

Multiple Impact of Individual Value Systems, Facets of Job Satisfaction, And Organizational Climate Upon the Commitment of Boarding School Teachers in South Tapanuli Regency

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ABSTRACT

This study's objectives were to confirm that personality traits including conscientiousness and agreeableness as well as job satisfaction and organizational climate as environmental factors influence organizational commitment and to compare the organizational commitment of Islamic boarding schools teachers in the South Tapanuli Regency. A questionnaire was utilized to collect data from 157 teachers, taken by consulting the Krejcie-Morgan, as a study instrument. Using descriptive statistics and path analysis, the impacts of conscientiousness, agreeableness, job satisfaction, and organizational climate on organizational commitment were investigated. Path analysis is initiated by carrying out a requirements analysis test including the normality test, linearity test and regression significance, data homogeneity test, independence test between exogenous variables, and correlation test between variables. According to the findings of the study, there is a direct effect of conscientious on teacher job satisfaction with a path coefficient of 0.066, the direct effect of agreeableness on job satisfaction with a path coefficient of 0.098, the direct effect of organizational climate on teacher job satisfaction with path coefficient of 0.032, conscientious direct effect on teacher commitment with a path coefficient of 0.041, a direct effect agreeableness to teacher commitment with a path coefficient of 0.064, the direct effect of organizational climate on teacher commitment with a coefficient path of 0.053, conscientious indirect effect on commitment teachers through job satisfaction with a path coefficient of 0.021, no effect direct agreeableness to teacher commitment through job satisfaction with path coefficient of 0.022, the indirect effect of organizational climate on teacher commitment through job satisfaction with a path coefficient of 0.025 and there is a direct effect of job satisfaction on teacher commitment with a coefficient line of 0.081.

Keywords: Islamic boarding school, conscientiousness and agreeableness, job satisfaction, organizational climate, commitment.

A. INTRODUCTION

Islamic boarding schools are the oldest Islamic educational institutions is a product of Indonesian culture. The existence of Islamic boarding schools in Indonesia began since Islam entered this country by adopting a religious education system which actually had long developed before the advent of Islam. As educational institutions that have long been entrenched in this country, Islamic boarding schools recognized as having a very large contribution to the course of the nation's history, such as Islamic boarding schools in South Tapanuli Regency.

Islamic boarding schools are supported by teachers who are qualified and have a strong commitment to the institution in order to carry out their responsibilities as outlined above. This allows Islamic boarding schools to develop a variety of development plans more steadily and consistently.

Individual outcomes that are considered to influence organizational performance and commitment behaviour include job satisfaction, stress, motivation, trust, fairness and ethics, as well as learning and decision-making, according to the findings of Colquit, Lepine, and Wesson (2009), which are presented in the form of *the Integrative Model of Organizational Behaviour*. Individual mechanisms, meanwhile, are influenced by organizational mechanisms comprising organizational culture and organizational structure, group mechanisms comprising leadership style and behaviour, leadership power and influence, team processes, and team characteristics, and individual characteristics comprising personality and cultural values. This integrative model is further presented in Figure 1. Based on this model, it appears that the conscientiousness trait and the agreeableness trait are part of personality as individual factors that also influence teacher organizational commitment in addition to organizational climate factors and job satisfaction.

The interest of researchers in exploring teacher commitment to Islamic boarding schools is also due to researchers predicting that there are various factors that influence teacher commitment. It has been described previously that several factors that influence teacher commitment to the organization are personal characteristics, job characteristics, and organizational characteristics. The researcher questions whether these factors have the same effect on teacher commitment to Islamic boarding schools, because Islamic boarding schools have different goals from business organizations, and teacher work has different characteristics and dynamics from work in the business sector.

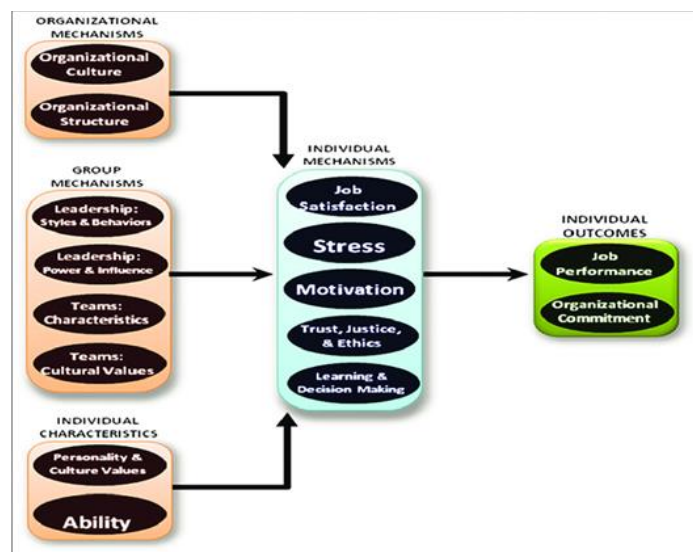


Figure 1: Integrative Model of Organizational Behaviour

Personal characteristics, job characteristics, organizational characteristics, and work experience are the most frequently examined aspects of organizational commitment in the numerous studies conducted to date. Personality is an important aspect of organizational commitment that has not yet been investigated. The compatibility between a teacher's personality and his work (person-job compatibility) is one of the factors influencing teacher commitment to an organization. The greater a teacher's commitment to Islamic boarding schools, the more his work reflects his personality. Consequently, one of the distinguishing characteristics of this study is that it examines the impact of personality dimension on the dedication of teachers to Islamic boarding schools.

Researchers argue that each personality trait, namely *emotional stability or neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness*, has a positive and significant influence on teacher commitment to Islamic boarding schools. However, due to the limitations and focus of the research, the researchers took the two traits that most influenced teacher commitment, namely: the *agreeableness trait* and the *conscientiousness trait*. Trait agreeableness, which is related to friendly traits, concern for others, trust in others, willing to help others, full of tolerance, and kind. Conscientiousness trait shows the trait of being responsible, organized, punctual, ambitious, willing to work hard, and success oriented.

Environmental factors that affect the commitment of teachers are their perceptions of the characteristics of their work, their roles, and their colleagues and leaders of Islamic boarding schools. All of these perceptions are perceptions of the work environment and are referred to as organizational climate and job satisfaction.

James, L.R., & James, L.A. (1992) argued that organizational climate is a representation of proximal situations and events within the organization that reflect the significance and significance of these situations to individuals. James & James added that organizational climate is a descriptive summary of their experiences in the organization and affective reactions to their experiences. Therefore organizational climate is the basis for forming attitudes related to work and the work environment. Thus, it is appropriate to see the relationship between organizational climate and teacher commitment to Islamic boarding schools.

Another environmental factor that can affect teacher commitment to Islamic boarding schools is job satisfaction at work. Job satisfaction was chosen as the research variable because job satisfaction is a teacher's attitude towards his work which is formed based on experience regarding his work environment. The selection of job satisfaction is also based on several research results regarding the relationship between job satisfaction and organizational commitment. Gunz and Gunz (1994) found a large positive correlation ($r = 0.737$) between job satisfaction and organizational commitment. Knoop (1995) also found that satisfaction with work, satisfaction with superiors, and satisfaction with promotions together made a significant contribution to organizational commitment.

Furthermore, Young, Worchel, and Woehr's (1998) research shows that job satisfaction contributes significantly to the organizational commitment demonstrated by employees in the public sector. The findings of this study were discovered in employees from various fields. Given that teachers' work differs from that of employees in other organizations, researchers wondered if the same results would be obtained for a sample of teachers at Islamic boarding schools.

Job satisfaction, according to Lock (1976), is simply related to employees' feelings of pleasure toward their work, which stem from their assessment of work and work experience. Spector (1997) proposed two approaches to job satisfaction: the global approach and the facet approach. Job

satisfaction will be used with the facet approach and the global approach in this study so that researchers can see which facets teachers have job satisfaction and how their overall job satisfaction is. Furthermore, researchers can use the facet approach to determine which aspects of job satisfaction influence teacher commitment to Islamic boarding schools.

B. RESEARCH METHODS

1. Place and Time of Research

This research was conducted at Islamic boarding schools in South Tapanuli Regency with teachers as research subjects spread across work units and this research was carried out from January to March 2022.

2. Research methods

This is a quantitative study with an ex post facto research design, which means that the variables studied are not controlled and manipulated by the researcher, but the facts are revealed based on measuring the symptoms that have been identified or testing what will occur. Path analysis is used to examine the pattern of relationships between variables in order to determine the direct or indirect effect of a set of causal variables (exogenous variables) on a set of effect variables (endogenous variables).

3. Population and Sample

The target population in this study were teachers at 3 (three) Islamic boarding schools in South Tapanuli Regency, totaling 157 people with the distribution as presented in table 1. This study's sample consists of Islamic boarding school teachers from South Tapanuli Regency. A random sample technique was used in the sampling process (random sampling). This technique also ensures that all members of the population have an equal opportunity to become members of a representative sample. The Taro Yamane formula was used to calculate the number of research samples.

Table 1. Population Distribution

| No | Boarding School | Unit | | Gender | | Total |
|----|------------------|------|----|--------|-------|-------|
| | | MTs | MA | Man | Woman | |
| 1 | Ahmad Dahlan | 21 | 26 | 36 | 21 | 57 |
| 2 | Darul Mursyid | 31 | 24 | 30 | 25 | 55 |
| 3 | Raudhatul Jannah | 20 | 24 | 23 | 22 | 45 |
| | Total | | | | | 157 |

Note : MTs : Madrasah Tsanawiyah, MA : Madrasah Aliyah

In selecting the research respondents, it was carried out by lottery at each stratum. This is done by writing numbers or giving codes on a piece of paper, then the paper is shuffled and taken by respondents in each stratum. Respondents who get numbers or codes will be the research sample.

4. Variables

This study's variables included six research objects: three exogenous variables, namely the Conscientiousness trait, Agreeableness trait, and Organizational climate, and two endogenous variables, namely Job Satisfaction and Teacher Commitment. Job satisfaction and teacher commitment serve as moderators between the Conscientiousness, Agreeableness, and Organizational climate traits that influence teacher commitment.

5. Research Instruments

Because the accuracy of the instrument is required in research, the researcher consults with experts before preparing it. The instruments used in this study were compiled based on theoretical studies pertinent to the research variables, which had indicators in the form of questions. The questionnaires consisted of (1) the organizational commitment with 35 statements (e.g. I glad to have a career in the organization), (2) Organizational Climate with 35 statements (e.g. Interpersonal relationships and group spirit), (3) Job satisfaction with 35 statements, (4) Conscientiousness with 35 statements, and (5) Agreeableness with 30 statements.

Conscientiousness, Agreeableness, Organizational Climate, Job Satisfaction and Commitment variables were collected through a questionnaire by proposing four alternative answers, namely: Always, Often; Rarely, and Never. The six variables above were measured using a Likert scale modified by Tuckman where answers were given a weight of 4,3,2,1 for positive questions and for negative questions where answers were given weights of 1,2,3, 4 and 5.

Prior to using the instrument, trials were carried out to obtain valid and reliable instruments.

6. Research Data Analysis Techniques

The research data collected from respondents was processed and analyzed using descriptive and inferential statistical techniques. Descriptive statistical techniques are used to calculate the mean, standard deviation, mode, median, histogram, and trend test. Inferential statistics employ correlation techniques, simple and multiple linear regression, as well as partial correlation, which is preceded by a requirements analysis test.

C. RESULTS AND DISCUSSIONS

The research data includes five variables: conscientiousness (X_1), agreeableness (X_2), organizational climate (X_3), job satisfaction (X_4), and commitment (X_5). According to the data examination, all incoming data meets the processing and analysis requirements. In summary, the data description reveals information about the total score, highest score, lowest score, average, range, and standard deviation. The basic statistical calculations for the five variable data are shown in Table 3. Generally, conscientious scores are low. The data distribution for the agreeableness variable statement items is normally distributed. Organizational climate data distribution is

generally below average. Job satisfaction has a distribution that is above average. The commitment data distribution is typically excellent or above average.

Table 2. Basic statistical calculations for the five variable data

| Variable | Conscientious | Agreeableness | Organizational climate | Job satisfaction | Commitment |
|----------------|---------------|---------------|------------------------|------------------|------------|
| N Valid | 113 | 113 | 113 | 113 | 113 |
| N Missing | 0 | 0 | 0 | 0 | 0 |
| Mean | 104,97 | 103,43 | 95,83 | 102,33 | 96,65 |
| Median | 105 | 105,00 | 95 | 104 | 96 |
| Mode | 104 | 99 | 95 | 107 | 98 |
| Std. Deviation | 17,188 | 12,660 | 11,995 | 14,121 | 13,801 |
| Variance | 295,419 | 160,266 | 143,873 | 199,401 | 190,478 |
| Range | 65 | 47 | 44 | 53 | 52 |
| Minimum | 72 | 77 | 72 | 71 | 72 |
| Maximum | 137 | 124 | 116 | 124 | 124 |
| Sum | 11862 | 11688 | 10829 | 11563 | 10922 |

To test the data's tendency for each research variable, the average ideal score and ideal standard deviation for each variable were then classified as high, medium, less, and low. Conscientiousness (62.83% of respondents in the moderate category), agreeableness (61.95% of respondents in the moderate category), organizational climate (70.80% of respondents in the moderate category), and job satisfaction (69.03% of respondents in the moderate category) are all moderate. The only variable that tends to be low is commitment (moderate category of 46.90%, less category of 53.10%).

This research employs parametric statistical formulas, as well as correlation and regression analysis techniques. Both of these techniques are only possible if several conditions are met. The following requirements must be met when using parametric statistics: (1) test for normality, (2) test for linearity and regression significance, and (3) test for homogeneity. (4) Exogenous variable independence test, and (5) Calculation of Correlation Coefficient (r) and Path Coefficient (ρ) Between Research Variables.

Table 3 provides a summary of the data normality test for each research variable. Table 4 summarizes the results of the linearity test calculation and the significance of the regression between variables.

Table 3. Summary of Research Variable Data Normality Test

| No | Estimate Error | L _{observation} | L _{table} | Conclusion |
|----|------------------------------------|--------------------------|--------------------|------------|
| 1 | X ₄ over X ₁ | 0,082 | 0,083 | Normal |
| 2 | X ₄ over X ₂ | 0,055 | | Normal |
| 3 | X ₄ over X ₃ | 0,076 | | Normal |
| 4 | X ₅ over X ₁ | 0,077 | | Normal |
| 5 | X ₅ over X ₂ | 0,058 | | Normal |
| 6 | X ₅ over X ₃ | 0,045 | | Normal |
| 7 | X ₅ over X ₄ | 0,070 | | Normal |

The results linearity test and regression significance between variables are:

- variable X₅ over X₁ are obtained by a simple regression equation $\hat{X}_5 = 68.67 + 0.27 X_1$
- variable X₅ over X₂ are obtained by a simple regression equation $\hat{X}_5 = 56,62 + 0,39 X_2$
- variable X₅ over X₃ are obtained by a simple regression equation $\hat{X}_5 = 59,63 + 0,39 X_3$
- variable X₅ over X₄ are obtained by a simple regression equation $\hat{X}_5 = 58,21 + 0,38 X_4$
- variable X₄ over X₁ are obtained by a simple regression equation $\hat{X}_4 = 68.67 + 0.27 X_1$
- variable X₄ over X₂ are obtained by a simple regression equation $\hat{X}_4 = 61,18 + 0,40 X_2$
- variable X₄ over X₃ are obtained by a simple regression equation $\hat{X}_4 = 73,14 + 0,30 X_3$

Testing the homogeneity of the data was carried out using the *Barlett* test, the data for each research variable is said to be homogeneous if χ^2 count $<$ χ^2 table at a significance level of 5%. In the following, the calculation of data homogeneity for each research variable is presented in Table 4.

Table 4 : Homogeneity Calculation Results for Each Research Variable

| No | Research variable | degree of freedom | χ^2 calculation | χ^2 table ($\alpha=0,05$) | Conclusion |
|----|--|-------------------|----------------------|-------------------------------------|-------------|
| 1 | X ₅ based on X ₁ | 56 | 37,43 | 74,47 | Homogeneous |
| 2 | X ₅ based on X ₂ | 68 | 28,49 | 88,25 | Homogeneous |
| 3 | X ₅ based on X ₃ | 73 | 41,50 | 93,95 | Homogeneous |
| 4 | X ₅ based on X ₄ | 71 | 39,72 | 91,67 | Homogeneous |
| 5 | X ₄ based on X ₁ | 56 | 50,47 | 74,47 | Homogeneous |
| 6 | X ₄ based on X ₂ | 68 | 31,59 | 88,25 | Homogeneous |

| | | | | | |
|---|--|----|-------|-------|-------------|
| 7 | X ₄ based on X ₃ | 73 | 45,33 | 93,95 | Homogeneous |
|---|--|----|-------|-------|-------------|

Test of Independence between Exogenous variables: Based on the calculation results, it is concluded that there is no significant and meaningful correlation between conscientious and agreeableness, or that the variables conscientious and agreeableness are independent. Similarly, there is no significant and meaningful relationship between conscientiousness and organizational climate nor between agreeableness and organizational climate.

Prior to performing the path analysis (path analysis), the correlation between research variables was calculated/tested. Table 5 displays the complete correlation results in the correlation matrix between variables.

Table 5: Correlation Matrix Between Variables

| Variable | X ₁ | X ₂ | X ₃ | X ₄ | X ₅ |
|----------------|----------------|----------------|----------------|----------------|----------------|
| X ₁ | 1 | 0,087 | 0,178 | 0,315 | 0,332 |
| X ₂ | | 1 | 0,128 | 0,357 | 0,355 |
| X ₃ | | | 1 | 0,259 | 0,336 |
| X ₄ | | | | 1 | 0,384 |
| X ₅ | | | | | 1 |

Based on the above correlation matrix, the following will describe the correlation analysis in greater detail: between conscientious and job satisfaction there is a significant correlation. The same results are obtained for conscientious and commitment, agreeableness variables with job satisfaction, agreeableness and commitment, organizational climate variables with job satisfaction, organizational climate and commitment, and job satisfaction and commitment variables.

There are eleven hypotheses tested by path analysis according to the theoretical model developed in this study. Figure 2 depicts a path diagram that describes the structure of the causal relationship between exogenous and endogenous variables.

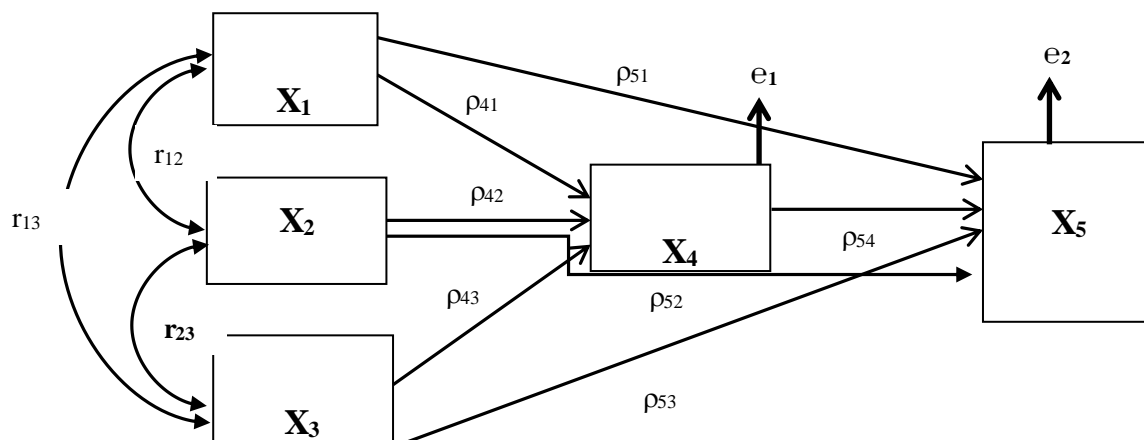


Figure 2: Research Variable Path Diagram

According to Figure 2 of the path diagram above, 2 structural equations are made, where the structural equations can be seen as follows:

$$1. X_4 = \rho_{41} \cdot X_1 + \rho_{42} \cdot X_2 + \rho_{43} \cdot X_3 + \epsilon_1 \text{ (Structural Equation 1/ Model 1)}$$

$$2. X_5 = \rho_{51} \cdot X_1 + \rho_{52} \cdot X_2 + \rho_{53} \cdot X_3 + \rho_{54} \cdot X_4 + \epsilon_2 \text{ (Structural Equation 2/ Model 2)}$$

Table 5 summarizes the findings of the analysis of the significance of the path coefficient between exogenous and endogenous variables.

Table 6: Summary of Results of the Significance Analysis of Path Coefficients between Exogenous Variables and Endogenous Variables

| No. | Path Coefficient | t _{calculation} | t _{tabel} α 5% | Note |
|-----|---------------------|--------------------------|-------------------------|-----------------|
| 1. | $\rho_{41} = 0,257$ | 2,827 | 1,658 | Meaningful path |
| 2. | $\rho_{42} = 0,312$ | 3,491 | | Meaningful path |
| 3. | $\rho_{43} = 0,713$ | 1,867 | | Meaningful path |
| 4. | $\rho_{51} = 0,293$ | 3,263 | | Meaningful path |
| 5. | $\rho_{52} = 0,249$ | 2,738 | | Meaningful path |
| 6. | $\rho_{53} = 0,284$ | 3,152 | | Meaningful path |
| 7. | $\rho_{54} = 0,300$ | 3,344 | | Meaningful path |

Based on the data analysis on Figure 2 and Table 6, the path coefficient value on the relationship among variables, the biggest path coefficient was the change effect of organizational climate on job satisfaction with a path coefficient value of 0, 713. This suggested that the factor that encouraged job satisfaction of teachers at the research location was organizational climate.

The goodness-of-fit test is used to determine whether or not the proposed model fits the data. A model is said to be fit with the data in path analysis if the sample correlation matrix is not significantly different from the estimated correlation matrix or the expected correlation matrix.

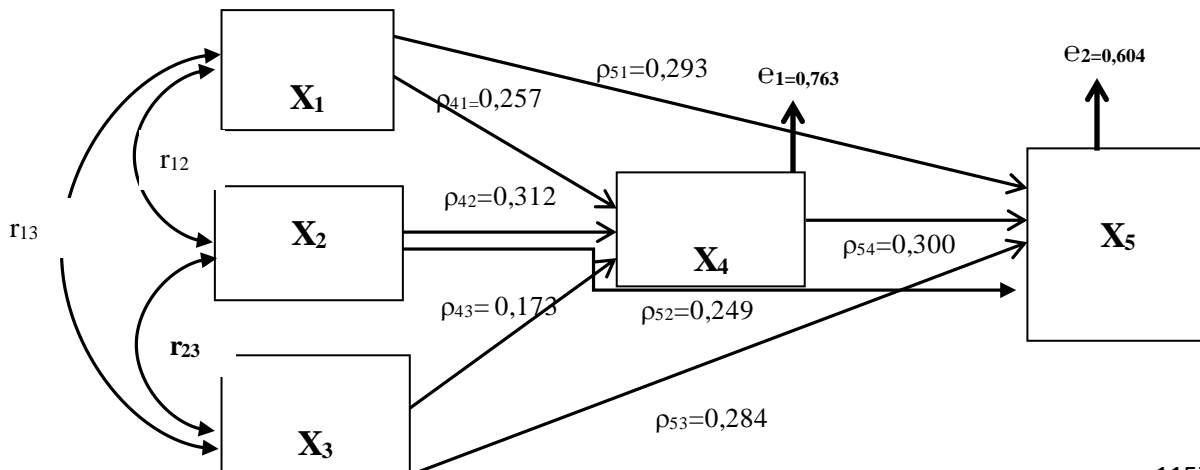


Figure 3: Empirical Causal Relations of Research Variables

It is concluded that the overall path analysis model is significant. As a result, the research variable path model shown in Figure 3 is acceptable.

The next step is to calculate the direct and indirect effects of exogenous variables on endogenous variables after calculating and testing the significance of the path coefficient values. Table 7 provides a summary of direct and indirect influences.

Table 7 Path Coefficient Value of Direct, Indirect, Total Influence and Correlation

| Model | Exogenous Variables to Endogenous Variables | Causal Influence | | |
|-------|---|------------------|-------------------|-----------------|
| | | Direct | Indirect, Through | Total Influence |
| | | | X ₄ | |
| 1. | X ₁ over X ₄ | 0,257 | - | 0,257 |
| | X ₂ over X ₄ | 0,312 | - | 0,312 |
| | X ₃ over X ₄ | 0,173 | - | 0,173 |
| 2 | X ₁ over X ₅ | 0,293 | 0,021 | 0,314 |
| | X ₂ over X ₅ | 0,249 | 0,022 | 0,271 |
| | X ₃ over X ₅ | 0,284 | 0,025 | 0,309 |
| | X ₄ over X ₅ | 0,300 | - | 0,300 |

Based on Table 7 above, it is known that the direct effect of Conscientious on job satisfaction is $0.2572 = 0.061$ or 6.1%. Thus, Conscientious directly determines job satisfaction by 6.1%. In addition, it is known that the direct effect of Agreeableness on job satisfaction is $0.3122 = 0.097$. Thus, Agreeableness which directly determines changes in job satisfaction is 9.7%. Furthermore, it is known that the direct effect of organizational climate on job satisfaction is $0.1732 = 0.030$. Thus, the organizational climate that directly determines changes in job satisfaction is 3.0%.

Based on Table 7 above, it is known that the direct effect of Conscientious on commitment is $0.2932 = 0.086$. Thus, Conscientiousness directly determines commitment by 8.6%. In addition, it is known that the direct effect of Agreeableness on commitment is $0.2492 = 0.062$. Thus, Agreeableness which directly determines the level of commitment is 6.2%. Furthermore, it is known that the direct effect of organizational climate on commitment is $0.2842 = 0.081$. Thus, the organizational climate that directly determines changes in job satisfaction is 8.1%. Then it is

known that the direct effect of job satisfaction on commitment is $0.3002 = 0.090$. Thus, job satisfaction which directly determines changes in commitment is 9.0%.

Based on the results of calculations on the total effect of Conscientious, Agreeableness, Organizational Climate and Job Satisfaction together on Commitment of 56.5%. While the rest comes from other factors besides Conscientiousness, Agreeableness, Organizational Climate and Job Satisfaction.

Based on the results of the tests, it is concluded that the proposed theoretical model is accepted as a whole (simultaneous), so the final model (existing) is as follows:

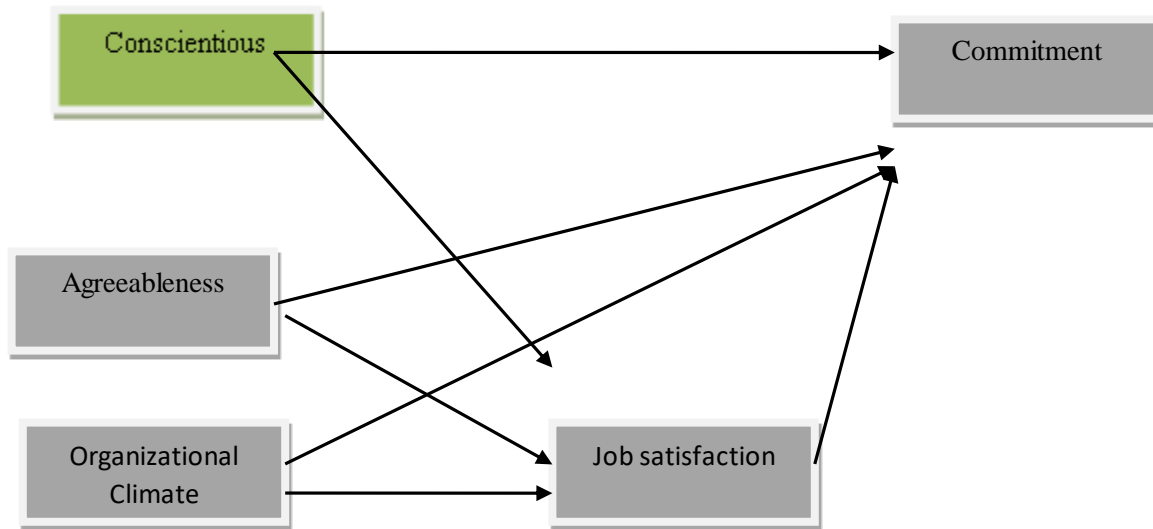


Figure 4 Existing Model

The findings of testing all proposed research hypotheses resulted in the development of a new theoretical model of Islamic boarding school teacher commitment in South Tapanuli Regency:

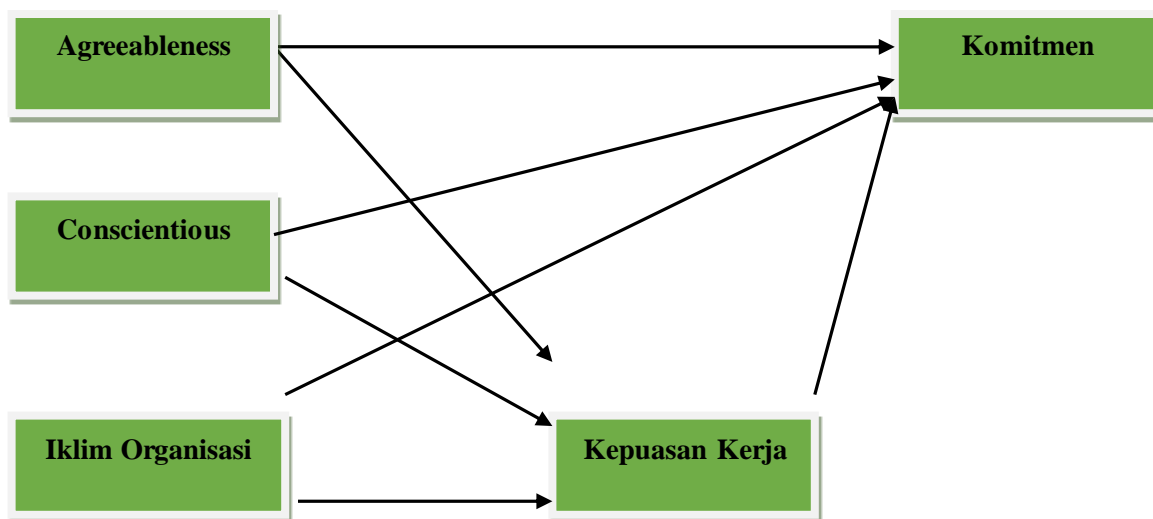


Figure 5. Teacher Commitment Model

According to Figure 5, internal and external factors influence the teacher's commitment model. Internal factors influencing the commitment of Islamic boarding school teachers in South Tapanuli Regency include agreeableness, conscientiousness, and job satisfaction, while organizational climate is an external factor.

D. CONCLUSIONS

The goals of this study were to confirm the personality traits of conscientiousness and agreeableness as personal factors, as well as job satisfaction and organizational climate as environmental factors that affect organizational commitment, and to compare the organizational commitment of teachers in Islamic boarding schools in the South Tapanuli Regency based on their conscientiousness, agreeableness, and job satisfaction. According to the findings of this study, personal and environmental factors have a significant impact on teachers' organizational commitment.

There are several things that are suggested based on the findings of this study, namely: First, the tendency of teacher commitment in this study is low, if one pays attention to the commitment sub-variables consisting of affective, rational, and normative commitment and their forming indicators need to get attention from the teachers. from time to time to improve future teacher performance. Upgrading knowledge and skills through education and training, as well as continuing education at a higher level, is critical because there is no performance without updating knowledge and work skills. Third, other researchers are encouraged to expand on this study with different variables that contribute to this Islamic boarding school teacher's future commitment.

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