

The Mediating Role of Organizational Commitment between Job Satisfaction and Job Involvement on Teachers and Education Staffs' Job Performance

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Abstract

Job performance is an important issue in an organization, including educational institutions. In this particular setting, this study was carried out to investigate the significance of job involvement and job engagement, facilitated by organizational commitment in elucidating job efficiency for teachers and staffs of SMA Negeri 2 Merangin. The population was 60 employees consisting of teachers and staffs. Total sampling was used since the population was under 100 people. Hypothesis development would be tested by Partial Least Square Structural Equation Modeling (PLS-SEM). The study results show that job satisfaction has a significant and positive effect on organizational commitment with bootstrap results of 0.367 with a t-count value of 3.274 > t-table 1.96 with a P-value of 0.047 < 0.05. Furthermore, job involvement can influence organizational commitment significantly and positively with bootstrap results of 0.547 with a t-count value of 5.879 > t-table 1.96 with a P-value of 0.000 < 0.05. Likewise, organizational commitment can influence job performance significantly and positively with bootstrap results of 0.279 with a t-count value of 2.052 > t-table 1.96 with a P-value of 0.041 < 0.05. Then, organizational commitment can indirectly mediate job satisfaction which is 0.102 or 10.2%, and job involvement 0.179 or 17.9% toward job performance.

Keywords

Job Satisfaction; Job Involvement; Organizational Commitment; Job Performance

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1. INTRODUCTION

Education reflects the preamble of UUD 1945 or the constitution within the framework of national advancement. Education is one of the main foundations of the growth and progress of the country. This is connected to the dependability of human resources in the future. HR as an organizational catalyst to accomplish objectives, human resources must be encouraged to work harder (Gandung & Suwanto, 2020). Education plays a highly strategic role in transforming students' conduct alongside acquiring knowledge and abilities to generate exceptional students and graduates. In their time, these graduates will become successors, fillers, and leaders in significant government institutions. So it is not unexpected that various statements assert that the caliber of education is directly proportional to the performance of school officials (especially teachers) (Habibi, 2013).

Employees who experience contentment at work tend to possess positive sentiments towards their job and vice versa (Ariansyah & Mardalena, 2019) assert that employees are public organizations' most vital resource. Still, excellent employees with high standards can only be acquired through labor attraction or effective recruitment. One of the primary concerns when addressing efforts to enhance employee performance is closely related to endeavors to augment employee job satisfaction (Muqoyyaro, Lailatul 2018). However, it cannot be denied that several institutions still disregard the fulfillment of this aspect of job contentment (Sarinah & Mardalena, 2020). In the realm of education, specifically in the context of teachers, they are regarded as one of the key pillars of priority in education (Lailatus Syamsiyah, 2021). Community knowledge, attitudes, and abilities can be enhanced through education. Education plays a significant role in shaping an individual's character (Haris et al., 2021). Education is one of life's utmost essential human necessities (Nurrohmatulloh & Mulyawati, 2022). By having professional teachers and staffs, it is hoped that schools can achieve their goals, one of which is student learning completeness. Meanwhile, if teachers and staffs are not professional, it will be difficult for students to achieve complete learning. Low student ability will have an impact on competitiveness. They will tend to lose, not be confident, and not have persistence in achieving their dreams. In some schools, the professionalism of teachers, staff, and leadership makes the school qualified. One of the signs is the accreditation. The higher the accreditation, the more achievements the school members have. Public trust will also be higher in entrusting their children's education to these schools so that the school's goals and national education goals, namely educating the nation's life, can be achieved.

Job Performance

Maintaining the stability of employee performance is not an easy thing. Various aspects can trigger it, to become an employee with good or even bad performance. One of the factors believed to play a role in the high or low performance of employees is work engagement, job satisfaction, and organizational commitment (Bahjat Abdallah et al., 2017; Čulibrk et al., 2018; Octavianus, 2022; Prayogi & Fahmi, 2021). For this reason, organizations can pay more attention to human resource management so that it can be managed properly, to ensure the organization runs effectively (Bahjat Abdallah et al., 2017; Gandung & Suwanto, 2020). Furthermore, HR is an important asset in the organization (Hidayat & Lukito, 2020), starting from motivation, involvement, and hard work, which can increase productivity while reducing turnover rates (Bahjat Abdallah et al., 2017).

The teacher is the main factor for educational success (Masahe, 2021). Employee performance is the main pillar of the success of an organization (Priyanto & Taufiq, 2021; Suharnomo & Kartika, 2018). Performance is an employee's success in completing his work Hasibuan (2002) (Suharnomo & Kartika, 2018). Performance refers to responsibility, autonomy, and meaningfulness/recognition (Ivancevich, 2014). Performance is also the main indicator in achieving organizational goals (Muhammad Tho'in, 2020; Riyanto et al., 2021; Wijaya et al., 2021). Employee performance will reflect the organization's success (Taufan et al., 2023). This is because employees are representatives of their organization, one of which can be reflected in employee attitudes and performance (qualitative and quantitative) (Ngwenya & Pelsier, 2020). Performance indicators are shown in; 1) quality (compatibility of work completion with

work standards), 2) quantity (speed of work completion), 3) execution of tasks (accuracy of work completion), and 4) responsibility (awareness of obligations). Performance can also be measured from; 1) output quantity, 2) output quality, 3) output time, 4) level attendance, and 5) work efficiency, Mathis and Jackson, 2010 (Mardalena et al., 2020).

Job Satisfaction

Job satisfaction, which is demonstrated through the favorable outlook of workers toward their job, indicates a company's triumph. This is revealed by Alt (2021) in Algarni (Algarni & Alemeri, 2023; Ariansyah & Mardalena, 2019; Ngwenya & Pelser, 2020). Fisher (2010) in Al Garni added that happiness with work can be observed through the positive mental states of employees that employees experience during their work. Naturally, leaders don't pay much attention to employee attitudes. See that there are at least three main components: job satisfaction, job involvement, and organizational commitment. Nonetheless, employee engagement has recently become an important component of employee performance (Robbins & Coulter, 2021). Good working conditions can be realized when employees at work show a sense of engagement, job satisfaction, and effective organizational commitment (Algarni & Alemeri, 2023; Ali et al., 2018). But they pay more attention to the results of the work and tasks they carry out.

Job satisfaction is a general attitude in which employees feel comfortable with their work (Riyanto et al., 2021). When talking about employee attitudes, in general, the focus of the conversation leads to job satisfaction. Employees with high job satisfaction show a positive attitude towards their work (Noercahyo, et al, 2021). Meanwhile, it can be ascertained that if an employee feels dissatisfied with his job, he will also show a negative attitude. For that, Greenberg and Baron 2003 suggest steps to improve job satisfaction; make work fun, pay accordingly, adjust the type of work to employee interests, and avoid monotonous work (Suharnomo & Kartika, 2018). So the high number of employee job satisfaction, the higher the organization's effectiveness. The high level of employee job satisfaction can be seen from the low levels of absenteeism and turnover, satisfied consumers, and the fairness of the organization's treatment of employees and the bad behavior of employees at work (Ćulibrk et al., 2018; Riyanto et al., 2021; Robbins & Coulter, 2021). Colquit explains that employee job satisfaction is a pleasant emotional state for the results of their work (Sarinah & Mardalena, 2020). Job satisfaction refers to the extent to which employees feel fairly and appropriately treated by the organization. This can be measured from three intrinsic (creativity, achievement, value, independence, and authority), extrinsic (career advancement, organizational policies, compensation, and recognition/rewards), and reinforcement (conditions of place and colleagues) (Bahjat Abdallah et al., 2017). There are at least two dimensions of job satisfaction; constructive (improving) and destructive (decreasing), Robbins 2003 (Suharnomo & Kartika, 2018). Meanwhile, there are 10 dimensions of job dissatisfaction, namely; supervision, Company policy, relationship with supervisors, Working conditions, Salary, Relationship with peers, Personal life, Relations with subordinates, Status, and Security (Robbins & Coulter, 2021).

Job Involvement

Job involvement is the degree to which employees recognize their work (Ćulibrk et al., 2018), are active and participate, and realize that their performance is also useful for themselves. Employees who have a high level of involvement are reflected in the high attention they give when carrying out their work assignments. This can be recognized by the low absence rate, low resignation rate, and high employee involvement in their work (Robbins & Coulter, 2021). Conditions in which employees devote time, energy and view work as an important part of their lives (Priyanto & Taufiq, 2021). Job involvement has an important contribution to organizational success (Bahjat Abdallah et al., 2017). Robbins and Judge (2013) define work engagement as the full investment of an employee's energy, thoughts, and emotions in every job he is doing. This can be seen in enthusiasm and dedication (Octavianus, 2022). Muliana in Priyanto states that job involvement indicators consist of; 1) participation (completion of daily work), 2) participation (participating in organizational activities), 3) cooperation

(cooperative and being part of a group) (Priyanto & Taufiq, 2021).

Organizational Commitment

Organizational commitment is the level of employees recognizing their goals and desires to continue to be in the organization. This can be seen from the low rate of absenteeism and turnover. Despite the common truth that not all workers have a background of working and remaining in solely one company throughout their professional life. However, if the organization where they work appreciates the contribution of employees with a good level of welfare, then the organization shows its commitment to keeping employees in the organization (Robbins & Coulter, 2021). Low organizational commitment tends to behave which can interfere with organizational performance, such as high turnover, slow work, complaining, and even strike (Hardhienata & Sunaryo, 2018; Octavianus, 2022). Meanwhile, organizational commitment can reduce turnover rates, increase performance, increase attendance and productivity, increase organizational effectiveness, excellent and be competitive (Bahjat Abdallah et al., 2017; Muhammad Tho'in, 2020). Another characteristic of organizational commitment is; 1) belief in and acceptance of organizational goals and values, 2) willingness to exert considerable effort for the organization, and 3) a strong desire to maintain membership in the organization (Bahjat Abdallah et al., 2017). In general, there are three types of commitment; affective (staying in the organization because of their desires and motivated to achieve organizational goals because they are considered personal goals), continuance (getting a loss both non-financially if you leave the organization), and normative commitment (a moral obligation to stay in the organization as a form of remuneration) (Bahjat Abdallah et al., 2017; Mukhtar et al., 2016; Trismiyanti et al., 2020).

Various studies have been conducted related to performance. This research examines the role and influence of the main factors that can affect performance such as; job satisfaction, job involvement, and organizational commitment, as research has been conducted by (Algarni & Alemeri, 2023; Ali et al., 2018; Bagis et al., 2021; Bahjat Abdallah et al., 2017; Ćulibrk et al., 2018; Darmanta et al, 2020; Ine Rahayu Purnamaningsih, 2021; Mendoza, 2019; Ngwenya & Pelsner, 2020; Octavianus, 2022; Oh et al., 2023; Priyanto & Taufiq, 2021; Putra & Turangan, 2020; Riyanto et al., 2021; Solihah et al., 2022; Suharnomo & Kartika, 2018; Sulistiono et al., 2020; Tiwari & Singh, 2014; Trismiyanti et al., 2020; Noercahyo et al, 2021; Prayogi & Fahmi, 2021; Wijaya et al. al., 2021). Different from several previous studies, this study uses an intervening variable, namely organizational commitment. In this research, the organization refers to the education institution, namely the school.

This research involved teachers and education personnel as a research sample. Their job performance will have a direct impact on student completeness and the quality of the school itself. SMA Negeri 2 Merangin, which was established in 1985, until the investigation was conducted, still has a B accreditation status. B is categorized into a very good category of accreditation but has not yet reached the excellent category (A). If SMA Negeri 2 Merangin stays in that situation any longer, public trust will decrease. It is also possible one day SMA Negeri 2 Merangin may experience a depletion of human resources and potential students. As a result, researchers are interested in determining the extent of the teacher's job performance. Additionally, researchers are also interested in identifying the underlying factors that may impact performance which can be affected school accreditation.

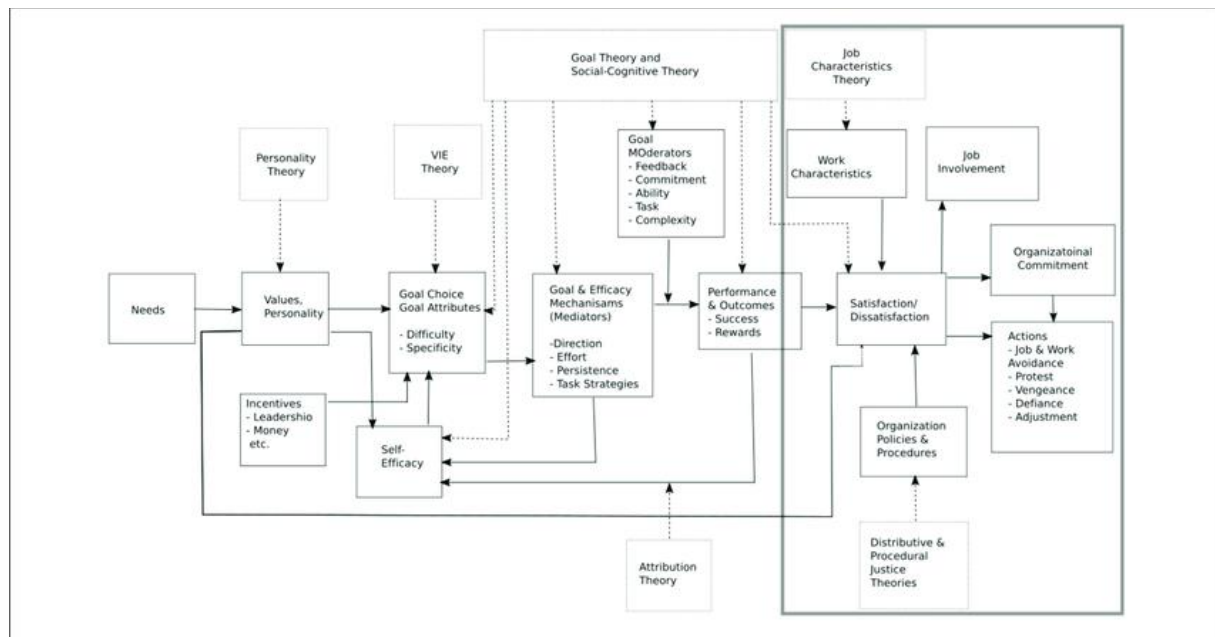


Figure 1. Diagram of the Latham and Locke model. The frame on the right indicates the part of the model the current study focuses on mixed with the middle part; performance & outcome (Čulibrk et al., 2018)

2. METHODS

The research was designed with a quantitative approach with an explanatory type (Hidayat & Lukito, 2020) with data analysis techniques and tools using the Partial Least Squares (PLS) SEM method (Ghozali and Latan, 2015; Hair, et al. 2017). This is done to predict the relationship between constructs (Prayogi & Fahmi, 2021) with the help of the Smartpls 3.2.7 software which is used to test the outer model (loading factor, AVE, and cross loading) and inner model (multicollinearity, coefficients, determinants, and test path coefficients) and hypothesis). The research latent variable is job performance as an endogenous variable. Then, job satisfaction and job involvement as exogenous. Meanwhile, organizational commitment is an intervening variable. The research was conducted at SMA Negeri 2 Merangin. The sampling technique uses non-probability sampling with convenience sampling. So that those who met the sample criteria were 56 teachers, with a return questionnaire of 100%. Primary data was obtained from the research instrument through a closed questionnaire. Data analysis was conducted using the Partial Least Squares of Structural Equation Modeling (PLS-SEM) method. The research was carried out from December 2022 to March 2023. The following is the operationalization of the research variables;

Table 1. Operationalization of research variables

Variable	Indicator	Source
Job satisfaction	Supervision	(Robbins & Coulter, 2021)
	Company policy	
	Relationship with supervisor	
	Working condition	
	Salary	
	Relationship with peers	
	Personal life	
	Relation with subordinates	
	Status	
	Security	
Job involvement	Participation	(Prayogi & Fahmi, 2021)
	Involvement	

Organizational commitment	Teamwork Affective Continuance Normative	(Bahjat Abdallah et al., 2017)
Job performance	Output quantity Output quality Output time Level attendance Work efficiency	(Mathis dan Jackson, 2010; Mardalena et al., 2020)

From various sources, the research model built in this study is as follows:

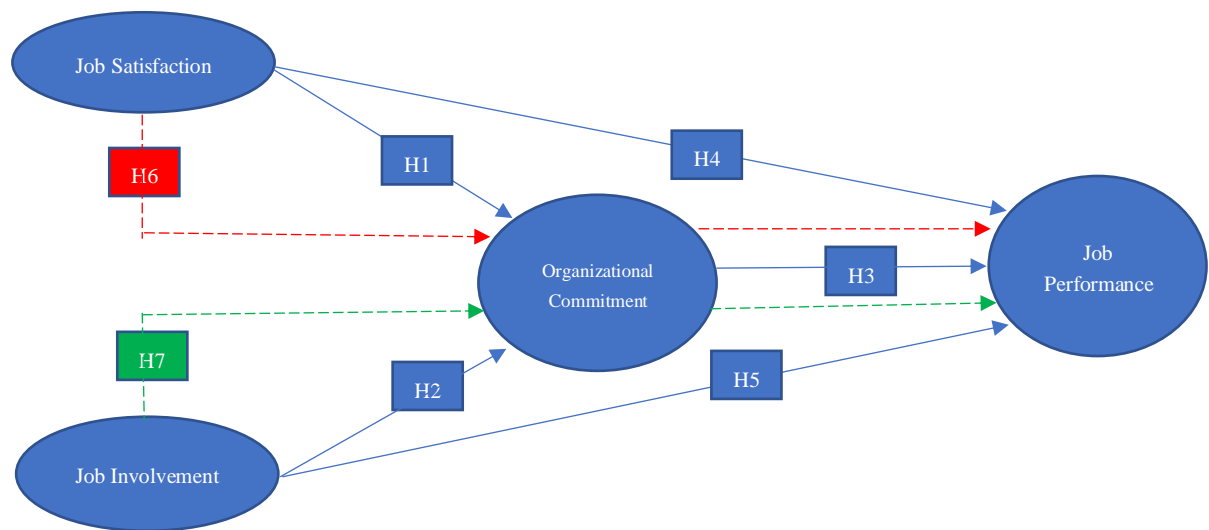


Figure 2. Research Model

3. FINDINGS AND DISCUSSIONS

FINDINGS

Overview of Respondent

The results of a descriptive analysis of 65 respondents who were teachers and staff of SMA Negeri 2 Merangin with 18 males (27.6%) and 47 females (72.3). The full description of the respondents can be seen in the following table:

Table 1. Respondent Description

Characteristic	Frequency	%
Gender:		
Male	18	27,6
Female	47	72,3
Age:		
>50	7	10,7
>40	45	69,2
>30	13	20,0
Qualification:		
Magister	2	3,07
Undergraduate	59	90,7
High School	4	6,15

Source: Administration Section SMA Negeri 2 Merangin

Outer model

The processing results using Smart PLS show the value of the outer model or the correlation between statement items and latent variables or constructs that generally meet Convergent Validity. The correlation coefficient shows this for each of these indicators which has achieved the suggested threshold of 0.70. So it can be concluded that these variables are feasible or valid (Hair et al., 2017). However, in this study, using a parameter of 0.5 which was considered sufficient to reach the minimum criteria (Ghozali and Latan, 2015; Aggraeni and Perdhana, 2016). Thus all the existing items are valid and appropriate to represent the variables of job satisfaction, job involvement, organizational commitment, and job performance for further testing.

Table 2. Matrix Construct Reliability and Validity

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	The average variance extracted (AVE)
Job satisfaction	0,925	0,932	0,937	0,716
Job involvement	0,750	0,902	0,913	0,710
Organizational commitment	0,863	0,872	0,917	0,656
Job performance	0,873	0,862	0,901	0,817

Source: Results of data processing Smart PLS, 2023

Furthermore, convergent validity can also be determined based on the principle that the measures of a construct should be highly correlated. The convergent validity of a construct with a reflective indicator is assessed by calculating the Average Variance Extracted (AVE). The AVE value should be equal to 0.5 or more. An AVE value of 0.5 or more means the construct can explain 50% or more of the item variance (Hair et al., 2017).

Using the Average Variance Extracted (AVE) value to assess whether the convergent validity criteria have been fulfilled, it can be concluded that all constructs have fulfilled the convergent validity criteria as the AVE values are all greater than 0.50. For example, the AVE of the job satisfaction latent variable is $0.716 > 0.5$, so it can be said that the latent variable is convergently valid. Likewise for other variables, each can be explained where the job involvement variable is $0.710 > 0.5$. Meanwhile, organizational commitment is $0.656 > 0.5$, and job performance variables are $0.817 > 0.5$, which can be convergently valid (Hair et al., 2017). Once the extent of data accuracy is understood, the subsequent stage involves assessing the extent of data dependability or the level of dependability of each variable using the composite dependability value derived from calculating the PLS for each construct. The value of a construct is said to be reliable if it gives a composite reliability value of >0.70 (Hair et al., 2017). The test results in table 2 show that all research variables which include job satisfaction, job involvement, organizational commitment, and job performance have a Composite Reliability value above 0.70 as a cut-off value, and a Cronbach's Alpha value greater than 0.7. Thus all the constructs or variables of this study have shown to be fit measurements, this means that all the question items used are valid and reliable.

Inner model

The inner model or framework model is examined to observe the correlation between the constructs as proposed in this research. The framework model was assessed using the R-Square for the reliant construct, the Stone-Geisser Q-square test for prognostic significance, the t-test, and the importance of the structural path parameter coefficients. The direction of an arrow from specific exogenous variables to endogenous variables denotes the magnitude of the coefficient of the direct impact of each variable.

Table 3. R Square

Variable	R Square	R- Square Adjusted
Job Performance	0,716	0,743
Organizational commitment	0,601	0,623

Source: Results of data processing Smart PLS, 2023

Table 3 shows the R-Square construct of job performance is 0.716 or 71.6%, which illustrates the influence exerted by job satisfaction, job involvement, and organizational commitment. In other words, other variables of 28.4% are not included in this research model. Furthermore, table 3 also shows the R-Square of the organizational construct of 0.601 or 60.1%, which illustrates the influence exerted by the variable job satisfaction and involvement. In other words, other variables of 39.9% are not included in this study. The higher the R-Square, the greater the ability of the independent or exogenous variables to explain the dependent or endogenous variables.

Based on the findings from the examination of the coefficient of determination mentioned earlier, it can be inferred that the R Square value of the combined impact of job contentment, job engagement, and company dedication on job effectiveness is 0.716 with an adjusted r-squared value of 0.743. Thus, it can be explained that all exogenous constructs (job satisfaction and job involvement) simultaneously affect job performance by 0.743 or 74.3%. Because Adjusted R Square is less than 0.67 or 67%, the influence of all exogenous constructs of job satisfaction and job involvement on job performance is strong.

Next, the predictive validity test is conducted, where a test is performed to demonstrate the accuracy of the observed value using a blindfolding procedure by examining the Q square value. If the Q square value > 0 , it can be concluded that the observed value is reliable, while if the Q square value < 0 , it can be concluded that the observed value is unreliable. Q square predictive validity for structural models measures how well the model's observed values are generated and the parameter estimates' accuracy. A Q square value > 0 indicates the model has predictive validity; conversely, if the Q square value ≤ 0 , it indicates that the model lacks predictive validity.

Table 4. Value Q-Square (Q^2)

Variable	Q-Square	RMSE	MAE
Job Performance	0,571	0,671	0,511
Organizational commitment	0,583	0,659	0,469

Source: Results of data processing Smart PLS, 2023

The results of the calculation of Q-Square job performance and organizational commitment are 0.571 or 57.1% for job performance variables and 0.583 or 58.3% for organizational commitment variables. These findings indicate that the model employed in this research possesses a significant predictive efficacy. The utilized model can account for 57.1% of the information present in the research data for the job performance factor and 0.583 or 58.3% for the organizational commitment factor. By examining these figures, it can be inferred that this study has a strong/strong observation value as the Q square value > 0 (zero) is 0.571 and 0.583 (Hair et al., 2017).

Structural Equation Modeling (SEM) testing with Smart-PLS 3.0

The analytical technique in this investigation was executed utilizing Structural Equation Modeling (SEM). The examination was conducted with the assistance of the Smart PLS 3.0 software. The findings of the PLS Algorithm examination were acquired as stated below:

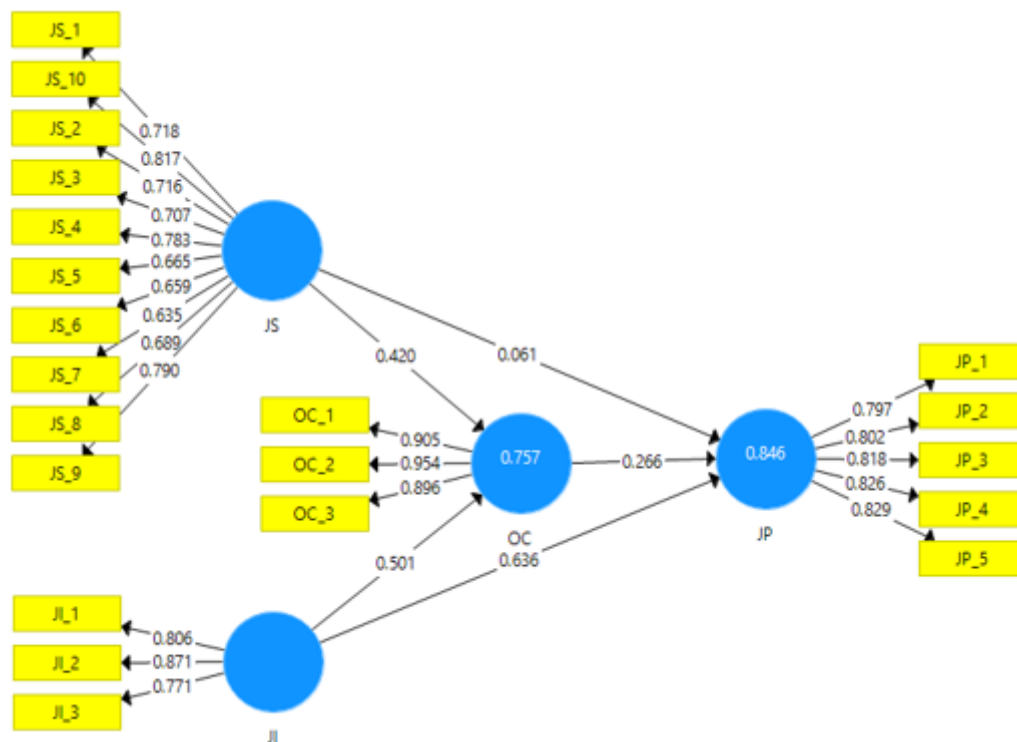


Figure 2. Inner model structural equation modeling

The importance of the estimated parameters provides information about the correlation between the research variables. The threshold for rejecting the proposed hypothesis is ± 1.96 , where if the t-statistic value falls between -1.96 and 1.96, the hypothesis will be rejected. The values of the path coefficients between constructs here represent the coefficient values that indicate the significance and strength of the relationship between constructs. These values are used to test the hypothesis. The path coefficient values range from -1 to +1. The closer the value is to +1, the stronger the relationship between the two constructs. A relationship that approaches -1 indicates a negative relationship (Hair et al., 2017). Table 4 presents the results of the PLS SEM bootstrapping analysis, showing the direct effects:

Table 5. Bootstrapping exogenous variables to endogenous variables

	Original sampel (O)	Rata-rata sampel (M)	Standar Deviasi (STDEV)	T statistik (O/STDEV)	P Values
JI→JP	0,643	0,664	0,153	4,216	0,000
JI→OC	0,547	0,552	0,093	5,879	0,000
JS→JP	0,039	0,030	0,104	3,372	0,001
JS→OC	0,367	0,357	0,112	3,274	0,042
OC→JP	0,279	0,258	0,136	2,052	0,046

Source: Results of data processing Smart PLS, 2023

Based on the table in the direct effects bootstrapping table above, it can be interpreted as follows:

a. Direct Effects of job satisfaction on organizational commitment

The parameter coefficient for the job satisfaction variable on organizational commitment is 0.367. Based on calculations using bootstrap and resampling, the estimated coefficient test results of job satisfaction on organizational commitment bootstrap results are 0.367 with a t-count value of $3.274 < t\text{-table}$ (1.96) and a standard deviation of 0.112. Then the P-value is $0.042 > 0.05$ so that the H1 is accepted or in other words, there is a statistically significant effect between job satisfaction on organizational commitment (Table 5).

b. Direct Effects of job involvement on organizational commitment

The magnitude of the parameter coefficient for the variable job involvement on organizational commitment is 0.547, which means that job involvement has a positive effect on organizational commitment. So it can be interpreted that the higher the value of job involvement, the more organizational commitment will also increase. An increase in one unit of job involvement will increase organizational commitment by 54.7%. Based on calculations using bootstrap and resampling, the estimated coefficient test results of job involvement on organizational commitment bootstrap results are 0.547 with a t-count value of $5.879 > t\text{-table} (1.96)$ and a standard deviation of 0.093. Then the P-value is $0.000 < 0.05$ so the H2 is accepted or which means that there is a direct effect of job involvement on organizational commitment which is statistically significant between job involvement on organizational commitment (Table 5).

c. Direct Effects of organizational commitment on job performance

The magnitude of the parameter coefficient for the organizational commitment variable on job performance is 0.279, which means organizational commitment has a positive influence on job performance. So it can be interpreted that the higher the value of organizational commitment, the more job performance will also increase. An increase in one unit of organizational commitment will increase job performance by 27.9%. Based on calculations using bootstrap and resampling, where the results of the estimated organizational commitment coefficient test on job performance bootstrap results are 0.279 with a t-count value of $2.052 > t\text{-table} (1.96)$ and a standard deviation of 0.136. Then the P-value is $0.046 < 0.05$ so that the H3 is accepted or there is a direct effect of organizational commitment on job performance which is statistically significant between organizational commitment and job performance (Table 5).

d. Direct Effects of job satisfaction on job performance

The magnitude of the parameter coefficient for the job satisfaction variable on job performance is 0.039 which means there is a positive influence of job satisfaction on job performance. So it can be interpreted that the higher the value of job satisfaction, the more job performance will also increase. An increase in one unit of job satisfaction will increase job performance by 03.3%. Based on calculations using bootstrap and resampling, where the results of the estimated job satisfaction coefficient test on job performance bootstrap results are 0.039 with a t-count value of $3.372 > t\text{-table} 1.96$ and a standard deviation of 0.104. Then the P-value is $0.001 < 0.05$ so that the H4 is accepted. In other words, there is a direct effect of job satisfaction on job performance, which is statistically significant between job satisfaction and job performance (Table 5).

e. Direct Effects of job involvement on job performance

The magnitude of the parameter coefficient for the job involvement variable on job performance is 0.643 which means there is a positive influence of job involvement on job performance. So it can be interpreted that the higher the value of job involvement, the more job performance will also increase. An increase in one unit of job involvement will increase job performance by 27.9%. Based on calculations using bootstrap and resampling, where the results of the estimated job involvement coefficient test on job performance bootstrap results are 0643 with a t-count value of $4.216 > t\text{-table} 1.96$ and a standard deviation of 0.153. Then the P-value is $0.000 < 0.05$ so that the H5 is accepted. In other words, there is a direct effect of job involvement on job performance, which is statistically significant between job involvement and job performance (Table 5).

f. Indirect Effects of job satisfaction on job performance mediated by organizational commitment

The indirect effect of job satisfaction (X1) on job performance (Z) mediated by organizational commitment (Y) can be described through the following equation:

$$\begin{aligned}\text{Indirect Effect (IE)} &= (\rho_{ZX1}) \times (\rho_{YZ}) \\ &= 0,367 \times 0,279 \\ &= 0,102\end{aligned}$$

The calculation results show that the indirect effect of job satisfaction (X1) on job performance (Z) mediated by organizational commitment (Y) is 0.102 or 10.2%. Meanwhile, the magnitude of the contribution of job satisfaction has a total effect that directly affects job performance by 10.2%. Then the remaining 89.8% is influenced by other factors that are not explained by this study. So that the H6 is accepted or in other words, there is an indirect effect of job satisfaction on job performance mediated by organizational commitment which is statistically significant (Table 5).

g. Indirect Effects of job involvement on job performance mediated by organizational commitment

The indirect effect of job involvement (X2) on job performance (Z) mediated by organizational commitment (Y) can be described through the following equation:

$$\begin{aligned}\text{Indirect Effect (IE)} &= (\rho_{ZX2}) \times (\rho_{YZ}) \\ &= 0,643 \times 0,279 \\ &= 0,179\end{aligned}$$

The calculation results show that the indirect effect of job involvement (X2) on job performance (Z) through organizational commitment (Y) is 0.179 or 17.9%. Meanwhile, the size of the contribution of job involvement has a total effect that directly affects job performance by 17.9%. Then the remaining 82.1% is influenced by other factors not explained by this study. So that the H7 is accepted or in other words, there is an indirect effect of job involvement on job performance mediated by organizational commitment which is statistically significant (Table 5).

DISCUSSION

We analyzed the study results based on 3 direct effects and 2 indirect effect hypotheses. The research confirms that job satisfaction affects organizational commitment (**H1**). A statistically significant effect exists between job satisfaction and organizational commitment (table 5). Even so, this effect is not the biggest one, but it already shows that job satisfaction can strengthen organizational commitment. Teachers and staffs who feel satisfied with their work financially and non-financially will make them stay highly motivated to work and not move to work elsewhere. The higher level of teacher and education personnel's satisfaction, the stronger their commitment to the school institution where they teach and work (Robbins & Coulter, 2021). According to the findings of research data analysis, it is evident that the most influential indicators of job satisfaction for teachers and staffs of SMA Negeri 2 Merangin are the company policy and relationship with peers. This non-financial satisfaction is the 2 primary factors that keep them connected and committed to the school. This is comprehended, as it is claimed that approximately 25% of teachers and education personnel still have honorary status. This non-financial satisfaction should be preserved to enhance the teacher's dedication to their work and the school. Even more, organizational commitment can reduce turnover rates, increase performance, increase attendance and productivity, increase organizational effectiveness, excellent and be competitive (Bahjat Abdallah et al., 2017; Muhammad Tho'in, 2020).

Having strong organizational commitment means teachers and staffs also have a desire and are motivated since they consider school goals to have similarities with their personal goals (Bahjat Abdallah et al., 2017). This means that the higher the job satisfaction, the higher the organizational commitment, and vice versa if the lower the job satisfaction, the lower the organizational commitment (Masahe, 2021). The results of other studies conducted by Čulibrk et al., 2018 also show that job satisfaction affects organizational commitment. It became the strongest factor when compared to other variables, such as job involvement (Čulibrk et al., 2018).

We have also established that there is an effect between job involvement on organizational commitment (**H2**). The results show a very significant positive relationship between job involvement and organizational commitment (table 5). This variable has the greatest influence compared to other variables in this study. According to the findings of research data analysis, it is evident that the most influential indicators of job involvement for teachers and staffs of SMA Negeri 2 Merangin are participation and teamwork. These both indicators are the 2 primary factors that keep them connected and committed to the school. This is shown by nearly all teachers and staff participating in every school function, including academics, extracurriculars, management, and other school occasions. These indicators should be preserved to enhance teachers' dedication to their work and the school. Since, job involvement has an important contribution to organizational success (Bahjat Abdallah et al., 2017). While teachers and staffs are active and work well because they realize their performance is also useful for themselves. So they avoid being absent and resigning (Robbins & Coulter, 2021). When teachers and staffs increasingly dedicate their energy and thoughts to their school, their commitment to their institution is unconsciously higher. This is further supported by the findings of the study carried out by (Bahjat Abdallah et al., 2017; Muhammad Tho'in, 2020; Čulibrk et al., 2018; Tiwari & Singh, 2014).

The third hypothesis (**H3**) is that organizational commitment affects job performance directly. It has been validated and we have observed that this is the factor that has the smallest influence compared to other variables in this study, but it already shows that organizational commitment can make job satisfaction even higher (table 5). According to the findings of research data analysis, it is evident that the most influential indicators of organizational commitment for teachers and staffs of SMA Negeri 2 Merangin are affective and normative. These indicators are the 2 primary factors that keep them working professionally. This can be observed by the fact that most educators and staff believe that numerous school objectives align with their objectives. This resemblance motivates them to persist and establish a connection with the school. Even the notion of quitting is nowhere near their thoughts. Both of these markers are valuable to uphold because they can add excitement to enhance performance. Since organizational commitment can reduce turnover rates, increase performance, increase attendance and productivity, increase organizational effectiveness, excellent and be competitive (Bahjat Abdallah et al., 2017; Muhammad Tho'in, 2020). While the most influential indicators of job performance are level of attendance and output time. Teachers and staffs are present daily and during official working hours. They go back to their homes after finishing their daily responsibilities. This finding is also reinforced by the results of research conducted by (Muhammad Tho'in, 2020; Octavianus, 2022; Hidayat & Lukito, 2020; Priyanto & Taufiq, 2021; Darmanta et al, 2020; Solihah et al., 2022; Oh, J ., Kim, D. H., & Kim, D, 2023; Mendoza, 2019).

The fourth hypothesis (**H4**) is job satisfaction affects job performance and organizational commitment. It has been also confirmed through research results. We have observed that this is the factor that has a moderate influence compared to other variables in this study, but it already shows that job satisfaction can make job satisfaction even higher (table 5). The most influential indicators of job satisfaction are the level of attendance and output quality. Educators and personnel are in attendance daily and during official working hours. They return home after completing their daily tasks. Moreover, teachers at SMA Negeri 2 Merangin also participate in all school events, whether they are related to academics or not, such as celebrating national holidays. School principals are advised to uphold this measure. This is because it has the potential to enhance teacher and education personnel effectiveness. This finding is also reinforced by the results of research conducted by (Bahjat Abdallah et al., 2017; Čulibrk et al., 2018; Octavianus, 2022; Prayogi & Fahmi, 2021).

The fifth hypothesis (**H5**) that is job involvement affects job performance. Through the research, we have also established that there is an effect between job involvement on job performance. The results show that there is a very significant positive relationship between job involvement toward job performance directly (table 5). School principals should keep it to enhance the teacher's performance. Since, job involvement has an important contribution to organizational success (Bahjat Abdallah et al.,

2017).

We have also established that there is an indirect effect between job satisfaction on job performance (**H6**). The results show that there is a very significant positive relationship between job satisfaction toward job performance indirectly mediated by organizational commitment. Therefore school principals of SMA Negeri 2 Merangin are advised to maintain this indicator. Job satisfaction has the potential to improve teachers' and education personnel's job performance indirectly. Although the indirect effect does not have such a large influence, still it has quite an impact on performance.

Last but not least, the finding of the research show that there is an indirect effect of job involvement on job performance mediated by organizational commitment (**H7**). We have observed that it became the highest indirect influence compared to other indirect variables in this study. It indicates that organizational commitment can act as a mediator between job involvement on job performance. Although the outcome does not wield such a direct impact, it still holds a noteworthy influence on job effectiveness.

4. CONCLUSION

The data analysis findings can be inferred that job satisfaction and involvement affect organizational commitment and job performance directly. While organizational commitment can act as a mediator toward job performance indirectly. Even though the direct influence is much stronger.

Thus, school principals of SMA Negeri 2 Merangin are advised to pay attention to aspects of job satisfaction, job involvement, and organizational commitment because they are believed to be able to grow and increase the job satisfaction of teachers and staff. However, the results of this study are still felt to have weaknesses in terms of sample size, indicators, and analytical tools. So it is suggested that future researchers use a larger sample size, more varied indicators, and other analytical tools that can test simultaneously such as SEM with Amos or Lisrel.

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