

Analysis of the Determinants of Job Satisfaction and Affective Commitment of School Administrative Staff in Deli Serdang Regency

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Abstract

This study aims to analyze the influence of: (1) competence on job satisfaction; (2) discipline on job satisfaction; (3) work motivation on job satisfaction; (4) competence on affective commitment; (5) discipline on affective commitment; (6) work motivation towards affective commitment; (7) job satisfaction with affective commitment; (8) job satisfaction in moderating competence on affective commitment; (9) job satisfaction in moderating discipline on affective commitment; and (10) job satisfaction in moderating work motivation on affective commitment to School Administration Staff in Senior High Schools in Sunggal Regency. The population of the study was School Administration Staff in Senior High Schools in Sunggal District with a sample of 136 people. The research method is a quantitative method with Smart-PLS analysis. The results of the study concluded: (1) the influence of the competence variable on job satisfaction is 27.1%; (2) the influence of the discipline variable on job satisfaction is 26.5%; (3) the magnitude of the influence of the work motivation variable on job satisfaction is 34.8%; (4) the influence of the competence variable on affective commitment is 12.5%; (5) the influence of the discipline variable on affective commitment is 71.4%; (6) the influence of the work motivation variable on affective commitment is 26.5%; (7) the magnitude of the influence of the job satisfaction variable on affective commitment is 16.6%; (8) the influence of the competence variable on affective commitment with job satisfaction moderation is 11.8%; (9) the influence of the discipline variable on affective commitment with job satisfaction moderation is 11.7%; and (10) the influence of the work motivation variable on affective commitment with job satisfaction moderation is 12.3%. Overall, the results of the study indicate that affective commitment is influenced by competence, discipline, and work motivation on job satisfaction by 74.0%; while the remaining 26.0% is determined by other factors.

Keywords: Competence, Discipline, Work motivation, Job satisfaction, Affective commitment.

INTRODUCTION

Organizations in activities to achieve their goals, the most important factor is human resources (HR), because no matter how good an organization is, no matter how many facilities and infrastructure the organization has, without the role of human resources (employees) everything will not run well, because human resources act as the driving force of organizational life, humans are the people who organize and run the facilities and infrastructure in the organization (Hasibuan, 2014). Organizational commitment is a psychological construct that is a characteristic of the relationship between members of the organization and their organization and has implications for individual decisions to continue their membership in an organization (Allen and Meyer, 2017). Commitment is a form of implicit or explicit guarantee for the continuation of the relationship. Without human resources, other resources owned by the organization will not be able to run. Therefore, in an effort to support the achievement of organizational goals, quality and professional human resources are needed. High employee performance will support organizational productivity, so organizational leaders must always pay attention to improving the performance of their

members for the progress of the organization. Improving member performance is also closely related to how the organization develops organizational commitment and Organizational Citizenship Behavior (hereinafter referred to as OCB) (Asideu et.al, 2014).

Employees ultimately become the implementers of activities in the organization and have an important role in efforts to achieve organizational goals. Therefore, it is very unfortunate if employee utilization is not optimal, because the success of a company cannot be separated from the resources that support it behind it, especially for human resources.

Job satisfaction is the assessment, feelings or attitudes of a person or employee towards his/her work and related to the work environment and so on. So it can be said that job satisfaction is the fulfillment of some of his/her desires and needs through work activities or work. Job satisfaction reflects a person's feelings towards his/her work. Job satisfaction contained in the work will encourage strong motivation, so that it can produce good work performance.

METHOD

This study adopts a quantitative approach with a descriptive and analytical design. The data analysis method used is Structural Equation Modeling (SEM) based on Partial Least Squares (PLS), chosen for its ability to test complex relationships between variables and measure both direct and indirect effects among the variables.

The population of this study consists of all school administrative staff in high schools within the Sunggal District, Deli Serdang Regency. A sample of 136 individuals was selected using a non-probability sampling technique with purposive sampling. The sample criteria included active administrative staff working in high schools in the Sunggal District who were willing to participate in the study.

The study examines several variables, including competence, discipline, work motivation, job satisfaction, and affective commitment. Competence refers to the abilities and skills of the administrative staff in carrying out their duties, while discipline relates to their adherence to school rules and procedures. Work motivation concerns the drive of the administrative staff to perform their duties enthusiastically. Job satisfaction measures how satisfied the staff is with their work environment and job conditions. Affective commitment reflects the emotional attachment of the administrative staff to the organization.

Data were collected using a questionnaire, which was distributed to the respondents. The questionnaire comprised five sections corresponding to each of the variables, with all items measured on a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree."

The research instruments were tested for validity and reliability. Convergent validity was examined by checking the factor loadings of each item, which should be greater than 0.7. Reliability was assessed using Cronbach's alpha coefficient and Average Variance Extracted (AVE), both of which indicated that the instruments had high reliability.

Data analysis was carried out using SmartPLS software. The analysis proceeded in two stages: first, the validity and reliability of the model were tested using convergent validity, discriminant validity, and internal reliability; second, the hypotheses were tested

using path analysis to examine the relationships between the variables, including the moderating effect of job satisfaction. Bootstrapping was used to calculate the path coefficients, and the significance of these relationships was determined using T-statistics and P-values. The moderation effect was tested to evaluate whether job satisfaction moderates the relationship between competence, discipline, and work motivation with affective commitment.

Hypothesis testing was conducted to examine the relationships between the independent and dependent variables, as well as the moderating effects. A hypothesis was accepted if the P-value was less than 0.05.

RESULTS AND DISCUSSION

Descriptive Statistics

Table 1. Descriptive Statistics

	Competence	Discipline	Motivation Work	Satisfaction Work	Commitment Affective
N	136	136	136	136	136
Is lost	0	0	0	0	0
Means	79.21	75.47	78.74	76.83	73.56
Median	79.00	77.00	79.00	78.00	74.00
Mode	79	87	88	84	68a
Std. Deviation	5,776	11,325	6.306	7.412	7,344
Minimum	63	43	64	58	55
Maximum	88	92	88	88	88

Based on Table 1, it shows the minimum value, maximum value, average value, and standard deviation of the variables Competence (X1), Discipline (X2), Work Motivation (X3), Job Satisfaction (Y1), Affective Commitment (Y2) with the following details:

1. The Competency variable has a sample size of 136, with a minimum value of 63 and a maximum value of 88. Furthermore, the Mean is obtained at 79.21; the Median is 79.00 and the Standard Deviation is 5.776.
2. The Discipline variable has a sample number of 136, with a minimum value of 43 and a maximum value of 92. Furthermore, the Mean is obtained at 75.47; the Median is 77.00 and the Standard Deviation is 11.325.
3. The Work Motivation variable has a sample number of 136, with a minimum value of 64 and a maximum value of 88. Furthermore, the Mean is 78.74; the Median is 79.00 and the Standard Deviation is 6.306.
4. The Job Satisfaction variable has a sample size of 136, with a minimum value of 58 and a maximum value of 88. Furthermore, the Mean is obtained at 76.83; the Median is 78.00 and the Standard Deviation is 7.412.
5. The Affective Commitment variable has a sample size of 136, with a minimum value of 55 and a maximum value of 88. Furthermore, the Mean is obtained at 73.56; the Median is 74.00 and the Standard Deviation is 7.344.

PLS SEM Test Results

External Model Analysis

Data processing techniques using the PLS-based SEM method require 2 steps to assess the suitability model of the research model. (Ghozali, 2015) One of them is external model analysis. External model analysis tests the possibility of using the measurements used as valid measurements.

Convergence Validity

This validity convergence test is conducted to determine the level of compatibility or truth of each instrument in measuring the research construction variables. A loading value greater than 0.7 is a good loading factor value for an instrument measuring the construction variable. The results of the loading factors of each instrument in the construction variable can be seen in the following figure:

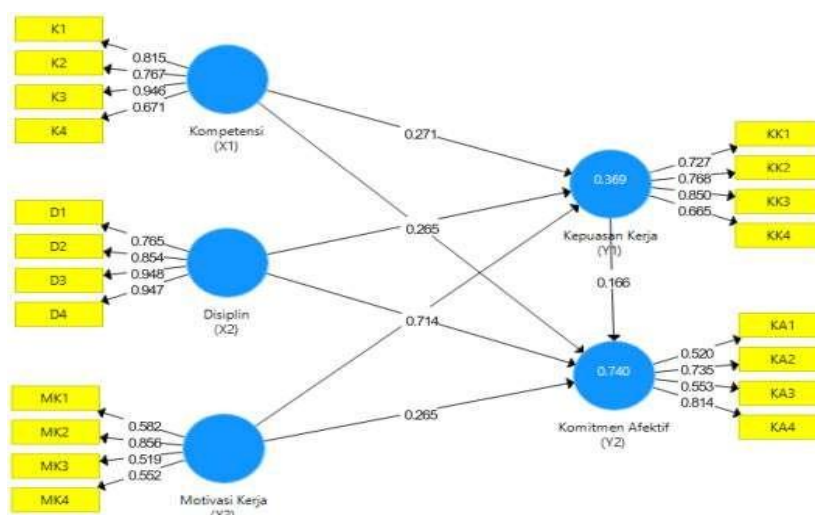


Figure 1. Loading factors of construction variable instruments

In the figure, it is clear that the loading factor value of each instrument in the construction variable is greater than 0.5. Thus, it can be concluded that the convergent validity test with the loading factor approach has been met, in other words, the construction variable instrument in the study is valid. An AVE value greater than 0.5 is a good AVE value for the construction variable. The results of this validity convergence test are explained as follows.

Table 2. Results of Analysis of Average Variance Extracted (AVE)

Variables	AVE	Information
X1 – Competence	0.778	Legitimate
X2 – Discipline	0.571	Legitimate
X3 – Work Motivation	0.527	Legitimate
Y1 – Job Satisfaction	0.649	Legitimate
Y2 – Affective Commitment	0.510	Legitimate

Source: Data processed from research results, 2023

The table above shows that the Average Variance Extracted value of all construction variables in this study has a value greater than 0.5 ($AVE > 0.05$), so it can be concluded that all construction variable instruments used in this study have met the criteria for convergence validity testing.

Table 3. Results of Testing Path Coefficients Between Variables

Building Variables		Big Influence (O)	T Statistics	P Mark	Conclusion
Competence (x1)	→ Job Satisfaction (Year 1)	0.271	3,506	0,000	Positive Important
Discipline (X2)	→ Job satisfaction (Year 1)	0.265	2,846	0.005	Positive Important
Motivation (x3)	→ Job Satisfaction (Year 1)	0.348	4,804	0,000	Positive Important
Competence Commitment (X1)	→ Affective (Year 2)	0.125	2,289	0.007	Positive Important
Discipline (X2) Commitment	→ Affective (Year 2)	0.714	4,891	0,000	Positive Important
Motivation Commitment (X3)	→ Work Affective (Year 2)	0.265	3,636	0,000	Positive Important
Satisfaction Commitment (Y1)	→ Work Affective (Year 2)	0.166	2,467	0.041	Positive Important

Source: Data processed from research results, 2023

Table 3 shows the results of hypothesis testing between exogenous variables and endogenous variables. The results showed that Competence has a positive and significant effect on Job Satisfaction. This is indicated by the P value of 0.000 which is smaller than 0.05. The number of Competences that affect Job Satisfaction is 0.271 or equivalent to 27.1%. This means that Competence has a positive and significant effect on Job Satisfaction of School Administration Staff in Senior High Schools in Sunggal District, Deli Serdang Regency.

Moderation Effect Hypothesis Testing

In this section, it is important to analyze the results of the indirect effect hypothesis test on the SEM-PLS model of this study.

Table 4. Results of the Path Coordinate Moderation Effect Test

Building Variables	Big Influence (O)	T Statistics	P Mark	Conclusion
Competence Affective Commitment (X1) → (Y2) moderated Job Satisfaction (Y1)	0.118	1,407	0.048	Moderate
Affective Commitment to Discipline (X2) → (Y2) moderated Job Satisfaction (Y1)	0.117	1,461	0.046	Moderate
Motivation Job Affective Commitment (x3) → (Y2) moderated Job Satisfaction (Y1)	0.123	1,427	0.047	Moderate

Source: Data processed from research results, 2023

Table 4 shows the results of testing the influence hypothesis with moderation formed from this research model. The second sub-structure test shows that there is a significant influence of Competence on Affective Commitment if moderated by Job Satisfaction. This conclusion is seen from the significance value of 0.048 which is smaller than 0.05. Judging from the magnitude of the influence, it is known to be 0.118 or equal to 11.8%. This means that Job Satisfaction significantly moderates Competence into Affective Commitment.

CONCLUSION

1. Competence influences Job Satisfaction of School Administration Staff in Senior High Schools in Sunggal District, Deli Serdang Regency. The magnitude of the influence given by the Competence variable on Job Satisfaction is 27.1%.
2. Discipline influences Job Satisfaction of School Administration Staff in Senior High Schools in Sunggal District, Deli Serdang Regency. The influence of the Discipline variable on Job Satisfaction is 26.5%.
3. Work Motivation Influences Job Satisfaction of School Administration Staff in Senior High Schools in Sunggal District, Deli Serdang Regency. The influence of the Work Motivation variable on Job Satisfaction is 34.8%.
4. Competence influences the Affective Commitment of School Administration Personnel in Senior High Schools in Sunggal District, Deli Serdang Regency. The influence of the Competence variable on Affective Commitment is 12.5%.
5. Discipline influences the Affective Commitment of School Administration Staff in Senior High Schools in Sunggal District, Deli Serdang Regency. The influence of the Discipline variable on Affective Commitment is 71.4%.
6. Work Motivation influences the Affective Commitment of School Administration Staff in Senior High Schools in Sunggal District, Deli Serdang Regency. The magnitude of

- the influence given by the Work Motivation variable on Affective Commitment is 26.5%.
7. Job satisfaction has an effect on the Affective Commitment of School Administration Staff in Senior High Schools in Sunggal District, Deli Serdang Regency. The magnitude of the influence given by the Job Satisfaction variable on Affective Commitment is 16.6%.
 8. Job Satisfaction Moderation of Competence on Affective Commitment of School Administrative Staff in Senior High Schools in Sunggal District, Deli Serdang Regency. The magnitude of the influence of the Competence variable on affective commitment with Job Satisfaction moderation is 11.8%.
 9. Job Satisfaction Moderation of Discipline on Affective Commitment of School Administration Personnel in Senior High Schools in Sunggal District, Deli Serdang Regency. The magnitude of the influence of the Discipline variable on Affective Commitment with Job Satisfaction moderation is 11.7%.
 10. Job satisfaction moderates work motivation on affective commitment of school administrative staff in high schools in Sunggal District, Deli Serdang Regency. The influence of the Work Motivation variable on Affective Commitment with Job Satisfaction moderation is 12.3%.

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