment, Teachers Performance

INTRODUCTION

A school will be resilient and strong if it has teachers with integrity, broad-minded and mastering technology even though during the pandemic period which is still an epidemic until now. Several ways to improve teacher performance, including diagnosing which can be done informally by any individual who is interested in improving his or her ability to evaluate and improve performance, observe performance, listen to other people's comments about why things happen. Teacher performance aims to ensure the objectivity of coaching based on an achievement system and a career system. Assessment is carried out based on performance planning at the individual level and at the unit or organization level, taking into account targets, achievements, results and benefits achieved, as well as behavior. Teacher performance appraisal is carried out based on objective principles. measurable, accountable, participatory and transparent. Teacher performance appraisals are carried out to evaluate existing performance so that they can immediately take action if there are things that deviate from the performance appraisal. In addition, teacher performance appraisal also encourages employees to increase the quantity and quality of their work

Robbins & Judge (2007) states that organizational commitment is a condition in which a teacher sides with the organization and its goals and desires to maintain its membership in the organization. Teers & Porter (1983: 520), a form of work commitment that appears not only loyalty passive, but also involves an active relationship with work organizations that have the aim of giving all efforts for the success of the work organization concerned. Mowday (1982: 64) defines work commitment as the relative strength of individual identification and involvement with work organizations. Steers & Porter (1983: 520), a form of work commitment that arises not only in passive loyalty, but also involves an active relationship with work organizations that have the goal of giving all efforts for the success of the work organization concerned. Steers & Porter (1983: 525) suggests that there are three characteristics that can be used as a work commitment guide, namely the existence of a strong belief and acceptance of the goals and values of the work organization. There is a desire to defend oneself in order to remain a member of the organization. . There is a willingness to try hard as part of a work organization

Dessler (2000: 319) organizational commitment can be defined as the relative strength of individual identification to the organization, which can be seen by at least 3 factors, namely strong belief and acceptance of

the goals and values of the organization. Willingness to pursue organizational interests. Strong desire to remain a member of the organization. Luthan (2005) stated that organizational commitment is defined as. A strong desire to remain a member of a particular organization; The desire to try hard according to the wishes of the organization; and certain beliefs, and acceptance of the organization's values and goals. Meyer et al. (2002) argued that there are three components of organizational commitment, namely: Affective commitment, which occurs when employees want to be part of the organization because of emotional ties. Continuance commitment, appears when employees stay in an organization because they need a salary and other benefits, or because the employee does not find another job and normative commitment arises from the internal values of the employee. Allen & Meyer (1993), who stated: "organizational commitment is identified three types of commitment; affective commitment, continuance commitment, and normative commitment as a psychological state" that either characterizes the employee's relationship with the organization or has the implications to affect whether the employee will continue with the organization".

Durkin (1999: 127), that organizational commitment is a strong and close feeling from a person to the goals and values of an organization in relation to their role in achieving these goals and values. Zainun (2000: 59) "states that employee performance is also determined by external environmental factors and organizational climate. Gie (2000) physical work environment is a collection of physical factors and is a physical atmosphere that exists in a workplace. Hurley et al., (2000) said that the work environment is a condition of everything around an employee's workplace that is able to influence him in carrying out his job. Herzberg in Ardana et al. (2009) stated that physical and non-physical environments are factors that affect job satisfaction in addition to compensation, promotion and characteristics of the job concerned. Annakis et al. (2011) stated that job satisfaction is significantly and positively influenced by the work environment. In addition, several other research results also add that the work environment can affect performance. Mondy & Noe (1993) argue that compensation can be divided into two types, namely financial compensation and non-financial compensation. Michael & Harold (1993): Dividing compensation into three forms, namely material, social and activity. Material compensation is not only in the form of money, such as salaries, bonuses, and commissions, but all forms of physical reinforcement, for example parking facilities, telephones and comfortable office spaces, as well as various forms of benefits such as pensions, health insurance. Meanwhile, social compensation is closely related to the need to interact with other people. Benardin & Russel, (1993) Compensation has a big influence on employee recruitment, motivation, productivity, and employee turnover rates.

Cherington (1995): If the material and non-material compensation received is more satisfying, then a person's enthusiasm for work, commitment, and employee performance will increase. Maslow (2010) states that someone behaves or works because of the urge to fulfill the various needs that someone wants is tiered, meaning that when the first need has been met, the second level needs appear to be the main one. Luthans (2006): There are 5 (five) to measure employee job satisfaction, including satisfaction with the job itself, satisfaction with salaries, satisfaction with promotions, satisfaction with superiors and satisfaction with colleagues. The purpose of this study was to analyze the effect of Organizational Commitment on Job Satisfaction, the effect of Work Environment on Job Satisfaction, the influence of Organizational Commitment on Teachers Performance, the effect of Work Environment on Teachers Performance, the effect of Job Satisfaction on Teachers Performance.

METHOD

Operational Definition of Variables and Indicators

The analytical method used in this research is structural equation modeling (SEM) to determine the causal relationship between latent variables contained in structural equations. The analysis tool used is with the help of Smart PLS. The method used in this research is quantitative methods, data collection methods by distributing questionnaires to the teacher. The instrument used to measure all the variables of this study was adapted from (Bogler, 2001), with 5 items for each variable. Each closed question / statement item is given five answer options, namely: strongly agree (SS) score 5, agree (S) score 4, disagree (KS) score 3, disagree (TS) score 2, and strongly disagree (STS)) score 1. The method for processing data is by using PLS and using the SmartPLS version 3.0 software as a tool.

Population and Sample

The population in this study were teachers in Jabodetabek whose numbers had not been identified with certainty. The questionnaire was distributed electronically using simple random sampling technique. The results of the questionnaire returned were 150 respondents.

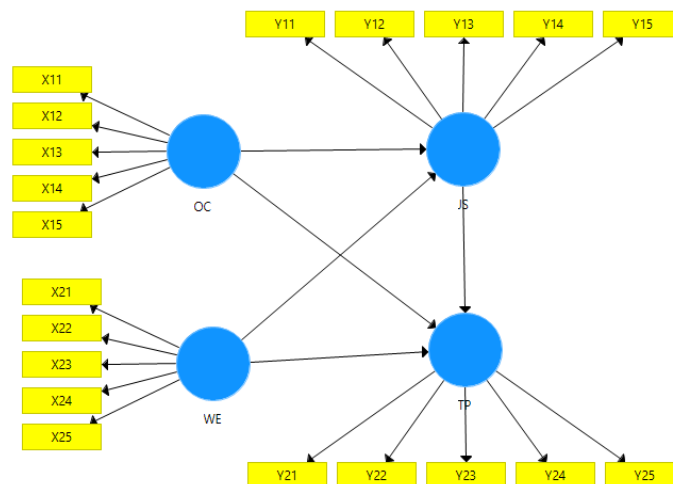


Fig 1. Research Model

JS = Job Satisfaction , OC = Organizational Commitment, WE=Work Environment and TP = Teachers Performance

Based on the theoretical study and previous research above, the research model is as shown in Figure 1, the research hypothesis is compiled as follows:

- H1: Organizational Commitment has a significant effect on Job Satisfaction
- H2: Work Environment has a significant effect on Job Satisfaction
- H3: Organizational Commitment has a significant effect on Teachers Performance
- H4: Work Environment has a significant effect on Teachers Performance
- H5: Job Satisfaction has a significant effect on Teachers Performance

RESULT AND DISCUSION

Sample Description

The results of processing respondent data through questionnaires obtained respondent data as follows:

Tabel 1. Respondents Profile

Attribute		Total
Age	< 30 Years	54
	30 - 40 Years	46
	> 40 Years	50
Gender	Male	72
	Female	78
Work Periode	< 5 Years	52
	5-10 Years	50
	> 10 Years	48

Test Results of the Validity and Reliability of Research Indicators

The testing phase of the measurement model includes testing for convergent validity, discriminant validity and composite reliability. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability testing.

Convergent Validity Testing

Convergent validity test is done by looking at the loading factor value of each indicator against the construct. In most references, a factor weight of 0.5 or more is considered to have sufficiently strong validation to explain latent constructs (Chin, 1998; Hair et al, 2010; Ghozali, 2014). In this study, the minimum limit for the accepted loading factor is 0.5, provided that the AVE value of each construct is > 0.5 (Ghozali, 2014).

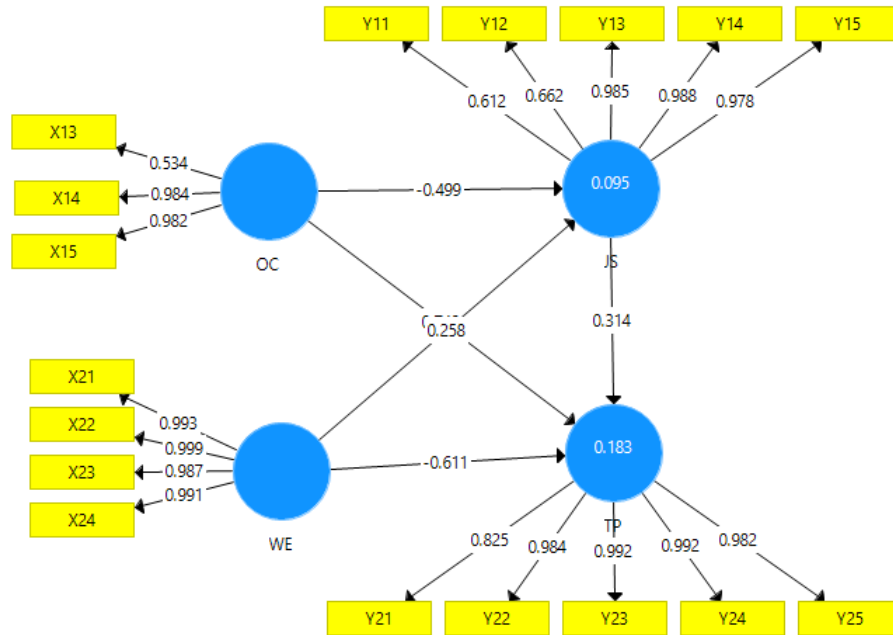


Fig 2. Model valid

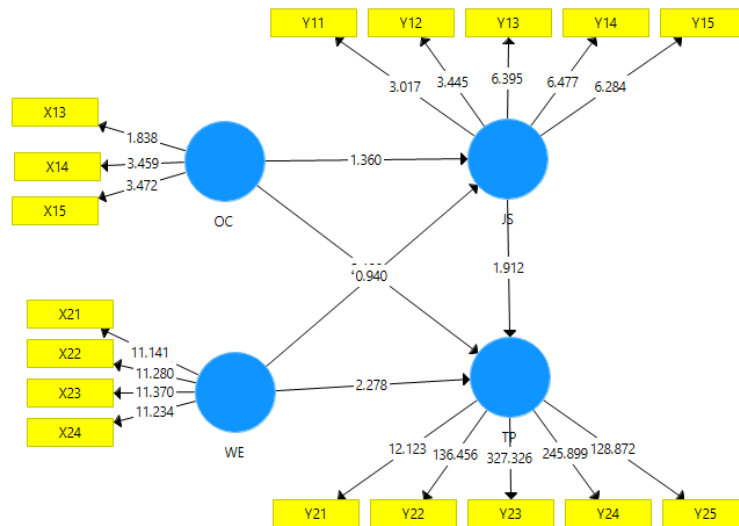


Fig 3. Model valid

Based on the estimation results of the PLS model in the image above, all indicators have a loading factor value above 0.5 so that the model has met the convergent validity requirements. Apart from looking at the loading factor value of each indicator, convergent validity was also assessed from the AVE value of each construct. The AVE value for each construct of this study is more than 0.5. So the convergent validity of this research model has met the requirements. The value of loadings, cronbach's alpha, composite reliability and AVE for each complete construct can be seen in table 2 below:

Tabel 2. Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
JS	0.926	1.022	0.933	0.743
OC	0.887	0.756	0.889	0.740
TP	0.976	0.997	0.982	0.916
WE	0.995	1.016	0.996	0.985

Construction Reliability Testing

Construct reliability can be assessed from the Cronbach's alpha value and the composite reliability of each construct. The recommended composite reliability and cronbach's alpha value is more than 0.7. (Ghozali, 2014). The results of the reliability test in Table 2 above show that all constructs have composite reliability and Cronbach's alpha values are greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

Desriminant Validity Testing

Discriminant validity is done to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between this construct and other constructs (values below the diagonal) (Ghozali, 2014). The results of discriminant validity testing using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value are obtained as follows:

Tabel 3. Discriminant Validity

	JS	OC	TP	WE
JS	0.862			
OC	-0.278	0.860		
TP	0.209	0.138	0.957	
WE	-0.169	0.856	-0.023	0.993

Hasil uji validitas deskriminan pada tabel 3 di atas menunjukkan bahwa seluruh konstruk telah memiliki nilai akar kuadrat AVE di atas nilai korelasi dengan konstruk laten lainnya (melalui kriteria Fornell-Larcker) sehingga dapat disimpulkan bahwa model telah memenuhi validitas deskriminan.

Hypothesis testing

Hypothesis testing in PLS is also known as the inner model test. This test includes a significance test for direct and indirect effects as well as a measurement of the magnitude of the influence of exogenous variables on endogenous variables. To determine the effect of Organizational Commitment and Work Environment on Job Satisfaction and Teachers Performance, a direct and indirect effect test is needed. The effect test was performed using the t-statistic test in the partial least squared (PLS) analysis model using the SmartPLS 3.0 software. With the boothstrapping technique, the R Square value and the significance test value are obtained as shown in the table below:

Tabel 5. R Square

	<i>R Square</i>	<i>R Square Adjusted</i>
<i>JS</i>	<i>0.095</i>	<i>0.075</i>
<i>TP</i>	<i>0.183</i>	<i>0.155</i>

Based on Table 5 above, the R Square value for job satisfaction is 0.095, which means that the job satisfaction variable can be explained by the Organizational Commitment and Work Environment variable by 9.5%, while the remaining 90.5% is explained by other variables not discussed in this study. The R Square value for teachers performance is 0.183, which means that the teachers performance variable can be explained by the Organizational Commitment and Work Environment variable by 18.3%, while the remaining 81.7% is explained by other variables not discussed in this study.

Table 6. Hypotheses Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
JS -> TP	0.314	0.306	0.164	1.912	0.056
OC -> JS	-0.499	-0.326	0.367	1.360	0.174
OC -> TP	0.749	0.653	0.342	2.190	0.029
WE -> JS	0.258	0.125	0.275	0.940	0.348
WE -> TP	-0.611	-0.542	0.268	2.278	0.023

Meanwhile, Table 6 shows the T Statistics and P-Values which show the influence between the research variables that have been mentioned.

Organizational Commitment Relationship to Job Satisfaction

Based on the results of the analysis in Table 6, it is obtained T Statistics of 1.360 <1.96 and P-Values 0.174> 0.050 so that it can be concluded that H1 is rejected, Organizational Commitment has no significant effect on Job Satisfaction Performance. Increasing the Organizational Commitment variable will not be followed by an increase in Job Satisfaction and a decrease in the variable Organizational Commitment will not be followed by a decrease in Job Satisfaction. The results of this study are in line with the results of research by Bahdin (2020); Bernarto (2020); Robby (2019) which states that Organizational Commitment has no significant effect on Job Satisfaction Performance

Relationship between Work Environment and Job Satisfaction

Based on the results of the analysis in table 6, it is obtained T Statistics of 0.940 <1.96 and P-Values of 0.348> 0.050 so that it can be concluded that H2 is rejected, Work Environment has no significant effect on Job Satisfaction. An increase in the Work Environment variable will not be followed by an increase in Job Satisfaction and a decrease in the Work variable. Environment will not be followed by a decrease in Job Satisfaction. The results of this study are in line with the research results of Roojil (2020); Sartika (2020); SLamet (2020) which states that the Work Environment has no significant effect on Job Satisfaction.

Organizational Commitment Relationship to Teachers Performance

Based on the results of the analysis in table 6, it is obtained T Statistics of 2.190 > 1.96 and P-Values of 0.029 <0.050, so it can be concluded that H3 is accepted. Organizational Commitment affects teachers performance. Increasing the Organizational Commitment variable increases the variable teachers Performance and decreasing the variable Organizational Commitment decreases the variable teachers Performance. The results of this study are in line with the results of research from Sartika (2020); SLamet (2020); Supriadi (2020) which states that Organizational Commitment affects teachers Performance.

Relationship between Work Environment and Teachers Performance

Based on the results of the analysis in Table 6, it is obtained T Statistics of 2.278 > 1.96 and P-Values of 0.023 <0.050 so that it can be concluded that H4 is accepted, the Work Environment has a significant effect on teachers performance. Increasing the variable Work Environment will increase the variable teachers Performance and decreasing the variable Work Environment will decrease the variable teachers Performance. The results of this study are in line with the results of research from Asbari (2020); Sartika (2020); SLamet (2020); Robby (2019) who states that the Work Environment has a significant effect on teachers performance.

Job satisfaction relationship with Teachers Performance

Based on the results of the analysis in Table 6, it was obtained T Statistics of 1.912 <1.96 and P-Values of 0.056> 0.050, so it can be concluded that H5 is rejected, job satisfaction has no significant effect on teachers

performance. Increasing variable job satisfaction will not increase variable teacher performance and decrease variable job satisfaction will not decrease variable teacher performance. The results of this study are in line with research results from Bernarto (2020); Hyun (2020); Kadiyono (2020); Roojil (2020); Sartika (2020); SLamet (2020), which states that job satisfaction has no significant effect on teachers performance.

CONCLUSION

Based on the results of data analysis, it was concluded that motivation had no significant effect on Teachers Performance. Organizational Commitment has no significant effect on Job Satisfaction Performance. Work Environment has no significant effect on Job Satisfaction. Organizational Commitment affects teachers performance. Work Environment has a significant effect on teachers Performance. job satisfaction has no significant effect on teachers performance.

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