The Influence of Organizational Culture, School Principal Leadership, and Work Environment on Organizational Commitment Through Job Satisfaction (Case Study of Junior High School, Landak District, Wes

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The Influence of Organizational Culture, School Principal Leadership, and Work Environment on Organizational Commitment Through Job Satisfaction (Case Study of Junior High School, Landak District, West Kalimantan)

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ABSTRACT: The aim of this research is; 1) analyze the influence of organizational culture, principal leadership, and work environment on Job Satisfaction in Junior High School, Landak District, West Kalimantan; 2) analyzing the influence of organizational culture, principal leadership, and work environment on organizational commitment in Junior High School, Landak District, West Kalimantan; 3) analyze the effect of job satisfaction on organizational commitment in Junior High School, Landak District, West Kalimantan; 4) Analyze the influence of organizational culture, principal leadership, and work environment on organizational commitment through job satisfaction in Junior High School, Landak District, West Kalimantan. This research uses a quantitative approach method. The population in this study amounted to 3 junior high schools with a total of 100 teachers. The sampling technique uses a non-probability sampling technique so that the sample used is 100 people. The analysis technique used is descriptive analysis and SmartPLS analysis. The results of this study are; 1) there is a positive and significant influence between organizational culture and the principal's leadership on job satisfaction and the work environment has no effect on job satisfaction; 2) organizationally there is a positive and significant influence of the principal's leadership and work environment on organizational commitment and organizational culture has no effect on organizational commitment; 3) there is a positive and significant effect of job satisfaction on commitment 4) there is a positive and significant influence of organizational culture and principal leadership, on organizational commitment through job satisfaction, while the work environment has no effect on organizational commitment through job satisfaction.

KEYWORDS: Principal Leadership, Work Culture, Work Motivation, Organizational Commitment, and Teacher Professionalism

I. INTRODUCTION

The teacher is a key and main factor in the success of education, with the existence of a teacher very influential on all existing educational resources such as facilities and infrastructure, costs, technology, and information can function properly if the teacher has a strong commitment in carrying out duties and responsibilities the answer, to continue to improve the quality of education and produce the next generation of the nation who are able to compete at the national and international levels.

Teachers who have a good commitment to themselves tend to be active and responsible in carrying out tasks, in an organization it is necessary to have commitment to each member, if members of the organization have a commitment to themselves, then they will tend to work optimally so they can devote attention, thoughts, energy and time for work.

Menyuke 3 Public Middle School, 4 Sengah Temila Public Middle School and 7 Sengah Temila Middle School which are in Landak District, West Kalimantan Province, are one of the schools that have been able to achieve various achievements in the academic field, these results can be seen from the results of the students' National Examinations. The success that has been achieved by the Public Middle School in Landak District is inseparable from the leadership role of the school principal in leading the role of teachers as subordinates and teaching staff. Based on the results of the initial survey at Public Middle Schools in Landak District, there were 100 teachers, but there were a number of problems that arose in terms of organizational commitment, including teachers who were not at school during study hours and hours when they had to fill in absences due to other assignments as staff., homeroom teacher and head of the department program. There are still teachers who come late, usually for reasons that are not clear and often teachers choose to leave and move to a better place.

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Another problem is related to organization, namely the desire of the leadership which requires continuous improvement in school institutions, causing complaints from teachers that are not conveyed openly in school institution meeting forums. Various junior high school problems that affect organizational culture, leadership, school climate, job satisfaction, which can affect organizational commitment. The cause of this problem is due to the efforts of the leadership to increase productivity through increasing the burden on teachers and narrow work completion times but not accompanied by an increase in compensation or salary. The other contributing factor is the interference from the leadership so that they tend to have less control over their work. In addition, internal problems arise between teachers, namely mutual accusations if there are errors in carrying out the standard steps regarding the teaching and learning process that have been established so that this creates a separate conflict for them. Based on the explanation above, this study focuses on analyzing the performance level of teachers who are suspected of declining starting in 2021 with indications of violations of the rules set by school institutions as well as the many other problems related to the presence of teachers in school institutions.

Other problems based on the results of observations, it was found that teacher organizational commitment is still low, this can be seen from several phenomena: (1) teachers do not fully have maximum work responsibilities, indicated by the presence of teachers who are often late, not disciplined in entering and leaving class, leaving class before class time ended, there were even some teachers who came just to do finger print, (2) teachers have not fully provided the best service to students, indicated by the fact that there are still teachers who have not prepared or prepared teaching programs such as making syllabus, lesson plans, learning media, item analysis, and question grids, rarely conducting assessment programs, namely remedial, enrichment and providing feedback or evaluation to students and rarely innovating in learning, (3) the teacher's lack of concern for the organization is shown by the fact that there are still teachers who are not involved in activities at school such as briefings, teacher service meetings, flag ceremonies and other activities held at school. (4) the teacher has not shown a good role model in following school organizational rules, such as not wearing official clothes according to school rules. (5) weak teamwork, indicated that there are still teachers who do not attend KKG (Teacher Working Groups), and MGMP (Subject Teacher Deliberations) and self-development activities.

These various problems are a reflection of the low commitment of teachers to work in schools which can be caused by various factors. So to examine these various phenomena, it is necessary to investigate further the causes and factors that influence the low commitment of teachers to work. Among those that are thought to influence teacher work commitment are organizational culture factors. A conducive organizational culture can move people in an organization to carry out work activities. With a good organizational culture, teachers will feel that school is a place for socializing, a place for discussion, and a fun place to work. Every good school organizational culture will create a better working atmosphere and support work commitments in carrying out their duties.

Organizational culture is a behavior that contains values and norms to be followed and trusted by members of the organization. Organizational culture becomes an important aspect in an organization because it has an influence on organizational commitment. According to Robbins (2010: 63) organizational culture is a set of values, principles, traditions, and ways of working that are shared and influence the behavior and actions of members of the organization. Thus, in a strong organizational culture, the organization's core values are widely shared. The more members who accept the core values and the greater their commitment to the organization so as to increase the teacher's commitment to the organization.

Principals must be able to maintain dynamic working conditions and motivate teachers to be more creative and innovative in carrying out their duties to improve work. Strong principal leadership encourages teachers to emulate their leadership, such as providing services to teachers in a programmed manner, which has encouraged teachers to have motivation, skills and increased creativity. This is in line with Arini (2021) who says that by showing a sense of friendship, closeness and full consideration of teachers, the principal gives encouragement to teachers so that they are able to motivate them to develop their abilities, so job satisfaction increases. Therefore, in the framework of human resource management, school principals must be able to influence through giving direction and motivation so that teachers have a strong will and are confident in carrying out their duties, the impact is job satisfaction itself.

The principal as the highest leader in the school is considered successful if he can improve teacher performance through various forms of coaching activities on the teacher's ability to carry out learning at school Mulyasa, (2012). For this reason, school principals must be able to carry out their roles and responsibilities as education managers, educational leaders, educational supervisors, educational administrators, coaching other educational staff and utilizing and maintaining facilities and infrastructure.

In addition to the work environment, job satisfaction for a teacher is a very important factor because the satisfaction he gets will also determine a positive attitude towards work. Feelings of satisfaction at work can have a positive impact on behavior,

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such as the level of discipline and morale that tends to increase. Job satisfaction is also related to outcomes such as performance, so that when job satisfaction is higher it will lead to enthusiasm for work. Thus someone will more easily achieve high performance.

The level of job satisfaction is closely related to the commitment that teachers have towards the organization. The results of study Wahyuni (2001) said that job satisfaction and organizational commitment have a reciprocal relationship. Increased job satisfaction will increase commitment and increased commitment will further increase job satisfaction. Recognizing the importance of organizational commitment, the teacher's commitment to the organization needs to be developed. Organizational support for increasing organizational commitment also influences teachers' positive attitudes and behavior towards the organization, which leads to teacher satisfaction or dissatisfaction at work. Organizational support can be through positive treatments for teachers, such as awards, leader treatment, job characteristics or work atmosphere. According to Wahyuni (2001) teachers whose expectations and needs for working conditions and the work they do can be satisfied tend to have a stronger affective attachment to the organization than those who are dissatisfied. So job satisfaction will be realized when the teacher's commitment to the organization grows, because they believe and believe that the organization shows care and concern for the teacher's condition.

The author chooses to conducting research at State Junior High Schools in Landak District because of this various problems inside School organizational commitment is still weak, this can be seen from the level of teacher attendance that is not optimal, the principal has not carried out his main duties and functions properly, the school environment is not conducive, and teacher job satisfaction is still low as seen from the large number of teacher changes due to resignation. Therefore it is necessary to do this research.

The interesting thing is that there are several junior high schools in Landak Regency which are classified as favorite schools with quite complete facilities supported by a good school environment and good work culture, but instead have a relatively small number of students.

Meanwhile, there are schools where the development of work culture is minimal, infrastructure facilities are also minimal, but the number of students has increased, in fact, in the last 3 years, there has been an increase of almost 80%. There are also those whose schools have principals whose relationships are everywhere (extensive).

The relevant research that supports this research includes that conducted by Herlina (2020) with the titleThe Influence of Organizational Culture, Job Satisfaction and Principal's Leadership Style on Work Commitment of Teachers Man 1 and Man 2 Pekanbaru. which shows that there is a direct influence of the principal's leadership style on organizational culture, there is a direct influence of the principal's leadership style on job satisfaction, there is a direct influence of organizational culture on teacher work commitment, and there is a direct effect of job satisfaction on teacher work commitment, there is a direct influence of the principal's leadership style on teacher work commitment.

Another research conducted by Alawijaya (2022) with the title The Influence of Principal Leadership and Organizational Culture on Teacher Job Satisfaction at State Middle Schools in the Cimanggis District, Depok City. The results of his research show that; 1) First, there is a very significant positive relationship between the principal's leadership and teacher job satisfaction; 2) there is a very significant positive relationship between organizational culture and teacher job satisfaction; 3) there is a very significant positive relationship between the principal's leadership and organizational culture together with teacher job satisfaction. As well as research conducted by Saputra (2015) entitled The Effect of Environment and Employee Job Satisfaction on Organizational Commitment (Study at PT. Industri Sandang Nusantara (ISN) Unit Patal Lawang Malang). The results of his research show that two variables, namely work environment and job satisfaction have a significant effect on organizational commitment with the variable job satisfaction being the most dominant variable influencing organizational commitment at PT. ISN unit Patal Lawang-Malang.

II. LITERATURE REVIEW

A. Organizational Commitment Theory

Syarif (2018) commitment is the level at which a person works to identify an organization, its goals and expectations to remain a member. Organizational commitment is defined as a situation where an employee sided with a particular organization and its goals and desire to maintain membership in the organization. Commitment can be achieved if individuals in the organization are aware of their rights and obligations to the organization regardless of the position and position of each individual, because the achievement of organizational goals is the result of the collective work of all members of the organization (Christina, (2012).

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Organizational commitment as a psychological construct which is a characteristic of the relationship between members of the organization and their organization and has implications for individual decisions in continuing membership in the organization Meyer & Allen in Mardina, (2018). Organizational commitment can also be defined as a strong desire from a person to remain a member of a particular organization, the desire to urge high-level efforts on behalf of the organization, and a definite belief in acceptance of the values and goals of the organization According to Luthans, in Wibowo, (2017). In other words, commitment is an attitude that reflects employee loyalty to the organization and is an ongoing process in which organizational participants express their concern for the organization and its continued success and prosperity. Based on this definition, members who are committed to their organization will be more able to survive as part of the organization than members who are not committed to the organization.

B. Job Satisfaction Theory

Apriliani (2021) defines performance as performance which is the result of an employee's work in terms of quality, quantity, working time, and cooperation in achieving organizational goals. According to Azhari (2021) suggests that job satisfaction is an attitude that employees develop over time regarding various aspects of their work, such as pay, supervisory style and co- workers. One of the factors that influence the achievement of maximum performance is job satisfaction, for example school administrators feel satisfied in their work so that an atmosphere full of togetherness will be created, have the same responsibilities, a good communication climate, and high morale to achieve optimally (Rasyid and Tanjung, 2020).

Bessie (2021) suggests that people who are relatively satisfied with their work will be more committed to the organization and people who are committed to the organization are more likely to get greater job satisfaction so that a high commitment arises and can also improve employee performance. According to Vinnafatun (2019) teacher performance is important in the administration of education. Teacher performance can determine the quality of educational outcomes because teachers always interact with students during the learning process.

C. Organizational Culture Theory

Organizational Culture according to Habeahan (2019) is a form of assumption that is owned, implicitly accepted by a group and determines how the group feels, thinks, and reacts to its diverse environment. The purpose of implementing organizational culture is for all individuals in a company or organization to comply with and be guided by the value system, beliefs and norms that apply in that company or organization. Therefore organizational culture can be interpreted by Safrijal (2021) school organizational culture is determined by shared orientations, which unite various fields of expertise and positions of school organization personnel in a value system at different levels of depth and give different identities.

Afiyati (2021), defines organizational culture as shared values and beliefs that underlie organizational identity that function as a provider of a sense of identity to members, promote collective commitment, increase the stability of the social system, and control the behavior of members. Organizational culture is a system of beliefs and values developed by the organization where it guides the behavior of the members of the organization itself (Surwiti, 2021). Meanwhile, there are several factors that influence a teacher's performance, including the leadership of the school principal, organizational culture and work motivation (Rusmaladi et al, 2021).

D. Leadership Theory

Suhadi (2020) defines leadership as an instrument in an effort to influence and control a person or group of people so they want to work together in achieving certain goals. Tanjung (2021) explains that leadership is the ability to influence and move others to achieve goals freely and voluntarily. Meanwhile, according to Sintani et al (2022) leadership is the behavior used by a leader when trying to influence other people in an organization.

E. Work Environment Theory

Nitisemito (2013: 97) argues that the work environment is everything that is around workers, which can affect a worker in carrying out the tasks given. According to Siagian (2014: 56) argues that the work environment is an environment where employees carry out their daily work. It is different with Sedarmayanti (2013: 23) who argues that the work environment is a place where there is a group where there are several supporting facilities to achieve company goals in accordance with the company's vision and mission.

F. Hypothesis

Based on the formulation of the problem and the theoretical studies that have been stated previously, the hypothesis in this research is:

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H1   : Allegedly organizational culture, principal leadership, work environment, have a positive and significant effect on job satisfaction

H2   : It is suspected that organizational culture, principal leadership and work environment have a positive and significant effect on organizational commitment

H3   : Allegedly job satisfaction has a positive and significant effect on organizational commitment.

H4   : Allegedly the influence of organizational culture, principal leadership, work environment has a positive and significant effect on organizational commitment through job satisfaction

III. RESEARCH METHODS

A. Types of Research

This study uses a quantitative approach method. Quantitative means that the analysis is carried out on data in the form of numbers Sugiyono, (2015). Meanwhile, it is said to be descriptive because its activity is in the form of collecting data in order to test hypotheses or answer questions that include conditions in an ongoing situation from the subject of a study.

B. Population and Sampling Techniques

The population in this study were teachers and principals at Landak District Public Middle Schools, totaling 3 SMPs. The sample is part of the population that has certain characteristics or circumstances that will be studied by Riduwan, (2015: 56). The sampling technique used by the author is nonprobability sampling. According to Sugiyono (2017:84) definition non probability sampling is a sampling technique that does not provide equal opportunity/opportunity for each element or member of the population to be selected as a sample.

Type non probability sampling used in this study are sampling saturated or often called a census. According to Sugiyono (2017:85) the meaning of sampling Saturation is a sampling technique when all members of the population are sampled, this is done when the population is relatively small, less than 30, or research wants to make generalizations with very small errors. Another term for a saturated sample is a census, where the entire population is sampled. The samples taken in this study were State Middle Schools in Landak District. which totaled 100 people. The reason for using the entire population as a sample is because it represents the entire population because if there are less than 100 populations, then all of them are used as research samples, therefore the researchers took 100 samples taken from all State Junior High Schools in Landak District. Another reason for using the entire population as a sample is because it fulfills one of the requirements for conducting SEM-PLS testing where tocarry out SEM-PLS the minimum number of samples used is 100 respondents.

So that the sample used in this study was 100 people consisting of teachers and principals in 3 SMP Landak District, namely SMP N 03 Menyuke, SMP N 04 Sengah Temila, and SMP N 07 Sengah Temila. The reason the researchers chose SMP N 03 Menyuke, SMP N 04 Sengah Temila, and SMP N 07 Sengah Temila as research samples was because these three schools were the most favorite schools in Landak district, besides that, these three schools had good job satisfaction and organizational commitment. the good one.

C. Operational Definition

Table 1. Definition of Research Variables

Variable	Understanding	Indicator
Job Satisfaction (Y_1)	Job satisfaction is the level of individual satisfaction that they get appropriate rewards from various aspects of the work situation of the organization where they work (Sembiring, 2021).	1. Work 2. Salary and Wages 3. Promotion
Organizational Commitment (Y2)	Commitment to the organization is a behavioral dimension that can be used to measure and evaluate the strength of employees in surviving and carrying out their duties and obligations to the organization (Muis, 2018). Organizational commitment is the implementation of values towards the organization which shows that individuals really think about and prioritize their work and organization.	1. teacher's will 2. Teacher Loyalty 3. Master's pride

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Variable	Understanding	Indicator
Organizational Culture (X1)	Ali (2022) work culture is able to change the attitudes and behavior of individuals who become human resources to achieve work productivity and have a view of life as a value, habits continue to become attitudes and behavior to achieve a good individual work.	1. Innovation and risk taking 2. Organizational attention to detail 3. Organizational result orientation
Principal Leadership (X2)	Leadership action is the behavior of leaders who try in various ways in order to assume, control, delegate, approach and builda work team Usman, (2010).	1. Give encouragement and motivation 2. Supervise 3. Pay attention to human resources
Work environment (X3)	Everything that is around the work area is a work environment that can affect individuals and groups in carrying out their tasks given by Sedarmayanti (2011).	1. Workspace size 2. Cleanliness 3. office facilities 4. Colleague relations

Source: Data processed 2023.

D. Data Analysis Technique

Data analysis techniques using descriptive analysis and SEM-PLS analysis. Descriptive analysis is used to describe the characteristics of a number of questionnaire items, indicators and variables according to the respondents' perceptions. The descriptive analysis produces frequency values (shown as amounts and percentages) and aver values (mean values) of each questionnaire item, indicators and variables. Researchers use SPSS software to perform descriptive analysis. In the statistical analysis of data using the PLS SEM method.

IV. RESEARCH RESULTS AND DISCUSSION

A. Structural Model Evaluation

Evaluation of the structural model is related to testing the hypothesis of influence between research variables. Examination of the evaluation of the structural model is carried out in three stages, namely 1) checking for the absence of multicollinearity between the variables and the inner VIF size(variance inflated factor). An Inner VIF value below 5 indicates no multicollinearity between variables, Hair et al (2021). 2) testing the hypothesis between variables by looking at the statistical t value or p-value. If the result of the calculated statistical t value is greater than 1.96 (t table) or the p-value of the test results is less than 0.05, then there is a significant influence between the variables. In addition, it is necessary to convey the results and the 95% confidence interval for the interpretation of the path coefficient parameter. 3) the f square value is the direct variable effect on the structural level with the criteria (low f square 0.02, moderate 0.15 and high 0.35). Hair et al (2021) and the f square of mediating effects are called statistics upsilon v obtained by squaring the mediation coefficient, Oqbeibu et al (2022) is a low mediating effect (0.02), moderate mediating effect (0.075), and high mediating effect (0.175).

Table 2.Inner VIF

	BO	KK	KKS	IS	LK
BO		1.335		1.565	
KK				1.497	
KKS		1.140		1.245	
IS					
LK		1.209		1.217	

Source: Data processed 2023

Before testing the structural model hypothesis, it is necessary to see whether there is multicollinearity between variables, namely the Inner VIF statistical measure. The estimation results show that the Inner VIF value is <5, so the level of multicollinearity between variables is low. These results strengthen the parameter estimation results in the PLS SEM which are robust (not biased).

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Table 3. Hypothesis Testing (Direct Effect)

Hypothesis	Path Coefficient	P-value	95% Path Coefficient Confidence Intervas		F square
			Lower limit	Upper limit	
BO > KK	0.392	0.000	0.194	0.550	0.172
BO > KO	0.111	0.353	-0.130	0.338	0.012
KK > KO	0.282	0.017	0.040	0.500	0.082
KKS > KK	0.264	0.004	0.104	0.452	0.091
KKS > KO	0.224	0.028	0.018	0.419	0.062
PAGE > KK	0.075	0.452	-0.115	0.281	0.007
LK > KO	0.201	0.026	0.038	0.395	0.051

Source: Data processed 2023.

1. **The Effect of Organizational Culture on Job Satisfaction**

   The first hypothesis (H1) is accepted, namely that there is a significant influence of organizational culture on job satisfaction Path Coefficient 0.392 with a value (p-value, 0.000 <0.05). Any changes to the organizational culture will increase job satisfaction. Within the 95% confidence interval, the influence of organizational culture on increasing job satisfaction lies between 0.194 – 0.550.

   Even so, the existence of organizational culture in increasing job satisfaction has a moderate effect at the structural level (f square = 0.172). Improving organizational culture is considered very important where when there is a school policy in improving organizational culture, job satisfaction will increase to 0.550.

2. **The Effect of Principal Leadership on Job Satisfaction**

   The second hypothesis (H2) is accepted, namely that there is a significant influence of the principal's leadership on job satisfaction Path Coefficient 0.264 with a value (p-value, 0.004 <0.05). Schools with good leadership will increase job satisfaction. Within the 95% confidence interval, the influence of the principal's leadership on increasing job satisfaction lies between 0.104 - 0.450.

   Even so, the existence of the principal's leadership in increasing job satisfaction has a low effect approaching moderate at the structural level (f square = 0.091). Improving the principal's leadership is considered very important where when there is an improvement in the principal's leadership, job satisfaction will increase to 0.452.

3. **The Influence of the Work Environment on Job Satisfaction**

   The third hypothesis (H3) is rejected, namely there is no significant effect of the work environment on job satisfaction Path Coefficient 0.075 with a value (p-value, 0.452 > 0.05). A work environment that does not support the teacher's work will reduce job satisfaction. Within the 95% confidence interval, the influence of the work environment on increasing job satisfaction lies between -0.115 – 0.281.

   The existence of a work environment in increasing job satisfaction has a low influence at the structural level (f square = 0.007). Improvements and improvements to the work environment are considered very important where when there are improvements and updates to the work environment, job satisfaction will increase to 0.281.

4. **The Effect of Organizational Culture on Organizational Commitment**

   The fourth hypothesis (H4) is rejected, namely there is no significant effect of organizational culture on organizational commitment Path Coefficient 0.111 with a value (p-value, 0.353 > 0.05). Organizational culture that is considered unfavorable and does not support teacher comfort does not affect organizational commitment. Within the 95% confidence interval, the influence of organizational culture in increasing organizational commitment lies between -0.130 – 0.339.

   The existence of organizational culture in increasing organizational commitment has a low influence at the structural level (f square = 0.012). Every improvement in organizational culture is considered very important where when there is an improvement in organizational culture, organizational commitment will increase to 0.338.

5. **The Effect of Principal Leadership on Organizational Commitment**

   The fifth hypothesis (H5) is accepted, namely that there is a significant influence of the principal's leadership on organizational commitment with Path Coefficient 0.224 with a value (p-value, 0.028 <0.05). Schools with good leadership will increase organizational commitment. Within the 95% confidence interval, the principal's leadership influence in increasing organizational commitment lies between 0.018 - 0.419.

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Even so, the existence of the principal's leadership in increasing organizational commitment has a low influence at the structural level (f square = 0.062). Improving the principal's leadership is considered very important where when there is improvement and improvement of the principal's leadership, organizational commitment will increase to 0.419.

6. The Influence of the Work Environment on Organizational Commitment

The sixth hypothesis (H6) is accepted, namely that there is a significant influence of the work environment on organizational commitment with Path Coefficient 0.201 with a value (p-value, 0.026 <0.05). Any improvement in the work environment will increase organizational commitment. Within the 95% confidence interval, the influence of the work environment on increasing organizational commitment lies between 0.038 − 0.395.

Even so, the existence of the work environment in increasing organizational commitment has a low influence at the structural level (f square = 0.051). Improving the work environment is considered very important where when there is improvement and improvement of the work environment, organizational commitment will increase to 0.395.

7. The Effect of Job Satisfaction on Organizational Commitment

The seventh hypothesis (H7) is accepted, namely that there is a significant effect of job satisfaction on organizational commitment Path Coefficient 0.282 with a value (p-value, 0.017 <0.05). Teachers who have high job satisfaction will increase organizational commitment. Within the 95% confidence interval, the influence of job satisfaction on increasing organizational commitment lies between 0.040 − 0.500.

Even so, the existence of job satisfaction in increasing organizational commitment has a low influence at the structural level (f square = 0.082). Increasing job satisfaction is considered very important where when teachers have high job satisfaction, organizational commitment will increase to 0.500.

Table 4.15. Mediation Effect Hypothesis Testing

hypothesis	Path Coefficient	P-value	95% confidence interval Path Coefficient		Upsilon v
			Lower limit	Upper limit	
BO >KK>KO	0.111	0.017	0.013	0.219	0.332
LK>KK>KO	0.021	0.261	-0.025	0.104	0.145
KKS>KK>KO	0.075	0.038	0.006	0.172	0.263

Source: Data processed 2023.

8. The Effect of Organizational Culture on Organizational Commitment Through Job Satisfaction

The eighth hypothesis (8) is accepted where job satisfaction has a significant effect as a mediating variable, namely mediating the indirect effect of organizational culture on organizational commitment by Path Coefficient mediation (0.111) and p-value (0.017 <0.05). At the structural level, the mediating role of job satisfaction is classified as high mediating influence (upsolon v = 332). Ogbeibu et al (2020) in a 95% confidence interval by increasing improvements in job satisfaction, this mediating role will increase to 0.219. So it can be concluded that organizational culture has a statistically significant effect on organizational commitment through job satisfaction. So that job satisfaction can be said as a variable intervening.

9. The Effect of Principal Leadership on Organizational Commitment Through Job Satisfaction

The ninth hypothesis (9) is accepted where job satisfaction has a significant effect as a mediating variable, namely mediating the indirect effect of the principal's leadership on organizational commitment byPath Coefficient mediation (0.075) and p-value (0.038 <0.05). At the structural level, the mediating role of job satisfaction is classified as high mediating influence (upsolon v = 172). Ogbeibu et al (2020) in a 95% confidence interval by increasing improvements in job satisfaction, this mediating role will increase to 0.172. So it can be concluded that the principal's leadership has a statistically significant effect on organizational commitment through job satisfaction. So that job satisfaction can be said as a variable intervening.

10. The Effect of the Work Environment on Organizational Commitment Through Job Satisfaction

The tenth hypothesis (10) is rejected where job satisfaction has no significant effect as a mediating variable, namely the mediation of the indirect effect of the work environment on organizational commitment byPath Coefficient mediation (0.021) and p-value (0.261 > 0.05). At the structural level, the mediating role of job satisfaction is classified as high mediating influence (upsolon v = 1145). Ogbeibu et al (2020) in a 95% confidence interval by increasing improvements in job satisfaction, this mediating role will increase to 0.104. So it can be concluded that the work environment has no statistically significant effect on organizational commitment through job satisfaction.

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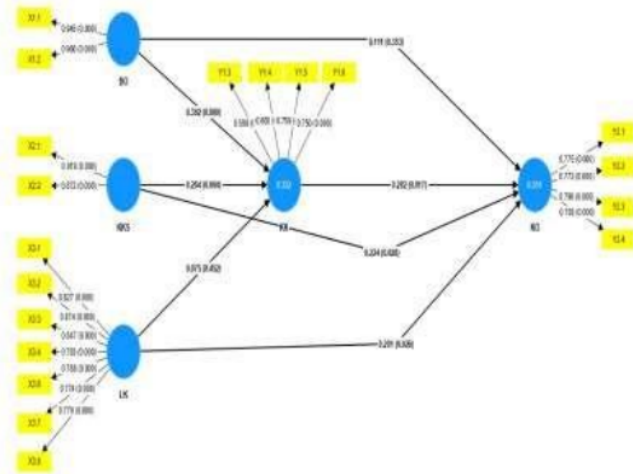
Figure 1. SEM PLS Analysis Model Influence of Organizational Culture, Principal Leadership, and Work Environment on Organizational Commitment Through Job Satisfaction

B. Discussion

1. **Description of Organizational Culture, Principal Leadership, Work Environment, Job Satisfaction, and Organizational Commitment**

a. Organizational culture

   Organizational Culture is determined by several indicators including participating in overcoming existing problems at school and helping colleagues when they need help. Data collected from respondents' answers to the organizational culture at Junior High School, Landak District, West Kalimantan obtained an average value of 3.99. This illustrates that teachers at West Landak Regency Middle School always participate in overcoming problems that exist in school and help colleagues when they need help without expecting anything in return (Mahardika and Wibawa,2019)

b. Principal Leadership

   Principal leadership is determined by several indicators including Encouraging and motivating, Supervising, and Paying Attention to Human Resources. The data collected from respondents' answers to the leadership of the principal at the West Kalimantan Landak District Middle School obtained an average value of 3.99. This illustrates that a leader must provide enthusiasm and motivation, supervise, and pay attention to the human resources in the organization with the aim that his subordinates can carry out their duties and responsibilities.

   Effective leadership is based on how a leader motivates, directs and provides guidance for members of his organization to act in order to achieve the expected goals, simply leadership is inspiration for its members. Leaders are group members who have leadership skills that make others follow them (Supanto, 2019: 75). Anandang, (2014: 39) leadership is a process carried out to influence a person or group of people to work together without coercion in achieving the goals of an organization.

c. Work environment

   The indicators on the work environment variable consist of the work environment supporting work activities and the school providing facilities to support the teacher's work. Data collected from respondents' answers to the work environment at Junior High School, Landak District, West Kalimantan obtained an average value of 4.17. This shows that the school environment in Junior High School, Landak District, West Kalimantan has been running and implemented properly. In carrying out his duties and responsibilities as a teacher, he needs comfort and facilities as well as work facilities in accordance with the work needs that support him.

d. Job satisfaction

   Job satisfaction is determined by several indicators including working in accordance with the competence and expertise possessed and the salary received is in accordance with the work performed. Based on data collected from respondents' answers to work satisfaction at West Landak Regency Middle School, the average value was 3.88. This illustrates that the teachers at West Landak Regency Middle School have worked according to the expertise and each teacher and are satisfied with the salary they receive.

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e.   Organizational Commitment.

Indicators on organizational commitment variables consist of teacher willingness, teacher loyalty, and teacher pride. Data collected from respondents' answers to organizational commitment at Junior High School, Landak District, West Kalimantan obtained an average value of 3.80. This shows that the teachers at Junior High School, Landak District, West Kalimantan have a strong commitment to their school organization. The emergence of this commitment is influenced by the comfortable conditions of members of the organization and the feeling of belonging to the organization, and with this feeling of comfort, will increase their organizational commitment.

2.   The Effect of Organizational Culture on Job Satisfaction

The results of the analysis in this study indicate that organizational culture has a positive and significant effect on job satisfaction. This is indicated by the value path coefficient (0.392) and p-value (0.000 < 0.05). This positive influence is due to the behavior, attitude of helping fellow teachers and employees and being actively involved in solving problems experienced by schools that have been implemented and carried out by teachers at school. Habits like this are the dominant factor in which a teacher will feel satisfied in his organization. Schools that have a good organizational culture are able to create teachers who have an attitude of participation, tolerance and motivation in prioritizing student success and innovation in carrying out the assigned tasks and responsibilities and can feel high job satisfaction, because it cannot be denied that organizational culture has important role in determining the growth of the organization. Alawiyah (2022) job satisfaction can grow and develop because the organizational culture contained therein is able to stimulate human resources within the organization itself. The results of this study support Saturudin, (2010) and Ilmiyah (2021) who concluded that there is a very significant positive relationship between organizational culture and job satisfaction.

3.   The Effect of Principal Leadership on Job Satisfaction

The results of the analysis in this study show that the principal's leadership has a positive and significant effect on job satisfaction. This is indicated by the value path coefficient (0.264) and p-value (0.004 < 0.05). This positive influence means that the principal's leadership in carrying out its duties and functions is able to provide continuous encouragement and direct teachers in carrying out their duties and responsibilities in increasing teacher job satisfaction. Through encouragement and direction from the school principal, teachers and employees feel cared for so that with confidence and support they are able to develop themselves to achieve maximum work results which will ultimately have an impact on the teacher's job satisfaction. The results of this study support Alawiyah, (2022) and Haryanto, (2011) who concluded that there is a positive and significant relationship between school principal leadership and teacher job satisfaction.

4.   The Influence of the Work Environment on Job Satisfaction

The results of the analysis in this study indicate that the work environment has no positive and significant effect on job satisfaction. This is indicated by the value path coefficient (0.075) and p-value (0.452 > 0.05). This shows that the work environment at SMP N West Landak Regency in general has not been going well, therefore it needs to be optimized and the work environment level in schools such as computer facilities that need to be increased, the salary provided by the school needs to be adjusted again with working hours, and the school environment needs to be organized and cleaned in order to create a sense of comfort for teachers and employees so that they can facilitate and encourage teachers in carrying out their duties and responsibilities. give effect to individuals in carrying out the tasks or responsibilities given physically and non-physically. The results of this study support Yulianus, Sudarsono (2021) and Ginting, (2021) who concluded that the work environment has no significant effect on job satisfaction, and rejected Junaidin's research, (2022) which concluded that the work environment has a positive effect on job satisfaction.

5.   The Effect of Organizational Culture on Organizational Commitment

The results of the analysis in this study indicate that organizational culture has no positive and significant effect on organizational commitment. This is indicated by the value path coefficient (0.111) and p-value (0.353 > 0.05). This shows that the organizational culture at SMPN West Landak Regency in general has not been going well as indicated by the involvement of teachers and employees in solving school problems which is still lacking and the attitude of helping fellow teachers and employees is still lacking. So it is better for the school or the principal to encourage teachers to participate as a whole in solving school problems, and provide a full understanding of the importance of helping each other between fellow teachers and employees who need help, this is because a reflection of work culture through the participation of a teacher will increase satisfaction. it works. The results of this study support Junaidin's research, (2022) which concluded that organizational culture had no significant effect on job satisfaction and rejected research conducted by Alawiyah, (2022) which concluded that organizational culture had a positive and significant effect on job satisfaction.

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6. **The Effect of Principal Leadership on Organizational Commitment.**

The results of the analysis in this study show that the principal's leadership has a positive and significant effect on organizational commitment. This is indicated by the value path coefficient (0.224) and p-value (0.028 < 0.05). This positive influence is due to the principal's leadership which is implemented and carried out in schools which is reflected in encouraging and directing so as to foster self-confidence for teachers and employees in carrying out tasks and responsibilities. Such leadership will generate a sense of belonging from each teacher and employee to the organization which ultimately impacts on the organizational commitment itself. The results of this study support research conducted by Hurnah, (2021), Mawaddah, (2020), and Rosdina, (2015) which concluded that there is a positive and significant influence of school principal leadership on organizational commitment.

7. **The Influence of the Work Environment on Organizational Commitment.**

The results of the analysis in this study indicate that the work environment has a positive and significant effect on organizational commitment shown by value path coefficient (0.201) and p-value (0.026 <0.05). This positive influence is due to the availability of facilities in the form of computers, adequate workspace sizes so that teachers feel comfortable in carrying out their duties and responsibilities and make it easier for teachers to increase their performance. Such an environment certainly helps and makes it easier for teachers to improve their performance which ultimately has an impact on organizational commitment itself, this is supported by Putra, Abdurrahman, & Frendika, (2020) a comfortable and conducive work environment for employees in doing work will increase employee commitment. towards the organization in this case the school. The results of this study support research conducted by Apriliana, (2021) and Sandra, (2020) which concluded that there is a positive and significant effect of job satisfaction on organizational commitment.

8. **The Effect of Job Satisfaction on Organizational Commitment**

The results of the analysis in this study indicate that job satisfaction has a positive and significant effect on organizational commitment shown by value path coefficient (0.282) and p-value (0.017 < 0.05). This positive influence is caused by the emergence of a sense of satisfaction from a teacher and employees with the salary received, getting a lot of experience, and getting the same opportunity to develop their potential. Teachers or employees who have fulfilled intrinsic satisfaction will show high concern for the organization where they work. The indication is organizational commitment itself. This is supported by Wibowo, (2013) who suggests that employees who get higher levels of job satisfaction tend to feel affective commitment and normative commitment tall. This shows that the level of job satisfaction is high, the level of commitment to the organization will also be high. The results of this study support Herlina, (2020) who concluded that there is a positive and significant effect of job satisfaction on organizational commitment.

9. **The Influence of Organizational Culture, Principal Leadership, and Work Environment on Organizational Commitment Through Job Satisfaction.**

Job satisfaction is able to mediate the effect of organizational culture on organizational commitment, which means that a good organizational culture can increase organizational commitment. This is based on the results of the analysis obtained values path coefficient (0.111) and p-value (0.017 <0.05). Organizational commitment is reflected through the tolerance and participation of a teacher in prioritizing his organization. Teachers who get a good organizational culture will affect the level of job satisfaction, and teachers who have high job satisfaction tend to increase their commitment to the organization individually so that it is even better and has an effect on high teacher performance towards the organization. Teachers who have high job satisfaction will work with full dedication because when job satisfaction is high they will have a positive outlook and do their best for the benefit of their organization. The results of this study support Sari and Andre (2013), Hendratmo (2016) and Wi Bawah (2018) who concluded that job satisfaction is able to mediate the influence of organizational culture on organizational commitment.

Job satisfaction is able to mediate the effect of school principal leadership on organizational commitment. This is based on the results of the analysis obtained values path coefficient (0.0.075) and p-value (0.037 < 0.05). The principal's leadership will more or less affect job satisfaction, both of which will have an impact on the level of organizational commitment of the teacher himself. So that both the principal's leadership and job satisfaction are both factors that must be considered in relation to increasing organizational commitment, because schools with good leadership are expected to be able to provide motivation, enthusiasm and encouragement to teachers so they can carry out their duties and responsibilities, and teachers with a high level of satisfaction Those who are high will be able to create innovations in order to carry out the tasks and responsibilities given to advance the organization. In other words, the better the principal's leadership and the higher the job satisfaction, the better the teacher's organizational commitment. The results of this study support Nuramalia, (2019) and Alawiyah, (2022) who concluded that job satisfaction is able to mediate the influence of school principal leadership on organizational commitment.

Job satisfaction cannot mediate the influence of the work environment on organizational commitment. This is based on the results of the analysis obtained values path coefficient (0.0.021) and p-value (0.261 <0.05). This is because the mediation of the work environment on organizational commitment is generally still low, in this case it has implications for the mediation of the work environment on organizational commitment, one of the variables that needs to be considered by West Landak Regency Middle Schools. From the results of distributing the questionnaires, it is known that the job satisfaction of employees is already high, but they still have a work environment that is not all fulfilled, especially in terms of supporting facilities that are still lacking and the school environment is still not well organized so that teachers feel uncomfortable in the environment. school, so that it has an impact on organizational commitment itself. Thus it is necessary to create a good school environment with supporting facilities. The existence of good working conditions will help teachers achieve organizational work goals, make the workplace more enjoyable, so that it helps increase their job satisfaction. Teachers who are satisfied with their work are more likely to prioritize their organization (Syijib, 2011). Teachers who have satisfaction in their workplace will show a pleasant attitude towards their work, which in turn will increase their organizational commitment (Jaramili, et al, 2010). so that job satisfaction can be a link between the work environment and organizational commitment. The results of this study support Surito, (2019) who concluded that the job satisfaction variable is unable to mediate the work environment on organizational commitment, and rejects Djastuti's research, (2020) which states that the job satisfaction variable is able to mediate the work environment on organizational commitment.

V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the analysis of the results of the research and discussion carried out, the following conclusions can be drawn:

1. There is a positive and significant influence between organizational culture on job satisfaction in Landak District Middle School, West Kalimantan, but organizational culture has no effect on organizational commitment, which means that the better the organizational culture, the higher the job satisfaction and organizational commitment, suggested the Landak Kalimantan Middle School. The West should pay attention to organizational culture in schools, more in terms of teacher participation in solving problems at school and helping fellow teachers who need help.

2. There is a positive and significant influence between the principal's leadership on job satisfaction and organizational commitment in West Kalimantan Landak District Middle School, which means that the better the principal's leadership, the higher the job satisfaction and organizational commitment. In order for job satisfaction and organizational commitment to be good, the principal should be able to provide continuous encouragement and direct teachers in carrying out their duties and responsibilities.

3. There is a positive and significant influence between the work environment on organizational commitment at West Landak Regency Middle School, but the work environment does not affect job satisfaction, which means that the better the work environment, the higher job satisfaction and organizational commitment. It is hoped that Landak Barat District Middle School will pay attention to the work environment, especially in terms of the size of the work space, a comfortable work environment and a well-organized and neat work environment.

4. There is a positive and significant influence between job satisfaction on organizational commitment at Junior High School, Landak District, West Kalimantan, which means that teachers at Junior High School, Landak District, West Kalimantan have high job satisfaction so as to increase organizational commitment.

5. Job satisfaction mediates the influence of organizational culture and principal leadership on organizational commitment. However, it does not mediate the work environment on organizational commitment. This means that the better the organizational culture, the principal's leadership and the application of a good environment and high job satisfaction can increase organizational commitment.

B. Suggestion

Suggestions related to the results and discussion of the research above are as follows:

1. Organizational Culture in West Kalimantan Landak District Middle School is good but needs to be improved especially in terms of teacher participation in overcoming problems that exist in schools and tolerance or helping fellow teachers who need help so that they will be able to provide an increase in job satisfaction in carrying out their duties and responsibilities. Some suggested organizational culture measurement items need to be maintained, especially teacher participation in overcoming problems that exist in schools and tolerance or helping fellow teachers who need help. With a good relationship that exists between fellow teachers, the teacher will feel comfortable and satisfied in his organization.

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2. The leadership of the principal at the West Kalimantan Landak District Middle School is good so that it will be able to provide an increase in organizational commitment in carrying out its duties and responsibilities. Several items of principal leadership measurement are suggested to be maintained, especially continuous encouragement and directing teachers in carrying out their duties and responsibilities in order to create a good commitment by teachers to their organization.

3. The work environment in Landak Regency West Kalimantan Middle School is good but has no effect on job satisfaction. Several items of measurement of the work environment are suggested to be maintained, especially the size of the adequate workspace, the workspace of teachers and staff is well organized and tidy and the work environment at school makes teachers and staff feel comfortable while for other measurement items it is quite good but necessary accelerated for repair took part in cleaning the workspace, the facilities provided at the school were adequate to support work activities, the school provided a computer in the workspace to help expedite the work of the teacher, and I always maintained relationships with colleagues and the relationship between the principal and teachers and staff very harmonious.

4. Job satisfaction in Landak Regency West Kalimantan Middle School is good and has the highest score for organizational commitment. Some suggested job satisfaction measurement items to be maintained, especially work according to expertise and work according to competence while other measurement items are good enough but need to be accelerated for improvement such as the salary I receive is in accordance with the work I do I feel satisfied with the salary that I received so that teachers can work with enthusiasm and get maximum results.

5. Organizational commitment in Landak Regency Middle School, West Kalimantan, is already high in carrying out their duties and responsibilities. Some of the organizational commitment measurement items that are suggested to be maintained are especially feeling comfortable in the organization and always ready to carry out tasks while the other measurement items are good enough but need to be accelerated for improvement as I always prioritize organizational goals rather than relaxing and I always take organizational progress into account.

6. For Further Researchers
The results of this study still have many limitations, therefore there is a need for further research to improve these limitations, namely in this study the number of samples studied was 97 respondents. It is recommended that further researchers increase the number of samples, and other researchers to be able to examine other factors. outside of organizational culture, principal leadership, work environment, and job satisfaction which are able to influence and strengthen organizational commitment where the results of this study obtained an R-Square value of 33.2% job satisfaction and 35.1% organizational commitment. In addition, in this study, researchers used the job satisfaction variable as an intervening variable. It is recommended that further researchers use other intervening variables, such as work environment or organizational culture.

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