

MODELING OF SCHOOL PRINCIPAL SUPERVISION AND STRENGTHENING TEAMWORK AND TEACHER JOB SATISFACTION TO INCREASE ORGANIZATIONAL COMMITMENT IN THE ERA OF EDUCATIONAL 4.0

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Abstract. This research aims to test and analyze the direct and indirect influence of principal supervision, teamwork, and job satisfaction on organizational commitment in the era of educational 4.0. The unit of analysis is ASN (State Civil Apparatus) teachers at State Elementary Schools in Cicurug District, Sukabumi Regency. This research was conducted using survey methods, path analysis, and SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) analysis with a quantitative approach. The population in this study was 172 teachers and a sample of 121 teachers. Data analysis techniques were carried out using descriptive statistical analysis, analysis prerequisite tests, and SITOREM analysis. The research results show that (1) principal supervision has a positive influence on organizational commitment, (2) teamwork has a positive influence on organizational commitment, (3) job satisfaction has a positive influence on organizational commitment, (4) principal supervision has a positive influence on job satisfaction, (5) teamwork has a positive effect on job satisfaction, (6) principal supervision has a positive indirect effect on organizational commitment through job satisfaction, and (7) teamwork has a positive indirect effect on organizational commitment through job satisfaction. (8) it discovered the modeling of school principal supervision and strengthening teamwork and teacher job satisfaction to increase organizational commitment in the era of educational 4.0.

Keywords: organizational commitment, principal supervision, teamwork, job satisfaction

I. INTRODUCTION

The global development in the education sector in various countries has been, is, and will continue to be specially prepared to anticipate various changes along with the development of the Industrial Revolution 4.0. Therefore, as a result of this revolution, the education sector automatically experiences the challenges of change, commonly referred to as the era of educational 4.0.

To face these global challenges, the main capital that educational management institutions must make is to prepare human resources that are superior, intelligent, qualified, and instilled with 21st-century skills, including (1) Critical Thinking, (2) Creative, (3) Communicative and (4) Collaborative. Schools' first important step is to prepare teaching staff with the skills to utilize information and communication technology (ICT) to deliver an appropriate and comfortable learning process for students.

The Preamble to the 1945 Constitution mandated that the government has one of the national missions in the field of education, i.e., to educate the nation; therefore, it can be ensured that it has superior programs to support increasing teacher competency and increasing teacher commitment to schools in facing changes in the era of educational 4.0. The low level of teacher commitment to the school, commonly called low organizational commitment, must be a special

concern for school principals because it can result in low-quality education. It is assumed that low organizational commitment will significantly impact decreasing public trust in schools, and the number of students will decrease further, which could trigger school closures.

The initial survey conducted from December 12, 2022, to January 20, 2023, toward 30 respondents of ASN teachers at State Elementary Schools in Cicurug District, Sukabumi Regency, obtained the following facts:

Table 1. Facts on Low Organizational Commitment

No	Indicators of Organization Commitment	%
1.	Loyalty to the organization	33,0
2.	Willing to sacrifice for the organization	46,7
3.	Calculate the benefits from the Organization	50,0
4.	Feeling happy and enthusiastic	46,6
5.	Strong will to work	44,9
6.	Responsibility for advancing the organization	46,7
7.	Suitability of Personal Goals with the Organization	51,7

It is necessary to analyze various variables that influence the quality of education in this condition, especially those related to organizational commitment. Theories from experts regarding the meaning of Organizational Commitment include Colquitt, Lepine, and Wesson (2019): Organizational Commitment is the desire of employees, in this case teachers, to remain members of the organization [1]. Liu et al. (2022): Organizational commitment is an individual's level of involvement and commitment toward a particular

organization, as evidenced by a strong belief and acceptance of the organization's goals and values. [2]. Allen & Meyer in Sulistiawan et al. (2021) stated that Organizational Commitment is a psychological state in the form of a relationship between worker characteristics and the organization, which has implications for individual decisions in persisting their membership in the organization [3]. In R. Hidayat (2017), Robbins proposed the definition of Organizational Commitment as a condition where a teacher sides with a particular organization and its goals and intends to maintain membership in that organization [4]. Al-Jabari and Ghazzawi (2019) defined Organizational Commitment as voluntary actions far from employee obligations, which extensively increase the efficiency of the entire company [5]. Porter and Minner in Kusumaputri (2015) mentioned Organizational Commitment as an attachment to an organization, which is characterized by the will to persist and is characterized by the values and goals of the organization, as well as the willingness to put more effort into behavior [6].

Based on these theories, it can be synthesized that Organizational Commitment is a strong desire that binds an individual to the organization where he/she serves and carries out work following the goals to be collectively achieved as members of the organization.

Operationally, the definition of Organizational Commitment is a teacher's assessment of the teacher's strong desire and commitment to the school where he or she serves and carries out the goals to be collectively achieved as members of the school, which is measured by an instrument in the form of a questionnaire with indicators: (1) Psychological attachment to the organization (2) Loyalty towards the organization, (3) Willing to sacrifice for the organization (4) Trust in the organization, (5) Suitability of personal goals with the organization, and (6) Willingness to work.

Further, Supervision, according to Nealey and Evan in Ngalm: 2019, is termed 'Supervision' which is used as a description of activities related to direct learning and is related to efforts to improve the conditions surrounding learning as well as the growth of students and teachers [7]. In Prilianti 2020, Sexton et al. (2009) stated that supervision can take the form of direct supervision, guiding to ensure the standards are achieved [8]. Good Carter, in the Dictionary of Education (Surdadi: 2021), stated that supervision is the effort of school officials to lead teachers and other officers to improve teaching, including stimulating, selecting position growth and development of teachers and revising educational objectives and teaching materials [9]. Alfonso, quoted by Ristiawan et al. (2019), stated that educational supervision is a variety of methods designed by officials in an institution as an action to assist in improving how students learn, which has a direct influence on teacher behavior to achieve the goals set by the institution [10]. Mulyasa in Ali (2020) and Rizal Hariri & Harijanto (2022) stated that supervision is a process specifically designed to assist teachers and supervisors in learning daily tasks in schools, allowing them to use various knowledge and abilities to provide quality services to the

parents of students, and the school strives to make the school a more effective learning community [11].

Based on expert theory, it can be synthesized that school principal supervision is a series of activities designed by officials with good competence and legality to carry out direct supervision to support and improve learning problems and coordinate, stimulate, and monitor school management activities following standards and rules set.

Operationally, the definition of principal supervision is the teacher's assessment of a series of activities designed by the principal who has the competence and legality to carry out direct supervision in correcting learning problems, coordinating, stimulating and monitoring school management following established standards and rules, which are measured with an instrument in the form of a questionnaire with indicators: (1) Preparation of supervision programs, (2) Direction for improving learning problems, (3) School management, and (4) Interpersonal coordination.

Further, according to Lerner et al. (2009) in Logan 2016, a team is defined as a small number of people who complement each other by providing skills with their abilities and at the same time are committed to shared goals and objectives [12]. Mathieu et al. (2017), cited in Driskell et al. (2018), stated that teamwork is defined as the combined efforts of individuals in a group toward achieving a common goal [13]. Marudut (2014), cited in (Fathurrahman et al., 2019), stated that a work group or team collaboration is a group of people with different abilities, talents, experiences and backgrounds who gather to achieve one goal [14]. Marudut in Achmat & Chamidah (2021) stated that teamwork is managed and carried out by a group of people; a team is also managed and carried out by a group of members of one organization. Achmat & Chamidah also stated that Teamwork is a form of group work with complementary skills and commitment to achieving previously agreed targets to achieve common goals effectively and efficiently [15].

Theories from experts can be synthesized to say that teamwork is a group of people with different abilities coming together to do the same type of work and with their respective skills complementing each other, synergizing and committing to completing work, which is the goal set.

Operationally, the definition of Teamwork is a teacher's assessment of a group of people with different abilities coming together to do the same type of work, with their respective abilities complementing each other, synergizing and committed to completing work to achieve predetermined goals, which are measured by instruments in the form of a questionnaire with indicators: (1) Possessing effective communication, (2) Contribution of abilities, (3) Active interaction, and (4) Joint decision making.

Meanwhile, Job Satisfaction, according to Net et al. (2022), is a feeling of psychological pleasure, satisfaction, and happiness to fulfill the needs, desires, and expectations of the job itself and the environment with trust, loyalty, and a sense of belonging to the job supported by internal and external environmental factors [16]. In Sujati (2018), Davis & Newstrom (2005) stated that job satisfaction is a feeling of like or dislike, pleasure or displeasure that employees feel

about their work. Richard, Robert, & Gordon (2012:312) explained that Job Satisfaction is related to a person's feelings or attitudes regarding the job, salary, promotional or educational opportunities, supervision, co-workers, workload, et cetera [17]. Kotler in H. Hidayat (2019) explained that job satisfaction is a person's level of feeling happy or disappointed that arises from comparing perceived performance results against their expectations [18]. Zhao et al., in Pramezwarly et al. (2022), revealed that Job Satisfaction is a worker's assessment of how far their job meets their needs. Job satisfaction is a pleasant feeling that arises from individuals' perceptions of completing tasks or fulfilling their needs to obtain work values that are important to them [19]. Colquitt, LePine, and Wesson (2019) revealed several categories of job satisfaction, i.e. (1) Pay satisfaction, which reflects workers' feelings about their pay. (2) Promotion satisfaction reflects workers' feelings about the company's (school) promotion policy and its implementation. (3) Supervision satisfaction reflects workers' feelings about their superiors. (4) Coworker satisfaction reflects workers' feelings about their coworkers. (5) Satisfaction with the Work reflects the worker's feelings about the tasks he carries out. (6) Altruism is the characteristic of helping others and being a moral cause. (7) Status, regarding prestige, having power over other people or feeling like you have popularity. (8) Environment, which shows feelings of comfort and safety in the current work environment.

Based on expert theories, it can be synthesized that Job Satisfaction is a feeling of joy and happiness that arises from fulfilling one's desires for work because it has been carried out according to one's desires.

Operationally, the definition of Job Satisfaction is a teacher's assessment of the feelings of joy and happiness that he/she shows through increased work activity because his/her desires have been fulfilled in the work that has been carried out. It has been by his/her wishes, which are measured by an instrument in the form of a questionnaire with indicators: (1) Job suitability, (2) Work culture, (3) Achievement awards, and (4) Happiness in carrying out work.

II. RESEARCH METHODS

This research uses a survey method with the PATH ANALYSIS and CYTOREM ANALYSIS approaches. The research approach uses quantitative methods to analyze the paths between independent, intervening, and dependent variables. Primary data collection was carried out by distributing questionnaires prepared based on the indicators of each variable. This research examines the influence between variables and measures one variable's influence on other variables. Researchers used a descriptive research design, i.e., a theory-based design method created by collecting, analyzing and presenting data. The independent variables used in this research are Principal Supervision, Teamwork and Teachers' Job Satisfaction. Meanwhile, the dependent variable is Organizational Commitment.

The population in this study was 171 ASN (State Civil Apparatus) teachers at public elementary schools in Cicurug District, Sukabumi Regency. Sampling used proportional

random sampling (randomly) totaling 121 teachers. Data analysis techniques were carried out using (1) Descriptive Statistical Analysis, (2) Analysis Requirements Test, and (3) Path Analysis.

III. RESULTS AND DISCUSSION

PATH ANALYSIS

The constellation and results of the path analysis in this study are described as follows:

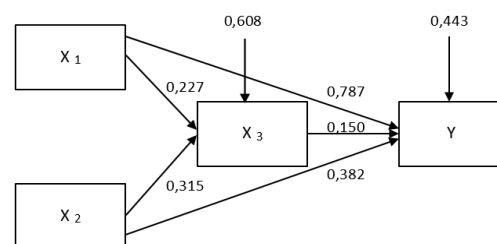


Figure 1 Constellation and Results of Path Analysis

Based on Figure 1, the path diagram is divided into two substructures. The path relationship between substructure-1 variables between the dependent variable of teachers' commitment to the organization and three independent variables, namely principal supervision, teamwork and job satisfaction, obtained a coefficient of determination (R square) of 0.557 or 55.7%. As for the value of $F = 49.083$ and the value of $\text{Sig.} = 0.000 < 0.05$. Thus, principal supervision, teamwork, and job satisfaction significantly affect organizational commitment. The principal supervision variable is $\text{sig} = 0.000 < 0.05$, and $t_{\text{count}} = 10.058$ is significant. The teamwork variable has a value of $\text{sig} = 0.000 < 0.05$ and $t_{\text{count}} = 5.298$ which is significant. The job satisfaction variable is $\text{sig} = 0.029 < 0.05$, and $t_{\text{count}} = 2.206$ is significant. Thus, principal supervision has a significant direct effect on organizational commitment; teamwork has a significant direct effect on organizational commitment, and job satisfaction has a significant direct effect on organizational commitment.

The path influence between variables in substructure-2 consists of one dependent variable, i.e., job satisfaction (X_3) and two exogenous variables or independent variables, i.e., principal supervision (X_1) and teamwork (X_2), as well as one residual variable, i.e., ϵ_3 . The influence value obtained between principal supervision and teamwork variables on job satisfaction can be seen in the R Square value, i.e., 0.392 or 39.2%. At the same time, the remainder is the contribution of other variables. As for the value of $F = 38.111$ and the value of $\text{Sig.} = 0.000 < 0.05$. Thus, the variables of principal supervision and teamwork have a significant effect on job satisfaction. The principal supervision variable is $\text{sig} = 0.012 < 0.05$, and $t_{\text{count}} = 2.565$ is significant. The teamwork variable is $\text{sig} = 0.001 < 0.05$, and $t_{\text{count}} = 3.554$ is significant. Thus, the principal's supervision has a significant direct effect on job satisfaction, and teamwork significantly affects job satisfaction.

The positive influence of Principal Supervision on (X_1) Organizational Commitment (Y).

The research results show a significant positive influence between Principal Supervision (X_1) and Organizational Commitment (Y). The results of the significance test obtained a significance value of 0.017. This means that the significance value $< \alpha = 0.05$; thus, it can be concluded that there is a significant influence between the principal supervision variable (X_1) on organizational commitment (Y). In addition, the regression constant $a = 99.893$ and coefficient (X_1) = 0.173 were obtained. Based on the results of the regression calculation of X_1 against Y, the ANOVA table obtained a sig value of 0.017 at the $\alpha = 0.05$ level, meaning the sig value $< \alpha$. Table F shows that $F_{\text{count}} = 5.906$ and $F_{\text{table}} = 3.921$ with dk (1.119), meaning $F_{\text{count}} > F_{\text{table}}$. Thus, H_1 is accepted, H_0 is rejected, or there is a simultaneous influence of X_1 on Y.

Meanwhile, the $F_{\text{count}} = 1.119$ for the linearity test was obtained, while the F_{table} with dk (49.70) at the 5% significance level was 1.665. Thus, in this case, $F_{\text{count}} < F_{\text{table}}$ or $1.119 < 1.665$. Thus, the regression equation $\hat{Y} = 99.893 + 0.173X_1$ has a linear pattern.

The positive influence of Teamwork (X_2) on Organizational Commitment (Y).

The results show a significant positive influence between Teamwork (X_2) and Organizational Commitment (Y). The results of the significance test obtained a significance value of 0.042. This means that the significance value is $< \alpha = 0.05$; thus, it can be concluded that there is a significant influence between the teamwork variable (X_2) on organizational commitment (Y). In addition, the regression constant $a = 106.650$ and coefficient $X_2 = 0.133$ were obtained. Therefore, the simple linear regression equation is $\hat{Y} = 106.650 + 0.133X_2$. The sig value was obtained based on the results of the regression calculation of X_2 against Y in The ANOVA table. 0.042 at the $\alpha = 0.05$ level, meaning the sig value $< \alpha$. Table F shows that $F_{\text{count}} = 4.212$ and $F_{\text{table}} = 3.921$ with dk (1.119), meaning $F_{\text{count}} > F_{\text{table}}$. Thus, H_1 is accepted, H_0 is rejected, or there is a simultaneous influence of X_2 on Y. Meanwhile, based on the linearity test, the $F_{\text{count}} = 1.618$ was obtained, while the F_{table} with dk (36.83) at the 5% significance level was 1.872. In this case, $F_{\text{count}} < F_{\text{table}}$ or $1.618 < 1.639$. Thus, the regression equation $\hat{Y} = 106.650 + 0.133X_2$ has a linear pattern.

Positive influence between Job Satisfaction (X_3) on Organizational Commitment (Y).

The research results show a significant positive influence between Job Satisfaction (X_3) and Organizational Commitment (Y). The results of the significance test obtained a significance value of 0.000. This means that the significance value is $< \alpha = 0.05$; thus, it can be concluded that there is a significant influence between the job satisfaction variable (X_3) on organizational commitment (Y). In addition, the regression constant $a = 75.152$ and coefficient $X_3 = 0.362$ were obtained. Therefore, the simple linear regression equation is $\hat{Y} = 75.152 + 0.362X_3$. Based on the regression calculation of X_3 against Y in the ANOVA table, the sig value of 0.000 was obtained

at the $\alpha = 0.05$ level, meaning the sig value $< \alpha$. Table F shows that $F_{\text{count}} = 30.417$ and $F_{\text{table}} = 3.921$ with dk (1.119), meaning $F_{\text{count}} > F_{\text{table}}$. Thus, H_1 is accepted, H_0 is rejected, or there is a simultaneous influence of X_3 toward Y. The value of $F_{\text{count}} = 1.185$, while the F_{table} with dk (43.76) with a significance level of 5% was obtained with 1.591. Thus, in this case, $F_{\text{count}} < F_{\text{table}}$ or $1.185 < 1.591$. Thus, the regression equation $\hat{Y} = 75.152 + 0.362X_3$ has a linear pattern.

The positive influence of Principal Supervision (X_1) on Job Satisfaction (X_3).

The research results show a significant positive influence between Principal Supervision (X_1) and Job Satisfaction (X_3). The results of the calculation of the significant test for the effect of principal supervision (X_1) on job satisfaction (X_3) obtained a significance value of 0.047. This means that the significance value $< \alpha = 0.05$, thus concluding that there is a significant influence between variable X_1 and X_3 . The regression calculation is shown in column B, which obtained the regression constant $a = 111.756$ and the coefficient $X_2 = 0.181$. Thus, the simple linear regression equation is $X_3 = 111.756 + 0.181X_1$. The results of the regression calculation of X_1 against X_3 in the ANOVA table also obtained a sig value. 0.002 at the $\alpha = 0.05$ level, meaning the sig value $< \alpha$. Table F shows that $F_{\text{count}} = 9.711$ and $F_{\text{table}} = 3.921$ with dk (1.119), meaning $F_{\text{count}} > F_{\text{table}}$. Thus, H_1 is accepted, H_0 is rejected, or there is a simultaneous influence of X_1 on X_3 . The results of the linearity test calculation show the value of $F_{\text{count}} = 0.738$. Meanwhile, F_{table} with dk (49.70) at the 5% significance level is 1.563. Therefore, in this case, $F_{\text{count}} < F_{\text{table}}$ or $0.738 < 1.563$. Thus, the regression equation $X_3 = 111.756 + 0.181X_1$ has a linear pattern.

The positive influence of Teamwork (X_2) on Job Satisfaction (X_3).

The research results show a significant positive influence between Teamwork (X_2) and Job Satisfaction (X_3). The results of calculating the significance test of the influence of teamwork (X_2) on job satisfaction (X_3) obtained a significance value of 0.003. This means that the significance value $< \alpha = 0.05$, thus concluding that there is a significant influence between variable X_2 and X_3 . In addition, the regression constant $a = 103.787$ and coefficient $X_2 = 0.245$ was calculated. Therefore, the simple linear regression equation is $X_3 = 103.787 + 0.246X_1$. The sig value was obtained based on the results of the regression calculation of X_2 against X_3 in the ANOVA table. 0.003 at the $\alpha = 0.05$ level, meaning the sig value $< \alpha$. Table F shows that $F_{\text{count}} = 9.534$ and $F_{\text{table}} = 3.921$ with dk (1.119), meaning $F_{\text{count}} > F_{\text{table}}$. Thus, H_1 is accepted, H_0 is rejected, or there is a simultaneous influence of X_2 on X_3 . The results of the linearity test calculation show a value of $F_{\text{count}} = 0.635$, while F_{table} with dk (50.69) at the 5% significance level is 1.560. Thus, in this case, $F_{\text{count}} < F_{\text{table}}$ or $0.635 < 1.559$. Thus, the regression equation $X_3 = 103.787 + 0.246X_2$ has a linear pattern.

Positive indirect effect between the principal's supervision (X_1) on the organizational commitment (Y) through job satisfaction (X_3)

Effects of Indirect Team Cooperation on the results of the study show that there was a positive and significant influence between Principal Supervision (X_1) and organizational commitment (Y) through job satisfaction (X_3). The results show an indirect effect of principal supervision on organizational commitment through job satisfaction, with the $\beta_{31} \beta_{y3}$ pathway coefficient of 0.034. The total effect was 0.821, and based on the SOBEL test, it was known that the significance value was $0,000 < 0,05$, which indicated an indirect positive effect between Principal Supervision (X_1) on the organizational commitment (Y) through job satisfaction (X_3). Thus, in this study, job satisfaction can mediate the influence of the principal's supervision on organizational commitment.

The indirect positive effect between teamwork (X_2) on organizational commitment (Y) through job satisfaction (X_3)

The results show that there was a positive and significant influence between teamwork (X_2) and organizational commitment (Y) through job satisfaction (X_3) with a coefficient of $\beta_{32} \beta_{y3}$ of 0.047. The total effect is 0.197, and based on the Sobel test, it is known that the significance value of $0,000 < 0,05$ indicates that there is an indirect effect of Team Cooperation (X_2) on organizational commitment (Y) through job satisfaction (X_3). Therefore, in this study, job satisfaction can mediate the effect of teamwork on organizational commitment.

Cytorem Analysis

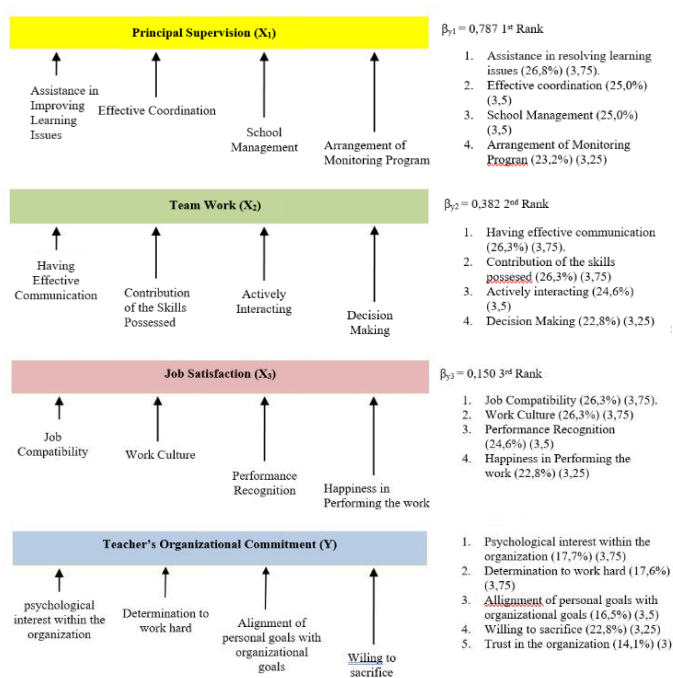


Table 2. The Priority of Research Variable Indicator

Urutan Prioritas Indikator yang akan diperbaiki	Indikator yang dipertahankan/ dikembangkan
1. Ketertarikan terhadap Psikologis/	1. Loyalitas yang tinggi
2. Kemauan keras untuk Bekerja	
3. Kesesuaian tujuan pribadi dengan organisasi	
4. Kerelaan berkorban	
5. Percaya pada Organisasi	
6. Bantuan perbaikan permasalahan pembelajaran	
7. Koordinasi efektif	
8. Pengelolaan sekolah	
9. Tersusun program pengawasan	
10. Memiliki Komunikasi Efektif	
11. Kontribusi Kemampuan Yang Dimiliki	
12. Aktif Berinteraksi	
13. Pengambilan Keputusan	
14. Kesesuaian Pekerjaan	
15. Budaya Kerja	
16. Penghargaan prestasi	
17. Kebahagiaan melakukan pekerjaan	

Table 3. Summary of Citorem Analysis Results

Principal Supervision (X_1) ($\beta_{y1} = 0,787$)			
Baseline Indicators		Indicators after weighting by experts	Indicator Value
1	Arrangement of monitoring program	1 Assistance in improving learning Issues (26,8%)	3,75
2	Assistance in improving learning Issues	2 Effective Coordination (25,0%)	3,5
3	School Management	3 School Management (25,0%)	3,5
4	Effective Coordination	4 Arrangement of monitoring program (23,2%)	3,25

Figure 2. Modeling of Principal Supervision



1. PLANNING

- Conducting a Principal Supervision Program socialization during the early academic year meeting
- Developing the Work Program and Instruments for Principal Supervision
- Coordinating with Teachers and Educational Personnel who will undergo supervision
- Providing guidance on improving learning issues for teachers and educational personnel

2. IMPLEMENTATION

- Pre-Observation
 - Ensuring the physical and mental readiness of teachers
 - Identifying the Competency Standards and Basic Competencies (SK KD) to be supervised
 - Conducting an administrative examination of the learning process
 - Ensuring the readiness of learning facilities and infrastructure
- Observation
 - Directly observing teachers during classroom teaching activities
 - Analyzing data on teachers and staff eligible for promotions and salary increases
 - Examining the educational facilities and infrastructure in the school
- Post-Observation
 - Reflecting on teachers related to the observed classroom activities;
 - Reflecting on the promotion, salary increase, and promotion of teachers and staff
 - Reflecting on the needs of educational facilities and infrastructure

3. EVALUATION

- Conducting an assessment of the results of supervision.
- Providing guidance and recommendations regarding the results of supervision.
- Feedback from teachers and staff who have experienced changes in position, salary, or promotion as a result of supervision
- Feedback regarding the needs for educational facilities and infrastructure in the school

4. FOLLOW-UP ACTION PLAN

- Providing guidance for improvement based on the results of supervision
- Implementing follow-up programs

IV. CONCLUSION

Referring to the results and discussion above, it can be concluded: (1) There is a direct positive influence of the principal's supervision (X_1) on organizational commitment (Y) with a coefficient value of β_{and1} at 0.787. (2) There is a direct positive influence on teamwork (X_2) on organizational commitment (Y) with the coefficient value β_{y2} of 0.382. (3) There is a positive direct influence on job satisfaction (X_3) on organizational commitment (Y) with the coefficient value β_{y3} of 0.150. (4) There is a positive direct influence on the principal's supervision (X_1) to job satisfaction (X_3) with the

coefficient value β_{31} of 0.227. (5) There is a direct positive influence on teamwork (X_2) to job satisfaction (X_3) with the coefficient value β_{32} of 0.315. (6) There is a positive indirect effect of principal supervision (X_1) on organizational commitment (Y) through job satisfaction (X_3) with the path coefficient value $\beta_{31}\beta_{y3}$ of 0.034. (7) There is a positive indirect effect of principal supervision (X_1) on organizational commitment (Y) through job satisfaction (X_3) with the path coefficient value $\beta_{31}\beta_{y3}$ of 0.047. In conclusion, organizational commitment can be enhanced through strengthening the principal's supervision, teamwork, and job satisfaction, as well as through the components of organizational commitment itself.

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