

DETERMINANT JOB INVOLVEMENT, AND CAREER DEVELOPMENT ON JOB SATISFACTION AND ITS IMPLICATIONS FOR ORGANIZATIONAL COMMITMENT

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ABSTRACT. This study's objective was to examine the impact of perceived organizational support, work participation, and career advancement on faculty lecturers' job satisfaction and organizational commitment at Muhammadiyah Universities in Jabodetabek. This study employed a descriptive and verification survey with 1,402 faculty lecturers from Muhammadiyah Universities in Jabodetabek and a sample size of 420 respondents. SEM (Structural Equation Modeling) using Lisrel data analysis tools 8.80 is utilized to analyze the data. Based on the study's results, the following conclusions were drawn: At Muhammadiyah Universities in Jabodetabek, perceived organizational support, work participation, and career advancement had a favorable and substantial influence on job satisfaction, with a contribution value (R²) of 60%. Partially, perceived organizational support has the greatest effect on lecturers' work satisfaction, particularly those aspects of lecturer welfare that are indicated by caring characteristics. The perceived organizational support, job participation, career advancement, and work satisfaction of faculty lecturers at Muhammadiyah Universities in Jabodetabek have a positive and considerable influence on organizational commitment, with a contribution value (R²) of 86%. Partially, work satisfaction exerts the greatest effect on organizational commitment, as evidenced by the supervisor supervision dimension of job satisfaction. The results also demonstrated that work satisfaction mediates the influence of perceived organizational support, job participation, and career advancement on organizational commitment.

Keywords: Perceived Organizational Support; Job Involvement; Career Development; Job Satisfaction; Organizational Commitment

DETERMINAN KETERLIBATAN KERJA DAN PENGEMBANGAN KARIER TERHADAP KEPUASAN KERJA SERTA IMPLIKASINYA PADA KOMITMEN ORGANISASI

ABSTRAK. Penelitian ini bertujuan untuk menguji pengaruh persepsi dukungan organisasi, partisipasi kerja, dan kemajuan karir terhadap kepuasan kerja dosen fakultas dan komitmen organisasi pada Universitas Muhammadiyah Jabodetabek. Penelitian ini menggunakan survei deskriptif dan verifikatif dengan 1.402 dosen fakultas dari Universitas Muhammadiyah di Jabodetabek dan jumlah sampel 420 responden. SEM (Structural Equation Modeling) menggunakan alat analisis data Lisrel 8.80 digunakan untuk menganalisis data. Berdasarkan hasil penelitian diperoleh kesimpulan sebagai berikut: Pada Perguruan Tinggi Muhammadiyah Jabodetabek, persepsi dukungan organisasi, partisipasi kerja, dan peningkatan karir berpengaruh positif dan substansial terhadap kepuasan kerja, dengan nilai kontribusi (R²) sebesar 60%. Secara parsial, persepsi dukungan organisasi berpengaruh paling besar terhadap kepuasan kerja dosen, khususnya aspek kesejahteraan dosen yang ditunjukkan dengan karakteristik caring. Persepsi dukungan organisasi, partisipasi kerja, peningkatan karir, dan kepuasan kerja dosen fakultas di Universitas Muhammadiyah Jabodetabek berpengaruh positif dan cukup besar terhadap komitmen organisasi, dengan nilai kontribusi (R²) sebesar 86%. Secara parsial, kepuasan kerja memberikan pengaruh terbesar terhadap komitmen organisasi, sebagaimana dibuktikan oleh dimensi pengawasan supervisor dari kepuasan kerja. Hasil juga menunjukkan bahwa kepuasan kerja memediasi pengaruh dukungan organisasi yang dirasakan, partisipasi kerja, dan kemajuan karir pada komitmen organisasi.

Kata kunci: Dukungan Organisasi Yang Dipersepsikan; Keterlibatan Kerja; Kepuasan Kerja; Komitmen Organisasi

INTRODUCTION

Currently, society's demands on educational institutions, including universities, have shifted from idealistic demands to a more practical-pragmatic direction, namely the desire of the community so that university graduates can meet the demands of the world of work (ready to work). However, this does not mean that universities ignore educational ideals. Therefore, the quality of higher education must still be maintained because the community's

focus and expectations are very high to produce quality graduates who are ready to meet the needs of the world of work. Based on data from PDDIKTI (Higher Education Database), the number of universities in Indonesia in 2015 was 3,320, and in 2016 it was 3,244, meaning there was a decrease of 76 universities or around 2.3%.

The form of the government's seriousness in providing supervision and support for the management of tertiary institutions to become healthy universities, namely the accreditation of study programs and

institutional accreditation by BAN-PT. In addition, universities must submit periodic and complete reports such as student data, lecturer data, and other data every semester through the Higher Education Database (PDDIKTI). If the data is incomplete, the report recap is less than 100% or empty. Then, various obligations must be carried out by lecturers. In addition to the main task of teaching, they must also carry out research, community service, scientific works (books), scientific publications both nationally and internationally, and various international seminars.

Muhammadiyah is one of the organizations that manage the largest higher education institutions in Indonesia. Universities managed by Muhammadiyah are spread throughout Indonesia, reaching 191 universities with 5 (five) types of universities, namely 64 universities, 3 institutes, 90 high schools, 27 academies, and 7 polytechnics. The type of university is the most widely owned by Muhammadiyah, with the number of study programs being more numerous and varied than other types of tertiary institutions. However, the large number of universities owned by the Muhammadiyah Association is not in line with the performance of each university. Some of the problems that occur at Muhammadiyah University include the low performance of each university. This is indicated According to data from the Ministry of Research, Technology, and Higher Education, (2017), which shows that the highest rank of Muhammadiyah University only reached 39th rank. This ranking shows that Muhammadiyah University is still lagging behind other universities. Still based on data from the Ministry of Research, Technology and Higher Education (2017), Muhammadiyah Universities located in the Greater Jakarta area (DKI Jakarta, Bogor, Depok, Tangerang, and Bekasi) only reached the 202nd rank, namely Universitas Muhammadiyah Jakarta (UMJ), ranked 216th University of Muhammadiyah Prof. Dr. Hamka (UHAMKA), and Universitas Muhammadiyah Tangerang (UMT) are ranked between 1001 and 1500.

According to Kemristekdikti (2017), the ranking is based on four indicators: (1) the Quality of Human Resources, (2) the Quality of Management, (3) the Quality of Student Activities, and (4) the Quality of Research and Publications. Two of the four indicators, namely the quality of human resources and the quality of research and publications, are impacted by the quality of lecturers, indicating that their influence on the success of a university is important. According to article 39, paragraph 2 of Law No. 20 of 2003, lecturers are responsible for designing and implementing the learning process, measuring learning outcomes, providing advice and training, as well as performing research and

community service, particularly for university educators. According to these two claims, the low performance of Muhammadiyah University is due to the professors' lack of organizational commitment. This is indicated by the relatively low commitment of Muhammadiyah University lecturers in Jabodetabek in conducting research and scientific publications. The data shows that the average number of permanent lecturers who conduct research is still low at only 76% in 2016 and 78% in 2017 of the total number of permanent lecturers required to conduct research as one of the curricular tasks of higher education.

Meanwhile, the average permanent lecturers who publish their research results are also low, only reaching 28% from an average of 76% in 2016 lecturers conducting research and 30% of the average 78% in 2017 lecturers conducting research. Many factors influence organizational commitment, including job satisfaction, perceived organizational support, job involvement, and career development. If this circumstance is permitted to persist, it is believed that the organizational commitment of permanent professors at Muhammadiyah University in Jabodetabek would continue to deteriorate, resulting in a reduction in the institution's performance.

Perceived organizational support is the notion that the organization or corporation analyzes contributions, pays attention to welfare, listens concerns, pays attention to life and considers the goals attained, and can be relied upon to treat employees fairly. Dimensions of perceived organizational support include organizational recognition, participation in decision making, problem-solving aid, and concern for employee wellbeing. Work engagement is entire involvement in the work. Because this is necessary, the workforce will produce a high level of performance and actively engage in completing the work or task. The workers will experience more satisfaction and happiness if they can devote the majority of their time, energy, and thoughts to their work. Mental and emotional participation, motivation, and accountability are the elements of job involvement. Career development is an employment activity that helps individuals plan their future careers within organizations or institutions so that the business or institution and its workforce can reach their maximum potential.

So the better one's career, the more satisfied a person is in carrying out his duties. The dimensions that exist in career development consist of career planning and career management dimensions.

Meanwhile, job satisfaction is determined by the degree to which workers (labor) like or dislike certain elements of their employment. In other words,

job satisfaction indicates how people feel about their jobs. Dimensions of the task itself, income/salary, advancement, supervision, the workgroup, and the work environment are used to determine job satisfaction. Alternatively, work satisfaction shows the attitude of the person toward his job.

This shows that the better perceived organizational support in terms of organizational recognition, involvement in decision making, assistance in problem-solving, and caring about employee welfare, as well as attention to work, involved both in terms of mental and emotional involvement, contribution motivation, and responsibility. responsibility, and also high support for career development both career planning and career management, as well as attention to job satisfaction both in terms of work itself, salary, promotion, supervision, workgroups and work environment, it will result in increased organizational commitment to the permanent lecturer at Muhammadiyah University in Jabodetabek, Both in terms of affective and ongoing commitment, as well as in terms of normative commitment.

From the description of the thought above, schematically, the research framework can be illustrated as figure 1.

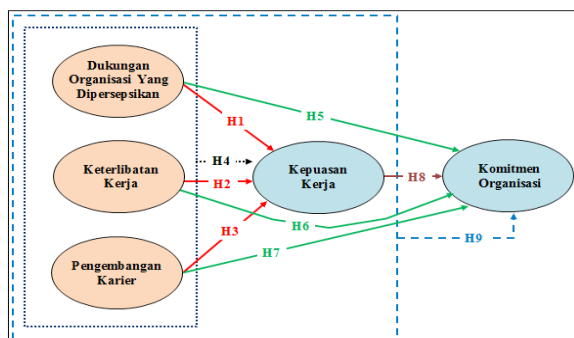


Figure 1. Research Model Design

Hypothesis

Based on the description of the theory and the framework of thought that has been stated above, the following research hypotheses can be formulated as follows:

1. There is an effect of perceived organizational support on job satisfaction of permanent lecturers at Muhammadiyah University in Jabodetabek.
2. There is an effect of job involvement on job satisfaction of permanent lecturers at Muhammadiyah University in Jabodetabek.
3. There is an effect of career development on the job satisfaction of permanent lecturers at Muhammadiyah University in Jabodetabek.
4. There is an effect of perceived organizational support, work involvement, and career development together on job satisfaction of permanent lecturers at Muhammadiyah University in Jabodetabek.

5. There is an effect of perceived organizational support on the organizational commitment of permanent lecturers at Muhammadiyah University in Jabodetabek.
6. Work is involved in the organizational commitment of permanent lecturers at Muhammadiyah University in Jabodetabek.
7. Career growth has an effect on permanent lecturers' organizational engagement at Muhammadiyah University in Jabodetabek.
8. Job satisfaction has an effect on permanent lecturers' organizational commitment at Muhammadiyah University in Jabodetabek.
9. Perceived organizational support, work involvement, career advancement, and job satisfaction all have an effect on permanent lecturers' organizational commitment at Muhammadiyah University in Jabodetabek.

METHODS

This study included both descriptive and verification research methods (verificative and descriptive research). The permanent professors at Muhammadiyah University in Jabodetabek are the unit of analysis in this study. This study utilizes a cross-sectional temporal perspective in which research is done simultaneously. The data for this study were gathered using a combination of library and field research. This study used a probability sampling technique for its sampling. The Structural Equation Model (SEM) technique is used to determine the sample size in the test. (Lomax & Schumacher, 2011) based on the method of analysis known as the Structural Equation Model (SEM), There should be at least a five to tenfold ratio of the observed variable, or there should be at least a fivefold increase in the number of indicators that are required for the research sample. A minimum sample size of 420 respondents is necessary since there are 84 criteria (indicators) to be considered in the study.

RESULTS AND DISCUSSION

SEM Model Conformity Test

According to Table 1, the created total appropriateness measure has a high index of excellent match with respect to the measuring model, including GFI, RMSEA, NNFI, NFI, AGFI, IFI, RFI, and CFI. Consequently, the subsequent hybrid model measurement analysis may proceed.

The following is a Hybrid Model (Full SEM) and Structural Equations resulting from data processing using Lisrel 8.80, as shown in the Figure 2, 3 and Table 2.

Table 1. Overall Model Fit Size (Hybrid Model) SEM

Indicator GOF	Expected Size	Estimated Results	Conclusion
Absolute Fit Size			
GFI	GFI > 0.90	0.93	Good Fit
RMSEA	RMSEA < 0.08	0.055	Good Fit
Incremental Fit Size			
NNFI	NNFI > 0.90	0.93	Good Fit
NFI	NFI > 0.90	0.95	Good Fit
AGFI	AGFI > 0.90	0.91	Good Fit
RFI	RFI > 0.90	0.91	Good Fit
IFI	IFI > 0.90	0.92	Good Fit
CFI	CFI > 0.90	0.92	Good Fit

Source: Processing Results with LISREL 8.80

Note: Marginal Fit is a state of conformity of the measurement model under the criteria for absolute fit and incremental fit, but additional analysis may still be conducted since it is close to the criterion for assessing excellent fit. (Jr. et al., 2010)

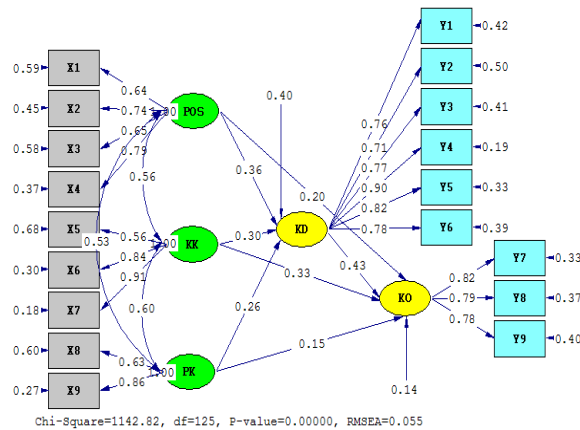


Figure 2. Hybrid Model (Full Model) Standardized

Table 3. Hybrid Model Measurement Analysis (Full Model)

Measurement Model		SLF	STD. Error (SE)	tcount	Construct Reliability (CR)	Extract Variance (VE)
Latent Variable	var. manifest					
Perceived	Organizational Recognition (X1)	0.64	0.052	12.31	0.975	0.909
Organizational Support	Involvement in Decision Making (X2)	0.74	0.049	14.95		
	Help In Troubleshooting (X3)	0.65	0.052	12.55		
	Caring About Employee Welfare (X4)	0.79	0.048	16.41		
Work Engagement	Work and Emotional Engagement (X5)	0.56	0.052	10.84	0.974	0.929
	Contribution Motivation (X6)	0.84	0.045	18.59		
	Responsibilities (X7)	0.91	0.043	20.98		
Career Development	Career Planning (X8)	0.63	0.051	12.29	0.957	0.920
	Career Management (X9)	0.86	0.048	17.74		
Job satisfaction	The Work Itself (Y1)	0.76	0.046	16.35	0.987	0.926
	Salary (Y2)	0.71	0.052	13.57		
	Promotion (Y3)	0.77	0.051	15.03		
	Supervisor Supervision (Y4)	0.90	0.050	18.18		
	Working Group (Y5)	0.82	0.051	16.13		
	Need for affiliation (Y3)	0.81	0.108	7.50		
Organizational Commitment	Affective Commitment (Y7)	0.82	0.046	17.96	0.976	0.931
	Continuous Commitment (Y8)	0.79	0.047	16.88		
	Normative Commitment (Y9)	0.78	0.048	16.37		

Source: Processing Results with LISREL 8.80

Note: Criteria for CR and VE are (Jr. et al., 2010):

a. The Composite Reliability Measureor, Construct Reliability Measure (CR), also abbreviated as reliability, requires a CR value of 0.7.

b. Variance Extract Measure (VE) or variance extraction, with a VE value of 0.5 required.

Determinant Job Involvement, and Career Development on Job Satisfaction and its Implications for Organizational Commitment
(M. Yusuf and Nuraeni)

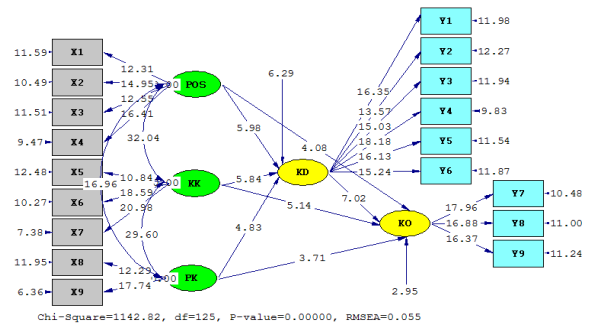


Figure 3. Hybrid Model (Full Model) t-value

Table 2. Structural Equations

Structural Equations					
KD = 0.36*DOD + 0.30*KK + 0.26*PK, Errorvar.= 0.40 , R² = 0.60					
(0.061)	(0.051)	(0.053)	(0.063)	(0.006)	
5.98	5.84	4.83	6.29	103.42	
KO = 0.43*KD + 0.20*DOD + 0.33*KK + 0.15*PK, Errorvar.= 0.14 , R² = 0.86					
(0.061)	(0.049)	(0.064)	(0.040)	(0.047)	(0.003)
7.02	4.08	5.14	3.71	2.95	319.15
Correlation Matrix of Independent Variables					
	DOD	KK	PK		
DOD	1.00				
KK	0.56	1.00			
	(0.02)				
	32.04				
PK	0.53	0.60	1.00		
	(0.03)	(0.02)			
	16.96	29.60			

Source: Processing Results with LISREL 8.80

The analysis of the hybrid measurement model (full model) of each variable based on Figure 3 and Figure 4.

Table 3 shows that all sub-variables (dimensions) have a Standardized Loading Factor (SLF) 0.50 and a critical value $|\geq 1.96$ (at = 0.05) (Wijanto, 2008: 407), Therefore, if all sub-variables (dimensions) used to measure exogenous and endogenous latent variables are significant, the dimensions are

significant in measuring or creating latent variables. As a result, all sub-variables (dimensions) in this study can be further investigated because they can be used to construct latent variables.

Hypothesis test

Research hypothesis testing is done by referring to Figure 3, Figure 4, and Structural Equations (Table 4). The results of testing the research hypothesis are as follows.

Direct and Indirect Effects on Organizational Commitment

The direct and indirect effects of perceived organizational support, job involvement, and career development variables on organizational commitment through job satisfaction table 5.

Direct and indirect effects of perceived organizational support on organizational commitment through job satisfaction

The direct effect of perceived organizational support on organizational commitment is $(0.20)^2 = 0.0400$, whereas the indirect effect, via work satisfaction, is $(0.36 \times 0.43) = 0.1548$. This demonstrates that perceived organizational support may boost organizational commitment either directly or indirectly via work satisfaction, with the indirect effect being the more significant. If perceived organizational support at Muhammadiyah University in Jabodetabek may boost work satisfaction, then the organizational commitment of permanent lecturers at Muhammadiyah University in

Table 4. Hypothetical Test Results

	Hypothesis	Hypothesis Description	coef. Line/R2	tvalue/ Fvalue	criteria/ Criteria	Statistical Conclusion
H1	H0 : $\gamma_{11} = 0$	Perceived Organizational Support has no effect on Job Satisfaction	0.36	5.98	1.96	H0 is rejected, and Ha is accepted. Perceived Organizational Support has a positive and significant effect on Job Satisfaction.
	Ha: $\gamma_{11} > 0$	Perceived Organizational Support Affects Job Satisfaction				
H2	H0 : $\gamma_{12} = 0$	Job Involvement has no effect on Job Satisfaction	0.30	5.84	1.96	H0 is rejected, and Ha is accepted. Job Involvement has a positive and significant effect on Job Satisfaction.
	Ha: $\gamma_{12} > 0$	Job Involvement Affects Job Satisfaction				
H3	H0 : $\gamma_{13} = 0$	Career Development has no effect on Job Satisfaction	0.26	4.83	1.96	H0 is rejected, and Ha is accepted. Career Development has a positive and significant effect on Job Satisfaction.
	Ha: $\gamma_{13} > 0$	Career Development Affects Job Satisfaction				
H4	H0: $\gamma_{11}=\gamma_{12}=\gamma_{13}=0$	Perceived Organizational Support, Job Involvement, and Career Development together has no effect on Job Satisfaction	0.60	103.42	3.84	H0 is rejected, and Ha is accepted Perceived Organizational Support, Job Engagement, and Career Development together has an effect on Job Satisfaction
	Ha: $\gamma_{11}=\gamma_{12}=\gamma_{13} > 0$	Perceived Organizational Support, Job Engagement, and Career Development together affect Job Satisfaction.				
H5	H0 : $\gamma_{21} = 0$	Perceived Organizational Support has no effect on organizational commitment	0.20	4.08	1.96	H0 is rejected, and Ha accepted Perceived Organizational Support has a positive and significant effect on organizational commitment.
	Ha: $\gamma_{21} > 0$	Perceived Organizational Support affects organizational commitment.				
H6	H0 : $\gamma_{22} = 0$	Work Engagement has no effect on organizational commitment	0.33	5.14	1.96	H0 is rejected, and Ha accepted Job involvement has a positive and significant effect on organizational commitment.
	Ha: $\gamma_{22} > 0$	Work Involvement affects organizational commitment.				
H7	H0 : $\gamma_{23} = 0$	Career Development has no effect on organizational commitment	0.15	3.71	1.96	H0 is rejected, and Ha accepted Career Development has a positive and significant effect on organizational commitment.
	Ha: $\gamma_{23} > 0$	Career Development affects organizational commitment.				
H8	H0: $\beta_{21} = 0$	Job Satisfaction has no effect on organizational commitment	0.43	7.02	1.96	H0 is rejected, and Ha accepted Job Satisfaction has a positive and significant effect on organizational commitment.
	Ha: $\beta_{21} > 0$	Job Satisfaction affects organizational commitment.				
H9	H0: $\beta_{21}=\gamma_{21}=\gamma_{22}=\gamma_{23}=0$	Perceived Organizational Support, job involvement, career development, and job satisfaction together has no effect on organizational commitment.	0.86	319.15	3.84	H0 is rejected, and Ha accepted Perceived Organizational Support, Job Involvement, Career Development, and job satisfaction together affect organizational commitment
	Ha: $\beta_{21}=\gamma_{21}=\gamma_{22}=\gamma_{23} > 0$	Perceived Organizational Support, job involvement, career development, and job satisfaction affect organizational commitment.				

Source: Data Processing Results, 2018

Jabodetabek will grow. Regarding the relationship between perceived organizational support and organizational commitment,

Table 5. Significant Direct and Indirect Effects on Organizational Commitment

Influence	Direct (L)	Indirect (TL) Through Job Satisfaction	Conclusion
Perceived Organizational Support → Organizational Commitment	$(0,20)^2 = 0.0400$	$(0.36 \times 0.43) = 0.1548$	$L < TL$
Work Engagement → Organizational Commitment	$(0.33)^2 = 0.1089$	$(0.30 \times 0.43) = 0.1290$	$L < TL$
Career Development → Organizational Commitment	$(0.15)^2 = 0.0225$	$(0.26 \times 0.43) = 0.1118$	$L < TL$

Source: Data Processing Results, 2018

Direct and Indirect Effects of Work Engagement to Organizational Commitment through Job Satisfaction

The direct effect of work engagement on organizational commitment is $(0.33 \times 0.43) = 0.1289$, whereas the indirect effect of work engagement on organizational commitment via job satisfaction is $(0.30 \times 0.43) = 0.1289$. This demonstrates that work participation may boost organizational commitment either directly or indirectly via job satisfaction, but the indirect effect is more significant. If work engagement at Muhammadiyah University in Jabodetabek may boost job happiness, then the organizational commitment of permanent professors at the university will grow. Thus, work satisfaction mediates the relationship between job participation and organizational commitment via its influence on job satisfaction.

Direct and Indirect Effects of Career Development on Organizational Commitment through Job Satisfaction

The direct effect of professional advancement on organizational commitment is $(0.15)^2 = 0.0225$, whereas the indirect influence, via work satisfaction, is $(0.26 \times 0.43) = 0.1118$. This demonstrates that professional development may boost organizational commitment either directly or indirectly via work satisfaction, with the indirect effect being the more significant. If career development at Muhammadiyah University in Jabodetabek may boost job satisfaction, it will raise the organizational commitment of permanent professors at Muhammadiyah University in Jabodetabek. Consequently, professional development influences organizational commitment.

The results of the aforementioned analyses indicate that the job satisfaction variable in this study

acts as a total mediator of the effect of perceived organizational support, job involvement, and career development on organizational commitment among permanent lecturers at Muhammadiyah University in Jabodetabek.

So based on the results of testing the hypotheses above, the findings of this study are organizational commitment to permanent lecturers at Muhammadiyah University in Jabodetabek, which is reflected in the affective commitment dimension (Y7) will be able to be increased if Muhammadiyah University in Jabodetabek can increase job satisfaction, mainly as reflected in the supervisory dimension of superiors (Y4), where job satisfaction will increase if Muhammadiyah University in Jabodetabek can increase perceived organizational support, especially on the dimension of caring about employee welfare (X4), which is supported by increasing work involvement, mainly reflected in the responsibility dimension (X7), and also supported by increasing career development, mainly as reflected in the career management dimension (X9).

The originality of this study appears to be the poor organizational commitment of permanent lecturers at Muhammadiyah University in Jabodetabek, primarily as represented by their low emotional engagement, particularly in choosing organizational work above personal interests. To improve organizational commitment to permanent teachers at Muhammadiyah University in Jabodetabek, the following measures should be taken:

1. Increasing perceived organizational support with an increase in employee welfare concerns, namely by increasing institutions to assist lecturers in academic promotion.
2. Increasing the work involvement of permanent lecturers by increasing the responsibilities, namely by increasing lecturers carrying out work without any sense of coercion.
3. Improving the career development of permanent lecturers by increasing career management, namely, increasing the opportunity for outstanding lecturers to be promoted.
4. Increasing the job satisfaction of permanent lecturers by increasing supervision from superiors, namely by increasing the leader's attention to each lecturer's proposal.

Organizational Support Perceived Positive and Significant Influence on Job Satisfaction

According to the examination of respondents' impressions of the perceived organizational support variable at the University of Muhammadiyah

in Jabodetabek, perceived organizational support falls under the category of “high.” The analysis of data using statistical tests revealed that perceived organizational support, as measured by the dimension of caring about employee welfare (X4), had a positive and statistically significant effect on job satisfaction, as measured by the supervisory dimension of superiors (Y4), of 0.36. This coefficient suggests that the effect of organizational support on work satisfaction is judged to be 12.96 percent. This demonstrates that when perceived organizational support is primarily expressed through a high level of concern for employee welfare, job satisfaction is significantly increased, particularly on the dimension of satisfaction with supervisory supervisors, among permanent lecturers at Muhammadiyah University in Jabodetabek. Alternatively, this result indicates that perceived organizational support will be strengthened if Muhammadiyah University conducts perceived organizational support in Jabodetabek by emphasizing the high dimension of caring about employee welfare through enhancements to institutions that assist lecturers in the academic promotion process.

Consequently, the research findings demonstrate that perceived organizational support has a positive and statistically significant impact on work satisfaction. The findings of this study are consistent with those of other studies by (Malau, 2018) (Shirley Y. V. I. Goni, 2015), to the conclusion that the amount of perceived organizational support has a favorable and substantial influence on the amount of work satisfaction experienced by lecturers. Then (Baliartati, 2016) concluded that organizational support significantly affects job satisfaction. Likewise, the results of research by (Adhika & Rian, 2016) (Karlina, 2011), one of the findings claims that organizational support has a favorable impact on educators' work happiness.

Job Involvement Has a Positive and Significant Effect on Job Satisfaction

Job engagement is thought to be fairly high, per the results of an examination of respondents' responses to the description of features of work participation among permanent lecturers at Muhammadiyah University in Jabodetabek. The outcomes of data analysis using statistical tests showed that job participation, which is largely indicated by the responsibility dimension (X7), had a positive and substantial influence on job satisfaction, which is mostly reflected by the supervisory dimension of superiors (Y4), of 0.30. According to this path coefficient, work participation raises

job satisfaction by 9.00%. This demonstrates that permanent lecturers at Muhammadiyah University in Jabodetabek, especially those with high levels of responsibility, will have a substantial impact on improving job satisfaction, particularly in terms of the supervisory oversight aspects of permanent professors there. This finding also suggests that job engagement will increase if permanent instructors at the Muhammadiyah University in Jabodetabek concentrate on high responsibility by raising the bar at work, particularly those who prioritize institutional work above personal work.

Therefore, job participation has a favorable and significant impact on job satisfaction, as shown by the research findings. The findings of this study are consistent with those of studies done by (Huwaيدا, 2011), this indicates that there is a considerable association between job participation and job satisfaction among lecturers. This is consistent with the findings of study conducted by (Aryaningtyas & Suharti, 2013) that work participation influences instructor job satisfaction and also concurs with the findings of study done by (Alfian et al., 2017) that being involved in one's work has a good and substantial influence on one's level of job satisfaction in the role of a lecturer, according to the findings of study conducted by (Maryanti, 2014) believe there is a positive and substantial effect between being involved in one's work and experiencing happiness in one's work

Career Development Has a Positive and Significant Effect on Job Satisfaction

Based on the analysis results of respondents' perceptions of the description of career development variables for permanent lecturers at Muhammadiyah University in Jabodetabek, it shows that career development is in the high category. The results of data analysis revealed that career growth, as indicated primarily in the career management dimension (X9), had a positive and substantial effect on job satisfaction, as reflected primarily in the supervisor supervision dimension (Y4), with a coefficient of 0.26. career development on job satisfaction by 6.76%. This shows that if career development at Muhammadiyah University in Jabodetabek is exceptionally high in career management, it will have a significant effect in increasing job satisfaction, especially in the dimensions of supervisory supervisors at permanent lecturers at Muhammadiyah University in Jabodetabek, Karta. This means that Muhammadiyah University in Jabodetabek's career development will be better if the university places a high value on high career management by giving more opportunities for

outstanding lecturers to be promoted, which will make permanent lecturers more satisfied with their jobs, as shown by the high dimension of superior supervision as measured by the leadership's happiness with pay.

Therefore, the outcomes of the research reveal that advancing in one's career has a significant beneficial influence on one's level of contentment in their current employment. The findings of this study are consistent with those obtained from earlier research carried out by (Malau, 2018) erroneously coming to the conclusion that career advancement has a favorable and substantial influence on the level of work satisfaction experienced by lecturers. If this is the case, then it is consistent with the findings of the research done by Asep Shahap Allamzah (2016) When a career development plan is put into effect, there is a significant increase in workers' levels of satisfaction with their jobs. The findings of the investigation carried out by are supported by the findings of the testing of the hypothesis carried out by (Yamoah & Ocansey, 2013), suggests that the personal development opportunities provided by Gana College may be contributing to the high levels of work satisfaction experienced by faculty members at that school.

Perceived Organizational Support, Job Engagement, and Career Development Together Have a Positive and Significant Effect on Job Satisfaction

According to the findings of an analysis of the data using statistical tests, the perceived organizational support, work involvement, and career development of permanent lecturers at Muhammadiyah University in Jabodetabek all had a positive and significant effect on overall job satisfaction, with a combined contribution of sixty percent. On the other hand, forty percent of the total is determined by factors other than the degree to which an individual perceives that their company supports them, is involved in their work, or is developing their careers. The perceived organizational support variable has the most significant effect on work satisfaction, with a value of 0.36, which corresponds to a contribution of 12.96 percent, when compared to the other three factors that have some degree of influence on job satisfaction. The concern for the well-being of workers is the aspect of organizational support that is rated as having the highest level of importance. The most important aspect of the job that is involved is taking on responsibilities, and the most important aspect of building a successful career is effective career management. This indicates that the perceived organizational support of permanent lecturers at the

Muhammadiyah University in Jabodetabek will be higher if the perceived organizational support by the Muhammadiyah University in Jabodetabek provides a high level of care about the welfare of lecturers through improvements in the institution assisting lecturers in the promotion process. Specifically, this shows that the perceived organizational support of permanent lecturers at the Muhammadiyah University in Jabodetabek will be higher. Academic, which is supported by high career development at Muhammadiyah universities, especially in high career management through increasing outstanding lecturers' opportunity to be promoted, and also supported by high work involvement of permanent lecturers, especially the high level of responsibility through increasing the level of responsibility, especially in terms of lecturers carrying out work without any sense of coercion. Academic, which is supported by high work involvement of permanent lecturers, especially the high level of responsibility through increasing the level of responsibility, especially in terms of lecturers carrying out work without any sense of Therefore, as a result of this, permanent lecturers will experience an increase in job satisfaction, which will primarily be reflected in the high dimensions of superior supervision achieved through high lecturers who are content with the fact that the leadership pays attention to every lecturer's proposal. In addition to this, it is supported by the high career development that is offered at Muhammadiyah College, particularly in the high career management, which works to raise the level of success of lecturers and provides them with the chance to advance their careers.

Therefore, the fact that the findings of the study have demonstrated that perceived organizational support, work involvement, and career development all work together to have a positive and significant impact on the level of job satisfaction enjoyed by permanent lecturers working at Muhammadiyah University in Jabodetabek is evidence that supports this conclusion. The findings of this study are complementary to those of several other studies that have been conducted in the past. For example, the findings of a study conducted by April Gunawan Malau (2018) found that perceived organizational support and career development together have a positive and significant effect on lecturer job satisfaction. The findings of this study are also in line with the findings of another study conducted by (Adhika & Rian, 2016) that a worker's perception of the assistance they receive from their organization plays a substantial role in their overall level of job satisfaction. If this is the case, then it is consistent

with the findings of study carried out by (Huwaida, 2011), in which it is said that there is a considerable association between job participation and job satisfaction of academics, as well as the findings of study carried out by (Aryaningtyas & Suharti, 2013) that being involved in one's work has an impact on one's level of pleasure in their employment lecturers, as well as in accordance with the findings of research carried out by (Alfian et al., 2017) that participation in one's work has a favorable and substantial influence on one's level of job satisfaction as a lecturer

Organizational Support Perceived Positive and Significant Influence on Organizational Commitment

The findings of the data analysis and statistical tests showed that perceived organizational support, primarily as reflected by the dimension of caring about employee welfare (X4), had a positive and significant effect on organizational commitment, primarily as reflected by the affective commitment dimension (Y7). With a path coefficient of 0.20, this shows that the contribution of the perceived influence of organizational support on organizational commitment is 4.00 percent. This demonstrates that if people at Muhammadiyah University in Jabodetabek perceive that their employer has a primary interest in a high level of concern for the welfare of their employees, this will have a significant influence on the degree to which they are committed to their jobs, particularly in terms of how they feel about the university's permanent lecturers. This will be the case regardless of whether or not the perceived organizational support is primarily reflected in the high level of concern for employee welfare.

Accordingly, the findings of the study indicate that the perception of organizational support has a significant bearing on organizational commitment. According to the findings of this study, perceived organizational support has a favorable and substantial influence on lecturers' organizational commitment. These findings are consistent with the findings of research done by Wicaksono (2014), which found the same thing. The findings of the study are in agreement with the findings of research conducted by I Nyoman Resa Adhika and I Gede Rian, which came to one of the conclusions that organizational support has a beneficial influence on the organizational commitment of educators.

Work Engagement has a Positive and Significant Effect on Organizational Commitment.

The findings of the data analysis and statistical tests showed that work involvement, primarily as reflected by the responsibility dimension (X7), had

a positive and significant effect on organizational commitment, primarily as reflected by the affective commitment dimension (Y7) of 0.33. This was demonstrated by the fact that the correlation between the two variables was significant at the 0.05 level. This path coefficient suggests that the impact of work participation has a contribution of 10.89 percent on an organizational commitment. This demonstrates that if permanent lecturers at Muhammadiyah University in Jabodetabek are involved in their work, particularly on a high level of responsibility, it will be possible to significantly increase organizational commitment, particularly on the dimensions of affective commitment to permanent lecturers. In the Jabodetabek campus of Muhammadiyah University.

Therefore, the outcomes of the research show that being involved in one's work has a significant beneficial influence on one's dedication to their business. The results of this study provide credence to the conclusions of earlier research conducted by (Wicaksono, 2014), which found that engagement in the workplace has a positive and significant influence on the level of organizational commitment exhibited by lecturers. The conclusions of this study are likewise in line with the findings of the prior research. According to Maryanti (2014), there is a positive and substantial relationship between educators' interest in their profession and their dedication to the organizations in which they work.

Career Development Has a Positive and Significant Impact on Organizational Commitment

The assessment of data using statistical tests revealed that career development, notably as expressed in the career management dimension (X9), had a positive and statistically significant influence on organizational commitment, primarily as reflected in the affective commitment dimension (Y7) of 0.15. Permanent instructors at Muhammadiyah University in Jabodetabek who have built their careers are more likely to be engaged to the university, particularly in terms of their emotional engagement.

The results of the study therefore show that career development significantly enhances organizational commitment. The results of this study support those of other research projects by (P et al., 2016), This suggests that lecturers' organizational commitment is greatly influenced in a positive way by their career advancement. The outcomes of this study's hypothesis testing are consistent with the outcomes of earlier research. (Sarifah et al., 2016) that advancing your career has a beneficial and important impact. On the organizational commitment of lecturers.

Job Satisfaction has a Positive and Significant Effect on Organizational Commitment.

Work satisfaction is in the high category, according to the findings of an examination of respondents' views of the variable description of the job satisfaction of permanent teachers at Muhammadiyah University in Jabodetabek. According to the analysis of the data, work satisfaction, which was largely determined by the supervisory dimension of superiors (Y4), significantly and favorably influenced organizational commitment, notably on the affective commitment dimension (Y7), with a coefficient of 0.43. This path coefficient indicates that organizational commitment is 18.49 percent influenced by work satisfaction. This demonstrates that organizational commitment will significantly increase if regular lecturers at Muhammadiyah University in Jabodetabek are satisfied with their jobs, particularly on the high supervision of superiors. This is especially true for the dimension of affective commitment to permanent lecturers at Muhammadiyah University in Jabodetabek. This finding also demonstrates that work satisfaction will increase if permanent lecturers at Muhammadiyah University in Jabodetabek concentrate on high contentment with superior supervision via the high degree of satisfaction that lecturers have in paying attention to each lecturer's suggestion.

As a result, the findings of the research demonstrate that organizational commitment is positively and significantly influenced by work satisfaction. The findings of this study are consistent with other studies' findings (Adhika & Rian, 2016), which educators' level of organizational commitment is positively and significantly impacted by the degree to which they like their jobs. In a similar vein, the findings of this investigation's testing of the hypothesis are consistent with the findings of the research carried out by (Maryanti, 2014), according to which there is a correlation that can be described as both positive and substantial between the level of work satisfaction experienced by educators and the level of organizational commitment they have, and the findings of study conducted by (Parwita et al., 2013) that being happy in one's employment has a beneficial and discernibly favorable influence on one's organizational dedication as a lecturer,

Perceived Organizational Support, Job Involvement, Career Development, and Job Satisfaction Together affect Organizational Commitment.

Permanent lecturers at Muhammadiyah University in Jabodetabek are more likely to be committed to their jobs at Muhammadiyah University in Jabodetabek if they believe their jobs are well-supported, if they are involved in their careers, and if

they are satisfied with their jobs. These findings are based on the outcomes of statistical tests that were used to analyze the data. Is 86%, but other factors, such as work participation, career advancement, and perceived organizational support, only affect 14% of job satisfaction. It was discovered that, out of the four criteria that influence organizational commitment, work satisfaction is the one that has the most impact. Its weight in the equation is 0.43, which equates to a contribution of 18.49%. Caring about the health and safety of one's workforce is consistently ranked as one of the most important aspects of effective organizational support. On the other hand, accountability is by far the most important aspect of being involved in one's work. The aspect of career management is the one that stands out as the most important component of career growth. Work satisfaction stands out as the most important component of overall job satisfaction. superior supervision. This demonstrates that job satisfaction of permanent lecturers at Muhammadiyah University in Jabodetabek will be better formed if job satisfaction of permanent lecturers has satisfaction with superior supervision through high lecturers who are satisfied that the leadership pays attention to every lecturer's proposal. This is because high lecturers are satisfied that the leadership pays attention to every lecturer's proposal.

According to the findings of the study, permanent instructors at Muhammadiyah University in Jabodetabek report that perceived organizational support, work involvement, career progression, and job satisfaction all have a positive and substantial influence on their organizational commitment. The findings of this study corroborate those of several prior studies, including those from (Adhika & Rian, 2016). It argues that the combination of perceived organizational support and work satisfaction has a favorable and substantial influence on the organizational commitment of lecturers, and research findings from (Wicaksono, 2014) It asserts that labor participation and organizational support have a favorable and substantial effect on the organizational commitment of lecturers. Similarly, study findings done by (Maryanti, 2014) work engagement and job happiness have an influence on the organizational commitment of educators. Moreover, the results of the study by (Majorsy, 2013) and (Seniati, 2016) show that job satisfaction directly influences lecturers' organizational commitment.

CONCLUSION

Perceived organizational support, job involvement, career development, and job satisfaction together have been shown to have a positive and significant effect

on organizational commitment to permanent lecturers at Muhammadiyah University in Jabodetabek with a contribution value (R²) of 86 percent, and this shows that 86 percent of the variable Lecturer's organizational commitment may be described jointly by perceived organizational support factors, work participation, career growth, and job satisfaction. Job satisfaction variable, which is expressed by the supervisory dimension of the supervisor with the indicator that the lecturer is happy since the leader pays attention to every lecturer's idea, As evidenced by the component of emotional commitment and the sign that lecturers prioritize work before personal interests, motivation is the most essential element in developing organizational commitment. Another In addition to being the most significant component, work satisfaction also functions as a total mediating variable in enhancing organizational commitment among permanent professors at Muhammadiyah University in Jabodetabek, Indonesia. This suggests that work satisfaction, in addition to being the most significant element in enhancing organizational commitment, also functions as a total mediating variable in increasing job participation, job involvement, and career growth.

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