

## Examining Perceived Organizational Support and Teacher Empowerment

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**ABSTRACT:** *This study aimed to investigate influence of perceived organizational support (POS) and teacher empowerment on teacher organizational commitment with job satisfaction as mediating construct. Study conducted on Institut Agama Islam Negeri (IAIN) Pontianak, west Borneo, Indonesia. Participant are teacher student on professional education and training program/Pendidikan Profesi Guru (PPG) at Institut Agama Islam Negeri Pontianak. Questionnaire used for collecting data. Findings reveal that the influence of perceived organizational support (POS) on organizational commitment (OC) are not signifikan, but became positive significant while job satisfaction as mediating variable. perceived organizational support (POS) positively predict job satisfaction. Islamic educational institutions are advised to increase teacher job satisfaction, because it relates to their organizational commitment to educational institutions.*

Penelitian ini bertujuan untuk mengetahui pengaruh *perceived organizational support* (POS) dan pemberdayaan guru terhadap komitmen organisasi guru dengan kepuasan kerja sebagai variabel mediasi. Studi dilakukan di Institut Agama Islam Negeri (IAIN) Pontianak, Kalimantan Barat, Indonesia. Peserta adalah mahasiswa guru pada program Pendidikan dan Pelatihan Profesi Guru (PPG) di Institut Agama Islam Negeri Pontianak. Kuesioner digunakan untuk mengumpulkan data. Temuan penelitian menunjukkan bahwa pengaruh *perceived organizational support* (POS) terhadap komitmen organisasi (OC) tidak signifikan, tetapi menjadi positif signifikan positif ketika kepuasan kerja digunakan sebagai variabel mediasi. *perceived organizational support* (POS) secara positif memprediksi kepuasan kerja. Bagi lembaga pendidikan Islam disarankan untuk meningkatkan kepuasan kerja guru, karena berhubungan dengan komitmen organisasi mereka terhadap lembaga pendidikan.

**Keywords:** *Organizational commitment, perceived organizational support, job satisfaction, teacher empowerment.*

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## I. INTRODUCTION

The present study begins with analyzing the BAN-SM (*Badan Akreditasi Nasional Sekolah/Madrasah*) accreditation assessor of West Kalimantan Province, which recommends increasing commitment and empowerment. The number of active Islamic education teachers based on SIMPATIKA (*Sistem Informasi Pendidik dan Tenaga Kependidikan Kemenag*) data from the Ministry of Religious Affairs in West Kalimantan is 9148 teachers. This data is spread across 12 districts and 2 cities in West Kalimantan province. Of the number of teachers above, only a few are certified educators. Therefore, the Pontianak State Islamic Institute opened a professional education and training program study program that is intended to improve competence and assist certification. Teachers who are students of the Professional Education and Training Program come from various regions in West Kalimantan. The learning process carried out online PPG education is carried out online.

The participation of teachers in the Professional Education and Training Program is evidence of teacher empowerment and career improvement as well as an indicator of school support for them. Thus, it is interesting to deepen through the study of their perception of support towards them from their respective schools. After participating in the Professional Education and Training Program, one is expected to become a professional teacher who commits both affective, normative, and continuous commitment. Commitment plays an important role in the existence of Islamic educational institutions; loyalty and a high sense of belonging from each teacher can maintain and improve the performance and effectiveness of educational institutions.

Islamic educational institutions require teacher commitment because they can improve teacher performance, as research results show an influence on job satisfaction and job performance (Jufrizen, 2018); other studies also strengthen the influence of organizational commitment on teacher performance along with factors of the principal's decision-making system and school climate (Mailool et al., 2020). Previous studies uncovered several factors contributing to organizational commitment, such as a Chinese study of 528 teachers and 59 principals and assistant principals who demonstrated a significant positive influence of instructional and transformational leadership on job satisfaction and organizational commitment by mediating self-efficacy and school autonomy gap (Dou et al., 2017). Organizational commitment is influenced by many factors, including organizational culture, ethics, and leadership models (Jufrizen, 2018; Yahaya & Ebrahim, 2016), transformational leadership (Allen et al., 2017; Joo et al., 2012), leadership responsibility (Haque et al., 2021), emotional intelligence and job satisfaction (Naderi Anari, 2012) and empowerment (Bogler & Somech, 2004).

On the other hand, teacher empowerment also affects teachers' organizational commitment (García et al., 2013). Research on companies related to organizational commitment shows positive evidence of significantly affecting company performance (Imamoglu et al., 2019); while company performance is generated by its human resources, in the education sector, the most important resource is teachers. Some of the studies above show the contribution of organizational commitment, organizational effectiveness, and efficiency can be influenced by organizational commitment either directly or indirectly. This research is interesting because; (1) research related to perceived organizational support, teacher empowerment, and organizational commitment is still rarely carried out in Islamic educational institutions in the province of West Kalimantan, Indonesia; (2) mainstreaming organizational commitment is very

necessary because it is related to teacher work and daily activities (Celep, 2000), (3) Teacher-related issues especially commitment, job satisfaction and empowerment are relevant to the current needs of Islamic educational institutions in West Kalimantan, 4). The suitability of the field of Islamic education with the research team.

This study aims to determine the direct influence of perceived organizational support on teacher commitment, both directly and by mediating teacher job satisfaction. This study also intends to predict the effect of teacher empowerment on teacher commitment both directly and by mediating teacher job satisfaction. It also calculates the direct effect of perceived organizational support and teacher empowerment on teacher job satisfaction.

### ***Perceived Organizational Support and teacher organizational commitment***

Perceived organizational support is an employee's opinion of the extent to which the organization values contributions and concerns for the well-being of its employees. The involvement and contribution of employees to the organization need attention and appreciation. Employees' perception of their existence in the organization is related to their behavior and commitment to the organization. Perception is influenced by the reality that occurs in the organization because employees will directly feel it. Likewise, what happens to school organizations and the school's treatment of teachers will affect their perception of the school. If the school treats and prospers teachers well, the teacher's perception of the school will also be positive.

Research related to perceived organizational support has been conducted in several fields, such as aviation (Vatankhah et al., 2017), information technology (Wang & Song, 2017), hospitality (Akgunduz et al., 2018; Akgunduz & Sanli, 2017), pharmaceuticals (Al-Omar et al., 2019), companies (Allen et al., 2003) and several other fields that all result in the conclusion that perceived organizational support affects organizational commitment, both directly and indirectly. In the field of education, several studies have discussed it. Like Bibi who proved that Perceived organizational support has an effect on teachers' affective commitment and normative commitment (Bibi et al., 2019), organizational identity and professional identity are positively related to the development of organizational commitment (Afshari et al., 2020). Both studies show that organizational identity and professional identity give rise to the perceived organization and are closely related to organizational commitment. A study in Bangladesh of 217 managerial personnel reported that the influence of team orientation, stability, transactional and transformational leadership, decentralization, formalization, and support from top management also affects organizational commitment (Rahman et al., 2018). Still related to organizations, other studies also report that there is a significant relationship between organizational citizenship with dimensions of altruism, awareness, courtesy, tolerance, and civic virtue with commitment (Rosario Núñez et al., 2020). Perceived organizational support was also detected to be associated with job satisfaction (Eisenberger et al., 1997). Based on some of the research above, perceived organizational support is hypothesized to be able to predict teacher commitment;

***Hypothesis 1. Perceived organizational support directly affects teachers' organizational commitment***

***Hypothesis 2. Perceived organizational support directly affects the teacher job satisfaction***

***Hypothesis 3. Perceived organizational support affects teachers' organizational commitment mediating by teacher job satisfaction***

### ***Teacher empowerment and organizational commitment***

Another study revealed the effect of teacher empowerment on teacher job satisfaction through involvement in decision-making and self-efficacy (Ahrari et al., 2021), and another study showed that teacher empowerment affects teacher commitment (Dee et al., 2003). Teacher empowerment with training also affects organizational commitment (Bashir & Long, 2015); teacher empowerment programs are predicted to affect teacher organizational commitment. In the previous literature, there were several empowerments, namely structural empowerment and psychological empowerment. The structural empowerment of an employee also affects his psychology, as previous meta-analysis studies reported that structural empowerment affects psychological empowerment (Limpanitgul et al., 2017; Wagner et al., 2010). However, to focus more on teachers, this study only focuses on teacher empowerment. Abdullah's research on 800 trainer teachers revealed that organizational empowerment affects organizational commitment directly and through the mediation of psychological empowerment (Abdullah et al., 2015). Similar studies also support the influence of teacher empowerment on organizational commitment (Chegini & Kheradmand, 2008; Lee et al., 2013; Toremén et al., 2011).

Teacher job satisfaction is an attitude and behavior that reflects pride and enthusiasm, willingness and enjoyment of the work that is their responsibility. Teachers' job satisfaction differs depending on individual characteristics and other factors. Teachers who are satisfied with their work will commit to the school where they teach. A study on 175 teachers in Israel showed that job satisfaction factors directly affect teacher commitment. In contrast, professional self-image, abilities, gender, job advancement, and pupil grade level indirectly affect teacher commitment (Fresko et al., 1997). Another Indian study of 396 academics also reported a positive effect of job satisfaction on organizational commitment. Teacher empowerment influences teacher commitment (Chegini & Kheradmand, 2008). Factors affect teacher job satisfaction include personality, age, and length of service (Bolin, 2007). Based on the previous literature, the present research hypothesis is made as follow;

***Hypothesis 4. Teacher empowerment affects the teacher job satisfaction***

***Hypothesis 5. Teacher empowerment affects teachers' organizational commitment***

***Hypothesis 6. Teacher empowerment affects teachers' organizational commitment mediating by teacher job satisfaction***

## **II. METHOD**

This study uses a quantitative approach; participants are all teachers who take part in the Teacher Professional Program (PPG) at the Pontianak State Islamic Institute, West Kalimantan, Indonesia. Participants consisted of 233 active teachers, both male and female. Research samples were taken randomly from teachers in WhatsApp groups. This research was entirely carried out within 6 months, starting from November 2021 to May 2022, which began with discussions on determining the title and focus, discussions about the theory to be used, making research grids and instruments, managing permits, and disseminating research instruments to participants carried out with google forms. The measurement scale used in this study uses the Likert scale with 5 levels, 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Data analysis: Data analysis of this study using Structural Equation Modelling (SEM) using SmartPLS. Before being analyzed, validity and reliability tests were carried out. Statement indicators

that obtain a value below 7 are declared invalid. Then a homogeneity test of the data was carried out and ended with a hypothesis test to determine the study results. The reason for choosing PLS-SEM with SmartPLS is because it can be used for theory-based PLS modeling, empirical research results, an analogy of the relationship between variables with one another variable in other fields of science and can be used to model rational relationships where the theory used can be in the form of strong / established, exploratory or weak theories (Chin et al., 2003).

### ***Instrumentation***

#### **Perceived Organizational Support**

Perceived Organizational Support (POS) is trust in the organization, respecting employees' contribution through their work, and showing concern for well-being. This research instrument uses the dimensions of the results of a meta-analysis study of 70 POS-related articles by Rhoades and Eisenberger consisting of fairness, supervisor support, organizational reward, and favorable job conditions (Rhoades & Eisenberger, 2002). The indicators of the four dimensions are made by the researchers and adjusted to the context and characteristics of teachers in Indonesia. The fairness dimension consists of POS1 to POS3; the supervisor support dimension consists of POS4 to POS6 indicators; the organizational reward dimension consists of POS7 to POS9 indicators; and POS10 represents the favorable job condition dimension to POS13.

#### ***Teacher Empowerment***

Empowerment is the process of providing power and maximizing the potential of human resources to be used for the organization's benefit. Empowerment sometimes emphasizes the process of giving or carrying out tasks, power, trust, and abilities to individuals or groups, and sometimes it is a process of motivating and stimulating individuals or groups to have the ability to make their own choices. Teacher empowerment is an effort to provide the ability for teachers to adjust to the required competencies. The researcher made the teacher empowerment instrument in this study based on existing theories of empowerment and dimensions of teacher empowerment. Empowerment is defined by power, control, ability, self-efficacy, competence, autonomy, knowledge, development, self-determination, and strengthening a person in a group in the community (Rappaport, 1984, pp. 3: 1-7); according to Spreitzer, empowerment consists of meaning, competence, self-efficacy, and impact (Spreitzer, 1995). A more specific scale of teacher empowerment consists of six dimensions: decision-making, professional growth, status, self-efficacy, autonomy, and impact (Short & Rinehart, 1992). Furthermore, teacher empowerment has value dimensions, both religious, social and humanist values (Muttaqin & Panaemalae, 2019). Based on some of the studies above, this study uses dimensions of value, self-efficacy, information access, resources access, decision-making, professional growth, autonomy, meaning, impact, willingness and readiness, commitment, and support.

#### **Teacher Job Satisfaction**

Job satisfaction is a feeling of pleasure because it positively assesses the job and the environment where they work, job satisfaction for teachers is obtained if it is in accordance with their wants, expectations and needs and personal ambitions so that they feel satisfaction. Teacher job satisfaction is influenced by factors that exist within themselves and factors that come from outside themselves. Job satisfactin indicators of this study were developed based on the Teaching Satisfaction Scale (TSS) instrument

made by Chung Lim Ho and Wing-Tung Au (Ho & Au, 2006), the TSS instrument consists of 5 indicators, but in this study added 2 indicators so that it became 7 indicators.

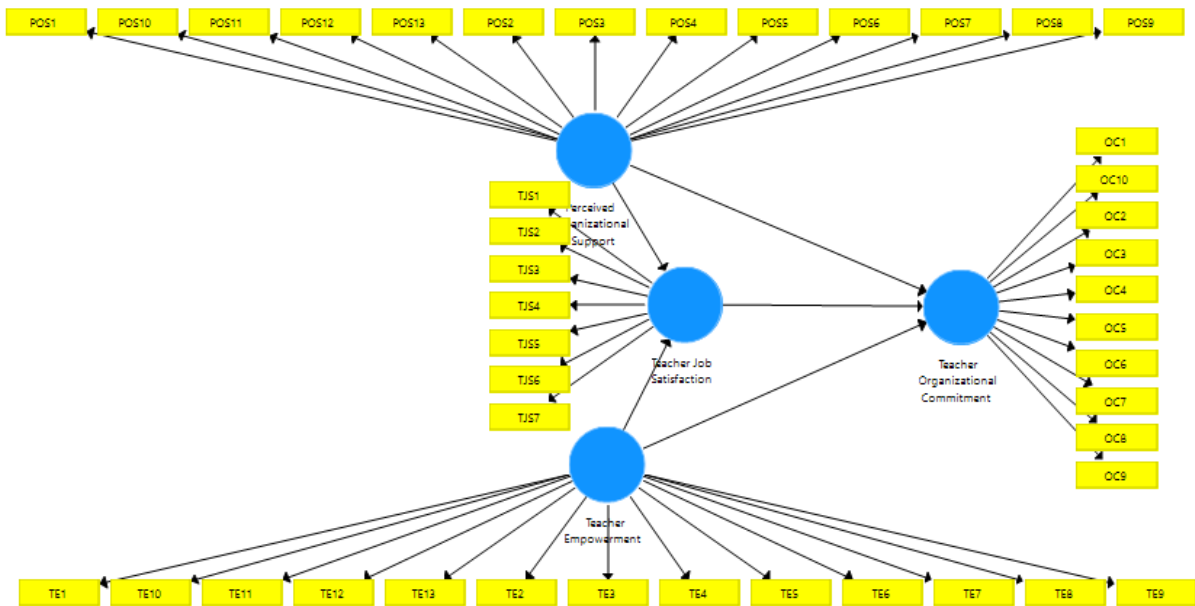
### **Teacher organizational commitment**

Organizational commitment is an attitude or action that reflects loyalty to the organization by demonstrating the attention, sustainability, and progress of the organization. Teachers who have organizational commitment have a strong desire to remain part of the school and accept the values and goals set by the school. This study uses 3 dimensions of organizational commitment proposed by Meyer and Allen: affective commitment, continuous commitment, and normative commitment (Meyer & Allen, 1991). Researchers developed indicators of the three dimensions of commitment because they adapted to the situation in Indonesia.

The affective commitment indicator in this study was developed based on Robbins and Judge's opinion that teachers are psychologically related to the organization through feelings of loyalty, love, and belonging. Indicators are made as many as 3 statements representing feelings of loyalty, love, and a sense of belonging of teachers to the organization. Continuous commitment indicators are made by adding an element of religious commitment because the teachers who are participants in this study are Muslims. Furthermore, normative commitment indicators were developed based on Meyer and Allen's view that normative commitment is the desire to remain a member of the organization because of the awareness of the necessity to commit to the organization.

## **III. RESULT AND DISCUSSION**

The respondents of this study were 233 teachers who taught at the kindergarten, elementary, junior, and senior high school levels. The description of respondents' teaching experience was 0-5 years 22.3%, 6-10 years 20.6%, 11-15 years 20.6%, and 16-20 years 36.5%. Meanwhile, the respondents' distribution based on the education level where they teach is Islamic Senior High School 12.9%, Islamic Junior High School 33.5%, Islamic Elementary School 48.9%, and Islamic Kindergarten School 4.7%. Participants who answered 5 (very appropriate), as many as 2910 teachers; participants who answered 4 (appropriate), as many as 8902 teachers; participants who answered 3 (neutral), as many as 1119 teachers; participants who answered 2 (not suitable) as many as 430 teachers, and Participants who answered 1 (very inappropriate) as many as 27 teachers.



**Figure 1.** Hypothetic model

Based on the validity of the SmartPLS construct, it was found that there were 5 invalid Perceived Organizational Support indicators, namely indicators number 4, 6, 7, 8, and 9. At the same time, valid indicators are indicator numbers 1,2,3,5,10,11,12,13. There are 10 invalid Teacher Empowerment variables, namely indicators number 2, 4, 5, 6, 7, 8, 9, 10, 11, and 12, while valid indicators number 1, 3, and 13. Teacher Job Satisfaction variables have 6 valid indicators and 1 invalid indicator, indicator number 5. While the invalid Organizational Committee constructs are indicators number 1,4,5,6,7, and 8, while the other variables are valid. Here is a table of all valid indicators;

**Table 1.** valid indicators

Indicators	Perceived Organizational Support	Teacher Empowerment	Teacher Job Satisfaction	Teacher Organizational Commitment	Consideration
OC10				0.848	Valid
OC2				0.829	Valid
OC3				0.821	Valid
OC9				0.893	Valid
POS1	0.751				Valid
POS10	0.801				Valid
POS11	0.796				Valid
POS12	0.811				Valid
POS13	0.801				Valid
POS2	0.742				Valid
POS3	0.769				Valid
POS5	0.717				Valid
TE1		0.802			Valid
TE13		0.811			Valid

TE3	0.839	Valid
TJS1	0.703	Valid
TJS2	0.807	Valid
TJS3	0.827	Valid
TJS4	0.704	Valid
TJS6	0.855	Valid
TJS7	0.796	Valid

### Discriminant validity

Discriminant validity is used to determine the extent to which a construct differs from other constructs empirically; discriminant validity explains that constructs are unique and capable of capturing phenomena not represented by other constructs in the model. In order to see the validity of the discriminant, a cross-loading approach is used; the outer-loading indicator value on the corresponding construct must be greater than other cross-loading constructs. The discriminant validity table of this study is as follows;

**Table 2. cross loading**

	Perceived Organizational Support	Teacher Empowerment	Teacher Job Satisfaction	Teacher Organizational Commitment	Consideration
Perceived Organizational Support	0.774				Valid
Teacher Empowerment	0.631	0.817			Valid
Teacher Job Satisfaction	0.657	0.729	0.784		Valid
Teacher Organizational Commitment	0.596	0.723	0.755	0.848	Valid

### Construct Reliability and Validity

Construct reliability is used to measure the reliability of latent variable constructs that function the same as cronbach alfa. The construct reliability value is said to be valid if it obtains a value above 0.70. In addition, the Average Variance Extracted (AVE) value can also be used as a construct reliability guideline. The Average Variance Extracted (AVE) value is declared eligible if the value is above 0.50. An AVE value of >0.50 or higher indicates that the construct is able to explain more than after its indicator variance, conversely if the AVE is less than 0.50 indicates that on average more variance remains in the error of the item than it is described by the construct.

**Table 3. Reliability test**

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)	Consideration
Perceived Organizational Support	0.905	0.910	0.923	0.600	<b>Valid and reliable</b>
Teacher Empowerment	0.751	0.752	0.858	0.668	<b>Valid and reliable</b>
Teacher Job Satisfaction	0.873	0.879	0.905	0.615	<b>Valid and reliable</b>



Teacher Organizational Commitment	0.870	0.872	0.911	0.720	<b>Valid and reliable</b>
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**VIF value**

**Table 4. VIF table**

VIF Value									
OC10	2.871	POS1	2.365	POS13	2.765	TE1	1.473	TJS2	2.007
OC2	2.194	POS10	2.337	POS2	2.224	TE13	1.464	TJS3	2.142
OC3	2.086	POS11	2.227	POS3	2.335	TE3	1.623	TJS4	1.625
OC9	3.377	POS12	3.047	POS5	1.846	TJS1	1.576	TJS6	2.775
								TJS7	2.263

**HTMT (heterotrait-monotrait)**

Heterotrait-Monotrait is the average of all correlation indicators on all constructs measuring different constructs. HTMT was proposed by Henseler et al 2015.

**Table 5. HTMT table**

	Perceived Organizational Support	Teacher Empowerment	Teacher Job Satisfaction	Teacher Organizational Commitment
Perceived Organizational Support				
Teacher Empowerment	0.758			
Teacher Job Satisfaction	0.729	0.897		
Teacher Organizational Commitment	0.668	0.892	0.867	

**Table 6. Indicators**

Perceived organizational support	
POS1	Sekolah saya adil dalam memperlakukan guru <i>My school is fair in its treatment of teachers</i>
POS2	Sekolah saya mendasarkan keputusan pada peraturan yang berlaku terhadap guru <i>My school bases its decisions on regulations that apply to teachers</i>
POS3	Dukungan terhadap guru dari sekolah saya dilakukan secara merata <i>Support for teachers from my school is evenly distributed</i>
POS5	Saya mendapatkan arahan positif dari pengawas dan kepala sekolah <i>I received positive direction from the superintendent and principal</i>
POS10	Lingkungan sekolah saya menyenangkan <i>My school environment is pleasant</i>
POS11	Lingkungan sekolah saya mendukung perkembangan karir saya <i>My school environment supports my career development</i>
POS12	Saya betah berada di sekolah <i>I feel at home in school</i>
POS13	Saya senang menjadi guru di sekolah ini <i>I am happy to be a teacher at this school</i>
Teacher empowerment	
TE1	Saya mengajar dengan ikhlas untuk mengharap ridho Allah SWT <i>I teach sincerely to hope for the pleasure of Allah SWT</i>
TE3	Saya yakin bisa mengajar dengan baik <i>I believe I can teach well</i>

TE13	Saya siap untuk dimotivasi dan dikembangkan untuk kepentingan sekolah <i>I am ready to be motivated and developed for the benefit of the school</i>
<b>Job satisfaction</b>	
JS1	Dalam banyak hal, menjadi seorang guru dekat dengan cita-cita saya. <i>In most ways, being a teacher is close to my ideal</i>
JS2	Kondisi saya Ketika menjadi guru sangat bagus <i>My conditions of being a teacher are excellent</i>
JS3	Saya puas menjadi guru disekolah ini <i>I am satisfied with being a teacher here</i>
JS4	Sejauh ini saya sudah mendapatkan hal-hal penting yang saya inginkan untuk menjadi seorang guru <i>So far I have gotten the important things I want to be a teacher</i>
JS6	Saya ingin tetap menjadi guru karena sesuai dengan hati nurani <i>I want to remain a teacher because it is in accordance with my conscience</i>
JS7	Menurut saya, menjadi guru merupakan kepuasan batin <i>In my opinion, being a teacher is an inner satisfaction</i>
OC1	Saya mempunyai loyalitas tinggi terhadap sekolah/madrasah <i>I have high loyalty to the school/madrasah</i>
OC4	Saya ingin tetap di sekolah ini karena gaji saya dapat memenuhi kebutuhan saya <i>I want to stay in this school because my salary can meet my needs</i>
OC5	Saya tetap di sekolah ini karena belum menemukan sekolah yang sesuai <i>I stayed in this school because I hadn't found a suitable school</i>
OC6	Saya ingin tetap di sekolah ini karena dorongan agama saya <i>I wanted to stay in this school because of my religious impulses</i>
OC7	Saya ingin tetap disekolah ini karena untuk memperjuangkan agama saya <i>I want to stay in this school because it is to fight for my religion</i>
OC8	Saya ingin terus bertahan dan mengabdikan di sekolah saya <i>I want to continue to stay and serve in my school</i>

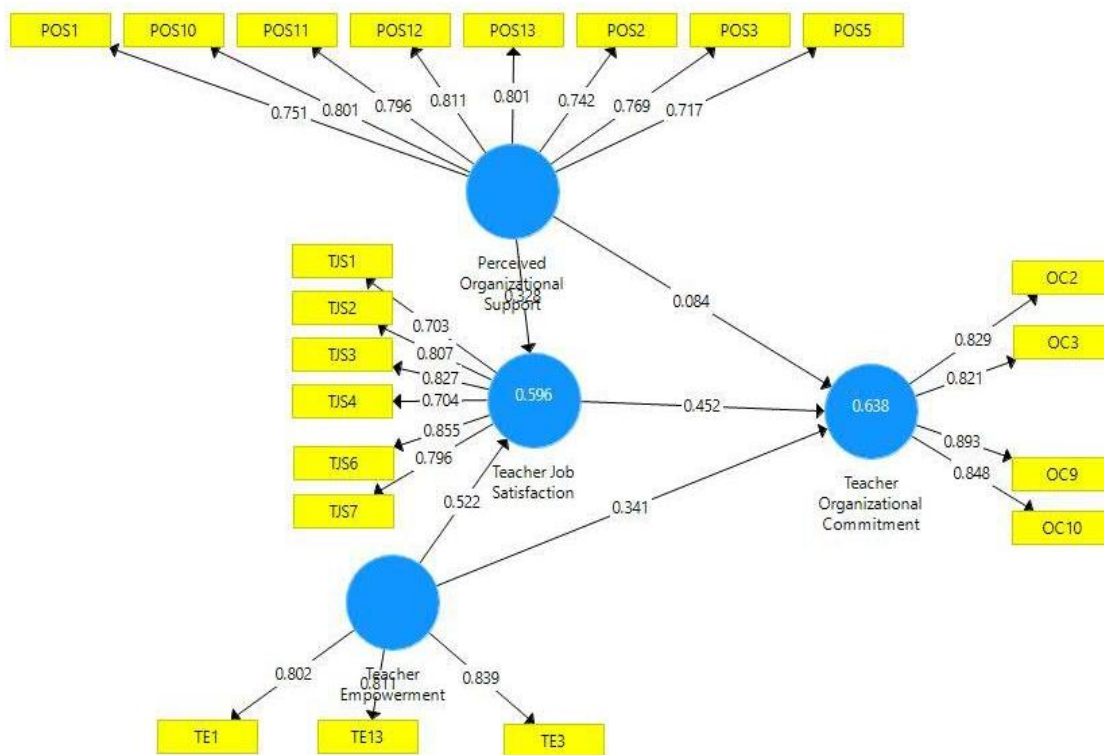


Figure 2. final model

**Path Coefficient Bootstrapping**

**Table 7. coefficient**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
Perceived Organizational Support -> Teacher Job Satisfaction	0.328	0.329	0.071	4.628	0.000
Perceived Organizational Support -> Teacher Organizational Commitment	0.084	0.083	0.078	1.068	0.286
Teacher Empowerment -> Teacher Job Satisfaction	0.522	0.524	0.060	8.737	0.000
Teacher Empowerment -> Teacher Organizational Commitment	0.341	0.340	0.073	4.662	0.000
Teacher Job Satisfaction -> Teacher Organizational Commitment	0.452	0.454	0.073	6.167	0.000

Perceived Organizational Support directly affects Teacher Job Satisfaction with a significant positive effect (p-values 0.000) and a statistical t of 4.628 (above 1.96). The effect of Perceived Organizational Support on Teacher Organizational Commitment was insignificant (p-values 0.286) and t-statistic 1.068 (below 1.96). Teacher Empowerment has a positive positively affect satisfaction by getting a t-statistic number of 8.737 and p-Values of 0.000 (significant). Teacher Empowerment has a significant positive effect on Teacher Organizational Commitment because it obtains p-values of 0.000 and t-statistics of 4.662, and Teacher Job Satisfaction has a positive effect on Teacher Organizational Commitment by obtaining p-values of 0.000 and t-statistics of 6.167.

**Indirect effect**

**Table 8. indirect effect table**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
Perceived Organizational Support -> Teacher Job Satisfaction					
Perceived Organizational Support -> Teacher Organizational Commitment	0.148	0.149	0.039	3.787	0.000
Teacher Empowerment -> Teacher Job Satisfaction					
Teacher Empowerment -> Teacher Organizational Commitment	0.236	0.238	0.051	4.657	0.000
Teacher Job Satisfaction -> Teacher Organizational Commitment					

Perceived Organizational Support has a significant positive effect on Teacher Organizational Commitment with the mediation of Teacher Job Satisfaction by obtaining a p-value of 0.000 and a t-statistic of 3.787 (above 1.96). Teacher Empowerment also significantly positively affects Teacher Organizational Commitment by mediating Teacher Job Satisfaction by obtaining p-Values of 0.000 and t-statistics of 4.657.

**F-Square**

**Table 9. F-Square table**

	Perceived Organizational Support	Teacher Empowerment	Teacher Job Satisfaction	Teacher Organizational Commitment
Perceived Organizational Support			0.160	0.010
Teacher Empowerment			0.407	0.138

Teacher Job Satisfaction	0.227
Teacher Organizational Commitment	

**R-Square****Table 10. R-Square table**

	<b>R Square</b>	<b>R Square Adjusted</b>	<b>Consideration</b>
Teacher Job Satisfaction	0.596	0.593	
Teacher Organizational Commitment	0.638	0.633	

That is, 59.6% of Teacher Job Satisfaction is influenced by POS

That is, 63.8% of Teacher Organizational Commitment is influenced by POS

**Influence of Perceived organizational support on teacher job satisfaction**

**Hypothesis 1;** Perceived organizational support has a significant positive effect directly on teacher job satisfaction by obtaining t-statistics of 4.628 (above 1.96) and p-values of 0.000 (significant). The results of this study are consistent with previous studies that reported a relationship between perceived organizational support (POS) and commitment (Celep & Yilmazturk, 2012; Kim et al., 2016; LaMastro, 1999). Valid and contributing POS indicators are POS 1 (fairness of treatment of teachers), POS2 (enforcement of decisions based on regulations), POS3 (school support for teachers equally), POS5 (positive direction of principals and supervisors), POS10 (pleasant school environment), POS11 (school environment that supports teachers' careers), POS12 (school environment that makes you feel at home at school), and POS13 (the pleasure of being a teacher at school). The depression of the above indicators positively affects the significant organizational commitment of teachers with indicators of love for school (OC2), high sense of belonging to school (OC3), awareness of commitment to school (OC9), and necessity to commit to school (OC10). The feeling of justice received by the teacher is reflected in positive answers that represent the teacher's perception. Fair treatment of the headmaster towards teachers affects the commitment of teachers to the school. In addition to fairness, the support of the superintendents and principals who truly guide teachers also contributes to the teacher's organizational commitment.

**Influence of Perceived organizational support on teacher organizational commitment**

**Hypothesis 2;** Perceived organizational support affects teachers' organizational commitment. The SmartPLS test results show a p-value of 0.286 and a t-statistic of 1.068 (below 1.96), indicating that the hypothesis is not accepted despite the positive direction. Perceived organizational support (POS) does not affect teachers' organizational commitment (OC) directly. This shows that teachers' perceptions of fairness, compliance with regulations, equitable support for teachers, the school environment, and teacher pleasure in schools which are indicators of perceived organizational support, cannot predict teachers' organizational commitment. Some studies contradict the results of this research, such as the Shore & Wayne study, which informs the influence of perceived organizational support on commitment (Shore & Wayne, 1993). Other research also reported the influence of POS on an organizational commitment by mediating perceived organizational competence (Kim et al., 2016; Sides, 2013).

### **Perceived organizational support on teacher organizational commitment with teacher job satisfaction as mediating effect**

**Hypothesis 3;** (Perceived organizational support affects teachers' organizational commitment through mediated teacher job satisfaction) is accepted because the output of statistical calculations yields p-values of 0.000 and t-statistics of 3.787 (above 1.96). The second research finding explained that POS does not directly affect teachers' organizational commitment. However, the third hypothesis proves that POS can affect teachers' organizational commitment by mediating teacher job satisfaction. This finding is consistent with other research results that show the effect of Job Satisfaction on organizational commitment (Bashir & Gani, 2020), as well as the and of POS on teacher job satisfaction. This finding also fits Weiss's reh, which confirmed the relationship between workplace perceptions and teacher mo, teachers her wo, and rk commitment (Weiss, 1999).

### **Effect of teacher empowerment on teacher job satisfaction**

**Hypothesis 4;** Teacher empowerment affects teacher job satisfaction. This hypothesis is proven to affect teacher job satisfaction by obtaining a p-value of 0.000 (significant) and a t-statistic of 8.737 (positive). The magnitude of the influence of teacher empowerment on teacher job satisfaction is 0.407, which means it has a major influence at the structural level. This finding is from previous research that confirmed the effect of teacher empowerment on teacher job satisfaction (Jiang et al., 2019). Other studies confirm the close relationship between teacher empowerment and job satisfaction (Ahrari et al., 2021). The dimensions of teacher empowerment that contribute are decision-making, and teacher self-efficacy, while impact and status are negatively correlated with teacher job satisfaction. Indicators of teacher empowerment in this study are teaching sincerely (TE1), confidence in the ability of teachers to teach well (TE3), and teacher readiness to receive motivation and self-development for the benefit of schools/madrasahs (TE13). These three indicators contribute to teacher job satisfaction. Therefore, the madrasah needs to continue to improve the value of teacher sincerity, provide motivation and develop teacher abilities.

### **Effect of teacher empowerment on teacher commitment**

Confirming **hypothesis 5**, Teacher empowerment affects teachers' organizational commitment. Acceptance of this hypothesis is indicated by the output of p-values 0.000 and t-statistic 4.662 (above 1.96). The magnitude of  $f^2$  influence is indicated by an output of 0.138 which means that the substantive influence is weak but close to moderate. The findings of this study are consistent with previous research reporting on the influence of teacher empowerment on organizational commitment (Bogler & Somech, 2004; Cheasakul & Varma, 2016); Toremén also found that teacher empowerment itself also affects teacher commitment (Bibi et al., 2019; Toremén et al., 2011).

Teachers who are empowered both organizationally and psychologically have an organizational commitment to the school/madrasah. As for empowering teachers, many programs and activities can be done, including collaborating with universities for curriculum development (Erawan, 2008), the use of continuous professional development (Braga et al., 2017), and information and communication technology (Mushayikwa, 2013). However, according to the findings of this study, teachers must be given motivation first, religious values, and strive for teacher self-development readiness. This finding also corroborates the results of research on 454 senior secondary school teachers in Delhi, which revealed that teachers' desire to improve their campaigns is a dimension of teachers' organizational commitment (Mohan Raju & Srivastava, 1994) as one of the indicators of teacher empowerment in this study refers to teachers' readiness for motivation and development.

### **Effect of teacher empowerment on teacher organizational commitment mediated by teacher job satisfaction**

Regarding *hypohthesis 6*, Teacher empowerment affects teacher organizational commitment by mediating teacher job satisfaction. Acceptance of this hypothesis is indicated by the output of p-values 0.000 and t-statistics 4.657 (above 1.96). The magnitude of the  $f^2$  effect of the teacher empowerment construct on teacher job satisfaction is 0.407 (large effect), while the effect of teacher empowerment on teacher organization is 0.138 (small effect). The findings of this study are consistent with previous studies that showed a relationship between teacher empowerment, job satisfaction, and commitment (Wu & Short, 1996). Integrated efforts and more school support will increase teacher commitment (Karakuş & Aslan, 2009); teacher perceptions of schools represent how schools treat teachers. When integrated with teacher empowerment as well as activities that lead to teacher job satisfaction, it can increase teacher commitment to schools.

## **IV. CONCLUSION**

Perceived organizational support can predict job satisfaction directly, while perceived organizational support affect teacher organizational commitment mediated by teacher job satisfaction. Teacher job satisfaction affects teacher commitment both independently and as a mediation variable. Religious values, self-efficacy, and teacher readiness also affect job satisfaction and commitment. The variable of teacher job satisfaction positively affects teacher commitment directly and as a mediating variable of teacher empowerment. Based on the findings of this study, we recommend that schools/madrasahs continue to provide support and guidance to teachers equally, create a comfortable atmosphere, continue to internalize religious values and provide motivation and activities that lead to the development of teacher abilities. In addition, schools must strive for activities that directly affect teacher job satisfaction because this variable can mediate to increase teacher organizational commitment directly or indirectly.

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