

The Influence of Principal Supervision and Self-Concept to Organizational Commitment through Teacher Job Satisfaction of Senior High School in North Banjarmasin Sub-District



Rini Damayanti¹, Rustam Effendi², Mahrita³

^{1,2,3} Master of Education Administration Program, Lambung Mangkurat University, Banjarmasin 70123, Indonesia

ABSTRACT: The purpose of this research is to investigate the direct and indirect impacts of principal supervision, self-concept, and job satisfaction on teacher organizational commitment in Senior High Schools in the North Banjarmasin District. This research employs a quantitative approach. The study population included 229 teachers from the North Banjarmasin sub-district, with a sample of 146 individuals chosen using Proportional Random Sampling. Questionnaires were used to collect data, which was then analyzed using descriptive and inferential statistics. According to the findings of this study, the principal supervision, self-concept, job satisfaction, and organizational commitment of teachers were all high. The principal supervision influenced organizational commitment by 0.119, self-concept influenced organizational commitment by 0.164, job satisfaction influenced organizational commitment by 0.706, principal supervision influenced job satisfaction by 0.622, and self-concept influenced job satisfaction by 0.323. Furthermore, it obtained a 0.303 indirect effect of the principal supervision on organizational commitment through job satisfaction and a 0.213 indirect effect of self-concept on organizational commitment through job satisfaction.

KEYWORDS: Principal Supervision, Self-Concept, Job Satisfaction, Organizational Commitment

INTRODUCTION

Education is an endeavour to expand knowledge received from formal, non-formal, and informal institutions in order to produce quality humans. Appropriate educational goals are required to achieve the intended quality (Aziizu, 2015). The goal of national education, according to the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, is to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, responsible, and become citizens of a democratic. To achieve this national education goal, an education that is organized with clear objectives, takes place constantly throughout the individual's life, and is planned with careful planning and a structured system (Sauri, 2016). Schools are considered as an organizational system that facilitates the achievement of an educational goal because it has goals based on national education goals (Fitriyani, 2019). School is one of the educational organizational systems that involves a great level of commitment from all school members, particularly teachers. Teacher organizational commitment is critical in accomplishing high-quality educational goals (Aslamiah, 2019).

Teacher organizational commitment is a principle that teachers must embrace as a self-agreement to carry out obligations with full responsibility, care, and loyalty (Andala et al., 2021; Dirgantara et al., 2022; Sri Rumanti, Aslamiah, 2022). The presence of these attitudes is believed to motivate the teacher to fully perform his or her duty and responsibilities (Jannah, 2014). Teachers with high organizational commitment demonstrate this by making concerted efforts to follow organizational regulations. Regardless of how strict the restrictions are in the teacher's organization, they stay loyal and committed, particularly to their obligations and responsibilities as educators.

Allen & Meyer (2013) stated that organizational commitment is employees' willingness to remain in the organization through maintaining their relationship with the organization's aims, values, and commitments. According to Mulyasa (2013) a teacher's organizational commitment is one's responsibility to one's work, laws and regulations, professional organizations, colleagues, students, workplace, and leaders in the organization where the teacher works, the principal of the school being one of those leaders. Mowdays, Porter, & Steers explained that the concept of organizational commitment has become a major concern based on the premise that individuals form interrelationships with organizations based on the relative strength of an individual's identification and involvement with a specific organization (Suriyansyah, 2014). Thus, the teacher's organizational commitment is

The Influence of Principal Supervision and Self-Concept to Organizational Commitment through Teacher Job Satisfaction of Senior High School in North Banjarmasin Sub-District

a self-attachment to the teacher's duties and obligations, which can lead to responsibility and a responsive as well as innovative attitude toward the advancement of science and technology in the organization where the teacher works.

According to Steers dan Porter (Hidayat, 2020), three elements determine employee commitment to the organization: personal factors, organizational factors, and non-organizational factors. Personal factors are factors that shape the initial commitment of employees such as job expectations, psychological contracts, and career choices. Organizational factors are factors that will emerge and form responsibilities such as initial work experience, scope of work, supervision, and consistency of organizational goals. Non-organizational factors are those that do not come from organizations, such as the presence or absence of alternative career opportunities. If a better job opportunity becomes available, the individual will leave immediately.

Principal Supervision contains of the words supervision and vision are etymologically related and signify to see and review from above or to view and assess from above what is done by superiors on the activities, creativity, and performance of subordinates (Mulyasa, 2012). According to Lazwardi (2016), supervision is a professional help service provided to teachers in order to improve their ability to carry out the learning process, which must be done successfully and efficiently. School principal supervision is defined by Sahertian (2010) as all supervision activities carried out by school principals as a planned effort to provide guidance, coaching, and service assistance so that teachers can increase their professional skills, become better teachers, and produce better students. This is the line with result of (Andala et al., 2021; Aslamiah, 2019; Karyadi et al., 2022; Teresia et al., 2023).

Self-concept as an overall perception of oneself that comprises one's opinion of oneself, opinions about one's self-image in the eyes of others, and opinions about things accomplished (Burn, 1993). Afif (2015) defines self-concept as a type of self-image made up of social identity and personal identity, which appear to alternate or coexist. According to Khumaini (2017), self-concept is a multifaceted mind that may be differentiated in terms of its centrality and importance, actual achievement or potential achievement, time orientation, and positive and negative aspects.

According to Schermerhorn, et.al (2012), job satisfaction is an attitude that represents a person's positive or happy thoughts and negative or sad feelings toward work, coworkers, and the work environment. Robbins dan Judge (2014) stated that job satisfaction is a favorable feeling about one's employment that results from an assessment of job characteristics such as the work itself, salary, supervision, coworkers, and promotions. According to Aslamiah (2015), job satisfaction is subjective and depends on the person experiencing it. Each person will place a different value on this.

METHODOLOGY

This research used quantitative approach. The direct and indirect effects of principal supervision, self-concept, and work satisfaction on teacher organizational commitment in senior high schools in the North Banjarmasin sub-district, totaling 229 teachers, were investigated in this study. The Proportional Random Sampling technique was used to select 146 teachers for this study. A questionnaire was used to collect data, which included a school principal supervision questionnaire (assisting teachers in planning, implementing and guiding, and evaluating and improving), self-concept questionnaires (self-image, self-ideals, self-esteem, roles, and identities), job satisfaction questionnaire (intrinsic, extrinsic, and general satisfaction), and organizational commitment questionnaire (affective commitment, cohesion). The questionnaires were prepared using a Likert scale which was tested for validity and reliability. The collected data were analyzed using path analysis to see the direct and indirect effects between variables by first carrying out a requirements analysis test, namely the normality test, linearity test, and multicollinearity test. Data analysis used path analysis to answer seven research hypotheses, namely H₁: there is a direct influence between the principal supervision on teacher organizational commitment; H₂: there is a direct effect of self-concept on teacher organizational commitment; H₃: there is a direct effect of job satisfaction on teacher organizational commitment; H₄: there is a direct effect of the principal supervision on teacher job satisfaction; H₅: there is a direct effect between self-concept on teacher job satisfaction; H₆: there is an indirect effect of the principal supervision on organizational commitment through teacher job satisfaction; H₇: there is an indirect effect between self-concept and organizational commitment through teacher job satisfaction.

RESULTS

Based on the results of the data analysis using path analysis, direct and indirect correlation coefficients were found as described in:

The Influence of Principal Supervision and Self-Concept to Organizational Commitment through Teacher Job Satisfaction of Senior High School in North Banjarmasin Sub-District

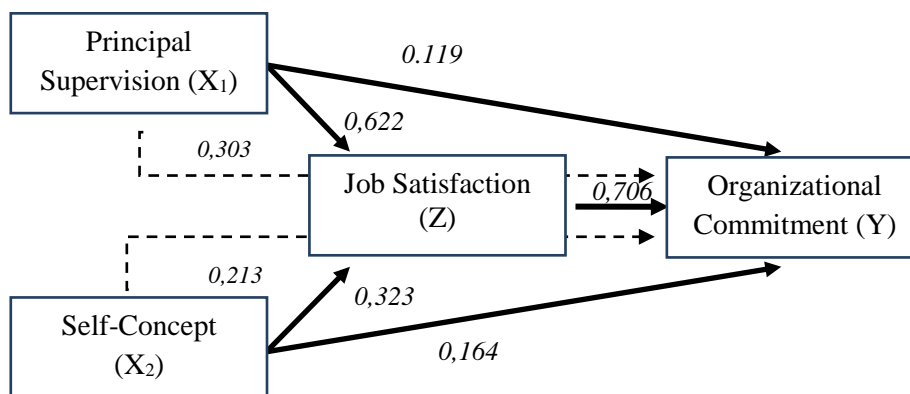


Figure 1. Path Analysis Model X₁, X₂, Z and Y

Table 1. Summary of the Hypothesis Testing Decisions of H₁, H₂, H₃, H₄, H₅

Hypothesis		p.s	Decision
H ₁	There is a direct influence between the principal supervision on teacher organizational commitment in senior high schools throughout North Banjarmasin sub-district	0,119	Accepted
H ₂	There is a direct effect of self-concept on teacher organizational commitment in senior high schools throughout North Banjarmasin sub-district	0,164	Accepted
H ₃	There is a direct effect of job satisfaction on teacher organizational commitment in senior high schools throughout North Banjarmasin sub-district	0,706	Accepted
H ₄	There is a direct effect of the principal supervision on teacher job satisfaction in senior high schools throughout North Banjarmasin sub-district	0,622	Accepted
H ₅	There is a direct effect between self-concept on teacher job satisfaction in senior high schools throughout North Banjarmasin sub-district	0,323	Accepted

Table 2. Summary of Hypothesis Testing Decisions of H₆ and H₇

Hypothesis			
		Direct	Indirect
H ₆	There is an indirect effect of the principal supervision on organizational commitment through teacher job satisfaction in senior high schools throughout North Banjarmasin sub-district	-	0.303
H ₇	There is an indirect effect between self-concept and organizational commitment through teacher job satisfaction in senior high schools throughout North Banjarmasin sub-district	-	0.213

Table 1 summarized the decisions H₁, H₂, H₃, H₄, and H₅ that had a significance value of less than 0.05, indicating that the hypothesis was accepted. The decision to test hypotheses H₆ and H₇ for the indirect influence between factors was summarized in Table 2. Based on the results of the analysis in Tables 1 and 2, a relationship between variables was discovered in this study, which could be explained as follows.

DISCUSSION

A. The Direct Effect of Principal Supervision on Teacher Organizational Commitment

According to the findings of this study, the path coefficient value between the principal supervision and the teacher organizational commitment was 0.119 with a t of 2.064 and a significance of 0.041, indicating that the significance value was less than 0.05. This study found that principal supervision had a direct, positive, and significant influence on teacher organizational commitment in senior high schools throughout the North Banjarmasin sub-district, supporting the theory of Carnevale & Wechsler (1996), which stated that the presence of principal supervision in schools is important because it represents a leader's organizational concern aimed at subordinates to achieve both individual and organizational goals.

The supervisory goals established by the principal must be consistent with organizational goals, namely school goals. The goal of supervision is to ensure that teachers and other staff members adhere to the policies, standards, and objectives established by educational institutions. For example, improving teacher teaching quality, student academic achievement, or teacher professional development. Clear supervision goals that are aimed on increasing teacher teaching quality might boost

The Influence of Principal Supervision and Self-Concept to Organizational Commitment through Teacher Job Satisfaction of Senior High School in North Banjarmasin Sub-District

teacher organizational commitment. Teachers who are monitored feel encouraged, needed, and recognized for their talents and abilities, which increases their commitment to school goals and participation in attaining the vision and purpose of education.

The influence of school principal supervision on teacher organizational commitment in senior high schools throughout the North Banjarmasin sub-district was supported by the research of (Kusrini, Suriansyah, & Saleh, 2018; Ramadhan, Sulaiman, & Saleh, 2022; Utami, 2018). All of which stated that the principal supervision had a direct effect on teacher organizational commitment. The regression equation depicted the pattern of effect between these two variables, revealing that every one-unit increased in principle supervision resulted in an increase of 0.119 or 11.9% in teacher organizational commitment. This meant that the principal's help, direction, and coaching to teachers in the form of supervision led in enhanced commitment to the organization.

B. The Direct Effect of Self-Concept on Teacher Organizational Commitment

According to the findings, the path coefficient value obtained from the self-concept variable on teacher organizational commitment was 0.164 with a *t* of 3.364 and a significance of 0.001, indicating that the significance value was less than 0.05. According to the theory of Colquitt, Le Pine & Wesson (2014), self-concept had a direct, positive, and significant influence on teacher organizational commitment in senior high schools throughout the North Banjarmasin sub-district, confirming that self-concept was one of the factors that influenced organizational commitment, which was the scope of the individual mechanism that was related to ability. Ghufron and Risnawitani (2015) divided self-concept into two categories: positive and negative self-concept. A positive self-concept is the ability to view yourself more positively and confidently, and to maintain a positive attitude toward everything, including mistakes. Meanwhile, negative self-concept is the ability to look at oneself with a pessimistic attitude toward life and the opportunities that it presents.

Teachers who have a positive self-concept are confident in their abilities to do specified responsibilities. They are confident in their ability to overcome obstacles and achieve success as teachers. This self-assurance might deepen their loyalty to the organization because such a teacher will feel a moral need to continue working as an educator at one's current school. A negative self-concept might also have an impact on organizational dedication. Teachers who have a low self-esteem will feel inadequate, undeserving, or worthless. Such events may cause them to lose interest in the organization. As a result, it is critical for the organization to pay attention to and encourage the growth of their members' formerly negative self-concept into a positive self-concept by adequate coaching, acknowledgment, and appreciation.

The effect of self-concept on teacher organizational commitment in senior high schools throughout the North Banjarmasin sub-district was supported by the research of (Sriwahyuni, Natuna & Kartikowati, 2022; Yasa, Yudana & Sunu, 2014) which found a direct effect of self-concept on teacher organizational commitment. The regression equation depicted the pattern of effect between these two variables, revealing that every one-unit rose in self-concept resulted in an increase of 0.164 or 16.4% in teacher organizational commitment. This suggested that the teacher's positive self-image led to higher commitment to the organization. This is the line with result (Andala et al., 2021; Kardata et al., 2023; Mistiah, Wahyu, 2022; Sri Rumanti, Aslamiah, 2022).

C. The Direct Effect of Job Satisfaction on Teachers Organizational Commitment

The path coefficient analysis of job satisfaction and teacher organizational commitment yielded a path coefficient value of 0.706 with a *t* of 12.141 and a significance value of 0.000, indicating that the significance value was less than 0.05. This study found that job satisfaction had a direct, positive, and significant influence on teacher organizational commitment in senior high schools throughout the North Banjarmasin sub-district, supporting Mathis & Jackson (2006) theory that job satisfaction and organizational commitment tend to influence one another. People who are somewhat content with their jobs are more likely to be dedicated to the organization, and those who are committed to the organization are more likely to be satisfied.

To attain high teacher satisfaction, schools must develop and execute policies that support, pay attention to, and reinforce teacher needs. The teacher participation policy is one such policy. This policy allows instructors to actively participate in making choices and developing additional policies. Teachers can offer their perspectives, ideas, and experiences to help students make better decisions. Inviting teachers to participate in the development of school policies can promote a sense of belonging to the school and accountability for the policies that are created. Teachers will feel highly respected and important, increasing their commitment to the organization.

The research all supported the direct effect of job satisfaction on teacher organizational commitment in senior high schools throughout the North Banjarmasin sub-district. The regression equation depicted the pattern of effect between these two variables, revealing that each one-unit increased in job satisfaction resulted in an increase of 0.706 or 70.6% in teacher organizational commitment. This suggested that the teacher's job satisfaction led to higher commitment to the organization (Aminah, Aslamiah, & Novitawati, 2023; Maulida, Suriansyah, & Ngadimun, 2019; Ariansyah, Aslamiah, & Sulaiman, 2021; Qadarsih, Aslamiah, & Sulaiman, 2023).

The Influence of Principal Supervision and Self-Concept to Organizational Commitment through Teacher Job Satisfaction of Senior High School in North Banjarmasin Sub-District

D. The Direct Effect of Principal Supervision on Teacher Job Satisfaction

The path coefficient study of the principal supervision on teacher job satisfaction yielded a path coefficient value of 0.622, a t of 9.627, and a significance value of 0.000, indicating that the significance value was less than 0.05. According to the theory of Luthans (2006), there were two dimensions of supervision that could affect job satisfaction. This study showed that the principal supervision had a direct, positive, and significant influence on teacher job satisfaction in senior high schools throughout the North Banjarmasin sub-district. First, superior concerned for subordinates, such as advice and support, personal and professional communication. Second, subordinates were given the opportunity to participate in making decisions that could affect their work.

Increased job satisfaction is also a byproduct of effective principal supervision. This is due to the fact that school principals provide opportunities for teachers to further their careers through training and coaching, which can boost teacher work satisfaction. Teachers can participate in training, seminars, workshops, or Subject Teacher Conferences (MGMP) related to teaching and learning. Individual coaching can also aid in the improvement of teaching practice. Principals must also offer teachers authority in planning and executing learning in the classroom. Principals can allow instructors to experiment and develop their own teaching ideas or methods as long as they stay within the specified curricular framework. This autonomy is thought to boost teacher job satisfaction because teachers will be pleased with their work.

Research on the influence of school principal supervision on teacher job satisfaction in senior high schools throughout the North Banjarmasin sub-district was strengthened by the research of (Puspasari, Miyono & Abdullah, 2022; Rifaldi, 2014; Salikurnima, Saleh & Ahmad, 2020) which stated that principal supervision affected teacher job satisfaction. The regression equation depicted the pattern of effect between these two variables, revealing that every one-unit increased in principle supervision resulted in an increase of 0.622 or 62.2% in teacher job satisfaction. This meant that the aid, advice, and coaching provided to teachers by the principal in the form of supervision resulted in higher job satisfaction.

E. The Direct Effect of Self-Concept on Teacher Job Satisfaction

The path coefficient value of 0.323 with a t of 5.003 and a significance of 0.000 was obtained from the analysis of the self-concept path coefficient on teacher job satisfaction, indicating that the significance value was less than 0.05. In accordance with Wibowo (2017) theory, the need to be valued is the key to self-concept, which has a direct, positive, and significant influence on teacher job satisfaction in senior high schools throughout the North Banjarmasin sub-district. With this positive feedback, the school indirectly attempted to respect the teacher's self-concept. This would inspire the teacher to work hard, and job satisfaction would develop on its own.

Humans do not have a self-concept from birth. That is, the individual is unaware that he or she is inextricably linked to the environment (Khumaini, 2017). Social support from one's surroundings influences one's self-concept. In the workplace, bosses and coworkers influence self-concept that is influenced by the surrounding environment. Teachers can collaborate in creating and conducting learning activities with the help of social support from coworkers. They can offer their experiences, ideas, and resources, as well as constructive advice and critique. This type of collaboration can improve teaching efficacy and enrich teachers' work experiences, which increases job satisfaction.

The research on the effect of self-concept on teacher job satisfaction in senior high schools throughout the North Banjarmasin sub-district confirmed that there was an effect of self-concept on job satisfaction. The regression equation depicted the pattern of effect between these two variables, revealing that every one-unit rose in self-concept results in an increase of 0.323 or 32.3% in teacher job satisfaction. This suggested that the teacher's good self-perception led to improved job satisfaction (Ahmadiyanto, Ahmad Suriansyah, 2022; Handayani, 2017; Lista Hartini, Rustam Effendi, 2022; Rizkie, Muhammad, Ahmad Suriansyah, 2022; Suastika, 2011; Syarifuddin A, Suriansyah, A, 2022).

F. Indirect Effect of Principal Supervision on Organizational Commitment through Teacher Job Satisfaction

The research on the indirect effect of school principal supervision on organizational commitment through teacher job satisfaction in senior high schools throughout the North Banjarmasin sub-district resulted in a path coefficient value of 0.303 with a Sobel Test Statistics value of 7.56 > Zscore 1.96. When the Sobel Test Statistic value exceeded the Zscore, H_0 was rejected, implying that the principal supervision variable indirectly influenced the organizational commitment variable through the teacher job satisfaction variable in senior high schools throughout the North Banjarmasin sub-district.

Principal supervision and teacher job satisfaction are two interconnected factors of improving educational quality. School principle supervision is a process of supervision and assistance conducted by school principals to aid teachers in enhancing professionalism and job satisfaction, one of which is guidance on the quality of teaching methods. School principals are said to be able to motivate teachers to continue to develop their teaching skills and create high-quality learning experiences for students by providing guidance on the quality of teaching methods. Teachers can experience good benefits in student achievement and acquire job satisfaction by successfully directing students to higher levels of academic proficiency. Students will be more devoted to the school if the teacher is successful in enhancing their academic achievement. As a sign of teacher's dedication to the organization, one will settle down and not hunt for job elsewhere. It can also assist firms in retaining competent and experienced teachers.

The Influence of Principal Supervision and Self-Concept to Organizational Commitment through Teacher Job Satisfaction of Senior High School in North Banjarmasin Sub-District

Based on the calculation findings, it was known that the direct effect was 0.119 and the indirect effect was 0.303, indicating that the indirect effect was bigger than the direct effect. According to these findings, teacher job satisfaction was the most important factor in enhancing principle supervision and teacher organizational commitment. As a result, it was assumed that enhancing the principal supervision would boost job satisfaction, which in turn would increase organizational commitment. This suggested that boosting school principle supervision would have an indirect effect on enhancing organizational commitment through the mediation of teacher job satisfaction. This is line with the research (Aminudin, Suriansyah, 2022; Hefni Rusadi, Wahyu, 2022; Lista Hartini, Rustam Effendi, 2022).

G. Indirect Effect of Self-Concept on Organizational Commitment through Teacher Job Satisfaction

A path coefficient value of 0.213 was obtained from the research on the indirect effect of self-concept on organizational commitment through teacher job satisfaction in senior high schools throughout the North Banjarmasin sub-district, with a Sobel Test Statistics value of $4.63 > Z_{score} 1.96$. When the Sobel Test Statistical value exceeded the Zscore, H_0 was rejected, implying that the self-concept variable influenced the organizational commitment variable indirectly through the teacher job satisfaction variable in senior high schools throughout the North Banjarmasin sub-district.

Self-concept and job satisfaction are two interconnected and significant aspects of teaching. Self-concept is an understanding of one's own attributes, abilities, and self-worth in the context of employment. Job satisfaction, on the other hand, refers to a person's level of contentment with the work they do. Teachers with a good self-concept motivate themselves to continue improving by striving to succeed in their career. Teachers that excel will almost probably be recognized and awarded for their efforts and services. This award can be given by students, parents, coworkers, or superiors, as well as through formal awards such as professional development opportunities. As a result of feeling respected and recognized, teachers can experience high levels of job satisfaction. Teachers have high job satisfaction because the experience of being recognized and acknowledged can help them feel emotionally connected to the organization's beliefs and aims. The organization, according to the teacher, also provides a helpful environment for growth and development. This means the teacher already has an emotional connection to the school where one works, which will improve one organizational commitment (Maria Goreti usboko, 2018; Naufal Akbar, Muhammad, Muhammad Saleh, 2022; Rizkie, Muhammad, Ahmad Suriansyah, 2022).

Based on the calculation findings, it was known that the direct effect was 0.164 and the indirect effect was 0.213, indicating that the indirect effect was bigger than the direct effect. According to these findings, teacher job satisfaction was the most important factor in increasing teacher self-concept and organizational commitment. As a result, it was assumed that an increase in self-concept led to an increase in job satisfaction, which led to an increase in organizational commitment. This suggested that improving self-concept would have an indirect influence on raising organizational commitment through teacher job satisfaction.

CONCLUSION

The principal supervision has a direct effect on teacher organizational commitment, self-concept on teacher organizational commitment, job satisfaction on teacher organizational commitment, principal supervision on teacher job satisfaction, self-concept on teacher job satisfaction, and there is an indirect effect of school principal supervision on commitment organization through teacher job satisfaction, as well as the indirect effect of self-concept on organizational commitment through teacher job satisfaction in senior high schools throughout the North Banjarmasin sub-district.

REFERENCES

- 1) Allen, N.J., & Meyer, J.P. (2013) *The Measurement and Antecedents of Affective, Continuance, and Normative Commitment to Organization*. Jakarta : PT. Elex Media Computindo.
- 2) Aminah., Aslamiah., & Novitawati. (2023). The Effect of Principal Transformational Leadership, Teacher Job Satisfaction, and Organizational Commitment on Teacher Organizational Citizenship Behavior at Elementary School in Martapura. *International Journal of Social Science And Human Research* Volume 06. DOI:10.47191/ijsshr/v6-i1-42.
- 3) Afif, A. (2015). Perilaku Belajar Peserta Didik Ditinjau dari Pola Asuh Otoriter Orang Tua. *Jurnal Auladuna* Volume 2 No.2.
- 4) Ariansyah, Nopi., Aslamiah., & Sulaiman. (2021). The Relationship between Instructional Leadership and Teacher Commitment to Organizational Climate and Teacher Job Satisfaction at TK Strawberry Banjarmasin Utara. *Journal K6 Education and Management* Volume 4 No.3 . DOI:10.11594/jk6em.04.03.06.
- 5) Aslamiah. (2015). Kepuasan Kerja Guru dalam Rangka Meningkatkan Efektifitas Sekolah. *Prosiding Seminar Nasional PS2DMP UNLAM* Volume 1 No. 1.
- 6) Aslamiah. (2019). Teacher Organizational Comittment on Elementary School in Banjarmasin Indonesia. *Journal K6 Education and Management (j- K6EM)* Volume 4 No. 1, pp. xx-xx. ISSN 2541-6421.
- 7) Aziizu, Burhan Yusuf Abdul. (2015). Tujuan Besar Pendidikan adalah Tindakan. *Prosiding Penelitian dan Pengabdian kepada Masyarakat Universitas Padjadjaran* Volume 2 No.2.

The Influence of Principal Supervision and Self-Concept to Organizational Commitment through Teacher Job Satisfaction of Senior High School in North Banjarmasin Sub-District

- 8) Burns, R. B. (1993). *Konsep Diri: Teori, Pengukuran, Perkembangan dan Perilaku*. Jakarta: Arcan.
- 9) Carnevale, D. G., & Wechsler, B. (1992). Trust in The Public Sector; Individual and Organizational Determinants. *Journal of Administration & Society* 23. 471-494.
- 10) Colquitt, J.A., Le Pine, J.A., & Wesson, M.J. (2014). *Organizational Behavior*. New York : McGraw Hill.
- 11) Fitriyani, F. (2019). Konsep Organisasi Pendidikan dalam Pemberdayaan Sekolah. *Jurnal EL-Ghiroh* Volume 17 No.2.
- 12) Ghufron, M. N., & Risnawitani, Rini. (2015). *Teori-Teori Psikologi*. Yogyakarta: Ar-Ruzz Media.
- 13) Handayani, Eka Selvi. (2017). Pengaruh Motivasi dan Konsep Diri terhadap Kepuasan Kerja Guru SMP Negeri Kecamatan Samarinda Utara. *Jurnal Pendidikan dan Pembelajaran Sekolah Dasar* Volume 2 No.2.
- 14) Hidayat, Deddy Rahman. (2020). Job Satisfaction, Organizational Commitment, Organizational Citizenship Behavior (OCB), and Performance of the Vocational High School Teachers. *Journal of K6 Education and Management* Volume 3 No.1, 32-39.
- 15) Jannah, W. (2014). Komitmen Guru dalam Melaksanakan Tugas di Sekolah Menengah Atas (SMA) Kecamatan Rokan IV Koto. *Jurnal Bahana Manajemen Pendidikan* Volume 2 No.1.
- 16) Khumaini, Ahmad Muammar. (2017). Hubungan Konsep Diri dengan Konformitas Teman Sebaya dalam Kegiatan Perkuliahan pada Mahasiswa Baru di Fakultas Tarbiyah dan Keguruan Sunan Ampel Surabaya. *Jurnal Psikologi Pendidikan* Volume 4 No.2.
- 17) Kusriani, Lilis., Suriasyah, Ahmad., & Saleh, Muhammad. (2018). The Influence of Supervision of Academic Supervisor with Commitment and Work Motivation on Performance of Teachers of The State High School in Banjarmasin, Indonesia. *European Journal of Education Studies* Volume 5 Issue 7. DOI: dx.doi.org/10.46827/ejes.v0i0.2098.
- 18) Lazwardi, Dedi. (2016). Implementasi Supervisi Pendidikan di Sekolah. *Jurnal Kependidikan Islam Al-Idarah* Volume 6 No.1.
- 19) Luthans, Fred. (2006). *Perilaku Organisasi Edisi Sepuluh*. Yogyakarta : PT.Andi.
- 20) Maulida, Husna., Suriasyah, Ahmad., & Ngadimun, N. (2019). Contributions of Principal Transformational Leadership, Teacher Job Satisfaction, Organizational Commitment to Teacher's Organizational Citizenship Behavior (OCB) in Madrasah Ibtidayah (MIN) Banjarmasin, Indonesia. *European Journal of Alternative Education Studies* Volume 4 No.1, ISSN: 2501-5915. DOI: dx.doi.org/10.5281/zenodo.2587591.
- 21) Mathis, R.L., & Jackson, J.H. (2006). *Human Resource Management*. United States of America : Tomson Learning Academic Resource Center.
- 22) Mulyasa, E. (2012). *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta : Bumi Aksara.
- 23) Mulyasa, E. (2013). *Standar Kompetensi dan Sertifikasi Guru*. Bandung: PT Remaja Rosdakarya Offset.
- 24) Puspasari, Yeni., Miyono, Noor., & Abdullah, Ghufron. (2022). Pengaruh Supervisi Kepala Sekolah dan Motivasi Kerja Guru terhadap Kepuasan Kerja Guru SMKN se Kabupaten Pekalongan. *Jurnal Ilmiah Ilmu Pendidikan (JIIP)* Volume 6 No.2.
- 25) Qadarsih, Lisna., Aslamiah, & Sulaiman. (2023). Relationship between Principal Instructional Leadership, Job Satisfaction, Work Commitment, and Performance of SDN Teacher in South Banjarmasin Distric, Banjarmasin City. *International Journal of Social Science and Human Research* Volume 6 Issue 5. DOI: 10.47191/ijsshr/v6-i5-50.
- 26) Ramadhan, Muhammad Ilham., Sulaiman, & Saleh, Muhammad. (2022). The Effect of Teacher Academic Competence and Principal Supervision on the Professional Duties of Teacher Mediated by Work Commitment of Public Elementary School Teachers in Kapuas Timur Sub-District. *International Journal of Social Science and Human Research* Volume 5 Issue 12. DOI: 10.47191/ijsshr/v5-i12-60.
- 27) Rifaldi, Muhammad Ali. (2014). Pengaruh Supervisi Kepala Sekolah dan Motivasi Kerja Guru terhadap Kepuasan Kerja Guru di SMK ADB Invest se Kota Surabaya. *Jurnal Inspirasi Manajemen Pendidikan* Volume 4 No. 4.
- 28) Robbins, Stephen P., Judge, T.A. (2014). *Essentials of Organizational Behavior (12th Edition)*. New Jersey: Pearson Education Inc.
- 29) Sahertian, Piet A. (2010). *Konsep Dasar dan Teknik Supervisi Pendidikan*. Jakarta: Rineka Cipta.
- 30) Salikurnima, Saleh, Muhammad., & Ahmad, Karyono Ibnu. (2021). The Relationship of Principal Supervision, Achievement Motivation, and Job Satisfaction to Teacher Performance. *Journal K6 Education and Management* Volume 3 No. 4, 519-530. DOI: doi.org/10.11594/jk6em.03.04.11.
- 31) Sauri, S. (2016). *Strategi Pembangunan Bidang Pendidikan untuk Mewujudkan Pendidikan Bermutu*. Bandung: UPI.
- 32) Schermerhorn, John R., et.al (2012). *Armstrong's Handbook of Resource (Management Practice)*. Philadelphia: Kogan Page Limited.
- 33) Sriwahyuni, N., Natuna, Daeng A., Kartikowati, Sri. (2022) Kontribusi Konsep Diri dan Kecerdasan Emosional terhadap Komitmen Organisasi Guru MTs Kecamatan Bagan Sinembah Rokan Hilir. *Jurnal Pendidikan Tambusai* Volume 6 No.1.

The Influence of Principal Supervision and Self-Concept to Organizational Commitment through Teacher Job Satisfaction of Senior High School in North Banjarmasin Sub-District

- 34) Suastika, Ni Luh Putu. (2011). Determinasi Etos Kerja, Lingkungan Kerja, dan Konsep Diri terhadap Kepuasan Kerja Para Guru SMP Negeri 1 Manggis. *Jurnal Administrasi Pendidikan Indonesia* Volume 2 No.1.
- 35) Suriansyah, Ahmad. (2014). Hubungan Budaya Sekolah, Komunikasi, dan Komitmen Kerja terhadap Kinerja Guru Sekolah Dasar Negeri. *Jurnal Cakrawala Pendidikan* (3), 358-367. DOI: doi.org/10.21831/cp.v3i3.2380.
- 36) Utami, Purwani Puji. (2018). Pengaruh Supervisi dan Kepercayaan terhadap Komitmen Organisasi pada Guru SMA Negeri se Kota Bekasi. *Jurnal Visipena* Volume 9, No.2.
- 37) Wibowo. (2017). *Perilaku dalam Organisasi Cetakan Kelima*. Depok: Rajawali Press.
- 38) Yasa, I Nyoman Oka Sepri., Yudana, I Made., & Sunu, I Gusti Ketut Arya. (2014). Kontribusi Pengalaman dalam Pelatihan, Konsep Diri, dan Kompetensi Guru terhadap Komitmen Guru SMA Negeri di Kabupaten Gianyar. *Jurnal Administrasi Pendidikan Universitas Pendidikan Ganesha* Volume 5 No.1.
- 39) Ahmadiyanto, Ahmad Suriansyah, M. (2022). The Relationship of Principal Instructional Leadership, Teacher Work Commitment and Performance through Work Satisfaction of State Junior High School Teacher in Balangan Regency. *International Journal of Social Science and Human Research*, 05(06), 2762–2768. <https://doi.org/10.47191/ijsshr/v5-i6-113>
- 40) Aminudin, Suriansyah, A. (2022). *International Journal of Social Science And Human Research The Effect of Transformational Leadership of School Principles , Quality Culture and Job Satisfaction on Teacher Performance*. 05(06), 2345–2353. <https://doi.org/10.47191/ijsshr/v5-i9-47>
- 41) Andala, Aslamiah, & Saleh. (2021). Correlation between Work Commitment, Organizational Climate and Organizational Citizenship Behavior (OCB) on Mathematics Teacher Discipline at SMAN 12 Samarinda City. *International Journal of Social Science And Human Research*. ISSN(Print): 2644-0679, ISSN(Online): 2644-0695, 2(1).
- 42) Aslamiah. (2019). Teachers organizational commitment in elementary school: A study in Banjarmasin Indonesia. *The Open Psychology Journal*, 12(1), 1-6.
- 43) Dirgantara, Suriansyah, & Noorhapizah. (2022). Relationship between Self Efficacy, Work Climate and Teacher Organizational Commitment with Organizational Citizenship Behavior (OCB) of Public Elementary School Teachers at Elementary Schools in Daha Selatan District. *International Journal of Social Science And Human Research* ISSN(Print): 2644-0679, ISSN(Online): 2644-0695, 5(3).
- 44) Hefni Rusadi, Wahyu, S. (2022). Leadership of School Principles in Improving School Success (Multi Site Study at SMAN 1 and At SMAN 2 Tanjung). *International Journal of Social Science and Human Research*, 05(06), 2620–2631. <https://doi.org/10.47191/ijsshr/v5-i6-94>
- 45) Kardata, Sulaiman, & Metroyadi. (2023). The influence of leadership and organizational climate on teacher performance with work commitment as mediation (study at SMAN Se, Tanah Bumbu District. *International Journal of Social Science And Human Research* ISSN(Print): 2644-0679, ISSN(Online): 2644-0695, 5(6).
- 46) Karyadi, A., Wahyu, & Metroyadi. (2022). The Effect of Principal Instructional Leadership, Work Climate and Work Motivation on Teachers' Organizational Citizenship Behavior in MTsN throughout Hulu Sungai Selatan Regency. *International Journal of Social Science and Human Research*, 05(06), 2215–2222. <https://doi.org/10.47191/ijsshr/v5-i6-28>
- 47) Lista Hartini, Rustam Effendi, M. S. (2022). Effect of Professional Attitude and Welfare on Job Satisfaction and Performance of Early Childhood Education Teachers in Paringin District, Balangan Regency. *International Journal of Social Science and Human Research*, 05(06), 2695–2700. <https://doi.org/10.47191/ijsshr/v5-i6-105>
- 48) Maria Goreti usboko. (2018). PENGEMBANGAN ALAT EVALUASI MENGGUNAKAN APLIKASI KAHOOT PADA PEMBELAJARAN MATEMATIKA KELAS X. *Gastrointestinal Endoscopy*, 10(1), 279–288. <http://dx.doi.org/10.1053/j.gastro.2014.05.023><https://doi.org/10.1016/j.gie.2018.04.013><http://www.ncbi.nlm.nih.gov/pubmed/29451164><http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=PMC5838726%250Ahttp://dx.doi.org/10.1016/j.gie.2013.07.022>
- 49) Mistiah, Wahyu, S. (2022). Correlation among Principal Transformational Leadership, Interpersonal Communication and Organizational Commitment on Teacher Performance in Public Elementary Schools in Paringin District, Balangan Regency. *International Journal of Social Science and Human Research*, 05(06), 2236–2242. <https://doi.org/10.47191/ijsshr/v5-i6-31>
- 50) Naufal Akbar, Muhammad, Muhammad Saleh, M. (2022). Correlation Between Principal Academic Supervision, Self-Concept, Work Ethos Toward Teacher Performance of Junior High School Teachers in Hulu Sungai Selatan Regency. *International Journal of Social Science And Human Research*, 05(06), 2354–2363. <https://doi.org/10.47191/ijsshr/v5-i6-60>
- 51) Rizkie, Muhammad, Ahmad Suriansyah, S. (2022). The Effect of Transformational Leadership of School Principles, Quality Culture and Job Satisfaction on Teacher Performance. *International Journal of Social Science And Human Research*, 05(06), 2345–2353. <https://doi.org/10.47191/ijsshr/v5-i6-59>
- 52) Sri Rumanti, Aslamiah, A. M. R. (2022). The Effect of Principal Transformational Leadership, School Culture, and Organizational Commitment on the Performance of State MTS Teachers in Balangan Regency. *International Journal of*

The Influence of Principal Supervision and Self-Concept to Organizational Commitment through Teacher Job Satisfaction of Senior High School in North Banjarmasin Sub-District

Social Science and Human Research, 05(06), 2336–2343. <https://doi.org/10.47191/ijsshr/v5-i6-44>

- 53) Syarifuddin A, Suriansyah, A, N. (2022). The Influence of Principal Instructional Leadership, Work Environment and Job Satisfaction on Teacher Performance in State Elementary Schools in Cempaka District, Banjarbaru City. *International Journal of Social Science and Human Research*, 05(06), 2257–2266. <https://doi.org/10.47191/ijsshr/v5-i6-34>
- 54) Teresia, Suriansyah, & Aslamiah. (2023). Relationship between Principal Transformational Leadership, Teacher Self-Efficacy, Teacher Organizational Commitment and Organizational Citizenship Behavior (OCB) of Public Elementary School Teachers in Labuan Amas District. *International Journal of Social Science And Human Research ISSN(Print): 2644-0679, ISSN(Online): 2644-0695, 5(4)*.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.