

Perceived Organizational Support and Justice on Organizational Commitment through Job Satisfaction In Bengkulu Teachers

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Abstract

Analyzing the dynamics of commitment, this research investigates the roles of perceived organizational support and justice, with satisfaction serving as the primary mediating mechanism. The study was conducted among teachers at 25 public lower secondary schools in Bengkulu City. Nine schools were selected from this population using cluster random sampling, resulting in 234 valid respondents using a probability-based sampling method. Questionnaires with a five-point Likert scale were used to gather data. Data analysis was performed through Partial Least Squares modeling using the SmartPLS application. The outcomes demonstrate that commitment is strongly and favorably fixed by job satisfaction. Additionally, it was found that both justice and organizational support significantly contribute to increased job satisfaction. Organizational support had no direct impact on organizational commitment. Its influence only occurred when job satisfaction acted as a mediating aspect, indicating a complete mediation effect. In contrast, organizational justice influences organizational commitment in two ways: directly and indirectly, through job satisfaction. Taken together, the current results indicate that the central role of satisfaction as a key connecting aspect through organizational justice and organizational support shapes teachers' commitment to their organization.

Keywords: Organizational Commitment, Organizational Support, Organizational Justice, Job Satisfaction

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Introduction

Organizational commitment involves a staff's dedication to institutional continuity and success, often manifested through a strong alignment between personal values and organizational goals (Pelealu, 2022; Sadaf et al., 2022). Beyond mere loyalty, this commitment reflects a lasting sense of responsibility and an optimal drive to contribute to the organization's objectives (Sukarmin & Sin, 2024). Commitment is defined as a strong determination to continue one's membership status in an organization, a willingness to contribute optimally in line with the organization's expectations, complemented by acceptance and faith in the organization's ideals and objectives (Silitonga et al., 2020).

This research is grounded in Social Exchange Theory (SET), as pioneered by (Homans, 1958) and subsequently by (Blau, 1964) which suggests that the relation between organizations and individuals is founded on reciprocal interactions. When an organization provides positive resources, employees feel a social obligation to reciprocate these benefits, one of which is by showing commitment. Thus, commitment is not merely a formal obligation, but a voluntary response to a favorable exchange environment created by the organization (Cropanzano et al., 2005)

According to (Pelealu, 2022) organizational support serves as a vital precursor to commitment, rooted in the positive treatment and recognition employees receive. High perceptions of such support not only validate an individual's worth within the organization but also strengthen their psychological bond and daily engagement with the institution. Consequently, as noted by (Eisenberger et al., 2020) and (Darmawan & Mardikaningsih, 2021) these levels of perceived support directly determine the strength of commitment within the organization.

In addition to organizational support factors, commitment is also affected by justice. Workers' perceptions of fairness experienced from the organization are known as organizational justice (Silitonga et al., 2020). Organizational justice represents an employee's subjective evaluation of whether organizational rewards and treatment align with established ethical and moral norms (Rusbadol et al., 2021). This is because employees who perceive fairness tend to develop stronger commitment and are more willing to put their best efforts into supporting the organization (Imamoglu et al., 2019). Azmi & Sulastrri, (2020) stated that employees' organizational commitment is driven by the presence of justice.

Satisfaction is a worker's assessment of their well-being in the workplace (Schwabe & Castellacci, 2020). Higher levels of satisfaction generally strengthen organizational commitment, as satisfied individuals tend to demonstrate higher dedication (Chegini et al., 2019; Ingsih et al., 2020). Conversely, a lack of support and fairness often reduces satisfaction. Supriya & Dadhabai, (2024) identify satisfaction as a critical mediating factor that connects justice to commitment.

As professional educators, teachers are legally required to guide and evaluate students at all levels of formal education (Dewan Perwakilan Rakyat Indonesia, 2005). In addition to infrastructure and curriculum, a school's success is significantly influenced by organizational commitment, which serves as the foundation for institutional effectiveness (Sukarmin & Sin, 2022). The commitment of teacher organizations in schools is one of the key aspects that can influence the achievement of educational goals. Maintaining a high level of

commitment is crucial, as it ensures that teachers contribute optimally to achieving educational goals and addressing social challenges (Estarini et al., 2023).

Committed teachers are characterized by their dedication to institutional success and alignment with school values (Aisyah, 2019). In accordance with the principle of professionalism, teachers should be dedicated to improving standards of morality, faith, piety, and the level of education (Law No 14 of 2005; Dewan Perwakilan Rakyat Indonesia, 2005). However, on the other hand, events are still found that contradict the commitment mentioned in the principle of professionalism. Several conditions indicate weak organizational commitment because they contradict the indicators that measure the level of commitment.

According to various news media (Kumparan.com, 2018; detiksumut.com, 2022; Bengkulu.Tribunnews.com, 2023; Rakyat Bengkulu, 2024) various phenomena weaken organizational commitment. There is a case of a junior high school student in Bengkulu city who experienced trauma and was reluctant to go to school due to violence perpetrated by a teacher. Another phenomenon involved a student at a junior high school in Bengkulu who asked a teacher to explain the solution to a problem because they did not understand, but the teacher did not explain it, resulting in violence. Then there was a teacher in the city of Bengkulu who experienced physical abuse from the school principal. Another issue is a teacher who became a suspect in a case of alleged embezzlement of School Operational Assistance funds in the city of Bengkulu for the 2019-2022 fiscal years. The issue of fairness experienced by honorary teachers in the workplace includes economic inequality. Then, in policymaking, it is considered non-transparent and unfair.

The various phenomena described above indicate a weakening of organizational commitment among teachers. From the perspective of SET, a lack of support and fairness leads to a breakdown in reciprocal relationships, causing teachers to no longer feel a psychological obligation to maintain professional standards. Although research on this topic is commonly conducted in corporate or university settings, there is a gap in the public education sector in developing regions such as Bengkulu.

This research bridges existing gaps by examining an integrated model of support and justice, specifically focusing on their impact on commitment through job satisfaction. Investigating this framework within public junior high schools offers unique theoretical insights and practical guidance for stakeholders in addressing sector-specific administrative challenges.

The research framework adopted in this study is presented in the figure below

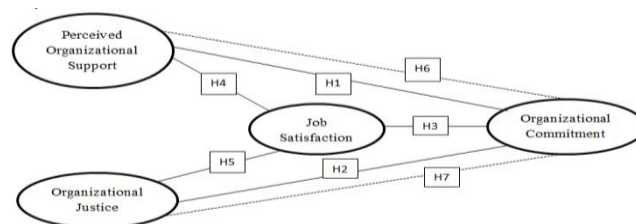


Figure 1. Research Framework
The Influence of Perceived Organizational Support on Organizational Commitment

Based on the reciprocity principle of Social Exchange Theory, commitment is positively affected by organizational support (Darmawan & Mardikaningsih, 2021). This logic suggests that commitment levels respond directly to how teachers perceive the support provided by their school (Suhardi, 2021). Research by (Yusuf & Prakoso, 2022) and (Siregar et al., 2020). further confirms that improving organizational support is essential for strengthening employee commitment. These empirical findings indicate that higher commitment arises when employees feel the organization is genuinely invested in their well-being. Based on the findings in those studies, the hypothesis in this research is formulated as follows:

H1 = Perception of Organizational Support Positively Affects Organizational Commitment

The Influence of Organizational Justice on Organizational Commitment

In line with SET, organizational justice serves as a critical social cue that influences the reciprocal relationship between the institution and its workers. According to (Imamoglu et al., 2019) their study shows that justice can be a determining factor of commitment. Azmi & Sulastrri, (2020) in their study reported that the level of organizational commitment is affected by justice. Increased commitment is a result of justice, particularly the procedural and distributive aspects (Jang et al., 2021). All facets of organizational justice appear to be strongly correlated with commitment (Deressa et al., 2022). Based on the findings in those studies, the hypothesis in this research is formulated as follows:

H2 = Organizational Justice Positively Affects Organizational Commitment.

The Influence of Job Satisfaction on Organizational Commitment

Within an organization, the principle of social reciprocity ensures that positive employee experiences foster stronger loyalty. Satisfaction serves as a key to this exchange relationship, which directly reinforces organizational commitment. This logic is accepted by (Ilahi et al., 2017) and (Hakami et al., 2020) who found that commitment increases alongside satisfaction. Furthermore (Gopinath, 2020) and (Wayan et al., 2023) report that higher satisfaction leads to a deeper psychological attachment to the institution. Based on the findings in those studies, the hypothesis in this research is formulated as follows:

H3 = Job Satisfaction Positively Affects Organizational Commitment

The Influence of Perceived Organizational Support on Job Satisfaction

Within social exchange, organizational support shapes staff internal role evaluations. When support is seen as beneficial, it fosters mutual satisfaction. This is consistent with (Maan et al., 2020) and (Riska et al., 2023) who found that satisfaction rises with positive organizational support. Triwinanti & Sary, (2024) and (Thevanes & Saranraj, 2018) further show that support is a primary driver of job satisfaction. Based on the findings in those studies, the hypothesis in this research is formulated as follows:

H4 = Perceived Organizational Support Positively Affects Job Satisfaction

The Influence of Organizational Justice on Job Satisfaction

Job satisfaction is significantly influenced by justice (Al-Douri, 2020). Silitonga et al., (2020) state that the more fair the treatment by the organization in the workplace, the greater the sense of satisfaction staff will feel in performing their duties. Chegini et al., (2019) also found a correlation between justice, particularly the procedural justice dimension, and satisfaction levels. Sembiring et al., (2020) stated that happiness in the workplace is positively concerned by the implementation of justice within the work environment. Based on the findings in those studies, the hypothesis in this research is formulated as follows:

H5 = Organizational Justice Positively Affects Job Satisfaction.

The Influence of Perceived Organizational Support on Organizational Commitment Mediated by Job Satisfaction.

Under the social exchange framework, job satisfaction functions as a psychological mechanism that converts perceived support into felt reciprocity. How support influences commitment through the intervening mechanism of job satisfaction has been substantiated by (Akkoca, 2023) and (Riska et al., 2023). Aligned with (Alyani et al., 2025) who highlight it as a central mediating factor. Based on the findings in those studies, the hypothesis in this research is formulated as follows:

H6 = Perception of Organizational Support Positively Influences Organizational Commitment Mediated by Job Satisfaction.

The Influence of Organizational Justice on Organizational Commitment Mediated by Job Satisfaction

The relationship between justice and commitment is often linked to emotional evaluations of the work environment. In this process, satisfaction serves as the primary mechanism of social exchange, whereby perceptions of justice can generate satisfaction and, in turn, foster commitment. This is supported by (Siregar et al., 2020) and (Veress & Gavreliuc, 2018) who found that satisfaction functions as a mediator between justice and commitment. Correspondingly, (Alyani et al., 2025) and (Silitonga et al., 2020) emphasize that satisfaction serves as a critical mechanism through which justice enhances commitment. Based on the findings in those studies, the hypothesis in this research is formulated as follows:

H7 = Organizational Justice Positively Influences Organizational Commitment Mediated by Job Satisfaction

Methodology

The research population consisted of all public junior high school teachers in the city of Bengkulu. A two-stage cluster random sampling technique was employed to ensure representativeness. This technique involves dividing the sample into naturally occurring subgroups, in this case, schools, to facilitate a more structured selection process (Majid, 2018). In the first stage, schools were grouped by district. From the nine districts in Bengkulu, one school was randomly selected from each district, resulting in a total of 9 sample schools. During the subsequent phase, an invitation for participation was extended to every educator within the designated schools.

Sample size determination followed two primary criteria. First, adhering to

the 1:5 indicator to respondent ratio (Hair et al., 2018), this study required a minimum of 155 participants for its 31 indicators. Second, a 50% proportional threshold was applied across nine selected schools to ensure data representativeness and mitigate population bias. Ultimately, 234 valid responses were gathered, which significantly exceeded the baseline criteria and enhanced the statistical reliability of the SmartPLS evaluation.

Research Instrument And Measurement

By surveying public junior high school teachers in Bengkulu City, this research gathered primary data through direct questionnaire distribution. The instrument was designed to explore respondents' actual perceptions regarding the research variables, ensuring that the data obtained aligned with the study's objectives. By focusing on direct responses from participants, this study ensures a high level of accuracy regarding field conditions.

The research instrument consists of 31 indicators measured using a Likert scale. Organizational commitment is assessed through 4 items (Kristanto, 2015), while job satisfaction uses 10 indicators (Sulistyawati et al., 2022). Additionally, organizational support and organizational justice are measured using 8 items (Pelealu, 2022), and 9 items (Chen et al., 2015), respectively. Examples of statements include pride in the workplace, positive relationships with co-workers, attention to environmental comfort, and fair distribution of responsibilities.

Data Collection Procedure

The gathering of information spanned six weeks through direct field surveys. The researchers personally visited 9 selected schools and coordinated with the administrative staff at each school to distribute paper-based questionnaires to the respondents. This direct approach allowed the researchers to provide immediate clarification regarding survey items while also ensuring a higher response rate. To reduce social desirability bias, the study ensured voluntary participation and guaranteed respondents' anonymity. All collected data were strictly confidential and utilized exclusively for academic research.

Data Analysis

Data analysis was performed using SmartPLS. During the exploratory modeling phase, a series of tests was conducted, including validity and reliability tests. The AVE value was used to assess convergent validity, with a requirement that the value be > 0.5 ; this requirement also applied to discriminant validity. An indicator was considered to meet the criteria if its loading was > 0.7 . The reliability of each indicator was verified through an examination of both composite reliability and Cronbach's alpha, with a minimum required value of 0.7 for a satisfactory result

Hypothesis testing utilized bootstrapping, where path coefficients closer to 1 signify stronger construct correlations (Furadantin, 2018). Relationships are deemed significant if t-statistics are > 1.96 and p-values are < 0.05 . Additionally, the model's explanatory power is considered substantial when the R-squared value exceeds 0.26

Result and Discussion

This research involved 234 public junior high school teachers from

Bengkulu City. The sample reflects various professional backgrounds, including differences in certification, tenure, and education.

Table 1. Respondent Characteristic

No	Characteristic	Categories	Frequency	Percentage
1	Gender	Man	36	15,4 %
		Woman	198	84,6%
2	Age	21-30	51	21,8%
		31-40	63	26,9%
		41-50	61	26,1%
		50	59	25,2%
3	Latest Education	S-1 (Bachelor's degree)	182	77,8 %
		S-2 (Master's degree)	52	22,2%
4	Working Period	> 5 years	79	33,8%
		5-10 years	42	18%
		11-20 years	59	25,2%
		> 20 years	54	23%
5	Teacher Professional Status	Certified teacher	195	83,3%
		Non-Certified teacher	39	16,7%

Source: Primary Data (2025)

Table 1 reveals that female certified teachers constitute the majority (83.3%) of the sample. While all participants hold at least a bachelor's degree, 22.2% have attained a master's qualification. The data, sourced proportionally from nine public junior high schools with contributions ranging between 6% and 15.4%, ensure a balanced representation of the regional teaching workforce.

1. Results of the Measurement Model (Outer Model)

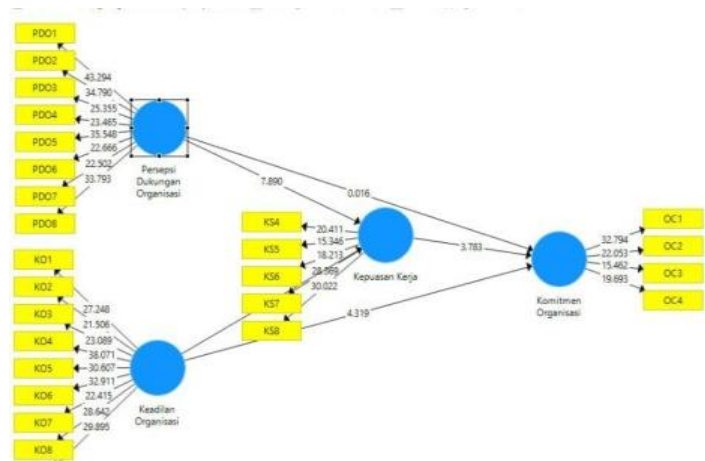


Figure 2. Path Diagram
Source: SmartPLS Output Results

a.) Validity Test

Detailed outcomes of the validity assessment are summarized in the following table.

Table 2. Validity Test

Indicator	Organizational Commitment	Job Satisfaction	Perceived Organizational Support	Organizational Justice
OC1	0.794			
OC2	0.779			
OC3	0.702			
OC4	0.769			
JS4		0.716		
JS5		0.705		
JS6		0.740		
JS7		0.739		
JS8		0.787		
POS1			0.832	
POS2			0.834	
POS3			0.768	
POS4			0.758	
POS5			0.815	
POS6			0.765	
POS7			0.782	
POS8			0.819	
OJ1				0.774
OJ2				0.764
OJ3				0.722
OJ4				0.815
OJ5				0.803
OJ6				0.824
OJ7				0.772
OJ8				0.782
OJ9				0.794

Source: Primary Data (2025)

The initial outer loading analysis identified five indicators falling below the 0.7 threshold. Following (Hair et al., 2017). These low-loading items were excluded to optimize the AVE and composite reliability of the model. This refinement, specifically targeting job satisfaction indicators, enhanced measurement precision while preserving theoretical integrity. Consequently, 26 indicators remained, all exceeding the 0.7 loading requirement, thus confirming the instrument's validity for subsequent analysis.

b.) Reliability Test

To ensure that indicators remained consistent for each construct, the study performed a reliability evaluation with results presented in the following table.

Table 3. Reliability Test

	Cronbach's Alpha	rho_ A	Composite Reliability	AVE
Organizational Commitment	0.759	0.766	0.847	0.581

Job Satisfaction	0.793	0.800	0.856	0.544
Perceived Organizational Support	0.918	0.923	0.933	0.636
Organizational Justice	0.921	0.923	0.935	0.614

Source: Primary Data (2025)

Data in Table 3 indicate that every construct meets the criteria for robust internal consistency, as reflected in reliability coefficients exceeding 0.70. Furthermore, the convergent validity is established, with AVE scores ranging from 0.544 to 0.636, thereby meeting the necessary 0.50 minimum standard.

c.) Discriminant Validity

This test verifies that each research construct is empirically unique and distinguishable from others.

Table 4. Discriminant Validity Test

	Organizational Justice	Job Satisfaction	Organizational Commitment	Perceived Organizational Support
Organizational Justice	0.784			
Job Satisfaction	0.704	0.738		
Organizational Commitment	0.613	0.609	0.762	
Perceived Organizational Support	0.816	0.775	0.571	0.798

Source: Primary Data (2025)

According to the Fornell-Larcker criterion, each construct's square root of the AVE must be higher than its correlation with other latent variables to establish discriminant validity. As shown in Table, most constructs fulfill this requirement, confirming they are empirically distinct. While a high correlation ($r = 0.816$) is observed between organizational justice and perceived support, the overall measurement model remains valid as all variables consistently represent unique theoretical dimensions within the research context.

2. Results of the Structural Model Test (*Inner Model*)

a.) Coefficient Of Determination

The following table displays the findings of the coefficient of determination test:

Table 5. Coefficient of Determination

	R Square	R Square Adjusted
Job Satisfaction	0.616	0.612
Organizational Commitment	0.438	0.430

Source: Primary Data (2025)

The structural model assessment reveals an R² value of 0.616 for satisfaction, suggesting that support and justice account for 61.6% of its variance. Additionally, the R² for commitment is 0.438, reflecting the model's capacity to explain 43.8% of the factors driving teacher commitment. These results demonstrate a moderate to strong predictive relevance across the hypothesized paths.

b.) Hypothesis Testing

Results are deemed significant if the t-statistic exceeds 1.96 and the p-value is below 0.05. The directionality of these effects is determined by the original sample (O) coefficient, where positive and negative values represent direct and inverse relationships, respectively.

Table 6. Hypothesis test result

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P-Value
Perceived Organizational Support -> Organizational Commitment	0.002	-0.002	0.112	0.018	0.986
Organizational Justice -> Organizational Commitment	0.364	0.370	0.088	4.155	0.000
Job Satisfaction -> Organizational Commitment	0.351	0.356	0.088	3.971	0.000
Perceived Organizational Support -> Job Satisfaction	0.601	0.600	0.078	7.666	0.000
Organizational Justice -> Job Satisfaction	0.213	0.219	0.083	2.569	0.010
Perceived Organizational Support -> Job Satisfaction -> Organizational Commitment	0.211	0.213	0.059	3.597	0.000
Organizational Justice -> Job Satisfaction -> Organizational Commitment	0.075	0.078	0.038	1.980	0.048

Source : Primary Data (2025)

The first hypothesis is rejected because the p-value of 0.986 is above the threshold and the t-statistic is only 0.018, meaning support has no direct influence on commitment. Conversely, H2 and H3 are supported, showing that organizational justice ($t= 4.115$, $p=0.000$) and job satisfaction ($t=3.971$, $p = 0.000$) significantly increase organizational commitment. For job satisfaction, both perceived organizational support ($t=7.666$, $p=0.000$) and organizational justice ($t=2.569$, $p=0.010$) have a positive and significant impact, supporting H4 and H5. Furthermore, the mediation analysis confirms that satisfaction serves as a vital bridge. The indirect effect of support on commitment (H6) is significant ($t=3.597$, $p=0.000$), indicating full mediation. Hypothesis 7 is also supported ($t=1.980$, $p = 0.048$), proving that organizational justice influences commitment through job satisfaction.

DISCUSSION

H1: The Influence of Perceived Organizational Support on Organizational Commitment

The results reveal a weak link between views of support and commitment, indicating, within the framework of social exchange theory, that reciprocal obligations are not inherently established through broad organizational support. Eisenberger et al., (1986) argue that support should trigger a sense of responsibility, but this effect depends on individual perceptions. In this context, teachers view such support as a standard obligation, not as a resource that triggers reciprocity in the form of commitment. These results are congruent with (Aliddin et al., 2024) and (Riska et al., 2023) who found that support alone does not always foster emotional attachment. Rather, the exchange process requires an emotional catalyst, such as job satisfaction, to effectively bridge organizational support into long-term commitment. Hypothesis 1 is rejected.

H2: The Influence of Organizational Justice on Organizational Commitment

This study reveals that when teachers perceive justice in the distribution of workloads, compensation, and career opportunities, their emotional attachment and commitment to the school also increase. This indicates that fair treatment serves as a motivating factor for teachers to reciprocate with stronger commitment. These findings align with studies conducted by (Azmi & Sulastris, 2020) which shows that greater fairness in the workplace is associated with higher employee commitment. These findings reinforce the view that the implementation of fairness in organizational policies and practices is a key factor in building long-term commitment among educators. Hypothesis 2 accepted.

H3: The Influence of Job Satisfaction on Organizational Commitment

Findings suggest that teacher commitment is substantially bolstered by satisfaction regarding working conditions, professional relationships, career growth, and compensation. Within the social exchange framework, this emotional state serves as a catalyst, motivating educators to reciprocate with enhanced organizational loyalty. This study corroborates the research of (Hakami et al., 2020) and (Gopinath, 2020), further reinforcing the role of employee satisfaction as a fundamental driver of commitment. Hypothesis 3 accepted.

H4: The Influence of Perceived Organizational Support on Job Satisfaction

The empirical data demonstrate that the extent of support received exerts a substantial effect on satisfaction. Teachers generally experience positive interactions with the organization, which directly enhances their job satisfaction when schools create a supportive environment through professional development, attention to well-being, and recognition. Similar patterns were observed by (Maan et al., 2020) and (Riska et al., 2023) who demonstrated that employees often experience lower satisfaction when they feel unsupported. These results underscore that fostering a supportive work environment is a critical element in ensuring that teachers remain satisfied and motivated. Hypothesis 4 accepted.

H5: The Influence of Organizational Justice on Job Satisfaction

Workplace satisfaction tends to increase among teachers when they encounter fairness in how tasks are assigned and decisions are implemented; they feel more valued and contented with their work surroundings. Within the framework of social exchange, this suggests that fair treatment serves as a fundamental resource that triggers a positive reciprocal response in the form of job satisfaction. This outcome resonates with (Sembiring et al., 2020) and (Al-Douri, 2020) who emphasize that fairness, particularly its procedural and interactional dimensions, is a key determinant of job satisfaction. When teachers are treated fairly, they tend to be more supportive of organizational policies and work with greater enthusiasm. Hypothesis 5 accepted.

H6: The Effect of Perceived Organizational Support on Organizational Commitment Mediated by Job Satisfaction

The results of the study demonstrate that job satisfaction is the main mediator of perceived support and commitment. This pattern aligns with social exchange theory, wherein support provided by the school, such as attention to teachers' well-being, directly enhances job satisfaction. This increased satisfaction, in turn, serves as a key driver motivating teachers to reciprocate with long-term commitment to the school. These findings align with (Alyani et al., 2025) who highlight the central mediating role of satisfaction in linking organizational support to commitment. Furthermore (Akkoca, 2023) supports this conclusion, stating that organizational support strengthens commitment by first ensuring that employees are satisfied with their work. Hypothesis 6 accepted.

H7: The Influence of Organizational Justice on Organizational Commitment Mediated by Job Satisfaction

Job satisfaction serves as a bridge between the fairness provided by the organization and the level of commitment to the school. This implies that when teachers perceive higher organizational fairness, whether in terms of reward distribution, policies, or decision-making, their job satisfaction increases. From a social exchange perspective, this sense of being valued and respected creates positive emotional resources that encourage teachers to reciprocate with greater commitment. When this sense of satisfaction arises, teachers demonstrate a stronger desire and commitment to stay longer at the school. Silitonga et al. (2020) and (Veress & Gavreliuc (2018) reinforce this result, showing that the impact of organizational justice on commitment is effectively channeled through

job satisfaction. Hypothesis 7 accepted.

Conclusion

This study reveals that perceived support impacts teacher commitment in Bengkulu only indirectly through job satisfaction. Direct positive effects on satisfaction and commitment are conversely driven by justice. These results underscore job satisfaction's role as a vital mediator within the structural model. Theoretically, the findings highlight that commitment is a product of both support and psychological fulfillment. Consequently, school administrators must ensure policy fairness and professional emotional support to cultivate a work atmosphere that effectively secures long-term teacher dedication.

Based on a study on how justice and support affect teachers' commitment in public junior high schools in Bengkulu City, with satisfaction acting as a mediating component, the author suggests that schools improve teachers' perceptions of organizational support by providing sufficient facilities, attending to their needs, and praising their work. Additionally, management needs to maintain organizational fairness through policies, performance assessments, and fair task distribution so that teachers feel valued and motivated. Schools should also strive to maintain and improve teacher job satisfaction by providing opportunities for personal development, creating a comfortable working environment, and offering appropriate rewards, considering that it has been demonstrated that instructors' commitment to the organization is significantly reinforced by job satisfaction.

There are several limitations in this study. First, from a population of 25 schools, the researcher only selected 9 schools through clustering based on districts due to constraints of time, cost, and access. Second, the results indicate that commitment is not highly affected by perceptions of organizational support. This insignificance may suggest the presence of additional variables that could affect commitment, but were not included in this research.

Subsequent studies should expand the research scope by incorporating diverse educational levels and geographical regions to enhance generalizability. Investigating additional variables, such as organizational culture, workload, leadership styles, and work motivation, could provide a more comprehensive understanding of the factors driving commitment. Furthermore, employing qualitative or mixed-method approaches is recommended to gain deeper insights into the complex socio-psychological dynamics between organizational justice, support, and job satisfaction.

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