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Research Article

JOB SATISFACTION AS THE FOUNDATION OF ORGANIZATIONAL COMMITMENT AMONG TEACHERS AND STAFF AT AL AZHAR 38 ISLAMIC ELEMENTARY SCHOOL IN BANTUL

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Abstract
Job satisfaction is considered one of the key factors in fostering organizational commitment among employees. This study aimed to examine the relationship between job satisfaction and organizational commitment among teachers and staff at an Islamic elementary school. A quantitative approach with a correlational research design was employed. The participants consisted of teachers and staff selected through a total sampling technique. Data were collected using a Job Satisfaction Scale and an Organizational Commitment Scale, both of which had demonstrated satisfactory validity and reliability. Data analysis was conducted using the Pearson Product-Moment correlation technique. The results revealed a highly significant positive relationship between job satisfaction and organizational commitment, with a correlation coefficient of $r = 0.825$ and a significance level of $p < 0.01$. These findings indicate that higher levels of job satisfaction are associated with higher levels of organizational commitment, and vice versa. Furthermore, descriptive analysis showed that the empirical mean scores of both job satisfaction and organizational commitment were higher than their hypothetical mean scores, suggesting that both variables were at a high level. The findings underscore the importance of job satisfaction as a crucial factor in enhancing organizational commitment. Therefore, organizations should pay close attention to various aspects that contribute to employees' job satisfaction in order to strengthen organizational commitment and support organizational effectiveness and sustainability.

Keywords: Education, Job Satisfaction, Organizational Commitment, Psychology, Teacher

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INTRODUCTION

Job satisfaction and organizational commitment are two interrelated concepts that are of significant concern in human resource management. Job satisfaction reflects an individual's positive feelings toward their work, while organizational commitment indicates the level of attachment, loyalty, and an individual's desire to remain part of the organization. When an individual is satisfied with their job, they tend to have a stronger sense of belonging to the organization, demonstrate high dedication, and are willing to contribute their best to achieve the organization's goals. Conversely, job dissatisfaction can lead to decreased motivation, engagement, and even the desire to leave the Organization.

The primary factor in determining an organization's success is its human resources, including those within Islamic educational institutions. In the context of Islamic schools, the roles of teachers and staff extend beyond performing administrative and academic functions; they also bear the responsibility of shaping students' character, moral values, and spirituality. Therefore, the quality of human resources is key to realizing educational goals that arc onented not only toward cognitive aspects but also toward affective and spiritual dimensions (Luthans, 2015).

From the perspective of industrial and organizational psychology, one of the key factors influencing the quality of human resources is job satisfaction. Job satisfaction is an emotional state that reflects an individual's feelings toward their work, including aspects related to the work environment, interpersonal relationships, the reward system, and workload In the context of Islamic schools, the job satisfaction of teachers and staff is influenced not only by material factors such as salary and benefits but also by religious values, the perception of work as a form of worship, and the alignment between individual values and organizational values. This makes job satisfaction in the context of Islamic education more complex than in typical organizations (Wahyudi & Tupti, 2019).

High job satisfaction has a positive impact on individuals' attitudes and behaviors within the organization, one of which is increased organizational commitment. Organizational commitment is the level of an individual's psychological attachment to the orgarizatıon, characterized by a desire to remain part of the Organızation, a willingness to contribute optimally, and acceptance of the organization's values. In the context of Islamic schools, organizational commitment is particularly important because teachers and staff are expected not only to work professionally but also to demonstrate high levels of loyalty and dedication in supporting the vision and mission of Islamic education (Robbins & Judge, 2017).

Theoretically, the relationship between job satisfaction and organizational works of industrial and organizational commıtment has been discussed in various psychology. Robbins & Judge (2017) state that job satisfaction is one of the primary determinants of organizational commitment, with individuals who are satisfied with their jobs tending to exhibit higher levels of commitment. In line with this, Meyer & Allen (2016) suggest that organizational commitment consısts of three dimensions- affective commitment, continuance commitment, and normative commitment-each of which can be influenced by an individual's work experience, including their perceived level of job satıstaction.

In practice, observations within Islamic school settings indicate that not all teachers and staff members exhibit high levels of job satisfaction and organizational commitment. Common issues include limited facilities, heavy workloads, suboptimal reward systems, and a lack of organizational support for professional development. These conditions have the potential to reduce job satisfaction, which ultimately leads to low organizational commitment. Low organizational commitment can be evidenced by an increased desire to change jobs, declining performance, and a lack of involvement in school activities (Aydogdu & Asikgil, 2011).

Job satisfaction is influenced by various complex and interrelated factors. These factors include working conditions, relationships with coworkers, leadership quality, reward systems, and career development opportunities. In the context of educational institutions, particularly schools, the job satisfaction of teachers and educational staff is also influenced by organizational culture and a supportive work environment. Research indicates that a conducive work environment and strong organizational support can significantly enhance job satisfaction among educators. Furthermore, job satisfaction is closely linked to perceptions of organizational justice and the perceived workload individuals experience while performing their duties (Sholikhah C. W. & Malzara, 2023).

In the context of Islamic education, job satisfaction also has a broader dimension because it is influenced by the religious values held by individuals. Teachers and staff at Islamic schools do not merely work to meet economic needs but also view their work as a form of service and worship. Values such as sincerity, trustworthiness, and moral responsibility serve as intrinsic factors that can enhance job satisfaction. Thus, job satisfaction in an Islamic school setting is not merely material in nature but also encompasses spiritual aspects that lend deeper meaning to the work performed.

Organizational commitment is also an important variable, alongside job satisfaction, in determining an organization's success. Organizational commitment refers to an individual's level of psychological attachment to an organization, characterized by a desire to remain a member of the organization, a willingness to contribute to the best of one's ability, and acceptance of the organization's values. Organizational commitment is a key factor in maintaining organizational stability because individuals with high commitment tend to exhibit strong loyalty and low turnover rates. According to the theory proposed by Meyer & Allen (2016), organizational commitment consists of three main dimensions: affective commitment, continuance commitment, and normative commitment.

In the context of educational institutions, particularly schools, organizational commitment plays a vital role in improving the quality of education. Teachers with high organizational commitment tend to be more engaged in school activities, take greater responsibility for the learning process, and demonstrate better performance. Recent research indicates that teachers' organizational commitment is influenced by various factors such as organizational support, leadership, and individual job satisfaction (Indrati et al., 2025). This suggests that organizational commitment does not form directly but is influenced by various internal and external factors.

The relationship between job satisfaction and organizational commitment has been the focus of various previous studies. Theoretically, job satisfaction is one of the factors influencing the formation of organizational commitment. Individuals who are satisfied with their jobs tend to have a stronger emotional attachment to the organization, thereby increasing organizational commitment. Empirical research shows that job satisfaction has a positive and significant effect on organizational commitment, both directly and indirectly through other variables such as performance and work engagement (Yusnita & Rahma, 2024).

The relationship between job satisfaction and organizational commitment has also been demonstrated through various empirical studies. Research on teachers indicates that job satisfaction has a positive relationship with professional commitment and organizational commitment, which ultimately leads to improved learning quality and teacher performance (Izzati et al., 2024). Furthermore, other studies have shown that job satisfaction and

organizational commitment mutually influence one another in fostering positive work behavior and enhancing the effectiveness of educational organizations.

In the context of Islamic schools, the relationship between job satisfaction and organizational commitment becomes more complex due to the influence of religious values and the unique organizational culture. Teachers and staff with strong religious values tend to have higher intrinsic motivation in their work, which can enhance job satisfaction and organizational commitment. However, factors such as heavy workloads, limited facilities, and a lack of organizational support can act as barriers to improving job satisfaction and organizational commitment.

Empirical research in the field of education also indicates a positive relationship between job satisfaction and organizational commitment. Teachers who are satisfied with their jobs tend to exhibit greater loyalty to their schools, demonstrate greater involvement in educational activities, and have a strong desire to remain members of the organization. Conversely, job dissatisfaction can lead to a decline in organizational commitment and negatively impact the quality of the learning process and educational services as a whole (Ningrum & Sudiro, 2024).

Furthermore, in the context of Islamic schools, religious values such as sincerity, trustworthiness, and moral responsibility also serve as factors that can strengthen the relationship between job satisfaction and organizational commitment. Teachers and staff who view their work as part of their religious devotion tend to have higher intrinsic motivation, which can enhance job satisfaction and commitment to the organizations.

However, if these values are not supported by adequate working conditions, this potential cannot be fully realized (Wahyudi & Tupti, 2019). Various studies have examined the relationship between job satisfaction and organizational commitment, but research specifically focusing on the context of Islamic schools remains relatively limited. In fact, the characteristics of Islamic educational organizations, which integrate religious values with modern management systems, make the relationship between job satisfaction and organizational commitment uniquely dynamic and worthy of further study.

Therefore, the author argues that job satisfaction is viewed as a crucial foundation for building teachers' and staff members' loyalty and commitment to Islamic schools. When individuals feel valued, supported, and find meaning in their work, they tend to demonstrate a higher level of commitment to remaining part of the organization and contributing to the achievement of the school's vision and mission. However, more in-depth research is needed to examine the relationship between job satisfaction and organizational commitment among teachers and staff in Islamic schools.

Based on the above discussion, it can be concluded that job satisfaction plays a crucial role in shaping organizational commitment, particularly in the context of Islamic education. Therefore, research on the relationship between job satisfaction and organizational commitment among teachers and staff Islamic schools is essential -both for the advancement of industrial and organizational psychology and as a basis for formulating policies that can enhance the quality of human resources in Islamic educational institutions.

RESEARCH METHOD

Research Design

This study employs a quantitative approach with a correlational design. The quantitative approach is used to objectively test relationships between variables through statistical analysis, while the correlational design aims to determine the strength and direction of the relationship between variables without manipulating the variables under study. Correlational studies focus on measuring relationships between variables and are not used to draw causal conclusions (Creswell & Creswell, 2018).

Participants

The participants in this study were teachers working at Islamic schools. The study population consisted of all permanent teachers teaching at Islamic educational institutions in the selected study area. A total of 35 teachers participated in this study. The participants' ages ranged from 23 to 58 years; they included both male and female teachers with diverse educational backgrounds, teaching experiences, and employment statuses.

Participant Recruitment Procedure

Participants were selected using total sampling, a sampling technique that involves all members of the population who meet the study criteria as respondents. This technique was chosen because the population size was relatively manageable, allowing all members of the population to participate in the study. By using total sampling, the study is expected to provide a more comprehensive picture of the relationship between Job satisfaction and organizational commitment within the studied population.

Research Instruments

Both variables were measured using a research instrument in the form of a questionnaire with a Likert scale. The Likert scale was used because it can measure respondents' attitudes, perceptions, and opinions regarding a phenomenon through several response options, such as strongly agree, agree, disagree, and strongly disagree.

Data Analysis

Before being used in the study, the instrument was first tested to determine its validity and reliability. The validity test was conducted using the Pearson Product-Moment correlation technique, which aims to determine the extent to which the statistical items are able to measure the variables under study. Meanwhile, the reliability test was conducted using Cronbach's alpha coefficient, which is used to measure the internal consistency of the research instrument. The instrument is considered reliable if it produces consistent results across repeated measurements. Data collection in this study was conducted by distributing questionnaires directly to respondents. This method was chosen to ensure a high response rate and to make it easier for the researcher to monitor the questionnaire-completion process (Sugiyono, 2019).

The data analysis technique used in this study was correlation analysis to test the proposed hypotheses. Correlation tests were used to determine the strength and direction of the relationship between job satisfaction and organizational commitment. Correlation analysis is a statistical technique commonly used in quantitative research to identify significant relationships between variables (Creswell & Creswell, 2018).

RESULTS AND DISCUSSION

Results

The results show that job satisfaction has a positive effect on organizational commitment. The correlation analysis of job satisfaction and commitment among teachers and staff at Islamic elementary schools yielded a coefficient of $r = 0.825$ with $p = 0.000$ ($p < 0.01$), indicating that the direction of the correlation in this study is positive. This means there is a highly significant positive relationship between job satisfaction and commitment among teachers and staff at Islamic elementary schools: the higher the job satisfaction, the higher the commitment; conversely, the lower a person's commitment, the lower their job satisfaction. The hypothesis accepted in this study is that Ha is accepted and Ho is rejected.

Table 1. Empirical and Hypothesis Means for Job Satisfaction and Organizational Commitment

Variabel	Hypothesis Score				Empirical Score			
	Min	Max	Mean	Sd	Min	Max	Mean	Sd
Job Satisfaction	28	140	84	18,66	77	128	104,9	12,03
Organizational Commitment	27	135	81	18	84	114	99,3	7,98

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Discussion

The results of the study indicate that job satisfaction has a highly significant positive relationship with organizational commitment among teachers and employees at Islamic elementary schools, with a correlation coefficient of r = 0.825 and a significance level of p 0000 (p < 0.01). This value indicates that the relationship between the two variables is very strong, meaning that the higher an individual's job satisfaction, the higher their organizational commitment. Conversely, the lower the job satisfaction, the lower the organizational commitment.

Based on the correlation data analysis, it can be concluded that job satisfaction is a variable that influences the development of organizational commitment. In the context of educational organizations, particularly Islamic elementary schools, job satisfaction reflects the fulfilment of psychological, social, and material needs experienced by teachers and staff. When an individual feels satisfięd with their job, a sense of belonging to the organization is fostered, resulting in strong commitment

These findings support the job satisfaction theory, which posits that satisfaction is an emotional response to the work an individual performs. Individuals who are satisfied with their jobs are characterized by positive attitudes toward the organization, such as loyalty, engagement, and a sense of belonging as members of that organization. In this regard, the positive impact of job satisfaction on individuals also influences the organization's progress and survival.

Furthermore, these results also indicate a relationship that supports organization commitment theory. Organizational commitment is defined as a psychological state that describes an individual's relationship with the organization. Organizational commitment comprises several aspects: affective commitment, normative commitment, and continuance commitment. Job satisfaction plays a crucial role in determining affective commitment- that is, the commitment characterized by feelings of Joy and pride in being part of the organization.

Through the correlation analysis conducted, it can be concluded that job satisfaction is the primary determinant in the formation of organizational commitment. Thus, it can be said that the

steps taken by an organization to provide a positive experience, making an individual feel satisfied working there, will directly influence their level of commitment.

In addition to the correlation analysis, this study also found that the empirical means of both variables were higher than the hypothetical means. The empirical mean for job satisfaction, at 104.9, is higher than the hypothetical mean of 84; similarly, the empirical mean for organizational commitment, at 99.3, is also higher than the hypothetical mean of 81. This indicates that the levels of job satisfaction and organizational commitment among the study's participants fall into the high category.

The difference between the empirical and hypothetical means indicates that actual conditions in the field are better than the theoretical average. This means that the teachers and staff at the Islamic elementary school in this study have relatively high levels of satisfaction and commitment. These conditions may be influenced by various factors, such as a religious work environment, harmonious working relationships, supportive leadership, and the presence of spiritual values that form the foundation for carrying out organizational activities.

A work environment grounded in Islamic values can also be a key factor in enhancing satisfaction and commitment. Values such as sincerity, responsibility, and solidarity can strengthen the bond between individuals and the organization. This leads individuals to work not only to meet economic needs but also as a form of service, thereby making the commitment that develops stronger and more meaningful.

The results of this study are consistent with various studies conducted over the past 10 years. A study by Danish & Usman (2010) found that job satisfaction is a key predictor of organizational commitment among employees. Furthermore, Malik et al. (2017) state that individuals with high levels of job satisfaction tend to have stronger organizational commitment.

Another study by Khan et al. (2018) showed that a positive work environment contributes to increased job satisfaction, which ultimately enhances organizational commitment. Azeem (2017) also noted that job satisfaction has a strong relationship with various organizational outcomes, including employee commitment and performance.

Lestari & Transistari (2021) also found that job satisfaction significantly influences organizational commitment among educators. Recent research has also yielded consistent results; Nugroho & Murniati (2020) similarly revealed that job satisfaction is a key factor in enhancing employee loyalty and commitment. Nevertheless, it is important to understand that a correlation does not imply a direct cause-and-effect relationship. This means that while job satisfaction is strongly linked to organizational commitment, it cannot be concluded that job satisfaction is the sole cause of organizational commitment. There is a possibility that other variables also play a role, such as work motivation, leadership, organizational culture, and work-life balance.

The practical implication of this study is that school management needs to maintain and improve the job satisfaction of teachers and staff. Some measures that can be taken include improving welfare, providing performance- based rewards, creating a comfortable work environment, and fostering effective communication between leadership and staff.

Based on the demographics of the study participants, the majority were in the 31-35 age range. This indicates that age maturity is one of the factors influencing organizational commitment. Psychologically, individuals of a more mature age tend to possess greater emotional stability, broader work experience, and a clearer value orientation, making them better able to develop a sense of attachment to the organization. Additionally, more mature individuals generally have a greater need for job stability, making them more likely to remain with the

organization. However, the influence of age on organizational commitment does not stand alone; it is also influenced by other factors such as job satisfaction, the work environment, and leadership (Sekarwangi & Bernardus, 2021).

It is hoped that increased job satisfaction will also enhance organizational commitment, thereby leading to improved performance, learning quality, and the sustainability of educational organizations. This is particularly important given the role of teachers as the vanguard of the educational process. Overall, the results of this study confirm that job satisfaction is a key factor shaping Organizational commitment. The high levels of job satisfaction and organızational commitment among teachers and staff at the Islamic elementary school in this study serve as positive indicators of the quality of human resource management within that educational setting.

CONCLUSION

Based on the results of the research and hypothesis testing regarding the relationship between job satisfaction and organizational commitment among teachers and staff at Islamic Elementary School in City X, the following conclusions can be drawn; (1) teachers and staff at Al Azhar 38 Islamic Elementary School in Bantul have moderate job satisfaction; (2) teachers and staff at Al Azhar 38 Islamic Elementary School in Bantul have high organizational commitment.

These findings confirm that job satisfaction is a key factor in shaping organizational commitment. High job satisfaction can enhance engagement, loyalty, and an individual's desire to remain part of the organization. Therefore, efforts to improve job satisfaction should be a top priority in human resource management, particularly in educational settings. Overall, this study contributes to strengthening the understanding that psychological aspects, particularly job satisfaction, play a strategic role in enhancing organizational commitment, which ultimately impacts the effectiveness and sustainability of educational organizations.

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