



THE RELATIONSHIP BETWEEN TEACHER PROFESSIONAL COMPETENCE, MADRASAH CULTURE, AND WORK COMMITMENT AND TEACHER JOB SATISFACTION AT STATE MADRASAH TSANAWIYAH IN THE RIAU ISLANDS PROVINCE

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Abstract

This study aims to analyze the relationship between teachers' professional competence, madrasah culture, and work commitment toward teacher job satisfaction in State Madrasah Tsanawiyah (MTsN) across the Riau Islands Province. The research population consists of teachers from 13 madrasahs, with the sample selected through cluster sampling representing three regional zones: east, central, and west. A total of 90 teachers were sampled, comprising 30 teachers for instrument try-out and 60 teachers as the primary research participants. Using a quantitative method with a correlational approach, this study examines the individual and simultaneous contributions of each variable. The findings indicate that teachers' professional competence which includes mastery of subject matter, pedagogical skills, and managerial abilities enhances job satisfaction by strengthening confidence and task effectiveness. A strong and consistent madrasah culture characterized by discipline, collaboration, religiosity, and a harmonious work climate also contributes significantly to teacher job satisfaction by fostering a supportive institutional environment. Teacher work commitment likewise plays an important role, as highly dedicated and loyal teachers tend to experience greater job satisfaction. Collectively, the three variables demonstrate a significant combined relationship, reinforcing the notion that job satisfaction results from the interaction of professional, cultural, and psychological dimensions within educational institutions. These findings highlight the need for strengthening teacher competence, institutional culture, and work commitment to develop motivated and high-performing educators.

Keywords: Teacher Professional Competence, Madrasah Culture, Work Commitment, Teacher Job Satisfaction



1. INTRODUCTION

The education system in Indonesia continues to undergo a fundamental transformation in response to global dynamics and national development needs. The shift in the educational paradigm from teacher-centered to student-centered learning demands continuous improvement of teachers' professional competence. This requirement aligns with the mandate of the National Education System Law, which emphasizes the importance of improving the quality of education through the development of teacher professionalism (Darling-Hammond, 2020).

The challenges of national education have become increasingly complex with the emergence of the Society 5.0 era, which integrates the digital world with social life. This condition necessitates comprehensive transformation within the educational system, including strengthening collaboration among educational institutions to optimize resources and achieve the expected quality standards (Suryadi, 2021).

At the madrasah level, these challenges are even more specific because they must integrate modern learning with Islamic values, which are the hallmark of such institutions. The quality of education in Indonesia still shows significant disparities among regions, particularly in learning outcomes and teacher competence. Data from the Ministry of Education indicate that disparities in educational quality between urban and archipelagic regions remain a critical issue requiring systematic intervention (World Bank, 2023). This condition becomes even more complex in archipelagic regions such as the Riau Islands Province, where geographic constraints and infrastructural limitations pose additional challenges in ensuring equitable access to quality education.

Digital transformation and globalization have introduced a new paradigm in the education sector, requiring systematic and structured adaptation. The development of information and communication technologies has brought significant changes to instructional methods and institutional management in Indonesia (Munir, 2017). This shift requires an educational reform that not only focuses on academic aspects but also enhances institutional capacity to manage global and local dynamics. Education is a fundamental instrument in transforming society, especially in an increasingly complex global era. The geographical complexity of archipelagic regions with diverse socio-cultural characteristics demands innovative and contextual educational approaches. In the Riau Islands Province, Madrasah Tsanawiyah Negeri face unique challenges in developing a high-quality, adaptive, and sustainable education system (Hasbullah, 2020).

As Islamic educational institutions at the lower secondary level, Madrasah Tsanawiyah Negeri face multidimensional challenges amid globalization and modernization. The transformation of madrasah education involves a dual challenge: maintaining Islamic identity while integrating national and global educational standards. This complexity requires systemic adaptation involving all stakeholders, particularly teachers as the frontline implementers within madrasah settings (Mukhtar, 2020).

Data from the Ministry of Religious Affairs in 2023 show that out of 17,924 Madrasah Tsanawiyah across Indonesia, significant disparities still exist between public and private madrasah, with public Madrasah Tsanawiyah generally having better facilities and resources. However, the advantages in infrastructure are not yet matched by optimal professional collaboration among teachers that could enhance commitment and sustainable work performance (Suyanto, 2021).



Issues of professional collaboration among teachers persist. Research by Suharto and Widodo (2022) in 15 public Madrasah Tsanawiyah in Central Java revealed that 67% of teachers still apply individual work patterns and show limited involvement in collaborative activities. This phenomenon is exacerbated by hierarchical organizational structures and the lack of formal platforms for sharing best practices (Akhyar Yusuf Lubis, 2019). Field observations by Rahmawati (2023) at Madrasah Tsanawiyah Negeri 2 Jakarta showed that out of 45 teachers, only 23% actively participated in school-level teacher working groups (KKG). The majority preferred working individually due to limited time, heavy teaching loads, and insufficient institutional support.

The unique context of the Riau Islands requires educational strategies that move beyond conventional paradigms by integrating local needs with global demands. The diverse ethnic and cultural background of the region including Malay, Chinese, Arab, and various migrant communities creates challenges in designing curricula that are inclusive and representative (Akhyar Yusuf Lubis, 2019). Madrasah Tsanawiyah Negeri serve not only as educational institutions but also as dialogic spaces where social transformation and cultural identity formation occur simultaneously. The geographical dynamics of the Riau Islands, with 10 districts/cities and hundreds of dispersed islands, present infrastructural complexities that require adaptive educational practices. Limited access, resource disparities, and variations in socioeconomic conditions necessitate flexible and context-sensitive educational models. Information and communication technologies play a strategic role in bridging educational gaps among regions and enabling accelerated learning processes and knowledge exchange (Yusufhadi Miarso, 2019).

The development of madrasah in Indonesia has a long history rooted in Islamic educational traditions. Madrasah Tsanawiyah as part of the national education system have undergone significant transformations from their inception to the present day. Their historical trajectory demands continuous innovation in teaching and learning processes (Maksum, 2015). Student-centered approaches, the use of information technology, and the development of higher-order thinking skills have become key agendas in the transformation of education within Madrasah Tsanawiyah. Amid globalization, these institutions are also expected to preserve local wisdom and Islamic identity. Thus, integrating local cultural values into the curriculum and instructional practices is crucial in cultivating strong Islamic character and identity among learners (Rojii, 2022).

Madrasah Tsanawiyah in Indonesia may be either public or private, each with distinct characteristics. Private Madrasah Tsanawiyah are managed by foundations, religious organizations, or pesantren and generally have greater autonomy in institutional management, including curriculum adjustments aligned with their vision and mission, while still adhering to national standards (Yahiji Muhaimini, 2021). In contrast, Madrasah Tsanawiyah Negeri are managed directly by the government under the Ministry of Religious Affairs and follow centralized policies, including full adherence to the national curriculum (Mawardi, 2020). Public madrasah also receive government funding for educational operations, while private madrasah rely on independent sources such as tuition fees, donations, and foundation support (Fasli Jalal & Dedi Supriadi, 2021).

Despite their differences, both public and private madrasah play crucial roles in expanding access to quality Islamic education. Private madrasah enable community participation in education and serve areas not yet covered by public madrasah. Meanwhile, public madrasah often function



as models or references for national development of Islamic educational institutions (Mukhlishi, 2021).

In the context of the Riau Islands, institutional differences offer both opportunities and challenges. Public madrasah benefit from government support, yet the archipelagic geographical characteristics demand adaptation and innovation tailored to local needs (Mulyasa, 2023). Collaboration between public and private madrasah can be an effective strategy to build an inclusive and sustainable Islamic education system in the region.

Educational transformation in Madrasah Tsanawiyah Negeri of the Riau Islands cannot be separated from national policies that mandate standardization while still accommodating local uniqueness. An integrative approach that synergizes national curriculum standards, local wisdom, and innovative pedagogy is essential for creating high-quality and sustainable education (Dewi, 2023). The geographical challenges of the Riau Islands with its many small islands add complexity to implementing collaborative strategies. Each public Madrasah Tsanawiyah possesses unique characteristics in terms of human resources, infrastructure, and academic culture. Research by Nurhaedah indicates that a zonation-based collaboration model can serve as a strategic instrument to enhance school capacity amid resource limitations (Tobroni, 2016).

Previous studies provide a strong empirical foundation regarding the influence of teachers' professional competence, madrasah culture, and work commitment on job satisfaction. One of them is a study by Tafqihan and Suryanto in Ponorogo, which examined mathematics teachers in SMP and Madrasah Tsanawiyah. Using Structural Equation Modeling (SEM), the study found that teacher competence significantly correlates with professional commitment and job satisfaction. This indicates that more competent teachers tend to have stronger professional commitment and higher job satisfaction. These findings are relevant to the current study in the Riau Islands Province as they reinforce the argument that professional competence is a key determinant of teacher job satisfaction (Suryanto, 2016).

Similarly, organizational or madrasah culture plays a significant role in shaping job satisfaction. Gusnita's research in the Riau Islands found that organizational culture positively influences the work commitment of Islamic Education (PAI) teachers. Another study by Zulher, Ismail, and Tamrin in Riau supports this finding, showing that organizational culture and work motivation positively affect teacher commitment. Although conducted in general schools rather than madrasah, these variables remain highly relevant within the regional educational context (Gusnita, 2024).

Furthermore, research by Susanto identified several fundamental factors that contribute to teacher job satisfaction in religious-based educational institutions, including collegiality, recognition/status, career opportunities, workplace facilities, and financial compensation (Susanto, 2020). Narsih's study at SMKN 23 North Jakarta also reinforces the link between teacher competence and job satisfaction, demonstrating that more competent teachers tend to be more satisfied with their work (Narsih, 2017).

Collectively, these findings provide empirical support for examining the relationships among teachers' professional competence, madrasah culture, and work commitment in influencing job satisfaction among public Madrasah Tsanawiyah teachers in the Riau Islands Province. Prior studies affirm that these variables individually and collectively play crucial roles in shaping overall job satisfaction, thus offering robust theoretical and empirical grounding for this research.



Based on the background described above, the research problems are formulated as follows: (1) Is there a significant relationship between teacher professional competence and job satisfaction? (2) Is there a significant relationship between madrasah culture and teacher job satisfaction? (3) Is there a significant relationship between teacher work commitment and job satisfaction? (4) Is there a significant combined relationship between teacher professional competence, madrasah culture, and work commitment with teacher job satisfaction?

2. RESEARCH METHOD

This study employs a quantitative research design using a survey method. The population consists of 321 teachers from 13 State Madrasah Tsanawiyah in the Riau Islands Province. Cluster sampling was used based on regional zones: the eastern region (MTsN Natuna, 17 teachers), the central region (MTsN Bintan, 23 teachers), and the western region (MTsN 1 Batam, 50 teachers). The total sample includes 90 teachers, with 30 teachers assigned for instrument try-out and 60 teachers as the primary research sample.

Data were collected through questionnaires and observations. Additional data were obtained via Focus Group Discussions (FGD) and document analysis, including written documents, images, academic papers, and electronic materials. All documents were analyzed, compared, and synthesized into a systematic and integrated study.

3. RESULTS AND DISCUSSION

The population of this study consists of teachers at State Madrasah Tsanawiyah (MTsN) in the Riau Islands Province, totaling 321 teachers across 13 institutions. The researcher employed cluster sampling by selecting regional areas as the sampling units. The eastern region included MTsN in the district with 17 teachers, the central region included MTsN in Bintan District with 23 teachers, and the western region included MTsN 1 Batam City with 50 teachers. The total sample for this study was 90 teachers, with 30 teachers assigned for the instrument try-out and the remaining 60 teachers serving as the main research sample.

This study aims to examine the relationship between Teacher Professional Competence, Madrasah Culture, and Work Commitment with Teacher Job Satisfaction in State Madrasah Tsanawiyah across the Riau Islands Province. The constellation of the relationships among these variables can be observed in the following model:

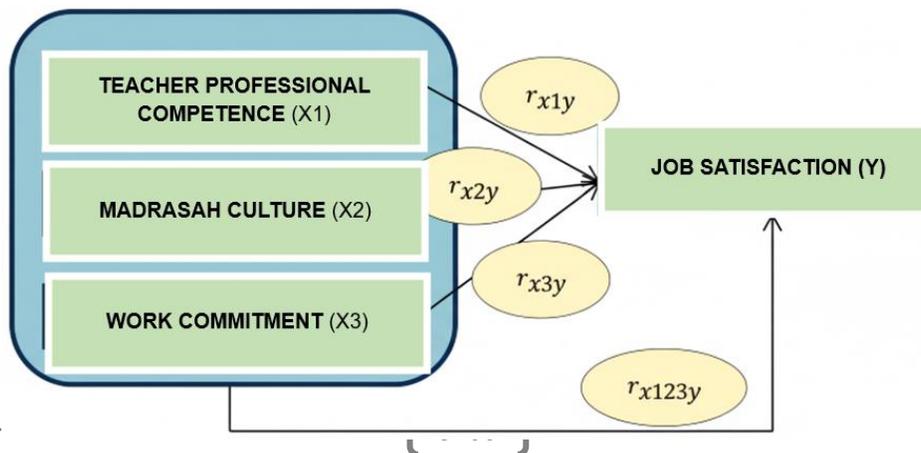




Figure 1. Constellation of the Influence Among Variables

Based on the analysis of the constellation of inter-variable influences concerning the correlation among Teacher Professional Competence (X1), Madrasah Culture (X2), Work Commitment (X3), and Teacher Job Satisfaction (Y), the researcher further elaborates several essential findings in accordance with the problem formulation presented in the background. These findings are outlined as follows:

HYPOTHESIS 1: Testing the Relationship between Teacher Professional Competence (X1) and Teacher Job Satisfaction (Y) in State Madrasah Tsanawiyah across the Riau Islands Province

The hypothesis testing regarding the relationship between teacher professional competence (X1) and teacher job satisfaction (Y) in State Madrasah Tsanawiyah throughout the Riau Islands Province was conducted using correlational statistical analysis, in line with the research design. The statistical hypotheses are formulated as follows:

- **H0 : $\rho_{X1Y} = 0$**
There is no significant relationship between teacher professional competence and teacher job satisfaction in State Madrasah Tsanawiyah in the Riau Islands Province.
- **Ha : $\rho_{X1Y} \neq 0$**
There is a significant relationship between teacher professional competence and teacher job satisfaction in State Madrasah Tsanawiyah in the Riau Islands Province.

The alternative hypothesis (Ha) is accepted if the t-statistic exceeds the t-table value (t-statistic > t-table = 2.004), or if the significance value (p-value) is smaller than the threshold ($p < 0.05$). Conversely, if the t-statistic is lower than the t-table value or the p-value is greater than α , the null hypothesis (H0) cannot be accepted. Based on the processed research data, the values for original sample, sample mean, standard deviation, t-statistic, and p-value were obtained as presented in Table 1:

	<i>Original Sample</i>	<i>Sample Mean</i>	<i>Standard Deviation</i>	<i>T Statistic</i>	<i>P Value</i>
X1 → Y	0.358	0.365	0.072	5.120	X1 → Y

Table 1. Correlation Test Results between Teacher Professional Competence (X1) and Teacher Job Satisfaction (Y)

The results indicate that the original sample value of 0.358 reflects a positive correlation between teacher professional competence (X1) and job satisfaction (Y). This means that higher



levels of professional competence are associated with higher job satisfaction among teachers in State Madrasah Tsanawiyah across the Riau Islands Province. The positive coefficient confirms a linear relationship, aligning with theories of professional development and work motivation, which emphasize that competent teachers tend to be more motivated, dedicated, and satisfied with their work (Tafqihan & Suryanto, 2021; Robbins & Judge, 2020).

Furthermore, the t-statistic of 5.120 far exceeds the t-table value of 2.004, confirming the statistical significance of the relationship. The p-value of 0.000, which is below $\alpha = 0.05$, strengthens the conclusion that the observed relationship is real and not due to chance. Therefore, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected.

The analysis concludes that there is a positive and significant relationship between teacher professional competence (X1) and teacher job satisfaction (Y). Higher professional competence leads to greater job satisfaction. The primary justification for this relationship lies in the role of competence in supporting teachers' performance and confidence in executing professional duties. Teachers with strong professional competence including mastery of subject matter, pedagogical skills, and classroom management tend to be more confident, more effective in teaching, and more capable of meeting instructional demands. Such success creates intrinsic satisfaction, as teachers perceive their work as meaningful and impactful.

Professional competence also enhances motivation and work effectiveness. Competent teachers can plan, implement, and evaluate learning more efficiently, which results in positive feedback from students, colleagues, and school leaders. This recognition further reinforces job satisfaction and institutional loyalty.

From the perspective of human resource and organizational psychology theories, professional competence constitutes a core resource that enables teachers to contribute optimally to institutional goals. Teachers who perceive themselves as capable and professionally skilled are more likely to report positive work experiences, perceive workplace fairness, and feel valued factors that strengthen job satisfaction.

Moreover, professional competence supports career development opportunities such as promotion, professional certification, and access to training. These opportunities not only enhance teacher skills but also provide job satisfaction through recognition and intrinsic motivation.

Thus, the findings underscore that teacher professional competence is a key determinant of job satisfaction. Madrasahs that invest in teacher competency development through training, mentoring, and fair reward systems can strengthen teacher satisfaction, motivation, and dedication, ultimately improving instructional quality and educational outcomes.

This conclusion is supported by previous research. Tafqihan & Suryanto (2021), in their study of mathematics teachers in SMP and Madrasah Tsanawiyah in Ponorogo using Structural Equation Modeling (SEM), found that teachers with high professional competence tend to exhibit stronger professional commitment and higher job satisfaction. Similarly, Supriyanto, Kusmaningtyas, & Nugroho (2020) found that teacher competence positively influences job satisfaction among private Madrasah Tsanawiyah teachers in Surabaya.

Meditamar (2019) also highlighted the importance of self-efficacy and work engagement as mediators between school climate and teacher job satisfaction. Although the focus differed, the underlying principle aligns with the current findings: teachers who feel competent and capable of performing their professional duties effectively tend to be more motivated and satisfied.



In summary, teacher professional competence significantly influences job satisfaction. Competent teachers display greater confidence, professional fulfillment, and workplace positivity. These findings have practical implications for human resource development in madrasahs, particularly in designing training programs, competency development strategies, and performance evaluation systems to enhance teacher satisfaction and motivation.

HYPOTHESIS 2: Testing the Relationship between Madrasah Culture (X2) and Teacher Job Satisfaction (Y) in State Madrasah Tsanawiyah across the Riau Islands Province

The hypothesis testing concerning the relationship between madrasah culture (X2) and teacher job satisfaction (Y) in State Madrasah Tsanawiyah in the Riau Islands Province was carried out through correlational statistical analysis in accordance with the research design. The statistical hypotheses used in this study are formulated as follows:

- **H₀ : $\rho_{X2Y} = 0$**
There is no significant relationship between madrasah culture and teacher job satisfaction in State Madrasah Tsanawiyah in the Riau Islands Province.
- **H_a : $\rho_{X2Y} \neq 0$**
There is a significant relationship between madrasah culture and teacher job satisfaction in State Madrasah Tsanawiyah in the Riau Islands Province.

The alternative hypothesis (H_a) is accepted if the computed t-statistic exceeds the critical t-value ($t\text{-statistic} > t\text{-table} = 2.004$), or if the significance level (p-value) is smaller than $\alpha = 0.05$. Conversely, if the t-statistic is lower than the t-table value or the p-value exceeds α , the null hypothesis (H₀) cannot be accepted. Based on the processed research data from teachers in State Madrasah Tsanawiyah in the Riau Islands Province, values for original sample, sample mean, standard deviation, t-statistic, and p-value were obtained as shown in Table 2:

	<i>Original Sample</i>	<i>Sample Mean</i>	<i>Standard Deviation</i>	<i>T Statistic</i>	<i>P Value</i>
X2 → Y	0.401	0.410	0.068	5.882	X2 → Y

Table 2. Correlation Test Results between Madrasah Culture (X2) and Teacher Job Satisfaction (Y)

The analysis results in Table 2 show that the original sample value for the relationship between madrasah culture (X2) and teacher job satisfaction (Y) is 0.401. This indicates the presence of a positive correlation between the two variables, meaning that the stronger the madrasah culture characterized by discipline, collaboration, religious values, and a positive work climate the higher the job satisfaction experienced by teachers.

The positive coefficient confirms that the relationship is linear, aligning with educational organizational theory which asserts that a strong institutional culture enhances motivation,



commitment, and job satisfaction among organizational members (Schein, 2010; Robbins & Judge, 2020).

Additionally, the t-statistic of 5.882 far exceeds the t-table value of 2.004, confirming the statistical significance of the relationship between X2 and Y. The p-value of 0.000, which is well below $\alpha = 0.05$, further validates that the observed correlation is genuine and not accidental. Thus, the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected.

These findings highlight the important role of madrasah culture in shaping teacher job satisfaction in State Madrasah Tsanawiyah. Developing a positive, inclusive, and religious institutional culture can become a strategic pathway to enhance teacher motivation and job satisfaction.

The results of Hypothesis 2 testing indicate a positive and significant relationship between madrasah culture (X2) and teacher job satisfaction (Y) in State Madrasah Tsanawiyah across the Riau Islands Province. This finding is consistent with previous studies that emphasize the crucial role of organizational or institutional culture in shaping teacher job satisfaction.

Based on the data analysis and hypothesis testing, it can be concluded that the stronger and more positive the madrasah culture, the higher the level of job satisfaction teachers will experience. Several factors explain this relationship.

First, a strong madrasah culture creates a supportive work environment. Institutional values such as discipline, religiosity, collaboration, and appreciation for teacher achievement establish a work climate that fosters teacher motivation and engagement in teaching. Teachers working in such a positive environment tend to feel valued, motivated, and satisfied with their professional experiences.

Second, madrasah culture strengthens teachers' professional identity and loyalty. Teachers who internalize institutional values feel emotionally attached to the madrasah, perceiving their work not merely as routine but as a moral responsibility and contribution to the institution's mission. This emotional attachment enhances job satisfaction, as teachers feel that their work is meaningful and appreciated.

Third, from the perspective of management and organizational behavior theory, a positive organizational culture improves communication, teamwork, and social support among staff. These aspects reduce work stress, increase psychological safety, and provide opportunities for professional growth all of which directly contribute to job satisfaction.

Fourth, a strong madrasah culture facilitates the implementation of fair and transparent managerial policies, including rewards, professional development opportunities, and constructive performance evaluation. Such structural support enhances both professional and emotional bonds with the institution, resulting in increased job satisfaction.

Thus, it can be concluded that madrasah culture is a crucial determinant of teacher job satisfaction. Madrasahs capable of fostering a positive institutional culture not only enhance instructional quality but also motivate teachers to work optimally, demonstrate dedication, and experience higher job satisfaction. Practically, this implies the need for institutional strategies that emphasize values of collaboration, religiosity, appreciation, and professionalism.

The findings of this study are supported by previous research. Gusnita (2020), in her study of Islamic Education (PAI) teachers in the Riau Islands Province, found that organizational culture positively affects teacher work commitment, which in turn increases job satisfaction. This supports



the present findings because a strong madrasah culture rooted in religious values, collaboration, and institutional discipline enhances teacher satisfaction by fostering a supportive environment.

Similarly, research by Ismail & Tamrin (2019) in general schools in Riau confirms that organizational culture and work motivation positively influence teacher work commitment. These findings are relevant because they reinforce the idea that institutional culture indirectly strengthens teacher job satisfaction through increased commitment and motivation.

Another relevant study is that of Laihah, Hardhienata, & Yuliana (2018), conducted among vocational high school teachers in Jakarta, which found a positive relationship between organizational culture and job satisfaction. Although conducted in a different context, the underlying principle remains consistent: a positive institutional culture contributes significantly to employee, including teacher, job satisfaction.

Based on these previous studies, it can be concluded that madrasah culture plays a significant role in enhancing teacher job satisfaction. Teachers working in environments that emphasize religious values, discipline, collaboration, and institutional support are more likely to feel satisfied, motivated, and dedicated in carrying out their professional duties. These findings carry important implications for madrasah management, particularly in designing institutional culture development programs, creating positive work environments, and implementing managerial strategies that enhance teacher motivation and satisfaction.

HYPOTHESIS 3: Testing the Hypothesis on the Relationship Between Work Commitment (X3) and Teacher Job Satisfaction (Y) in State Madrasah Tsanawiyah of Riau Islands Province

Testing the hypothesis regarding the relationship between work commitment (X3) and teacher job satisfaction (Y) in State Madrasah Tsanawiyah of Riau Islands Province was conducted through correlational statistical analysis in accordance with the research design. The statistical hypotheses formulated in this study are as follows:

- **H₀ : $\rho_{X3Y} = 0$**
There is no significant relationship between work commitment and teacher job satisfaction in State Madrasah Tsanawiyah of Riau Islands Province.
- **H_a : $\rho_{X3Y} \neq 0$**
There is a significant relationship between work commitment and teacher job satisfaction in State Madrasah Tsanawiyah of Riau Islands Province.

The alternative hypothesis (H_a) is accepted if the obtained t-statistic exceeds the t-table value (t-statistic > t-table = 2.004) or if the significance value (p-value) is smaller than the determined level of error (p-value < 0.05). Conversely, if the t-statistic is smaller than the t-table or the p-value is greater than α , the null hypothesis (H₀) cannot be accepted. Based on the statistical results obtained from teachers of State Madrasah Tsanawiyah in Riau Islands Province, the original sample, sample mean, standard deviation, t-statistic, and p-value are shown in Table 3 below:



	<i>Original SampleI</i>	<i>Sample Mean</i>	<i>Standard Deviation</i>	<i>T Statistic</i>	<i>P Value</i>
X3 → Y	0.378	0.385	0,072	5.250	X3 → Y

Table 3. Correlation Test Results Between Work Commitment (X3) and Teacher Job Satisfaction (Y)

The results displayed in Table 3 show that the original sample value for the relationship between work commitment (X3) and teacher job satisfaction (Y) is 0.378. This value indicates a positive relationship, suggesting that the higher the teacher’s work commitment, the higher the level of job satisfaction they experience. The positive coefficient demonstrates a direct relationship, which aligns with human resource management theory stating that strong work commitment enhances motivation, loyalty, and job satisfaction (Robbins & Judge, 2020; Meyer & Allen, 1991).

The t-statistic value of 5.250 is far greater than the t-table value of 2.004, confirming that the relationship between X3 and Y is statistically significant. Additionally, the p-value of 0.000, which is far below $\alpha = 0.05$, strengthens the conclusion that this correlation is not due to chance. Thus, the alternative hypothesis (Ha) is accepted, and the null hypothesis (H0) is rejected.

These findings demonstrate that teacher work commitment is an essential factor in shaping job satisfaction. Teachers who possess strong commitment to their professional roles tend to experience higher satisfaction, show greater dedication, and exhibit increased motivation to enhance the quality of learning in State Madrasah Tsanawiyah. The practical implication is the importance of managerial strategies and institutional culture that enhance work commitment to strengthen teacher motivation and satisfaction. Based on the data analysis and Hypothesis 3 testing results, it can be concluded that there is a positive and significant relationship between work commitment (X3) and teacher job satisfaction (Y) in State Madrasah Tsanawiyah of Riau Islands Province. Teachers with higher levels of work commitment tend to report greater job satisfaction.

Several factors explain this correlation. First, teachers with strong work commitment demonstrate loyalty, dedication, and responsibility toward their professional duties. This high level of commitment fosters confidence in carrying out instructional roles, the ability to complete tasks effectively, and intrinsic satisfaction derived from professional accomplishments. Teachers who feel attached and dedicated to their institutions tend to experience more positive work conditions.

Second, work commitment enhances motivation and engagement in fulfilling professional responsibilities. Teachers who are internally motivated to achieve institutional goals and pursue self-development tend to evaluate their work environments as more satisfying. High levels of engagement strengthen feelings of appreciation for their work, foster positive social interactions, and enhance performance achievement all of which contribute to job satisfaction.

Third, from the perspective of organizational theory and human resource management, this finding aligns with the Meyer & Allen (1991) model of affective, normative, and continuance commitment. Teachers demonstrating affective and normative commitment feel emotionally attached and morally obligated to contribute maximally to the institution. This sense of attachment directly influences perceptions of job satisfaction.



Fourth, the influence of work commitment on job satisfaction is strengthened by the supportive environment of the madrasah, where religious values, collaborative work ethics, and recognition of teacher achievements reinforce emotional attachment to the institution. Such a conducive environment makes teachers feel valued, acknowledged, and motivated, thereby linking work commitment to job satisfaction.

Thus, the findings affirm that work commitment is not merely an individual trait but also a psychological and social mechanism that significantly influences teacher job satisfaction. The practical implication is that madrasah management should implement policies and programs that enhance teacher commitment, such as professional development, career advancement opportunities, fair reward systems, and the creation of a positive work environment to optimally maintain teacher motivation and satisfaction.

The findings are consistent with Susanto's (2018) research on educators in religious based institutions, which showed that strong work commitment supported by recognition, facilities, and professional development opportunities increases teacher job satisfaction. This is relevant because religious-based institutions share similarities with the madrasah context, thus reinforcing the relationship between work commitment and job satisfaction.

Overall, previous studies confirm that work commitment is a key factor influencing job satisfaction through enhanced intrinsic motivation, institutional loyalty, and a supportive work culture. Teachers who exhibit high commitment to their professional duties tend to feel more satisfied, motivated, and dedicated, ultimately contributing to improved educational quality in State Madrasah Tsanawiyah.

HYPOTHESIS 4: Testing the Hypothesis on the Joint Relationship of Teacher Professional Competence (X1), Madrasah Culture (X2), and Work Commitment (X3) with Teacher Job Satisfaction (Y) in State Madrasah Tsanawiyah of Riau Islands Province

This hypothesis testing aims to determine whether teacher professional competence, madrasah culture, and work commitment jointly have a significant correlation with teacher job satisfaction in State Madrasah Tsanawiyah of Riau Islands Province. The testing is based on a simultaneous regression model, with the following statistical hypotheses:

- **H₀ : $\rho_{Y X1X2X3} = 0$**
There is no significant joint correlation between teacher professional competence (X1), madrasah culture (X2), and work commitment (X3) with teacher job satisfaction (Y).
- **H_a : $\rho_{Y X1X2X3} \neq 0$**
There is a significant joint correlation between teacher professional competence (X1), madrasah culture (X2), and work commitment (X3) with teacher job satisfaction (Y).

The decision criteria state that the alternative hypothesis (H_a) is accepted if the F-value obtained exceeds the F-table value or if the p-value < $\alpha = 0.05$. Based on the results of the simultaneous regression analysis, the F-value obtained is 5.487, while the F-table value with dfl = 3 and df2 = 56 at $\alpha = 0.05$ is 2.540. The F-value exceeding the F-table indicates that the joint



relationship of the independent variables with teacher job satisfaction is statistically significant. Furthermore, the p-value of 0.000, which is lower than 0.05, strengthens this conclusion. Thus, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. These results indicate that teacher professional competence, madrasah culture, and work commitment jointly exert a significant influence on teacher job satisfaction in State Madrasah Tsanawiyah of Riau Islands Province.

The findings confirm that teacher job satisfaction is not influenced by a single factor alone but is instead the result of a simultaneous interaction of several professional and managerial dimensions. The original sample value of 0.572 indicates that the joint influence of the three variables falls within the moderate-to-strong category. In other words, improvements in teacher professional competence, the reinforcement of a conducive madrasah culture, and higher levels of work commitment collectively contribute significantly to enhancing teacher job satisfaction. This model indicates that effective educational management must consider the integrated roles of professionalism, organizational culture, and work commitment to foster satisfied, motivated, and dedicated teachers.

Based on the analysis and testing of Hypothesis 4, it can be concluded that there is a positive and significant joint relationship among teacher professional competence, madrasah culture, and work commitment with teacher job satisfaction in State Madrasah Tsanawiyah of Riau Islands Province. The original sample value of 0.572 confirms a moderate-to-strong influence, emphasizing that teacher job satisfaction is determined by the combined contribution of several critical factors.

Several perspectives explain this joint relationship. First, teacher professional competence (X_1) serves as a fundamental element enabling teachers to perform their duties effectively and confidently. Competent teachers can master subject matter, design appropriate learning strategies, and accurately assess student progress. These achievements foster intrinsic satisfaction, as teachers perceive their work as meaningful and aligned with academic expectations.

Second, madrasah culture (X_2) shapes a supportive and conducive work environment. Institutional values such as collaboration, religiosity, recognition of achievement, and open communication create a positive organizational climate. Teachers working within a strong madrasah culture feel valued, motivated, and emotionally connected to the institution, which enhances job satisfaction.

Third, work commitment (X_3) strengthens teacher motivation and loyalty to the institution. Highly committed teachers tend to work with greater dedication, demonstrate professional responsibility, and take an active role in achieving institutional goals. This commitment influences how they perceive their work, resulting in higher levels of job satisfaction.

Overall, these three variables operate simultaneously to create optimal conditions for teacher job satisfaction. The findings affirm that human resource development in madrasahs must adopt a holistic approach, improving professional competence, building a positive organizational culture, and fostering high work commitment. This integrated strategy not only enhances job satisfaction but also supports improvements in teaching quality, teacher motivation, and overall performance. Therefore, effective madrasah management should consider these three factors concurrently to ensure that teachers feel satisfied, motivated, and capable of contributing maximally to student development and institutional advancement.



4. CONCLUSION

Based on the results of the data analysis and hypothesis testing, this study demonstrates that teacher professional competence, madrasah culture, and work commitment have a significant influence on teacher job satisfaction at State Madrasah Tsanawiyah in the Riau Islands Province, both partially and simultaneously. The findings reveal that teacher professional competence is the primary factor affecting job satisfaction. The higher the teachers' competence in subject mastery, pedagogical skills, and classroom managerial abilities, the greater the level of satisfaction they experience. This aligns with theories of professional development and work motivation, which assert that competent teachers tend to be more motivated, dedicated, and intrinsically satisfied with their success in performing professional duties. This conclusion is supported by the statistical analysis, which shows a t-statistic of 5.120 and a p-value of 0.000, indicating that the relationship between teacher professional competence and job satisfaction is statistically significant.

In addition, madrasah culture also plays an important role in shaping teacher job satisfaction. The original sample value of 0.401 indicates that the stronger and more positive the madrasah culture reflected through discipline, collaboration, religious values, and a conducive work climate the higher the teacher job satisfaction. A strong madrasah culture not only creates a supportive work environment but also strengthens teachers' professional identity and loyalty to the institution, causing their work to be perceived not merely as routine tasks but as moral responsibilities and meaningful contributions to the madrasah's vision and mission. Statistical analysis shows a t-statistic of 5.882 and a p-value of 0.000, confirming the significance of this relationship. These findings are consistent with previous research emphasizing the importance of organizational culture in enhancing teacher satisfaction and commitment.

Teacher work commitment likewise has a positive and significant effect on job satisfaction. Teachers with high levels of commitment tend to be more loyal, dedicated, and responsible in carrying out their professional duties, resulting in higher satisfaction with their work. This finding is supported by a t-statistic of 5.250 and a p-value of 0.000, indicating that work commitment significantly influences teacher satisfaction. This aspect reflects teachers' emotional attachment and intrinsic motivation to contribute optimally to achieving the goals of the madrasah, consistent with Meyer & Allen's theory of affective, normative, and continuance commitment.

Furthermore, the simultaneous testing results show that the three variables teacher professional competence, madrasah culture, and work commitment collectively exert a significant influence on teacher job satisfaction, with an F-statistic of 5.487 and a p-value of 0.000. The original sample value of 0.572 indicates that the combined effect of these variables falls into the moderate-to-strong category. This confirms that teacher job satisfaction is not the result of a single factor but rather a complex interaction between professional, organizational, and motivational aspects. Teachers who possess high competence, work within a positive madrasah culture, and maintain strong work commitment tend to experience optimal job satisfaction, which in turn enhances their motivation, dedication, and performance in carrying out the teaching learning process.

The findings of this study have significant practical implications for managing State Madrasah Tsanawiyah. Improving teachers' professional competence can be achieved through



continuous training, mentoring, and evaluation. Strengthening an inclusive, religious, and collaborative madrasah culture is essential for creating a conducive work climate and enhancing teachers' emotional attachment to the institution. Additionally, managerial strategies aimed at increasing work commitment such as fair recognition, career development opportunities, and professional support are crucial for enhancing overall teacher satisfaction.

Overall, this study confirms that the job satisfaction of teachers at State Madrasah Tsanawiyah in the Riau Islands Province is influenced by a combination of professional competence, madrasah culture, and work commitment. A holistic approach that simultaneously considers these three factors not only increases job satisfaction but also positively impacts teachers' motivation, dedication, and instructional quality. These findings contribute empirically to the development of educational management and organizational psychology theories, and serve as a foundation for human resource management strategies in madrasahs to achieve optimal educational performance.

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