The Effect Of Work Competency And Compensation On Teachers' Organizational Commitment

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Abstract

Commitment to each member of the organization is very important because with a commitment, a member of the organization can be more responsible for his work. This study aims to determine: The Effect of Work Competence and Compensation on Organizational Commitment moderated by Job Satisfaction of Junior High School Teachers in Bandar Pasir Mandoge District. The population of this study was all Junior High School teachers in Bandar Pasir Mandoge District, totaling 79 teachers, while the sample taken from the entire population was 79 people by taking a census sample. Data were collected using a questionnaire filled out by respondents from teachers, then the data was processed using regression analysis. The results of the study showed that: work competence (X1) has a direct positive effect on organizational commitment (Y) shown that = 0.238 and significance> 0.05; compensation (X2) has a direct positive effect on organizational commitment (Y) shown that = 0.337 and significance> 0.05. p_{41} p_{42}.

Keywords: *Job Competence, Compensation, Job Satisfaction and Organizational Commitment.*

I.   NTRODUCTION

Commitment to each member of the organization is very important because with commitment, an organization member can be more responsible for their work compared to an organization member who does not have commitment.(Shaleh & Firman, 2018:321). Usually members of an organization who have a commitment will work optimally so that they can devote their attention, thoughts, energy and time to their work, so that what they have done is in accordance with what is expected by the organization. Teachers are part of the school organization, therefore, they are expected to have a commitment to the school organization.(Hidayat, 2017:45). The organizational commitment is shown when a teacher carries out his/her teaching duties and also his/her duties as part of the school organization. A teacher is said to be professional if he/she has a high organizational commitment, in this case it is marked by a strong desire to remain a member of the organization, accept the organization's goals, and strive to advance the organization.

Teachers who have commitment will improve the quality of their work, which then determines the quality of education. On the other hand, teachers who have work quality below the minimum standard will hinder the improvement of the quality of education.(Awalluddin et al., 2023:42)states that commitment is a tendency within a person to feel actively involved with a full sense of responsibility.Ilahi et al. (2017:44) states that commitment to a task is not just involvement, but shows a person's willingness to be actively involved in an activity with high responsibility.

According toPrimayana & Writers (2021:76) that conceptually, organizational commitment is characterized by three things: (1) a strong sense of trust and acceptance of the goals and values of the organization, (2) a desire to make a serious effort for the sake of the organization, (3) a strong desire to maintain membership in an organization. From the perspective of Perwaningrum, it is understood that organizational commitment includes three aspects, namely: a) Identification, which is manifested in the form of trust of organizational members; b) involvement or participation of members in important work that causes them to work together, either with leaders or co-workers, and; c) loyalty of members to the organization, which means a person's willingness to be able to perpetuate

their relationship with the organization including sacrificing their personal interests without expecting anything.

In order to realize the goals of the school organization, teachers are required to have commitment in carrying out their duties as teachers, because high commitment can influence the success of teachers in carrying out their duties.(Zhahira et al. 2022:54). However, the condition of teachers in the field has not fully demonstrated a high level of commitment in carrying out their duties at school.

Based on facts in the field carried out on 12-17 February 2024thatThe researcher found by conducting observations and initial interviews at one of the State Junior High Schools in Bandar Pasir Mandoge District, the researcher found that 8 out of 11 teachers interviewed expressed their reluctance to be actively involved in school activities. The reasons given were varied, two of them said that the activity was not part of their duties, 3 people said that the principal had appointed certain people, and 3 teachers said that it was the job of younger teachers to carry out the activity.

SMP Negeri Se Kecamatan Bandar Pasir Mandoge is a state educational institution that provides junior high school education services in Bandar Pasir Mandoge District. Furthermore, based on interviews conducted on February 12-17, 2024, the author obtained information thatreadiness to work hard wholeheartedly to contribute to the progress of the organizationteachers in the school are still considered less than good. This can be seen from the lack of teacher planning in teaching. In addition, there are still quite a lot of gaps that are not appropriate, there are still some weaknesses that are still shown by teachers in their teaching discipline, including teachers who do not arrive on time, delay assignments, some do not use complete uniforms according to applicable provisions, some teachers do not attend roll calls, and cannot utilize facilities properly.

Kurniawan (2022:430), providing a more detailed and comprehensive picture in the process model.commitmentconfirms that the factors of satisfaction, compensation and work competence are the causes of the emergence ofcommitmentwhich come from groups and organizations.Maharani & Efendi (2017:13) in commitment and compensation as one aspect of personal factors, which are considered to be directly influenced by motivation. Based on the above view, it can be explained that work competence, compensation, and job satisfaction are new determining variables for efforts to increase teacher commitment.

Work competence is also a factor that influences the increase in teacher organizational commitment. Competence is a characteristic of knowledge, skills, behavior, and experience to perform a particular job or role effectively. Competence can be objectively measured and developed through supervision, work management, and human resource development programs. Competence is not just knowledge and skills. Competence is a very complex special ability. If the competence, attitude, and actions of employees towards their work are high, then it can be predicted that their behavior will work hard to achieve organizational goals.

In carrying out their duties, they must master and have competence so that with the existence of teacher competence in teaching. Competence is a set of knowledge, skills and behaviors that must be owned, internalized and mastered by someone in carrying out professional duties.(Nur & Fatonah, 2022:214). Government Regulation Number 19 of 2005 concerning Academic Qualification Standards and Teacher Competencies explains that educational personnel must have work competencies. Teachers who have the competencies set above will have a better commitment compared to teachers who do not have the competencies set.

Furthermore, compensation is a factor that greatly influences the increase in teacher commitment. Employees expect decent compensation so that employees can feel satisfied with their work. According toSon & Mardikaningsih (2021:47)Compensation is all income in the form of money, goods directly or indirectly received by employees in return for services provided to the company. The purpose of providing compensation is: 1) to appreciate work performance; 2) job satisfaction; 3) effective procurement; 4) motivation; 5) discipline; and 6) to ensure fairness.

Compensation is also an award given to employees in return for their performance, compensation is given directly or indirectly that is fair to employees for their contribution in achieving organizational goals. The forms of compensation are financial compensation and non-financial compensation, financial compensation is: 1) salary; 2) allowances; 3) commission; and 4) bonuses. While non-financial compensation includes: 1) training; 2) responsibility; 3) authority; 4) performance awards; and 5) a supportive work environment. Compensation is usually given to attract capable and qualified employees in the organization, encourage the principal to excel, retain productive and qualified employees to remain loyal, ensure fairness, control costs, follow legal regulations, improve administrative efficiency and improve employee performance.

Compensation is an instrument for members of the organization to act according to the wishes of their school. Through compensation, the organization can manage work programs. The organization rewards the behavior and performance results of members of the organization who simultaneously move to support the achievement of organizational goals. Compensation can be interpreted as a reward for employee contributions in an organization that is given to meet the needs of employees of an institution. WhileHandoko & Rambe (2018:33)Compensation is something received in return for service contributions. Determining compensation does not only consider humans as capital. In the humanistic view, determining compensation is based on efforts to meet the needs of employees both physically and psychologically. In a mechanistic perspective, determining compensation is based on the value obtained by the institution with the value of the output of work results.

Therefore, the author is interested in conducting research with the title: The Influence of Work Competence and Compensation on Organizational Commitment of Junior High School Teachers in Bandar Pasir Mandoge District.

II.   RESEARCH METHODS
A. Types of research
The type of research used is quantitative. Quantitative research in this study, the data that has been obtained is in the form of numbers that can be counted. According to(Zakariah & Afriani, 2021), quantitative research is data analysis of data that contains certain numbers or numerics.

B. Place and Time of Research
This research was conducted at SMP Negeri Se, Bandar Pasir Mandoge sub-district. This research is scheduled for March 2024 to July 2024..

C. Data collection technique
The data collection methods that will be used in this study are:
1. Questionnaire
According to(Ernawati, 2017)that the questionnaire is a data collection technique carried out by giving a set of written questions or statements to respondents to answer. The questionnaire is made in the form of a statement by listing several alternative answers that are most appropriate.
2. Documentation
Documentation technique is a data collection technique obtained from previously processed reports in the form of competency scores of junior high school teachers in Bandar Pasir Mandoge District..

D. Data Analysis Techniques
The data analysis technique used in this study isby using multiple regression analysis because the dependent variable is influenced by three independent variables. Furthermore, the t-test is used to determine whether the independent variable partially has a significant influence on the dependent

variable. The t-statistic test is used to determine how far the influence of one independent variable individually in explaining the variation of the dependent variable.

The F test is used to test the level of significance of the regression coefficient of independent variables simultaneously on the dependent variable. The F statistical test is used to determine whether all independent variables included in the regression model have a joint (simultaneous) influence on the dependent variable.(Wulandari & Winarningsih, 2016:5).

III. RESEARCH RESULTS AND DISCUSSION
A. Research Results
1. Description of Research Data

The description of the data presented in this section includes data on work competency variables (X1), compensation (X2), job satisfaction (X3), and teacher organizational commitment (Y). The data is the result of quantifying the respondents' answers to the questionnaire distributed to Junior High School Teachers in Bandar Pasir Mandoge District. The number of questionnaires distributed was 79 sets according to the number of research samples. The frequency distribution of the Work Competency variable scores can be seen in the following table.

Table 1 Frequency Distribution of Work Competency Variable Scores (X1)

No.	Interval Class	Absolute Frequency	Frequency Relatively%	Cumulative Frequency %
1	47 – 52	11	13,924	13,924
2	53 – 58	12	15.19	29.114
3	59 – 64	20	25,316	54.43
4	65 – 70	13	16,456	70,886
5	71 – 76	9	11,392	82,278
6	77 – 82	9	11,392	93,671
7	83 – 88	4	5.0633	98,734
8	89 – 94	1	1.2658	100
Amount		**79**	**100**	**100**

Based on the data in the table above, it can be seen that the highest score is 89, the lowest score is 47, and the range is 42 and the average is 64.90. Furthermore, the ideal highest score is 100, the ideal lowest score is 20, and the ideal average score is 60 and the ideal standard deviation is 13.33. By referring to the criteria in the methodology section, the tendency of the work competency variable (X1) is obtained as follows in table 2.

Table 2 Level of Tendency of Work Competency Variable (X1)

Class	Class interval	Observation frequency	Frequency Relative %	category
1	> 80 – max score	7	8.8608	Tall
2	> 60 – 80	43	54,430	Enough
3	> 40 – 60	29	36,709	Not enough
4	min score – 40	0	0,000	Low
	Total	**79**	**100.00**	

Based on the table above, it is shown that 8.8608% are included in the high category, 54.430% are included in the sufficient category, and 36.709% are in the less category. So overall it can be concluded that the work competence of Junior High School Teachers in Bandar Pasir Mandoge District tends to be in the sufficient category.

The frequency distribution of the Compensation variable scores (X2) can be seen in the following table.

Table 3 Frequency Distribution of Compensation Variable Scores (X2)

No.	Interval Class	Absolute Frequency	Frequency Relatively%	Cumulative Frequency %
1	45 – 50	7	8.8608	8.8608
2	51 – 56	11	13,924	22,785
3	57 – 62	15	18,987	41,772
4	63 – 68	17	21,519	63,291
5	69 – 74	11	13,924	77.215
6	75 – 80	11	13,924	91,139
7	81 – 86	6	7.5949	98,734
8	87 – 92	1	1.2658	100
Amount		**79**	**100**	**100**

Based on the data in the table above, it can be seen that the highest score is 87, the lowest score is 45, and the range is 42 and the average is 66.33. Furthermore, the ideal highest score is 100, the ideal lowest score is 20, and the ideal average score is 60 and the ideal standard deviation is 13.33. By referring to the criteria in the methodology section, the tendency of the Compensation variable (X2) is obtained as follows in Table 4.

Table 4 Level of Tendency of Compensation Variable (X2)

Class	Class interval	Observation frequency	Frequency Relative %	category
1	> 80 – max score	7	8.8608	Tall
2	> 60 – 80	44	55,696	Enough
3	> 40 – 60	28	35,443	Not enough
4	min score – 40	0	0.000	Low
	Total	**79**	**100.00**	

Based on the table above, it is shown that 8.8608% are included in the high category, 55.696% are included in the sufficient category, and 35.443% are included in the less category. So overall it can be concluded that the compensation of Junior High School Teachers in Bandar Pasir Mandoge District tends to be in the sufficient category.

The frequency distribution of the scores for the Teacher Organizational Commitment variable (Y) can be seen in the following table.

Table 5 Frequency Distribution of Teacher Organizational Commitment Scores (Y)

No.	Interval Class	Absolute Frequency	Frequency Relatively%	Cumulative Frequency %
1	40 – 45	10	12,658	12,658
2	46 – 51	13	16,456	29.114
3	52 – 57	10	12,658	41,772
4	58 – 63	13	16,456	58,228
5	64 – 69	13	16,456	74,684
6	70 – 75	10	12,658	87,342
7	76 – 81	7	8.8608	96.203
8	82 – 87	3	3.7975	100
Amount		**79**	**100**	**100**

Based on the data in the table above, it can be seen that the highest score is 84, the lowest score is 40, and the range is 44 and the average is 60.42. Furthermore, the ideal highest score is 100, the ideal lowest score is 20, and the ideal average score is 60 and the ideal standard deviation is 13.33. By referring to the criteria in the methodology section, the tendency of the teacher organizational commitment variable (Y) is obtained as follows in Table 8.

Table 6 Level of Tendency of Teacher Organizational Commitment Variable (Y)

Class	Class interval	Observation frequency	Frequency Relative %	category
1	> 80 – max score	4	5.0633	Tall
2	> 60 – 80	35	44,304	Enough
3	> 40 – 60	39	49,367	Not enough
4	min score – 40	1	1.2658	Low
	Total	**79**	**100.00**	

Based on the table above, it is shown that 5.0633% are included in the high category, 44.304% are included in the Sufficient category, 49.367% are included in the Less category, and 1.2658% are included in the low category, so overall it can be concluded that the organizational commitment of Junior High School Teachers in Bandar Pasir Mandoge District tends to be in the less category where the most dominant category even though there are several high and low categories, but this is the highest category which is less.

2. Research Hypothesis Testing

Testing of analysis requirements has been met, then testing of research hypotheses is carried out to answer the formulated research problems. Hypothesis testing is carried out with the aim of testing the correlation between variables and also to find out how big the correlation is between independent variables and dependent variables.

a.   Overall Sub Structure Test 1

Overall testing:

Hey : $:p_{x_i x_j} = 0$ Job competence (X1) and compensation (X2) do not have a direct effect on job satisfaction (X3)

Ha : $:p_{x_i x_j} > 0$ Job competence (X1) and compensation (X2) have a direct and positive influence on job satisfaction (X3)

The test criteria is to reject Ho if the significance of the F value is$_{count}$< 0.05 or accept Ho if the significance of the F count value > 0.05. For more details, see the table below.

Table 7 ANOVA Calculation of Path Coefficients and Their Significance

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6240.503	2	3120.251	31,648	.000b
Residual	7492.991	76	98,592		
Total	13733.494	78			
a. Dependent Variable: X3					
b. Predictors: (Constant), X2, X1					

Based on the table above, the calculation results show F$_{count}$= 31.648 with a significance level of 0.05. The calculation results show that Fcount (31.648) > Ftable (3.04) means Ho is rejected or Ha is accepted, thus it can be concluded that Job competence (X1) and compensation (X2) have a direct and positive effect on job satisfaction (X3), therefore individual testing can be carried out.

The calculation results as in the hypothesis testing attachment, note that the regression equation that occurs between Y and X1 is Ŷ = a + a1x1 + a2x2. Based on the calculation results, the regression coefficient a = -2.326 a1 = 0.498 and a2 = 0.481 is also obtained, thus the form of influence between work competence and compensation on teacher organizational commitment is shown by the linear regression analysis equation is Ŷ = -2.326 + 0.498X1 + 0.481X2. The description of the acquisition can be made the general equation of the influence of work competence and compensation on organizational commitment is as in the following table:

Table 8 Analysis Results for Multiple Linear Regression Equations
Ŷ = -2.326 + 0.498X1 + 0.481X2

		Unstandardized Coefficients		Standardized Coefficients		
Coefficientsa						
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-2.326	8,093		-0.287	0.775
	X1	0.498	0.119	0.400	4.177	0.000
	X2	0.481	0.119	0.388	4,060	0.000
a. Dependent Variable: X3						

Based on the results of the analysis, the multiple regression equation Ŷ = -2.326 + 0.498X1 + 0.481X2 can be interpreted that if the work competence and organizational commitment of teachers are measured using the instrument used in this study, then every increase in the score on the organizational commitment of teachers by one unit will be followed by an increase in the work competence score that is the same as the constant (intercept) of -2.326.

Individual testing:
First Hypothesis

Ho: = 0:p_{31} work competence (X1) does not have a direct positive effect on job satisfaction (X3)

Ha:> 0: p_{31} work competence (X1) has a direct positive effect on job satisfaction (X3)

The testing criteria are to reject Ho if the significance of the calculated t value is > t table or accept Ha if the significance is < 0.05.

To explain the influence between work competence and teacher job satisfaction, when the compensation instrument is controlled, a partial correlation analysis is carried out. The partial correlation coefficient obtained and the test results are presented in the following table:

Table 9 Results of Partial Correlation Coefficient Test of X3 with X1

dk	Partial Correlation Coefficient	tcount	ttable
			$\alpha = 0.05$
52	ry1.2 = 0.400	4,177	1,979

very significant (tcount = 4.177 > ttable = 1.979)

In Table 12 above it is shown that = 0.400 and significance > 0.05; while tcount > ttable (4.177 > 1.979) means Ho is rejected or Ha is accepted. Thus it can be concluded that work competence (X1) has a direct positive effect on job satisfaction (X3). Based on the results of the table, it can be concluded that the partial correlation coefficient between work competence and teacher job satisfaction, when the compensation instrument is controlled is very significant (very significant), so it can be interpreted that, if the compensation instrument is controlled constant, then work competence provides a meaningful stable contribution to teacher job satisfaction. p_{31}

Second Hypothesis

Ho: = 0:p_{32} compensation (X2) does not have a direct positive effect on job satisfaction (X3)

Ha:> 0: p_{32} compensation (X2) has a direct positive effect on job satisfaction (X3)

The testing criteria are to reject Ho if the significance of the calculated t value is > t table or accept Ha if the significance is < 0.05.

To explain the influence between compensation on teacher job satisfaction, when the work competency instrument is controlled, a partial correlation analysis is carried out. The partial correlation coefficient obtained and the test results are presented in the following table:

Table 10 Results of Partial Correlation Coefficient Test of X3 with X2

dk	Partial Correlation Coefficient	t_{count}	ttable $\alpha = 0.05$
52	ry2.1 = 0.388	4,060	1,979

very significant (tcount = 4.060 > ttable = 1.979)

The table above shows that = 0.388 and significance > 0.05; while tcount > ttable (4.060 > 1.979) means Ho is rejected or Ha is accepted. Thus it can be concluded that compensation (X2) has a direct positive effect on job satisfaction (X3). Based on the results of the table, it can be concluded that the partial correlation coefficient between compensation and teacher job satisfaction, if the work competency instrument is controlled is very significant (very significant), so it can be interpreted that, if the work competency instrument is controlled constant, then compensation provides a meaningful stable contribution to teacher job satisfaction. p_{32}

b. Overall Sub Structure Test 2

Overall testing:

Hey : :$p_{x_i x_j} = 0$ Work competence (X1), compensation (X2), and job satisfaction (X3) do not have a direct effect on organizational commitment (Y)

Ha : :$p_{x_i x_j} > 0$ Work competence (X1), compensation (X2), and job satisfaction (X3) have a direct and positive influence on organizational commitment (Y).

The test criteria is to reject Ho if the significance of the F value is$_{count}$< 0.05 or accept Ho if the significance of the F count value > 0.05. For more details, see the table below.

Table 11 Anova Calculation of Path Coefficients and Their Significance.

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8115.664	3	2705.221	64,378	.000b
	Residual	3151.552	75	42,021		
	Total	11267.215	78			
a. Dependent Variable: Y						
b. Predictors: (Constant), X3, X2, X1						

Because the calculation results show F$_{count}$= 64.378 with a significance level of 0.05. The calculation results show that Fcount (64.378) > Ftable (3.04) means Ho is rejected or Ha is accepted, thus it can be concluded that work competence (X1) compensation (X2), and job satisfaction (X3) have a direct and positive effect on organizational commitment (Y), therefore individual testing can be carried out.

The calculation results as in the hypothesis testing attachment, note that the regression equation that occurs between Y and X1 is Ŷ = a + a1x1 + a2x2. Based on the calculation results, the regression coefficient a = -5.865 a1 = 0.268 a2 = 0.378 and a3 = 0.394 is also obtained, thus the form of influence between work competence and compensation on teacher organizational commitment is shown by the linear regression analysis equation is Ŷ = -5.865 + 0.268X1 + 0.378X2 + 0.394X3. The description of the acquisition can be made the general equation of the influence of work competence and compensation on organizational commitment is as in the following table:

Table 12 Analysis Results for Multiple Linear Regression Equations

Ŷ = -5.865 + 0.268X1 + 0.378X2 + 0.394X3

		Coefficientsa				
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	-5.865	5.286		-1.109	0.271
	X1	0.268	0.086	0.238	3.109	0.003
	X2	0.378	0.085	0.337	4.426	0.000
	X3	0.394	0.075	0.434	5.255	0.000
a. Dependent Variable: Y						

Based on the results of the analysis, the multiple regression equation $\hat{Y}$ = -5.865 + 0.268X1 + 0.378X2 + 0.394X3 can be interpreted that if the work competence and organizational commitment of teachers are measured using the instrument used in this study, then every increase in the score on the organizational commitment of teachers by one unit will be followed by an increase in the work competence score that is the same as the constant (intercept) of -5.865.

Individual testing:

The third hypothesis

Ho: = 0:p_{y1} work competence (X1) does not have a direct positive effect on organizational commitment (Y)

Ha:> 0: p_{y1} work competence (X1) has a direct positive effect on organizational commitment (Y)

The testing criteria are to reject Ho if the significance of the calculated t value is > t table or accept Ha if the significance is < 0.05.

To explain the influence between work competence and organizational commitment, when the compensation instrument is controlled, a partial correlation analysis is carried out. The partial correlation coefficient obtained and the test results are presented in the following table:

Table 13 Results of Partial Correlation Coefficient Test of Y with X1

dk	Partial Correlation Coefficient	tcount	ttable
			$\alpha = 0.05$
52	ry1.2 = 0.238	3,109	1,979

very significant (tcount = 3.109 > ttable = 1.979)

The table above shows that = 0.238 and significance > 0.05; while tcount > ttable (3.109 > 1.979) means Ho is rejected or Ha is accepted. Thus it can be concluded that work competence (X1) has a direct positive effect on organizational commitment (Y). Based on the results of the table, it can be concluded that the partial correlation coefficient between work competence and teacher organizational commitment, when the compensation instrument is controlled is very significant (very significant), so it can be interpreted that, if the compensation instrument is controlled constant, then work competence provides a significant stable contribution to teacher organizational commitment. p_{y1}

The fourth hypothesis

Ho: = 0:p_{y2} compensation (X2) does not have a direct positive effect on organizational commitment (Y)

Ha:> 0: p_{y2} compensation (X2) has a direct positive effect on organizational

commitment (Y)

The testing criteria are to reject Ho if the significance of the calculated t value is > t table or accept Ha if the significance is < 0.05.

To explain the influence between compensation and organizational commitment, when the compensation instrument is controlled, a partial correlation analysis is carried out. The partial correlation coefficient obtained and the test results are presented in the following table:

Table 14 Results of Partial Correlation Coefficient Test of Y with X2

dk	Partial Correlation Coefficient	tcount	ttable
			$\alpha = 0.05$
52	ry1.2 = 0.337	4,426	1,979

very significant (tcount = 4.426 > ttable = 1.979)

The table above shows that = 0.337 and significance > 0.05; while tcount > ttable (4.426 > 1.979) means Ho is rejected or Ha is accepted. Thus it can be concluded that compensation (X2) has a direct positive effect on organizational commitment (Y). Based on the results of the table, it can be concluded that the partial correlation coefficient between compensation and teacher organizational commitment, if the compensation instrument is controlled is very significant (very significant), so it can be interpreted that, if the work competency instrument is controlled constant, then compensation provides a meaningful stable contribution to teacher organizational commitment. p_{y2}

The fifth hypothesis

Ho: = 0:p_{y3} Job satisfaction (X3) does not have a direct positive effect on organizational commitment (Y)

Ha:> 0: p_{y3} Job satisfaction (X3) has a direct positive effect on organizational commitment (Y)

The testing criteria are to reject Ho if the significance of the calculated t value is > t table or accept Ha if the significance is < 0.05.

To explain the influence between job satisfaction and organizational commitment, when competency and compensation instruments are controlled, a partial correlation analysis is carried out. The partial correlation coefficient obtained and the test results are presented in the following table:

Table 15 Results of Partial Correlation Coefficient Test of Y with X3

dk	Partial Correlation Coefficient	tcount	ttable
			$\alpha = 0.05$
52	ry1.2 = 0.434	5,255	1,979

very significant (tcount = 5.255 > ttable = 1.979)

The table above shows that = 0.434 and significance > 0.05; while tcount > ttable (5.255 > 1.979) means Ho is rejected or Ha is accepted. Thus it can be concluded that job satisfaction (X3) has a direct positive effect on organizational commitment (Y). Based on the results of the table, it can be concluded that the partial correlation coefficient between job satisfaction and teacher organizational commitment, when the compensation instrument is controlled is very significant (very significant), so it can be interpreted that, if the competency and compensation instruments are controlled constant, then job satisfaction provides a significant stable contribution to teacher organizational commitment. p_{y3}

To determine the magnitude of the influence between work competency (X1) and compensation (X2) on job satisfaction (X3) (model I), as well as the magnitude of the influence between work competency (X1), compensation (X2), and job satisfaction (X3) on organizational commitment (Y) (model II), the summary model, especially the R square figure obtained from the output of the SPSS application program, is obtained as follows.

Table 16 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
I	0.674a	0.454	0.440	9.929
II	0.849a	0.720	0.709	6,482

Based on the data obtained that KD = R2 x 100%, then the coefficient of determination of Model I can be calculated as 45% which means that the influence of work competence (X1) and compensation (X2) on job satisfaction (X3) is 45% while the remaining 55% is influenced by other factors. Furthermore, the coefficient of determination of Model II from the calculation results obtained is 72% which means that the influence of work competence (X1) compensation (X2), and job satisfaction (X3) on organizational commitment (Y) is 72%, while the remaining 28% is influenced by other factors.

B. Discussion

Based on the data description and hypothesis testing, the following discussion is carried out.

1. The influence of work competence on teachers' organizational commitment

The results of the first hypothesis test can be concluded that there is a positive influence between work competence and teacher organizational commitment. This can be seen from the results shown that = 0.238 and significance > 0.05; while tcount > ttable (3.109 > 1.979) means Ho is rejected or Ha is accepted. Thus it can be concluded that work competence (X1) has a direct positive effect on organizational commitment (Y). The work competence of teachers in junior high schools in Bandar Pasir Mandoge District provides a perspective as self-confidence to know their abilities so that they can carry out a form of control over the benefits of the person himself and events in the surrounding environment. p_{41}

Teacher organizational commitment or work performance is a teacher's behavior that has an impact on achieving school goals through classroom learning activities that can be seen in terms of: planning learning activities, implementing learning activities, and assessing learning. Teacher organizational commitment will be better if the teacher has implemented elements consisting of high loyalty to teaching duties, mastering and developing learning materials, discipline in teaching, mastering and creativity in implementing teaching, cooperation with all school residents, work competencies that are role models for students, good personality, honest and objective in guiding students, and responsibility in their duties.

The correlation between work competence and teacher organizational commitment obtained in this study shows its significance, both through product moment correlation and partial correlation. The results of this analysis provide an indication that work competence is one of the main factors contributing to teacher organizational commitment. From these results, it can also be interpreted that increasing the effectiveness of work competence will provide a significant contribution to teacher organizational commitment.

2. The influence of compensation on teachers' organizational commitment

The results of the second hypothesis test can be concluded that there is an influence between compensation and teacher organizational commitment shown that = 0.337 and significance > 0.05; while tcount > ttable (4.426 > 1.979) means Ho is rejected or Ha is accepted. Thus it can be concluded that compensation (X2) has a direct positive effect on organizational commitment (Y). Based on the results of the table, it can be concluded that the partial correlation coefficient between compensation and teacher organizational commitment, if the work competency instrument is controlled is very significant (very significant), so it can be interpreted that, if the work competency instrument is controlled constant, then compensation provides a meaningful stable contribution to teacher organizational commitment. This conclusion shows that the higher the compensation, the higher the teacher organizational commitment. p_{42}

Teacher organizational commitment is an accumulation of three interrelated elements, namely skills, efforts, nature, circumstances and external conditions (Arifin & Darmawan, 2021:45). Skill level is the raw material that someone brings to the workplace such as experience, abilities, interpersonal skills and technical skills. Compensation that provides perspective to enlighten his ideas. As an aesthetic component, transformational leaders and followers will trigger new depths, possibilities and perspectives. The implications will generate new ideas and different ways of approaching challenges as ensnaring problems.

To determine the magnitude of the influence between work competence (X1) and compensation (X2) on job satisfaction (X3) (model I), as well as the magnitude of the influence between work competence (X1) compensation (X2), and job satisfaction (X3) on organizational commitment (Y) (model II) obtained from the summary model, especially the R square number obtained from the output of the SPSS application program. Based on the data obtained that KD = R2 x 100%, the coefficient of determination of Model I can be calculated as 45%, which means that the influence of work competence (X1) and compensation (X2) on job satisfaction (X3) is 45% while the remaining 55% is influenced by other factors. Furthermore, the coefficient of determination of Model II from the calculation results obtained is 72%, which means that the influence of work competence (X1) compensation (X2), and job satisfaction (X3) on organizational commitment (Y) is 72%, while the remaining 28% is influenced by other factors.

IV. CONCLUSION AND SUGGESTIONS
A. Conclusion
Based on the results of data analysis and discussion of the research results conducted, the following conclusions can be drawn:

1. The results of the hypothesis testing concluded that work competence (X1) has a direct positive effect on organizational commitment (Y) shown that = 0.238 and significance > 0.05; while tcount > ttable (3.109 > 1.979) means Ho is rejected or Ha is accepted. Thus it can be concluded that work competence (X1) has a direct positive effect on organizational commitment (Y). p_{41}

2. The results of the hypothesis testing can be concluded that compensation (X2) has a direct positive effect on organizational commitment (Y) shown that = 0.337 and significance > 0.05; while tcount > ttable (4.426 > 1.979) means Ho is rejected or Ha is accepted. Thus it can be concluded that compensation (X2) has a direct positive effect on organizational commitment (Y). p_{42}

B. Suggestion
Based on the conclusions of the research results, in order to increase the organizational commitment of junior high school teachers in Bandar Pasir Mandoge District, that is: Building work competencies sustainably byinnovation and risk taking; aggressive in work; team orientation; and results orientation.Individual thoughts about Job Competence determine how much effort is poured out and how long the individual will persist in the face of obstacles or unpleasant experiences. Job competence is always related to and has an impact on the choice of behavior, motivation and individual determination in facing every problem.

With involving teachers in training, activating discussion forums, providing necessary facilities and provide compensation, encouragement/direction. The efforts made by the principal were effective in increase the commitment of the teacher organization, because teachers become more disciplined in making syllabus and lesson plans.

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