

THE INFLUENCE OF COMPETENCE, DISCIPLINE, AND WORK MOTIVATION ON JOB SATISFACTION AND AFFECTIVE COMMITMENT OF SCHOOL ADMINISTRATION STAFF (TAS) AT SENIOR HIGH SCHOOLS IN SE SUNGGAL DISTRICT, DELI SERDANG REGENCY

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Abstract

This study aims to analyze the influence of: (1) competence on job satisfaction; (2) discipline on job satisfaction; (3) work motivation on job satisfaction; (4) competence on affective commitment; (5) discipline on affective commitment; (6) work motivation towards affective commitment; (7) job satisfaction with affective commitment; (8) job satisfaction in moderating competence on affective commitment; (9) job satisfaction in moderating discipline on affective commitment; and (10) job satisfaction in moderating work motivation on affective commitment to School Administrative Staff in Senior High Schools in Sunggal District. The research population was School Administrative Staff in Senior High Schools in Sunggal District with a sample of 136 people. The research method is a quantitative method with Smart-PLS analysis. The results of the study concluded: (1) the influence of the competency variable on job satisfaction was 27.1%; (2) the influence of the discipline variable on job satisfaction was 26.5%; (3) the magnitude of the influence of the work motivation variable on job satisfaction was 34.8%; (4) the influence of the competency variable on affective commitment is 12.5%; (5) the influence of the discipline variable on affective commitment is 71.4%; (6) the influence of the work motivation variable on affective commitment is 26.5%; (7) the magnitude of the influence of the job satisfaction variable on affective commitment is 16.6%; (8) the influence of the competency variable on affective commitment with job satisfaction moderation is 11.8%; (9) the influence of the discipline variable on affective commitment with job satisfaction moderation is 11.7%; and (10) the influence of the work motivation variable on affective commitment with job satisfaction moderation is 12.3%. Overall, the results of the study show that affective commitment is influenced by competency, discipline, and work motivation on job satisfaction by 74.0%; while the remaining 26.0% is determined by other factors.

Keywords: *Competence, Discipline, Work Motivation, Job Satisfaction, Affective Commitment*

1. Introduction

Organizational commitment is a psychological construct that characterizes the relationship between organizational members and their organization and has implications for an individual's decision to continue their membership in an organization (Allen and Meyer, 1997:143). Commitment is a form of implicit or explicit assurance for the continuation of the relationship. Relationships that have value are closely related to the belief that commitment can exist only if the relationship is important to consider. This means that coworkers will strive to build their relationships and will try to minimize their commitment until the potential end result is clear. In organizations in activities to achieve their goals, the most important factor is human resources (HR), because no matter how good an organization is, no matter how many facilities and infrastructure the organization has, without the role of human resources (employees) everything will

THE INFLUENCE OF COMPETENCE, DISCIPLINE, AND WORK MOTIVATION ON JOB SATISFACTION AND AFFECTIVE COMMITMENT OF SCHOOL ADMINISTRATION STAFF (TAS) AT SENIOR HIGH SCHOOLS IN SE SUNGGAL DISTRICT, DELI SERDANG REGENCY

Nurhamida and Yohny Anwar

not run well, because human resources play a role as the driving force of organizational life, humans are the people who organize and operate the facilities and infrastructure in the organization (Hasibuan, 2013:10). Without human resources, other resources owned by the organization will not be able to function. Therefore, in an effort to support the achievement of organizational goals, qualified and professional human resources are needed. High employee performance will support organizational productivity, so organizational leaders must always pay attention to improving the performance of their members for the sake of organizational progress. Improving member performance is also closely related to how the organization develops organizational commitment and Organizational Citizenship Behavior (hereinafter referred to as OCB) (Asideu et.al, 2014: 288). Affective commitment is very important for an organization to create survival and achieve its goals, regardless of the organizational form (Robbins, 1998). Affective commitment is also useful for demonstrating employees' sense of belonging to their company. With a sense of mutual belonging between employees and the organization, it can increase involvement in activities within the organization. Employee loyalty and dedication will then clarify the vision and mission of an organization/company.

The success of an organization in achieving its goals is determined by the success of its employees in carrying out their duties. These employees ultimately carry out activities within the organization and play a crucial role in achieving organizational goals. Therefore, it would be a shame if employees are not utilized optimally, as a company's success is inextricably linked to the resources that support it, particularly human resources. Rhoades' (2002:705) research on employee samples from various organizations found that employees who felt supported by the organization experienced a sense of meaning. This increased employee commitment, which ultimately encouraged employees to strive to help the organization achieve its goals, and increased expectations that their work performance would be recognized and appreciated. This is shown in the following table based on the job satisfaction assessment list.

Job Satisfaction Assessment List Table 2019-2021

No.	Unit	2019	2020	2021
1.	Excellent (A)	62	87	70
2.	Good (B)	102	62	60
3.	Medium (C)	24	45	50
4.	Low (D)	17	11	24
All over		205	205	205

Source: Researcher 2023

Based on the data in the table, it is known that there was a decrease in job satisfaction in the very good category in 2021 compared to the previous year, while job satisfaction in the medium category continued to increase, while the low category increased in 2021. The decrease in job satisfaction mainly came from school operators. Employee Commitment Assessment List Table

THE INFLUENCE OF COMPETENCE, DISCIPLINE, AND WORK MOTIVATION ON JOB SATISFACTION AND AFFECTIVE COMMITMENT OF SCHOOL ADMINISTRATION STAFF (TAS) AT SENIOR HIGH SCHOOLS IN SE SUNGGAL DISTRICT, DELI SERDANG REGENCY

Nurhamida and Yohny Anwar

No.	Agency	Excellent (A)	Good (B)	Medium (C)	Low (D)	Amount
1.	State Senior High School 1 Sunggal	15	5	8	7	35
2.	Bayu Pertiwi Private High School	5	4	3	3	15
3.	Nila Harapan Private High School	3	5	2	2	12
4.	Main Achievements of Private High Schools	4	3	4	2	13
5.	RK Deli Murni Private High School	7	8	4	3	22
6.	Valentine Private High School	3	2	1	1	7
7.	Amanah Tahfizh Private High School	4	5	6	3	18
8.	Jabbal Noor Private High School	8	9	5	6	28
9.	Muhammadiyah Private High School	6	4	5	5	20
10.	Ma'had Private High School Muhammad Saman	8	7	7	3	25
11.	Andreas Private High School	2	1	1	1	5
12.	Private High School Preparation	1	1	2	1	5

Source: Researcher 2023

Based on the data in the table, it shows that employee affective commitment has not shown optimal performance, this can be seen from the fact that there are still employees who have low performance and moderate performance. This certainly raises questions for researchers, the measurement of affective commitment needs to be reviewed so that employee performance can be more optimal. Thus, the direction of the research is to identify and analyze the factors that influence the affective commitment of school administrative staff in the sub-district, so that it can provide input for management in formulating appropriate human resource strategies to increase the affective commitment of school administrative personnel as a basis for competitive advantage. The affective commitment of school administrative staff is still low, which has an impact on service quality and ultimately reduces employee satisfaction.

THE INFLUENCE OF COMPETENCE, DISCIPLINE, AND WORK MOTIVATION ON JOB SATISFACTION AND AFFECTIVE COMMITMENT OF SCHOOL ADMINISTRATION STAFF (TAS) AT SENIOR HIGH SCHOOLS IN SE SUNGGAL DISTRICT, DELI SERDANG REGENCY

Nurhamida and Yohny Anwar

Employee Job Satisfaction Observation Results Table

Question	Very satisfi ed	Satis fied	Keep	Satisfie d	Satisf ied	Total Responde nts
Enjoyment Work with Happy Understanding the job Involved in Work	4	8	2	4	2	20
	1	10	5	2	2	20
						20
	2	13	3	2	0	
Love the job Understanding Hospitality Issues Stay focused on the presentation	2	10	5	2	1	20
	1	12	5	2	0	20
	3	10	2	4	1	20
Spirit at work Quick Response Easy to understand Feel involved	1	8	6	3	2	20
	1	10	6	2	1	20
	3	9	4	2	2	20
Work discipline Pun ctuality of Attendance Disciplinary violations	2	9	2	3	4	20
	3	10	3	2	2	20
	2	8	4	4	2	20

Source: Author's observations 2021

Based on the data in the table, it is explained that there are still employees who feel dissatisfied or even dissatisfied, including in the indicator of liking work, there are 8 who are dissatisfied and 4 who are dissatisfied, for the indicator of love for work, there are 8 who are dissatisfied and 2 who are dissatisfied, for the indicator of work enthusiasm, there are 7 who are dissatisfied and 5 who are dissatisfied, for the indicator of work discipline, there are 9 who are dissatisfied and 8 who are dissatisfied.

THE INFLUENCE OF COMPETENCE, DISCIPLINE, AND WORK MOTIVATION ON JOB SATISFACTION AND AFFECTIVE COMMITMENT OF SCHOOL ADMINISTRATION STAFF (TAS) AT SENIOR HIGH SCHOOLS IN SE SUNGGAL DISTRICT, DELI SERDANG REGENCY

Nurhamida and Yohny Anwar

Average Attendance Table of School Administrative Personnel

He .	Agency	October				November				December			
		s	I	A	Jlh	s	I	A	Jlh	s	I	A	Jlh
1.	State Senior High School 1 Sunggal	20	10	5	35	16	9	10	35	12	9	14	35
2.	Bayu Pertiwi Private High School	7	5	3	15	5	4	6	15	4	3	8	15
3.	Nila Private High School Hope	4	3	5	12	3	1	8	12	2	3	7	12
4.	Main Achievements of Private High Schools	2	8	3	13	3	5	5	13	3	4	6	13
5.	RK Deli Private High School Holy	12	8	2	22	10	7	5	22	9	7	6	22
6.	Valentine Private High School	2	3	2	7	3	1	3	7	1	2	4	7
7.	Amanah Tahfizh Private High School	8	5	5	18	6	4	8	18	3	4	11	18
8.	Jabbal Noor Private High School	9	15	4	28	8	12	8	28	7	11	10	28
9.	Private High School Muhammadiyah	9	6	5	20	7	7	6	20	6	4	10	20
10.	Ma'had Muhammad Saman Private High School	12	10	3	25	10	6	9	25	5	7	13	25
11.	Andreas Private High School	2	1	2	5	1	2	2	5	1	-	4	5
12.	Private High School Preparation	2	2	1	5	1	2	2	5	2	1	2	5

Job satisfaction is the assessment, feelings or attitudes of a person or employee towards his/her work and related to the work environment and so on. So it can be said that job satisfaction is the fulfillment of some of his/her desires and needs through work or job activities. Job satisfaction reflects a person's feelings towards his/her job. Job satisfaction contained in the job will encourage strong motivation, so that it can produce good work performance. Understanding the existing phenomena in Public High Schools in Sunggal Regency, it is possible to explore several variables that can influence affective commitment both empirically and conceptually, as explained in the previous section, it is suspected that the variables of competence, communication, and work culture influence the commitment of school administrative staff. Based on the description above, a study entitled, "The Influence of Competence, Communication, and Work Culture on the Commitment of School Administrative Personnel in Public High Schools in Sunggal District, Deli Serdang Regency" is planned.

2. Method

The research was conducted at a high school in Sunggal District, Deli Serdang Regency, located in Sunggal District, Deli Serdang Regency. The researcher chose Sunggal Regency High School because the researcher is the Head of Administrative Staff at Sunggal 1 State High School so the researcher wanted to know the condition of School Administrative Personnel in High Schools in Sunggal Regency. The research approach used in this study is descriptive comparative. Russiadi (2013:14) associative/quantitative research is research that aims to determine the level of relationship and pattern/form of influence between two or more variables, where with this research a theory will be built that functions to explain, predict and control a phenomenon, while quantitative associative research is research by obtaining numbers or qualitative data.

THE INFLUENCE OF COMPETENCE, DISCIPLINE, AND WORK MOTIVATION ON JOB SATISFACTION AND AFFECTIVE COMMITMENT OF SCHOOL ADMINISTRATION STAFF (TAS) AT SENIOR HIGH SCHOOLS IN SE SUNGGAL DISTRICT, DELI SERDANG REGENCY

Nurhamida and Yohny Anwar

Population is a generalization area consisting of: subjects or objects with certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn (Sangadji and Sopiah, 2010:185). The population in this study was 205 permanent and non-permanent employees at high schools in Sunggal District, Deli Serdang Regency.

School Administration Personnel List Table

No.	School name	Amount
1	State Senior High School 1 Sunggal	35
2	Bayu Pertiwi Private High School	15
3	Nila Harapan Private High School	12
4	Main Achievements of Private High Schools	13
5	RK Deli Murni Private High School	22
6	Valentine Private High School	7
7	Amanah Tahfizh Private High School	18
8	Jabbal Noor Private High School	28
9	Muhammadiyah Private High School	20
10	Ma'had Muhammad Saman Private High School	25
11	Andreas Private High School	5
12	Private High School Preparation	5
All over		205

The sampling technique used in this study was proportional random sampling, or random and proportional sampling. The sample size used in this study was a 0.05 or 5% error rate, using the Slovin Formula in Umar. Thus, the sample size was 136 people. The data collection techniques used were questionnaires and documentation studies. The data analysis technique used in this study was SEM (Structural Equation Modeling).

3. Results and Discussion

Descriptive Statistics

Descriptive Statistics Table

	Competence	Discipline	Motivation Work	Satisfaction Work	Commitment Affective
N	136	136	136	136	136
Legitimate Is lost	0	0	0	0	0
Means	79.21	75.47	78.74	76.83	73.56
Median	79.00	77.00	79.00	78.00	74.00
Mode	79	87	88	84	68a
Std. Deviation	5,776	11,325	6,306	7,412	7,344
Minimum	63	43	64	58	55
Maximum	88	92	88	88	88

Based on Table 4.1, it shows the minimum value, maximum value, average value, and standard deviation of the variables Competence (X1), Discipline (X2), Work Motivation (X3), Job Satisfaction (Y1), Affective Commitment (Y2) with the following details:

1. The Competency variable has a sample size of 136, with a minimum value of 63 and a maximum value of 88. Furthermore, the Mean is obtained at 79.21; the Median is 79.00 and the Standard Deviation is 5.776.

2. The Discipline variable has a sample number of 136, with a minimum value of 43 and a maximum value of 92. Furthermore, the Mean is obtained at 75.47; the Median is 77.00 and the Standard Deviation is 11.325.
3. The Work Motivation variable has a sample number of 136, with a minimum value of 64 and a maximum value of 88. Furthermore, the Mean is 78.74; the Median is 79.00 and the Standard Deviation is 6.306.
4. The Job Satisfaction variable has a sample size of 136, with a minimum value of 58 and a maximum value of 88. Furthermore, the Mean is obtained at 76.83; the Median is 78.00 and the Standard Deviation is 7.412.
5. The Affective Commitment variable has a sample size of 136, with a minimum value of 55 and a maximum value of 88. Furthermore, the Mean is obtained at 73.56; the Median is 74.00 and the Standard Deviation is 7.344.

PLS SEM Test Results

External Model Analysis

Data processing techniques using the PLS-based SEM method require two steps to assess the suitability of the research model. (Ghozali, 2015) One of these is external model analysis. External model analysis tests the possibility of using the measurements used as valid measurements.

Convergence Validity

This validity convergence test was conducted to determine the level of compatibility or accuracy of each instrument in measuring the research construct variables. A loading value greater than 0.7 indicates a good factor loading value for an instrument measuring the construct variables. The results of the factor loadings for each instrument on the construct variables are shown in the following figure:

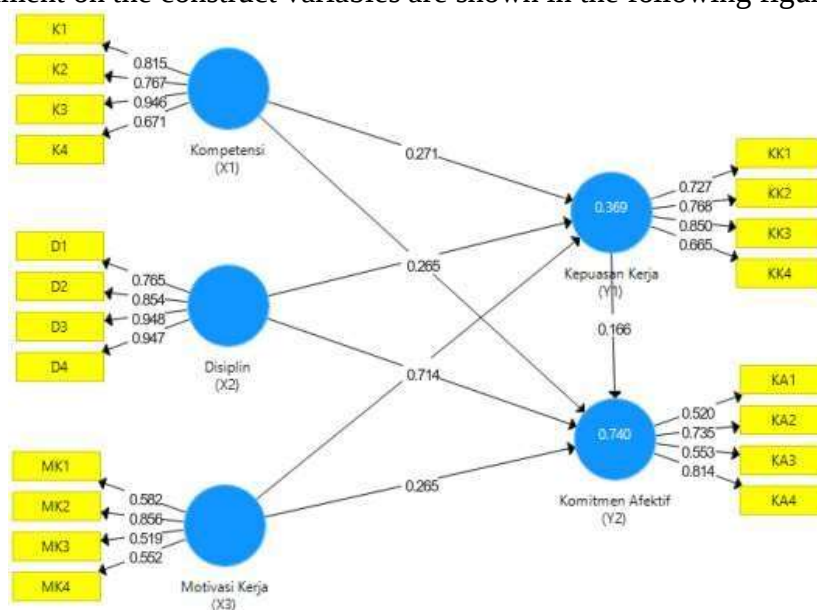


Figure of the loading factor of the construction variable instrument

The figure clearly shows that the loading factor value of each instrument in the construct variable is greater than 0.5. Therefore, it can be concluded that the convergent validity test using the loading factor approach has been met; in other words, the construct variable instruments in the study are valid. An AVE value greater than 0.5 is considered a good AVE value for the construct variable. The results of this validity convergence test are explained as follows.

THE INFLUENCE OF COMPETENCE, DISCIPLINE, AND WORK MOTIVATION ON JOB SATISFACTION AND AFFECTIVE COMMITMENT OF SCHOOL ADMINISTRATION STAFF (TAS) AT SENIOR HIGH SCHOOLS IN SE SUNGGAL DISTRICT, DELI SERDANG REGENCY

Nurhamida and Yohny Anwar

Average Extracted Variance (AVE) Analysis Results Table

Variable s	AVE	Information
X1 – Competence	0.778	Legitimate
X2 – Discipline	0.571	Legitimate
X3 – Work Motivation	0.527	Legitimate
Y1 – Job Satisfaction	0.649	Legitimate
Y2 – Affective Commitment	0.510	Legitimate

Source: Data processed from research results, 2023

The table above shows that the Average Variance Extracted value of all construction variables in this study has a value greater than 0.5 ($AVE > 0.05$), so it can be concluded that all construction variable instruments used in this study have met the criteria for convergence validity testing.

Discriminant Validity

The discriminant validity test aims to determine whether the instrument used for one construct variable differs from the instrument used for another construct variable. Therefore, it can be said that the Fornell-Larcker Criterion is in the test of the construct variable, while the cross-loading is in the instrument of the construct variable.

Discriminant Validity Test Table of the Fornell-Larcker Approach

	Discipline (X2)	Job Satisfaction (Y1)	Affective Commitment (Y2)	Competence (x1)	Work Motivation (x3)
Discipline (X2)	0.882				
Job Satisfaction (Y1)	0.362	0.756			
Affective Commitment (Y2)	0.808	0.464	0.572		
Competence (x1)	0.020	0.374	0.138	0.806	
Work Motivation (x3)	0.263	0.493	0.492	0.280	0.557

Source: Data processed from research results, 2023

This table shows that the correlation value of the construct variable matrix itself is greater than the value of the construct variable matrix with other constructs. It is known that the correlation value of the Discipline matrix is 0.882 greater than the correlation value of the other construct variable matrices. Similarly, the same results are shown in the correlation matrix of the Job Satisfaction variable of 0.756. The correlation value of the Affective Commitment variable matrix is 0.572. The correlation value of the Competence matrix is 0.806. The correlation value of the Work Motivation matrix is 0.557. The results of the discriminant validity test using the cross loading approach can be seen in the following table.

THE INFLUENCE OF COMPETENCE, DISCIPLINE, AND WORK MOTIVATION ON JOB SATISFACTION AND AFFECTIVE COMMITMENT OF SCHOOL ADMINISTRATION STAFF (TAS) AT SENIOR HIGH SCHOOLS IN SE SUNGGAL DISTRICT, DELI SERDANG REGENCY

Nurhamida and Yohny Anwar

Discriminant Validity Test Table for Cross-Loading Approach

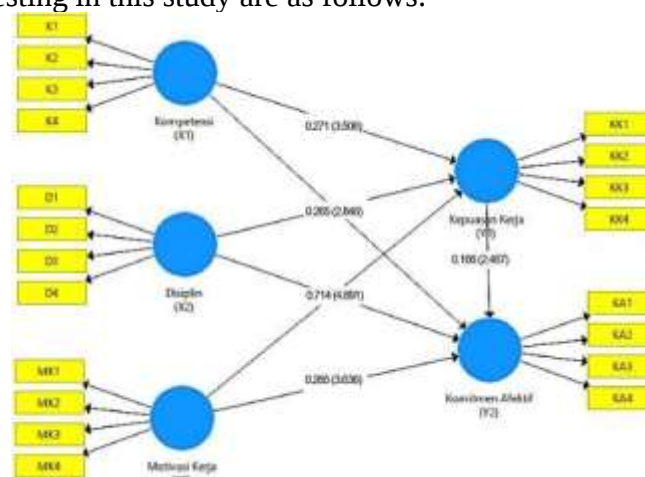
Instru ment Code	Competenc e (x1)	Discipli ne (X2)	Work Motivatio n (x3)	Job Satisfacti on (Y1)	Affective Commitm ent (Y2)
K1	0.815	0.040	0.122	0.309	0.078
K2	0.767	0.093	0.220	0.282	0.116
K3	0.946	0.015	0.236	0.373	0.119
K4	0.671	0.041	0.357	0.221	0.141
D1	0.014	0.765	0.112	0.195	0.562
D2	0.034	0.854	0.214	0.173	0.790
D3	0.043	0.948	0.284	0.435	0.739
D4	0.044	0.947	0.286	0.433	0.738
MK1	0.233	0.136	0.582	0.180	0.049
MK2	0.147	0.184	0.856	0.469	0.457
MK3	0.146	0.263	0.519	0.176	0.209
MK4	0.286	0.152	0.552	0.160	0.227
KK1	0.381	0.156	0.369	0.727	0.218
KK2	0.229	0.371	0.259	0.768	0.375
KK3	0.347	0.315	0.492	0.850	0.462
KK4	0.158	0.230	0.343	0.665	0.304
KA1	0.246	0.131	0.202	0.300	0.520
KA2	0.188	0.460	0.505	0.538	0.735
KA3	0.455	0.123	0.203	0.411	0.553
KA4	0.010	0.795	0.277	0.183	0.814

Source: Data processed from research results, 2023

Hypothesis Testing Analysis

Intervariable Effect Testing

The results of hypothesis testing in this study are as follows:



Drawing path coefficients between variables

The figure above demonstrates the significance and direction of the influence between exogenous and endogenous variables. Exogenous variables influence endogenous variables when their model P-value is

THE INFLUENCE OF COMPETENCE, DISCIPLINE, AND WORK MOTIVATION ON JOB SATISFACTION AND AFFECTIVE COMMITMENT OF SCHOOL ADMINISTRATION STAFF (TAS) AT SENIOR HIGH SCHOOLS IN SE SUNGGAL DISTRICT, DELI SERDANG REGENCY

Nurhamida and Yohny Anwar

less than 0.05 ($p < 0.050$). (Henseler et al., 2015) However, to facilitate reading, the results of the hypothesis testing in this study are summarized in the following table.

Table of Results of Path Coefficient Tests Between Variables

Building Variables		Big Influence (O)	T Statistics	P Mark	Conclusion
Competence (x1)	→ Job Satisfaction (Year 1)	0.271	3,506	0,000	Positive Important
Discipline (X2)	→ Job satisfaction (Year 1)	0.265	2,846	0.005	Positive Important
Motivation (x3)	→ Job Satisfaction (Year 1)	0.348	4,804	0,000	Positive Important
Competence Commitment (X1)	→ Affective (Year 2)	0.125	2,289	0.007	Positive Important
Discipline (X2) Commitment	→ Affective (Year 2)	0.714	4,891	0,000	Positive Important
Motivation Commitment (X3)	→ Affective Work (Year 2)	0.265	3,636	0,000	Positive Important
Satisfaction Commitment (Y1)	→ Affective Work (Year 2)	0.166	2,467	0.041	Positive Important

Source: Data processed from research results, 2023

The table shows the results of hypothesis testing between exogenous variables and endogenous variables. The results indicate that Competence has a positive and significant influence on Job Satisfaction. This is indicated by a P-value of 0.000, which is less than 0.05. The number of Competences that influence Job Satisfaction is 0.271, equivalent to 27.1%. This means that Competence has a positive and significant influence on Job Satisfaction of School Administration Staff at Senior High Schools in Sunggal District, Deli Serdang Regency.

Testing the Moderation Effect Hypothesis

In this section, it is important to analyze the results of the indirect influence hypothesis test in the SEM-PLS model of this study.

THE INFLUENCE OF COMPETENCE, DISCIPLINE, AND WORK MOTIVATION ON JOB SATISFACTION AND AFFECTIVE COMMITMENT OF SCHOOL ADMINISTRATION STAFF (TAS) AT SENIOR HIGH SCHOOLS IN SE SUNGGAL DISTRICT, DELI SERDANG REGENCY

Nurhamida and Yohny Anwar

Results of the Moderation Effect Test of Path Coordinates

Building Variables	Big Influence (O)	T Statistics	P Mark	Conclusion
Competence Affective Commitment (X1) → (Y2) moderated Job Satisfaction (Y1)	0.118	1,407	0.048	Moderate
Commitment to Discipline (X2) → (Y2) moderated Job Satisfaction (Y1)	0.117	1,461	0.046	Moderate
Motivation Job Affective Commitment (x3) → (Y2) moderated Job Satisfaction (Y1)	0.123	1,427	0.047	Moderate

Source: Data processed from research results, 2023

This table shows the results of the hypothesis testing for influence with moderation formed from this research model. The second substructure test indicates that there is a significant effect of Competence on Affective Commitment when moderated by Job Satisfaction. This conclusion is seen from the significance value of 0.048, which is less than 0.05. Judging from the magnitude of the effect, it is known to be 0.118 or equal to 11.8%. This means that Job Satisfaction significantly moderates Competence into Affective Commitment.

4. Lusulasi

Based on the research results, the following conclusions can be drawn:

1. Competence influences job satisfaction of school administration staff in high schools in Sunggal District, Deli Serdang Regency. The magnitude of the influence of the competency variable on job satisfaction is 27.1%.
2. Discipline influences job satisfaction of school administration staff in high schools in Sunggal District, Deli Serdang Regency. The influence of the discipline variable on job satisfaction is 26.5%.
3. Work motivation influences job satisfaction of school administration staff in high schools in Sunggal District, Deli Serdang Regency. The influence of the work motivation variable on job satisfaction is 34.8%.
4. Competence influences the Affective Commitment of School Administration Personnel in Senior High Schools in Sunggal District, Deli Serdang Regency. The influence of the Competence variable on Affective Commitment is 12.5%.
5. Discipline influences the Affective Commitment of School Administrative Staff in Senior High Schools in Sunggal District, Deli Serdang Regency. The influence of the Discipline variable on Affective Commitment is 71.4%.
6. Work Motivation influences the Affective Commitment of School Administrative Staff in Senior High Schools in Sunggal District, Deli Serdang Regency. The magnitude of the influence given by the Work Motivation variable on Affective Commitment is 26.5%.
7. Job satisfaction influences the affective commitment of school administration staff in high schools in Sunggal District, Deli Serdang Regency. The magnitude of the influence given by the Job Satisfaction variable on affective commitment is 16.6%.

8. Job Satisfaction Moderates Competence on Affective Commitment of School Administrative Staff in Senior High Schools in Sunggal District, Deli Serdang Regency. The magnitude of the influence of the Competence variable on affective commitment with Job Satisfaction moderation is 11.8%.
9. Job Satisfaction Moderates Discipline on Affective Commitment of School Administration Personnel in Senior High Schools in Sunggal District, Deli Serdang Regency. The magnitude of the influence of the Discipline variable on Affective Commitment with Job Satisfaction moderation is 11.7%.
10. Job satisfaction moderates work motivation on affective commitment of school administrative staff in high schools in Sunggal District, Deli Serdang Regency. The influence of the Work Motivation variable on Affective Commitment with Job Satisfaction as a moderator is 12.3%.

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THE INFLUENCE OF COMPETENCE, DISCIPLINE, AND WORK MOTIVATION ON JOB SATISFACTION AND AFFECTIVE COMMITMENT OF SCHOOL ADMINISTRATION STAFF (TAS) AT SENIOR HIGH SCHOOLS IN SE SUNGGAL DISTRICT, DELI SERDANG REGENCY

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