



## Factors that influencing organizational commitment in X Islamic Education Foundation

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### ABSTRACT

Educators and teaching staff are the human resources in schools. Quality resources will have a positive impact on organizational success. Commitment from educators and teaching staff is needed to create a supportive and motivated work environment. The high turnover rate at the Yayasan Pendidikan Islam X Tangerang is the reason this research was conducted to analyze the commitment of educators and staff. There are many factors that influence commitment, some of which are leadership style, job involvement, and perceived organizational support. Job satisfaction acts as a mediator in testing the effect of these factors on organizational commitment. This research was conducted at Yayasan Pendidikan Islam X Tangerang to the entire population of 38 people. The cross-sectional method was used in quantitative research by distributing online questionnaires. This research used the PLS-SEM analysis method. The results of this study state that there is a positive influence between school leadership style, job involvement, and perceived organizational support on organizational commitment. Job satisfaction also mediates the relationship between school leadership style and job involvement on organizational commitment.

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## INTRODUCTION

Educational institutions must be a place or means that can educate and create a quality generation of nations. One of the fundamental determinants of the effectiveness and efficiency of education is the quality of human resources in educational institutions (Okafor, 2018). In education, human capital refers to an organized group of individuals in different sectors of the economy linked to the knowledge and skills of the workforce employed in those sectors. On the other hand, management is organizing people to achieve desired goals. It is concerned with effectively sharing human resources to achieve those goals (Sharma, 2021). Educators and personnel play an essential role in improving the quality of school education. They are responsible for presenting learning materials and as facilitators for students in developing their abilities and potential (Erليا, 2021). In this context, qualified and competent human resources will positively impact organizational success.

If schools are to produce the nation's next generation, teachers and education personnel must be competent in their fields. In this case, the commitment and satisfaction of teachers and education personnel are crucial to achieving educational goals and providing quality learning experiences. Teachers are committed to the school to improve it. Dedicated teachers are connected to a creative and effective environment where students can improve their abilities and achieve higher attainment (Altun, 2017). It is essential to understand the elements that can influence organizational commitment in the education industry, especially schools, if they are to create a supportive and motivating work environment.

The challenge teachers and educators face in increasing commitment is the COVID-19 pandemic that occurred in 2020. The COVID-19 pandemic has significantly impacted teachers' organizational commitment, with studies showing that commitment has decreased due to the pandemic's impact on the education system (Akartuna & Serin, 2022). When the COVID-19 Pandemic is happening worldwide, schools have had to transition to online learning whether they are ready or not. As a result of the increased workload of educators and teaching staff (such as homework and online education for which they were not well prepared), teachers experienced higher stress levels during the online education period of COVID-19 (MacIntyre et al., 2020).

During the online learning phase, teachers face financial and social issues (working conditions, psychological issues, motivation, and satisfaction) (Hoang, 2020). Some teachers in Indonesia also prioritize financial gain over their commitment to the organization. This is due to the low salaries of educators, both teachers and lecturers, compared to professional employees working in the non-education sector. Other issues, including job burnout and low job satisfaction, can also affect organizational commitment (Cayupe et al., 2023)(Habib, 2020)(Wang et al., 2020).

As happened at the Islamic Education Foundation X. In 2021, the X Islamic Education Foundation recruited many teachers because many teachers left. Many reasons were given, such as moving to another agency, wanting to be a full-time housewife, to not fitting in with the new leader. Therefore, leadership is crucial in employee commitment to the organization. Based on Table 1.1, in 2021, the employee turnover rate was 41.94%, with 13 employees deciding to leave. This is an increase from the previous year, when the turnover rate was 25%.

Organizational commitment is an emotional response developed from the relationship between an organization and its employees (Bano, 2019). Organizations that have employees with high levels of commitment tend to achieve success and have better performance compared to organizations that do not have committed employees (Mwesigwa et al., 2020a). Teacher commitment has been considered as a passion for the job. Passion is at the core of practical Education (Altun, 2017).

School principals and school leaders have responsibilities and policies for achieving organizational goals (Koswara et al., 2021). One study states that the leadership style owned by an organization can affect employee commitment (Abasilim et al., 2019a). Along with the increasingly complex and dynamic world of Education, the Education sector needs strong and successful leadership to create a pleasant work environment and improve Company performance. Leadership is considered the essential element and function of management, which helps regulate the level of employee dedication in the organization and achieve organizational goals (Abasilim et al., 2019a).

Research also states a positive relationship between transformational leadership style and employee commitment (Abasilim et al., 2019a). Abasilim et al. (2019) also discovered that the transactional leadership style has no relationship with organizational commitment. The study stated that transactional leadership style may not be as successful in fostering strong employee commitment with the organization. According to another study, employees' commitment to the organization will increase when leaders inspire, motivate, understand, encourage, reward, stimulate, and build relationships with each other (Mwesigwa et al., 2020a). However, Mwesigwa et al. (2020) found that leadership style only explained 42,5% of organizational commitment, thus

they suggest to adding other factors that can affect organizational commitment. Mações & Román-Portas (2022) found that one component of organizational success is the relationship between leadership and employee commitment. Building and organization's capacity to adapt and face complex environmental challenges depends on the leadership style and the level of employee commitment. However, there's a limit on previous research that conduct the role of job satisfaction as mediator between leadership style and organizational commitment especially in education sector.

A successful organization has motivated, engaged employees with a high level of commitment. Job Involvement is one of the critical factors in organizational success. Engagement leads to increased satisfaction and productivity for the organization. Job Involvement and organizational commitment are important factors for companies to run well and survive in a changing environment (Bahjat Abdallah et al., 2017). Research has also found an influence between job involvement and organizational commitment (Bahjat Abdallah et al., 2017). The more Employees feel psychologically connected to their work and the performance they consider essential to their self-esteem, the closer they are to the organization's goals. Therefore, commitment is thought to result in increased productivity. This means that when employees feel involved and care about their work, they will be more loyal, attached, and committed to the job, which in turn will have an impact on the organization (Bahjat Abdallah et al., 2017).

In addition to the influence of leadership and work engagement, employees are more likely to be committed and positive toward their work when they feel supported by their employer. This can result in increased work engagement and commitment, improved functioning, decreased work stress, and lower adverse behaviors such as aggression and work stress (Bibi et al., 2019a). One can perceive organizational support from superiors, co-workers, organizational policies, and the general work environment. A positive perception of the support provided by the organization can increase employee commitment. The feeling that they get support from the organization tends to encourage employees to feel owned and valued by their organization, which leads to increased commitment (Pattnaik et al., 2023).

Kurtessis et al (2017) found that transformational and transactional leadership style differ in terms of the ability to fulfill socioemotional needs and generates POS. Transformational leadership involves individualized consideration and inspirational motivation by improving follower health and providing clear goals to subordinates. Transactional leadership uses rewards and corrective actions, which often lead to short-term transactions and poor judgment of its members. Both approaches can be used for the purpose of increasing followers' contribution to the organization.

Transformational leadership can also enhance teachers' quality of life. Positive behaviors demonstrated can empower teachers to deal with daily issues. In addition, the principle has power over organizational policy. As a result, teacher will feel supported by the organization if they are supported by their principle (Bernarto et al., 2020).

Islamic Education Foundation X is located in the Tangerang district and is the only Islamic school that has used the center learning method or BCCT (Beyond et al.) in the Curug sub-district. Dr Pamela C Phelps, a practitioner of early childhood education, developed this method. This learning method focuses on students, and educators become facilitators who guide students in the classroom. Therefore, the teacher's commitment to the center learning method is needed to deliver learning effectively to students.

Based on what has been stated above, the commitment and satisfaction of teachers and education personnel are significant to achieving educational goals and providing a quality learning experience, so this research is necessary. Education personnel and educators are essential in improving the quality of education in schools. They are not only responsible for providing learning materials, but they are also responsible for helping students develop their abilities and potential. The organization's success will depend on qualified and talented human resources in such a

situation. Therefore, it is essential to understand the components that can influence the commitment of educators and education personnel in the organization, such as leadership and work culture.

In addition, this study aims to see how school leadership style, teacher and education personnel job involvement, perceived organizational support, and teacher and education personnel job satisfaction affect teacher and education personnel commitment in educational institutions. The purpose of this study is based on previous research. This research is needed to examine individual commitment to organizations, especially in the schools. The commitment of educators and education personnel is significant to determine whether someone works because they are happy with their job or only because they are afraid of not being accepted elsewhere, even if a contract binds them or because they have responsibilities for the school or superiors, such as the principal or head of the foundation (Aziz et al., 2021). This research aim to contribute valuable insight for management for developing effective leadership strategies and human resource policies, especially in school.

## RESEARCH METHOD

This study uses a quantitative, non-experimental, and cross-sectional approach, meaning the independent variable is not manipulated. Quantitative research includes various methods to investigate social phenomena systematically using statistical or numerical data (Sugiyono, 2020). The type of research conducted in this study is census research. Census research is a type of research conducted to obtain facts and data in the field. This research aims to obtain precise and accurate information (Priadana & Sunarsi, 2021). This research is also cross-sectional because it is conducted at one time only. The population in this study were employees who worked at the X Islamic Education Foundation. As for the small and easily accessible population, this research will be carried out on the entire population, so the sample used is a saturated sample of 30 people. Primary data collection methods involve collecting data from sources for research purposes. The data analysis method is carried out using SEM-PLS.

## RESULTS AND DISCUSSION

Researchers conducted preliminary tests to test the validity and reliability of the measuring instruments used. The measuring instruments are MLQ to measure school leadership style, which consists of 25 items; JIS to measure job involvement, which consists of 14 items; SPOS to measure perceived organizational support, which consists of 10 items; JSS to measure job satisfaction, which consists of 18 items and OCQ to measure organizational commitment which consists of 18 items. This preliminary test was conducted on 35 respondents who are teachers and who work in educational institutions. The preliminary test was conducted to analyze the items. This is to ensure that the questions in the instrument are appropriate. According to (J. F. Hair et al., 2022), each indicator can be checked using outer loadings to measure reliability. All indicators must have statistically significant outer loadings. According to the general rule, a valid and reliable indicator is 0.70. Indicators with outer loadings between 0.40 and below 0.70 should usually be considered for removal if removal can improve convergent validity or internal consistency reliability. Meanwhile, indicators with values below 0.40 should be removed from the instrument. Furthermore, the second criterion for determining whether an indicator is reliable is to evaluate its internal consistency reliability by looking at Cronbach's alpha and composite reliability ( $\rho$ ). Usually, Cronbach's alpha and composite reliability values range between 0 and 1. The limit for indicators to be said to be reliable is 0.60 to 0.70. A value of 0.70 - 0.90 is considered satisfactory (Hair et al., 2022). The following are the results of the outer loadings of measurements during the instrument trial conducted on 35 samples.

**Table 1** Outer Loadings and Reliability Test Results after adjustment

| Variable                                                                                          | Indicators | Outer Loadings | Cronbach's alpha | Composite reliability (rho_a) | Result   |
|---------------------------------------------------------------------------------------------------|------------|----------------|------------------|-------------------------------|----------|
| School Leadership Style (Transactional & Transformational)                                        | TF5        | 0,782          | 0,949            | 0,960                         | Reliable |
|                                                                                                   | TF6        | 0,848          |                  |                               | Reliable |
|                                                                                                   | TF7        | 0,802          |                  |                               | Reliable |
|                                                                                                   | TF8        | 0,813          |                  |                               | Reliable |
|                                                                                                   | TF9        | 0,866          |                  |                               | Reliable |
|                                                                                                   | TF10       | 0,711          |                  |                               | Reliable |
|                                                                                                   | TF11       | 0,720          |                  |                               | Reliable |
|                                                                                                   | TF12       | 0,885          |                  |                               | Reliable |
|                                                                                                   | TF15       | 0,811          |                  |                               | Reliable |
|                                                                                                   | TS1        | 0,718          |                  |                               | Reliable |
|                                                                                                   | TS2        | 0,731          |                  |                               | Reliable |
|                                                                                                   | TS4        | 0,816          |                  |                               | Reliable |
| Job Involvement                                                                                   | TS5        | 0,721          |                  |                               | Reliable |
|                                                                                                   | JI1        | 0,789          | 0,746            | 0,750                         | Reliable |
|                                                                                                   | JI5        | 0,836          |                  |                               | Reliable |
| Perceived Organizational Support                                                                  | JI6        | 0,816          |                  |                               | Reliable |
|                                                                                                   | POS1       | 0,810          | 0,904            | 0,913                         | Reliable |
|                                                                                                   | POS2       | 0,740          |                  |                               | Reliable |
|                                                                                                   | POS3       | 0,738          |                  |                               | Reliable |
|                                                                                                   | POS4       | 0,828          |                  |                               | Reliable |
|                                                                                                   | POS6       | 0,732          |                  |                               | Reliable |
|                                                                                                   | POS7       | 0,907          |                  |                               | Reliable |
| JobSatisfaction                                                                                   | POS10      | 0,816          |                  |                               | Reliable |
|                                                                                                   | JS2        | 0,817          | 0,943            | 0,947                         | Reliable |
|                                                                                                   | JS3        | 0,808          |                  |                               | Reliable |
|                                                                                                   | JS4        | 0,848          |                  |                               | Reliable |
|                                                                                                   | JS7        | 0,864          |                  |                               | Reliable |
|                                                                                                   | JS8        | 0,885          |                  |                               | Reliable |
|                                                                                                   | JS9        | 0,908          |                  |                               | Reliable |
|                                                                                                   | JS15       | 0,851          |                  |                               | Reliable |
|                                                                                                   | JS16       | 0,785          |                  |                               | Reliable |
| Organizational Commitment (Affective commitment, Continuance commitment and Normative commitment) | AC2        | 0,779          | 0,932            | 0,934                         | Reliable |
|                                                                                                   | AC3R       | 0,744          |                  |                               | Reliable |
|                                                                                                   | AC4R       | 0,753          |                  |                               | Reliable |
|                                                                                                   | AC5        | 0,790          |                  |                               | Reliable |
|                                                                                                   | CC1        | 0,722          |                  |                               | Reliable |
|                                                                                                   | CC2        | 0,733          |                  |                               | Reliable |
|                                                                                                   | CC6        | 0,745          |                  |                               | Reliable |
|                                                                                                   | NC1R       | 0,756          |                  |                               | Reliable |
|                                                                                                   | NC2        | 0,764          |                  |                               | Reliable |
|                                                                                                   | NC3        | 0,810          |                  |                               | Reliable |
|                                                                                                   | NC4        | 0,759          |                  |                               | Reliable |
|                                                                                                   | NC5        | 0,730          |                  |                               | Reliable |

Source: Data processing results (2023)

Based on the results of the outer loadings and Cronbach's alpha and composite reliability tests that have been carried out, 85 items were reduced to 43 items. This means 42 items do not meet the rule of thumb of 0.70. A total of 42 items were eliminated and not included in the final questionnaire that will be distributed to the population in this study.

The next stage is to measure convergent validity, usually by looking at the Average Variance Extracted (AVE) value. Indicators are valid if they have an AVE value greater than 0.50.

Next is to measure discriminant validity. For measurement of discriminant validity using the Fornell-Larcker criterion or can be seen through the Heterotrait-monotrait Ratio (HTMT) measurement with a value below 0.90 (Hair et al., 2022).

**Table 2** Average Variance Extracted (AVE) results after adjustment

| Variable                         | AVE   | Description |
|----------------------------------|-------|-------------|
| School Leadership Style          | 0,622 | Valid       |
| Job Involvement                  | 0,662 | Valid       |
| Perceived Organizational Support | 0,637 | Valid       |
| Job Satisfaction                 | 0,716 | Valid       |
| Organizational Commitment        | 0,574 | Valid       |

Source: Data processing results (2023)

Based on the results of the validity test, by looking at the AVE value, it can be seen that all variables have a value above 0.5, which means that all variables are said to be valid. All variables/constructs can explain 50% of each indicator variation. Discriminant variables are seen with the HTMT value with a rule of thumb below 0.90. Based on the discriminant validity test, all variables show a value below 0.90, which means that the variables in this study have discriminant validity.

**Table 3** Heterotrait-monotrait ratio (HTMT)

|     | JI    | JS    | OC    | POS   | SLS |
|-----|-------|-------|-------|-------|-----|
| JI  |       |       |       |       |     |
| JS  | 0.646 |       |       |       |     |
| OC  | 0.864 | 0.491 |       |       |     |
| POS | 0.663 | 0.897 | 0.608 |       |     |
| SLS | 0.592 | 0.625 | 0.636 | 0.737 |     |

Source: Data processing results (2023)

The analysis in this study uses PLS-SEM analysis. PLS-SEM combines two statistical methods: confirmatory factor analysis and path analysis. Confirmatory factor analysis, which comes from psychometrics, aims to estimate latent psychological properties, such as attitudes and satisfaction. There are two stages in PLS-SEM analysis, namely testing the outer and inner models with the following results.

An outer model analysis is performed to determine whether each indicator block is related to the corresponding latent variable. Based on the operational definition of variables, the measurement model design specifies the characteristics of each latent construct indicator, both reflexive and formative. Outer model analysis is used to determine validity, such as convergent and discriminant validity, along with reliability.

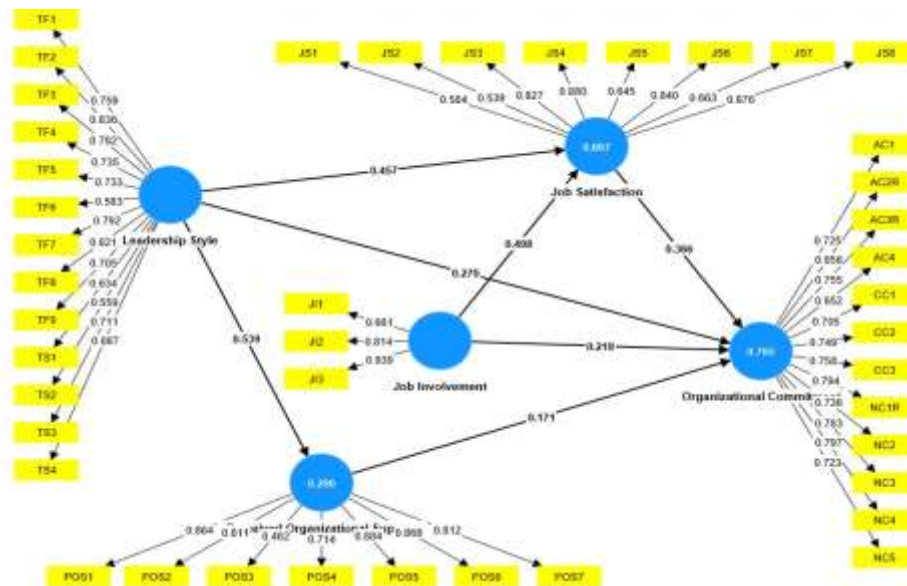


Figure 1 Outer Model

The validity test is carried out to determine how well the instrument can measure what you want to measure. Convergent validity is the first to be examined, aiming to determine the strength of the correlation between constructs and latent variables. The correlation is more significant than 0.70; the reflective measure is considered high with the measurement construct (Sarstedt et al., 2017). The Convergent Validity Test can see that the output of SmartPLS contains values for factor loading (more than 0.7) and Average Variance Extracted (AVE) (more than 0.5). The following are the results of the convergent validity analysis in this study.

According to (Hair et al., 2017), the outer loading value in the range of 0.400 to 0.700 can still be used if it does not reduce the AVE value to less than 0.500. Based on the table above, all outer loading values are higher than 0.400, and the AVE value is higher than 0.500. Therefore it can be said that the convergent validity test has passed.

Convergent validity testing shows that all indicators are valid. However, HTMT discriminant validity testing shows that organizational commitment and job satisfaction are highly correlated. Hence, removing indicators with a high correlation between organizational commitment and job satisfaction is necessary. The analysis results show that the NC5 indicator has a high correlation with the indicators on the job satisfaction variable. Therefore, the NC5 indicator was excluded from the study with the following test results:

Table 4 Convergent Validity

| Variabel                  | Kode | Outer Loading | AVE   | Desc  |
|---------------------------|------|---------------|-------|-------|
| Organizational Commitment | AC1  | 0.751         | 0.553 | Valid |
|                           | AC2R | 0.593         |       | Valid |
|                           | AC3R | 0.755         |       | Valid |
|                           | AC4  | 0.688         |       | Valid |
|                           | CC1  | 0.722         |       | Valid |
|                           | CC2  | 0.771         |       | Valid |
|                           | CC3  | 0.779         |       | Valid |
|                           | NC1R | 0.790         |       | Valid |
|                           | NC2  | 0.733         |       | Valid |
|                           | NC3  | 0.777         |       | Valid |
|                           | NC4  | 0.794         |       | Valid |
|                           | NC5  | Out           |       | Valid |

|                                  |      |       |       |       |
|----------------------------------|------|-------|-------|-------|
| Leadership Style                 | TF1  | 0.759 | 0.523 | Valid |
|                                  | TF2  | 0.835 |       | Valid |
|                                  | TF3  | 0.782 |       | Valid |
|                                  | TF4  | 0.736 |       | Valid |
|                                  | TF5  | 0.734 |       | Valid |
|                                  | TF6  | 0.583 |       | Valid |
|                                  | TF7  | 0.793 |       | Valid |
|                                  | TF8  | 0.822 |       | Valid |
|                                  | TF9  | 0.706 |       | Valid |
| Job Involvement                  | TS1  | 0.633 | 0.660 | Valid |
|                                  | TS2  | 0.558 |       | Valid |
|                                  | TS3  | 0.710 |       | Valid |
|                                  | TS4  | 0.687 |       | Valid |
|                                  | J11  | 0.664 |       | Valid |
| Perceived Organizational Support | J12  | 0.814 | 0.621 | Valid |
|                                  | J13  | 0.938 |       | Valid |
|                                  | POS1 | 0.863 |       | Valid |
|                                  | POS2 | 0.810 |       | Valid |
|                                  | POS3 | 0.485 |       | Valid |
|                                  | POS4 | 0.715 |       | Valid |
|                                  | POS5 | 0.883 |       | Valid |
| Job Satisfaction                 | POS6 | 0.869 | 0.552 | Valid |
|                                  | POS7 | 0.813 |       | Valid |
|                                  | JS1  | 0.583 |       | Valid |
|                                  | JS2  | 0.541 |       | Valid |
|                                  | JS3  | 0.828 |       | Valid |
|                                  | JS4  | 0.880 |       | Valid |
|                                  | JS5  | 0.643 |       | Valid |
|                                  | JS6  | 0.841 |       | Valid |
|                                  | JS7  | 0.662 |       | Valid |
|                                  | JS8  | 0.875 |       | Valid |

Source: Data processing results (2023)

The reliability test is carried out to measure the accuracy and consistency of the answers. Accurate and consistent answers to each variable are needed in measuring each variable so that an instrument can be said to be reliable. The reliability test is carried out by looking at the composite reliability value. It can be considered reliable if the expected composite reliability value exceeds 0.6 (Hair et al., 2022). The reliability test results of this study can be seen in the table below.

**Table 5** Reliability Test Results

| Variable                         | Composite reliability | Description |
|----------------------------------|-----------------------|-------------|
| Job Involvement                  | 0.851                 | Reliable    |
| Job Satisfaction                 | 0.905                 | Reliable    |
| Leadership Style                 | 0.934                 | Reliable    |
| Organizational Commitment        | 0.931                 | Reliable    |
| Perceived Organizational Support | 0.918                 | Reliable    |

Source: Data processing results (2023)

All composite reliability values have been more than 0.600, so all variables in this study have been reliable.

Inner model testing is carried out to determine the value of r square and how the influence between latent variables is tested, besides that in the inner model analysis will also be tested research hypotheses. The following are the results of testing the inner model in this study.

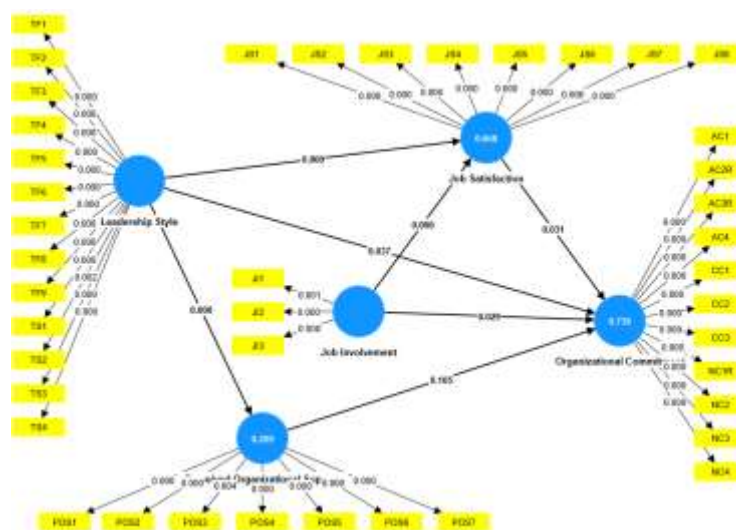


Figure 2 Inner Model

Table 6 R Square Test Results

| Variable                         | R-square adjusted |
|----------------------------------|-------------------|
| Job Satisfaction                 | 0.649             |
| Organizational Commitment        | 0.706             |
| Perceived Organizational Support | 0.270             |

Source: Data processing results (2023)

The table shows that the r square value in the organizational commitment variable is 0.706, which means that 70.6% of organizational commitment variables can be explained by leadership style, job involvement, perceived organizational support, and job satisfaction variables. In comparison, other variables outside the study influence the remaining 29.4% of organizational commitment variables. The r square value in the job satisfaction variable is 0.649, which means that 64.9% of the job satisfaction variable can be explained by leadership style and job involvement variables. In comparison, other variables outside the study influence the remaining 25.1% of the job satisfaction variable. The r square value in the perceived organizational support variable is 0.270, which means that the leadership style variable can explain 27.0% of the job satisfaction variable. In comparison, other variables outside the study influence the remaining 73.0% of the perceived organizational support variable.

The F Square test is performed to determine whether there is a change in the  $R^2$  value when certain exogenous variables are omitted from the model so that it can be known whether the omitted variables have a substantive impact on endogenous construction. The guide to assessing  $f^2$  is that the values of 0.02, 0.15, and 0.35 represent small, medium, and large effects..

Table 7 F Square Test Results

| Path                                                         | F Square | Description |
|--------------------------------------------------------------|----------|-------------|
| Job Involvement > Job Satisfaction                           | 0.587    | High Effect |
| Leadership Style > Job Satisfaction                          | 0.493    | High Effect |
| Job Involvement > Organizational Commitment                  | 0.116    | Low Effect  |
| Job Satisfaction > Organizational Commitment                 | 0.116    | Low Effect  |
| Leadership Style > Organizational Commitment                 | 0.145    | Low Effect  |
| Perceived Organizational Support > Organizational Commitment | 0.056    | Low Effect  |

Source: Data processing results (2023)

The table shows that the f square value of the job involvement variable on job satisfaction is 0.587, which means that if the job involvement variable is excluded from the research model, it will have a significant impact on changes in the r square value of job satisfaction, as well as the leadership style variable which has an f square value of 0.493 is in the significant effect category. The value of F square independent variables on the influence on organizational commitment all have a negligible effect: School leadership style, job involvement, perceived organizational support, and job satisfaction. This shows that if one of the independent variables is excluded from the research model, it will have a negligible effect on changes in the value of r square.

The multicollinearity test aims to test in regression models that there is a correlation between independent variables. A good model is that multicollinearity does not occur. In this study, to detect the occurrence of multicollinearity in the regression model is to look at the value of Inflation Factor (VIF) Variance.

**Table 8** Multicollinearity Results

|                                  | JI | JS    | LS | OC    | POS |
|----------------------------------|----|-------|----|-------|-----|
| Job Involvement                  |    | 1,271 |    | 2,209 |     |
| Job Satisfaction                 |    |       |    | 3,195 |     |
| Leadership Style                 |    | 1,271 |    | 1,966 | 1   |
| Organizational Commitment        |    |       |    |       |     |
| Perceived Organizational Support |    |       |    | 1,963 |     |

Source: Data processing results (2023)

It can be seen that the value of the Variance Inflation Factor (VIF) on all research variables has met the recommended condition, which is  $<5$ , so all variables in the research model have met the criteria, and there is no multicollinearity problem.

By looking at the p-value in the test results on Smart-PLS, the results of hypothesis testing in this study can be determined. This study uses an alpha value of 5% to compare the p value with 0.05. However, this study uses a saturated sample so that the entire population is used as a research sample so that hypothesis testing by looking at statistical t values is not needed, so it will only be seen the value of the standardized path coefficient as the magnitude of the influence given by the independent variable to the dependent. The output of the research model for hypothesis testing is shown below.

**Table 9** Hypothesis Test Results

|    | Hypothesis                                                        | Original sample (O) |
|----|-------------------------------------------------------------------|---------------------|
| H1 | Leadership Style -> Organizational Commitment                     | 0.273               |
| H2 | Leadership Style -> Job Satisfaction -> Organizational Commitment | 0.457               |
| H3 | Job Involvement -> Organizational Commitment                      | 0.273               |
| H4 | Job Involvement -> Job Satisfaction -> Organizational Commitment  | 0.155               |
| H5 | Leadership Style -> Perceived Organizational Support              | 0.538               |
| H6 | Perceived Organizational Support -> Organizational Commitment     | 0.169               |
| H7 | Job Satisfaction -> Organizational Commitment                     | 0.312               |

Source: Data processing results (2023)

Based on the test results in the table, it can be concluded that the results of the Leadership style research have a positive effect on organizational commitment in educators working at the Islamic X Education Foundation. Also, job satisfaction can mediate the influence of leadership style on organizational commitment in educators working at the X Islamic Education Foundation. This result supports previous research that stated leadership style has positive effect on organizational commitment (Abasilim et al., 2019; Mações & Román-Portas, 2022; Mwesigwa et al., 2020). However,

Abasilim et al. (2019) concluded that transactional leadership had little effect on organizational commitment. This result shows that if teachers and educator personnel are satisfied with the principal's treatment, they will be more motivated to stay working at the school. Principals that encourage their teachers to grow together can give the impression that the principal cares about their well-being. Teachers will also feel more fulfilled, making them more likely to stay at the school.

Job involvement has a positive effect on organizational commitment in educators working at the Foundation Islamic Education X. Job satisfaction can mediate the influence of job involvement on organizational commitment in educators working at the Islamic Education Foundation X. This result is in line with previous research that stated job involvement has a positive effect on organizational commitment (Bahjat Abdallah et al., 2017). This shows that the more teachers identify themselves psychologically with their work, the more likely they are to align with the organization's goal. When the teachers are satisfied with their work, they will commit to organization. Teachers should be involved in their work to increase their satisfaction and commitment to the organization.

Leadership style has a positive effect on perceived organizational support in educators working at the Islamic Education Foundation X. This result supports previous research that stated leadership style has positive effect on perceived organizational support (Bernarto et al., 2020). When leaders have positive attitudes and behaviors and are able to guide their members, on this study are teachers, will certainly feel that they are supported by the organization in their work.

Perceived organizational support has a positive effect on organizational commitment in educators working at the X Islamic Education Foundation. This result is in line with previous research that stated perceived organizational support affects organizational commitment positively (Bibi et al., 2019). Organizations that provide support to their employees can help them feel at ease at work and valued by the organization. Employees that feel valued by the organization are more likely to be committed to their work.

Job satisfaction positively affects organizational commitment in educators working at the X Islamic Education Foundation. This result also supports Bahjat Abdallah et al. (2017) research that stated job satisfaction can increase organizational commitment. Employees who are satisfied at work are more likely to desire to stay with the organization.

## CONCLUSION

Based on the analysis conducted, the following is a conclusion in the study that Leadership style, job involvement, perceived organizational support and job satisfaction has a positive effect on organizational commitment in educators working at the Islamic Education Foundation X. Job satisfaction also has found can mediate the influence of leadership style and job involvement on organizational commitment in educators working at the Islamic Education Foundation X. The study also found that leadership style has positive effect on perceived organizational support.

The results showed that leadership style can increase job satisfaction and work commitment in educators who work at the X Islamic Education Foundation. The organization should focus on how the principals treat their teachers in order to increase and maintain teachers' commitment. Therefore, the principals in islamic education foundation x can pay attention to the leadership style in schools; the results of the descriptive analysis show that there are still employees who disagree and doubt that the leadership style adopted by the principal is appropriate. Principals must be able to communicate, make decisions, delegate tasks, and interact well with all team members. School principals are also required to be able to inspire and motivate teachers and employees actively. Thus, it is expected that the job satisfaction and work commitment of educators working at the X Islamic Education Foundation can increase.

Job involvement is also a variable that can increase job satisfaction and job commitment in educators who work at the X Islamic Education Foundation. Job involvement can be increased in several ways, such as improving communication between teams or divisions at each level or level, especially when decision-making is needed. Hence, employees feel involved in the Foundation. In addition, work involvement can also be increased by receiving input or criticism from employees.

Perceived organizational support is a variable that can increase job satisfaction and work commitment in educators who work at the X Islamic Education Foundation. Employees will feel the organization supports them when their leaders are concerned about their well-being and value their contributions. The perception of support provided by the Foundation can be improved in several ways, for example, by accepting teachers' complaints in evaluations every semester and finding solutions to these complaints so that teachers will feel that they are cared for by the organization.

The scope of this study was limited only to Islamic Education Foundation X employees. As a result, this may not provide a broad and comprehensive picture of how school leadership style, job involvement, perceived organizational support and job satisfaction affect organizational commitment. Also, this study only focuses on analyzing the effect of leadership style, job involvement, perceived organizational support and job satisfaction on organizational commitment without considering other factors. Further studies may consider examining the influence between leadership style and job involvement as well as other factors that can affect organizational commitment.

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