

ENHANCING PROFESSIONAL COMMITMENT THROUGH THE JOB SATISFACTION OF TEACHERS AT SMK SASMITA JAYA 2 PAMULANG

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ABSTRACT

The purpose of this study is to explore how teacher job satisfaction can enhance professional commitment and to examine the impact of increased job satisfaction on teachers' professional commitment. This research was conducted at SMK Sasmita Jaya 2 Pamulang, South Tangerang. The method used in this study is descriptive qualitative, with data obtained through in-depth interviews supported by observations and documentation, and analyzed using data validity techniques, namely data triangulation. The study involved nine key teacher informants and two additional informants as research subjects at SMK Sasmita Jaya 2 Pamulang. The results of the study indicate that the job satisfaction of teachers at SMK Sasmita Jaya 2 Pamulang is well fulfilled and reflects a strong level of professional commitment. This is evident in the learning activities, where teachers demonstrate their commitment through discipline, responsibility in completing administrative tasks, and the implementation of innovative and creative teaching methods. The impact of fulfilled job satisfaction on professional commitment is shown in the increase of both affective commitment and normative commitment. This is proven by the teachers' strong determination to maintain their profession with a high sense of responsibility in carrying out their duties and notable loyalty.

Keywords: Teacher job satisfaction, Teacher professional commitment.

INTRODUCTION

In vocational high school (SMK) education, students naturally require appropriate and high-quality services to fulfill their educational needs. These needs are not limited to curriculum and facilities that meet established standards, but also include support from teachers who understand students' characteristics—emotionally, socially, and intellectually. This is also stated in the Regulation of the Minister of National Education Number 22 of 2006 on Vocational Education, which aims to enhance students' intelligence, knowledge, character, noble values, and skills to enable them to live independently and pursue further education in line with their vocational field.

A professional teacher must also understand Law of the Republic of Indonesia Number 14 of 2005, Chapter 1, Article 1, Paragraph 1, which defines teachers as professional educators whose primary tasks include educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, primary education, and secondary education within the formal education pathway. However, in reality, many teachers have not yet implemented these responsibilities properly in accordance with existing policies.

One indication of a lack of professional commitment is that some teachers frequently skip classes, claiming they have more financially rewarding activities outside of school. Additionally, many teachers are reluctant to participate in professional development activities such as training sessions, workshops, or seminars that last more than one day, considering them a disruption to their income-generating activities outside teaching hours.

One variable that can potentially increase professional commitment is job satisfaction. According to Robbins and Judge (2015), job satisfaction is a positive feeling about one's job, resulting from an evaluation of its characteristics. Individuals with high job satisfaction feel positively about their jobs, whereas those with low satisfaction experience negative feelings.

Nevertheless, teacher commitment to the profession cannot be generalized as entirely low, as levels of commitment vary. Initial observations at SMK Sasmita Jaya 2 Pamulang revealed that many teachers still consider the teaching profession merely as a steppingstone. Teachers often reject invitations to attend workshops or training sessions due to perceived lack of financial benefit, and frequently leave classrooms to engage in more profitable outside activities.

Data obtained from the administrative staff also indicated that over 50% of the teachers at SMK Sasmita Jaya 2 do not yet hold teaching certification. Furthermore, several vocational subject teachers only possess secondary or diploma-level academic qualifications, and more than 50% of them have not obtained additional competency certificates relevant to their vocational expertise. From these findings, it can be identified that the purpose of this research is to enhance professional commitment through teacher job satisfaction at SMK Sasmita Jaya 2 Pamulang.

Job satisfaction as a determinant of professional commitment is also supported by previous studies. Sorensen Tyson J. and McKim Aaron J. (2014:125), in their study titled *"Perceived Work-Life Balance Ability, Job Satisfaction and Professional Commitment Among*

Agriculture Teachers," concluded that there is a significant positive relationship ($r = 0.710$, $p = 0.05$) between job satisfaction and professional commitment. Jiang Yong (2005:72), in *"The Influencing and Effective Model of Early Childhood Teachers' Job Satisfaction in China,"* also found a significant positive correlation ($r = 0.590$, $p = 0.05$). Similarly, Bakan Ismail, Buyukbese Tuba, Ersaham Burcu, and Sezer Buket (2014:1476), in *"Effect of Job Satisfaction on Job Performance and Occupational Commitment,"* reported a significant positive relationship ($r = 0.550$, $p = 0.05$) between job satisfaction and professional commitment. These findings suggest that the higher the level of job satisfaction, the higher the predicted professional commitment.

High professional commitment among teachers is essential for producing graduates in accordance with the desired graduate profile and achieving learning objectives and the institution's vision and mission. However, fostering strong professional commitment requires confidence, sincerity, and harmony in carrying out responsibilities that, while seemingly simple, are actually complex and structured. Based on the above explanation, the researcher is interested in examining teacher professional commitment and the factors influencing it, particularly job satisfaction.

METHODS

The research approach refers to the plan and procedure of the study, consisting of multiple steps and encompassing broad assumptions to detailed methods of data collection, data analysis, and ultimately, data interpretation (John W. Creswell, 2016:3). The research approaches used in this study are described as follows: 1) Viewed from the perspective of research objectives, this study is descriptive in nature, aiming to explain the characteristics of each research variable; and 2) Based on the type of investigation, this study is classified as a causal study (verificative), as it seeks to identify causes or, in other words, the cause-and-effect relationships of one or more existing problems.

This research applies a qualitative design, which focuses on fundamental principles underlying human phenomena or on patterns analyzed from social and cultural indicators within a society to gain a representative understanding of real-life examples. According to John W. Creswell in his book *Research Design*, qualitative research is:

"A method used to explore, understand, and develop meaning constructed by individuals or groups related to a social or human problem. The process of qualitative research involves

procedures such as formulating research questions, collecting data from participants in specific settings, analyzing the data inductively from particular to general themes, and interpreting the meaning of the data. This type of research typically has a flexible structure in its final report. Participants in this type of study are expected to adopt an inductive perspective, focus on individual meanings, and translate the complexity of an issue.” (Creswell, 2013:4–5)

The techniques used in this study for data collection include observation, interviews, and supporting documentation. Since this is a qualitative study, the primary research instrument is the researcher herself. The data sources consist of human elements as the main source of information—where the researcher is directly involved with the teachers and principal as key informants and informants. Meanwhile, non-human elements serve as supporting data to reinforce findings from human sources.

The collected data is then analyzed through several steps: data reduction, data presentation, verification, and drawing initial conclusions. Following that, data validity is ensured through triangulation techniques and the use of multiple sources. The triangulation techniques used in this study include source triangulation, technique triangulation, and time triangulation.

The source triangulation involves cross-checking data obtained from various sources—namely, teachers, the principal, and students. Technique triangulation is carried out by cross-checking data from the same source but using different methods, such as interview results, observations, and documentation. Time triangulation is done by cross-checking data at different times repeatedly—whether in the morning, afternoon, or evening—within a reasonable time interval between sessions.

RESULTS AND DISCUSSION

Table 1. Professional Commitment Interview Results

Aspect	Interview Results
<i>Affectif commitment</i>	As expressed by Key Informant 1 (KI.1), "When teaching in class, I often feel uncomfortable with the students' behavior, which I perceive as lacking good character. Many tend to act carelessly during lessons. It's not uncommon to see students sleeping comfortably in class, and when reprimanded, they often ignore it. In the end, I feel it's easier to just continue

	teaching and let them be, without any warnings or consequences. After all, becoming a teacher was never my dream job."
<i>Normative commitment</i>	As stated by Key Informant 1 (KI.1), "As long as I am still trusted, I will probably remain a teacher, because at my current age, it feels quite difficult to find a job elsewhere. I continue to teach according to my abilities and in line with the rules applied at this vocational school. Basically, when it's time to teach, I just do it as usual."
	As expressed by Key Informant 5 (KI.5), "Teaching is my top priority, because I believe I am accountable not only to my superiors but also to the Almighty. If what I teach is good and can be applied by the students for positive purposes, it will become a source of blessings for me. That's why I try not to neglect my teaching responsibilities. Even when I'm asked to attend training sessions to improve my skills, I join them gladly. Of course, I will continue to be a teacher—being a teacher has been my dream since I was a child. I've even thought about encouraging others to become teachers too, but I hesitate because the first thing they'd probably ask is, 'How much is the salary?'" [laughs]
<i>Continuance commitment</i>	According to the opinion of the key informant, they mentioned that they quite often participate in training activities, seminars, and similar events because such events are great opportunities to meet new people and expand their network. "The more people I meet, the bigger my chances are to grow my business—just like hitting two birds with one stone," they said with a laugh. Regarding self-development, they believe it can actually be done anywhere and anytime, especially now that information technology is readily available and makes it easy for anyone to learn and stay updated. As for whether they feel comfortable, they said it's fine and they just go with the flow.

	“As long as I can do both, I’ll keep doing both. Sure, sometimes I lose focus, but what can I do—as long as I’m still able to manage both, I’ll keep at it,” they added.
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Table 2. Job Satisfaction Interview Results

Aspect	Interview Results
<i>Salary</i>	"The payroll system has significantly improved compared to several years ago. However, the expectations placed on teachers have also increased. Nevertheless, this condition is considered more favorable than having excessive demands without proper attention to salary. Moreover, salary payments have consistently been transferred on time to employees’ bank accounts."
<i>Promotion off Opportunities</i>	"There have been changes in the promotion system. In the past, promotions were often carried out without any selection process—individuals were appointed without transparency. Currently, the system has improved significantly, and everyone has the opportunity to pursue a career at this vocational school. When I was about to be appointed as the head of the laboratory, I also went through a selection process, including administrative requirements, portfolio submission, and a final interview. Alhamdulillah, I passed, and I have now served as the head of the laboratory for one year. I am not sure whether I will continue in this position in the future."
<i>Relationship between employees</i>	Key Informant 1 stated that the increasingly conducive work climate is strongly felt. It was mentioned that, “Currently, there are regular communal lunches initiated by the school principal, and during these lunches, teachers have the opportunity to communicate and discuss various matters. This has ultimately fostered a sense of closeness, which is extraordinary for me. Eventually, it has also led to greater transparency, as all matters related to school activities have become more organized,” he

	remarked.
<i>Supervision</i>	"Regarding supervision activities, the principal and the vice principal of curriculum are now carrying out their functions properly. For instance, when I teach, the principal and the vice principal enter the classroom to observe my teaching and provide evaluations. At the end of each academic year, I receive feedback based on my performance assessment throughout the year. Honestly, it feels somewhat uncomfortable, as if my work is being restricted, but on the positive side, it helps me identify my shortcomings—particularly in preparing instructional tools, which I admit are still not perfectly done. It's quite time-consuming. Moreover, the implementation of the fingerprint attendance system has made me more disciplined, because if I fail to clock in, my salary will be deducted."
<i>The job it self</i>	Regarding this indicator, it is stated that the tasks assigned by the principal are already in accordance with the teachers' abilities and skills. This can be seen from the teaching assignments and subjects taught by the teachers, including additional duties outside of teaching hours, such as training or other extra responsibilities. In principle, the principal always considers the teachers' potential, abilities, skills, and experience, so that when tasks are assigned, the teachers are not surprised or confused.
<i>Working condition</i>	It was stated that the working environment at SMK Sasmita Jaya 2 Pamulang has undergone significant improvements. Several physical facilities have continuously been upgraded, renovated, and improved, such as classrooms and office spaces which are now equipped with air conditioning units, even including a dedicated kitchen. The cleanliness of restrooms for both teachers and students is well-maintained. Sports facilities are well-organized, the canteen is relatively clean, and the library provides adequate resources. There is a spacious parking area,

	the school is fenced for better security, and CCTV cameras installed in several areas are functioning properly. In addition, workspaces and laboratories used for student practical activities—such as computer labs and mechanical workshops—have also improved in terms of equipment completeness, air circulation, cleanliness, and space capacity appropriate for the number of students.
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Teachers' Job Satisfaction Can Enhance Their Professional Commitment at SMK Sasmita Jaya 2 Pamulang

Based on the research findings on job satisfaction, six indicators were used as references to gather information. It was found that all of these indicators were perceived by the teachers to be adequately fulfilled, indicating that the teachers at SMK Sasmita Jaya 2 experience a fairly high level of job satisfaction. In fact, it can be said that there has been a significant improvement and progress, suggesting that there should be no reason for the teachers to lack strong professional commitment.

This is supported by research conducted by Bellias et al. (2014), which revealed that the content of job satisfaction significantly affects overall job satisfaction. Similarly, Yansen (2013) reported that the elements of job content positively influence employee job satisfaction. In this context, teacher satisfaction is considered a key factor influencing their professional commitment. Teachers who are satisfied with their jobs tend to work more diligently and possess higher motivation. This satisfaction may be influenced by various aspects such as the work environment, administrative support, and professional recognition.

The Impact of Fulfilled Job Satisfaction on Professional Commitment of Teachers at SMK Sasmita Jaya 2 Pamulang

The most evident impact of fulfilled job satisfaction is reflected in professional commitment, particularly in the indicator of *Affective Commitment*. This is demonstrated through increased teacher enthusiasm, improved discipline, greater compliance with rules and professional codes of ethics, the emergence of a new culture marked by stronger familial bonds, and enhanced communication between school leaders and teachers as well as among peers. There have also been observable changes in several teachers, especially in terms of improved teaching processes and better classroom management.

Normative Commitment refers to a teacher's resolve to maintain and remain loyal to their profession, along with a willingness to encourage others to pursue the same path. At SMK Sasmita Jaya 2 Pamulang, the teachers show a strong sense of loyalty and responsibility in fulfilling their professional duties. However, most of the respondents still feel hesitant to actively persuade others to become teachers, each with their own reasons.

Interestingly, one indicator—*the job itself*—presents a unique case. Although job satisfaction related to this aspect is adequately met, it has not shown a significant impact. This is evident in the teaching processes, which remain relatively routine and have yet to produce substantial improvements in students' overall learning outcomes. This suggests that when job satisfaction is fully realized, it should ideally bring about a stronger influence on professional commitment.

This finding aligns with the study by Sorensen, Tyson J., and McKim, Aaron J. (2014:125), titled "*Perceived Work-Life Balance Ability, Job Satisfaction and Professional Commitment Among Agriculture Teachers*," which concluded that there is a significant positive correlation ($r = 0.710$, $p = 0.05$) between job satisfaction and professional commitment. In other words, the higher the level of job satisfaction, the higher the predicted level of professional commitment among teachers.

CONCLUSION

Job satisfaction can significantly enhance the professional commitment of teachers at SMK Sasmita Jaya 2 Pamulang. The six core indicators of job satisfaction were found to be sufficiently fulfilled, indicating a positive impact on teachers' commitment to their profession. One notable finding of this study is related to the indicator *The Job Itself*. Although the school principal provided opportunities for teachers to express creativity and autonomy in the learning process, many teachers did not utilize this opportunity effectively. As a result, academic activities remained relatively routine, with little visible improvement or innovation in classroom practices.

The fulfillment of job satisfaction indicators has had a considerable effect on both *affective commitment* and *normative commitment*. Teachers demonstrated a stronger resolve to maintain their professional roles and a heightened sense of responsibility toward their work. These forms of commitment are essential for fostering dedication and professional integrity within the school environment.

However, the study also revealed some unique challenges, despite the generally adequate level of job satisfaction. A number of teachers were found to be administratively noncompliant—for example, failing to prepare lesson plans, instructional media, or student worksheets digital, and not developing their own teaching materials. Some relied solely on a single textbook and were reluctant to participate in professional development or competency-building activities.

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