

Job Satisfaction And Motivation: Normative Commitments Of School Principals In Dki Jakarta High Schools

Hegar Harini¹, Ade Ananto Terminanto², Ismail Akbar Brahma³, Adisel⁴, Enny Haryanti⁵

1,3 STKIP Kusuma Negara, Jakarta, Indonesia

2 Universitas Islam Negeri Syarif Hidayatullah, Jakarta, Indonesia

4 IAIN Bengkulu, Indonesia

5 STIE Indonesia Banking School, Jakarta, Indonesia

ABSTRACT

The main purpose of this study is to examine job satisfaction and motivation in influencing the normative commitment of the principal. This research tries to answer the problem of organizational commitment issues, specifically normative commitment refers to a feeling of obligation to continue working with more evidence of satisfaction, and work motivation. This research uses a quantitative approach with a survey method. The population of this study was all 117 high school principals in DKI Jakarta Province. The number of samples was 90 principals using the Slovin formula. Data collection using questionnaires that were analyzed descriptively and path analysis. Hypothesis testing research shows that: (1) job satisfaction has a positive direct effect on normative commitment; (2) work motivation has a positive direct effect on normative commitment; (3) job satisfaction has a positive direct effect on work motivation. Therefore, to increase the obligations of the principal in a sustainable organization requires satisfaction, and work motivation.

Keywords: Job Satisfaction, Work Motivation, Normative Commitment, Principal

Correspondence:

¹Hegar Harini

STKIP Kesuma Negara, Jakarta, Indonesia

hegar@stkipkesumanegara.ac.id

INTRODUCTION

Schools as one of the institutions for the development of skills and life skills must be able to improve the quality of human resources, to answer the challenges in global competition. Education in schools is a shared responsibility between the government, school management, principals, parents and the community (Suryadi, Kemal, Setyanto, & Rachmadtullah, 2020). To be able to unite the vision and mission of the five elements above, it is demanded that a leader in a school must have a high commitment, and be realized in the form of an educational program that will be implemented at the school they lead. According to (Gonzales & Guillen, 2008) argue that totality of internalized normative pressures to act in a way, which meets organizational goals and interest. Normative commitment emphasizes the appropriate way to realize the organization's plans and final goals.

According to the Minister of National Education Regulation No. 28 of 2010 is the principal who is given the additional task of leading and managing schools or madrasas in an effort to improve the quality of education. School leaders have the task and function as educators, managers, administrators, supervisors, leaders / *leaders*, innovators, motivators. Principal competencies must have (special and general qualifications) and five other competencies, namely aspects of personality, social, managerial, supervision, and entrepreneurship. Managerial competence is very closely related to how the principal manages human resources and other resources.

Many of the principals' real conditions in the field have become suspected of committing violations in the field of management. As quoted from the statement of the Governor

of DKI Jakarta for the period 2012-2017, Basuki Tjahaja Purnama, said that nine school principals were suspected of being involved in extortion, which was ultimately dismissed from their positions for tarnishing the world of education which had begun to improve itself. In that case, the commitment of the principal is very low towards his profession. Therefore, the principal's commitment must be high in order to be able to prevent actions that reduce the quality of education (<https://daerah.sindonews.com/adisdik-dki-jakarta>).

For organizational commitment to be maintained, the principal must set an example of how normative commitment is reinforced. Therefore, school principals need to work on many things as a supporter and supporter of normative commitment (Setyanto, Kemal, Matin, Suryadi, & Soefiajanto, 2020). In this context, the principal must have a normative commitment, especially in improving student services, student learning services, school principals, and the community by school standards (Kemal & Setyanto, 2017).

The normative commitment of the principal, which tends to below, will be related to the personality of the principal concerned. For the organizational commitment to be maintained, the principal must set an example of how normative commitment is reinforced. Therefore, school principals need to work on many things as a supporter and supporter of normative commitment. In this context, the principal must have a normative commitment, especially in improving student services, student learning services, school principals, and the community by school standards (Kemal, Suryadi, & Rosyidi, 2019).

Job Satisfaction And Motivation: Normative Commitments Of School Principals In Dki Jakarta High Schools

The normative commitment of the principal, which tends to be below, will be related to the personality of the principal concerned. Models based on the Big Five, a widely-accepted taxonomy that organizes most individual differences into five broad traits: Conscientiousness, Agreeableness, Neuroticism (sometimes referred to by its polar opposite, Emotional Stability), Openness (sometimes called Intellect), and Extraversion (G, Condon, Russin, & Revelle, 2018).

Job satisfaction and work motivation are thought to have a considerable influence on the normative commitment of a school organization directly or indirectly. Job satisfaction is a common problem in every work unit, whether it is related to motivation, loyalty or quiet work, and work discipline.

In the world of education, the principal's personality is expected to be able to have a leader who can create a much better school going forward (Kemal, Suryadi, & Rosyidi, 2019). The principal must be noble and be a role model for the school community, have integrity as a leader, have a strong desire in self-development, be open in carrying out basic tasks, function to control oneself in facing problems, have talents and interests in positions as educational leaders (Kemal & Hasibuan, 2017).

Job Satisfaction

In an organization, every person or employee craves satisfaction, especially related to aspects contained in the work itself, and the experience of a person at his workplace greatly influences whether the person has high dedication or not to the organization. The quality of someone will be seen if they are satisfied with their work.

Job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job or job experience (Redelinguys & Botha, 2016). It can be assumed that what is meant by job satisfaction is an emotional state resulting from the assessment of one job or work experience.

Whereas (Jhonson & Jhonson, 2000) states that:

Job satisfaction is the degree to which an individual feels positive or negative about a job. Component job satisfaction is the five facets of job satisfaction measure by the JDI are the work itself, quality of supervision, relationships with co-workers, promotion opportunities, pay adequate pay.

It can be seen that there are five aspects of job satisfaction including work itself, quality of supervision, relationships with colleagues, promotion opportunities and wages. So it can be seen that one's job satisfaction can depend on these five aspects.

According to (Kwok, Cheng, & Wong, 2015):

Job satisfaction is one of the most important factors in the study of human behaviour in the organization. Job satisfaction focuses on employee attitude towards his job.

Job satisfaction is related to the general attitude towards work. Someone who has a high level of satisfaction will generally hold a positive attitude while dissatisfied people will usually display a negative attitude towards life. When we talk about attitudes, we generally talk about job satisfaction because they are interrelated in organizational behaviour.

Someone who already has satisfaction with his work is said to be emotionally able to work in the environment. Job satisfaction is a person's evaluation of his or her job and works context. It is an appraisal of the perceived job characteristics, work environment and emotional experiences at work (Oldham & Fried, 2016). It can be seen that what is meant by job satisfaction is an evaluation of someone's work that is felt from the work environment and emotional experience at work.

Job satisfaction can be seen from one's loyalty to his work. Everyone is expected to be able to have high loyalty for their

work because with high loyalty will bring a positive impact on the productivity of the work produced. Job satisfaction is an attitude that workers have about their jobs. It results from their perception of the jobs (McMillan, McConnell, & O'Sullivan, 2016). It can be seen that what is meant by job satisfaction is an attitude of workers about the work they have produced. Someone will feel satisfied with their work can be seen from one's loyalty in completing all the tasks they carry and want to always have an emotional response to produce the best work from various aspects of a particular job.

Someone who has the same mindset with the goals at work then it will be easy for him to feel satisfied with his work. Job satisfaction is an affective or emotional response toward various facets of one's job (Tarkar, Dhamija, & Sigh, 2019). Job satisfaction is an affective or emotional response to various aspects of one's work. Job satisfaction as follows: Job satisfaction should be owned by every school principal, the principal must continue to be able to provide things that are interesting for his work that can be obtained both from within himself and from outside himself. If the principal already has a sense of interest in his work it will produce quality for himself and the progress of his school.

This was also expressed by (Rich & Crawford, 2017) that:

Job Satisfaction a positive feeling about a job resulting from an evaluation of its characteristics. Related to job satisfaction is job involvement, the degree to which people identify psychologically with their jobs and consider their perceived performance levels important to their self-worth.

Job satisfaction is a positive feeling about work that results from evaluating its characteristics. Associated with job satisfaction is job involvement, the degree to which people identify psychologically with their work and consider the level of performance they feel is important for their self-worth.

According to (Miarkolaei & Miarkolaei, 2014) define that who defined it as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Job satisfaction is defined as a pleasant or positive emotional state that results from an assessment of one's work or work experience.

Job satisfaction is a feeling and emotion, according to (Newstrom & Davis, 2015) define that:

Job satisfaction is a set of favourable of feelings and emotions with which employees view their work. Job satisfaction is an affective attitude a feeling of relative like or dislikes toward something (for example, a satisfied employee may comment that "I enjoy having a variety of task to do).

Job satisfaction is a pleasant or unpleasant employee feeling for the job. Job satisfaction is an attitude of feeling happy or unhappy about something (for example someone who is satisfied to comment "I get a lot of things when doing tasks).

From the above definition, it can be synthesized that someone's job satisfaction is someone's happy or unhappy feelings towards the results of the work he achieved. The indicators are (1) high loyalty to the job, (2) as the job, (3) relationship with colleagues, (4) promotion opportunities and get an appropriate income.

Work Motivation

Motivation is very relevant and has a relationship between people, especially between superiors and subordinates. Motivation questions how to direct the potential of subordinates to want to work productively to achieve and realize the goals that have been determined.

According to (Colquit, Lepine, A, & Wesson, 2009) defines motivation as follows:

Motivation is defined as a set of energetic forces that originates both within and outside an employee, initiates

Job Satisfaction And Motivation: Normative Commitments Of School Principals In Dki Jakarta High Schools

work-related effort, and determines its direction, intensity, and persistence.' Motivation is a critical consideration because job performance is largely a function of two factors: motivation and ability.

Furthermore (Colquit, Lepine, A, & Wesson, 2009) say motivation determines: 1) *direction of effort*, 2) *intensity of effort or level of effort*, 3) *persistence of effort*. Other opinions about motivation expressed by (Seo, Barrett, & Bartunek, 2004) the forces within a person that affect direction, intensity and persistence of voluntary behavior.

This gives an understanding that the energy within a person that moves the direction, intensity and persistence of one's voluntary behaviour. Motivated employees will be ready to carry out business intensity at a certain level (intensity), the level of effort at a certain amount of time (persistence), and work towards a certain target (direction) (Osabiya, 2015).

Meanwhile according to (Latham & Pinder, 2005) argue that motivation refers to the individual forces that account for the direction, level, and persistence of a person's effort expended at work. According to (Robbins & Judge, 2017), motivation is defined motivation as the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal.

Other opinions about motivation expressed by (Caughlin, 2010) motivation represents those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal-directed. Almost the same opinion was expressed (Andre, 2008) that, motivation individual's direction, intensity, and persistence of effort in attaining a goal. *Motivation as the direction, intensity and persistence of individuals in trying to achieve company goals. Motivation theory according to* (Jyoti & Dev, 2015) motivation is a process that starts with a physiological or psychological deficiency or need that activates a behavior or a drive that is aimed at a goal or incentives.



Figure 1. The Basic Motivation Process
Source: (Luthans, 2011)

Work motivation is an internal and external drive that causes a person to take action for the goals of the organization. This effort and hard work can be seen from three elements namely the focus of behaviour, level of effort and persistence. As according to (George, 2012):

Work motivation can be defined as the psychological forces within a person that determine the direction of a person's behaviour in an organization, effort level, and persistence in the face of obstacles. The three key elements of work motivation are the direction of behaviour, level of effort, and level of persistence.

Tabel 1. Elements of Work Motivation

Element	Definition
Direction of behavior	Which behaviors does a person choose to perform in an organization ?
Level of effort	How hard does a person work to perform a chosen behavior?
Level of persistence	When faced with obstacles, roadblocks and stone walls, how hard does a person keep trying to perform a chosen behavior successfully ?

Source: (George, 2012)

Based on the description above it can be seen that work motivation consists of three important elements including work direction, work effort and perseverance. Work motivation is important for employees to do their jobs because employees can do their jobs well if they have high work motivation. therefore through these three elements, each employee can be seen how much motivation to work on the job.

So it can be synthesized that work motivation is a drive that is owned by someone to carry out a good job, this encouragement can come from within and from outside. Indicators of work motivation include 1) *direction*, 2) *effort* and 3) *persistence*.

Commitment of Normative

The definition of organizational commitment itself has been widely defined by experts, (Pieper, Greenwald, & Schlachter, 2017) , defining organizational commitment as follows: organizational commitment is defined as the desire on the part of an employee to remain a member of the organization. According to (Atmojo, 2012) commitment is defined as follows, organization commitment, the degree to which an employee identifies with a particular organization and wishes to maintain membership in the organization. While (Luthans, 2011) interpreted organizational commitment is most often defined as (1) a strong desire to remain a member of a particular organization; (2) a willingness to exert high levels of effort on behalf of the organization; and (3) a definite belief in, and acceptance of, the values and goals of the organization. And (Wasti, 2003) stated organizational commitment refers to the employee's emotional attachment to, identification with, and involvement in a particular organization.

Another opinion raised by (Joo, 2010) defines organizational commitment or employee loyalty as degree to which and employee identifies with the organization and wants to continue activity participating in it. Meanwhile according to (Kim & Cho, 2016) , Organizational commitment is the loyalty of an individual to the organization. Meanwhile according to (Ivancevich, Konopaske, & Matteson, 2008) mentions commitment to an organization involves three attitudes : (1) a sense of identification with the organization's goals, (2) a feeling of involvement in organizational duties, and (3) a feeling of loyalty for the organization. Normative commitment reflects the obligation to feel about continuing the work. Human resources with a high level of normative commitment feel that they must remain with the organization. Other views on normative commitment are presented by (Clinebell, Skudiene, Trijonyte, & Reardon, 2013) normative commitment feeling of obligation to remain with everyone's company. While according to (Avolio, Zhu, Koh, & Bhatia, 2004) normative commitment involves employees' feelings of obligation to stay with the organization because they should; it is the right thing to do. Normative commitment is the choice to stay attached because of strong cultural or familial ethics that drive them to do so (Newstrom & Davis, 2015).

**Tabel 2. The Three Types of Organizational Commitment
Whats Makes Someone Stay With His/Her Current Organization**

Affektive Commitment (Emotion-Based)	CONTINUANCE COMMITMENT (COST-BASED)	NORMATIVE COMMITMENT (OBLIGATION-BASED)
Some of my best friends work in	I'm due for a promotion soon...	My boss has invested so much time in me,

Job Satisfaction And Motivation: Normative Commitments Of School Principals In Dki Jakarta High Schools

my office...I'd miss them i left	will i advance as quickly at the new company?	mentoring me, training me, showing me the ropes
I really like the atmosphere at my current job..... it's fun and relaxed	My Salary and benefits get us a nice house in our town... the cost of living is higher in this new area	My Organization gave me my start... they hired me when others thought i wasn't qualified.
My current job duties are very rewarding... I enjoy coming to work each morning	The school system is good here, my spouse has a good job... we've really put down roots where we are	My employer has helped me out of a jam on a number of occasions... how could i leave now?
Staying because you want to	Staying because you need to	Staying because you ought to

Source: (Colquit, Lepine, A, & Wesson, 2009)

From the definition above can be synthesized normative commitment is the attachment to having obligations and responsibilities to the organization that employs it. The indicators are (1) attachment of obligations to remain with the organization, (2) attachment of choice to stay attached to strong organizations, (3) attachment of definite beliefs and acceptance of organizational values and goals.

METHOD

The purpose of this study was to obtain data from valid and reliable facts about satisfaction and work motivation, towards the normative commitment of principals in-state high schools in DKI Jakarta.

The constellation of the research problem model that shows the relationship model between the variable exogenous (X) and variable endogenous (Y) is described as follows.

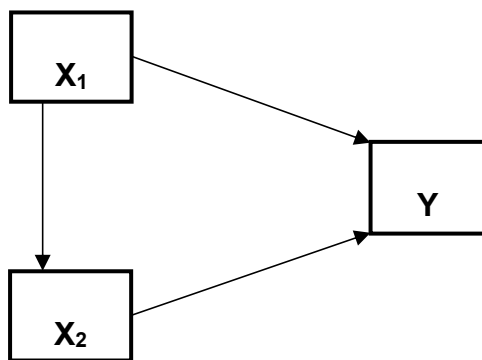


Figure 2. Constellation Model Research Problems

Note:

Y : Normative Commitment

X₁ : Job Satisfaction

X₂ : Work Motivation

Sampling is done by simple random technique. Randomly select a number of individuals from population techniques. Samples were taken using simple random sampling techniques based on the formula sample technique from Slovin, namely:

$$n = \frac{N}{1 + Na}$$

$$n = \frac{117}{1 + (117 \times (0,05)^2)}$$

= 90,5 determined by 90 school principals

Where:

n = sample size

N = population size

α = percentage of uncertainty allowance is set at 5% with a 95% confidence level

Table 3. Sampling Calculations

Territory	Population	Sample Calculation	Number Sample
Central Jakarta	15	$\frac{15}{117} \times 90$	12
West Jakarta	17	$\frac{17}{117} \times 90$	13
South Jakarta	30	$\frac{30}{117} \times 90$	23
East Jakarta	38	$\frac{38}{117} \times 90$	29
North Jakarta	16	$\frac{16}{117} \times 90$	12
Thousand Islands	1	$\frac{16}{117} \times 90$	1
Total	117		90

Based on the above table, the sample taken of 90 school principals was taken as a representation which was considered to have similar characteristics with the overall population. Determination of the sample is done randomly using a simple random sampling technique.

RESULTS AND DISCUSSION

Results

1) Normality Test Data Error Estimated Normative Commitment to Job Satisfaction (Y on X₁)

Calculation of normality error estimates using the liliefors normality test on the Y regression of X₁ obtained an L_{count} of 0.078. The critical value of Liliefors L_{table} for n = 90 at α = 0.05 is 0.093. Based on the calculation results of the normality test known L_{count} ≤ L_{table}, so it can be concluded that the estimated error distribution normative commitment (Y) on job satisfaction (X₁) derived from a population that has a normal distribution.

2) Normality Test Data Normative Commitment Estimates of Work Motivation (Y on X₂)

Calculation of the normality of estimated errors by using the liliefors normality test on the Y regression of X₂ obtained a L_{count} of 0.063. The critical value of Liliefors L_{table} for n = 90 at α = 0.05 is 0.093. Based on the results of the normality test calculation, it is known that the L_{count} ≤ L_{table}, so it can be concluded that the error distribution estimated normative commitment (Y) for work motivation (X₂) comes from populations that have a normal distribution.

3) Normality Test Data for Work Motivation for Job Satisfaction (X₂ on X₁)

Estimation of calculation of the estimated error normality using the liliefors normality test in X₂ regression over X₁ obtained a L_{count} of 0.067. The critical value of Liliefors L_{table} for n = 90 at α = 0.05 is 0.093. Based on the calculation results of the normality test known L_{count} ≤ L_{table}, so it can be concluded that the estimated error distribution of work motivation (X₂) on job satisfaction (X₁) derived from a population that has a normal distribution.

regression equation and the regression linearity test, which then the regression equation model can be used in drawing conclusions. The results of the calculations of significance and linearity are arranged in the ANAVA table as in the following table:

Table 4. Normality Test Results

No	Error Evaluation Regression	n	L _{count}	L _{table}		Description
				α = 5%	α = 1%	
1	Y on X ₁	90	0,078	0,093	0,109	Normal
2	Y on X ₂	90	0,063	0,093	0,109	Normal
3	X ₂ on X ₁	90	0,067	0,093	0,109	Normal

4) Test of Significance and Linearity of the Regression Equation Normative Commitment over Job Satisfaction (Y on X₁)

Based on the results of simple regression calculations for the preparation of a regression equation model between normative commitment and job satisfaction, a regression constant a = 93.37 and a regression coefficient b = 0.481 are obtained. Thus the simple regression equation model is = 93.37 + 0.481 X₂. Regression equations must meet the analysis requirements, namely the significance test of the

Table 5. ANAVA for the Test of Significance and Linearity of Regression Equations $\hat{Y} = 93.37 + 0.481 X_1$

Source of variance	dk	Sum of Squares (JK)	RJK	F _{count}	F _{table}	
					α = 0,05	α = 0,01
Total	90	2773802				
Regresi a	1	2762553,60				
Regresi b/a	1	2611,71951	2611,72	26,61	3,95	6,93
Residu	88	8636,68	98,14			
Tuna Suitable	34	3678,94	108,20	1,179	1,65	2,02
Error	54	4957,74	91,81			

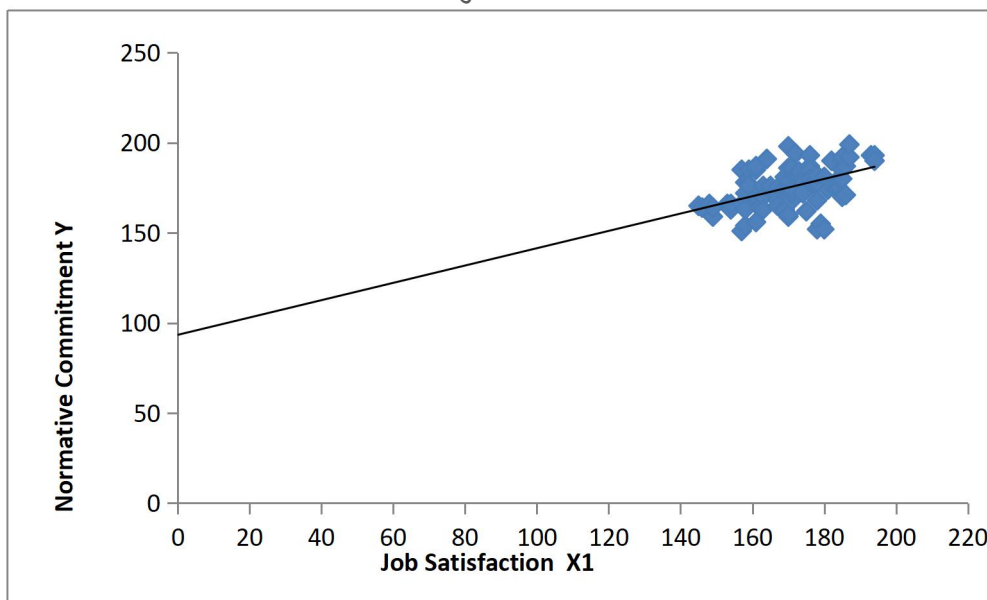
Note :

- ** : Very significant regression (26,61 > 6,93 at α = 0,01)
- ns : Regression is linear (1,179 < 1,65 at α = 0,05)
- dk : Degree of freedom
- JK : Number of squares
- RJK : Avarage number of squares

Regression equation $\hat{Y} = 93.37 + 0.481 X_1$, for the significance test obtained F_{count} 26.61 greater than the F_{tabel} (0,01;1;88) 6.93 at α = 0.01. Because F_{count} > F_{tabel} then the regression equation is stated to be very significant. For the

linearity test, the F_{count} 1.179, smaller than the F_{tabel} (0,05;34;54) of 1.65 at α = 0.05. Because F_{count} < F_{tabel} then the point distribution approaches the regression equation line and the estimated linear distribution point is acceptable. Visually can be seen in the following picture:

Job Satisfaction And Motivation: Normative Commitments Of School Principals In Dki Jakarta High Schools



5) Test of Significance and Linearity of Regression Equations Normative Commitment for Work Motivation (Y on X₂)

Based on the data from the simple regression calculation for the preparation of a regression equation model between normative commitment and work motivation obtained a regression constant a = 92.48 and a regression coefficient b = 0.563. Thus the simple regression equation model is $\hat{Y} = 92.48 + 0.563 X_2$.

Regression equations must meet the analysis requirements, namely the significance test of the regression equation and the regression linearity test, which then the regression equation model can be used in drawing conclusions. The results of the calculations of significance and linearity are arranged in the ANAVA table as in the following table:

Table 6. ANAVA for Test of Significance and Linearity of Regression Equations
 $\hat{Y} = 92.48 + 0.563 X_2$

Source of Variance	d k	Sum of Squares (JK)	RJK	F _{count}	F _{table}	
					α = 0,05	α = 0,01
Total	9	2773802				
Regresi a	1	2762553,60				

Regresi b/a	1	2851,36058	2851,36	29,88	3,95	6,93
Residu	8	8397,04	95,42			
Tuna Suitable	3		105,2	1,1		
	5	3682,889	25	83	1,64	2,02
Error	5		88,94			
	3	4714,150	6			

Note :

** : Very significant regression (29,88 > 6,93 at α = 0,01)

ns : Regression is linear (1,183 < 1,65 at α = 0,05)

dk : Degree of freedom

JK : Number of squares

RJK : Avarage number of squares

Regression equation $\hat{Y} = 92.48 + 0.563 X_2$, for the significance test obtained F_{count} 29.88 greater than the F_{table} (0,01;1:88) 6.93 at α = 0.01. Because F_{count} > F_{table} then the regression equation is stated to be very significant. For the linearity test, the F_{count} 1.183, smaller than the F_{table} (0,05;35:53) of 1.64 at α = 0.05. Because F_{count} < F_{table}, the point distribution approaches the regression equation and the linear estimated point distribution is acceptable. Visually can be seen in the following picture:

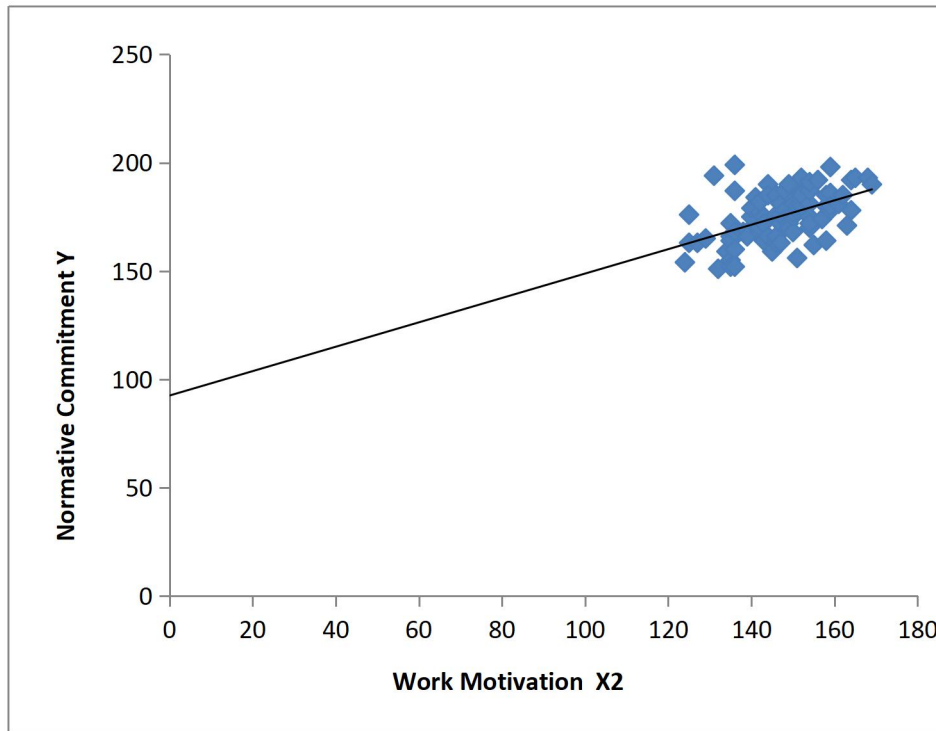


Figure 4. Regression Equation Graph
 $Y = 92.48 + 0.563 X_2$

6) Significance and Linearity Test of Motivational Regression Equation for Work Satisfaction (X_2 on X_1)

Based on the data from the simple regression calculation for the preparation of a regression equation model between Work Motivation and Job Satisfaction, a regression constant $a = 70.49$ and a regression coefficient $b = 0.449$ are obtained. Thus the simple regression equation model is $\hat{X}_2 = 70.49 + 0.449 X_1$. Regression equations must meet the analysis requirements, namely the significance test of the regression equation and the regression linearity test, which then the regression equation model can be used in drawing conclusions. The results of calculations of significance and linearity are arranged in the ANAVA table as in the following table:

Table 7. ANAVA for the Test of Significance and Linearity of Regression Equations
 $\hat{X}_2 = 70.49 + 0.449 X_1$

Source of Varians	d k	Sum of Squires (JK)	RJK	F _{count}	F _{table}	
					$\alpha = 0,05$	$\alpha = 0,01$
Total	9	1949682				
Regresi a	1	1940696				
Regresi	1	2273,88	2273,	29,	3,95	6,93

b/a	8	5	885	81		
Residu	8	6711,94	76,27			
Tuna	3			0,8		
Suitable	4	2414,44	71,01	92	1,65	2,02
Error	4	4297,50	79,58			

Note :

** : Very significant regression ($29,81 > 6,93$ at $\alpha = 0,01$)

ns : Regression is linear ($0,892 < 1,65$ at $\alpha = 0,05$)

dk : Degree of freedom

JK : Number of squares

RJK : Avarage number of squares

Regression equation $\hat{X}_2 = 70.49 + 0.449 X_1$, for the significance test obtained $F_{\text{count}} 29.81$ greater than the $F_{\text{table}} (0,01;1:88) 6.93$ at $\alpha = 0.01$. Because $F_{\text{count}} > F_{\text{table}}$ then the regression equation is stated to be very significant. For the linearity test the $F_{\text{count}} 0.892$ smaller than the $F_{\text{table}} (0,05;34:54)$ of 1.65 at $\alpha = 0.05$. Because $F_{\text{count}} < F_{\text{table}}$, the point distribution approaches the regression equation and the linear estimated point distribution is acceptable. Visually can be seen in the following picture:

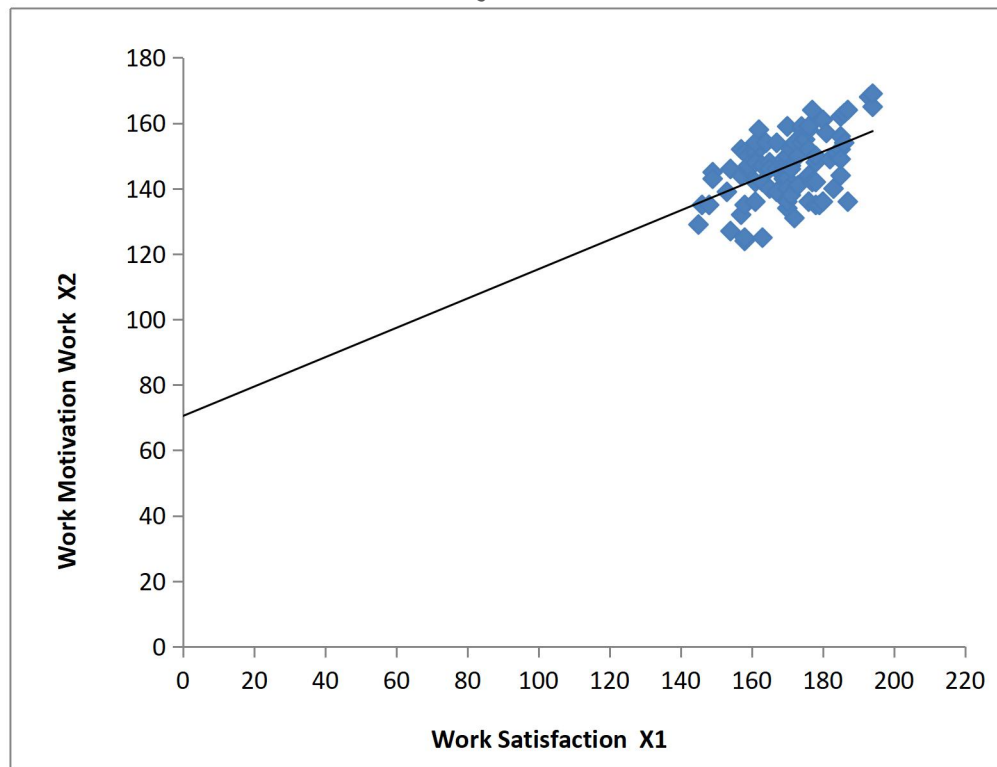


Figure 5. Graph of Equation of Regression
 $\hat{X}_2 = 70.49 + 0.449 X_1$

7) **The first hypothesis: there is a positive direct effect of Job Satisfaction (X₁) on Normative Commitment (Y)**

The statistical hypothesis tested is a positive direct effect on Job Satisfaction (X₁) on normative commitment (Y).

Statistically:
 H₀: $\beta_{y_2} \leq 0$
 H₁: $\beta_{y_2} > 0$

Based on the calculation results of the path analysis the direct effect of Job Satisfaction (X₁) on Normative Commitment (Y) obtained path coefficient ρ_{y_2} of 0.231 with $T_{count} = 2.26$, while the value of $T_{table} = 1.99$ ($\alpha = 0.05$; $dk = 86$). Because $T_{count} > T_{table}$ then H₀ rejected, H₁ accepted. Thus it can be concluded that job satisfaction has a direct positive effect on normative commitment.

8) **The second hypothesis: there is a positive direct effect of Work Motivation (X₂) on Normative Commitment (Y)**

The statistical hypothesis tested is the positive direct effect of Work motivation (X₂) on normative commitment (Y).

Statistically:
 H₀: $\beta_{y_3} \leq 0$
 H₁: $\beta_{y_3} > 0$

Based on the results of the calculation of the path analysis the direct influence of work motivation (X₂) on normative commitment (Y) obtained path coefficient ρ_{y_3} of 0.242, with $T_{count} = 2, 27$ while the value of $T_{table} = 1.99$ ($\alpha = 0.05$; $dk = 86$). Because $T_{count} > T_{table}$ then H₀ rejected, H₁ accepted. Thus it can be concluded that work motivation has a direct positive effect on normative commitment.

9) **The third hypothesis: there is a direct positive influence job satisfaction (X₁) of the Work Motivation (X₂)**

Statistical hypotheses were tested were positive direct influence job satisfaction (X₁) of the Work Motivation (X₂).

Statistically:
 H₀: $\beta_{32} \leq 0$
 H₁: $\beta_{32} > 0$

Based on the results of the calculation of the path analysis the direct effect of job satisfaction (X₁) on work motivation (X₂) obtained path coefficient ρ_{32} of 0.334 with $T_{count} = 3, 45$, while the value of $T_{table} = 1.99$ ($\alpha = 0.05$; $dk = 87$). Because $T_{count} > T_{table}$ then H₀ rejected, H₁ accepted. Thus it can be concluded that job satisfaction has a direct positive effect on work motivation.

Table 8. Summary of Hypothesis Testing Results

Direct Effect	Coefficient Line	T _{count}	T _{table}	Decision Test
X ₁ to Y	0,231	2,26	1,99	H ₀ rejected, H ₁ accepted. There is a positive direct effect of X ₁ on Y
X ₂ to Y	0,223	2,14	1,99	H ₀ rejected, H ₁ accepted. There is a positive direct effect of X ₂ terhadap Y
X ₁ to X ₂	0,334	3,45	1,99	H ₀ rejected, H ₁ accepted. There is a positive direct X ₁ on X ₂

DISCUSSION

1) **Job Satisfaction Positive Direction Normative Commitment**

Has to affect hypothesis testing results obtained by the path coefficient (ρ_{y_2}) of 0.231, which means reject H₀ accept H₁, this proves that there is a positive direct effect of job satisfaction on the principal's normative commitment. The results of the path analysis between the variable Job Satisfaction with the variable normative commitment gives the understanding that the effect of job satisfaction on

Job Satisfaction And Motivation: Normative Commitments Of School Principals In Dki Jakarta High Schools

normative commitment is positive, which can be interpreted as good job satisfaction will increase the normative commitment of the principal, and vice versa the worse the job satisfaction will be followed by the low normative commitment.

This is in line with what was stated by (Yao & Wang, 2008) that normative commitment partially mediated the relationships of value internalization with job satisfaction, normative commitment also partially mediated the relationship of reciprocity norm with job satisfaction. Like job satisfaction, the organizational commitment attitude is very complex and has mixed results, but in general, it is thought to have a somewhat stronger relationship with organizational outcomes such as performance, absenteeism, and turnover. Like satisfaction, organizational commitment can be enhanced (Westover, Westover, & Westover, 2010).

Job satisfaction and commitment of school principals have a rather strong relationship with organizational outcomes such as performance, absenteeism, and educational operational assistance. Meanwhile, research (Markovits, Davis, Fay, & Dick, 2010) argue that This study intended to identified significant impacts of sector on the relationship between affective and normative commitment, and the extrinsic and intrinsic dimensions of job satisfaction.

This research is to identify the significant impact on the relationship between normative commitment, and the extrinsic and intrinsic dimensions of job satisfaction.

2) Work Motivation Positive Direction Normative Commitment

Has to affect hypothesis testing results obtained by the path coefficient (p_{y3}) of 0.242, which means reject H_0 accept H_1 this proves that there is a positive direct effect of work motivation on the normative commitment of the principal. The results of the path analysis between work motivation variables and normative commitment variables provide an understanding that the effect of work motivation on normative commitment is positive, which can be interpreted as a high level of work motivation that will increase normative commitment in the head of the school, and vice versa the lower the level of work motivation will follow the low commitment normative headmaster.

This was stated in the research of (Huang, 2015) that:

Intrinsic motivation is positively associated with normative commitment. This hypothesis is supported by the SEM analysis (path coefficient=0.436, $p \leq 0.01$). The results indicate that individuals with high levels of intrinsic motivation are more likely to have high normative commitment. The effect size of intrinsic motivation on normative commitment is 0.192, which means that 19.2 percent of the variance of normative commitment is explained by intrinsic motivation.

Intrinsic motivation is positively related to normative commitment. This hypothesis is supported by SEM analysis (path coefficient = 0.436, $p \leq 0.01$). The results show that individuals with high levels of intrinsic motivation are more likely to have high normative commitment. The measure of the effect of intrinsic motivation on normative commitment is 0.192, which means that 19.2 percent of the variant of normative commitment is confirmed by intrinsic motivation.

(Amayah, 2013) argues that:

Research evidence indicates that the absence of commitment can reduce organizational effectiveness. Intrinsic rewards are important for developing organizational commitment. Organizations able to meet employees' needs by providing challenging opportunities, giving feedback, encouraging employee participation and by recognizing achievement when it occurs have a significant impact on commitment.

Research evidence shows that the absence of commitment can reduce organizational effectiveness. Intrinsic rewards are

important for developing organizational commitment. School organizations are able to meet needs by providing challenging opportunities, providing feedback, encouraging principals' participation and by recognizing achievements as they occur have a significant impact on commitment.

(Huang, 2015) argues, that:

Normative commitment refers to a feeling of obligation to continue employment. Previous work on the relation between intrinsic motivation and normative commitment is very limited. As mentioned, the social value or obligation that keeps an individual working in a certain organization is not a personal need or goal, but the personal needs of all social members may shape social values.

The principal's normative commitment refers to a feeling of obligation to work. The relationship between intrinsic motivation and normative commitment is very limited. The social values or obligations that make the principal work are not personal needs or goals, but personal needs can shape social values.

3) Job Satisfaction Positive Direction Work Motivation

Has effect hypothesis testing results obtained by the path coefficient (p_{32}) of 0.334, which means reject H_0 accept H_1 , this proves that there is a positive direct effect of job satisfaction on work motivation? The results of the path analysis between the variables of job satisfaction with work motivation variables provide an understanding that the effect of job satisfaction on work motivation is positive, which can be interpreted the better job satisfaction, work motivation of principals will increase, and vice versa the worse the job satisfaction will be followed by low motivation work.

This was stated by (Macky & Boxall, 2007), stating that,

Our attitudes and values about work also influence our job satisfaction. Someone with a negative attitude toward work is less likely to be satisfied with any job than someone with a positive attitude toward work. Employees who find intrinsic value in their work are doing what is important to them.

Attitudes and values about work affect job satisfaction. Principals with negative attitudes towards work tend to be less satisfied with any work other than a school principal who has a positive attitude towards work. Principals who find intrinsic value in their work do what is important to them.

Attitudes and work values of principals affect job satisfaction. A school principal who has a negative attitude tends to be less satisfied with his work, whereas a school principal who has a positive attitude toward his work, earns intrinsic value in the work by doing what is important to him. The results of this study are supported by previous research put forward by (Liu & Tang, 2011), that In this study, public servants with higher public service motivation had significantly higher job satisfaction.

CONCLUSION

Based on the analysis that has been carried out, the conclusions in this study are as follows:

- 1) There is a significant positive direct effect of job satisfaction on normative commitment, which can be interpreted as good job satisfaction will increase the normative commitment of the principal, and vice versa the worse the job satisfaction will be followed by a low normative commitment
- 2) There is a significant positive direct effect of work motivation on the normative commitment which can be interpreted as a high level of work motivation will increase the normative commitment of the principal, and vice versa the lower the level of work motivation will be

Job Satisfaction And Motivation: Normative Commitments Of School Principals In Dki Jakarta High Schools

followed by the low normative commitment of the principal.

- 3) There is a significant positive direct effect of job satisfaction on work motivation which can be interpreted as the better job satisfaction, work motivation of principals will increase, and vice versa the worse the job satisfaction will be followed by low work motivation.

The results of this study should be made reference material in conducting further research related to job satisfaction and motivation towards normative commitment. Further assessment of the normative commitment variable associated with other variables can enrich knowledge about the factors that influence the improvement of the normative commitment of the Principal of State High Schools in DKI Jakarta.

REFERENCE

1. Amayah, A. T. (2013). Determinants of knowledge sharing in a public sector organization. *Journal of Knowledge Management*, 17(3), 454-471. doi:https://doi.org/10.1108/JKM-11-2012-0369
2. Andre, R. (2008). *Organizational Behavior, An Introduction to your life in Organizations*. New Jersey: Pearson Prentice Hall.
3. Atmojo, M. (2012). The Influence Of Transformational Leadership On Job Satisfaction, Organizational Commitment, And Employee Performance. *International Research Journal of Business Studies*, 5(2), 113-128. doi:https://doi.org/10.21632/irjbs.5.2.113-128
4. Avolio, B. J., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: mediating role of psychological empowerment and moderating role of structural distance. *Journal of Organizational Behavior*, 25(8), 951-968. doi:https://doi.org/10.1002/job.283
5. Caughlin, J. P. (2010). Invited Review Article: A multiple goals theory of personal relationships: Conceptual integration and program overview. *Journal of Social and Personal Relationship*, 27(6), 824-848. doi:https://doi.org/10.1177/0265407510373262
6. Clinebell, S., Skudiene, V., Trijonyte, R., & Reardon, J. (2013). Impact Of Leadership Styles On Employee Organizational Commitment. *Journal of Service Science*, 6(1), 139-152. doi:https://doi.org/10.19030/jss.v6i1.8244
7. Colquit, J. A., Lepine, J. A., A, J., & Wesson, M. J. (2009). *Organizational Behavior*. New York: McGraw-Hill Education Inc.
8. G, E. L., Condon, D. M., Russin, S. E., & Revelle, W. (2018). The personality of U.S. states: Stability from 1999 to 2015. *Journal of Research in Personality*, 64-72.
9. G, K. V. (2007). *Organizational Behavior An Evidence-Based Approach*. New York: International (P) Limited, Publisher.
10. George, J. M. (2012). *Understanding and Managing Organizational Behavior*. New Jersey: Pearson Education Inc.
11. Gonzales, T. F., & Guillen, M. (2008). Organizational Commitment: A Proposal for a Wider Ethical Conceptualization of Normative Commitment. *Journal of Business Ethics*.
12. <https://daerah.sindonews.com/adisdik-dki-jakarta>. (n.d.).
13. Huang, Y. (2015). Impact of Intrinsic Motivation on Organizational Commitment: Empirical Evidences From China. *International Business and Management*, 11(3).
14. Ivancevich, J. M., Konopaske, R., & Matteson, M. T. (2008). *Organizational Behavior Management*. New York: McGraw-Hill Education Inc.
15. Jhonson, G. J., & Jhonson, W. R. (2000). Perceived Overqualification and Dimensions of Job Satisfaction: A Longitudinal Analysis. *The Journal of Psychology*, 134(5), 537-555. doi:https://doi.org/10.1080/00223980009598235
16. Joo, B.-K. (2010). Organizational commitment for knowledge workers: The roles of perceived organizational learning culture, leader-member exchange quality, and turnover intention. *Human Resource Development Quarterly*, 21(1), 69-85. doi:https://doi.org/10.1002/hrdq.20031
17. Jyoti, J., & Dev, M. (2015). The impact of transformational leadership on employee creativity: the role of learning orientation. *Journal of Asia Business Studies*, 9(1), 78-98. doi:https://doi.org/10.1108/JABS-03-2014-0022
18. Kemal, I., & Hasibuan, R. A. (2017). Manajemen kewirausahaan melalui strategi berbasis sekolah di Islamic Solidarity School. *Jurnal Akuntabilitas Manajemen Pendidikan*, 5(1), 71-81. doi:https://doi.org/10.21831/amp.v5i1.11550
19. Kemal, I., & Setyanto, E. (2017). The Effectiveness of Managerial Skills of State Elementary School Principals in East Jakarta. *Jurnal Ilmiah Peuradeun*, 5(2), 157-168. doi: http://dx.doi.org/10.26811/peuradeun.v5i2.133
20. Kemal, I., Suryadi, & Rosyidi, U. (2019). Lecturer Resource Development Management at STKIP Bina Bangsa Getsempena Banda Aceh. *International e-Journal of Educational Studies*, 3(6), 197-204. doi:https://doi.org/10.31458/iejes.602422
21. Kemal, I., Suryadi, & Rosyidi, U. (2019). Management of Lecturers Resource Development at Higher Education. *International Journal of Higher Education*, 8(5), 246-256. doi:https://doi.org/10.5430/ijhe.v8n5p246
22. Kim, Y., & Cho, Y. C. (2016). Impact Of Retirement System On Job Satisfaction And Loyalty: A Case Of The Salary Peak System. *International Business & Economics Research Journal*, 15(1), 27-40. doi:https://doi.org/10.19030/iber.v15i1.9582
23. Kinicki, A., & Kreitner, a. R. (2008). *Organizational Behavior, Key Concept, Skills and Beset Practices*. New York: McGraw-Hill Education.
24. Kwok, S. Y., Cheng, L., & Wong, D. F. (2015). Family Emotional Support, Positive Psychological Capital and Job Satisfaction Among Chinese White-Collar Workers. *Journal of Happiness Studies*, 16(June 2015), 561-582. doi:https://doi.org/10.1007/s10902-014-9522-7
25. Latham, G. P., & Pinder, C. C. (2005). Work Motivation Theory and Research at the Dawn of the Twenty-First Century. *Annual Review of Psychology*, 56(February 2005), 485-516. doi:https://doi.org/10.1146/annurev.psych.55.090902.142105
26. Liu, B.-C., & Tang, T. L.-P. (2011). public servants with higher public service motivation had significantly higher job satisfaction. *Public Administration Review*, 71(5), 718-727. doi:https://doi.org/10.1111/j.1540-6210.2011.02411.x
27. Locke, E. A. (2009). *Handbook of Principles of Organizational Behavior*. West Sussex: John Wiley and Sons Ltd.

Job Satisfaction And Motivation: Normative Commitments Of School Principals In Dki Jakarta High Schools

28. Luthans, F. (2011). *Organizational Behavior An Evidence-Based Approach*. New York: McGraw-Hill Education Inc.
29. Macky, K., & Boxall, P. (2007). The relationship between 'high-performance work practices' and employee attitudes: an investigation of additive and interaction effects. *he International Journal of Human Resource Management*, 18(4), 537-567. doi:10.1080/09585190601178745
30. Markovits, Y., Davis, A. J., Fay, D., & Dick, R. V. (2010). The Link Between Job Satisfaction and Organizational Commitment: Differences Between Public and Private Sector Employees. *International Public Management Journal*, 13(2), 177-196. doi:10.1080/10967491003756682
31. McMillan, D. J., McConnell, B., & O'Sullivan, H. (2016). Continuing professional development – why bother? Perceptions and motivations of teachers in Ireland. *Journal Professional Development in Education*, 42(1), 150-167. doi:https://doi.org/10.1080/19415257.2014.952044
32. Miarkolaei, H. S., & Miarkolaei, H. S. (2014). An investigation on relationship between employees' job satisfaction and organizational commitment. *Management Science Letters*, 4(4), 669-678. doi:10.5267/j.msl.2014.2.026
33. Newstrom, J. W., & Davis, K. (2015). *Organizational Behavior : Human Behavior at Work*. New York: McGraw-Hill Education Inc.
34. Oldham, G. R., & Fried, Y. (2016). Job design research and theory: Past, present and future. *Organizational Behavior and Human Decision Processes*, 136(September 2016), 20-35. doi:https://doi.org/10.1016/j.obhdp.2016.05.002
35. Osabiya, B. J. (2015). The effect of employees' motivation on organizational performance. *Journal of Public Administration and Policy Research*, 7(4), 62-75. doi:https://doi.org/10.5897/JPAPR2014.0300
36. Pieper, J. R., Greenwald, J. M., & Schlachter, S. D. (2017). Motivating employee referrals: The interactive effects of the referral bonus, perceived risk in referring, and affective commitment. *Human Resource Management*, 57(5), 1159-1174. doi:https://doi.org/10.1002/hrm.21895
37. Redelinghuys, K., & Botha, E. (2016). Person-environment fit, job satisfaction and intentions to leave: The moderating effect of leader empowering behaviour. *Journal of Psychology in Africa*, 26(1), 11-21. doi:https://doi.org/10.1080/14330237.2015.1101273
38. Rich, B. L., & Crawford, J. A. (2017). Job Engagement: Antecedents and Effects on Job Performance. *Academy of Management*, 53(3). doi:https://doi.org/10.5465/amj.2010.51468988
39. Robbins, S. P., & Judge, T. (2017). *Organizational Behavior*. New Jersey: Pearson Education Inc.
40. Schermerhorn, J., John, R., Hunt, J. G., & Osborn, R. N. (2011). *Organizational Behavior*. New York: Jhon Wiley & Sons Inc.
41. Seo, M.-G., Barrett, L. F., & Bartunek, J. M. (2004). The Role of Affective Experience in Work Motivation. *Academy of Management*, 29(3). doi:https://doi.org/10.5465/amr.2004.13670972
42. Setyanto, E., Kemal, I., Matin, Suryadi, & Soefiajanto, T. A. (2020). Management of Culture-Based Education in the Special Region of Yogyakarta. *Journal of Talent Development and Excellence*, 12(1), 2485-2496. Retrieved from <http://www.iratde.com/index.php/jtde/article/view/1126>
43. Steven, M., Glinow, V., & Mary, & A. (2015). *Organizational Behavior Emerging Knowledge and Practice for the Real World*. New York: McGraw-Hill Education.
44. Suryadi, Kemal, I., Setyanto, E., & Rachmadtullah, R. (2020). Based on the analysis that has been carried out, the conclusions in this study are as follows:. *International Journal Of Innovation and Change*, 11(10), 499-515. Retrieved from <https://ijicc.net/index.php/ijicc-editions/2020/163-vol-11-iss-10>
45. Tarkar, P., Dhamija, S., & Sigh, P. (2019). A Mediation Effect of Job Satisfaction and Affective Commitment in Relationship Between Passion and Work Intentions after Retirement. *Vision: The Journal of Bussiness Perspective*, 23(2), 197-207. doi:https://doi.org/10.1177/0972262919840228
46. Wasti, S. A. (2003). Organizational commitment, turnover intentions and the influence of cultural values. *Journal of Occupational and Organizational Psychology*, 76(3), 303-321. doi:https://doi.org/10.1348/096317903769647193
47. Westover, J. H., Westover, A. R., & Westover, L. A. (2010). Enhancing long-term worker productivity and performance: The connection of key work domains to job satisfaction and organizational commitment. *International Journal of Productivity and Performance Management*, 59(4), 372-387. doi:https://doi.org/10.1108/17410401011038919
48. Yao, X., & Wang, L. (2008). Socially oriented values and reciprocity norm predict organizational commitment. *Asian Journal of Social Psychology*, 11(3), 247-252. doi:https://doi.org/10.1111/j.1467-839X.2008.00264.x