

ABSTRACT

THE EFFECT OF ORGANIZATIONAL COMMITMENT, MOTIVATION, AND TEACHER COMPETENCE ON SCHOOL PERFORMANCE WITH JOB SATISFACTION AS AN INTERVENING VARIABLE

(Survey of State Vocational High School Teachers in Tasikmalaya Regency)

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This study aims to analyze the effect of organizational commitment, work motivation, and teacher competence on school performance, with job satisfaction as an intervening variable in public vocational high schools in Tasikmalaya Regency. This research employed a quantitative approach using a survey method involving 231 teachers as respondents. Data were analyzed using Structural Equation Modeling–Partial Least Square (SEM-PLS) to evaluate both measurement and structural models, including direct and indirect effects.

The results indicate that organizational commitment, work motivation, teacher competence, job satisfaction, and school performance are generally at a high level. Structurally, organizational commitment, work motivation, and teacher competence have positive and significant effects on job satisfaction. These three variables also have positive and significant effects on school performance. Job satisfaction is found to be the most dominant predictor of school performance. Furthermore, job satisfaction partially mediates the relationship between organizational commitment, work motivation, teacher competence, and school performance.

This study highlights that improving school performance is not solely determined by structural and technical competence factors but is strongly influenced by teachers' psychological conditions, particularly job satisfaction. Therefore, strategies to enhance school quality should focus on strengthening organizational commitment, fostering intrinsic motivation, developing professional competence, and creating a supportive work environment to sustain teachers' job satisfaction.

Keywords: *Organizational Commitment, Work Motivation, Teacher Competence, Job Satisfaction, School Performance*