

Enhancement of Organizational Commitment Through Strengthening Shared Leadership And Teacher Satisfaction In Fadilah Vocational High School South Tangerang

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ABSTRACT

This research aims to determine the effect of shared leadership and job satisfaction on organizational commitment. The subject of the study was Fadilah Vocational High School (SMK Fadilah) teacher of South Tangerang City. A study sample of 36 teachers consist of male and female. The research data was obtained using Likert's scale instruments to measure organizational commitment variable, shared leadership and teacher job satisfaction. Data analysis using Structural Equation Modeling (SEM) with partial least square (PLS) method. The results of the study proved that there is a positive direct effect of shared leadership variables on job satisfaction and a positive direct effect of job satisfaction variables on organizational commitment. Furthermore, the value of indirect effect of shared leadership variables on organizational commitment variables is greater than the value of direct effect. This means that indirectly the effect of shared leadership variables through job satisfaction variables has a significant effect on changes in organizational commitment variables. This proves that the existence of a job satisfaction mediation variable is full mediation or perfect because its presence results in the relationship between shared leadership variables and previously negative and insignificant organizational commitments turning positive and significant.

Keywords:

Shared Leadership,
Job Satisfaction,
Organizational Commitment.

I. Introduction

Education is the most important thing in human life. The need of education for a human is for support their life and get a job. Therefore, the government is also build a vocational high school for preparing the students a skill that needed in the workplace. This was written in an idea of Ministry of Education and Culture of Indonesia (2021) stated that Vocational High School need to be preparing their students the knowledge, competency, technology and art for them to be independent human, productive and have a competency that need in the business and industry. To achieve the idea of the Indonesian Ministry of Education and Culture it is necessary for Vocational High School management to improve the organization quality and management. Even more, the amount of Vocational High School is quite large, based on a data from kemendikbud.go.id in 2021 in South Tangerang there are 166 schools, divided into 14 of Public Vocational Schools and 152 of Private Vocational Schools. The data shows that the adequacy of Vocational Education Institutions in South Tangerang. Therefore, each of the vocational school institutions especially in South Tangerang need to be improving the performance of organizational management with the intention of achieving the idea to create the good quality of Vocational High School graduates.

Effective organizational management and to achieve organizational purposes we need to give more attention about leadership style that applied in a organization. The effective leadership style is also stated by Spillane (in Subarino, et al., 2011) that the effective leader should be distribute a responsibility to other employee, students and community. Leader who distribute they responsibility to organization committee is having shared leadership style. The shared leadership style is also applied by School Improvement Specialist as an effort for improving the quality of learning process (Modul of School Improvement Specialist, 2005). Davis and Goetsch is also stated that the quality of learning lead to consumer satisfaction, in a context the school would be having a teachers, students and parents satisfaction.

Consumer satisfaction is affected by leadership type as well as organizational commitment. Consumer satisfaction can be known from the achievement of customer expectations (Desianti, et al., 2021), while customer expectations can be determined by asking questions about how high the level of performance is needed to meet customer expectations This statement is refer to the finding of Syamsulhaq, et al. (2019) that found organizational commitment has a positive effect on job satisfaction. However, the research of Syamsulhaq, et al. (2019) has a limitation. They only did a research in a service institution so, we need to develop this research. Based on the statement above there are two variable that affecting job satisfaction. So that, this research aims to answer that phenomenon that is shared leadership and organizational commitment has an effect on teacher’s job satisfaction in Fadilah Vocational School.

II. Method

Research Constellation

This study conducted using quantitative method towards expectation variable or shared leadership as exogenous variable (X). The value of consumer (consumer perception value) as intervening variable or mediation (Z), and organizational commitment as endogenous variable (Y). To know is there any changes in Organizational Commitment level affected with Shared Leadership level and Job Satisfaction, we built constellation model of relationship between exogenous, endogenous and mediation variable.

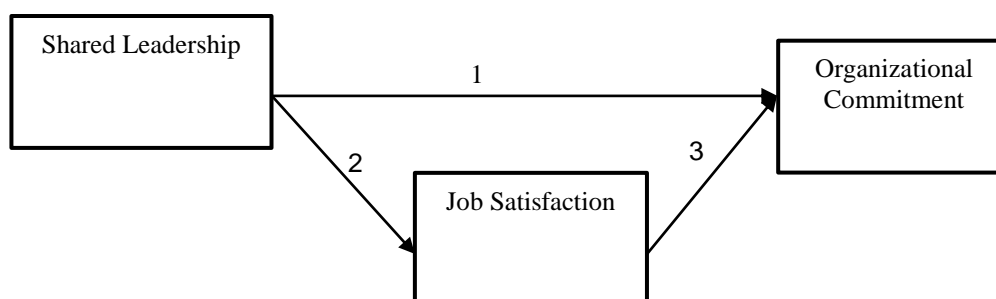


Figure 1. Research Constellation Model

Research Population and Sample

The population in this study are 40 teachers of Fadilah Vocational High School. Researchers determine the number of samples based on Isaac and Michael's table (in Sugiyono, 2016). The researcher uses Isaac and Michael's table with an error of 5% (in Sugiyono, 2016) and refers to the population of Fadilah Vocational School teachers so that the number of samples is 36 people. The characteristics of the respondents in this study were male and female Fadilah Vocational School teachers with each position and length of service, which can be seen in table 1 below.

Table 1. Data of Respondents

Criteria	Description	Total	Persentase
Position	Vice Principal	3	8%
	Head of Study Program	4	11%
	Teachers	29	81%
		Total	36
			100%
Gender	Male	20	56%
	Female	16	44%
		Total	36
			100%
Length of Work	1-5 years	13	36%
	>5 years	23	64%
		Total	36
			100%

Data Collection Technique

The Sample collection technique used in this study is purposive sampling. Researchers shared an online link to all Fadilah Vocational High School teachers through Whatsapp message by using Likert's scale. Furthermore, the collected data will be used to test the effect between the independent variable and the dependent variable. The reliability test of the instrument is using Cronbach alpha. These are the indicator description for each variable:

- a. *Shared leadership*. The researcher adapted the scale made by Brussow (2013), namely the Shared Leadership Measure (SLM) which consists of 4 indicators, namely vision (x1), collaboration (x2), delegation (x3), motivation (x4) and culture (x5). In this study, researchers used a scale of 1-5. A scale of 1 indicates "Strongly Disagree" and a scale of 5 indicates "Strongly Agree". Shared Leadership Measure (SLM) instrument items are positive items so that the higher the total score, the better the shared leadership is implemented. Meanwhile, the lower the total score, the shared leadership is not applied.
- b. *Job satisfaction*. The researcher adapted the Employee Satisfaction Inventory (ESI) scale from a journal written by Koustelios and Bagiatis (1997) which consisted of 5 indicators, namely working conditions (z1), boss (z2), salary (z3), the work itself (z4), and promotion (z5). Researchers used a scale of 1-5. A scale of 1 indicates "Strongly Disagree" and a scale of 5 indicates "Strongly Agree".
- c. *Organizational Commitment*. The researcher adapted the scale made by Meyer and Allen (1990) that is the Organizational Commitment Scale (OCS) and has 3 indicators, there are affective commitment (y1), continuance commitment (y2, y3) and normative commitment (y4). The scale used is the same as the previous instrument, namely using a scale of 1-5. A scale of 1 indicates "Strongly Disagree" and a scale of 5 indicates "Strongly Agree".

Data Analysis Technique

Statistical analysis calculations were performed using the Structural Equation Modelling (SEM) with the Partial Least Square (PLS) method. SEM is an advanced statistical analysis that combines regression analysis and factor analysis. Regression analysis is a statistical analysis to test the hypothesis of the effect of the independent variable on the dependent variable; and factor analysis is a procedure to prove whether an instrument item is able to represent a measuring construct that is targeted to be measured. While PLS is a multivariate predictive statistical analysis technique that can be used to analyse several endogenous variables and several exogenous variables at once (structural model). The advantages of PLS can be used to confirm theories on relationships between variables that already have a strong theoretical basis (theoretical testing) and to provide recommendations for relationships between variables on relationships between variables that do not have a strong theoretical basis (exploratory) (Hair et al, 2014; Desianti et al, 2023).

SEM is also a multivariate statistical analysis method that is able to process data built by measurement models and structural models. In SEM there are 3 activities simultaneously, namely checking the validity and reliability of the instrument (confirmatory factor analysis), testing the relationship model between variables (path analysis), and getting a suitable model for prediction (structural model analysis and regression analysis). A complete model basically consists of a measurement model and a structural model or causal model. The measurement model is carried out to produce an assessment of the validity and discriminant validity, while the structural model, namely the modelling that describes the hypothesized relationships (Hair et al, 2014; Desianti et al, 2023).

Research Hypothesis

The hypotheses of this study are:

1. Shared Leadership (X) has a significant effect on Job Satisfaction (Z).
2. Shared Leadership (X) has a significant effect on Organizational Commitment (Y).
3. Job Satisfaction (Z) has a significant effect on Organizational Commitment (Y).
4. Shared Leadership (X) through the mediation of Job Satisfaction (Z) has a significant effect on Organizational Commitment (Y).

Hypothesis testing is carried out using path analysis which describes the effect of the exogenous shared leadership variable (X) on the endogenous variable Organizational Commitment (Y) directly or indirectly, namely through the intervening variable or mediating Job Satisfaction (Z) which acts as a mediator between exogenous and endogenous variables. The analysis of mediating variables according to Baron and Kenny (1986) is known as the causal step strategy, has three regression equations that must be estimated, namely:

1. The simple regression equation of the mediating variable (Z) on the exogenous variable (X) which is expected to have a significant exogenous effect on the mediating variable.

2. The simple regression equation for the endogenous variable (Y) on the exogenous variable (X) is expected that the exogenous variable should significantly effect on the endogenous variable.
3. The multiple regression equation for the endogenous variable (Y) on the exogenous variable (X) and the mediating variable (Z) is expected to have a significant effect on the endogenous variable.

According to Baron and Kenny (1986) mediation occurs if the value of the effect of exogenous variables on endogenous variables is lower than the third equation, then it is called full mediation or perfect or complete. Conversely, if the value of the effect of exogenous variables on endogenous variables is higher than the third equation, it is called no mediation. Furthermore, if the presence of a mediating variable does not affect changes in the relationship between exogenous variables and endogenous variables, it is called partial mediation (Desianti et al, 2021).

III. Results and Discussion

Organizational Commitment

Organizational commitment is an emotional interest, identification and employee involvement in a organization (Mcshane and VonGlinow, 2010). Organizational commitment has three components there are affective, continuance and normative. Affective commitment is a loyalty towards the organization (McShane and VonGlinow, 2010). Meyer and Allen (1990) is also has a definition about affective commitment that is a strong attachment of employee that identified with employee involvement and convenience as a organizational committee. Continuance commitment defined as calculative attachment, in which the employee not particularly attached with organization but they still working at that organization because it give large impact if they resign from that organization (McShane and VonGlinow, 2010). However, normative commitment is affected by one past experience either from culture and family or organization situation (Wiener in Meyer and Allen, 1990). Normative commitment is also defined as the obligation to still in a organization for moral and ethical reason (Robbins, 2008). The employee with normative commitment think they has an obligation to give what they have earn from organization.

Shared Leadership

McShane and VonGlinow (2010) stated that each of individual in organization is a leader in certain way and certain time. This view of a leader is called shared leadership. Shared leadership is plural, it means leader is not given formally to one person, instead to either team or work unit that has some leaders in the same time (McShane anf VonGlinow, 2010). Pearce and Cogger (in Maciuniene and Merkyte, 2019) is also described that shared leadership is a proses to dynamically and interactively influence one to another between individual in team, in which aims to lead one to another for achieving either organizational or team goals. Shared leadership is also need to develop in school management. This because in some studies find there is strong relationship between leading, learning and teaching (Printy and Marks, 2015).

Avolio *et al.*, (in Ramdhana, et al., 2018) stated that shared leadership including three leadership stype, there are transformational leadership, transactional leadership and *laissez-faire* leadership. Transformational leadership defined as “leading” because they change the organizational strategy and culture for adapting with surrounding environment (McShane and VonGlinow, 2010). However, transactional leadership is defined as “controlling” or “do it right” because the leader is focusing in improving employee performance and well-being (McShane and VonGlinow, 2010). Other than that, *laissez-fairer* leadership is defined as passive leadership in which at a certain condition the influence of leading people is happen with letting others to did something (Ramdhana, et al., 2018).

Job Satisfaction

Job satisfaction is a one evaluation towards job characteristics, environment and emotional experience in a job (McShane and VonGlinow, 2010). Robbins and Judge (in Tania and Sutanto, 2013) is also defined job satisfaction as positive feeling towards a job, in which that is either an impact or evaluation result from some aspects about the job. In addition, Robbins and Judge (in Ilahi, et al., 2017) stated that people who has high job satisfaction has positive feeling about the job, otherwise, people who has low job satisfaction has negative feeling about the job.

Hasibuan (in Afrizal, et al.,2014) stated that factors affected the job satisfaction are satisfaction towards the job, satisfaction towards the reward and satisfaction towards working condition. Hasibuan (in Afrizal, et al., 2014) stated that the satisfaction towards job means they were able to used their skill and competence and offering task variation, freedom and feedback about their work. Satisfaction towards a rewards means the employee get appropriate salary and incentives based on their work load and they have promising career path. Therefore, satisfaction towards working conditions is like the relationship with co-worker, supervisor and technical supervision.

Constellation Model

Based on PLS Algorithm calculation result, the constellation model along with loading factor, path coefficient and R square value as follows:

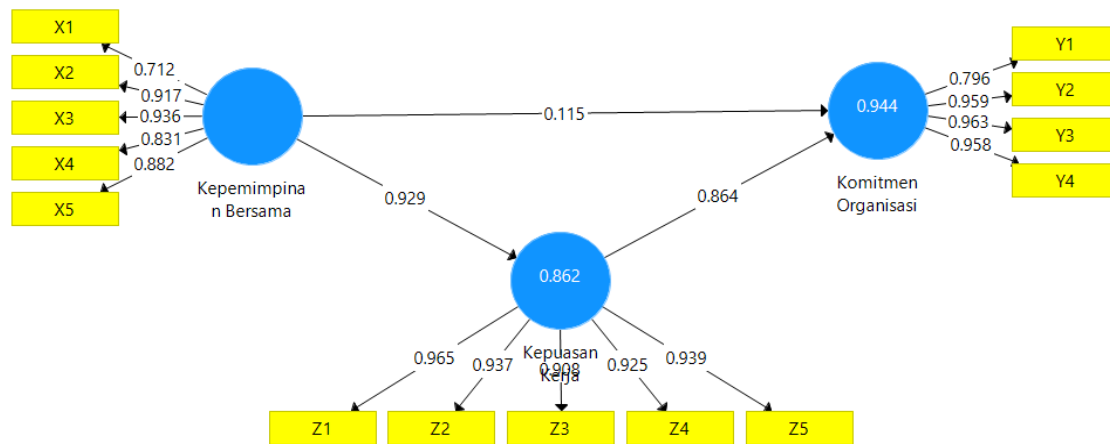


Figure 2. Organizational Commitment Model

Factor loading explains the relationship of factors to the indicator variables. The factor loading value is in the range of 0 – 1, where the greater the factor loading value means the stronger and more reliable the indicator of the variable is on the variable (Desianti et al, 2021, 2023). The picture above shows the magnitude of the factor loading on the built model. A factor loading value of more than 0.7 also indicates that the indicator is valid. Based on the loading factor value for each of the indicators above, it shows that the indicator that has the highest or strongest contribution value for the Shared Leadership variable is x2 (collaboration) and x3 (delegation), while the indicator that has the lowest or weak contribution value is x1 (vision). . For the loading factor value of the job satisfaction variable, all of them have an index value of more than 0.9, meaning that all indicators used have a major role in the teacher job satisfaction variable. Furthermore, strong indicators that contribute to the assessment of the Organizational Commitment variable are y2, y3, y4 (continuous commitment and normative commitment); and a weak indicator is y1 (affective commitment). The implications of the calculation of the factor loading value will be discussed in the sub-discussion.

Furthermore, the value of R square can be seen in Figure 2 above or in Table 2 below, namely the value that is in the circle of each variable. Or it can be seen in Table 2 below.

Table 2. R Square Value		
	R Square	R Square Adjustment
Job Satisfaction:	0.862	0.859
Organizational Commitment :	0.944	0.941

Based on the R square value of the Job Satisfaction Value (Z) of 0.862, it means that the contribution of the effect of the Job Satisfaction Value on Organizational Commitment (Y) is 86.2%. While the rest, which is 13.8%, is a contribution from other variables not included in this study. From the R square value, it can be obtained that the exponential coefficient value of the Job Satisfaction variable is:

$$e2 = (1 - 0.862) = \sqrt{0.138} = 0.3714.$$

And the R square value of Organizational Commitment (Y) is 0.944, meaning that the contribution of the Shared Leadership variable (X) together through the Job Satisfaction Value variable (Z) on Organizational Commitment is 94.4%. While the remaining 5.6% is a contribution from other variables not included in this study. From the R square value, the exponential coefficient value of the Organizational Commitment variable can be obtained by:

$$e2 = (1 - 0.944) = \sqrt{0.056} = 0.2366.$$

Table 3. Path Coefficients Value

	Shared Leadership	Job Satisfaction	Organizational Commitment
Shared Leadership :		0.929	0.115
Job Satisfaction :			0.864
Organizational Commitment :			-

Furthermore, the value of path coefficients or path coefficient values in each path can be seen in Table 3 above, namely:

- ✓ Path X to Z (Shared Leadership to Teacher job satisfaction score) is 0.929
- ✓ Path X to Y (Shared Leadership to Organizational Commitment) of 0.115
- ✓ Path Z to Y (Job Satisfaction to Organizational Commitment) is 0.864

The path coefficient value has a large range of values between -1 to 1, which means that if the path coefficient value is close to 1 then the relationship between the variables is strong and unidirectional. On the other hand, if the path coefficient value is close to -1, it means that the relationship between variables is strong and not unidirectional. On the other hand, the path coefficient value that is close to 0 indicates a weak relationship between these variables. (Desianti et al, 2021, 2023). Based on the path coefficient value in the results of the analysis above, the relationship between the Shared Leadership (X) variable on Job Satisfaction (Z) is positive or unidirectional and quite strong (0.929; the value is above 0.5), meaning that the higher the Shared Leadership, the higher the job satisfaction. . The relationship between the variables of Shared Leadership (X) on Organizational Commitment (Y) is also positive or unidirectional and weak (0.115; the value is below 0.5), meaning that the higher the Shared Leadership, the less effect on the increase in Organizational Commitment. Furthermore, the path coefficient of Job Satisfaction (Z) to Organizational Commitment (Y) is positive or unidirectional and strong (0.864; value greater than 0.8), meaning that the higher the Job Satisfaction, the higher the level of Organizational Commitment.

Table 4. T- Statistics Value and P-values

	Original Sample (O)	Sampel Mean (M)	Standard Deviasi (STDEV)	T Statistic (O/STDEV)	P Values
Shared Leadership → Job Satisfaction	0.929	0.929	0.030	31.405	0.000
Shared Leadership → Organizational Commitment	0.115	0.112	0.093	1.228	0.220
Job Satisfaction → Organizational Commitment	0.864	0.858	0.091	9.463	0.000

To see the significance of the relationship between variables, P-values analysis or T statistic is used. The definition of P-value is the smallest probability value of a hypothesis test so that the value of the observed test statistic is still meaningful or valuable (Walpole and Myers, 1995). P-value is an approach in hypothesis testing to draw conclusions "reject or "accept" from a proposed hypothesis claim. A variable is declared significant if it has a P-value of less than 0.05, and this means that the proposed hypothesis is accepted or "failed to reject".

The T-statistic value can also be an indicator of whether a variable relationship is significant or not. If the result of the T-test is greater than the T-statistic value in the table, the relationship between the variables is significant. Or for a very large number of samples, the standard T-statistics which is the measure of significance is above 1.96. In the sample of this study, the number of respondents was 36 people so that the T-table value was 2,028 on the two-tailed alpha coefficient (two tail test) and the significance level of 0.05 (5%). The results of the T-statistics in Table 4 above are:

- ✓ Path X to Z (Shared Leadership to Job Satisfaction) of 31,405 means significant.
- ✓ Path X to Y (Shared Leadership to Organizational Commitment) of 1,228 means that it is not significant.
- ✓ Path Z to Y (Job Satisfaction to Organizational Commitment) of 9,463 means significant.

The results of the T-statistics are in line with the magnitude of the P-values, where the P-values for the Job Satisfaction and Organizational Commitment variables are 0.000, meaning less than 0.05, which means both are

significant, while the P-values of the Shared Leadership and organizational commitment variables are 0.220 which means it is not significant because it is greater than 0.05. It can be concluded:

- ✓ The effect of the Shared Leadership variable (X) on Job Satisfaction (Z) is positive and significant;
- ✓ The effect of the Shared Leadership variable (X) on changes in Organizational Commitment (Y) is positive and not significant;
- ✓ The effect of job satisfaction on organizational commitment is positive and significant.

Furthermore, the indirect effect coefficient is obtained in Table 4 below, which is 0.802 and is significant (P-values less than 0.05 and T-statistics > T-table). This shows that the relationship between the Joint Leadership variable (X) through the intervening Job Satisfaction variable (Z) to the Organizational Commitment variable (Y) is positive and significant.

Table 5. Indirect Effects Coefficient

	Original Sample (O)	Sampel Mean (M)	Standar Deviasi (STDEV)	T Statistik (O/STDEV)	P Values
Shared Leadership → Job Satisfaction → Organizational Commitment	0.802	0.797	0.085	9.470	0.000

In a simple formula, it can be calculated that the indirect effect of the Shared Leadership variable on Organizational Commitment is $0.929 \times 0.864 = 0.802$ (according to the results in the table above). Then the total effect of the Shared Leadership variable on Organizational Commitment is the sum of the direct effect values plus the indirect effect values, namely $0.115 + 0.802 = 0.917$.

Based on the above calculations, it can be analyzed that the value of the indirect influence of the Joint Leadership variable (X) on Organizational Commitment (Y) is greater than the value of its direct influence, then indirectly the Joint Leadership variable (X) through Job Satisfaction (Z) has a significant effect on changes in Organizational Commitment. This proves that the existence of the mediating variable Job Satisfaction (Z) is full mediation or perfect or complete because its presence results in the relationship between Joint Leadership (X) and Organizational Commitment (Y) which was previously negative and insignificant to positive and significant.

So in this study the role of teacher job satisfaction is an important thing to increase organizational commitment. The hypothesis that there is an effect between the variables of Shared Leadership on Job Satisfaction and its impact on changes in the level of Organizational Commitment is acceptable. Likewise, there is an effect between the variables of Shared Leadership on Job Satisfaction and Shared Leadership through Job Satisfaction on Organizational Commitment so that the hypothesis made can be accepted.

Furthermore, to see the goodness of the research model or Goodness of fit (GOF) from the Smart-PLS application, a Model Fit tool is provided, which serves to assess the suitability of the model with the data and the construction of the constellation that was built through the calculation of Chi-square, SRMR and NFI values (Table 6).

Table 6. Research Fit Model Value

	Saturated Model	Estimated Model
SRMR	0.056	0.056
d_ ULS	0.326	0.326
d_ G	0.728	0.728
Chi-Square	139.743	139.743
NFI	0.846	0.846

Normal Fit Index (NFI)

The value of the Fit model is an assessment of how well or fit the model built with the sample data obtained. The magnitude of the NFI value is between 0 and 1, the closer it is to 1, it means that the model built is getting better or fit. From Table 6 above, the NFI value is 0.846, meaning 84.6 percent or rounded up to 85 percent of the fit model.

Standardized Root Mean Square Residual (SRMR)

Is an assessment of the fit between the observed correlation or relationship. The range of agreed values is less than 0.1 (Hu and Bentler, 1999). From Table 6 above, the SRMR value is in the range of 0.056 or less than 0.1 so that it can be said that this model has a good fit between the observed variables.

The effect of Shared Leadership on Organizational Commitment

Based on the results of hypothesis analysis, there is positive effect of shared leadership on organizational commitment but very low at only 11.5 percent and not significant. However, after being tested through the intervening variable of teacher job satisfaction, the effect of Shared Leadership on teacher commitment increased to 80.2% and was significant. This shows the importance of principals to pay attention to teacher job satisfaction. Without teacher job satisfaction, the effect of shared leadership has no impact on increasing teacher commitment to the organization. Based on the factor loading value on the organizational commitment variable, it shows that continuous commitment and normative commitment play a major role in the performance of organizational commitment. Affective commitment is a strength that employees have to work in an organization, because they are willing and have the desire to do the job. Affective commitment possessed by an employee will reflect individual strengths that will lead to a tendency to continue working in the organization or company, because the employee feels in line with the company's goals and feels happy to work in the company (Pratiwi, 2019). Continuance Commitment is the perceived economic value as a reason to stay in an organization when compared to leaving the organization (Robbins, 2008). Individuals with high continuance commitment will stay in the organization, not because of emotional reasons, but because of the awareness in the individual of the big losses they will experience if they leave the organization.

The Effect of Shared Leadership on Job Satisfaction

Based on the results of hypothesis analysis, it is proven that shared leadership has a positive and significant effect on job satisfaction. This shows that good leadership can increase teacher job satisfaction at Fadilah Vocational School, South Tangerang City. In this case, the leader who always listens to the input submitted by the teacher in making decisions effects the level of teacher job satisfaction, in this case the teacher is satisfied with the work done and the responsibilities in his work. The results of this study support the research conducted by Seo, et al. (2004), Stordeur et al. (2000), and Berson & Linton, (2005), which also prove that leadership has a positive relationship with job satisfaction. The results of this study are also consistent with research conducted by Thorlakson and Murray (1996), Kinman et al. (2001), and Denison (1996) who also show that leadership has a positive and significant effect on job satisfaction. So empirically with the results of this study it can be concluded that leadership has a positive and significant effect on teacher job satisfaction. Based on the value of the factor loading variable of shared leadership, it shows the importance of the role of collaboration and delegation in improving Shared Leadership performance.

According to Miller (in Natalia & Hidayat, 2021) a leader will achieve maximum leadership when the delegation can be carried out effectively so as to build a sense of responsibility in the people he leads to complete the tasks entrusted to him maximally. The delegation given by a leader shows his trust in the person being led so that the person feels his own satisfaction from the trust given. Principal leadership focuses on changing teacher behavior to be more creative, challenging, responsible and flexible for teachers to jointly realize the school's vision, mission and goals. The principal always opens opportunities for his members to be more creative in doing their assignments. Therefore, the leadership of the principal in accordance with the expectations and needs, of course, will manifest positive work behavior as well, and ultimately job satisfaction is felt by the teacher.

The Effect of Job Satisfaction on Organizational Commitment

Job satisfaction has a significant positive effect on organizational commitment. This shows that the better job satisfaction felt by employees, the higher the organizational commitment, and vice versa if the teacher is not satisfied it will reduce their commitment to school. Job satisfaction as measured by workload, salary, promotion, supervisor and co-workers shows that it has been managed properly so that it contributes to organizational commitment. This study is relevant to the statement by Handoko (2001), Mathis and Jackson (2011) that job satisfaction reflects one's feelings towards their work, when someone is satisfied with their work, they will be more committed to the organization. This is in line with the research of Boles et al. (2007) in several American companies stated that appropriate salary and promotion will affect the employee's desire to remain loyal to the organization. Based on the factor loading value of each indicator on the job satisfaction variable, all of them show a strong contribution value to the job satisfaction variable, which is more than 0.9. This means that teacher satisfaction will increase if it is supported by good working conditions, superiors who support teacher performance, adequate salaries, suitability for the work assigned to him, and clear promotions for teacher career advancement. The implication of increasing teacher job satisfaction will have a positive impact on increasing teacher commitment to the organization. Teacher commitment will increase if it is supported by good and appropriate job satisfaction. Increasing teacher commitment through job satisfaction can

be seen from the achievement of every indicator that directs teachers, communicates with teachers, guides teachers, and supervises teachers and delegate's authority.

Furthermore, from the research hypothesis test, the results were obtained, for hypothesis 1.3 while hypothesis 2 was rejected, because the effect of shared leadership on organizational commitment was not significant. However, based on the indirect effect analysis, the relationship between the Joint Leadership variable through the Job Satisfaction intervening variable on the Organizational Commitment variable is significant. This proves that the existence of teacher job satisfaction is a stimulus for teachers to work more responsibly with their school duties. And shows that when the leadership style is able to create a good and effective atmosphere, the teacher will feel satisfied in his work and will feel happy with the leader. The emergence of a sense of job satisfaction will have an impact on organizational commitment, the teacher will be loyal to his work and do not want to move from his job. The presence of a high commitment will have a sense of sincerity in the work and positive feelings towards the organization

IV. Conclusion

The results of the descriptive analysis show that Fadilah Vocational School teachers perceive that Shared Leadership applied at Fadilah Vocational School refers to the empirical mean value which is greater than the theoretical mean. In addition, Fadilah Vocational School teachers show good job satisfaction and organizational commitment. The results of linear regression analysis on the variables of shared leadership (X), job satisfaction (Z) and organizational commitment (Y) indicate that both variables have an effect on organizational commitment. The shared leadership variable has an indirect effect on organizational commitment through job satisfaction with a value of 0.917. Meanwhile, the organizational commitment variable has a direct effect of 0.929. This means that organizational commitment has an effect of 92.9% on organizational commitment.

The results of the study revealed that the shared leadership variable was able to effect job satisfaction. Job satisfaction will increase if the leadership style is strengthened. The implication for schools is to be able to apply a leadership style that is in accordance with conditions and can also provide examples of good leadership behavior and motivate subordinates so that subordinates feel comfortable at work, it will lead to satisfaction in teachers while working so that it can increase job satisfaction. Increased job satisfaction will increase organizational commitment. These results have implications for the need to create job satisfaction for every employee. Increasing job satisfaction can be done by providing promotion opportunities, providing appropriate salaries, providing supervision so that it will increase high organizational commitment. The teacher will be loyal to his organization and not change jobs with others.

V. Suggestion

The results of this study indicate that shared leadership has a direct effect on organizational commitment. Further research can further examine other variables and other aspects, so that it can provide richer input for organizational management to achieve quality regarding shared leadership, job satisfaction and organizational commitment. Practical advice from this research for Fadilah Vocational School is to continue to apply the type of Shared Leadership so that job satisfaction and teacher organizational commitment can last well.

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