



The Effect Of Leadership, Salary And Service On Commitment And Satisfaction Teacher Work

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ARTICLE INFO ABSTRACT

This research aims to determine and analyze the influence of: (1) school principal leadership on satisfaction; (2) salary on teacher job satisfaction; (3) service quality on teacher job satisfaction; (4) school principal leadership on teacher commitment; (5) teacher salary on teacher commitment; (6) teacher service quality on teacher commitment; (7) satisfaction on teacher commitment. This research employs a quantitative ex-post facto approach. The population in the study comprises all private junior high school teachers in the Kudus district. Sample determination utilizes purposive sampling technique with a sample size of 130 teachers. Data analysis is conducted using the smartPLS software. Results and conclusion (1) There is a significant positive influence of school principal leadership on the satisfaction of private junior high school teachers in the Kudus district;(2) There is no significant influence of teacher salary on the satisfaction of private junior high school teachers in the Kudus district;(3) There is a significant positive influence of service quality on the satisfaction of private junior high school teachers in the Kudus district;(4) There is a significant positive influence of school principal leadership on the work commitment of private junior high school teachers in the Kudus district;(5) There is no significant influence of teacher salary on the work commitment of private junior high school teachers in the Kudus district;(6) There is a significant positive influence of service quality on the work commitment of private junior high school teachers in the Kudus district;(7) There is a significant positive influence of job satisfaction on the work commitment of private junior high school teachers in the Kudus district Central Java.

Keywords: leadership, salary, service, commitment

INTRODUCTION

Teachers in the 21st century face competitive challenges in order to produce graduates with high-quality soft and hard skills. Teachers are considered customers who require job satisfaction in carrying out their duties. Teacher satisfaction in performing their duties can lead to an improvement in quality, motivation, and teacher performance. In an era of increasingly advanced educational demands and entering the era of independent learning, the education sector is capable of providing satisfaction and quality services to all school customers, namely: teachers, students, parents, the community, and users of graduates.

Teachers are part of the school organization and are required to have commitment to school development in their respective workplaces. Commitment is one of the factors determining the success of school management development. Commitment is defined as a tendency to be bound in consistent activities because it is considered that there are costs to other activities (quitting work). Commitment theory according to Potter, et al (Amstrong, 2006) states that commitment refers to attachment and loyalty. Three factors influence this: (1) a strong desire to remain a member of the organization; (2) a strong belief and acceptance of the values and goals of the organization; (3) willingness to make significant efforts for the organization's interests. Furthermore, different from Salancik's opinion (Amstrong, 2006) where commitment is a state where an individual is bound by actions with conviction so that the individual is restrained to engage in activities and be involved in them. There are three important factors that can bind individual actions in it, namely: the visibility of actions to what extent the results cannot be undone and to what extent the person voluntarily takes action. According to

Mowday, et al. (in Yusuf, MR & Syarif, 2017: 47), factors that can increase commitment include personal factors, organizational factors, and non-organizational factors. Factors influencing the formation of commitment include: (1) personal characteristics; (2) job characteristics; (3) organizational characteristics; (4) nature and quality of a person's work experience. According to Yusuf, MR & Syarif (2017:54), factors affecting organizational commitment antecedents include: (1) organizational fit, which is the suitability between organizational values and individual values; (2) Psychological Empowerment, which is the increase in task motivation in four cognitions reflecting individual goals in their role in their work; (3) organizational culture; (4) leadership style; (5) monetary rewards; (6) participative leadership; (7) benefits of interpersonal and organizational relationships; (8) trust; (9) appreciation ability; (10) job satisfaction. Research by Dunham et al. (1994) states that organizational reliability, job satisfaction, and perceptions of participatory management significantly contribute to affective commitment. Research on work commitment in private junior high schools (SMP) is very interesting to conduct. The object of this research is taken from private junior high schools in Kudus regency. Kudus regency is known as an educational city because it is the destination of Kudus regency residents and residents of surrounding regencies from other regencies. This research is based on the phenomena gap, research gap, and theory gap as follows. The phenomenon that occurs in private junior high schools in Kudus regency is the still suboptimal leadership of the school principals. School principals in private junior high schools have a high responsibility for the quality of graduates. The obstacles faced by school principals in private junior high schools in Kudus regency are the achievement of leadership programs that are often not achieved due to various individual and managerial obstacles as school principals. Some school principals have outside commitments besides their main school.

Table 1. Survey Results on Perception of Leadership of Private Junior High School Principals in Kudus

No	Description	Respondent Total	Answer Yes/No	Percentage
1	The principal must hold the position of 1 school	40	38/2	95%
2	School principals are required to have a principal's certificate	40	35/40	87.5%
3	Accreditation is very important for private schools	40	35/40	87.5%
4	The principal's leadership has a relationship with job satisfaction	40	39/40	97.5%

Source: Researcher

The table above allows researchers to assume that in terms of leadership commitment, school principals should focus on their role as school principals. In terms of competence, not all school principals are qualified in mastering the competencies of school principals, and in terms of school performance achievement, the best has not been achieved yet. Respondents indicate that there is a relationship between school principal leadership and job satisfaction.

According to Newswire-Bisnis.com on November 8, 2019, the teacher allowances in private schools in Kudus regency, Central Java, which previously were at a minimum of IDR 100,000.00, will be raised to Rp 300,000.00 per month. An empirical phenomenon occurring in Kudus regency is that the average salary of private junior high school teachers in Kudus regency is still below the regional minimum wage (UMR). 90% of private junior high school teachers in Kudus regency earn an average of IDR 480,000.00 per month, even though these contract-based teachers hold bachelor's degrees. The salary of IDR 480,000.00 is obtained by teaching for 24 hours. This indicates that the total teaching hours per month for these teachers is 96 hours (4 weeks x 24 hours). If valued at IDR 20,000.00 per hour, the received salary would be IDR 1,600,000.00, but this is not reflected in their actual salary calculation. Moreover, the received salary is still below the Kudus regency UMR of IDR 2,218,450.00 in 2020. In 2019, the Kudus regency regional minimum wage(UMR) was IDR 2,044,467.75. The received salary is considered far from being sufficient for a decent living. Teachers state that the salary obtained from teaching is not enough to meet their monthly needs. This leads many private junior high school teachers in Kudus to resort to seeking additional income by offering private tutoring, selling online, and other means.

Table 2. Average Salary of Private Teachers in Kudus District

No	Description	Total
1	Average monthly salary of non-certified teachers	IDR 480.000
2	Salary of certified teachers	IDR 520.000

Source: Researcher

Based on the table above, the salaries of private junior high school teachers in Kudus regency are still far below expectations. Although there is an allowance from the Kudus regency government amounting to IDR 1,000,000.00, this is still considered below the regional minimum wage. With a salary of IDR 480,000.00, teachers feel unable to meet their living needs in one month, leading the majority of private teachers in Kudus regency to seek additional income. Based on interviews with several teachers, with this salary, achieving satisfaction and commitment is not yet optimal.

The phenomenon of teacher commitment is one of the important factors in achieving teacher job satisfaction in private junior high schools in Kudus regency. Teacher commitment is not fully embedded in teachers in

carrying out their duties. There are still teachers who have high commitment if driven by external factors such as the size of the salary received, recognition from the school. This indicates that the commitment of private junior high school teachers in Kudus regency is still not fully established. This is also evidenced by private teachers registering as candidates for PPPK teachers in 2021. All teachers with formations enthusiastically applied for this vacancy. This is further demonstrated by the weakening motivation of private teachers to participate in the teacher mover program. Despite that, in 2022, Kudus regency has entered the teacher mover program. This proves that the commitment to always improve the junior high school where they work is not yet optimal.

Tabel 3. Hasil survei dari data guru yang mendaftar ASN PPPK

No	Description	total	Percent
1	Teachers registered for the state teacher program (PPPK)	215	49%
2	Teachers who did not register because there were no positions available	110	25%
3	Teachers who did not register	117	26%
Total number		442 teacher	

Source: Researcher

The research gap in previous studies serves as the basis for the researcher to conduct the upcoming study. Research gap refers to a study that reveals differences between theory and research findings. Comparing the results of one study with another, testing on the same variables, yields different outcomes, with some supporting the theory and others contradicting it. The research gap in this study will be outlined as follows.

In the study by Eliophotou Menon (2014), it is stated that transformational leadership significantly affects teacher job satisfaction. This contrasts with the findings of Hassi, A. (2019), whose study results indicate that transactional leadership does not affect job satisfaction. This disparity in research findings motivates researchers to study and demonstrate the influence of school principal leadership variables on job satisfaction of private junior high school teachers in Kudus regency.

Gevrek, D., et al. (2017), in their study, stated that an increase in salary does not have a positive effect on employee job satisfaction in universities. This finding contradicts the study by Kuwaiti, A.A., Bicak, H.A., and Wahass, S. (2020), which states that salary is very important for employees and has a positive impact on job satisfaction. Salary is the most significant predictor of overall job satisfaction in health faculties. The difference in research findings prompts researchers to explore and test the variable of teacher salary in the context of its influence on job satisfaction of private junior high school teachers in Kudus regency.

Furthermore, there is a research gap in studies regarding the influence of commitment on teacher job satisfaction. Al-Sada, M., Al-Esmael, B., and Faisal, M.N. (2017) stated that the commitment variable contributes to employee or organizational member job satisfaction. Research by Ramalho et al. (2018) also supports this, stating that affective commitment variables influence job satisfaction. The investigation of the research gap concerning the quality of service variable on job satisfaction was undertaken by Pantouvakis, A. and Mpogiatzidis, P. (2013), in their study, where the positive impact of interactive internal service quality characteristics and organizational learning dimensions, namely empowerment and continuous learning, on job satisfaction in hospital care services, was revealed. Several previous studies, such as those conducted by Al-Ababneh et al. (2018) and Singh et al. (2017), state that service quality has a significant influence on employee job satisfaction. However, the study by Mularsih & Aritonang (2017) states that service quality in higher education has not been able to satisfy students. This finding is also consistent with previous research results, such as those conducted by Siregar & Zulaihah (2010), Bangun, A. Ginting, R., & Tarigan, U. (2013), and Hasibuan, S. (2017). Based on dissatisfaction with the results of several studies related to service quality, researchers are interested in exploring the profile of service quality. The study by Saifunurmazah, D. et al. (2018) states that service leadership style does not yet have a significant influence on organizational commitment, but compensation has a significant influence on organizational commitment. This result indicates that the higher the compensation received by employees, the higher their commitment to the organization.

METHODOLOGY

The type of research used is quantitative ex post facto research. Quantitative ex post facto research aims to discover the causes of variables in the study that are interrelated or influential. The population of this study is all private junior high school teachers in Kudus regency, with a sample size of 130 teachers. Data collection technique involves using instruments or questionnaires that have been previously tested for validity and reliability. Data analysis is conducted using smartPLS analysis.

The diagram scheme in the research stages on the influence of school principal leadership, teacher salaries, and service quality on job satisfaction through teacher commitment in private junior high schools in the Kudus district is as follows.

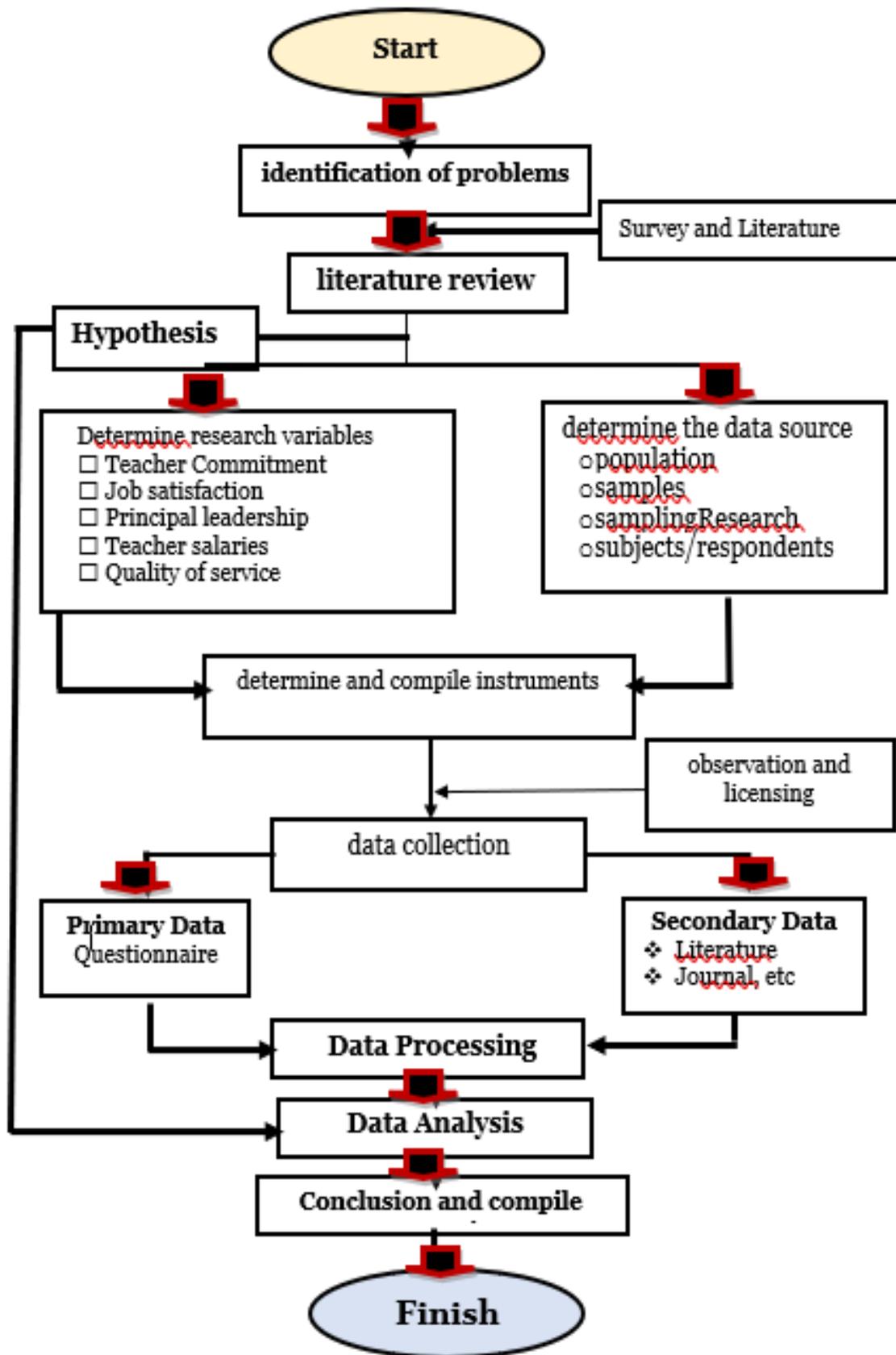


Figure 1. Research Implementation Procedures

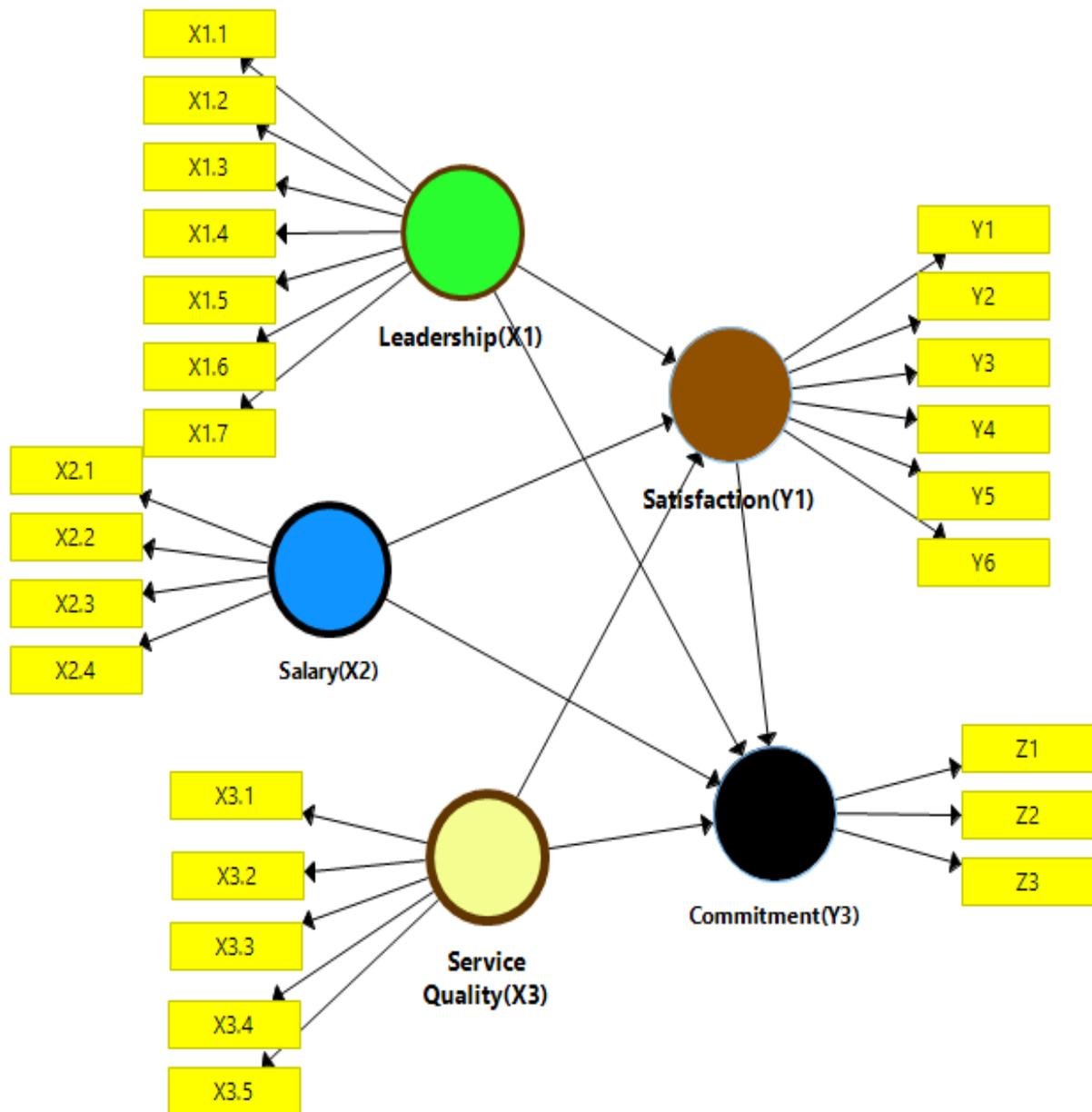


Figure 2. SEM Research Models.

Research Hypothesis:

1. Ha1: School principal leadership affects teacher job satisfaction in private junior high schools in Kudus district
2. Ha2: Teacher salaries affect job satisfaction in private junior high schools in Kudus district;
3. Ha3: Service quality affects job satisfaction in private junior high schools in Kudus district;
4. Ha4: School principal leadership affects teacher commitment in private junior high schools in Kudus district;
5. Ha5: Teacher salaries affect teacher commitment in private junior high schools in Kudus district;
6. Ha6: Service quality affects teacher commitment in private junior high schools in Kudus district;
7. Ha7: Teacher job satisfaction affects teacher commitment in private junior high schools in Kudus district;

RESULTS

Partial Least Squares (PLS) analysis of the influence of school principal leadership, teacher salaries, service quality on teacher commitment through the mediation of satisfaction.

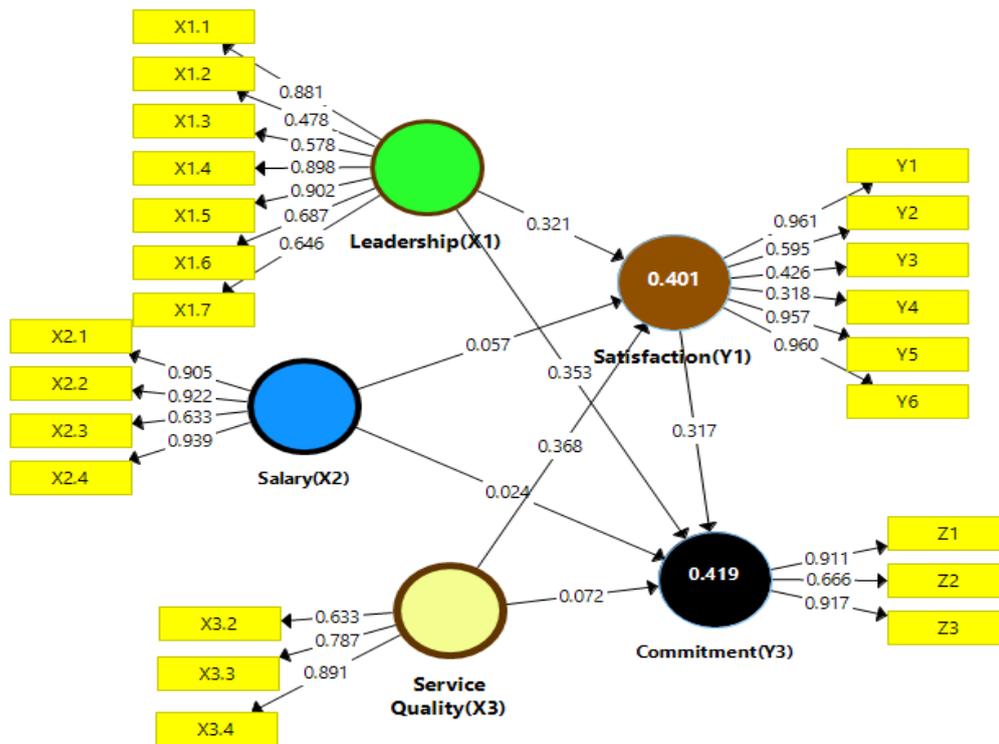
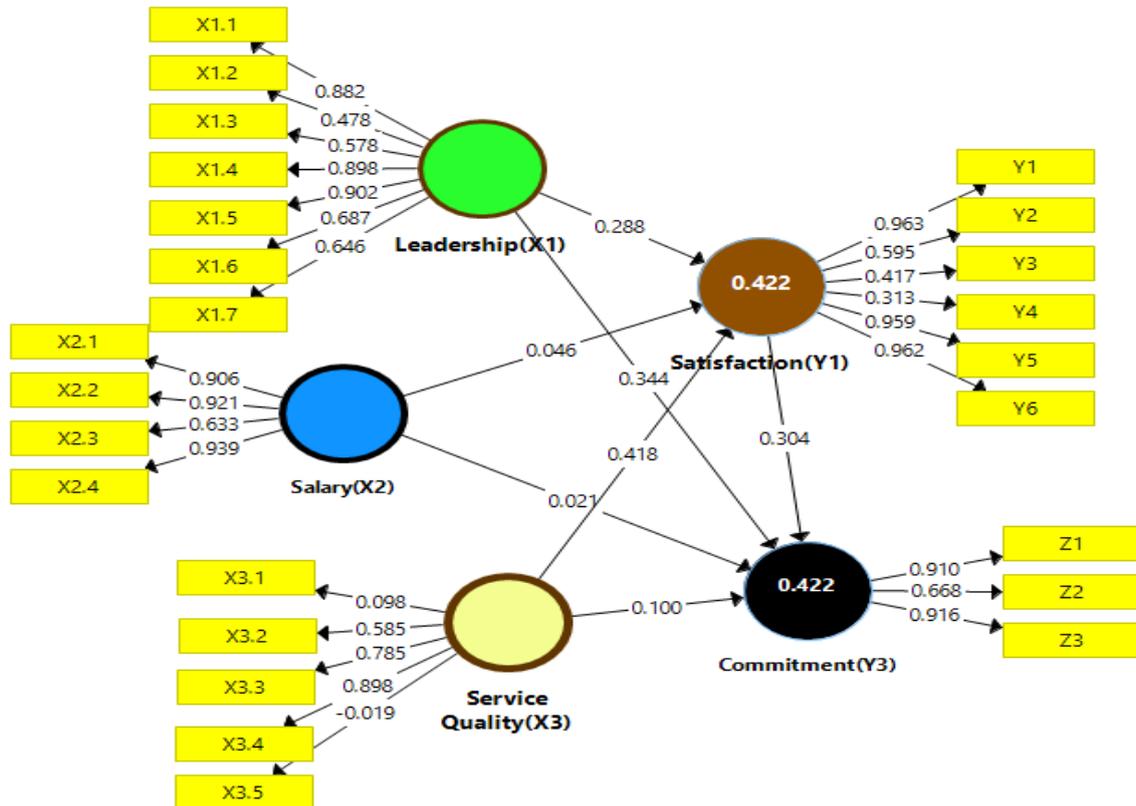


Table 3. The output analysis results of smartPLS

Table 4 Discriminant Validity

	X1 leadership	X2 Salary	X3 Service	Y Satisfaction	Z Commitment
X1 leadership	0,742				
X2 salary	0,302	0,859			
X3 service	0,573	0,308	0,777		
Y satisfaction	0,549	0,267	0,569	0,753	
Z Commitment	0,575	0,238	0,462	0,558	0,840

Resource: Research findings 2023

Tabel 5. Composite Reliability

Construct	Composite Reliability
X1_ leadership	0,891
X2_ salary	0,917
X3_ service quality	0,818
Y_ satisfaction	0,872
Z_ commitment	0,875

Source: smartPLS data analysis 2023

Based on the table above, it can be concluded that all constructs have composite reliability values above 0.7, indicating no issues of unidimensionality found in all variables.

a) Inner Model Testing

Next, the goodness of fit is determined, which can be known by the Q2 value. The Q2 value signifies the coefficient of determination (R-square) in regression analysis.

Table 6 Square Model

Konstruk	R square	R square Adjusted
Y_ Satisfaction	0,401	0,387
Z_ Commitment	0,419	0,401

Source: smartPLS data analysis 2023

Based on the table above, it can be observed that the model can explain the satisfaction variable (Y) by 40.1% and the commitment variable by 41.9%. Hypothesis testing is based on the results of smart PLS analysis. The results are described in the table below.

Table 7 Hypothesis Testing Result

No	Hypothesis	P value	Conclusion
1	Ha1: School principal leadership affects teacher job satisfaction in private junior high schools in Kudus district;	0,000<0,05	Ha1: accepted H01: rejected
2	Ha2: Teacher salaries affect job satisfaction in private junior high schools in Kudus district;	0,470>0,05	Ha1: rejected H01: accepted
3	Ha3: Service quality affects job satisfaction in private junior high schools in Kudus district;	0,000<0,05	Ha1: accepted H01: rejected
4	Ha4: School principal leadership affects teacher commitment in private junior high schools in Kudus district;	0,000< 0,05	Ha6 :accepted H06 :rejected
5	Ha5: Teacher salaries affect teacher commitment in private junior high schools in Kudus district;	0,742> 0,05	Ha1: rejected H01: accepted
6	Ha6: Service quality affects teacher commitment in private junior high schools in Kudus district;	0,000<0,05	Ha6 :accepted H06 :rejected
7	Ha7: Teacher job satisfaction affects teacher commitment in private junior high schools in Kudus district;	0,001<0,05	Ha1: accepted H01: rejected

Discussion of the Research

Based on the research results as stated in the hypothesis testing, the discussion regarding the obtained research findings can be presented as follows:

1. The Influence of School Principal Leadership on Job Satisfaction

The leadership of the school principal has a significant influence on teacher job satisfaction in several important ways. Here is further explanation on how school principal leadership can affect teacher job satisfaction: (1) Creating a Positive Work Environment: Principals with good leadership abilities can create a positive, inclusive, and collaborative work environment. This fosters a comfortable atmosphere for teachers to work, interact, and collaborate with their peers; (2) Providing Support and Resources: Effective school principals will provide support to teachers in terms of resources, training, and facilities. When teachers feel supported and have the necessary tools to teach well, this can enhance their satisfaction; (3) Open and Transparent Communication: Effective leadership includes open and transparent communication. Principals who can clearly explain the school's vision, mission, and goals to teachers will help them feel engaged and have a better understanding of their roles in achieving those goals; (4) Providing Constructive Feedback: Principals who provide constructive feedback on teacher performance while appreciating their achievements can help teachers to continue to develop. This creates a positive attitude towards work and enhances motivation; (5) Recognition and Appreciation: Principals who recognize and appreciate teachers' achievements in tangible ways, such as awards or public recognition, can increase job satisfaction. This gives teachers a sense of being valued and motivated; (6) Professional Development: Principals who support teachers' professional development efforts, such as additional training or development programs, will help teachers feel that they have opportunities to grow and advance in their careers; (7) Inspirational Leadership: Principals who serve as

inspirational leaders can motivate teachers to achieve their best results. When teachers feel motivated and inspired by their principals, this can enhance their job satisfaction; (8) Conflict Management: Principals who can manage conflicts and promote harmonious relationships among staff will create a more peaceful and comfortable work environment. This can reduce stress levels and increase satisfaction.

Overall, school principal leadership has a significant impact on teacher job satisfaction because they play a crucial role in creating a positive work climate, providing support and resources, as well as providing motivation and recognition. Effective leadership can enhance teacher motivation and well-being, which in turn will positively contribute to the quality of education in schools. Research by Glaveli, N., Vouzas, F. & Roumeliotou, M. (2021), Andy Tenry Angka & Gede Sri Dharma (2016), Made Suprpta, Sintaasih, Riana (2015), Arif Satria (2017) shows that school principal leadership contributes to influencing teacher job satisfaction. The better the school principal leadership, the higher the job satisfaction of teachers in private SMP schools in Kudus district.

2. The Influence of Salary on Job Satisfaction of Teachers

Research and studies involving the relationship between teacher salaries and teacher job satisfaction have shown complex and varied results. While initially it may seem that higher salaries will increase job satisfaction, several studies indicate that the relationship between teacher salaries and job satisfaction is not always direct or significant. Teacher job satisfaction is influenced by various other factors such as recognition, management support, working conditions, opportunities for professional development, and relationships with students and colleagues. Salary is just one of these many factors. Teacher job satisfaction also depends on the comparison of their salary with local economic standards. Although a teacher's salary may be relatively high in the local economic context, if it is not sufficient to meet basic needs or if it is not commensurate with their level of education and experience, it can lead to dissatisfaction. Non-material factors such as recognition, appreciation, and job success have a significant impact on teacher job satisfaction. Recognition of their contributions to education is often more satisfying than just a high salary. Many teachers experience intrinsic satisfaction from their work because they educate future generations and see the positive impact of their work on society. This satisfaction is not always related to salary but to the meaning and purpose in the education profession. Teacher salary systems can vary widely across different countries and regions. Salary arrangements, bonuses, allowances, and retirement policies can have a significant impact on teacher job satisfaction. Due to this variation, it is impossible to make general conclusions about the relationship between salary and teacher job satisfaction. Teacher job satisfaction is also influenced by physical working conditions, workload, opportunities for career development, and work-life balance. If overall working conditions are poor, a high salary may not be sufficient to increase job satisfaction. Empirically, the salary received by teachers in SMP schools in the district does not affect teacher satisfaction. This is consistent with the research by Gevrek, D., et al. (2017), which states that an increase in salary does not have a positive effect on employee job satisfaction in higher education.

3. The Influence of Service Quality on Teacher Job Satisfaction

Teachers feel valued and recognized when they receive support from the school or management in the form of facilities, training, or recognition for their achievements. This recognition instills a sense of pride and enhances job satisfaction. Service quality also encompasses creating a positive school climate. A safe, supportive, and collaborative school environment fosters a comfortable working atmosphere for teachers. Teachers who feel supported and surrounded by positive peers and supervisors will feel more satisfied in their work. Quality education services include relevant and beneficial training and professional development for teachers. Teachers who have the opportunity to develop their skills and knowledge will feel valued and motivated, thereby increasing job satisfaction. Service quality includes effective school leadership. Principals who lead well, support, and provide clear guidance create a stable environment and motivate teachers to perform their jobs well. Quality service includes open and transparent communication among all stakeholders in the school. Teachers who feel they are given clear information and can communicate easily with school management feel more valued and trusted. Service quality that meets teachers' psychological needs, such as security, recognition, and a sense of ownership, enhances job satisfaction. Teachers who feel their psychological needs are met will be more dedicated and satisfied with their work. Service quality that supports work-life balance for teachers, such as providing schedule flexibility or supporting activities outside of school, can increase job satisfaction by creating a sense of harmony between work and personal life. By paying attention to and improving the quality of service provided to teachers, schools can create a motivating, empowering, and satisfying work environment. This is not only beneficial for teachers but also has a positive impact on the quality of education provided to students. Dewiana Novitasari, Masduki Asbari (2021), Nilasari, Eswika, and Istiatin (2015) in their research state that there is a significant influence of service quality on job satisfaction. Service quality becomes a supportive factor for employees in achieving job satisfaction. It can be concluded that the better the quality of service provided by school principals to teachers in private SMP schools in Kudus district, the higher the job satisfaction of those teachers.

4. The Influence of School Principal Leadership on Teacher Commitment

Teachers feel inspired and motivated by clear school goals, which can enhance teacher commitment; (2)

Improvement-Oriented Leadership. School principals who provide ongoing support and training to teachers to enhance their skills create a sense of appreciation and commitment. Teachers feel valued because they are given opportunities to grow; (3) Fair and Transparent Leadership. School principals who practice fairness and transparency in decision-making, performance assessment, and recognition will create trust among teachers. This trust shapes teacher commitment to the school and school leadership; (4) Support and Recognition. Leadership that provides support and recognition to teachers for their hard work and achievements creates a sense of appreciation. Teachers who feel acknowledged in their efforts tend to remain committed to their work; (5) Encouraging Participation and Collaboration. School principals who encourage active teacher participation in school decision-making and facilitate collaboration among teachers create strong social bonds. Teachers who feel valued and involved in the decision-making process will feel more committed to the school's success; (6) Leader as a Behavioral Model. School principals who behave well, demonstrate integrity, hard work, and dedication set an example for teachers. When teachers see the school principal as a good role model, they tend to emulate that positive behavior, which increases commitment; (7) Leadership in Addressing Challenges. School principals who can face and resolve challenges and conflicts in school wisely create a stable and positive work environment. Teachers who feel supported in addressing issues will feel more committed to the organization; (8) Leadership that Encourages Innovation. School principals who give teachers room to try new teaching methods or innovations in learning create a dynamic and creative climate. Teachers who feel supported to experiment tend to be more committed to their work. Through the combination of the above factors, school principal leadership can shape teacher commitment to the school and students. High teacher commitment, in turn, can enhance the quality of education provided and create a positive learning environment for students. This supports the research by Shalahuddin, Adik Suciono (2016), Ahmad (2013), Aboramadan, M., Dahleez, K., & Hamad, M.H. (2021), Mwesigwa, R., Tusiime, I., & Ssekiziyivu, B. (2020), Caykoğlu, S., Egri, C.P., Havlovic, S., and Bradley, C. (2011), Haddad, S., Badran, O., & Daood, A. (2018) which state in their findings that leadership variables have an influence on employee/worker commitment or organizational commitment. It can be concluded that school principal leadership has an influence on teacher commitment.

5. The Influence of Salary on Teacher Commitment.

Research in the field of education indicates that the relationship between teacher salaries and their level of job commitment is not always direct or significant. Here are several reasons supporting the research findings of the lack of influence of teacher salaries on commitment; (1) Intrinsic Commitment. Most teachers have intrinsic commitment to their profession. They tend to derive intrinsic satisfaction from their work due to the sense of achievement and positive impact they have on students. This satisfaction is more related to personal achievement and goals than salary; (2) Important Non-Material Factors. Factors such as recognition, management support, opportunities for professional development, good working conditions, and work-life balance often have a greater influence on teacher commitment than salary levels. A positive and empowering work environment tends to have more impact; (3) Importance of Leadership and Organizational Culture. School principal leadership and an organizational culture that is supportive, inclusive, and fair play a more significant role in shaping teacher commitment. Principals who value, support, and empower teachers tend to have a greater impact on their commitment than salary; (4) Quality of Education and Learning. Teachers are more likely to feel satisfied and committed when they can have a positive impact on the quality of education and student learning. Focus on improving teaching skills and student learning outcomes motivates teachers more than salary; (5) Variation in Salary Systems. Teacher salary systems can vary widely across different countries and regions. Differences in salary arrangements, bonuses, allowances, and retirement policies make it difficult to draw general conclusions about the influence of salary on teacher commitment; (6) Motivation and Chosen Career. Many teachers choose this profession because of intrinsic motivation to educate and help students develop, not because of high financial rewards. A career as an educator is often seen as a calling, which makes teacher commitment more related to passion and dedication than salary; (7) Importance of Professional Development. Teachers tend to feel more connected and committed when they are given opportunities for growth through training, workshops, and professional development. These opportunities have a greater positive impact than just salary. Based on the reasons above, teacher salary levels may not be the primary factor influencing their job commitment. Other factors, especially those related to the work environment, recognition, support, professional development, and intrinsic job satisfaction, tend to have a greater impact on teacher commitment to their profession. Prayitno (in Sagala, 2013:22) states that commitment is a person's decision with themselves, whether they will do something or not. Commitment is related to a person's decision with themselves, whether they will engage in an activity. Meyer and Allen (1993), namely: affective commitment, continuance commitment, and normative commitment. Teacher commitment will be seen in terms of: (1) the trust and support of teachers towards the school's vision, mission, and goals; (2) having high motivation to achieve the school's goals; (3) having a strong work ethic; (4) able to maintain cohesion within the school; (5) having a strong desire to remain a teacher at the school; (6) strong commitment to maintaining teacher interest in the school; (7) always striving to do their best for the school's interests; (8) having strong trust and acceptance of the school's values and objectives. Based on the above description, it can be concluded that this research proves that there is no influence of teacher salary on teacher commitment in private SMP

schools in Kudus district.

6. The Influence of Service Quality on Teacher Commitment

Job satisfaction and work commitment are two closely related concepts and have a significant relationship in the context of the work environment. Here are some ways in which job satisfaction and work commitment are interconnected: (1) Increasing Job Satisfaction Increases Work Commitment. When employees are satisfied with their jobs, they tend to feel valued and recognized. This makes them feel more engaged with their work and with the organization they work for. Job satisfaction creates a sense of well-being and happiness in the workplace, which in turn enhances loyalty to the organization and increases work commitment; (2) Job Satisfaction Creates Motivation and Enthusiasm. Employees who are satisfied with their jobs tend to be more motivated and enthusiastic in performing their tasks. This motivation contributes to their commitment to achieving organizational goals. High job satisfaction enhances employees' enthusiasm and dedication to their work, which is then reflected in their high level of commitment to the organization; (3) Job Satisfaction Builds Ownership of the Organization. Employees who are satisfied with their jobs feel they are part of the organization's success. They feel that the organization's success is also their own personal success. This sense of ownership creates an emotional bond with the organization and increases work commitment as they feel they have an important role in the organization's success; (4) Recognition of Achievements Enhances Satisfaction and Commitment. Recognition of employees' achievements and contributions in the workplace increases job satisfaction. Employees who feel recognized and appreciated tend to have higher work commitment because they see the organization appreciating their contributions; (5) Positive Impact on the Work Environment. High job satisfaction creates a positive work atmosphere where employees support and motivate each other. A positive work atmosphere creates a climate that supports the growth of work commitment, as employees feel comfortable and valued in their work environment. In order to increase employees' work commitment, it is important for organizations to understand the factors that influence job satisfaction. By paying attention to employees' needs and desires and providing appropriate recognition and support, organizations can build a strong relationship between job satisfaction and work commitment, which in turn will contribute to the long-term success of the organization. Prayitno (in Sagala, 2013: 22) stated that commitment is a person's decision with themselves, whether they will do something or not. Ethically, commitment indicates firmness of will, steadfastness of attitude, earnestness, and determination to do better. Meyer and Allen (1993), namely: affective commitment, continuance commitment, and normative commitment. Teacher commitment will be seen in: (1) teacher trust and support for the school's vision, mission, and goals; (2) having high motivation to achieve school goals; (3) having a high work ethic; (4) able to maintain cohesion in the school; (5) having a strong desire to remain a teacher in the school; (6) strong commitment in maintaining teacher interest in the school; (7) always striving as best as possible for the school's interests; (8) having strong trust and acceptance of the school's values and objectives. Wirawan (2013: 689) stated that job satisfaction is a person's perception or assumption of various aspects of work. Teacher job satisfaction can be measured from dimensions: (1) satisfaction with the teaching profession; (2) Opportunities for salary; (3) Opportunity for job promotion; (4) Satisfaction with the results of the principal's supervision; (5) Satisfaction with school services; (6) Satisfaction with fellow teachers. Based on the theory, it can be inferred that there is a relationship between commitment to job satisfaction. Teacher commitment that influences teacher job satisfaction. Handaru et al. (2013), Dwiyantri, I Wayan Bagia (2020), Tobing, Diana Sulianti (2019) in their research stated that organizational commitment as well as employee commitment can affect job satisfaction. This indicates that the commitment variable is related or correlated with the job satisfaction of an employee/worker/teacher. The higher the commitment of teachers in carrying out their duties, the higher the job satisfaction. High commitment will result in high work performance, high work performance will also result in high job satisfaction.

7. The Influence of Job Satisfaction on Job Commitment

Job satisfaction and job commitment are two closely related concepts and have a significant relationship in the context of the work environment. Here are several ways in which job satisfaction and job commitment are related; (1) Increased Job Satisfaction Enhances Job Commitment. When employees are satisfied with their jobs, they tend to feel valued and recognized. This makes them more engaged with their work and with the organization they work for. Job satisfaction creates a sense of well-being and happiness in the workplace, which in turn increases loyalty to the organization and enhances job commitment; (2) Job Satisfaction Creates Motivation and Enthusiasm. Employees who are satisfied with their jobs tend to be more motivated and enthusiastic in performing their tasks. This motivation contributes to their commitment to achieving organizational goals. High job satisfaction enhances employees' enthusiasm and dedication to their work, which is then reflected in their high level of commitment to the organization; (3) Job Satisfaction Builds a Sense of Ownership of the Organization. Employees who are satisfied with their jobs feel they are part of the organization's success. They feel that the organization's success is also their personal success. This sense of ownership creates an emotional bond with the organization and enhances their job commitment because they feel they have an important role in the organization's success; (4) Recognition of Achievements Increases Satisfaction and Commitment. Recognition of employees' achievements and contributions in the workplace enhances job satisfaction. Employees who feel recognized and appreciated tend to have higher job commitment because they see the organization appreciating their contributions; (5) Positive Impact on the Work

Environment. High job satisfaction creates a positive work atmosphere where employees support and motivate each other. A positive work atmosphere creates a climate that supports the growth of job commitment, as employees feel comfortable and valued in their work environment. In order to increase employee job commitment, it is important for organizations to understand the factors that influence job satisfaction. By addressing the needs and desires of employees and providing adequate recognition and support, organizations can build a strong relationship between job satisfaction and job commitment, which in turn will contribute to the long-term success of the organization. Research by Handaru et al. (2013), Dwiyanti, I Wayan Bagia (2020), Tobing, Diana Sulianti (2019) in their studies state that both organizational commitment and employee commitment can influence job satisfaction. This indicates that the commitment variable is related to or has a relationship with an employee's job satisfaction. The higher the commitment of teachers in carrying out their tasks, the higher the job satisfaction. High commitment will result in high work performance, which in turn will result in high job satisfaction as well.

CONCLUSION

The conclusion of this research is: (1) There is a significant positive influence of school principal leadership on teacher satisfaction in private junior high schools in the Kudus district; (2) There is no significant influence of teacher salaries on teacher satisfaction in private junior high schools in the Kudus district; (3) There is a significant positive influence of service quality on teacher satisfaction in private junior high schools in the Kudus district; (4) There is a significant positive influence of school principal leadership on teacher job commitment in private junior high schools in the Kudus district; (5) There is no significant influence of teacher salaries on teacher job commitment in private junior high schools in the Kudus district; (6) There is a significant positive influence of service quality on teacher job commitment in private junior high schools in the Kudus district; (7) There is a significant positive influence of job satisfaction on teacher job commitment in private junior high schools in the Kudus district.

RESEARCH AND IMPLICATIONS

(1).Leadership Role. The research highlights the importance of the school principal's leadership role in influencing teacher job satisfaction and commitment. The implication is that educational institutions need to focus on training and developing leadership skills for school principals to strengthen the positive relationship between leadership and teacher commitment.(2)Salary Influence: Although the study indicates that salary does not significantly affect teacher job satisfaction and commitment, this does not overlook the importance of providing adequate compensation to teachers as one of the factors supporting a good work environment.(3)Service Quality: The finding that service quality has a significant positive influence on teacher job satisfaction and commitment underscores the importance of educational institutions providing a supportive environment and quality services to teachers. This includes developing training programs, providing adequate administrative support, and efforts to enhance overall workplace quality.(4)Importance of Job Satisfaction: The research highlights that teacher job satisfaction can be a significant mediator between factors such as leadership, salary, and service quality and their commitment to educational institutions. Therefore, educational institutions need to pay attention to and improve the factors affecting teacher job satisfaction to strengthen their commitment.By understanding the implications of these findings, educational institutions can take concrete steps to improve the teacher work environment, strengthen their commitment to the school's mission and vision, and ultimately enhance the quality of education they provide

ORIGINALITY/VALUE

The originality and value of the findings of this research contribute to the development of educational management in private junior high schools, where teachers as human resources in education need to receive better attention in advancing and enhancing the quality of education

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