

Teachers' Organizational Commitment: Effects of Support, Servant Leadership, Personality, and Job Satisfaction**Briliantina Indrati^{1✉}, Eni Susanti², Andi Hermawan³, Husni Mubarak⁴, Shukor Sanim Mohd Fauzi⁵**¹Faculty of Tarbiyah, Universitas Islam Depok, Indonesia²Ministry of Higher Education, Science and Technology, Indonesia²Faculty of Teacher Training and Education, Universitas Muhammadiyah Indonesia, Indonesia³Faculty of Postgraduate, Universitas Pakuan, Indonesia⁴Faculty of Tarbiyah and Teaching Sciences, Universitas Islam Nahdlatul Ulama Jepara, Indonesia⁵Faculty of Computer and Mathematical Sciences, Universiti Teknologi MARA, Malaysia**DOI: 10.23917/ijolae.v8i1.12388**Received: August 28th, 2025. Revised: December 2nd, 2025. Accepted: December 15th, 2025Available Online: December 31th, 2025. Published Regularly: January, 2026**Abstract**

Teachers are a vital part of educational management, and their organizational commitment is crucial for achieving the institution's goals. Organizational commitment reflects teachers' attitudes and feelings toward maintaining membership and carrying out their duties responsibly. Path analysis and SITOREM analysis are the quantitative methods used in this study. This study involved 237 permanent foundation teachers (GTY) from private vocational high schools in Bogor Regency, with a sample of 149 teachers selected using the Slovin formula. The study aimed to find the best methods, techniques, and solutions to increase teacher commitment to the organization by enhancing organizational support, servant leadership, personality, and job satisfaction. The results showed that organizational support, servant leadership, and personality significantly influenced job satisfaction and service quality. Job satisfaction served as a mediator, enhancing the influence of these three factors on service quality. One of the best ways to increase organizational commitment is to improve weak metrics (salary/wages, resource provision, empathy, supportive supervision, extroversion) and maintain strong metrics (coworker relations, emotional stability, conscientiousness, openness, listening, and trust). The results of the study show that job satisfaction is the main key to improving the quality of service and teacher commitment in the organization. These findings have implications for educational management by emphasizing the importance of developing policies based on job satisfaction, servant leadership, and organizational support as innovative strategies to improve service quality and teacher commitment.

Keywords: educational excellence, educational leadership, educational innovation management, SITOREM analysis.

*This is an open access article under the CC-BY license***✉Corresponding Author:***Briliantina Indrati, Faculty of Tarbiyah, Islamic Religious Education Universitas Islam Depok, Indonesia**Email: briliantina.indrati@uidepok.ac.id***1. Introduction**

Teacher commitment in educational institutions does not emerge in isolation but is shaped by a supportive and inspiring organizational climate. Schools, as dynamic

educational organizations, are required to build not only a conducive working environment but also an adaptive and transformative human resource management system. The effective management of human resources is

not merely an administrative necessity but a strategic foundation for improving educational quality and responding to the challenges of globalization, technological advancement, and the shifting characteristics of 21st-century learners (Fuadi et al., 2021). In the rapidly evolving landscape of leadership, characterized by technological advancements and shifting organizational paradigms, the role of a leader has become increasingly complex (Purbonuswanto et al., 2024). Thus, empowering teachers through organizational support and leadership becomes a key to strengthening loyalty, dedication, and professional identity (Anif et al., 2019).

Data from the Ministry of Education, Culture, Research, and Technology through the SIMPKB platform revealed that approximately 38% of private vocational school teachers expressed an intention to transfer to state institutions via the PPPK pathway (Pajarwati et al., 2021). This tendency does not necessarily indicate a lack of loyalty but reflects teachers' aspirations for better welfare and career stability. The OECD report *Transforming Education in Indonesia* further indicates that one in five teachers experiences a mismatch between professional expectations and actual working conditions, especially regarding employment stability and compensation adequacy (Ristek, 2023).

A preliminary survey conducted among 30 private vocational school teachers in Bogor Regency revealed several indicators of low organizational commitment: 25.6% still struggle to internalize organizational values and goals; 68.8% show weak loyalty; 61.2% have low desire to remain members of the institution; 31.1% evaluate their work based on financial benefits; 36.7% still consider potential losses if they leave; 31.2% are less willing to work toward organizational goals; and 41.1% demonstrate low awareness of their

obligations as members of the organization. These findings highlight that teachers' organizational commitment remains an issue that requires strategic attention to ensure the achievement of institutional goals.

Multiple previous studies reinforce this apprehension. Despite facing significant burnout and emotional fatigue, teachers maintain a strong commitment to their organization and remain engaged in their work (Digamon & Prodi, 2024). Pérez & Figueroa (2024) discovered a notable link between organizational commitment and job satisfaction among teachers in Mexico, with continuance commitment receiving the highest score. Selamat and colleagues. Transformational leadership behaviors of school principals in Malaysia are highly positively correlated with teachers' commitment to the organization (Sultan et al., 2011). Overall, these results indicate that factors like organizational support, servant leadership, personality traits, and job satisfaction could significantly contribute to increasing teacher commitment.

Therefore, this study aims to identify optimal strategies, methods, and solutions for increasing teachers' organizational commitment through SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) analysis. The study specifically focuses on five key constructs: organizational support, servant leadership, personality, job satisfaction, and service quality. Organizational support refers to the extent to which an institution values employee contributions and cares for their well-being through fairness, appreciation, supervision, and opportunities for development (Kurtesiss et al., 2016; Robbins & A, 2020). Servant leadership emphasizes the leader's commitment to serving others with empathy, humility, wisdom, and a focus on follower growth (Parris & Peachey, 2013; van Dierendonck, 2010). Personality represents

individual characteristics such as conscientiousness, agreeableness, emotional stability, openness, and extraversion, which influence interpersonal effectiveness and professional resilience (Adolph & Kretch, 2015; Hurlock, 2019). Job satisfaction describes an individual's positive attitude toward their job, encompassing supervision, pay, promotion, and work environment (Luthans, 2011; Robbins & A, 2020). Meanwhile, service quality serves as the ultimate outcome variable, reflecting how well educational services meet expectations through dimensions such as reliability, responsiveness, assurance, empathy, and tangibility (Kotler & Keller, 2019; Yang et al., 2022).

In conclusion, strengthening teachers' organizational commitment requires a holistic approach that integrates structural, personal, and leadership dimensions. By optimizing organizational support, fostering servant leadership, developing positive personality traits, and ensuring job satisfaction, educational institutions can enhance the overall quality of service and sustainability of teacher engagement in achieving educational excellence.

2. Method

This study aims to identify optimal strategies, methods, and solutions to improve teacher service quality by examining the influence of teacher service quality as the dependent variable and organizational support, servant leadership, personality, and job satisfaction as independent variables. Validity testing was conducted by ensuring that the instrument items measured the intended indicators using Pearson Product Moment Correlation with calculated $r \geq \text{table } r$ ($\alpha = 0.05$). All valid items were used, while invalid items were revised/deleted. Reliability testing was

carried out to ensure the consistency of the instrument results. Cronbach's Alpha ≥ 0.70 = reliable. All instruments had $\alpha > 0.70$, thus being reliable.

The study was conducted on permanent foundation teachers (GTJ) at Vocational High Schools (SMK) in Bogor Regency, with a population of 237 teachers, and a sample of 149 teachers calculated using the Slovin formula. Data collection in this study used a questionnaire distributed to the teachers as respondents.

To ensure that research participants were protected, this study was conducted in accordance with the ethical standards set out in the Belmont Report. Respect for the Individual. Through an informed consent form, each participant was provided with an explanation of the purpose, procedures, potential benefits, and risks of the study. All participation was voluntary; participants had the freedom to refuse or withdraw at any time without consequence. Anonymity and data confidentiality were used to keep respondents' identities confidential. Effectiveness generates benefits while reducing risks. The study aimed to provide benefits as suggestions for improving the quality of teacher services. No procedures could threaten the mental or physical health of respondents. Fairness, without discrimination based on gender, age, or other backgrounds, the selection of respondents, was carried out proportionally and fairly.

The research method used was a survey with a path analysis approach to test statistical hypotheses and the SITOREM method for indicator analysis to determine optimal solutions to improve teacher service quality. Conducting verification of quantitative research results through SITOREM analysis, what are the research steps in Figure 1.

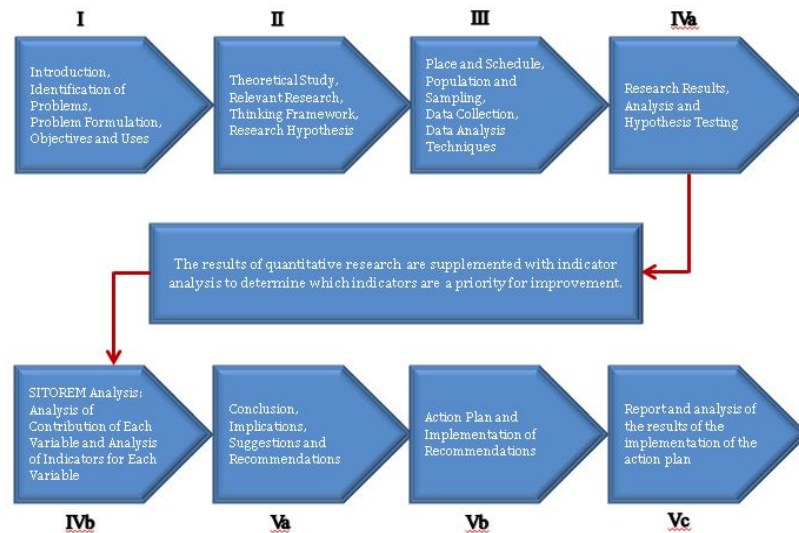


Figure 1. Quantitative and SITOREM Research Stages

3. Result and Discussion

a. Outer Model Evaluation

Measurement model evaluation is a stage in evaluating the validity and reliability of a construct.

1) Convergent Validity Test

Construct validity evaluation is conducted by calculating convergent validity.

Convergent validity is determined through factor loading and Average Variance Extracted (AVE) values. An instrument is considered to meet convergent validity if its factor loading and Average Variance Extracted (AVE) values are above 0.5. The results of the convergent validity test are presented in the following table:

Table 1. Convergent Validity Test

Variables	Indicators	Loading Factor	AVE
Organizational Support (X1)	Fairness in rewards	0.846	0.723
	Appropriateness of rewards	0.868	
	Supportive supervision	0.806	
	Involvement in decision-making	0.904	
	Provision of job-supporting resources	0.824	
Servant Leadership (X2)	Listening behavior	0.889	0.771
	Empathy behavior	0.900	
	Healing behavior	0.775	
	Organizational stewardship	0.901	
	Wisdom behavior	0.919	
	Humility behavior	0.863	
	Altruistic calling behavior	0.892	
Personality (X3)	Conscientiousness	0.916	0.824
	Agreeableness	0.910	
	Emotional stability	0.939	
	Openness to experience	0.894	
	Extraversion	0.880	

Variables	Indicators	Loading Factor	AVE
Job Satisfaction (Y)	Coworker relationships	0.853	0.742
	Supervisor supervision	0.906	
	Salary/wages received	0.869	
	Promotion opportunities	0.815	
Work Quality (Z)	Reliability	0.854	0.785
	Responsiveness	0.919	
	Assurance	0.920	
	Empathy	0.856	
	Tangible	0.878	

According to Table 4.3, it is evident that every indicator listed in Table 1 has achieved loading factor values exceeding 0.7. In addition, all variables yield Average Variance Extracted (AVE) values exceeding 0.5. As a result, all indicators are considered valid for assessing their corresponding variables, based on convergent validity.

2) Discriminant Validity Test

Discriminant validity is calculated using cross-loadings, with the criterion that if the cross-loading value in a corresponding variable is greater than the correlation value of the indicator in another variable, then the indicator is considered valid in measuring the corresponding variable.

Table 2. Results of Cross-Loading Discriminant Validity Testing

Indicators	Organizational Support(X1)	Servant Leadership(X2)	Personality (X3)	Job Satisfaction (Y)	Work Quality (Z)
X1.1	0.846	0.366	0.307	0.498	0.417
X1.2	0.868	0.383	0.357	0.453	0.528
X1.3	0.806	0.369	0.275	0.398	0.462
X1.4	0.904	0.340	0.322	0.483	0.442
X1.5	0.824	0.386	0.330	0.422	0.372
X2.1	0.387	0.889	0.515	0.554	0.580
X2.2	0.390	0.900	0.565	0.536	0.520
X2.3	0.390	0.775	0.449	0.518	0.460
X2.4	0.417	0.901	0.563	0.552	0.578
X2.5	0.341	0.919	0.565	0.494	0.503
X2.6	0.367	0.863	0.477	0.466	0.509
X2.7	0.361	0.892	0.513	0.484	0.497
X3.1	0.385	0.567	0.916	0.564	0.538
X3.2	0.369	0.565	0.910	0.509	0.508
X3.3	0.357	0.548	0.939	0.541	0.521
X3.4	0.307	0.546	0.894	0.522	0.571
X3.5	0.279	0.469	0.880	0.491	0.481
Y.1	0.409	0.505	0.621	0.853	0.536
Y.2	0.460	0.566	0.574	0.906	0.560
Y.3	0.491	0.465	0.444	0.869	0.564
Y.4	0.474	0.486	0.340	0.815	0.518
Z.1	0.445	0.554	0.610	0.621	0.854

Indicators	Organizational Support(X1)	Servant Leadership(X2)	Personality (X3)	Job Satisfaction (Y)	Work Quality (Z)
Z.2	0.484	0.553	0.537	0.608	0.919
Z.3	0.504	0.547	0.476	0.563	0.920
Z.4	0.455	0.473	0.458	0.448	0.856
Z.5	0.435	0.502	0.462	0.539	0.878

Based on the cross-loading measurements in Table 2 above, it can be seen that overall, the indicators for all variables (in bold) produce loading values that are greater than the loading values for the other variables. Thus, the discriminant validity test shows that each indicator is capable of measuring the latent variable corresponding to its indicator.

3) Construct Reliability

Calculations that can be used to test construct reliability are Cronbach's alpha and composite reliability. The test criteria state that if the composite reliability is greater than 0.7 and the Cronbach's alpha is greater than 0.6, the construct is considered reliable.

Table 3. Construct Reliability Test Results

Variable's	Cronbach's Alpha	Composite Reliability
Organizational support(X1)	0.904	0.929
Servant leadership(X2)	0.950	0.959
Personality (X3)	0.947	0.959
Job Satisfaction (Y)	0.884	0.920
Work Quality (Z)	0.931	0.948

Based on Table 3 above, it can be seen that only one of the variables produced a Chronbach's alpha value greater than 0.6 or a composite reliability value greater than 0.7. Therefore, based on the Chronbach's alpha or composite reliability calculations, all indicators are deemed reliable in measuring their respective variables.

b. Inner Model Evaluation

Evaluation of the structural model, or inner model, is a step in evaluating goodness of fit, which includes the coefficient of

determination and predictive relevance, as well as hypothesis testing. Each of these steps is explained as follows:

1) Coefficient of Determination (R2)

The Coefficient of Determination (R2) is used to determine the extent to which endogenous variables can explain the variability of exogenous variables, or in other words, to determine the extent of the exogenous variable's contribution to the endogenous variables.

Table 4. Results of the Coefficient of Determination (R2)

Variable Dependen	R-Square	R-Square Adjusted
Job Satisfaction (Y)	0.498	0.487
Work Quality (Z)	0.533	0.520

The influence of the variables Organizational Support (X1), Servant Leadership (X2), and Personality (X3) on the Job Satisfaction (Y) variable is 49.8%. The remaining 50.2% is contributed by other variables not discussed in this study. The R-square value for the Job Quality (Z) variable is 0.533, or 53.3%. The contribution of the variables Organizational Support (X1), Servant Leadership (X2), Personality (X3), and Job Satisfaction (Y) to Work Quality (Z)

is 53.3%. The remaining 46.7% is contributed by other variables not discussed in this study.

2) Predictive Relevance (Q2)

The Q2 value can be used to measure how well the model produces observational values and its parameter estimates. A Q2 value greater than 0 (zero) indicates that the model is considered adequate, while a Q2 value less than 0 (zero) indicates that the model lacks predictive relevance.

Table 5. Predictive Relevance Test Results (Q2)

Variabel Dependen	SSO	SSE	Q ² (=1-SSE/SSO)
Job Satisfaction (Y)	596.000	384.018	0.356

Significance testing is used to test whether exogenous variables influence endogenous variables. The test criteria state that if the T-statistics value $\geq$ T-table (1.96) or the P-Value value $<$ significant alpha 5% or 0.05, then it is stated that there is a significant influence of exogenous variables on endogenous variables. The results of the significance test can be explained as follows:

a) The Effect of Organizational Support (X1) on Job Satisfaction (Y)

The test of the effect of Organizational Support (X1) on Job Satisfaction (Y) yielded a T-statistic of 3.948 with a p-value of 0.000. The test results indicated that the T-statistic was $>$ 1.96 and the p-value $<$ 0.05. This indicates a significant effect of Organizational Support (X1) on Job Satisfaction (Y). The resulting coefficient was positive at 0.297. This means that higher Organizational Support (X1) tends to increase Job Satisfaction (Y).

b) The Effect of Organizational Support (X1) on Work Quality (Z)

The test of the effect of Organizational Support (X1) on Work Quality (Z) yielded a

T-statistic of 2.957 with a p-value of 0.003. The test results indicated that the T-statistic was $>$ 1.96 and the p-value $<$ 0.05. This indicates a significant influence of Organizational Support (X1) on Job Quality (Z). The resulting coefficient value is positive, at 0.207. Therefore, it can be interpreted that higher Organizational Support (X1) tends to improve Job Quality (Z).

c) The Effect of Servant Leadership (X2) on Job Satisfaction (Y)

The test of the effect of Servant Leadership (X2) on Job Satisfaction (Y) yielded a T-statistic of 3.310 with a p-value of 0.001. The test results indicate that the T-statistic is $>$ 1.96 and the p-value is $<$ 0.05. This indicates a significant influence of Servant Leadership (X2) on Job Satisfaction (Y). The resulting coefficient value is positive, at 0.280. Therefore, it can be interpreted that better Servant Leadership (X2) tends to improve Job Satisfaction (Y).

d) The Effect of Servant Leadership (X2) on Work Quality (Z)

The test of the effect of Servant Leadership (X2) on Work Quality (Z) yielded a T-statistic of 2.174 with a p-value of 0.030. The test results indicate that the T-statistic is > 1.96 and the p-value is < 0.05 . This indicates that there is a significant effect of Servant Leadership (X2) on Work Quality (Z). The resulting coefficient is positive, at 0.222. This means that better Servant Leadership (X2) tends to improve Work Quality (Z).

e) The Effect of Personality (X3) on Job Satisfaction (Y)

The test of the effect of Personality (X3) on Job Satisfaction (Y) yielded a T-statistic of 3.818 with a p-value of 0.000. The test results indicate that the T-statistic is > 1.96 and the p-value is < 0.05 . This indicates a significant influence of Personality (X3) on Job Satisfaction (Y). The resulting coefficient value is positive, at 0.302. Therefore, it can be interpreted that a better Personality (X3) tends to increase Job Satisfaction (Y).

f) The Influence of Personality (X3) on Work Quality (Z)

The test of the influence of Personality (X3) on Work Quality (Z) yielded a T-statistic of 2.986 with a p-value of 0.003. The test results indicate that the T-statistic is > 1.96 and the p-value is < 0.05 . This indicates a significant influence of Personality (X3) on Work Quality (Z). The resulting coefficient value is positive, at 0.213. Therefore, it can be interpreted that a better Personality (X3) tends to increase Work Quality (Z).

g) The Effect of Job Satisfaction (Y) on Work Quality (Z)

The test of the effect of Job Satisfaction (Y) on Work Quality (Z) yielded a T-statistic of 2.986 with a p-value of 0.003. The test results indicate that the T-statistic is > 1.96 and the p-value is < 0.05 . This indicates a significant effect of Job Satisfaction (Y) on Work Quality (Z). The resulting coefficient is positive at 0.268. Therefore, higher Job Satisfaction (Y) tends to improve Work Quality (Z).

Table 6. Indirect Effect Hypothesis Testing

Indirect Variable	Coefficient	T Statistics (O/STDEV)	P Values
Organizational Support (X1) -> Job Satisfaction (Y) -> Work Quality (Z)	0.080	2.250	0.025
Servant Leadership (X2) -> Job Satisfaction (Y) -> Work Quality	0.075	2.203	0.028
Personality (X3) -> Job Satisfaction (Y) -> Work Quality (Z)	0.081	2.442	0.015

a) The Effect of Organizational Support (X1) on Work Quality (Z) Through Job Satisfaction (Y)

The test of the effect of Organizational Support (X1) on Work Quality (Z) through Job Satisfaction (Y) yielded a T-statistic of 2.250 with a p-value of 0.025. The test results indicate that the T-statistic is > 1.96 and the

p-value is < 0.05 . This indicates that there is a significant effect of Organizational Support (X1) on Work Quality (Z) through Job Satisfaction (Y). Therefore, it can be concluded that Job Satisfaction (Y) mediates the effect of Organizational Support (X1) on Work Quality (Z).

b) The Effect of Servant Leadership (X2) on Work Quality (Z) through Job Satisfaction (Y)

The test of the effect of Servant Leadership (X2) on Work Quality (Z) through Job Satisfaction (Y) yielded a T-statistic of 2.203 with a p-value of 0.028. The test results showed a T-statistic value > 1.96 and a p-value < 0.05 . This indicates a significant effect of Servant Leadership (X2) on Work Quality (Z) through Job Satisfaction (Y). Therefore, it can be concluded that Job Satisfaction (Y) mediates the effect of Servant Leadership (X2) on Work Quality (Z).

c) The Effect of Personality (X3) on Work Quality (Z) through Job Satisfaction (Y)

The test of the effect of Personality (X3) on Work Quality (Z) through Job Satisfaction (Y) yielded a T-statistic value of 2.442 with a p-value of 0.015. The test results indicated a T-statistic value > 1.96 and a p-value < 0.05 . This indicates a significant effect of Personality (X3) on Work Quality (Z) through Job Satisfaction (Y). Therefore, it can be concluded that Job Satisfaction (Y) mediates the effect of Personality (X3) on Work Quality (Z).

c. SITOREM Analysis

The results of the Indicator Classification Analysis include determining groups of indicators that require immediate improvement and groups of indicators that should be maintained or developed later. Furthermore, based on the ranking of indicators for each research variable, the priority of indicators that require immediate improvement or enhancement, and those that need to be maintained or developed, can be determined. The results of the SITOREM analysis are as follows:

- 1) A strategy for increasing teacher organizational commitment was generated by identifying the strength of the influence between research variables. The strategy for increasing teacher organizational commitment is through strengthening the variables of organizational support, servant leadership, personality, and job satisfaction.
- 2) Methods for strengthening the research variables were generated. Several findings related to indicators in the research variables revealed that some needed improvement and others needed to be maintained or developed.
- 3) An optimal solution for increasing teacher organizational commitment was generated, namely improving weak indicators and maintaining or developing existing indicators. The indicators that need to be improved consist of: 1st Salary/Wages received, 2nd Behavior to heal emotional turmoil (healing), 3rd Comfort in interacting with others (Extraversion), 4th Provision of Work Support Resources, 5th Suitability of rewards, 6th Involvement in Decision Making, 7th Supportive supervision, 8th Empathy. Meanwhile, the indicators that are maintained and developed are: 1. Promotion Opportunities, 2. Supervisor Supervision, 3. Relationships between colleagues, 4. Listening behavior, 5. Behavior to make changes (Altruistic calling), 6. Empathy behavior, 7. Wisdom behavior, 8. Organizational stewardship behavior, 9. Humility behavior, 10. Openness to Experience, 11. Emotional Stability, 12. Conscientiousness, 13. Agreeableness, 14. Fairness in rewards, 15. Assurance, 16. Responsiveness, 17. Reliability and 18. Tangible Evidence

Based on the analysis, discussion, and proposed hypotheses, the following conclusions can be drawn:

- 1) There is a significant positive direct effect of organizational support (X1) on service quality (Z) with $\beta_{Z1} = 0.206$, thus strengthening organizational support (X1) can improve service quality (Z).
- 2) There is a significant positive direct effect of servant leadership (X2) on service quality (Z) with $\beta_{Z2} = 0.249$, thus strengthening servant leadership (X2) can improve service quality (Z).
- 3) There is a significant positive direct effect of personality (X3) on service quality (Z) with $\beta_{Z3} = 0.207$, thus strengthening personality (X3) can improve service quality (Z).
- 4) There is a significant positive direct effect of organizational support (X1) on job satisfaction (Y) with $\beta_{Y1} = 0.299$, thus strengthening organizational support (X1) can improve job satisfaction (Y).
- 5) There is a significant positive direct effect of servant leadership (X2) on job satisfaction (Y) with $\beta_{Y2} = 0.279$, so strengthening self-efficacy (X2) can increase job satisfaction (Y).
- 6) There is a significant positive direct effect of personality (X3) on job satisfaction (Y) with $\beta_{Y3} = 0.301$, so strengthening personality (X3) can increase job satisfaction (Y).
- 7) There is a significant positive direct effect of job satisfaction (Y) on service quality (Z) with $\beta_{Z4} = 0.250$, so strengthening job satisfaction (Y) can improve service quality (Z).
- 8) There is a significant positive indirect effect of organizational support (X1) on service quality (Z) through job satisfaction (Y) with $\beta_{ZY1} = 0.062$, so job satisfaction (Y) can function effectively as an intervening variable between organizational support (X1) and service quality (Z) because stronger organizational support (X1) will improve service quality (Z) through increased job satisfaction (Y).
- 9) There is a significant positive indirect effect of servant leadership (X2) on service quality (Z) through job satisfaction (Y) with $\beta_{ZY2} = 0.069$, so stronger servant leadership (X2) will improve service quality (Z) through job satisfaction (Y).
- 10) There is a significant positive indirect effect of personality (X3) on service quality (Z) through job satisfaction (Y) with $\beta_{ZY3} = 0.062$, so strengthening personality (X3) can improve service quality (Z) through job satisfaction (Y).

d. Discussion

1) Organizational Support (X1) Leads to Job Satisfaction (Y) and Work Quality (Z).

The results show a significant influence on both, with positive coefficients of 0.397 for Y and 0.207 for Z. Therefore, employee satisfaction is more influenced by organizational support than by work quality. This is logical, as feelings of support are usually felt more quickly in the form of emotional satisfaction than by improved performance quality. Testing should be conducted to determine the strength of the indirect relationship ($X1 \rightarrow Y \rightarrow Z$) compared to the direct relationship ($X1 \rightarrow Z$). Thus, job satisfaction has the potential to act as an important mediator that bridges the influence of organizational support on employee work quality (Bahadır et al., 2024).

The analysis results show that organizational support has a positive and significant influence on job satisfaction and service quality, with coefficients of 0.397 and 0.207, respectively. This indicates that the higher the support provided by the organization to employees, the higher the level of job satisfaction and service quality. According to research by (Akkoca, 2023), employees who feel valued, have their well-being attended to,

and receive support from their organization tend to exhibit a more positive attitude toward work, particularly in terms of job satisfaction.

Content employees often show increased engagement, take more initiative, and exhibit a commitment to their roles that goes beyond the requirements of their formal contracts (Rusdinal et al., 2024). To improve collaboration, organizations need to not only hire skilled individuals but also create policies, foster a supportive culture, and establish leadership that provides real assistance to individuals (Madison et al., 2025).

Perceived organizational support is linked to increased job satisfaction and performance among employees (Eisenberger et al., 1999). Support from the organization boosts motivation and dedication among employees in educational settings (Gal-arieli et al., 2020; Ika Sari et al., 2024). The perceived support from organizations in the education sector plays a crucial role in influencing teacher performance and emotional well-being (Park et al., 2020).

The novelty of this research lies in the context of vocational high school education, where organizations support education by providing moral and spiritual care in addition to material facilities and rewards (Faridah et al., 2022; Li et al., 2023). Support based on religious values has been shown to increase teacher loyalty and service quality.

2) Servant Leadership (X2) → Job Satisfaction (Y) and Work Quality (Z)

The results show a significant correlation for both variables (0.280 for Y and 0.222 for Z). According to theory, leadership style has a greater impact on job satisfaction than work quality. This is because leadership style influences employee attitudes and motivation first, before work quality. Therefore, the coefficient value approximates the influence of organizational support, indicating that social

factors (support and leadership) are the most dominant factor in creating job satisfaction. Research, conducted by (Arifuddin et al., 2023), indicates that leadership style positively impacts employee performance.

The results of the study indicate that servant leadership, also known as servant leadership, has a positive and significant effect on job satisfaction and service quality, with coefficients of 0.280 and 0.222, respectively. This means that a leadership style focused on subordinate growth and service can improve employee performance and mental health (Gal-arieli et al., 2020).

Therefore, organizations aiming to enhance job satisfaction and quality should not depend only on systems, procedures, or performance metrics, but should also focus on cultivating a service-oriented approach to leadership development. Servant leadership, which focuses on the needs, development, and welfare of employees, has been demonstrated to cultivate a psychologically positive work environment, enhance intrinsic motivation, and promote employee engagement (Abdulkareem et al., 2025; Matsuo, 2025).

These results align with the servant leadership theory proposed by Greenleaf (2002), which emphasizes that true leaders serve before leading. Leaders who prioritize the principles of service, empathy, and humility will create a harmonious work environment and increase employee satisfaction.

The Leader-Member Exchange (LMX) theory posits that the quality of relationships between leaders and their subordinates affects both job satisfaction and performance, supporting these conclusions (Aboramadan & Karatepe, 2021). Servant leadership impacts employee satisfaction, dedication to the organization, and overall performance (Wijayanti & Kurniawan, 2023).

3) Personality (X3) → Job Satisfaction (Y) & Work Quality (Z)

Based on the results, the highest coefficient is for job satisfaction (0.302) and quite high for work quality (0.213). It turns out that personality is the strongest factor driving job satisfaction. This indicates that individual (internal) factors are more important than external factors, such as organizational support and leadership (Lam & Pang, 2003).

The results of the study showed that personality or character traits significantly influenced job satisfaction (coefficient 0.302) and service quality (coefficient 0.213). This suggests that teachers' personal traits, such as responsibility, emotional stability, and openness to new experiences, significantly influence their job satisfaction and service quality (Baier et al., 2019).

Additionally, programs focused on self-improvement, emotional regulation, and professional character development are key strategies for consistently enhancing job satisfaction and the quality of service (Toikka & Tarnanen, 2025). Consequently, the findings of this study demonstrate that organizational effectiveness arises from the interplay between an individual's internal strengths and the external support provided by the organization, with personality serving as the fundamental basis that influences work attitudes and behaviors.

These results uphold the Person-Job Fit Theory, which suggests that when an individual's personality aligns with the requirements of their job, it leads to increased satisfaction and better performance (Kaur & Kang, 2021). At the same time, the Big Five Personality Traits Model (McCrae & Costa, 1992) highlights that the traits of conscientiousness and emotional stability have a strong correlation with both job satisfaction and productivity. Personality plays a beneficial role in enhancing job satisfaction among teachers.

Additionally, personality plays a positive role in enhancing teacher job satisfaction (Tkalac, 2021). This study found novelty in the spiritual personality dimension, namely that teachers with personalities based on religious values, patience, and moral integrity were more able to improve job satisfaction and service quality compared to those with general personality dimensions. By adding the skill aspect as a distinguishing element of vocational high school education, this study makes a new contribution to the Person Job Fit theory.

4) Job Satisfaction (Y) = Work Quality (Z)

The analysis of the results yielded a significant finding with a coefficient of 0.268. This is related to the classical theory, The Happy-Productive Worker Hypothesis, which supports this finding. However, the coefficient is not very large, indicating that although job satisfaction improves work quality, other factors are still more dominant. The interrelationships between variables show a clear pattern, indicating that job satisfaction is influenced by both external factors (organizational support, leadership) and internal factors (personality). Job satisfaction helps improve work quality. A mediation analysis should be conducted to determine whether the direct influence of X1, X2, and X3 on Z is smaller than through Y. Practical implications suggest that organizations must balance external factors (support, leadership) with internal factors (personality, employee soft skills) (Aboramadan & Karatepe, 2021; Koro et al., 2023).

Improving work quality does not solely depend on systems and leadership; job satisfaction must be a connecting factor. Character-based training is crucial because personality is crucial. Based on the methodological factors, all influences are considered

significant with a p-value below 0.05, a positive coefficient, and a T-statistic above 1.96. Satisfaction can be influenced by organizational support and leadership. It is unclear whether an implied effect or mediation test was conducted, although the mediation hypothesis is quite strong here. Furthermore, the R² values for Y and Z are also important to determine how much the independent variables explain the variation in the dependent variable. Therefore, it can be critically concluded that all hypotheses are supported, but the strength of the influence varies. Job satisfaction is the most dominant, but job satisfaction is more indirectly influenced by satisfaction (Ismayilova & M.Klassen, 2019). To obtain a more robust conclusion, a mediation test and examination of additional control variables are needed. Furthermore, this study found that job satisfaction, or job satisfaction, had a significant effect on service quality, with a coefficient of 0.268. This indicates that teachers who are satisfied with their jobs are more dedicated and demonstrate better teaching quality (Arhin et al., 2025).

These findings support the Happy-Productive Worker Hypothesis (Arhin et al., 2025) and the Two-Factor Theory (Acquah et al., 2021), which both suggest that employees who are content are generally more productive and perform better. Zamhari et al (2022) describes job satisfaction as a favorable sentiment towards one's job, which has a direct effect on work performance (Toikka & Tarnanen, 2025). There is a positive relationship between job satisfaction, employee performance, and the quality of public service (Panieri et al., 2020).

Recent research has found that the relationship between job satisfaction and service quality is contextual and partial, rather than a direct, absolute relationship. Job satisfaction serves as a crucial link between external factors such as organizational support and

leadership and performance outcomes. This suggests that while job satisfaction is crucial, it also depends on good leadership and organizational systems (Tuasikal et al., 2021).

In two main dimensions, this study provides novel scientific contributions based on theoretical analysis and synthesis. The first dimension is the Integration of Internal and External Factors. This study combines internal factors (personality) and external factors (organizational support and servant leadership) to explain how job satisfaction can be enhanced through improving service quality. The second dimension is the Partial Mediation Model of Job Satisfaction. This study shows that job satisfaction can be achieved through improving service quality (Nurhattati et al., 2020).

The results of the study indicate that organizational support (X1) has a positive and significant influence on job satisfaction (Y) and service quality (Z), with the most significant influence on job satisfaction. This result is in line social exchange theory (Kaur & Kang, 2021), which states that the relationship between organizations and employees is based on the principle of reciprocity. When companies treat their employees fairly, provide attention, and support them, they will be more loyal and more satisfied with their jobs. This is in line with the concept of Perceived Organizational Support (POS) (Tkalic, 2021), which states that the perception of organizational support increases motivation and commitment to work. These findings suggest that social exchange theory can be applied to vocational education in vocational high schools. This suggests that organizational support not only includes facilities and rewards, but also technical training and career support, both of which impact job satisfaction and the quality of vocational practice learning services (Amanya et al., 2025).

Furthermore, it is proven that servant leadership (X2) has a significant influence on service quality (Z) and job satisfaction (Y), with a greater influence on job satisfaction. These results are in line with Servant Leadership Theory (Greenleaf, 2002), which emphasizes that service-oriented leaders will create a work environment filled with a sense of belonging, empathy, and trust. Servant leadership increases employee productivity and satisfaction, support these findings (Ahn, 2018). On a national scale, Haryanto & Khoiruddin, (2021) found that servant leadership in schools improves teacher service and increases their job satisfaction. Recent research shows that job satisfaction among practicing teachers and industrial training personnel increases with servant leadership that focuses on empowerment, mentoring, and vocational development in vocational high schools. Ultimately, this impacts the quality of vocational learning.

The results of the study also showed that personality (X3) has a significant influence on job satisfaction (Y) and service quality (Z), with the most significant influence on job satisfaction. This finding supports the Person-Job Fit Theory proposed by Kristof (1996). This theory explains that the level of fit between a person's characteristics and the needs of their job determines the level of job satisfaction. In the Big Five Personality Traits model, McCrae & Costa (1992) stated that personality aspects including conscientiousness, emotional stability, and openness to experience greatly influence a person's level of productivity and work quality. A new finding in this study is the application of personality theory to vocational education; it was shown that responsible, innovative, and emotionally stable teachers increase job satisfaction and impact the quality of practical learning services in vocational high school workshops and laboratories. This broadens the

understanding that internal factors, such as personality, can contribute to service improvement more than external factors.

Furthermore, it was found that the relationship between job satisfaction (Y) and service quality (Z) had a correlation coefficient of 0.268. This result supports Satisfied Worker Hypothesis (Lee et al., 2022), which states that satisfied employees tend to be more productive and successful. This study recently found that job satisfaction among teachers and education personnel in vocational high schools (SMK) is a significant factor influencing organizational, leadership, and personality factors on the quality of vocational learning services. Consequently, this study not only strengthens classical theory but also applies it to the context of contemporary vocational education, which emphasizes the balance between psychological satisfaction and technical performance (Nugraha et al., 2024).

Overall, this study provides theoretical and practical contributions to organizational behavior research in the education sector, particularly in vocational high schools (SMK). The main novelty of this study is that it combines organizational factors (support and leadership) and individual factors (personality) to explain how job satisfaction, as a mediator, can improve the quality of vocational education services. This study differs from previous studies that only emphasize the direct relationship between these variables. Instead, this study finds a partial mediation relationship that strengthens the conceptual model of work behavior in vocational high schools (Halim et al., 2024). Consequently, the findings of this study expand the scope of classic theories such as social exchange, employee leadership, and person-job fit.

e. Analysis of Potential Confounding Variables and Model Limitations

1) Model Limitations (R2 & Mediation)

- a. The R2 (coefficient of determination) value is usually not very high in organizational behavior models because many other factors influence job satisfaction and quality.
- b. A moderate T-statistic value (around 2.2–2.4) indicates that the strength of the relationship is not very strong, suggesting that other variables are more important.
- c. The mediation found is partial, meaning that X1, X2, and X3 still have a direct influence on Z without going through Y. All mediation paths are significant.

2) Potential Confounding Variables (Removed Variables)

Several factors that may influence but are not included in this model are work motivation. This motivation is often very important for achieving job satisfaction and quality. According to Herzberg, work experience and technical competence are more dominant hygiene factors than personality in influencing work quality. Organizational culture can also influence organizational support and leadership (Gökalp & Soran, 2022). The physical work environment and workload also directly influence work quality.

3) Data and Methodology Limitations

Cross-sectional designs only capture conditions at a single point in time, making it difficult to determine the direction of causality (whether employee satisfaction improves work quality or vice versa). Measurement Instrument: If only self-report questionnaires are used, there is a possibility of bias in the conventional method, as the results tend to be positive.

The mediation path effect is small to moderate, although significant. Therefore, job satisfaction is important, but not the sole factor determining work quality. There is a stronger relationship between X1, X2, and X3 on Y than on Z, supporting the theory that job satisfaction is influenced first and foremost by work quality. However, support, leadership, and personality are not sufficient to improve work quality. Organizations must also consider working conditions, compensation, and motivation (Prastikawati et al., 2024). Therefore, the model is limited to: R2, which is likely only in the moderate category; partial mediation effect; and other important variables not included, such as compensation, motivation, and organizational culture.

f. Prioritization Based on Sitorem's Analysis

1) Strategy 1

Organizational Support (X1) → Job Satisfaction (Y) → Service Quality (Z). The coefficient for job satisfaction is quite large ($Y1 = 0.299$) and has a direct impact on service quality ($Z1 = 0.206$). In other words, teachers who feel supported by factors such as facilities, rewards, supportive supervision, and involvement in decision-making will be more satisfied and provide better service. Weaker factors such as salary/wages, resource provision, and appropriate compensation should be given high priority because they are the basis for perceptions of fairness and tangible support. Perceived Organizational Support (Kurtessis et al., 2017) improves work quality by increasing feelings of responsibility.

2) Servant Leadership (X2) leads to Job Satisfaction (Y) and Service Quality (Z).

Rationale for Priority: There is a significant direct effect on service quality (Z2

= 0.249) and job satisfaction ($Y2 = 0.279$). The indirect coefficient ($ZY2 = 0.069$) indicates that servant leadership impacts job satisfaction. Weaker indicators such as healing behaviors (calming emotional turmoil), empathy, and supportive supervision need to be strengthened. Teachers who feel understood and led by example are happier (Pelton, 2010).

3) Personality (X3) → Job Satisfaction (Y) → Service Quality (Z).

The highest job satisfaction coefficient ($Y3 = 0.301$) indicates that teacher personality is very important. The indirect effect ($ZY3 = 0.062$) is significant, indicating that teacher job satisfaction with a positive personality will improve service quality. Weaker indicators such as extraversion need to be improved through communication training, team building, and peer coaching. The basic Person-Job Fit Theory (Kaur & Kang, 2021) states that the better a personality matches job requirements, the more satisfied and productive teachers will be.

4) Job Satisfaction (Y) → Service Quality (Z)

The coefficient ($Z4 = 0.250$) is higher than the indirect influence of other variables, indicating that job satisfaction is the main mediator. In other words, increasing job satisfaction through increased promotion opportunities, fair compensation, and harmonious working relationships will automatically lead to an increase in the quality of teacher service. The theoretical basis is the Happy Worker Hypothesis (Susanti et al., 2024) that happy workers will be more productive and provide better service.

Weak indicators serve as a basis for prioritizing improvement, based on:

- a) Fairness and basic needs: According to Herzberg, salary, compensation, and resource availability are hygiene factors. Job satisfaction will decline if these are weak, even if other factors are strong.
- b) Emotional and psychological factors: Healing, empathy, and supportive supervision are key to servant leadership. Relationships between leaders and subordinates are damaged if they are not strong.
- 3) Social interaction factors: Extraversion, or the ability to interact, is crucial for service quality because teachers often interact directly with students, parents, and colleagues.

Meanwhile, strong indicators are maintained with the following considerations:

- a) As a key support. Strong relationships between coworkers, including openness, emotional stability, responsibility, and loyalty, have been proven. If these relationships are maintained, employee satisfaction and service quality will continue to increase.
- b) As a difference. Servant leadership traits such as wisdom, humility, listening, and altruism can benefit educational organizations.
- c) As a strengthening factor for satisfaction between quality: superior supervision, promotion, fairness of rewards, responsiveness, and physical evidence of direct service related to perceptions of satisfaction and work quality.

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The enhancement of educational management in vocational schools should focus on a human-centered approach, prioritizing teacher job satisfaction as the core element for boosting service quality and learning outcomes (Bai et al., 2022; Priandani et al., 2025). Research indicates that organizational support, servant leadership, and teacher personality notably affect job satisfaction. This job satisfaction plays a crucial role as a mediator between managerial

elements and educational outcomes. Therefore, it is evident that the success of educational management is influenced not only by systems, policies, and infrastructure but also by the quality of teachers' psychological and relational experiences in their work environment. A comprehensive model that merges theories of social relations, leadership, person-job alignment, and employee expectations brings a fresh perspective to educational management by applying a corporate framework to vocational settings (Amanda et al., 2022; Amanya et al., 2025). This model indicates that a teacher's personality is the most significant internal factor influencing job satisfaction, whereas organizational support and leadership function as external drivers of professional commitment and motivation (Kunter et al., 2013). To effectively foster innovation in educational management, it is essential to implement policies that prioritize teacher welfare, embrace servant leadership, and cultivate a fair and supportive work environment. Sustainable enhancement of vocational education quality can only be accomplished when both structural and psychological aspects are balanced, with teachers regarded as the primary providers of educational services (Li et al., 2023; Pertiwi & Pusparini, 2021).

4. Conclusion

According to this study, organizational support, servant leadership, and teacher personality significantly influence job satisfaction. Furthermore, job satisfaction acts as a key mediating variable that bridges the relationship between external factors (organizational support and leadership) and learning outcomes in vocational high schools. These results indicate that improving the quality of vocational education services depends not only on the management system

and available facilities but is also significantly influenced by how teachers perceive their psychological, emotional, and relational lives in the workplace.

From a theoretical perspective, this study creates an integrative model that combines theories such as Social Relations, Leadership Management Theory, Person-Job Fit Theory, and Employee Expectancy into the context of vocational education in SMK. This model extends the scope of these theories from the corporate world to the world of vocational education, where social relations New findings indicate that teacher personality is the most powerful internal factor that influences job satisfaction, while organizational support and leadership are external factors that increase teacher commitment and motivation to work.

Practically, the findings of this study provide strategic guidance for vocational high school management to develop policies focused on teacher welfare to improve service quality. Developing a productive and service-oriented work environment requires equitable organizational support, servant leadership, and soft skills. This study confirms that, by combining structural and psychological approaches in a balanced manner, improving the quality of vocational education in vocational high schools must begin with improving teacher satisfaction and welfare as the primary source of educational services.

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