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Analysis of the Effect of Job Satisfaction on Organizational Commitment and Teacher Performance During the COVID-19 Pandemic (Study at the Darud Da'wah Wal-Irsyad Foundation, Batulicin District, Tanah Bumbu Regency)

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ABSTRACT

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This study aims to determine and analyze the effect of job satisfaction (X1) on organizational commitment (Z) and teacher performance (Y) at the Darud Da' Wah Wal-Irsyad Education Foundation, Batulicin District, Tanah Bumbu Regency. This research used a questionnaire with 85 teachers at the Darud Da'wah Wal-Irsyad Education Foundation, Batulicin District, Tanah Bumbu Regency. Samples were determined using the saturated sampling technique, where all of the population was used as research samples. The data were analyzed using the partial least square (PLS) method in three stages: evaluation of the outer model, inner model, and hypothesis testing, hypothesis testing using the t-statistical test. The results showed that there was a significant effect between job satisfaction and teacher organizational commitment, there was a significant effect between job satisfaction on teacher performance, there was a significant effect between organizational commitment on teacher performance, there was a mediating effect of organizational commitment through job satisfaction on teacher performance at the Darud Da'wah Wal-Irsyad Education Foundation, Batulicin District, Tanah Bumbu Regency.

1. Introduction

The COVID-19 pandemic (coronavirus disease), which entered Indonesia in early 2020, greatly affected all lines, both in terms of economy, politics, society, and education. This makes all resource management plans that have been made by agencies or companies in order to utilize employees disrupted (Afghoni et al., 2011; Afandi, 2018). Performance management is often neglected in the world of education, and sometimes a leader does not pay attention to how the teacher works in the teaching and learning process. Of course, this often makes teachers have low

performance but is not known by the leadership, in this case, the principal (Ahmad, 2019). Teacher performance is the ability of a teacher to carry out the learning load at school and has responsibility for the students under his guidance by increasing student learning achievement. Teacher performance can be seen in how a teacher teaches, the timeliness of learning, the teaching and learning process, and the process of assessing learning outcomes. The better the teacher's learning process, the more productive the teacher is in producing alumni who can compete in the



world of work (Akbar et al., 2016). In essence, teacher performance is the behavior produced by teachers in carrying out their duties as educators when teaching in the classroom. Teacher performance will be seen in daily work situations and conditions in teaching and learning activities (Ruslan, 2020). This study aims to analyze the effect of job satisfaction on organizational commitment and teacher performance at the Darud Da'wah Wal-Irsyad Foundation, Batulicin District, Tanah Bumbu Regency, during the COVID-19 pandemic.

2. Literature Review

Performance can be influenced by several factors, but the main factor that is considered to be influencing is the factor job satisfaction. Job satisfaction for an employee is a very important factor because the satisfaction obtained will also determine a positive view of work (Claudia, 2018). Feeling satisfied in carrying out work will have a positive impact on behavior, such as the level of attendance, discipline, and morale, which tends to increase. Job satisfaction is also related to outcomes such as performance, so if job satisfaction increases, it will lead to enthusiasm at work. Thus, someone will more easily achieve high performance (Erdianti et al., 2018; Eliyana et al., 2019). Job satisfaction is a general attitude of results that are specifically shown in specific job factors, individual characteristics, and group interrelationships outside of work (Rahmawati et al., 2019).

Herzberg (1966), in two-factor theory, suggests that job satisfaction and job dissatisfaction are very different things. Motivating factors are the factors needed as a source of job satisfaction consisting of achievement, recognition, the work itself, responsibility, advancement, and the possibility of growth, while hygiene factors are factors that will affect employee dissatisfaction if it is not in accordance with employee expectations related to policies. And company administration, supervision, relations

between workers between superiors, co-workers, and subordinates, working conditions, personal life, status, and job security (Gangai et al., 2015).

Job satisfaction in an organization is very important. This is because job satisfaction felt by employees can have a direct impact on existing performance. Job satisfaction in the last 2 years has also been affected due to the pandemic, especially regarding the implementation of a new lifestyle, and there must also be more attention to existing health.

Several other factors that affect performance include organizational commitment. Organizational commitment is the degree to which an employee identifies with a particular organization and its goals and wants to maintain membership in that organization (Robbins et al., 2017). Commitment can be defined by how a teacher can be actively involved in carrying out his work, as well as maximally in carrying it out. High commitment can reflect the high loyalty of a teacher. This high loyalty is needed by every school or organization.

Allen et al. (1993) describe commitment into three dimensions, namely affective commitment, continual commitment, and normative commitment. Affective commitment means that an employee has an affection based on the desire to stay with the organization. This desire arises based on their degree of identification with the organization, as well as a willingness to assist the organization in achieving its goals. Continuing commitment means that employees have a tendency to keep working at the organization because there are no other alternative jobs. Employees will weigh all the advantages and disadvantages of they stay or leave the organization. Normative commitment itself arises because of a feeling of obligation or obligation to remain in the organization because of a feeling of indebtedness to the organization. The commitment of a teacher is needed to maintain a good learning process in all conditions that occur in schools.

The Government of the Republic of Indonesia issued a circular through the Minister of Education

and Culture, namely Circular Letter Number 4 of 2020, concerning the implementation of education policies in the emergency period of the spread of coronavirus disease (COVID-19). Several points from the Ministerial regulation above require all teachers to carry out online learning. This causes all teachers to carry out their work which previously always came to school to teach to work and teach from home or what is often called work from home. (WFH). This is meant by applying physical distance. It is hoped that this will reduce the rate of the spread of COVID-19 in Indonesia.

Social changes that occurred as a result of the spread of COVID-19 caused failure in the process of adjusting teaching and learning activities. That is why it is impossible for an ideal lesson to be achieved during a pandemic like today. This has caused a polemic in the world of education where previously teaching and learning activities were carried out in schools face-to-face, turning into giving lessons through telecommunication media, be it Whatsapp, Zoom, Telegram, Google Classroom, Google Meet, and so on.

The commitment to keep teaching at home during the pandemic is really needed by the school, where a teacher is still required to play an active role in carrying out learning from home, so that students who become customers or benchmark their performance become good, but still cannot. It is undeniable that the need for the delivery of subject matter by teachers is greatly disturbed due to the restrictions and prohibitions on face-to-face teaching and learning. Disturbances that often occur during the online learning process are the unstable network. The school does not provide an internet quota for teachers and students, the lack of supervision by teachers, and the lack of student interest in online learning. This is a challenge for school management, teachers, students, and parents in responding to this pandemic.

Darud Da'wah Wal - Irsyad Foundation (DDI) Batulicin District, Tanah Bumbu Regency is an

educational foundation that oversees 4 school management, namely MTs DDI Kersik Putih, MTs DDI Muara Pagatan, MAS DDI Kersik Putih, and SMK DDI Batulicin, in the implementation of the activation process. Teaching and learning are carried out online. The learning process raises a new problem, namely the distance that is quite far between students and teachers, thus making teachers lose their passion in carrying out their daily work as educators in schools, so of course, it will have an impact on decreasing the quality of education at the school. The online learning facilities provided are also incomplete, such as the absence of a school learning web and a school quota that is not provided, thus making teachers use private facilities in the implementation of learning. This can make the teacher's satisfaction at work decrease, and they are not enthusiastic about carrying out their work in teaching. This is in accordance with the factors that affect job satisfaction stated by (Hasibuan, 2014) that supporting equipment for the implementation of work is one that affects job satisfaction.

3. Methods

This research is descriptive research. The research location is the Darud Da'wah Wal-Irsyad Education Foundation, Batulicin District, Tanah Bumbu Regency, South Kalimantan, Indonesia. The research was conducted for four months, namely from August - to December 2021. The research population was teachers who worked at the Darud Da'wah Wal-Irsyad Education Foundation. The sampling technique used is total sampling, namely the technique of determining the sample when all the population is used as a sample, namely as many as 85 teachers. Sources of data in this study are primary and secondary data. Primary data was obtained by distributing questionnaires through Google forms. At the same time, secondary data is obtained through documents and archives belonging to educational foundations. The variables used in this study consisted of three variables, namely the independent variable



(X/Exogenous), the intervening variable (Z), and the dependent variable (Y). The independent variable in this study is Job Satisfaction (X1), the intervening variable is Organizational Commitment (Z), while the dependent variable in this study is Teacher Performance (Y). The data analysis method used in this research is Partial Least Square (PLS) data analysis. Partial least squares is a predictive measurement method that is an alternative to canonical correlation ordinary least squares (OLS) regression or modeling equation structure.

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4. Results and Discussion

Based on table 1, most of the teachers of the Darud

Da'wah Wal-Irsyad Batulicin Foundation are dominated by female teachers. As many as 43 people (51%) aged over 41 years have an undergraduate degree. Respondents in this study were dominated by teachers who had taken a bachelor's degree (S1) education. This was in accordance with the Law of the Republic of Indonesia number 14 of 2005 article 9 concerning teacher education qualifications, while teachers who were still in high school education/Equivalent are alumni of the shade school, who are drawn by the school to work and serve as teachers for a predetermined time.

Table 1. Characteristics of research respondents

Characteristics	Frequency (%)
Gender	
Male	42 (49)
Female	43 (51)
Age (y.o.)	
20-25	10 (11.8)
26-30	23 (27.1)
31-35	13 (15.3)
36-40	10 (11.8)
>41	29 (34.1)
Recent education	
Postgraduate	6 (7.1)
S1	68 (78.8)
SMA	12 (14.1)
Working period (years)	
1-5	53 (62.4)
6-10	20 (23.5)
10-15	12 (0)

Descriptive analysis of respondents' answers aims to describe the research variables through the interpretation of the frequency distribution of respondents' answers as a whole, both in the number of respondents (people) as well as in percentage figures for research variable items or grouping, analyzing data based on a questionnaire that obtained from respondents' responses by using data tabulation. The

job satisfaction variable has twenty questions that explain the job satisfaction indicators, namely the work itself, salary/income, promotion opportunities, supervision of school principals, foundation supervisors, and co-workers. The tabulation of respondents' answers regarding job satisfaction can be seen in Table 2 below.

Table 2. Respondents' assessment of job satisfaction (X1)

No	Question	STS	TS	N	S	SS	Index	Description
1	Working as a teacher is a pride for me	8	14	8	20	35	315	Good
2	Working as a teacher is a challenge for me	2	29	12	14	28	292	Good
3	Completing teaching responsibilities well is my duty	16	12	17	19	21	272	Good
4	My salary is adequate for the responsibilities I do	10	23	10	18	24	278	Good
5	The salary I receive is sufficient to meet my daily needs	10	20	4	23	28	294	Good
6	Allowance is needed to increase income	18	12	2	30	23	283	Good
7	Promotion is obtained based on performance	12	27	6	15	25	269	Good
8	Promotion is carried out fairly by the foundation	10	20	2	27	26	294	Good
9	Promotion is based on the skills of teachers	16	14	11	20	24	277	Good
10	Principals always provide good moral support to teachers	8	16	11	33	17	290	Good
11	Teachers' opinions are always heard by the principal	8	20	6	26	25	295	Good
12	Principals always complete teaching and learning support facilities for teachers in schools	10	36	20	13	6	224	Low
13	Principals always control the work of teachers in schools	10	30	21	12	12	241	Low
14	Foundations always provide good moral support to teachers	10	20	31	14	10	249	Low
15	Foundations always listen to teachers' opinions	12	20	27	14	12	249	Low
16	Foundations always complete teaching and learning support facilities for teachers in schools	3	34	25	11	12	250	Low
17	The foundation always controls the work of teachers in schools	8	14	24	21	18	282	Good
18	Teacher colleagues willing to help in carrying out the work	6	22	8	26	23	293	Good
19	Teacher colleagues always provide motivation in carrying out the work	8	24	15	11	27	280	Good
20	Colleagues have a shared sense of responsibility in carrying out the job	14	18	8	14	31	285	Good
Total Average							275.60	Good

The organizational commitment variable has sixteen questions that explain the dimensions of organizational commitment, namely, affective commitment, ongoing commitment, and normative

commitment. Tabulations of respondents' answers regarding organizational commitment can be seen in Table 3 below.



Table 3. Respondents' assessment of organizational commitment (Z)

No	Item	STS	TS	N	S	SS	Index	Description
1	I would be happy if I could spend my time working on school this	6	8	20	22	29	315	Good
2	I find it hard to leave this school	6	13	11	13	42	327	Good
3	I feel this school is my second home	6	6	22	15	36	324	Good
4	I always prioritize my responsibilities at school	4	6	13	21	41	344	Very Good
5	I feel responsible for the work in school	5	9	8	23	40	339	Good
6	I really feel as if the problems of this school are also my own problems	9	6	1	36	33	333	Good
7	I will stay at this school if I get a better job offer	10	28	12	24	11	253	Low
8	I always believe in the school where I work	4	8	2	35	36	346	Very Good
9	I believe a teacher should be loyal to the school where he works	8	7	8	25	37	331	Good
10	Moving from one organization to another organization seems unethical to me.	3	8	4	40	30	341	Good
11	The job I have is a valuable experience	3	18	7	22	35	323	Good
12	I feel proud to have the experience of teaching at this school	4	12	8	21	40	336	Good
13	I always do my assignments according to my job at my desk as a teacher	7	7	11	31	29	323	Good
14	I feel proud if my fostered students excel	9	14	1	34	27	311	Good
15	Completing work on time is my responsibility	4	11	15	14	41	332	Good
16	I always complete my teaching assignments according to the rules set	12	13	6	20	34	306	Good
Total Average							324.00	Good

The teacher performance variable has sixteen questions that explain the indicators of teacher performance, namely, quality of work, timeliness,

initiative, ability, and communication. The tabulation of respondents' answers related to teacher performance is presented in Table 4.

Table 4. Respondents' assessment of teacher performance (Y)

No	Item	STS	TS	N	S	SS	Index	Description
1	I always prepare myself before carrying out teaching and learning activities.	5	9	28	23	20	299	Good
2	I always motivate students in the learning process	12	10	24	4	35	295	Good
3	I always conclude learning at the end of the learning process	7	10	4	35	29	324	Good
4	I am always on time teaching both online and offline	7	18	22	10	28	289	Good
5	I teach according to the time and schedule specified	7	21	15	23	19	281	Good
6	I end the lesson at the appointed time	12	12	2	29	30	308	Good
7	I am a good example for students	6	31	8	29	11	263	Good
8	I am fully responsible for student achievement	6	15	2	30	32	322	Good
9	I always provide constructive feedback for the school	15	19	4	13	34	287	Good
10	I am able to use online learning (IT) methods	4	19	10	31	21	301	Good
11	I am able to create creative learning for students	4	16	4	32	29	321	Good
12	I am able to create a fun learning for students	4	11	9	19	42	339	Good
13	I am able to carry out learning according to the curriculum	5	9	7	21	43	343	Very Good
14	I communicate in good and correct Indonesian	11	20	34	3	17	250	Low
15	I have good communication with other teachers and students in the learning process	13	22	22	9	19	254	Low
16	I include the right information in implementing the learning method	5	17	7	21	35	319	Good
Total Average							299,69	Good

Based on table 5 it can be seen that the effect of job satisfaction on organizational commitment has a path coefficient of 0.597 with a t-statistic of $8.837 > 1,96$. These data indicate that job satisfaction has a significant effect on the organizational commitment of teachers at the Darud Da'wah Wal-Irsyad educational foundation, Batulicin District, Tanah Bumbu Regency. The effect of job satisfaction on teacher performance has a coefficient of 0.497 with a T statistic of $4.877 > 1.96$. These data indicate that job satisfaction has a significant effect on teacher performance.

The effect of organizational commitment on teacher performance has a path coefficient of 0.422 with a t statistic of $4.463 > 1.96$. These data indicate that organizational commitment has a significant effect on teacher performance.

The effect of job satisfaction on teacher performance through organizational commitment can be seen from the original value of the sample of job satisfaction on teacher performance of 0.497, while the original value of the sample of job satisfaction on teacher performance through organizational



commitment is obtained from the original value of the sample of job satisfaction on teacher performance multiplied by the original sample of organizational commitment. on teacher performance (KK->KO x KO->KG) which is 0.597 x 0.422 equals 0.252.

By comparing the two values (0.497 and 0.252), it can be proven that the effect of job satisfaction on teacher performance is directly greater than the effect of job satisfaction on teacher performance by using organizational commitment as an intervening variable. Thus it can be concluded that organizational commitment has a mediating effect. On job satisfaction and teacher performance according to the

t statistic data of job satisfaction on teacher performance through the organizational commitment of 3.376 > 1.96.

Based on the results of hypothesis testing, it can be concluded that job satisfaction has a significant influence on organizational commitment. The work factor itself causes this, a sense of pride in being a teacher by teachers at the Darud Da'wah Wal-Irsyad Foundation, Batulicin District, Tanah Bumbu Regency, and a sense of pride. This is what makes teachers still have a high commitment even though they carry out learning in the COVID-19 pandemic.

Table 5. Results of the bootstrapping output of hypothesis testing

	Original Sample	Sample Mean	Standard Deviation	t -Statistic	P-Value	Information
H1 : Job Satisfaction -> Organizational Commitment	0.597	8.837	0.068	0.606	0.000	Accepted
H2 : Job Satisfaction -> Teacher Performance	0.497	0.499	0.102	4.877	0.000	Accepted
H3 : Organizational Commitment -> Teacher Performance	0.422	0.424	0.095	4.463	0.000	Accepted
H4: Job Satisfaction -> Organizational Commitment -> Teacher Performance	0.252	0.260	0.075	3.376	0.001	Accepted

Job satisfaction has a significant influence on teacher performance. This is caused by several factors, namely the first is the pride of a teacher in carrying out his responsibilities as a teacher, the second is adequate income provided by the school, and the third is the presence of colleagues who always provide

motivation in carrying out work and have a sense of shared responsibility in carrying out the work, but there are still several aspects that need to be improved, one of which is supervision that is still ongoing. The low category, so that is has an impact on decreasing job satisfaction and will ultimately reduce



performance.

Based on the results of hypothesis testing, it is concluded that organizational commitment has a significant influence on teacher performance. This is due to several factors, the first being the emotional bond of the teacher to the workplace, in this case, the school, the feeling of belonging to the school, and the feeling of being heavy to leave the workplace. Organizational commitment is a mediating variable between job satisfaction and teacher performance, but the original sample value of the effect of job satisfaction on teacher performance is greater than job satisfaction on teacher performance through organizational commitment as an intervening/mediation variable.

5. Conclusion

There was a significant effect between job satisfaction and teacher organizational commitment, there was a significant effect between job satisfaction on teacher performance, there was a significant effect between organizational commitment on teacher performance, there was a mediating effect of organizational commitment through job satisfaction on teacher performance at the Darud Da'wah Wal-Irsyad Education Foundation, Batulicin District, Tanah Bumbu Regency.

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