

The Effect of Job Satisfaction and Motivation on the Organizational Commitment

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Abstract: This study determined the effect of job satisfaction and motivation on the organizational commitment of school principals in Palembang City. The research sample is 90 respondents. The technique of data collection in this research is to use a questionnaire and documentation technique. The results showed that the organizational commitment of the director is an important factor because; 1) the principal is the spearhead for the success of basic education management, without a strong organizational commitment, the principal will not properly perform his duties according to his responsibilities so the primary school goals will be difficult to achieve; 2) the organizational commitment of the director is a high level of trust in the organization, individuals who trust the organization will certainly be loyal and actively participate in their organization; 3) the organizational commitment of the current director is one last thing that cannot be improved because as an individual human being, the director will always grow and change according to the demands of the stakeholders. Therefore, primary school principals can improve themselves by increasing their organizational commitment to achieve organizational expectations and goals. In addition to this, this commitment affects job satisfaction and motivation for both yourself and the environment around you, of course, with greater satisfaction, job motivation can be seen from the organizational commitment of the director, which will have a good or positive impact on the world, of education. Therefore, based on the results of the study, there was a significant influence between job satisfaction and motivation in the organizational commitment of the principal of public primary schools in the city of Palembang.

Keywords: Job Satisfaction, Motivation, Organizational Commitment

A. Introduction

The general rule for the education system is that educational activities are held in several target areas, including teachers, students, education, teaching materials, and study camps. All sectors that make up the education system are connected and supported. Each component has its role in achieving educational goals. Second (Suharyanto, 2015) education is a formal learning process in the classroom. But when we try to discuss it further, it turns out that education also exists in the family and the

surrounding community. Thus, it can be said that education is not only a learning process in the classroom but can also take place anywhere and last a lifetime. Meanwhile, according to Yuwono, et. al., (2020) education is the right of every individual., especially children. , because an advanced and intelligent nation starts with children who are educated from an early age, such as learning to speak well and politely, learning to behave, recognizing letters, learning to count, and so on. According to Lestari, (2018) in improving the quality of learning, it needs a series of important activities that is carried out by teachers, as educators and students through the use of existing educational facilities and infrastructure, and curriculum.

Education is a conscious and planned effort to create an ideal learning atmosphere, for students to actively develop the potential that exists within them so that they have religious power, control, control, control, construction so that students are active. needed by himself, society, nation, and state (Al Faruq & Supriyanto, 2020). The researchers concluded that there should be no difference in the ability of students or one person to another, normal or disabled, both adults and children, to be able to learn the same. Educational activities will be more effective if they are supported by these sectors, especially school principals. The principal is the person who is responsible for the implementation of education at the center he leads. High organizational commitment to schools has become the property of principals and teachers. If the board of directors has a high commitment, it is expected that they will be more enthusiastic in carrying out their duties.

According to Riski, et. al., (2021) the work satisfaction and motivation of a principal has a very large influence on improving teacher performance, namely increasing the work ethic of teachers and staff. , and enthusiasm in carrying out their respective duties. each has big goals for school, maintains unity at work, and works together to achieve school goals. Meanwhile, according to Minsih, et. al., (2019) the principal has the highest position in the school because the principal has an important role and everything in the school. Therefore, principals and teachers must support and coordinate with each other to promote quality schools. Thus, the job satisfaction and motivation of the principal is determining factor in the educational process in schools.

Therefore, the high and low quality of education is a shared responsibility between the community, government, parents, teachers, and school principals. However, the public focus from various media shows that the low level of education is always high with the organizational commitment of the principal as expected, especially in the learning process carried out by teachers. The learning process is an effort that involves and deliberately uses the professional knowledge possessed by the teacher to achieve curriculum goals (Nafrin and Hudaidah, 2021).

The success of the principal has an impact on the sustainability of the development of national education. Therefore, to support organizational involvement, school principals need to have an interest in working and/or providing good services not only to teachers but also to students and the community with an interest in the institution. The role of the principal is very important in determining the success or failure of a school in carrying out the duties of the principal in the

intellectual life of the nation, and develop the whole person (Seriyanti, et. al., 2020). The good or bad of a school is determined more by the professional ability of the principal than its management. While Fitria (2018) the principal as an educational leader is the person most responsible for the success of education in his school. In addition, according to Sarifudin, (2019) the principal is the most important element in the success of education because the principal plays a very important role in the success of education, the principal as a manager is authorized to carry out monitoring activities on the performance of teachers as implementers of education and teaching. study in class.

The principal's effort to achieve success in managing school organizations is to increase organizational commitment, which cannot be separated from the influence of job satisfaction and motivation reflected by his subordinates, in this case, teachers and central staff, environment. The function of job satisfaction and motivation describes how a leader can lead and influence subordinates, how to motivate and create a harmonious cooperative relationship. In this role, a leader depends on how satisfied and motivated he is to work. Thus, good job satisfaction and motivation can foster good organizational commitment.

Job satisfaction will have a major effect on efforts to increase the principal's organizational commitment to improving the quality of education. Nabawi, (2020) states working is the interactions with colleagues and superiors, following organizational rules and policies, meeting performance standards. In addition, according to Koesmono, (2014) job satisfaction is an assessment, feeling, or attitude of a person or employee towards work and related to the work environment is the fulfillment of various desires and needs through work or work. activity.

In addition, opinion-based job satisfaction (Arifin, 2012) can be defined as a person's overall attitude towards work and expectations in the organization where they work. Based on Khair, (2019) the purpose of work is a phenomenon that is often raised and raised in various discussions and scientific meetings, job satisfaction affects the results of a process in the organization. High work goals will be achieved if the factors that cause job satisfaction are well available. Job objectives are independent variables that are influenced by various sources, both internal and internal by the employees themselves. Thus, from some of the opinions above, it can be obtained that high job satisfaction will lead to positive feelings that are manifested by the principal through the form of loyalty to the elementary school organization. With great loyalty, it will strengthen the director's commitment.

In addition to job satisfaction, a leader in this case the principal must also show his expertise in terms of work motivation. Because the high work motivation of the director can increase organizational commitment. Motivation is a stimulus or provision of a driving force that creates work enthusiasm so that they want to work together, work effectively, and integrate with all their efforts to achieve satisfaction (Ardian, 2019). Motivation (encouragement or stimulation) can be used as a strategy to improve employee performance. Motivation can be done in various ways such as coercion and punishment, balancing rewards or praise, creating competition. Goals

and expectations that are clear, realistic, and easily achievable can also be used as motivation. Subordinates will not be realistic in achieving high levels of productivity if expectations are not met. In addition, according to motivation (Khair, 2019). Work motivation is an ability to direct or control and move someone to act on the desired behavior based on predetermined goals to achieve certain goals.

So, according to Oentoeng, & Riady, (2013) work motivation is attitudes and values that influence individuals to achieve certain things according to individual goals. These attitudes and values are invisible and give strength to encourage individuals to behave to achieve goals. According to Kastawi, et. al., (2021) motivation is a state of energy that moves oneself in a directed or directed manner to achieve organizational goals. The teacher's mental attitude is conducive and positive in dealing with work situations that strengthens work motivation to achieve maximum performance. Decrease in work motivation can be caused by several factors, including; mental health of the teacher concerned, feeling lazy when procrastinating work, competition between employees is not good, work relations are not harmonious, discriminatory treatment of school principals, the absence of a fair and proportionate division of tasks, school attention to the teaching career level, and presenting teaching papers that do not match their experience.

Therefore, the purpose of motivation is to encourage the principal to carry out tasks to achieve the school's organizational goals. A strong encouragement will increase the involvement of principals in school organizations. Thus, with the high involvement and active role of the director, his organizational commitment will increase.

Factors that influence organizational involvement include job satisfaction, pressure, motivation, self-confidence, learning, organizational culture, organizational structure, job satisfaction and motivation, team, personality, and skills. Ratmini, et. al., (2019) states school principals must have work commitments who can make quick and appropriate decisions, provide teaching and supervision, increase willingness and ability. educators, two-way open communication, and delegation. Meanwhile, according to Satyawati, (2020) the director's organizational commitment is very important because the commitment mobilization process must start from the highest level of the organization. Inconsistency and lack of trust in leaders will reduce the vision and mission of the organization. Schools need effective and committed leaders who can influence the behavior of their members or subordinates.

In other words, good job satisfaction and motivation, high work motivation, and high job satisfaction can increase organizational commitment. From the description above, several factors affect the organizational commitment of the Palembang city elementary school. Factors that can influence the director's organizational commitment include 1) personality and cultural values, 2) ability, 3) job satisfaction, 4) pressure, 5) motivation, 6) trust, ethical justice, and 7) learning and decision making. . The research limits this research to this variable only to test the model involving the variables of job satisfaction and work motivation of organizational directors.

To create a sense of emotional attachment to each member, many factors influence it, as described in this study which examines the influence and work motivation on the organizational commitment of the Palembang school principal. This study aims to determine the effect of job satisfaction and motivation on the commitment of school principals in the city of Palembang.

Based on recent research by researchers that job satisfaction and motivation are different, motivation is strong or weak, satisfaction or not depends on the state of a person who believes that self-motivation each has the following characteristics: diligent in overcoming tasks (can be continuous from time to time). Senior, never stops before being tenacious in overcoming difficulties (not giving up), showing interest in various types of problems, prefers to work alone, gets bored quickly with routine mechanical tasks, just repetitive). So, they are less creative, they can defend their opinion (they already believe in something), it is never easy to give up what they believe in, and they enjoy finding and solving problems, their work will increase that person's satisfaction, even if satisfaction cannot. measurable and immeasurable From job satisfaction and motivation can increase organizational commitment to the commitment of the principal.

B. Methods

This study is a survey with a quantitative approach and uses an ex post facto correlational design. The target population of this study was principals of Primary School Palembang City as many as 382 school principals. The sample of this study is based on the conglomerate sampling technique (Area Sampling). The researcher took a sample of $25\% \times 382 = 95.5$ but the researcher only took 90 people as the research sample. Data collection techniques in this research are to use questionnaires and documentation techniques.

The variables to be analyzed in this study include (1) satisfaction is the respondent's (teacher) assessment of the implementation of (a) employee skills, (b) perceived role accuracy of employees, (c) required and acceptable performance achieved, (d) any reasonable remuneration that the employee may receive; (2) the process that describes the intensity, direction, and persistence of individual efforts in achieving goals, namely in the form of Job performance, recognition, job challenges, increased responsibility, progress, and development; and (3) organizational commitment is the interviewee's self-assessment of organizational bias and responsibility in carrying out tasks demonstrated in their daily work, and reflected in scores responses, including the dimensions: identification, loyalty, and engagement. Each item in the question is measured using seven measurement scales, where 1 indicates "disagree (never done)" and 5 indicates "strongly agree (always do)". To answer research problems, and to test hypotheses, it is done through analysis and testing of empirical models. Verify the hypothesis model by path analysis.

C. Results and Discussion

The results of descriptive analysis of research data on the job satisfaction variable show the average value (mean) for each supervisory variable indicator resulting in an index value of 125.66 which means that respondents' perceptions of the satisfaction variable are included in the medium category. The average value (mean) on each indicator of the distributive-relational motivation variable produces an index value of 119.54 which means that respondents' perceptions of the distributive-relational motivation variable are included in the medium category. The average value (mean) for each indicator of the principal's organizational commitment variable resulted in an index value of 116.93, which means that respondents' perceptions of the organizational commitment variable are included in the medium category.

Based on the data obtained in the field, statistically processed for job satisfaction into a frequency distribution list with the number of classes calculated according to the Sturges rule, obtained eight classes in the table below.

Table 1. Frequency distribution of Job Satisfaction Scores Including Cumulative Frequency and cumulative percentage.

| Class Interval | Exact Limit | Middle Value | df | % | K% |
|----------------|---------------|--------------|----|-------|-------|
| 78-87 | 77,5 - 87,5 | 83 | 4 | 4.44 | 4.44 |
| 88-97 | 87,5- 97,5 | 93 | 2 | 2.22 | 6.67 |
| 98-107 | 97,5 - 107,5 | 103 | 4 | 4.44 | 11.11 |
| 108-118 | 107,5 - 117,5 | 113 | 12 | 13.33 | 24.44 |
| 119-127 | 117,5 - 127,5 | 123 | 25 | 27.78 | 52.22 |
| 128-137 | 127,5 - 137,5 | 133 | 18 | 20 | 72.22 |
| 138-147 | 137,5 - 147,5 | 143 | 15 | 16.67 | 88.89 |
| 148-157 | 157,5 - 157,5 | 153 | 10 | 11.11 | 100 |

The data above shows that the score of job satisfaction with the highest frequency or response ranges from 117.5 to 127.5 (interval class five) as many as 25 respondents or 27.78%. Based on the data obtained in the field for work motivation, statistically processed into a frequency distribution list with the number of classes calculated according to Struges' rules, obtained eight classes in the table below.

Table 2. Frequency Distribution of Work Motivation Score Including Cumulative Frequency and Cumulative Presentation

| Class Interval | Exact Limit | Middle Value | df | % | K% |
|----------------|---------------|--------------|----|-------|-------|
| 62 - 72 | 61,5 - 72,5 | 67,5 | 4 | 4.44 | 4.44 |
| 73 - 83 | 72,5 - 83,5 | 78,5 | 1 | 1.11 | 5.56 |
| 84 - 94 | 83,5 - 94,5 | 89,5 | 7 | 7.78 | 13.33 |
| 95 - 105 | 94,5 - 105,5 | 100,5 | 8 | 8.89 | 22.22 |
| 106 - 116 | 105,5 - 116,5 | 111,5 | 8 | 8.89 | 31.11 |
| 117 - 127 | 116,5 - 127,5 | 122,5 | 29 | 32.22 | 63.33 |
| 128 - 138 | 127,5 - 138,5 | 133,5 | 12 | 13.33 | 76,67 |
| 139 - 149 | 138,5 - 149,5 | 144,5 | 21 | 23.33 | 100 |

The data above shows that the work motivation score with the highest frequency or number of respondents ranges from 116.5 to 127.5 (interval class six) 29 respondents or 32.22%. After that, do the Linearity Test of organizational commitment to work and get the results shown in the table below.

Table 3. Analysis of Significance Test Variance and Linearity Equation Organizational Commitment to Job Satisfaction

| ANOVA TABLE | | | | | | | |
|-------------|------------------|----|-----------|-------------|--------------------|------------------------------|-------------|
| NO | Variant Source | Db | JK | RJK | F _{count} | F _{table} α=0,05 | Conclusion |
| 1 | Coefficient (a) | 1 | 1,230,606 | 1,230,606.4 | | | |
| 2 | Regression(w/a) | 1 | 20,172 | 20,172.43 | 102.782** | 3.95 | Significant |
| 3 | Remainder | 88 | 17,271 | 196.26 | | | |
| 4 | Tuna is suitable | 24 | 3,703 | 154.30 | 0.47 ^{NS} | 2.12 | linear |
| 5 | Error | 64 | 20,974 | 327.72 | | | |

Note: Significant at (0.05); ** very significant at (0.01); NS = nonsignificant (Linear regression), at (0.05); dk = degrees of freedom; JK=Sum of Squares; RJK = Average Sum of Squares.

Based on the test results presented in the table above, it can be concluded that the regression equation for Organizational Commitment = 78.83 + 0.364 Job Satisfaction has $F_{count} = 25.259$ which is greater than F_{table} at $\alpha = 0.05 = 3.95$ ($F_{count} > F_{table}$). This means that the regression equation is very significant. The price F_{count} of suitable tuna (F_{tc}) = 1.16 is smaller than F_{table} at $\alpha = 0.05 = 1.70$ ($F_{count} < F_{table}$). This confirms that

the regression equation is linear. Furthermore, the Linearity Test of Organizational Commitment on Work Motivation and getting the results can be seen in the table below.

Table 4. Analysis of Significance Test Variance and Linearity Equation Organizational Commitment to Work Motivation

| ANOVA TABLE | | | | | | | | |
|-------------|------------------|----|-----------|--------------|--------------------|------------------------------|------------------------------|-------------|
| No | Variant Source | Db | JK | RJK | F _{count} | F _{table} α=0,05 | F _{table} α=0,01 | Conclusion |
| 1 | Coefficient (a) | 1 | 1,230,606 | 1,230,606.40 | | | | |
| 2 | Regression(w/a) | 1 | 14,781 | 14,781.42 | 57.398** | 3.95 | 6.93 | Significant |
| 3 | Remainder | 88 | 22,662 | 257.52 | | | | |
| 4 | Tuna is suitable | 16 | 5,985 | 347.08 | 0.94 ^{NS} | 1.79 | 2.26 | linear |
| 5 | Error | 72 | 28,647 | 397.88 | | | | |

Note: Significant at (0.05);** very significant at (0.01); NS = non significant (Linear regression), at (0.05); dk = degrees of freedom; JK=Sum of Squares; RJK = Average Sum of Squares.

Based on the test results presented in table above, it can be concluded that the regression equation for Organizational Commitment = 39.47 + 0.648 Work Motivation has F_{count} = 57,398 which is greater than F_{table} at 0.05 = 3.95 (F_{count} > F_{table}). This means that the regression equation is very significant. The price F_{count} of suitable tuna (F_{tc}) = 0.94 is smaller than F_{table} at = 0.05=1.79 (F_{count} < F_{table}). This confirms that the regression equation is linear.

Job satisfaction has a direct positive effect on an organizational commitment by 0.34. This means that there is a positive direct effect of job satisfaction on organizational commitment because the value of t_{count} = 4.19 > t_{table} = 1.988. The coefficient of this path is significant up to alpha 5%, meaning that this hypothesis is proven, thus the job satisfaction variable has a direct positive effect on the organizational commitment variable. This means that high job satisfaction has a direct positive effect on increasing the organizational commitment of the principals of public elementary schools in the city of Palembang. Work motivation has a direct effect on an organizational commitment by 0.21. This means that there is a direct positive influence of leadership on organizational commitment because the value of t_{count} = 2.69 > t_{table} = 1.988. The coefficient of this path is significant up to alpha 5%, if this hypothesis is proven, thus the work motivation variable has a direct positive effect on the organizational commitment variable. This means that high work motivation has a direct positive effect on increasing the organizational commitment of the principals of public elementary schools in the city of Palembang.

Job satisfaction and work motivation have a direct effect on the principal's organizational commitment of 0.25. This means that there is a positive direct effect of job satisfaction and motivation on organizational commitment because the value of $t_{\text{count}} = 3.08 > t_{\text{table}} = 1.988$. The coefficient of this path is significant up to alpha 5%, if this hypothesis is proven, thus the variables of job satisfaction and motivation together have a direct positive effect on the principal's organizational commitment variable. This means that good commitment has a direct positive effect on increasing job satisfaction and work motivation of the principals of public elementary schools in the city of Palembang.

From the results of the study, it was found that there was a positive influence between director job satisfaction and organizational commitment. Job satisfaction as shown in the theory and a person's positive attitude from the results of the evaluation of a job, this positive attitude is felt by the fulfillment of the expected needs of real conditions. With the fulfillment of the expected needs, a feeling of satisfaction will arise. As explained in the theory of job satisfaction it is a pleasant or positive emotional state that comes from job appraisal or work experience. Job satisfaction is influenced by various factors such as own work, salary, promotion, and working conditions.

Low job satisfaction tends to lead to undisciplined tasks and disloyalty to the organization. Meanwhile, high job satisfaction tends to result in fewer job complaints, and this job satisfaction will foster a strong sense of belonging and attachment from members to the organization. If the feeling of belonging and being limited is high, then the feeling of commitment to the organization will be strong. Since commitment is a sense of attachment, members are willing to sacrifice time and thought to achieve goals. These positive feelings are a reflection of the members' feelings of fasting towards the organization. With the growth of a positive and ultimately a sense of belonging, and a strong sense of belonging from members to the organization. If the sense of belonging and attachment is high, it will increase the quality of the director's commitment to the organization he leads.

The high work motivation of the director can increase the director's organizational commitment according to the results of the study that the director's work motivation has a direct positive effect on his organizational commitment. The high work motivation of the director can provide individual enthusiasm for the director to remain in the organization he leads. As explained in the theory of work motivation is a process of intensity, direction, and persistence of individual efforts in achieving goals.

In connection with the above, it takes great intensity with a hanging direction so that his efforts are directed at integration, this cannot be separated from the persistence of a principal of a public elementary school in the city of Palembang, because persistence is a certain benchmark. Ability principal to continue its business. The principal's strong attitude towards the elementary school organization he leads has led to a high commitment from the principal to the elementary school organization he leads.

The results show that the director's leadership has a direct positive effect on the director's commitment through work motivation. Good leadership by the principal through work motivation. A good principal's leadership can encourage, direct and increase the work motivation of subordinates, if this can go as expected then the principal's motivation will increase, good leadership is one of the transformative leaders. Transformational leadership is leadership that can bring about change. Transformational leadership can provide encouragement and encouragement to achieve. With the achievement of principal satisfaction, it can grow and increase the work motivation of elementary school principals in the city of Palembang in carrying out their duties, and in the end, will increase the organizational commitment of public elementary school principals. In the city of Palembang in carrying out the task of achieving goals.

This study is in line with the results of Zubaidah, et. al., (2021). This study aims to determine empirically the influence of principals' leadership and pedagogic competence on the performance of secondary school teachers mediated by teacher motivation. A sample of 340 teachers from Palembang, South Sumatra Province, Indonesia was selected as a sample. The data were analyzed by structural equation modeling using the Amos 22 program. The results showed that basic leadership, teacher efficiency, and teacher motivation had a positive effect on the performance of high school teachers. Contrary to expectations, teacher motivation is not a mediating variable in this model.

In addition, Johares, (2016) determined the effect of leadership, organizational culture, work motivation, and job satisfaction on the organizational commitment of lecturers at the Med Institute. This study measures the direct and indirect effects of exogenous variables on endogenous variables. The number of research samples was 330 teachers who were selected from a total of 570 teachers. Data were collected using a questionnaire data set and validated and verified for reliability. The data is then analyzed using a path analysis model. The results showed that leadership, organizational culture, work motivation, and satisfaction had a direct or indirect effect on the organizational commitment of middle school teachers in Medan City.

Then, based on the results Arif, et. al., (2019), also aims to form a theoretical performance model (fixed model) that can describe the causal structure of the relationship between exogenous variables and Endogenous This research was conducted at the Medan City Gymnasium in 2017. The sample size was 135. In selecting the data on the research variables, valid and reliable questionnaires were used based on the results of rational analysis (Expert judgment) and instrument testing on 32 people from a population survey. Data analysis techniques consist of descriptive analysis, needs analysis test, and path analysis with a significance level of 0.05. The results of the analysis show that H_0 is rejected, H_a is accepted. Therefore, there is a positive and significant direct effect between leadership, organizational culture, work motivation, and job satisfaction employees on the performance of high school principals in Medan City. In line with the survey Hartati & Purba, (2020) that the principal has a direct positive effect on achievement motivation, teacher

empowerment has a direct positive effect on achievement motivation. Teacher organizational commitment and achievement motivation have a direct positive effect on teacher organizational commitment. Increasing teacher organizational commitment can be achieved by promoting school principals, empowering teachers, and motivating teachers to excel.

D. Conclusion

Based on the results of the study, it can be concluded that the principal's organizational commitment is a very important factor because; 1) The principal is a leader in the successful management of basic education, without a strong organizational commitment, the principal will not carry out his duties according to his responsibilities properly, so that the goals of the elementary school organization will be difficult to achieve. 2) Director's organizational commitment is a high level of trust in the organization, individuals who trust the organization will definitely be loyal and participate actively in their organization. One of them is good work and active efforts to improve school organization in order to achieve school organizational goals. 3) The current director's organizational commitment is not a final thing that cannot be improved, because as a human individual the director will always grow and change according to the needs of stakeholders.

If the principal's organizational commitment is not increased, the management development process in elementary schools will not run as smoothly as expected. Thus, public elementary school principals can be promoted by increasing their organizational commitment to achieving organizational expectations and goals. In addition, this commitment certainly affects work satisfaction and motivation for himself and his environment, with increasing job satisfaction, it can be seen from the results of the research that the principal's organizational commitment will increase, which will have a good or positive impact on the world of education. Thus, based on the results of the study, there is a significant influence between job satisfaction and motivation on the organizational commitment of the principals of public elementary schools in the city of Palembang.

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