

Research Article**The Effect of Job Satisfaction and Commitment on Organizational Citizenship Behavior for High School Teachers in Makassar City ***Thurayah THURAYAH,¹  Sylviana MURNI²  Suparno Eko WIDODO³ **Abstract**

This research to know the effect of organizational trust and commitment to organizational citizenship behavior of high school teachers in Makassar City. This study aims to contribute to an organizational commitment to organizational citizenship behavior among high school teachers in Makassar City. This research uses a quantitative approach with a survey method. The population in this study were all high school teachers in Makassar City. The target population is all teachers from 22 state high schools in Makassar, which amount to 1088 teachers. The sample in this study was 292 respondents. The data collection technique uses a questionnaire with a Likert scale. The results of this study indicate there is a direct effect on job satisfaction on organizational citizenship behavior, there is a direct effect on organizational commitment to organizational behavior, and there is a direct effect on job satisfaction on organizational commitment.

Keywords: Job satisfaction, commitment on organizational, citizenship behavior

1. INTRODUCTION

Senior High School (SMA) is a formal educational institution whose job is to carry out a national education program. Schools must be able to translate and capture the essence of the macro education policy, as well as understand the condition of the school environment both in terms of weaknesses and strengths, and then through the planning process, schools formulate policies at the school level in the form of priority programs that must be implemented and evaluated by schools that are concerned, by the vision and mission of the school (Marsh & Farrel, 2015)

Organizational Citizenship Behavior is an informal, voluntary rule. With organizational citizenship behavior, it is expected that teachers in educational institutions can be more integrated with the work environment. organizational citizenship behavior is the behavior taken by the teacher to increase the effectiveness of the educational institution, but it is not a formal responsibility of the teacher. Kacmar, Carlos, Thompson, & Zivnuska (2019) suggested that organizational citizenship behavior often referred to as contextual performance, organizational citizenship behavior. This can be in the form of early-coming behavior, leaving early and helping coworkers to do their work.

Meanwhile Kemal & Setyanto (2017) states that any social system that relies solely on the standard design of a particular form of behavior will be very vulnerable and suggests the need for extra behavior to guarantee the survival and success of the social system. Thus, not only business organizations, the entire social system will benefit greatly from the extra effort put in by individuals in

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a social system. Teacher compliance and participation in educational institutions can determine the level of organizational citizenship behavior of teachers.

The need for organizational citizenship behavior of teachers is to improve teacher performance, increase trust, increase job satisfaction, and increase organizational commitment, which can be an effective means of coordinating the activities of teacher working groups, in improving the organization's ability to maintain organizational citizenship behavior. School organizations that have good organizational citizenship behavior, will try to involve teachers and all other school members. organizational citizenship behavior. The teacher will be seen in the contribution of teachers to have deeper behaviors, such as helping other teachers, helping organizations to achieve goals of efficiency and effectiveness, and volunteering for extra tasks. Implementation of organizational citizenship behavior the teacher must be of mutual concern, in order to improve the teacher's work performance. Teachers who have organizational citizenship behavior) will be able to realize the hopes and desires of all parties, especially the general public in fostering students (Heikonen, Pietarinen, Pyhältö, & Soini, 2017).

According to Kemal, Suryadi, & Rosyidi (2019) that organizational citizenship behavior can be in the form of behavior to help fellow teachers who are inconvenienced in their work, replace fellow teachers who do not go in or take a break, help fellow teachers whose work is overloaded, help do the work of other teachers when not entering teaching, help the orientation process of new teachers even if not asked, do not spend time for conversation outside his work as a teacher, willingness to tolerate without complaining, refraining from complaining and cursing activities, paying attention to meetings that are considered important. But organizational citizenship behavior teachers in high schools (SMA) in Makassar City that researchers have conducted in the form of preliminary research by distributing questionnaires and interviews to high school teachers in Makassar City. Initial research was conducted to determine the problem, whether there are problems related to organizational citizenship behavior high school teacher in Makassar City.

1.1. Theoretical Framework

1.1.1 Job Satisfaction

According to Tabatabaei, Takapoo, & Leilaeyoun (2015) job satisfaction is the desired emotional and positive condition obtained from assessment or work experience. this concept has different dimensions, aspects, and factors that all parts must be considered. Among these factors, among others, employee characteristics, type of work, work environment and human relations. Job satisfaction is a general attitude towards one's work as the difference between the number of rewards received by workers and the number of rewards believed to be received. The results of the study Dyne & Ang (2017) showed that employees who were satisfied with their work tended to adopt organizational citizenship behavior. This shows that job satisfaction has a direct effect on organizational citizenship behavior. Based on the descriptions above, it can be synthesized that job satisfaction is a pleasant or positive emotional state resulting from job evaluation or someone's experience at work, with indicators: (1) mentally challenging work; (2) supportive working conditions; (3) adequate salary or wages; (4) compatibility of personality with work; (5) supporting co-workers.

1.1.2. Commitment on Organization

According to Berkovich (2018) that organizational commitment is a psychological construct that is characteristic of the relationship of members of the organization with its organization, and has implications for the individual's decision to continue his membership in the organization. Kreitner & Kinicki (2014) suggested that organizational commitment is a reflection where an employee recognizes the organization and is bound to its goals. This is an important work attitude because committed people are expected to show their availability to work harder to achieve organizational goals and have a greater desire to keep working in a company.

Based on the descriptions above, it can be synthesized that organizational commitment is a condition where a person employee takes sides with the goals of the organization and has a desire to maintain his membership in the organization, with indicators: 1) affective commitment; 2) continuance commitment, 3) normative commitment.

1.1.3. Organizational Citizenship Behavior

According to Tirtasari (2014) said that organizational citizenship behavior translated into Indonesian with the name organizational citizenship behavior (PKO), is the contribution of workers above and more than formal job descriptions. Whereas Greenberg, Robert, & Baron (2003) argues that organizational citizenship behavior is that an employee completes work outside of his responsibilities. While Özdem (2012) illustrates organizational citizenship behavior that is doing more efforts on behalf of the organization. Meanwhile Demir (2015) defines organizational citizenship behavior is an individual voluntary behavior (in this case employees) that are not directly related to the rewarding system but contribute to organizational effectiveness. Organ argues that organizational citizenship behavior is the behavior of individuals who have the freedom to choose which is indirectly recognized by the formal reward system, and contribute effectively and efficiently in the organization. According to (Somech & Izhar, 2015) divides organizational citizenship behavior into 5 dimensions, namely: 1) altruism (voluntary actions); 2) courtesy; 3) sportsmanship (tolerance); 4) civic virtue (moral citizenship); 5) conscientiousness (self control). Further explained by (Euwema, Wendi, & Hety, 2007) that aspects of organizational citizenship behavior, namely: 1) altruism (altruism), is the behavior of employees in helping coworkers who experience difficulties in situations that are facing both regarding tasks in the organization as well as other people's problems; 2) listening to conscience, is behavior that is shown by trying to exceed what is expected by the company. Voluntary behavior that is not an obligation on the duties of employees; 3) sportsmanship, is behavior that tolerates less than ideal conditions in an organization without raising objections; 4) courtesy, is the behavior of maintaining good relations with colleagues to avoid problems interpersonally; 5) civic virtue, is behavior that indicates responsibility in the life of the organization (following changes in the organization, taking initiative to recommend how the organization's operations or procedures can be improved, and protecting the resources owned by the organization). For more details, you can see the image below.

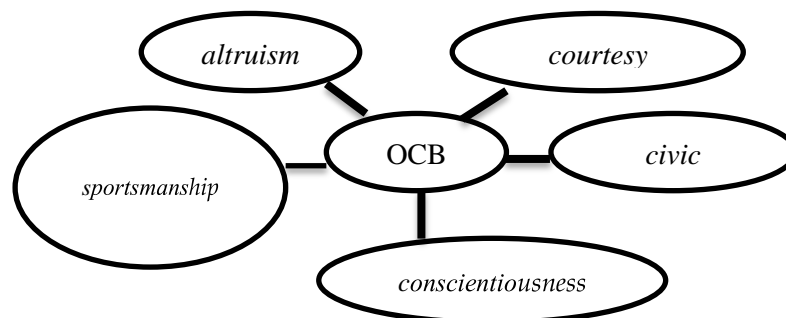


Figure 1. The Dimensions of organizational citizenship behavior

Meanwhile (Makvandi, Naderi, Makvandi, Pasha, & Ehteshamzah, 2018) argue organizational citizenship behavior is a set of voluntary behaviors that are not part of an individual's formal duties, but which someone does to promote an organization. From the description above it can be synthesized that what is meant by organizational citizenship behavior is a set of voluntary behaviors that are not part of an individual's formal duties, but which someone does to promote an organization, with indicators: 1) altruism (voluntary action); 2) courtesy; 3) sportsmanship (tolerance); 4) civic virtue (moral citizenship); 5) conscientiousness (self-control).

2. METHOD

This study uses a survey method with a causal approach to path analysis. This study analyzes the effect of one variable on another. The variables to be studied consist of two types, namely: exogenous variables and endogenous variables. Exogenous variables directly influence endogenous variables. While endogenous variables are variables that can affect other endogenous variables (Kuncoro, 2007).

The structural model depicted in this theoretical framework was used as a working reference in analyzing further data, can be presented as follows:

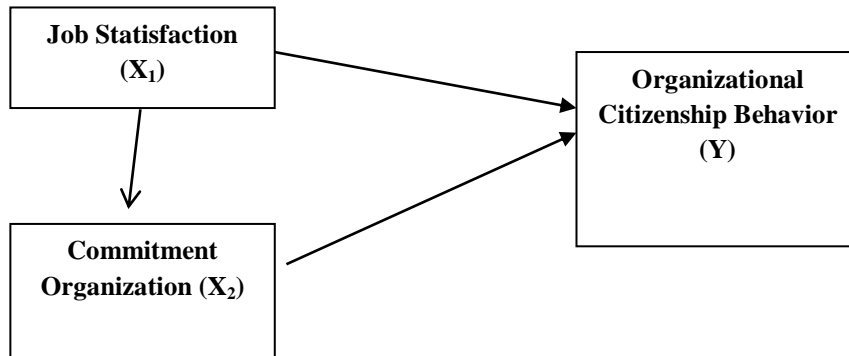


Figure 2. Analysis diagram

2.1. Population and Samples

The population in this study is all high school teachers in Makassar City. The target population is all teachers from 22 State High School in Makassar City with a total of 1088 public school teachers. Of the target population in this study were all civil servants of 22 State High School in Makassar City. With sampling techniques using proportional random sampling. The phases of the sample selection are: 1) Creating a sampling frame based on the number of teachers from 22 state high schools in Makassar City that have been assigned a number 1 through number 22. For more details see the table below.

Table 1. Data of state high school teachers in makassar city

No	Name of High School	Total Number of Teachers
1	SMAN 1 Makassar	67
2	SMAN 2 Makassar	64
3	SMAN 5 Makassar	60
4	SMAN 21 Makassar	60
5	SMAN 12 Makassar	58
6	SMAN 6 Makassar	54
7	SMAN 14 Makassar	54
8	SMAN 3 Makassar	53
9	SMAN 10 Makassar	52
10	SMAN 7 Makassar	51
11	SMAN 11 Makassar	50
12	SMAN 4 Makassar	50

13	SMAN 13 Makassar	48
14	SMAN 16 Makassar	47
15	SMAN 9 Makassar	47
16	SMAN 8 Makassar	45
17	SMAN 17 Makassar	45
18	SMAN 18 Makassar	45
19	SMAN 22 Makassar	42
20	SMAN 15 Makassar	39
21	SMAN 20 Makassar	30
22	SMAN 19 Makassar	27
	Total	1088

Data collection techniques were carried out using questionnaire research instruments, namely: (1) instruments of trust (2) instruments of job satisfaction, (3) organizational commitment; and (4) instruments of organizational citizenship behavior of teachers. Rating scale (branch scale) is used for all variables that have five categories of answer choices, namely: (a) very often, (b) often, (c) rarely, (d) rarely, (e) never and (a) strongly agree, (b) agree, (c) doubt, (d) disagree, (e) strongly disagree. Alternative answer choices are given a value of 5 to 1 for positive statements, and weight values of 1 to 5 for negative statements.

3. FINDINGS

Data description of each variable is presented in the following table:

Table 2. Teacher frequency organizational citizenship behavior frequency distribution (Y)

No	Interval Class	f _{absolute}	f _{relatif}	f _{kumulatif}
1	111 – 116	5	2	1.71
2	117 – 122	30	10	11.99
3	123 – 128	37	12.67	24.66
4	129 – 134	40	13.70	38.36
5	135 – 140	76	26.03	64.38
6	141 – 146	49	16.78	81.16
7	147 – 152	36	12.33	93.49
8	153 – 158	15	5.14	98.63
9	159 – 163	2	0.68	99.32
10	164 – 169	1	0.34	99.66
11	170 – 175	1	0.34	100
	Total	292	100	

From the table above we can see that the variable data for organizational citizenship behavior (Y) has the lowest score of 111 and the highest is 175. Thus, the range of scores is 64. The average score of organizational citizenship behavior of teachers is 136.51 with a median equal to 137 and a mode of 139. Based on the theoretical maximum score it can be stated that the average score of organizational citizenship behavior teacher by 94.59% of the theoretical maximum score of 185. Standard deviation or standard deviation of scores of organizational citizenship behavior teachers is 10.86 and variation is 118.15.

Table 3. Frequency distribution of job satisfaction scores (X_1)

No	Interval Class	f _{absolute}	f _{relatively}	f _{cumulative}
1	121 – 125	14	5	4.79
2	126 – 130	17	6	10.62
3	131 – 135	39	13.36	23.97
4	136 – 140	14	4.79	28.77
5	141 – 145	36	12.33	41.10
6	146 – 150	65	22.26	63.36
7	151 – 155	34	11.64	75.00
8	156 – 160	34	11.64	86.64
9	161 – 165	24	8.22	94.86
10	166 – 170	14	4.79	99.66
11	171 – 175	1	0.34	100
Total		292	100	

From the data, it can be said that the data variable work satisfaction (X_1) has the lowest score of 121 and the highest is 173. Thus, the range of scores is 52. The average score of job satisfaction is 146.5 with a median equal to 148 and the mode is also 150. Based on the theoretical maximum score it can be stated that the average score of job satisfaction is 91.052 % of the theoretical maximum score is 190. The standard deviation of the job satisfaction score is 11,949 and the variance is 142,786.

Table 4. Frequency distribution of organizational commitment scores (X_2)

No	Interval Class	f _{absolute}	f _{relatively}	f _{cumulative}
1	122 - 126	11	4	3.77
2	127 - 131	17	6	9.59
3	132 - 136	30	10.27	19.86
4	137 - 141	42	14.38	34.25
5	142 - 146	60	20.55	54.79
6	147 - 151	48	16.44	71.23
7	152 - 156	30	10.27	81.51
8	157 - 161	28	9.59	91.10
9	162 - 166	19	6.51	97.60
10	167 - 171	3	1.03	98.63
11	172 - 176	4	1.37	100
Total		292	100	

From these data, it can be said that the organizational commitment variable data (X_2) has the lowest score of 122 and the highest is 172. Thus, the range of the score is 50. The average score of organizational commitment score is 145,859 with a median equal to 145 and mode as well of 147. Based on the theoretical maximum score it can be stated that the average score of organizational commitment is 90.526% of the theoretical maximum score of 190. The standard deviation of the standard score of organizational commitment is 10.741 and the variance is 115.371.

3.1. Recruitment Analysis Test

3.1.1. Estimated error normality

Normality Test for Estimated of Error Scores Organizational Citizenship Behavior Teacher on Job Satisfaction (Y on X_1)

Statistical calculation results Lilliefors, as shown in table obtained their highest $L_{count} = 0.046$. This value turns out to be smaller than $L_{table} (n = 292; \alpha = 0.05) = 0.051$. Thus it can be argued that the distribution error estimates teachers' organizational citizenship behavior (Y) on job satisfaction(X_1) derived from a population that has a normal distribution.

Normality Test for Estimated of Error Score Organizational Citizenship Teacher Organizational Commitment (Y over X_2)

The statistical calculation results Lilliefors, as shown in Table obtained their highest or $L_{count} = 0.049$. This value turns out to be smaller than $L_{Table} (n = 292; \alpha = 0.05) = 0.051$. Thus it can be argued that the distribution error estimates teachers' organizational citizenship behavior (Y) on organizational commitment (X_2) is derived from a population that has a normal distribution.

Normality Test for Estimated of Organizational Commitment Score for Job Satisfaction (X_2 over X_1)

The statistical calculation results Lilliefors, as shown in table 6.7, obtained the L_o highest $L_{count} = 0.048$. This value turns out to be smaller than $L_{table} (n = 292; \alpha = 0.05) = 0.051$. Thus it can be argued that the distribution of the estimated error of organizational commitment (X_2) on job satisfaction (X_1) derived from a population that has a normal distribution.

i. Teacher Organizational Citizenship Behavior (Y) Significance and Linearity for Job Satisfaction (X_1)

Calculation of the estimation of a simple linear regression model of variables organizational citizenship behavior teacher (Y) and job satisfaction (X_1) produce the guessed model, which is $Y = 87,538 + 0.334X_2$. The results of the analysis of variance (ANOVA) of this model are presented in table 4.8. In this table it can be seen that the $F_{calculated}$ regression model of **99.08** is greater than the $F_{table} (\alpha = 0.05) = 3.95$. Thus it can be argued that the alleged regression model is significant. Furthermore, the F value of the e_{count} matched tuna of **0.89** was smaller than the $F_{table} (\alpha = 0.05) = 1,650$. This shows that the relationship between Y and X_1 is **linear**.

Table 5. ANOVA results for tests of significance and linearity $Y = 87,538 + 0.334X_2$

Source of Variance	Dk	JK	RJK	F_{count}	$F_{table(0,05)}$	$F_{table(0,01)}$
Total	292	34380.97				
Koefisien (a)	1	35470.79987				
Regresi (bIa)	1	1242.93	1242.93	99.08**	3.95	6.95
The rest of it	290	3638.04	12.54			
Tuna Match	37	419.74	11.34	0.89 ^{ns}	1,650	2339
Galat	253	3218.30	12.72			

ii. Significance and Linearity of Organizational Citizenship Behavior Teachers (Y) for Organizational Commitment (X_2)

Calculations estimating simple linear regression model variable organizational citizenship behavior teachers'(Y) and organizational commitment (X_2) produce models of allegations, namely $Y = 78.519 + 0.397X_3$ Results of analysis of variance (ANOVA) to this model are presented in this table it can be seen that the $F_{calculated}$ regression model of 83.31 is greater than the $F_{table} (\alpha = 0.01) = 6.95$. Thus it can be argued that the alleged regression model is very significant. Furthermore, the F value of the e_{count} matched tuna of 0.71 turned out to be smaller than the $F_{table} (\alpha = 0.05) = 1,650$. This shows that the relationship between (Y) and (X_2) is linear.

Table 6. ANOVA results for tests of significance and linearity $Y = 76,519 + 0.334X_2$

Dource of Varians	dk	JK	RJK	F_{count}	$F_{table(0,05)}$	$F_{table(0,01)}$
Total	292	34380.97				
Koefisien (a)	1	35913.1955				
Regresi (bIa)	1	1026.82	1026.82	83.31**	3.95	6.95
The rest of it	290	3574.15	12.32			
Tuna Match	37	335.84	9.08	0.71 ^{ns}	1,650	2339
Galat	253	3238.31	12.80			

iii. Significance and Linearity of Organizational Commitment (X_2) for Job Satisfaction (X_1)

Calculation of the estimation of a simple linear regression model of variable organizational commitment (X_2) and job satisfaction (X_1) produces a model of guessing, namely $X_2 = 89,494 + 0.385 X_1$. The results of the analysis of variance (ANOVA) of this model are presented in table 4.12. In this table it can be seen that the $F_{\text{calculated}}$ regression model of 79.41 is greater than the $F_{\text{table}} (\alpha = 0.05) = 3.96$. Thus it can be argued that the alleged regression model is significant. Furthermore, the F value of the F_{count} matched tuna of 0.83 turned out to be smaller than the $F_{\text{table}} (\alpha = 0.05) = 1,650$. This shows that the relationship between X_2 and X_1 is linear.

Table 7. ANOVA results for tests of significance and linearity $X_2 = 89,494 + 0.334X_1$

Source of Varians	Dk	JK	RJK	F_{count}	$F_{\text{table}(0,05)}$	$F_{\text{table}(0,01)}$
Total	292	33573				
Koefisien (a)	1	47717.024				
Regresi (bIa)	1	1150.7107	1150.7107	79.41	3.95	6.95
The rest of it	290	4202.53	14.49			
Tuna Match	38	469.79	12.36			
Galat	252	3732.74	14.81	0.83	1,650	2,339

Hypotesis testing

To find out the direct and significant effect between each variable can be seen in the table below.

Table 8. Summary of test result

No	Variabel	F_{count}	$F_{\text{table}} (0.05)$
1	$X_1 - Y$	0,89	1,650
2	$X_2 - Y$	0,71	1,650
3	$X_1 - X_2$	0,83	1,650

Calculation of the path coefficient can be illustrated with a diagram like below:

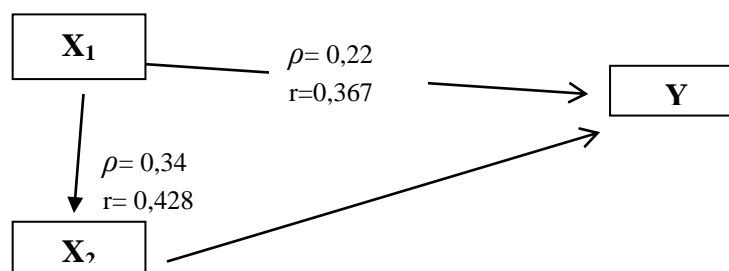


Figure 3. Path analysis diagram

Based on the model picture above, the path diagram of Kepuasan Kerja (X_1), Komitmen Organisasi (X_2), towards Creativity (Y). Based on the structural model, it can be explained as follows:
First Hypothesis: There is a direct influence of work satisfaction (x_1) on organizational citizenship behavior teacher (Y)

The direct effect of job satisfaction (X_1) on organizational citizenship behavior of teachers (Y), the hypothesis tested is as follows. $H_0: \beta_{42} \leq 0$; $H_1: \beta_{42} > 0$

The calculation results get that the path coefficient X_1 to Y (ρ_{42}) is 0.22 with $a_{\text{count}} = 3.90$. At $\alpha = 0.05$ obtained $t_{\text{table}} = 1.65$. Because the value $t_{\text{calculated}} (3.90) > t_{\text{table}} (1.65)$ reject H_0 and accept H_1 , the path coefficient is significant. Based on these findings it can be stated that there is a real positive direct effect of job satisfaction on organizational citizenship behavior of teachers. This means that changes in increased job satisfaction will lead to an increase in organizational citizenship behavior of teachers.

The Second Hypothesis: There is a direct effect of organizational commitment (x_2) on organizational citizenship behavior teachers (Y)

The direct effect of organizational commitment (X_2) on *organizational citizenship behavior of teachers* (Y), the hypothesis tested is as follows. $H_0: \beta_{43} \leq 0$; $H_1: \beta_{43} > 0$

The results found that the path coefficient calculation X_2 to Y (ρ_{43}) of 0.30 with $a_{\text{count}} = 5.30$. At $\alpha = 0.05$ obtained $t_{\text{table}} = 1.65$. Because the value of $t_{\text{count}} (5.30) > t_{\text{table}} (1.65)$ reject H_0 and accept H_1 , the path coefficient is significant. Based on these findings it can be stated that there is a real positive direct effect on organizational commitment (X_2) on organizational citizenship behavior of teachers (Y). This means that changes in increased organizational commitment will lead to an increase in organizational citizenship behavior of teachers.

The Third Hypothesis: There is a direct influence of work satisfaction (x_1) on organizational commitment (X_2)

The direct effect of job satisfaction (X_1) on organizational commitment (X_2), the tested hypothesis is as follows. $H_0: \beta_{32} \leq 0$; $H_1: \beta_{32} > 0$

The calculation results get that the path coefficient X_1 to X_2 (ρ_{32}) is 0.34 with $a_{\text{count}} = 6.27$. At $\alpha = 0.05$, a t -obtained $t_{\text{table}} = 1.65$ is. Because the value of $t_{\text{count}} (6.27) > t_{\text{table}} (1.65)$ reject H_0 and accept H_1 , the path coefficient is significant. Based on these findings it can be stated that there is actually a positive direct effect of job satisfaction on organizational commitment. This means that changes in increasing teacher job satisfaction will lead to an increase in organizational commitment.

4. DISCUSSION and CONCLUSION

4.1. Satisfaction and Organizational Citizenship Behavior of the Teacher

The direct effect of job satisfaction on organizational citizenship behavior of teachers amounted to 0.22. Job satisfaction also shows the indirect effect on organizational citizenship behavior of teachers through organizational commitment. The indirect effect of job satisfaction on organizational citizenship behavior of teachers through organizational commitment has a significance value of 3,197. Job satisfaction has a close relationship with Organizational Citizenship Behavior on employees. The results of research conducted by (Tirtasari, 2014) that empirically the results indicate that job satisfaction has a significant positive relationship to Organizational Citizenship Behavior. Research conducted by (Dwiastuti, 2013) also shows that the effect of job satisfaction on Organizational Citizenship Behavior (OCB) is positive, which means the higher job satisfaction the higher Organizational Citizenship Behavior of employees.

4.2. Organizational Commitment and Organizational Citizenship Behavior of the Teacher

Organizational commitment only directly affects the organizational citizenship behavior of teachers. The direct effect of organizational commitment on organizational citizenship behavior of teachers is equal to 0.30. Organizational commitment is important for running an organization in overcoming various existing problems. The relationship between the principal and teachers at school sometimes experiences obstacles and sometimes things that are not harmonious at work. For this reason, a school organization to avoid these problems requires an organizational commitment of every school member. To achieve goals in schools, it is necessary to have a common understanding between one individual and another individual, between the principal and the teacher, who must have good organizational citizenship behavior (Salas-Vallina, Alegre, & Fernandez, 2017). Organizational commitment also has benefits in schools that is establishing relationships with parties related to school

organizations, such as the commitment of teachers to school principals or vice versa and commitment between teachers and other teachers.

Organizational commitment has an important role in an organization. Commitment is one of the variables that is widely known to have a close relationship with organizational citizenship behavior. Employees who have organizational commitment will not only do the tasks that have become their obligations but will voluntarily do things that can be classified by extra efforts (Hom, Lee, Shaw, & Hausknecht, 2017). Organizational commitment is a form of identification, loyalty, and involvement expressed by employees of the organization. Employees who are committed to the organization will show organizational citizenship behavior and a positive attitude towards the organization so that they feel happy at work, employees will perform their duties and obligations well which ultimately is expected to provide services and satisfaction to external consumers. According to (Nadiri & Tanova, 2010) Organizational commitment is one that influences organizational citizenship behavior, which is loyal to the organization. High organizational commitment will make employees loyal to their jobs and maintain their positions to be able to improve their performance in companies where the organization wants workers who are willing to do things that have not been done before. The organization only looks for workers who have organizational citizenship behavior.

4.3 Job Satisfaction and Commitment Organization

Job satisfaction has a direct effect on organizational commitment. The direct effect of job satisfaction on organizational commitment is 0.34. Organizational commitment is the desire of members of the organization to maintain membership in the organization, have a relatively strong relationship with the organization and are willing to work hard for the achievement of organizational goals and create a (sense of belonging sense of belonging) for workers of the organization. According to (Slocum & Hellriegel, 2011) job satisfaction shows the results of work experience and a high level of disappointment that helps show organizational problems that require attention, and work disappointment is closely related to absenteeism, employee turnover, and physical and mental health problems. Even more than that, when an employee is dissatisfied with his job work involvement is reduced, commitment to the organization is low, the atmosphere is very negative, and a series of other negative consequences will emerge. Employee job satisfaction is fulfilled or not their desire for work in the organization.

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5. RECOMMENDATIONS

This research is recommended for principals and education offices to be able to organizational citizenship behavior guru. In addition it must also consider the factors that influence. Job satisfaction and teacher commitment in teacher organizational citizenship behavior. I hope this research can be a reference for future research

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The data used in this study was confirmed by the researchers that it belongs to the years before 2020.

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