



## THE INFLUENCE OF ORGANIZATIONAL SUPPORT AND RESILIENCE ON ORGANIZATIONAL COMMITMENT WITH JOB SATISFACTION AS A MEDIATING VARIABLE IN TEACHERS IN THE LABSCHOOL ENVIRONMENT

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### Abstract

The purpose of this study was to determine the organizational commitment of junior and senior high school teachers in the Labschool environment. The research method used in this research is descriptive and explanatory research. The population of this study were all 240 teachers of the Labschool environment with a sample taken as many as 186 people. The data that has been obtained will be processed and analyzed using Statistical Product and Service Solutions (SPSS) and LISREL software. The results found that Organizational Support and Resilience directly have a positive and significant effect on Job Satisfaction. In addition, Organizational Support, Resilience, and Job satisfaction directly have a positive and significant effect on Organizational Commitment. Finally, Organizational Support and Resilience indirectly have a positive and significant effect on Organizational Commitment through Job Satisfaction.

### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui komitmen organisasi para guru SMP dan SMA di lingkungan Labschool. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian deskriptif dan explanatori. Populasi dari penelitian ini adalah seluruh guru lingkungan Labschool yang berjumlah 240 orang dengan sampel yang diambil sebanyak 186 orang. Data yang telah didapat akan diolah dan dianalisis menggunakan perangkat lunak Statistical Product and Service Solutions (SPSS) dan LISREL. Hasil penelitian menemukan bahwa Dukungan Organisasi dan Resiliensi secara langsung berpengaruh positif dan signifikan terhadap Kepuasan Kerja. Selain itu, Dukungan Organisasi, Resiliensi, dan Kepuasan kerja secara langsung berpengaruh positif dan signifikan terhadap Komitmen Organisasi. Terakhir, Dukungan Organisasi dan Resiliensi secara tidak langsung berpengaruh positif dan signifikan terhadap Komitmen Organisasi melalui Kepuasan Kerja.

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## INTRODUCTION

School is a component of education that is planned, directed and integrated in fostering students' potential to master knowledge, values and skills in determining the future pattern of the nation. The teacher is one of the components in education that has an important role and strategy in guiding students and students towards maturity, maturity, and independence, so that the teacher is often said to be the spearhead of education.

Education is a conscious effort that is deliberately designed to achieve a predetermined goal. Education aims to improve the quality of human resources which in Law no. 20 of 2003 concerning the national system is referred to as "national education functions to develop knowledge to shape dignified national character and civilization in order to educate the nation, as well as in educating the competencies and abilities of students so that they become human beings who believe and fear God Almighty, have noble character, healthy and faithful, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country".

Law Number 20 of 2003 and Government Regulation no. 19 of 2005 concerning national education standards (Government Regulation No. 19 of 2015), stipulates 8 standards that must be met in implementing education. The eight standards in question include content standards, process standards, graduate competency standards, education standards, funding personnel, and educational assessment standards. One of the standards assessed related to the quality identified by the competence of graduates is the standard of education and education staff. This means that in order to achieve the desired graduates, the quality of teaching staff (teachers) and educational staff (principals, supervisors, laboratory assistants, librarians, administrative staff, all desired) need to meet the set standards.

Facing the challenges of the globalization era requires educated, trained and skilled human resources. So the demand for quality education is very high. For this reason, schools must be able to fulfill the wishes of the community. Many schools that used to be good but will gradually be left behind. Quality education has now become an important part of the needs of society as users of community services in education.

School achievement can be indicated from the implementation of the work program each period of the school year which is the embodiment of the vision and mission that has been described in the short term, medium term and long term programs. In order for the expected results (input) to become the results of achievement (output), it requires a process that involves all components of the school to make it happen.

Quality education requires support from all aspects of education which include finance, curriculum, facilities, educational staff, and teaching staff. The organization is an activity/activities that are carried out together to achieve common goals and to achieve goals is largely determined by organizational commitment which is influenced by external and internal factors and the school is a formal place to make it happen

In the implementation of formal education, educators are the determining factor/dominant. In Law Number 14 of 2005 concerning teachers and lecturers it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. As professional educators, teachers need to have academic qualifications and educational background that are appropriate to their duties and have the necessary competencies both pedagogically, personality, socially, and professionally. Teacher professionalism is an important factor for educational development.

Teachers in the current era of information and communication technology are not just teaching (transfer of knowledge) but must be learning managers. This implies, every teacher is expected to be able to create learning conditions that challenge students' creativity and activity, motivate students, use multimedia, multi-methods, and multi-sources in order to achieve the expected learning objectives.

The teacher is a very dominant factor in formal education in general because students are often used as role models and even become figures of self-identification. In schools, the teacher is an element that greatly influences the achievement of educational goals in addition to the elements of students and other facilities. The success of the implementation is largely determined by the readiness of the teacher in preparing students through teaching and learning activities. The teacher is the spearhead of education

because it directly seeks to influence, foster and develop students. As the spearhead, teachers are required to have the basic skills needed as educators, mentors, and teachers and these abilities are reflected in teacher competence. As professionals, teachers are required not only to have competence in accordance with their field of expertise, but teachers are also required to be able to explore all of their abilities and competencies and to be able to transform, develop and disseminate science and technology through education as a concrete manifestation of achievement. So great is the responsibility of a teacher to achieve success in education so that commitment is an absolute requirement that must be possessed to achieve the planned goals.

The professionalism and quality of teachers is one measure of the teacher's commitment to the school where they work, meaning that with good commitment a teacher will work seriously by providing the best for the progress of the school. This is supported by the research results of Barnes, Crowe, and Schaefer (2017) which state the negative impacts and losses that arise when teachers do not have organizational commitment to schools and estimate the amount of losses borne by schools caused by the movement of teachers from one school to another or making teachers stop their profession, this has an impact on school performance which has an impact on student achievement. This reinforces the belief that the teacher is a complicated and demanding profession, both the mind and the heart of the teacher in their daily lives, meaning that teaching is not just presenting facts and transferring knowledge but devoting oneself and time so that proper understanding and resolution is needed towards the commitment of the educator organization. This can be interpreted that organizational commitment will support school success so that it influences behavior in the learning process, interacting with colleagues, superiors and services to the community.

Teacher quality has a chain effect on other educational components, so improving teacher quality nationally is a very strategic program. Along with the teacher quality improvement program which is carried out on an ongoing basis, including through teacher certification, competency tests, training, and teacher performance assessment. The Ministry of Education and Culture is now also seriously developing a model for preparing future teachers as mandated by law that the government is developing a boarding bond teacher education system at Teaching Personnel Education Institutions (LPTK) to ensure the efficiency and quality of education (Article 23 paragraph 1 of the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers).

If it is related to the teacher's task, then based on this statement the teacher's task is increasingly required to be further involved in the organization with the capabilities of each teacher. These abilities are sometimes incompatible with certain situations which result in interdisciplinary violations. Teachers are required to have a high commitment in school so that learning goals and schools can be achieved. High commitment can facilitate the realization of higher productivity. Teachers who have high work commitment will work optimally at school, be responsible for their work, be disciplined in complying with school rules, teachers will provide the best service to students, be proud as a teaching profession, maintain the teacher's good name and remain loyal as a teacher (Sidabutar et al., 2017). Based on the results of the interviews, many factors influence organizational commitment, so organizational support, resilience, and job satisfaction factors influence organizational commitment. The pre-research results on commitment need to be improved to improve individual performance which in turn will have an impact on school performance which can be measured by graduates, namely how much can be accepted at higher education institutions and the study programs desired by students.

**Table 1. Pre Research Results from Organizational Commitment**

No	Statements	Yes	No
1	I have a strong bond with the school	75%	25%
2	I am responsible for the Progress of the School	70%	30%
3	I will spend the rest of my career at this school	80%	20%
4	I thought about leaving the school	60%	40%

Source: Data processed by author (2023)

Providing organizational support to employees is related to the perception that the organization cares about employees. The perception that employees are supported and cared for arises when they feel that the organization is trying to meet their needs. Perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment (Robbins and Judge, 2012). Perceived organizational support is the degree to which workers believe that the organization values their contribution and cares about their well-being (Robbins and Judge, 2012).

Perceived organizational support is influenced by various aspects of employee treatment by the organization, which in turn will affect employee interpretation of the organization that underlies the treatment motive (Eisenberger, et al, 1986). Organizational support theory assumes that on the basis of the norm of reciprocity, employees will feel obligated to help the organization achieve its goals because the organization cares about their welfare (Eisenberger et al., 1986). So that the perception of organizational support is defined as a belief about the extent to which the organization contributes value and cares about their well-being.

According to Han et al. (2012) and Colakoglu et al. (2010), Organizational Support has a positive and significant effect on organizational commitment, based on the results of this study it is said that employees will have high commitment if employees believe that the organization will support and care for employees. Hakkak et al. (2014) and Charisma et al. (2014) stated that there is a positive relationship between perceptions of organizational support of outsourced employees and organizational commitment. organization (organizational commitment). This is supported by research results which state that organizational support has a positive and significant influence on organizational commitment (Muhammad Sleh Tanjung et al., 2020). This is reinforced by the results of research by Izal (2021), organizational support has a positive and significant effect on organizational commitment. This is supported by the results of Hans' research (2018) which shows that perceived organizational support has a significant effect on affective commitment. And it is reinforced by the results of research by Stefanus (2020) which shows that perceptions of organizational support have a significant influence on the organizational commitment of bank employees in the city of Bandung, which means that the higher the organizational support, the higher the organizational commitment.

Resilience is an individual's ability to overcome and survive the difficulties of unpleasant events and can adapt to change. Resilience has four factors, namely mental toughness, physical endurance, emotional balance and purpose. Employees who have high resilience can turn difficulties into incentives to complete work in unresponsive situations Maddi (2015) and Siebert (2005) states that an employee who has a high level of resilience will be able to adapt quickly and tend to be flexible and challenged to advance in change. Conversely, someone with low resilience will tend to be rigid, unstructured at work, and less able to adapt to changes. This is supported by the results of Juwita Sari's research (2019) which shows that resilience has a significant and significant effect on commitment. This is confirmed by the results of Myung et al. (2014) in his research stated that resilience has an important effect on organizational commitment, resilience gives each employee attachment and commitment to his organization even in a harsh work environment and is reinforced by the results of Rika's research (2019) which states that there is a positive relationship between resilience and organizational commitment.

Job satisfaction is a positive feeling towards a job, which is the impact or result of evaluating various aspects of the job (Robbins & Judge 2012). Luthans (2011) states that job satisfaction is the result of employees' perceptions of how well their work provides things that are considered important. Tunjungsari (2011) stated that job satisfaction is an attitude that is owned by someone about work resulting from their perception of their work. According to Sutrisno (2012) employee job satisfaction is an important issue to consider in relation to employee work productivity and dissatisfaction is often associated with high levels of job demands and complaints. Purba (2011) stated that job satisfaction is a response to feelings of like or positive towards aspects of work that give importance to the fulfillment of psychological and physical needs as well as reflection of employees in interpreting their work. Job satisfaction is a positive attitude that involves the healthy adjustment of employees to working conditions and situations, including wages, social conditions, physical conditions, and psychological conditions (Salim, 2013).

Based on interviews with changes in the management system, especially finance, there has been a significant change in the income received by teachers, whose policy was originally determined by the School Management Agency, which was fully determined by Universitas Negeri Jakarta as the institution that oversees Labschool, which is guided by government regulations, and this has an impact on the level of teacher satisfaction, supported by not there is a clear career path such as functional promotion.

Job satisfaction is important to note because it has a positive impact on organizational effectiveness. In many companies, job satisfaction is an important aspect that must always be maintained so that employees can show their best performance and attitude for the company. Satisfied employees tend to be committed to the company and think positively about the company. This is supported by the research results of Agi Syarif (2018) which states that job satisfaction has a positive effect on organizational commitment and is confirmed by the research results of Sri Wahyu et al. (2022) that job satisfaction has a positive and significant effect on organizational commitment both directly and mediated by POS. Thus the results of research by Prisklli et al. (2021) which states that job satisfaction has a significant influence on organizational commitment. This condition in turn allows employees to work beyond the job descriptions and roles expected by the company. Employees with high job satisfaction can be sure to survive in an organization regardless of the circumstances.

Based on the description of the problem, the researcher is interested in raising the theme of "The Influence of Organizational Support and Resilience on Organizational Commitment with Job Satisfaction as a Mediating Variable in Teachers in the Labschool Environment"

## LITERATURE REVIEW

### *Organizational Commitment*

According to Robbins and Judge (2007) organizational commitment is a situation where members side with a particular organization and its goals and intend to maintain their desires as members of the organization. Every organization definitely needs the commitment of its members to achieve organizational goals. Commitment shows the intention manifested in alignments, interests, and responsibilities towards the organization. Commitment to the organization means more than just formal membership, because it includes an attitude of liking the organization and being willing to give the best for the organization. According to Robbins and Timothy (2011) organizational commitment is a condition where employees are in a particular organization and employees have a desire to maintain their membership status in the organization. George and Jones (2005) further define organizational commitment as a collection of feelings and beliefs of a person about their organization as a whole. According to Makmuri Muchlas (2005) organizational commitment is a person's orientation towards the organization in the sense of loyalty, identification, and involvement. Meanwhile, Luthans (2008) organizational commitment is a strong desire to remain part of the organization, a strong will to work hard according to the wishes and beliefs of the organization, and acceptance of organizational values and goals.

From these definitions, the authors synthesize that organizational commitment is a situation in which a member sides with an organization based on a collection of feelings and beliefs and has an orientation in the organization.

Organizational commitment has several dimensions, namely:

- a. Affective Commitment means trust that is built on organizational values and there is a strong emotional connection between those beliefs. The indicators are career advancement, confidence, and the best contribution
- b. Continuance Commitment means the awareness that is owned by each individual regardless of his feelings, because the members have predicted more about the losses that will be received if they want to leave the organization where they take shelter. The indicators are loving the organization, surviving in the organization, and prioritizing group interests.
- c. Normative commitment means the desire to remain a member of the organization because you feel you have an obligation with obligation-based reasons to remain in the organization, a form of

feeling indebted to your boss, colleague or larger company. The indicators are loyal to the organization, happy to carry out tasks, and proud to be a member of the organization

Organizational commitment is not formed in a short time. This cannot be separated from the length of the process that must be taken by someone in order to have a strong commitment in the organization; therefore there are several factors that affect one's organizational commitment. According to Luthans (2009) the factors that make a person's high commitment to an organization are:

- a. Strong desire to remain as a member of the organization.
- b. Willingness to exert all its abilities for the success of the organization
- c. Acceptance of the values and goals of the organization

According to Steers (2005) there are three factors that affect one's organizational commitment, namely:

- a. Personal characteristics, including tenure in the organization, variations in needs and desires that are different from each member
- b. Job characteristics, including clarity of tasks and socialization with other members
- c. Organizational Experience, past organizational examples and the way other workers express and talk about their feelings about the organization

Meanwhile, according to Sopiah (2014) the factors that influence organizational commitment are:

- a. Personal factors, namely job expectations, psychological contracts, and factors within the individual will influence the choice of work
- b. Organizational factors, this concerns job opportunities, supervision, and organizational goal consistency
- c. Factors not within the organization such as the absence of other job alternatives or joining other organizations

According to Garry Dessler (2012), factors for building organizational commitment of members are as follows:

- a. Make It Charismatic: make the vision and mission in the organization as a basis for behaving, behaving, and acting for members of the organization
- b. Build The Tradition: everything that is good must be made a tradition in the organization and must be cultivated and passed down continuously.
- c. Have Comprehensive Grievance Procedures: if there are problems or complaints from within or outside the organization. So, the organization must have systematic steps to anticipate this or solve these problems.
- d. Provide Extensive Two-Way Communications: Establish two-way communication with members of the organization without looking down on one or the other.
- e. Create a Sense of Community: make an organization like a community that has the values of togetherness, kinship, tolerance, and respect for its members.
- f. Build Value-Based Homogeneity: build values in the organization based on similarities and also opportunities in the process.
- g. Share and Share a Like: the organization makes a policy where ordinary members and successors don't have too many gaps in social or social terms
- h. Emphasize Barnraising, Cross Utilization, and Network: as a community that must work together, share, provide benefits to each other, and provide benefits to each member.
- i. Get Together: holding events that involve all elements in the organization.
- j. Support Employee Development: the organization pays attention to the long-term development of its members.
- k. Commit to Actualizing: each member is given the same opportunity to actualize himself according to the capacity of the members.
- l. Provide First Year Job Challenge: members enter the organization with hopes, dreams, and needs
- m. Enrich and Empower: create an environment that is not monotonous so that members do not feel bored

- n. Promote from Within: if there is a vacancy in the organization, it should be given to a member who is already in the organization.
- o. Provide Developmental activities: if an organization makes internal recruitment a priority then it automatically motivates members within the organization

### **Organizational Support**

Perceived Organizational Support (POS) or perceived organizational support reflects the quality of employee-organizational relations by measuring the extent to which employees believe that their organization values their contributions and cares about their well-being (Robbin and Judge, 2012). Employees develop POS through assessment of their working conditions, organizational rewards, support received from supervisors, and procedural fairness (Liu, 2009). POS is basically recognition by the organization in the form of individual socio-emotional needs, effort, commitment and loyalty (Jain, Giga and Cooper, 2013). Duffy and Lilly (2013) provide a definition of POS on workers' beliefs in how much the organization values their contributions and cares about their well-being.

According to organizational support theory, high POS tends to improve work attitudes and lead to effective work behavior during two stages. First, POS has the beneficial effect of social exchange processes. If an organization is given adequate training and given resources and support from management, it can inspire employees to want their organization to succeed. This is confirmed by the theory by Eisenberger, et al (1986), organizational support theory assumes that on the basis of the norm of reciprocity, employees will feel obliged to help the organization achieve its goals because they care about their well-being.

From some of these explanations, in POS research it is defined as a global belief that employees have about the extent to which the organization cares about their well-being and values their contributions.

Perceptions of organizational support are influenced by the experience possessed by individuals, as well as observations about the daily behavior of the organization in treating someone. In this case the attitude of the organization towards the ideas raised by employees, the response to employees who experience problems, and the company's attention to the welfare and health of employees are the three aspects that are the main concern of employees (Eisenberger in Allen & Brady, 1997).

- a. The attitude of the organization towards the ideas put forward by employees

If the organization sees ideas from employees as a constructive contribution, and maybe it can be realized through careful planning, then the individuals who work in that place have a positive perception of the organization's support for them. Conversely, perceptions will be negative if the company always rejects ideas from employees and everything is a decision from top management.

- b. Response of employees who experience problems

Perceptions of organizational support are also influenced by the organization's response to employees experiencing problems. If the organization tends to remain silent and makes no effort to help individuals who are in trouble, then employees will see that there is no support provided by the organization for employees.

- c. Response to the health and welfare of employees

The organization's concern for the welfare and health of employees also influences the level of employees' perceived organizational support. Employees who see that the organization is trying hard to improve the welfare and health of the individuals who work in it, will see this effort as a positive thing. Employees see that the organization provides support so that everyone can work optimally to achieve common goals.

The meta-analysis conducted by Rhoades and Eisenberger (2002) shows that there are 3 main indications that employee perceived treatment has a relationship with Perceived Organizational Support. The three main indications are as follows:

- a. Fairness, namely fair organizational procedures in the distribution of human resources among employees. Shore and Shore (in Rhoades & Eisenberger, 2002) stated that the many cases related

to fair distribution of resources have a strong cumulative effect on perceptions of organizational support where this shows that the organization has a concern for employee welfare. The indicators are appreciation, dignity, and respect.

- b. Supervisor support, meaning that supervisors are responsible for directing and evaluating the performance of subordinates, and employees develop a general view of the extent to which superiors assess their contribution and care about their welfare (Kottke & Sharafinski, in Rhoades & Eisenberger, 2002). The indicators are directing, motivating, evaluating performance.
- c. Organizational rewards and job conditions, namely organizational rewards for employee work results with indicators of salary, promotion, safety at work, confidence in work.

## **Resilience**

In the world of work we cannot escape challenges, challenges at work can be found anywhere such as getting a new job desk, using the latest technology, difficulties at work or conflicts at work. In facing challenges at work, employee resilience is something that can be considered. According to Argo & Triasta (2019) resilience is defined as the ability to survive or overcome difficulties from unpleasant events and successfully adapt to change and uncertainty. Sejati (2019) also defines resilience as the ability to endure or overcome adversity and unpleasant events and adapt well to change.

According to Astika & Saptoto (2016) resilience is defined as a person's ability to overcome every difficulty and all unpleasant events. In line with that, Wilda et al. (2016) stated that resilience is a person's ability to be able to adapt and make adjustments to changes, demands and disappointments that arise in life. If resilience increases, it will make the individual able to overcome any difficulties that arise in life. Furthermore, Dai et al. (2019) stated that employee resilience or resiliency is defined as the ability to maintain or regain a high sense of well-being in the face of adversity.

According to the results of research by Yuniar et al. (2011), resilience refers to an individual's ability to survive and bounce back to restore happiness after facing an unpleasant situation. Meanwhile, according to Steven & Prihatsanti (2017) resilience is an ability in which employees are able to survive or overcome difficulties at work, deal with unpleasant events, are able to control emotions, adapt to changes in the workplace, and find meaning and purpose in work.

From the several definitions put forward by the experts above, the researcher synthesizes that employee resilience is an individual's ability to be able to survive in overcoming difficulties at work, adapt in the face of change and find well-being or happiness after facing an unpleasant situation.

According to Grotberg (2003) in the book *Resilience for today: gaining strength from adversity*, there are three factors that can influence the formation of resilience. The three resilience factors disclosed include: Inner Strengths (I am), External Supports (I have), Interpersonal and Problem-Solving Skills (I can). These three resilience factors are further explained by (Saifuddin, 2018) as follows:

- 1) Inner Strengths (I am) are strengths that come from within oneself, such as feelings, behavior and beliefs. It consists of:
  - a) Proud of self: an individual feels proud of themselves, of something they are doing or something they are about to achieve. Individuals do not allow themselves to be belittled by others.
  - b) Feelings of love and attractiveness: an individual is kind to those who value and love him. Individuals are also filled with hope, faith, and trust. He believes in hope and trustworthy institutions.
  - c) Loving, empathetic, altruistic: an individual expresses love in various ways. Individuals feel concerned about what happens to other people and express it through behavior or words. Individuals feel the discomfort or suffering of others so they want to do something to ease the burden or provide peace.
  - d) Independent and responsible: an individual can do things according to his will and accept various consequences of his behavior.



- 2) External Supports (I have) is assistance or resources that come from outside the individual that can increase resilience. Factor I have consists of several sources, namely:
  - a) Encouraging to be independent: an individual can consistently get services such as hospitals, doctors, or similar services.
  - b) Role models: consists of people who can show the individual what to do, such as information about something or giving direction and encouragement to the individual.
  - c) Having a relationship: that is where the individual has someone who can be trusted or can be relied upon at any time and under any circumstances.
- 3) Interpersonal and Problem-Solving Skills (I can) is a person's social and interpersonal competence. Factor I can consist of several parts, namely:
  - a) Regulating various feelings and stimuli where an individual can understand what they are feeling, recognize the type of emotion and express it through behavior and words but not use violence against themselves or others. Individuals can also regulate stimuli not to perform unpleasant actions.
  - b) Look for relationships that individuals can trust, such as parents, siblings or friends to share feelings, care or ask for help to solve problems that happen to them.
  - c) Communication skills, namely where individuals can express their thoughts and feelings to others. Individuals are also able to listen to what other people are saying and understand their feelings.
  - d) Mengatur berbagai perasaan dan rangsangan dimana seorang individu dapat memahami apa yang Kemampuan memecahkan masalah, yaitu dimana individu mampu menilai suatu masalah secara alami serta mengetahui apa yang dibutuhkan serta bantuan apa yang bisa didapatkan dari orang lain untuk menyelesaikan masalah tersebut.

According to Wagnild & Young (1993) there are five dimensions to measure resilience, namely:

- a. Perseverance, is an act that shows persistence despite facing difficulties or events that make it hopeless, contains a willingness to continue the struggle for the sake of reconstructing life again, and the indicator persists in adversity and discipline
- b. Equanimity is a balanced perspective of life and experience, being able to learn from past experiences and taking new things in the future to help respond appropriately in dealing with difficulties with indicators of being able to control emotions and deal with problems  
Meaningfulness or meaningfulness is a realization that life has a purpose, so we must try to achieve that goal. The indicator is to have a clear goal and be proud of himself
- c. Self-reliance or confidence. Individuals who are confident are able to recognize, rely on personal strengths and abilities, take advantage of past successes to support and guide future actions, and recognize their own limitations, with indicators of being able to solve problems and know strengths/weaknesses
- d. Existential aloneness is the awareness that each individual is unique and also the awareness that there are some experiences that can be shared with others and some that must be faced alone and the indicator is the courage to be different and feel free

### ***Job satisfaction***

According to Hasibuan (2016), "Job satisfaction is a pleasant emotional attitude and loves his work". Job satisfaction at work is job satisfaction enjoyed at work by obtaining work results, placement, treatment, equipment, and a good work environment. Satisfaction outside of work is the job satisfaction of employees who enjoy being outside of work with the amount of remuneration that will be received from their work, so that they can buy their needs.

Robbins and Judge (2015) explain "Job satisfaction is a positive feeling about work, which results from an evaluation of its characteristics". Just as Locke said (in Luthans, 2011) argues that job satisfaction is the feeling of workers or employees related to their work, namely feeling happy or unhappy, as a result of the individual's assessment of his work.

This is also in line with Greenberg and Baron (in Priansa, 2016) "Job satisfaction is positive or

negative attitudes held by individuals toward their jobs". Meanwhile, according to Siagian (2016), job satisfaction is a person's perspective, both positive and negative, about his work. Job satisfaction refers to the general attitude of an individual towards his work.

In addition, Edy Sutrisno (in Handoko, 2014) emphasized that job satisfaction is a pleasant or unpleasant emotional state for employees to view their work and job satisfaction reflects a person's feelings towards his work. According to him, job satisfaction can be seen from the expression of an employee's feelings towards his work.

Based on the definition of job satisfaction that has been put forward by experts, it can be synthesized that job satisfaction is a positive attitude of employees if they are satisfied or a negative attitude if they are not satisfied about matters related to their work.

According to Wexley and Yulk (in Kinanti, 2012), there are three well-known theories about job satisfaction, namely discrepancy theory, equity theory, and two factors theory.

**a. Discrepancy Theory**

This theory was pioneered by Porter for the first time in 1974 (in Kinanti, 2012), which measures a person's job satisfaction by calculating the difference between what should be and perceived reality. If what is obtained is greater than what is desired, then people will be even more satisfied even though there is a discrepancy, but it is a positive discrepancy. On the contrary, the farther the perceived reality is below the minimum standard so that it becomes a negative discrepancy. So the greater a person's dissatisfaction with his job.

**b. Equity Theory**

This theory was developed by Adams (in Kinanti, 2012), while the introduction of this theory is Zalezenik (in Kinanti, 2012). The principle of this theory is that people will be satisfied or dissatisfied, depending on whether they feel there is equity or not for the situation. Feelings of equity and inequity in a situation are obtained by people by comparing themselves with other people in their class, at the office or elsewhere.

**c. Two Factors Theory**

According to Herzberg in (Gibson et al., 1997) there are two conditions that affect a person's satisfaction. First, there is a set of extrinsic conditions, the job context, that generate dissatisfaction among employees in their absence. If these conditions exist, there is no need to motivate employees. Second, in the form of a series of intrinsic conditions, job content (job context) that will drive a strong level of motivation so as to produce good job performance. If these conditions do not exist, there will be an excessive sense of dissatisfaction.

Factors that make people dissatisfied (dissatisfiers) or also good climate factors (hygiene factors) included in the first condition include wages, job guarantees, working conditions, status, company procedures, quality of supervision, quality of interpersonal relationships among colleagues, with superiors and with subordinates. While the factors of this series of satisfiers or motivators include achievement, recognition, responsibility, and progress of the job.

Frederick Herzberg (in Aruan and Fakhri, 2015), based on his research, developed the idea that there are two sets of conditions that influence a person's satisfaction with his job, namely intrinsic and extrinsic.

**1) Intrinsic Factor**

Factors related to aspects that come from within him. So it relates to job content. This series describes a person's relationship with what he does (job content), namely the work content of his duties. The ideal motivation that can stimulate business is the opportunity to carry out tasks that require more expertise and opportunities to develop the abilities of an employee who works.

**2) Extrinsic Factors**

Factors that come from outside himself. This factor is related to job content. This series describes a person's relationship with things that are in the surrounding work environment (job context). According to Herzberg's research results (in Aruan and Fakhri, 2015) there are three

important things that must be considered in influencing employee job satisfaction, including the following:

- a) Things that motivate employees are challenging jobs that include feelings of achievement, responsibility, advancement, being able to enjoy the work itself, and being recognized for it all.
- b) The things that disappoint employees are mainly the factors that are taken for granted in work, work regulations, lighting, breaks, job titles, rights, salaries, benefits, and so on.
- c) Employees will be disappointed if opportunities for achievement are limited. They will become sensitive to their environment and start looking for faults.

Based on the description of the theory of job satisfaction above, researchers used Herzberg's theory (in Aruan and Fakhri, 2015) two factors theory which in its development includes intrinsic factors, where these factors relate to aspects from within and relate to what they do (job content); and extrinsic factors, which describe a person's relationship with things that are in the work environment around him (job context). Factors related to the work being done and the surrounding work environment are further explained in related dimensions.

According to Smith et al, (2017) there are several factors of job satisfaction that can be used to reveal important characteristics about the job where the person will respond, these factors are:

a. *Work it self*

Each job requires a certain skill in accordance with their respective fields. Difficulty or not a job and a person's feeling that his expertise is needed in doing the job will increase or decrease job satisfaction. The indicator is challenging work, uplifting, according to interests and in accordance with abilities.

b. *Supervisor*

A good boss means willing to appreciate the work of his subordinates. For subordinates, superiors can be seen as a father/mother/friend figure and at the same time their boss.

c. *Coworker*

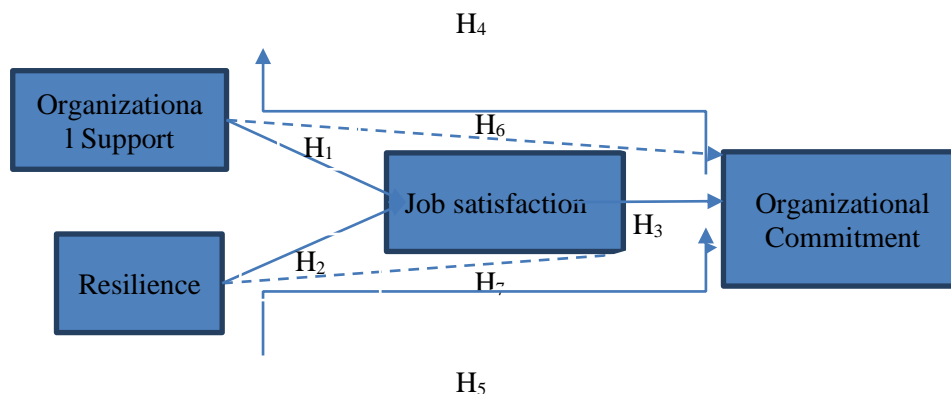
The pattern of relations between employees and their superiors and with other employees, both the same and different types of work and the indicators provide direction, clear orders and pay attention to work results.

d. *Promotion*

Availability of opportunities to be able to improve positions and positions in the organization with indicators of opportunities for promotion, clarity of rules and procedures.

e. *Salary*

A number of compensation received to meet the needs that are considered appropriate. With salary indicators according to expectations, risks, types of work and meeting needs.



**Figure 1. Research Model**

Source: Data processed by author (2023)

Based on the framework and research model, the hypothesis in this study can be formulated as follows:

- H1 : There is an influence between organizational support on job satisfaction
- H2 : There is an influence between resilience on job satisfaction
- H3 : There is an influence between job satisfaction and organizational commitment
- H4 : There is an influence between organizational support and organizational commitment
- H5 : There is an influence between resilience and organizational commitment
- H6 : There is an influence between organizational support and organizational commitment which is mediated by job satisfaction
- H7 : There is an influence between resilience and organizational commitment which is mediated by job satisfaction

## RESEARCH METHODS

The research objects were junior and senior high school teachers in the Labschool environment. Taking into account the current world of education, educators are required to adapt from normal times, pandemics and definitely change to normal with the end of the pandemic and changes in curriculum patterns from regular to independent learning. So that teachers are challenged to adapt and the need for school support for the goals set by the Ministry of National Education. Labschool is one of the favorite educational institutions that must be able to maintain its position both academically and non-academically.

The research method used in this research is descriptive and explanatory research. Descriptive research is conducted to provide a clearer and more detailed description of the symptoms or phenomena of the object of research. This is confirmed by the opinion that the purpose of descriptive research is to describe the mechanism of a process, and to create a set of categories (Prasetyo and Jannah, 2005). While explanatory research is research that intends to explain the position of the variables to be studied and the relationship between one variable and another.

The population of this study were all Labschool environmental teachers, totaling 240 people. And the samples taken were 186 people with a random sampling technique

Data analysis methods are used to draw conclusions from the data that has been collected. In this study, researchers used Statistical Product and Service Solutions (SPSS) and LISREL software to process data and analyze the results of the data that had been collected. Before carrying out descriptive and statistical analysis, instrument tests were carried out, starting with validity and reliability tests. After that, it was continued with a normality test with a significance level of 0.05, a linearity test with a significance level of 0.05, a multicollinearity test with a VIF greater than 5, a heteroscedasticity test with a correlation less than 0.05, and a hypothesis test with a t-test. if the alpha is 5%, the t-statistic value used is 1.992, it can be concluded that it is significant.

## RESULTS AND DISCUSSION

### Instrument Test

#### Validity test

Validity test is used to measure whether a questionnaire is valid or not. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire. The validity testing criterion is if  $r_{hitung} > r_{tabel}$  (0.138), then the instrument/item statement is declared valid. Conversely, if  $r_{hitung} < r_{tabel}$  (0.138), then the instrument/item is declared invalid so it must be removed or replaced.

The results of the validity test can be seen in Table 2. The following:

**Table 2. Validity Test Results**

Variable	Statement	Valid Items	Invalid Items
Organizational Support	11	11	0
resilience	19	19	0
Job satisfaction	17	17	0
Organizational Commitment	12	12	0

Source: Data processed by author (2023)

### Reliability Test

The reliability test is used to test the consistency or stability of the score of a research instrument on the same respondent, and is given at different times. The criteria for determining whether the instrument is reliable or not, namely if the Cronbach's Alpha value is  $> 0.6$ , the instrument is declared reliable. Conversely, if the Cronbach's Alpha value is  $< 0.6$ , the instrument is declared unreliable.

**Table 3. Reliability Test Results**

Variable	Cronbach's Alpha	Explanation
Organizational Support	.905	Reliable
resilience	.932	Reliable
Job satisfaction	.953	Reliable
Organizational Commitment	.923	Reliable

Source: Data processed by author (2023)

### Descriptive Analysis Results

Descriptive analysis is the result of data processing which includes the variables of organizational support, resilience, job satisfaction, and organizational commitment. Descriptive analysis will provide an overview of the research data that has been distributed to 186 Labschool teachers.

In the organizational support variable, it was found that the percentage of agree and strongly agree answers given by the respondents was 79.04% for organizational support in the very high criterion. This is supported by the dimensions of superior support shown by indicators (Leaders always motivate to contribute the best), and (Leaders conduct periodic work assessments) and the Reward/Working conditions dimension as measured by statements (I am often trusted to hold school programs both academic and student) and statements (The organization builds a work climate that supports my performance).

In the resilience variable it was found that the percentage of agree and strongly agree answers given by the respondents was 93.22% which was included in the very high criterion as measured by the Existential Aloneness dimension which can be seen from the indicators (I do what I believe is right) and (I am not easily influenced by other people), the Self-reliance dimension is measured by indicators (I am able to find the best solution to the problems I experience) and (I know my strengths and weaknesses), as well as the Perseverance dimension with indicators (I never give up in the face of problems) and (I will continue to progress despite the many obstacles).

In the job satisfaction variable it was found that the percentage of the number of agreed and strongly agreed answers given by the respondents was 80.81% which was included in the very high criterion, this was supported by the dimension of co-workers which was measured from (Colleagues at my school help each other in completing work) and indicators (I am often assisted by friends in solving problems), and the dimensions of the work itself are measured by (the work given to me is in accordance with the abilities I have) and indicators (My work provides its own challenges that are fun for me) and dimensions of control that can be seen from the statements of indicators (Leaders have concern for the work I do) and indicators (There is guidance from superiors when I still don't understand the work/tasks given).

Finally, on the variable organizational commitment it was found that the percentage of agree and strongly agree answers given by the respondents was 91.22% which was included in the very high criteria

supported by the Normative Commitment dimension shown (I try to carry out all tasks and work with full responsibility) and statements (I decided to continue joining the school) and the dimensions of Affective Commitment shown in the indicators (I always want to contribute to achieving organizational goals) and (I enjoy working in this organization).

### Normality test

**Table 4. Normality Test Results**

		Unstandardized Residual	Unstandardized Residual
N		186	186
Normal Parameters <sup>a,b</sup>	Mean	,0000000	,0000000
	Std. Deviation	9,36924378	5,16455996
Most Extreme Differences	Absolute	,080	,127
	Positive	,039	,127
	Negative	-,080	-,069
Test Statistic		,080	,127
Asymp. Sig. (2-tailed)		,005 <sup>c</sup>	,000 <sup>c</sup>

Source: Data processed by author (2023)

Based on the SPSS output in the table above, the Sig. normality test using the Kolmogorov-Smirnov method of 0.005 for sub-structure 1 and 0.000 for sub-structure 2. Due to the value of Sig. each sub structure is smaller than alpha (0.05), it can be concluded that the data is not normally distributed. Because the data is the number of observations with more than 50 members of the observation, this is in accordance with the central limit theorem which states that if there are n more than 50 then it is stated that the data has a tendency to be normally distributed (Mclave, 2015). Based on this, further testing can be carried out.

### Multicollinearity Test

**Table 5. Sub 1 Multicollinearity Test Results**

Model		Collinearity Statistics	
		Tolerance	VIF
1	Organizational Support (X1)	,888	1,126
	Resilience (X2)	,888	1,126

Source: Data processed by author (2023)

**Table 6. Sub 2 Multicollinearity Test Results**

Model		Collinearity Statistics	
		Tolerance	VIF
1	Organizational Support (X1)	,745	1,342
	Resilience (X2)	,769	1,300
	Job satisfaction (X3)	,658	1,519

Source: Data processed by author (2023)

The results in the two tables above show that the VIF value of each independent variable is far below 10. It can be concluded that there is no multicollinearity between the independent variables in each sub-structure. So that the path analysis model is feasible to use for the next analysis.

## Heteroscedasticity Test

**Tabel 7. Heteroscedasticity Test Results Sub 1**

			Abs_Res1
Spearman's rho	Organizational Support (X1)	Correlation Coefficient	,006
		Sig. (2-tailed)	,938
		N	186
	Resilience (X2)	Correlation Coefficient	,069
		Sig. (2-tailed)	,347
		N	186

Source: Data processed by author (2023)

**Tabel 8. Heteroscedasticity Test Results Sub 2**

			Abs_Res2
Spearman's rho	Organizational Support (X1)	Correlation Coefficient	,011
		Sig. (2-tailed)	,883
		N	186
	Resilience (X2)	Correlation Coefficient	,068
		Sig. (2-tailed)	,360
		N	186
	Job satisfaction (X3)	Correlation Coefficient	-,004
		Sig. (2-tailed)	,958
		N	186

Source: Data processed by author (2023)

The results in the two tables above show that the sig. each independent variable to the absolute residual is more than  $\alpha = 5\%$  (0.05), so it can be concluded that there is no heteroscedasticity violation in each sub-structure. So that the path analysis model is feasible to use for the next analysis.

## Linearity Test

**Tabel 9. Linearity Test Results**

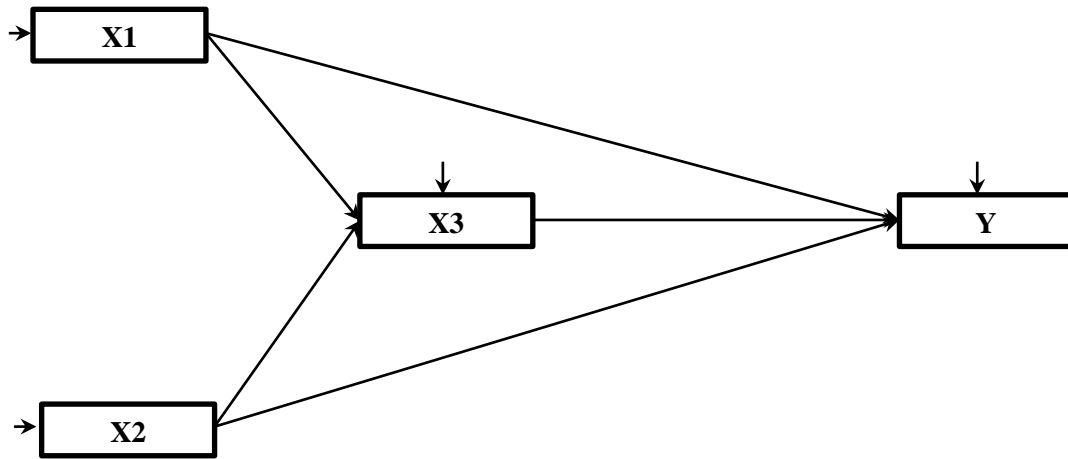
Effect	Sig. From Linearity	Explanation
X1 towards X3	0,000	Linear
X2 towards X3	0,000	Linear
X1 towards Y	0,000	Linear
X2 towards Y	0,000	Linear
X3 towards Y	0,000	Linear

Source: Data processed by author (2023)

The results in the table above show that the sig. each effect is less than  $\alpha 5\%$  (0.05) which indicates that there is a linear pattern of influence between the dependent variable on the large variable. So it can be concluded that there is no linearity violation in each sub-structure. So that the path analysis model is feasible to use for the next analysis.

## Path Analysis

In accordance with the research objective, namely to examine "The Effect of Organizational Support and Resilience mediated by Job Satisfaction on Organizational Commitment", a quantitative analysis that is relevant to the research objective was carried out using path analysis. Because the respondent's score data is still in the form of an ordinal scale, in order to perform path analysis, the data must first be converted to an interval scale using the method of successive intervals. The effect of organizational support and resilience mediated by job satisfaction on organizational commitment consists of 2 sub-structures, namely sub-structure 1, Job Satisfaction (X3) is influenced by Organizational Support (X1) and Resilience (X2) while sub-structure 2, Organizational Commitment (Y) influenced by Organizational Support (X1), Resilience (X2), and Job Satisfaction (X3) as mediation according to the following path concept.



**Figure 2. Path Concept**

Source: Data processed by author (2023)

The structural relationship between the four variables can be formulated in a structural equation, processing this data using path analysis with the following equation.

$$X3 = \rho_{X3.X1}X1 + \rho_{X3.X2}X2 + \varepsilon_1$$

$$Y = \rho_{Y.X1}X1 + \rho_{Y.X2}X2 + \rho_{Y.X3}X3 + \varepsilon_2$$

Where:

X1 = Organizational Support

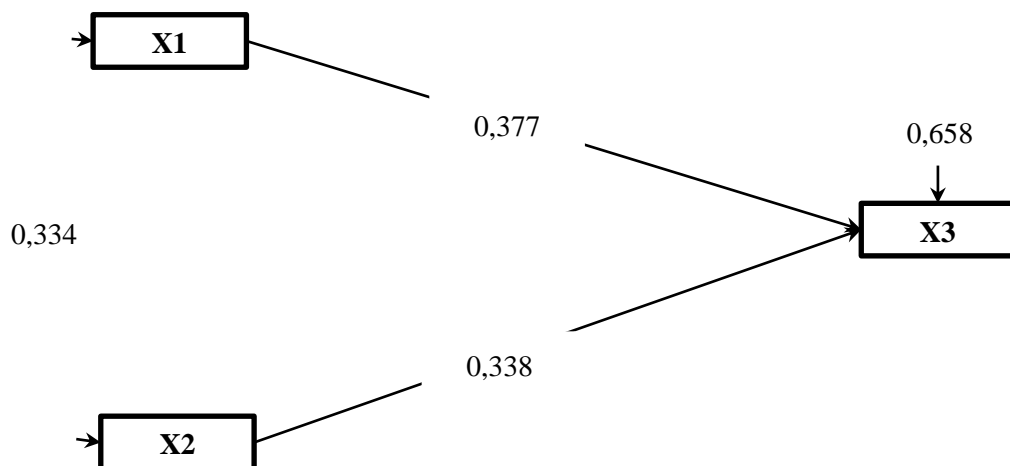
X2 = Resilience

X3 = Job Satisfaction

Y = Organizational Commitment

### 1. Sub Structure Hypothesis Testing 1

Based on the previous path concept, it has been explained that sub-structure 1 explains the effect of Organizational Support (X1) and Resilience (X2) on Job Satisfaction (X3). To find out the results of the estimation of sub structure 1, data processing was carried out using the help of the SPSS and Lisrel programs with the following results:



**Figure 3. Sub Structure Estimation Results 1**

Source: Data processed by author (2023)



**Table 10. Sub Structure Estimation Results 1**

Hypothesis	Effect	Path Coefficient	T value	Conclusion
1	X1 → X3	0,377	5,924	Significant
2	X2 → X3	0,388	5,318	Significant

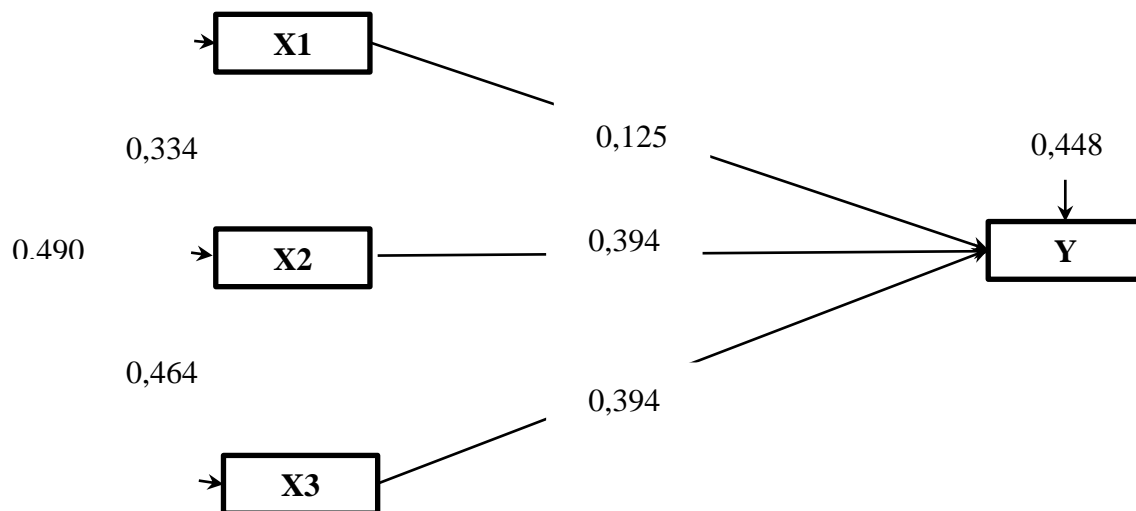
Source: Data processed by author (2023)

Based on the estimation results on sub structure 1 shown in the figure and table above, the results of hypothesis testing can be known as follows:

1. Organizational support has a significant effect on job satisfaction with a path coefficient of 0.377. The path coefficient is positive indicating that when there is an increase in Organizational Support it will be followed by an increase in Job Satisfaction and vice versa. Based on this, it can be concluded that H1 is accepted, which means Organizational Support positively and directly affects Job Satisfaction.
2. Resilience has a significant effect on job satisfaction with a path coefficient of 0.388. The path coefficient is positive indicating that when there is an increase in Resilience it will be followed by an increase in Job Satisfaction and vice versa. Based on this, it can be concluded that H2 is accepted, which means resilience positively and directly affects job satisfaction.

## 2. Sub Structure Hypothesis Testing 2

Sub structure 2 explains the effect of Organizational Support (X1), Resilience (X2), and Job Satisfaction (X3) on Organizational Commitment (Y). To find out the results of the estimation of sub structure 2, data processing was carried out using the help of the SPSS and Lisrel programs with the following results:



**Figure 4. Sub Structure Estimation Results 2**

Source: Data processed by author (2023)

**Table 11. Sub Structure Estimation Results 2**

Hypothesis	Effect	Path Coefficient	T value	Conclusion
3	X1 → Y	0,125	2,183	Significant
4	X2 → Y	0,394	6,959	Significant
5	X3 → Y	0,394	6,446	Significant

Source: Data processed by author (2023)

Based on the estimation results on sub structure 1 shown in the figure and table above, the results of

hypothesis testing can be known as follows:

1. Organizational Support has a significant effect on Organizational Commitment with a path coefficient of 0.125. The path coefficient is positive indicating that when there is an increase in Organizational Support, it will be followed by an increase in Organizational Commitment and vice versa. Based on this, it can be concluded that H3 is accepted, which means Organizational Support positively and directly affects Organizational Commitment.
2. Resilience has a significant effect on Organizational Commitment with a path coefficient of 0.394. The path coefficient is positive indicating that when there is an increase in Resilience it will be followed by an increase in Organizational Commitment and vice versa. Based on this, it can be concluded that H4 is accepted, which means Resilience positively and directly affects Organizational Commitment.
3. Job Satisfaction has a significant effect on Organizational Commitment with a path coefficient of 0.394. The path coefficient is positive indicating that when there is an increase in Job Satisfaction it will be followed by an increase in Organizational Commitment and vice versa. Based on this, it can be concluded that H5 is accepted, which means Job Satisfaction positively and directly affects Organizational Commitment.

### 3. Decomposition of Sub Structure 1 and Sub Structure 2

After calculating the results of the estimated influence on sub-structure 1 and sub-structure 2, then a decomposition of the effects of sub-structure 1 and sub-structure 2 is carried out. The purpose of decomposing the effects of sub-structure 1 and sub-structure 2 is to determine the indirect or mediating effect of the Support Organization (X1) and Resilience (X2) to Organizational Commitment (Y) through Job Satisfaction (X3). To find out the results of the decomposition estimation of sub-structure 1 and sub-structure 2, data processing was carried out using the help of the SPSS, Lisrel, and Calculation for the Sobel Test (<http://quantpsy.org/sobel/sobel.htm>) programs with the following results:

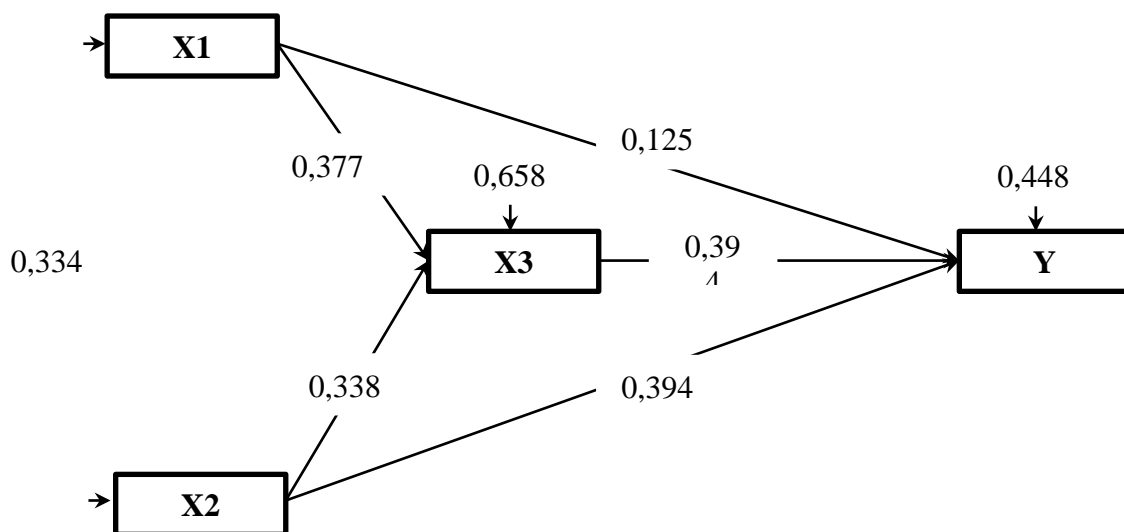


Figure 5. Estimation Result of Decomposition of Sub Structure 1 and Sub Structure 2  
Source: Data processed by author (2023)

Table 12. Estimation Result of Decomposition of Sub Structure 1 and Sub Structure 2

Hypothesis	Effect	Path Coefficient	T value	Conclusion
6	X1 → X3 → Y	0,377x0,394=0,149	3,420	Significant
7	X2 → X3 → Y	0,338x0,394=0,133	4,415	Significant

Source: Data processed by author (2023)

Based on the estimation results of the decomposition of sub structure 1 and substructure 2 shown in the figure and table above, the results of hypothesis testing can be seen as follows:

1. Organizational support has a significant effect on organizational commitment through job satisfaction with a path coefficient of 0.149. The path coefficient is positive indicating that when there is an increase in Organizational Support through Job Satisfaction it will be followed by an increase in Organizational Commitment and vice versa. Based on this, it can be concluded that H6 is accepted, which means Organizational Support positively and indirectly affects Organizational Commitment through Job Satisfaction.
2. Resilience has a significant effect on Organizational Commitment through Job Satisfaction with a path coefficient of 0.133. The path coefficient is positive indicating that when there is an increase in Resilience through Job Satisfaction it will be followed by an increase in Organizational Commitment and vice versa. Based on this, it can be concluded that H7 is accepted, which means Resilience positively and indirectly affects Organizational Commitment through Job Satisfaction.

## CONCLUSIONS AND SUGGESTION

Based on the results of the discussion that has been done before, it can be concluded based on the research objectives that have been proposed previously with the following results:

1. Description of organizational support, resilience, job satisfaction and organizational commitment
  - a. Organizational support in very high criteria. This is measured by superior support shown by statements (Leaders always motivate to contribute the best) and (Leaders conduct periodic work assessments) and Rewards/Work conditions with statements (I am often trusted to hold school programs both academic and student) and statements (Organizations build work climate that supports my performance)
  - b. Resilience has very high criteria supported by Existential Aloneness which can be measured from statements (I do what I believe is right) and (I am not easily influenced by other people), Self-reliance is measured (I am able to find the best solution to the problem I am experiencing) and (I know my strengths and weaknesses), and Perseverance is shown by statements (I never give up in facing problems) and (I will continue to progress despite many obstacles)
  - c. Job Satisfaction in the criteria is very high, this is supported by measurable co-workers from the statements (My school colleagues help each other in completing work) and (I am often assisted by friends in solving problems), and the work itself is measured by (Work that given to me in accordance with the abilities I have) and statements (My work provides its own challenges that are fun for me) as well as the role of superiors as seen from the statements (Leaders have concern for the work I do) and (There was guidance from superiors when I was do not understand the work/assignment given).
  - d. Organizational commitment in very high criteria supported by Normative Commitment is shown in statements (I try to carry out all tasks and work with full responsibility) and statements (I decide to continue joining the school) and Affective Commitment which can be seen in statements (I always want to contribute to achieving goals organization) and (I enjoy working in this organization).
2. Organizational support directly affects job satisfaction
3. Resilience directly affects job satisfaction
4. Organizational Support directly affects Organizational Commitment
5. Resilience directly affects Organizational Commitment
6. Job Satisfaction directly affects Organizational Commitment
7. Organizational Support indirectly affects Organizational Commitment through Job Satisfaction
8. Resilience indirectly affects Organizational Commitment through Job Satisfaction

Based on the results of the analysis and conclusions found, there are several suggestions that can be put forward as follows:

1. Labschool environment

- a. Organizational support, the school increases respect for the work of teachers and conducts periodic assessments to improve performance.
  - b. Resilience, teachers are given soft skill training to support their performance and are given the opportunity to make non-normative decisions for the benefit of students and the organization.
  - c. Job satisfaction, leaders provide motivation for teachers to contribute their best and provide assignments according to their interests and fields (this is because many teachers have to teach outside their expertise due to curriculum changes), schools develop Standard Operating Procedures for carrying out academic and non-academic tasks and socialize staffing regulations and issue terms of promotion
2. Next researcher
    - a. This research can be developed again with other variables that may influence organizational commitment, including: compensation, leadership, organizational culture which can be used in further research.
    - b. Research can be carried out on different objects.

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