

The Effect of Emotional Intelligence and Work Environment On Affective Commitment and Job Satisfaction as Intervening Variables in State Elementary School 1 In Kemayoran District, Central Jakarta

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ABSTRACT

This study aims to determine the effect of emotional intelligence and the work environment on affective commitment and job satisfaction as intervening variables in State Elementary School 1 in Kemayoran District, Central Jakarta. This study used a quantitative research type using a population of 214 teachers from 11 State Elementary Schools in Kemayoran District, Central Jakarta. The sample used in this study amounted to 102 people. Data collection techniques using questionnaires, observation and literature study. Data analysis used Partial Least Square (PLS) analysis using SmartPLS version 3.0. The results of this study indicate that emotional intelligence has a direct effect on job satisfaction in Teachers. The work environment has a direct effect on job satisfaction in Teachers. Job satisfaction has a direct effect on affective commitment in Teachers. Emotional intelligence has a direct effect on affective commitment in Teachers. The work environment does not directly affect affective commitment in Teachers. Emotional intelligence does not directly influence Teachers' affective commitment with job satisfaction as an intervening variable. The work environment directly influences Teachers' affective commitment with job satisfaction as an intervening variable.

KEYWORDS: Emotional Intelligence, Work Environment, Affective Commitment, and Job Satisfaction

Introduction

In the current era where technological developments are increasing so rapidly and competition is unavoidable, the human need for education is very important. Through education, humans can develop their potential and be able to solve problems in the future. Even the progress of a nation is determined by education. If a nation's education is good, good quality human resources will be created in the spiritual dimension, intelligence, and skills. Education that is carried out properly will produce the next generation of a quality nation, but if education is not carried out properly it will be difficult to achieve the progress of a nation. Education in Indonesia can be obtained through 2 channels, namely formal and informal channels. Formal institutions that support education in Indonesia are schools. Through education in schools, students get various knowledge and skills. In 2013 the Central Government through Regulation no. 80 issued by the Minister of Education and Culture stipulates a change in the implementation of compulsory education from 9 years to 12

years. This is done to maintain the continuity of education in Indonesia and prepare for the golden generation of Indonesia in 2045 (Wardani, 2015).

DKI Jakarta Province is one of the regions that has consistently implemented 12 years of Compulsory Education since 2006 on the legal basis of Jakarta Regional Regulation No. 8 of 2006 concerning the Education system. One of the functions of education in elementary schools is that students will be given initial basic knowledge and intelligence about various sciences, students are also given character education so that they become human beings with noble personalities and have the skills to be independent as provisions in pursuing education at the next level.

Based on data from the DKI Jakarta Provincial Education Office, the number of data for Elementary School Education Units has the highest number among other levels of education, consisting of 40 public elementary schools and 25 private elementary schools. Elementary schools in the Kemayoran District are divided into 4 Foster areas, namely Foster 1, Foster 2, Foster

3, and Foster 4, but researchers will only focus on Public SD in the Foster 1 area with a total of 11 schools and 214 teachers. In carrying out teaching and learning activities, each school has goals that are summarized in the school's vision and mission. In general, the vision and mission of the school are to improve the quality and quality of education and to produce future generations who are knowledgeable, have character, and have noble character.

Based on research conducted by Kurniawati (2022) states that the quality of education in Indonesia is currently in the low category compared to other countries in the world. According to the results of a 2018 survey conducted by PISA (Programme for International Student Assessment) in 2019, Indonesia was in the lowest position, namely 74th out of 79 other countries in the survey. In other words, Indonesia was in 6th position Lowest.

Various factors cause the low quality of education in Indonesia. Agustang et al., (2021) describe various factors causing the low quality of education in Indonesia, namely: (1) Low facilities and infrastructure (2) Low teacher quality (3) Low teacher welfare (4) Low student achievement (5) Low opportunity educational equity (6) Low relevance of education to needs (7) High cost of education. Of all the factors causing the low quality of education in Indonesia that have been mentioned, researchers are interested in and focus on the problem of the low quality of teachers which is directly related to the quality of education.

To achieve quality education, one of the most important components is available human resources and in this case, the human resources are teachers, teachers play the most important role in improving and maintaining the quality of education. The task of a teacher is not just conveying subject matter but is also required to be intelligent in responding to the behavior patterns of students with their life backgrounds, motivating their students, and forming generations of character, culture, and morality.

A teacher is also required to always improve competence, and creativity and deepen knowledge for the betterment of his students. Besides that, psychologically teachers must also be able to place themselves amid students with their respective characters, especially in the various learning methods that exist today, with situations and conditions like that the teacher must be able to manage emotional intelligence and adapt himself to the work environment to get the job and work with high commitment.

In connection with improving the quality of teachers and their role as the most important part in the implementation of education, a teacher must have a high commitment to carrying out his duties. For a teacher, commitment is the most basic thing that must be owned because a teacher's commitment to teaching will determine the quality of education in general and the quality of students in particular. The teacher's commitment to providing knowledge, energy, and thoughts to students is very important in achieving quality education. Michael Armstrong and Duncan Brown in Wahyudi & Salam (2020) state that commitment is about identification under the goals and values of the organization, the desire to be part of the organization, and the willingness to do the best for the organization.

According to Soedijarto (2008), the Indonesian nation is still faced with the problem of teachers from elementary to high school who are less able to carry out their duties professionally. Saragih in Budi (2017) suggests that the problem currently experienced by school teachers is a lack of organizational commitment. Teachers who are committed to their duties and profession can be seen from the extent to which these teachers invest their time and attachment to their work. Jannah (2014) in observing and interviewing teachers stated that there were still some teachers who were not serious about implementing the Learning Implementation Plan (RPP).

Teachers also tend to only give assignments without giving clear directions and instructions to students. Fox in Hidayat et al., (2018) states that a committed teacher can be seen from his character, including behaving as a good teacher, behaving not just teaching, treating all students as special human beings, and carrying out all professional responsibilities.

Stum in Arumsari (2019) explains that five factors influence organizational commitment, namely: (1) a culture of openness (2) job satisfaction (3) personal opportunities for development (4) organizational direction, and (5) work rewards according to required. Following up on the factors that can influence commitment, the researchers conducted a pre-survey regarding the factors that affect the level of commitment of public elementary school teachers in the state elementary school area of Kemayoran District.

Many previous studies have used job satisfaction as an intervening variable. In addition, empirical evidence also states that job satisfaction will have an impact on certain variables because job satisfaction can affect emotions, attitudes, and behavior toward individuals. Employees will increase their sense of commitment when satisfaction has been achieved (Mizan et al., 2018) in line with this statement in research conducted by Hamid (2016) indicating that there is a positive influence and significant job satisfaction on organizational commitment.

Another study conducted by Lizote et al., (2017) stated that of the three dimensions of commitment studied it was found that the dimension of affective commitment showed a significant relationship with job satisfaction. Affective commitment has received much attention in research on organizational behavior (Allen & Meyer, 1990), for this reason, this research takes affective commitment as a form of multidimensional organizational commitment.

In line with the results of this study, the researchers suspect that affective commitment is the most important organizational commitment for teachers to have. If it is related to teachers, teachers who have high affective commitment can be seen from their attitudes at work, such as loyalty to the school, pride, care for the school, pride in being a teacher, and being able to be responsible in carrying out teaching obligations. In the current situation and condition of the Covid-19 pandemic where the learning method used is the blended learning method. Because the form of affective commitment is based on a person's psychological and emotional approach, then affective commitment for a teacher is more precisely related to emotional intelligence and the work environment.



A good work environment also supports teachers in carrying out teaching and learning activities, clean and comfortable classrooms, and good air circulation helps teachers carry out their duties during a pandemic. Harmonious relations between colleagues and superiors are also able to make teachers work comfortably so that new ideas and creativity emerge in more effective teaching and learning activities.

The establishment of Limited Face-to-Face Learning, which is carried out by all levels of education in DKI Jakarta Province is currently a challenge for teachers, students, and parents. Currently, teachers are required to be able to carry out effective and enjoyable learning even with many limitations. Based on the opinions of experts, background, and previous research that have been done, researchers suspect that the variables of emotional intelligence and work environment affect affective commitment with job satisfaction as intervening variables. If this conjecture is tested, then the relationship concept of the four variables can be used to explain, predict and obtain alternatives that must be taken to overcome the problem of a teacher's affective commitment during the Limited Face-to-Face Learning period.

Besides the background described by the researchers above, the researchers also found a research gap in previous research between the variables of emotional intelligence, work environment, and job satisfaction. Based on the results of research conducted by Korankye & Amakyewaa (2021), Sibasopait (2018), and Dewi (2020) it was concluded that emotional intelligence has a positive effect on job satisfaction, but the results of research conducted by Nurjanah & Indawati (2021) concluded that emotional intelligence does not positive effect on job satisfaction. Furthermore, the results of research by Susita et al., (2020), Ramli (2019), E. Sembiring & Purba (2019) concluded that the work environment has a positive effect on job satisfaction, but the results of research conducted by Pareraway et al., (2018) concluded that the work environment partially does not affect job satisfaction.

Research on teacher affective commitment is very important to do, by knowing the level of affective commitment of a teacher, the Principal can evaluate various work goals related to the quality of education in his education unit. In addition, no previous studies have tested emotional intelligence and work environment as independent variables on job satisfaction as mediating variables and this research was conducted when Limited Face-to-Face Learning was still being implemented during the Covid-19 Pandemic. Thus it can be concluded that the research to be carried out is still relatively new and not much has been done by previous researchers.

Moving on from the thoughts above, the researcher is interested in making a study of the teacher's affective commitment and the factors that influence it. The urgency of this research is important to do, namely to find out how far the influence of emotional intelligence and the work environment has on affective commitment with job satisfaction as an intervening variable for teachers during Limited PTM carried out by schools, this is very important to do especially when the Face-to-Face learning method. Limited enforced at this time.

The results of this study can be used by school principals and supervisors to increase teacher commitment and performance as well as the quality of education during the current pandemic. If this research is not carried out, then the causes for the decline in the quality of education cannot be found because, during the pandemic, teachers and students had to adapt to various changes and new regulations regarding instructions for implementing learning in the classroom.

Literature Review

Organizational Commitment

Allen & Meyer (1997) stated that commitment is a factor that connects employees with the organization and helps it to succeed. Furthermore, Aydin (2011) stated that organizational commitment is the desire to survive in the organization by mobilizing all abilities to achieve organizational goals. Commitment is the willingness of employees to their organization by sacrificing their time, energy, and thoughts so that organizational goals are achieved (Dwiyanti & Bagia, 2020)

According to Susita et al., (2020) employees who are committed will perceive a problem at work as a challenge that must be resolved as part of their responsibilities. Organizational commitment will make employees do their best for their organization. Agustini (2016) stated that employee commitment is determination, determination, and promises to do or realize something that is believed. Dessler (1999) states that highly committed employees will have low absenteeism, high loyalty and always try to achieve organizational goals. Based on the explanation above, it can be synthesized that organizational commitment is a condition where employees feel bound to their organization and want to stay in the organization to achieve common goals.

Affective commitment is a part of organizational commitment which refers to the emotional side attached to a person related to his involvement in an organization. Employees who have affective commitment will tend to be loyal and loyal to their organization.

Mowday (1999) states that affective commitment is an organizational commitment that reflects employee loyalty. Meyer et al., (1993) state that each commitment component has a different basis. Individuals who have high affective commitment will certainly continue to join their organization because they feel there is an emotional bond. If an individual's affective commitment is high, the individual will have good dedication and loyalty to the organization. Yang & Guo (2017) state that high affective commitment can have a positive impact on the organization.

Allen & Meyer (1990) describes three indicators that indicate an affective commitment in a person, namely:

1. Emotional attachment. It is a feeling of attachment to the organization. He feels that he is part of the family which is shown by a high sense of belonging to his organization.
2. Identification. A person can be able to believe that he and the organization have the same goals and values, so he feels that the organization will be able to support his

performance and also gives him a sense of pride for being part of that organization.

3. **Participation.** It is an individual desire to be able to contribute optimally. Trying to give the best results with their abilities, and improve performance to achieve organizational goals. Individuals do not hesitate to give their loyalty to the organization.

Job Satisfaction

Hoppock in Revenio (2016) states that job satisfaction is a person's satisfaction psychologically and physiologically. Job satisfaction is an important variable used by companies in adjusting work and employee welfare as stated by (Spector et al., 2021). Simply put is whether the employee likes their job or not.

According to Hasibuan (2006), job satisfaction is a pleasant emotional attitude, and loves his work, this attitude is reflected by work morale, discipline, commitment, and work performance. Job satisfaction at work is job satisfaction enjoyed at work by obtaining praise for work, placement, treatment, equipment, and a good working environment.

Saeed (2016) stated that job satisfaction is the value of what is expected with what is obtained from work. If what is obtained is as expected, it can be called satisfied and vice versa. According to another opinion, job satisfaction is a pleasant emotional state that comes from the results of one's assessment and work experience (Locke, 1976).

According to Mangkunegara (2017), job satisfaction is a feeling that supports or does not support an employee's self-related to his work or his condition. Feelings related to work involve aspects such as wages or salaries received, career development opportunities, relationships with other employees, job placement, type of work, company organizational structure, and quality of supervision.

Based on the explanation above, it can be synthesized that job satisfaction is an emotional state or feeling regarding whether or not an individual is satisfied with his performance as seen from the level of success with personal value.

According to Lester in Ritz (2016), there are nine indicators of job satisfaction based on the development of Herzberg's two-factor theory, namely:

1. **Confession.** Is an award or a certain status to the individual from the leadership for the work he has done, with the recognition it will lead to job satisfaction for the individual.
2. **The work itself.** Namely the work itself or tasks related to work.
3. **Responsibility.** Is the desire to be responsible for the job by doing the job as well as possible.
4. **Progress.** Is an opportunity to develop yourself, improve your competence, and improve your career
5. **Security.** Namely policies from stakeholders regarding the term of office, financial, and future certainty.
6. **Supervision.** Is the attitude and actions of a leader towards his subordinates? The attitude of a fair leader, and supporting individuals at work will increase job satisfaction.

7. **Colleagues.** The relationship that exists between co-workers, and co-workers who support each other in work will affect individual job satisfaction.

8. **Working conditions.** It is a physical and non-physical condition of the work environment. Comfortable working conditions will affect job satisfaction.

9. **Salary/wages.** Income is given to individuals for work done. Income serves as an indicator of recognition, achievement, or failure that can affect job satisfaction.

Emotional Intelligence

Higgs & Dulewicz (1999) stated that emotional intelligence (EQ) includes various aspects, namely self-control, enthusiasm, perseverance and the ability to motivate oneself and be able to withstand all the pressures faced. Another opinion regarding the definition of emotional intelligence was put forward by Reuven Bar-On in Carmeli (2003) stating that emotional intelligence is an ability to regulate emotional conditions that can influence an individual's ability to deal effectively with environmental demands and pressures.

Emotional intelligence can also be defined as an accumulation of behaviors and abilities that contribute to individual success in recognizing and managing emotions in oneself and others (Mattingly & Kraiger, 2019). Furthermore, Chooper & Sawaf (1999) stated that emotional intelligence is the ability to feel, understand and effectively apply the power and sensitivity of emotions as a humane source of energy, information, correction, and influence. Another definition of emotional intelligence is an emotional skill to relate to and understand other people and oneself to deal with daily demands, challenges, and pressures (Bar-On, 2010). Meanwhile, according to Kotsou (2019), emotional intelligence is defined as the ability to understand, manage and use emotions. Studies show that a professional who excels and has high emotional intelligence is a person who can handle conflict. Based on the explanation above, emotional intelligence is a person's ability to recognize one's own emotions and those of others, motivate oneself, and manage emotions to overcome challenges, demands, and pressures to be able to become a good individual in a social environment.

Indicators of emotional intelligence were also put forward by Bar-On (2002), including:

1. **Intrapersonal,** namely the ability to be aware of oneself, understand one's emotions, and express feelings and ideas.
2. **Interpersonal,** namely the ability to understand the psychological conditions of other people to be able to establish intimate relationships
3. **Adaptability,** namely the ability to recognize one's feelings, the ability to recognize situations/conditions
4. **Stress management strategies,** namely the ability to deal with stress and control emotional outbursts
5. **Motivate the mood,** the ability to be positive, confident, and able to enjoy the atmosphere when with other people.

Work Environment

According to Sedarmayanti (2017), the work environment is the entire work equipment, methods, surrounding

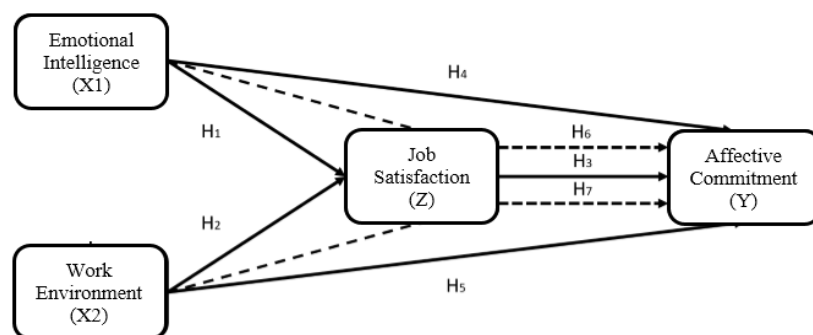
environment, and work arrangements both as individuals or individuals or groups that make work carried out safely and comfortably.

Siagian (2014) states that the work environment is an environment where an employee does his daily work. Pawirosumarto et al. (2017) stated that a work environment is a place where employees carry out all activities that support organizational goals. Nitisemito (1982) stated that the work environment is everything that exists around workers and can affect them in carrying out the tasks assigned. In other words, the work environment can be in the form of physical and non-physical environments and both types of environments can affect an employee in carrying out their duties.

Based on the explanation above, it can be concluded that the work environment is everything around employees that can provide a sense of satisfaction/dissatisfaction and positive/negative influence on employee performance. If the work environment is fun, healthy, safe, comfortable, and conducive then the performance and productivity of employees

Research Methods

Research Design



In this study, researchers will test the five hypotheses as follows:

1. H1: Emotional intelligence influences job satisfaction positively and significantly
2. H2: The work environment influences job satisfaction positively and significantly
3. H3: Job satisfaction affects affective commitment positively and significantly
4. H4: Emotional intelligence influences affective commitment positively and significantly
5. H5: The work environment influences affective commitment positively and significantly
6. H6: Emotional intelligence influences affective commitment positively and significantly through job satisfaction
7. H7: The work environment influences affective commitment positively and significantly through job satisfaction

In conducting this research, researchers used quantitative descriptive research using survey methods. According to Sugiyono (2018), survey methods are used to obtain data from certain scientific (not artificial) places, but researchers carry out treatments in collecting data, for example by distributing questionnaires, tests, and interviews.

will increase. If it is related to the world of education, a good work environment will provide comfort and increase teacher morale in distance learning activities with their students.

The dimensions of the work environment according to Nitisemito (2006) are as follows:

1. Work atmosphere. The working atmosphere in question is a pleasant, safe and comfortable working atmosphere for employees
2. Relations with colleagues. Is a harmonious working relationship, without any disputes
3. Relations between subordinates and superiors. It is a relationship that must be created within the organization, with a good relationship between subordinates and superiors, organizational goals will be easily achieved because subordinates have the motivation to work optimally
4. Availability of facilities for employees. The work facilities in question are the equipment used to support the work.

This research was conducted at the State Elementary School 1 in Kemayoran District, Central Jakarta. The object studied was a teacher at the Fostered Public Elementary School 1 in the Kemayoran District, Central Jakarta. The reason for the researchers researching teachers at State Elementary School 1, Kemayoran Subdistrict, was because the State Elementary Schools in the Kemayoran Subdistrict were the largest in the Central Jakarta area, so the object of research was considered the best object to study, especially when teaching and learning activities were currently still carried out on a limited basis following health protocol guidelines but still prioritizing the quality of quality education.

Population and Sample

The population in this study was 214 teachers from 11 Public Elementary Schools in the District of Kemayoran, Central Jakarta. Umar in Nizar (2018) stated that the population is a collection of elements that have certain characteristics and have the same opportunity to be selected as members of the sample. Rusdiadi in Wakhyuni & Andika (2019) states that the sample is part of the number of characteristics possessed by the population.

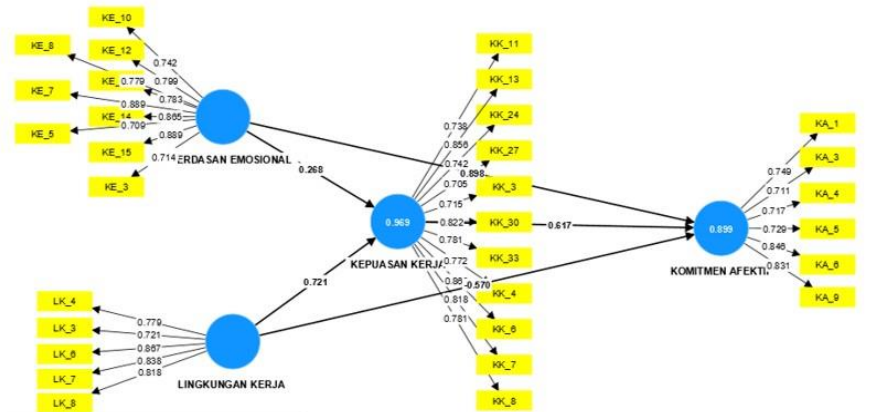
The sample in this study used a purposive sampling technique. This technique is used when the sample is selected based on certain considerations/criteria. (Sugiyono, 2018). The sample for this study was teachers at Public Elementary Schools in the Foster 1 area of Kemayoran District, Central Jakarta, DKI

Jakarta with civil servant status and years of service as civil servants over 4 years as many as 102 people. The researcher's considerations were choosing PNS teachers with a working period of more than 4 years as a sample compared to teachers with PPPK, KKI, and honorary teacher status because PNS teachers are teachers with permanent status and their welfare is guaranteed by the Government. A working period of more than 4 years is considered by the researchers to be the minimum working period which supports the objectivity of the respondents in filling out the questionnaire based on the variables discussed in this study.

Data Analysis Technique

The data processing method in this research is the structural equation modeling (SEM) model. The SEM software

used is Partial Least Square (PLS), the reason researchers use SEM is that this study is more predictive and explains latent variables than testing a theory. In addition, SEM is a further development of path analysis. In the SEM method, the causality relationship between exogenous variables and endogenous variables can be determined more fully (Abdullah, 2015). By using SEM not only the causality relationship (direct and indirect) to the observed variable or construct can be detected, but also the components that contribute to the formation of the construct can be determined. Thus, the causal relationship between variables or constructs becomes complete and accurate.



The following are the results of analysis tests that have been carried out using SEM-PLS shown in the table below:

Table 1. Test Results from Direct Effect

Variable	Original sample (O)	Sample mean (M)	Standard Deviation (STDEV)	T statistics (O/STDEV)	P values
X1 → Z	0,268	0,263	0,087	3,088	0,002
X1 → Y	1,063	1,075	0,165	6,456	0,000
Z → Y	0,617	0,634	0,288	2,143	0,032
X2 → Z	0,721	0,727	0,085	8,439	0,000
X2 → Y	-0,125	-0,135	0,173	0,724	0,469

Table 2. Test Results from Indirect Effect

Variable	Original sample (O)	Sample mean (M)	Standard Deviation (STDEV)	T statistics (O/STDEV)	P values
X1 → Z → Y	0,165	0,172	0,106	1,566	0,117
X2 → Z → Y	0,445	0,457	0,207	2,153	0,031

The results of the hypothesis test in Table 2, based on the test results on the value of composite reliability and Cronbach's alpha on the variables emotional intelligence (X1), work environment (X2), job satisfaction (Z) and affective commitment (Y) can be described as follows:

1. The variable emotional intelligence (X1) on job satisfaction (Z) shows that a statistical value of 3.088 is greater than 1.660 (t-count 3.088 > t-table 1.660) with a P-Values of 0.002 < 0.05, this indicates that Ho is rejected and Ha accepted so that it is stated that the variable

emotional intelligence (X1) has a positive and significant effect on job satisfaction (Z).

2. The variable emotional intelligence (X2) on affective commitment (Y) shows that a statistical value of 6.456 is greater than 1.660 (t-count 6.456 > t-table 1.660) with a P-Values of 0.000 < 0.05, this indicates that Ho is rejected and Ha accepted so that it is stated that the variable emotional intelligence (X2) has a positive and significant effect on affective commitment (Y).

3. The variable job satisfaction (Z) on affective commitment (Y) shows that a statistical value of 2.143 is greater than 1.660 (t-count 2.143 > t-table 1.660) with a P-Values of 0.032 < 0.05, this indicates that Ho is rejected and Ha accepted so that it is stated that the variable job satisfaction (Z) has a positive and significant effect on affective commitment (Y).
4. The work environment variable (X2) on job satisfaction (Z) shows that a statistical value of 8.439 is greater than 1.660 (t-count 8.439 > t-table 1.660) with a P-Values of 0.000 < 0.05, this indicates that Ho is rejected and Ha accepted so that it is stated that the work environment variable (X2) has a positive and significant effect on job satisfaction (Z).
5. The work environment variable (X2) on affective commitment (Y) shows that a statistical value of 0.724 is less than 1.660 (t-count 0.724 < t-table 1.660) with a P-Values of 0.469 > 0.05, this indicates that Ho is accepted and Ha rejected so that it is stated that the work environment variable (X2) has no positive and significant effect on affective commitment (Y).
6. The variable emotional intelligence (X1) through job satisfaction (Z) on affective commitment (Y) shows that a statistical value of 1.566 is less than 1.660 (t-static

1.566 < t-table 1.660) with a P-Values of 0.117 > 0.05, this is shows that Ho is accepted and Ha is rejected so that it is stated that there is no positive and significant influence between the variables of emotional intelligence (X1) through job satisfaction (Z) on affective commitment (Y).

7. The work environment variable (X2) through job satisfaction (Z) on affective commitment (Y) shows that a statistical value of 2.153 is greater than 1.660 (t-static 2.153 > t-table 1.660) with a P-Values of 0.031 < 0.05, this shows that Ho is rejected and Ha is accepted so that it is stated that there is a positive and significant influence between the variables of emotional intelligence (X1) through job satisfaction (Z) on affective commitment (Y).

The inner model (inner relation, structural model, and substantive theory) describes the relationship between latent variables based on substantive theory. The structural model is evaluated using R-square for the dependent construct. The R² value can be used to assess the effect of certain endogenous variables and whether exogenous variables have a substantive effect. R-square values 0.75, 0.50, and 0.25 it can be concluded that the model is strong, moderate, and weak.

Table 3. Test Results Coefficient of Determination (R²)

Variables	R-Square	Adjusted R-Square
Job Satisfaction (Z)	0,969	0,968
Affective Commitment (Y)	0,899	0,896

The results of the coefficient of determination test in Table 3 show that the R square value is obtained for the variable job satisfaction (Z) of 0.969, this indicates that emotional intelligence and the work environment have an effect of 96.9%, this indicates that there is a strong influence between emotional intelligence and work environment on job satisfaction and the remaining 3.1% is influenced by other variables not examined in this study. Furthermore, the affective commitment variable obtained an R square value of 0.899, this indicates that emotional intelligence and work environment have an influence of 89.9% which indicates that there is a strong influence, while the remaining 10.1% is influenced by other variables not examined in this study.

Discussion

The Direct Effect of Emotional Intelligence on Job Satisfaction

Based on the results of hypothesis testing that has been done, it shows that the emotional intelligence variable on job satisfaction obtained a statistical value of 3.088 greater than 1.660 (t-count 3.088 > t-table 1.660) with a P-Values of 0.002 < 0.05. So it can be concluded that the variable emotional intelligence (X1) has a positive and significant effect on job satisfaction (Z).

Emotional intelligence in this study shows that the teachers of Public Elementary School Foster 1 in Kemayoran District, Central Jakarta City have a good level of emotional intelligence so that in carrying out work in terms of teaching the teachers have a sense of motivation that this condition makes the

teacher experience job satisfaction. The teachers provide a positive level of emotional intelligence such as by providing quality teaching and still having a high sense of competence in dealing with various problems and difficulties encountered so that teachers can feel a high level of job satisfaction. This shows that the higher the teacher's emotional intelligence, the teacher's job satisfaction also increases.

Research conducted by Sholichin (2017) entitled "The Influence of Emotional Intelligence and Organizational Commitment on Employee Performance with Job Satisfaction as an Intervening Variable at the Accelerator Science and Technology Center of the Yogyakarta National Nuclear Energy Agency" shows that emotional intelligence has a significant influence on job satisfaction. Research conducted by Ula (2020) shows that job satisfaction is influenced by significant and positive emotional intelligence. The results were proven in this study which explained that there were employees of PT. IKSG can manage emotions well in certain conditions, so these employees have good emotional intelligence and can influence the job satisfaction felt by employees. This research is not supported by research conducted by Anwar (2020) with the results of the research that emotional intelligence has no positive and significant effect on the Job Satisfaction of PT. X. For PT. X must improve Employee Job Satisfaction by paying more attention to employees.

Direct Effect of Work Environment on Job Satisfaction

Based on the results of hypothesis testing that has been done, it shows that the work environment variable on job

satisfaction obtained a statistical value of 8.439 greater than 1.660 ($t\text{-count } 8.439 > t\text{-table } 1.660$) with a P-Values of 0.000 < 0.05 . So it can be concluded that the work environment variable (X2) has a positive and significant effect on job satisfaction (Z).

The work environment which includes the workplace, work facilities, tools, cleanliness, lighting, and quietness at the State Elementary School 1 in Kemayoran District, Central Jakarta City based on research results shows that teachers have received facilities under the work needs of the teachers so that the work environment what teachers feel is comfortable and the school also provides good work equipment, a comfortable workspace, protection against hazards, good ventilation, adequate lighting, and cleanliness can not only improve work efficiency. This shows that a good work environment for employees will create morale and can increase job satisfaction.

This research is supported by research conducted by Irma & Yusuf (2020) the results of the study stated that there was a significant influence between the work environment on employee job satisfaction at the Cooperative and UMKM Office in Bima Regency. Research conducted by Sitingjak (2018) the results of this study show that part there is a significant effect between the physical work environment on employee job satisfaction and there is a significant effect between the non-physical work environment on employee job satisfaction, and there is a significant simultaneous effect between the physical work environment and non-physical work environment on employee job satisfaction. However, this research is not supported by research conducted by Kusumadewi (2020) which states that the work environment has a positive but not significant effect on employee job satisfaction.

The Direct Effect of Job Satisfaction on Affective Commitment

Based on the results of hypothesis testing that has been done, it shows that the variable of job satisfaction on affective commitment obtained a statistical value of 2.143 greater than 1.660 ($t\text{-static } 2.143 > t\text{-table } 1.660$) with a P-value of 0.032 < 0.05 . So it can be concluded that the variable job satisfaction (Z) has a positive and significant effect on affective commitment (Y).

This research is supported by research conducted by Almasradi et al., (2020) with the results of the research that there is a positive and significant effect between job satisfaction and affective commitment in employees of Saudi Arabian higher education institutions. Research conducted by Mizan et al (2018) showed findings that there was a direct effect of job satisfaction on affective commitment. The research conducted by Kristanti et al (2019) shows that job satisfaction has a significant positive effect on affective commitment.

The Direct Effect of Emotional Intelligence on Affective Commitment

Based on the results of hypothesis testing that has been done, it shows that the emotional intelligence variable on affective commitment obtained a statistical value of 3.088 greater than 1.660 ($t\text{-count } 3.088 > t\text{-table } 1.660$) with a P-Values of 0.002 < 0.05 . So it can be concluded that the variable emotional

intelligence (X1) has a positive and significant effect on affective commitment (Y).

The results of this study are supported by Febriandika et al., (2020) who state that there is a positive and significant relationship between emotional intelligence and affective commitment. Commitment to the organization can be influenced by several factors including emotional intelligence, someone with high emotional intelligence will be able to understand and be aware of their feelings, and be able to control stress and negative emotions, feelings of frustration which will ultimately better relationship with superiors and colleagues who can further increase commitment (Taboli, 2013).

Emotional intelligence in the teachers of the State Elementary School 1 in Kemayoran District, Central Jakarta City is shown by providing an emotional attitude that can be managed properly so that they can solve various problems and make better decisions, and can use time effectively in managing the class well so that they can promote a better sense of commitment. The teacher's commitment is reflected in his behavior in carrying out his main duties as a teacher and involvement in school activities. Good commitment within the teacher will indirectly produce good social relations between superiors or colleagues and can manage good emotions too (Turnip et al., 2019).

Direct Effect of Work Environment on Affective Commitment

Based on the results of hypothesis testing that has been done, it shows that the work environment variable on affective commitment obtained a statistical value of 0.724 which is smaller than 1.660 ($t\text{-static } 0.724 < t\text{-table } 1.660$) with a P-value of 0.469 > 0.05 . So it can be concluded that the work environment variable (X2) has no positive and significant effect on affective commitment (Y).

The work environment that some teachers feel at State Elementary School 1 in Kemayoran District, Central Jakarta City is less safe and comfortable, this is because some teachers do not get the facilities according to their needs, this causes some teachers to tend to feel difficult in carrying out the learning process -teach. Therefore, superiors need to pay attention to the work atmosphere that can arouse the commitment of teachers by paying more attention to the work environment that is felt by teachers. A comfortable work environment is needed by employees at work, adequate work facilities can make it easier for employees to complete their work.

This research supports research conducted by Kurniawan & Pratiwi (2022) which states that there is no influence of the work environment on affective commitment and research conducted by (Kurniawan et al., 2022) which states that there is no influence of the environment work on affective commitment.

Indirect Effect of Emotional Intelligence on Affective Commitment Through Job Satisfaction

Based on the results of hypothesis testing that has been done, it shows that the emotional intelligence variable on affective commitment through job satisfaction obtained a statistical value of 1.566 which is smaller than 1.660 ($t\text{-static } 1.566 < t\text{-table } 1.660$) with a P-Values of 0.117 > 0.05 . So it can

be concluded that there is no positive and significant influence between emotional intelligence (X1) through job satisfaction (Z) on affective commitment (Y).

Based on the results of the study, it was shown that at the State Elementary School 1 in Kemayoran District, Central Jakarta, several teachers had a fairly low level of emotional intelligence so that misunderstandings often occurred because teachers could not recognize the emotions of co-workers with each other and this causes frequent disagreements so that it is not optimal in doing a job and the level of job satisfaction is getting lower. This shows that a lower level of emotional intelligence can indirectly affect the level of job satisfaction on the affective commitment of teachers. This study does not support research conducted by (Argon & Liana, 2020) which states that emotional intelligence has a positive and significant effect on organizational commitment through job satisfaction.

Indirect Effect of Work Environment on Affective Commitment Through Job Satisfaction

Based on the results of hypothesis testing that has been done, it shows that the work environment variable on affective commitment through job satisfaction obtained a statistical value of 2.153 greater than 1.660 ($t\text{-count } 2.153 > t\text{-table } 1.660$) with a P-Value of $0.031 < 0.05$. So it can be concluded that there is a positive and significant influence between emotional intelligence (X1) through job satisfaction (Z) on affective commitment (Y).

The work environment felt by some teachers at the State Elementary School 1 in Kemayoran District, Central Jakarta City, several teachers do not get facilities according to their needs, including work equipment that is not following their needs, lack of a sense of security against dangers that lead to self-development, autonomy, involvement in the work in the organization is low. This study supports research conducted by Kurniawan & Pratiwi (2022) stating that job satisfaction does not mediate physical work environment variables on affective commitment variables and is not supported by research conducted by (Kurniawan et al., 2022) which states that there is an influence significant positive work environment on affective commitment with job satisfaction as a mediating variable.

Conclusion

The results of this study have provided results and discussion related to the variables studied in this study. The following are the organizational implications of this study:

- a.** In the affective commitment variable, the highest statement is related to emotional attachment to the workplace. This indicates that the majority of teachers in this study have a high emotional level so that they can increase their involvement in advancing and developing the quality of education in their workplace.
- b.** In the variable emotional intelligence, the highest statement is related to a good ability to control their emotions, this shows that the majority of teachers have a good level of control over the emotions they face and this

is very good when the teacher is solving problems they face while working.

c. In the work environment variable, the highest statement is related to the statement that they feel safe carrying out work. This shows that the majority of teachers in carrying out their activities get a sense of security which is expected to increase commitment and high job satisfaction.

d. On the variable job satisfaction, the highest statement is related to a sufficient salary to meet life's needs. This shows that the majority of teachers have received a salary that is following their level of life needs so that they can increase their job satisfaction and commitment.

Suggestions

Based on the results of the research that has been described, there are several suggestions given by researchers based on the variables studied, namely as follows:

a. In the affective commitment variable, the statement with the lowest mean is the desire to be able to move to another school easily. This shows that there are still some teachers who have low affective commitment. school principals are expected to evaluate the factors that make the teacher's affective commitment low, especially in the aspects of emotional intelligence, work environment, and job satisfaction so that it can be improved.

b. In the emotional intelligence variable, the statement with the lowest mean is the ability to understand what is being felt. This shows that there are still some teachers who do not understand their feelings, then teachers are expected to be able to increase self-awareness and have a good understanding of their work as teachers.

c. In the work environment variable, the statement with the lowest mean is that the facilities provided by the school do not meet the teacher's needs. This shows that there are still some teachers who feel that the facilities they get when teaching are not as needed, then the principal is expected to be able to provide tools/media/other devices that can support teachers in carrying out their work properly.

d. In the variable of job satisfaction, the statement with the lowest mean is the salary that is only barely enough to meet the needs of daily life. This shows that there are still some teachers who feel that the salary they get is still lacking. For this reason, it is expected that the role of the school principal as a leader in educational institutions is to provide a good understanding regarding good financial management so that teachers can live properly from the salary they receive.

For further research, it is expected to use other variables and use a larger number of samples to be able to predict the effect of emotional intelligence and the work environment on affective commitment through job satisfaction in State Elementary School 1 in Kemayoran District, Central Jakarta City.

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