

The Model of Teacher Organizational Commitment to Enhance the Quality of Vocational High School Graduates in North Tapanuli

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Abstract: This study aimed to analyze the model of teachers organizational commitment to enhance the quality of vocational high school graduates in North Tapanuli covering organizational culture, achievement motivation and job satisfaction of teachers. The method used was survey method with descriptive and inferential statistics. Sample were 110 teachers of vocational high school in North Tapanuli. The data collection technique used were study of documentation, research instruments and interviews. To test the hypothesis of the study conducted by the path analysis (path analysis) while to test the suitability of theoretical models used goodness of fit test using Chi-square. The results showed that there were direct positive influence organizational culture on achievement motivation, organizational culture on job satisfaction, organizational culture on organizational commitment, achievement motivation, organizational commitment and job satisfaction on organizational commitment teachers of vocational high school in North Tapanuli. These findings suggested that the model of teachers organizational commitment were organizational culture, achievement motivation and job satisfaction, needs to be increased so that the quality of vocational high school graduates in North Tapanuli increasing.

Key words: Teachers organizational commitment, organizational culture, achievement motivation and job satisfaction, North Tapanuli, influence, path analysis

INTRODUCTION

Teachers have a very important role in the educational process and is spearheading the educational drive. Duties and obligations as well as the teacher's responsibility as a teacher and educator. To be able to carry out the duties and responsibilities of the teacher is required to have a high organizational commitment in order to enhance the quality of graduates. Teachers in the classroom are manager who are responsible for the learning process. Prayitno (2009) said that commitment as a promise to do something in earnest. Meanwhile, Schatz and Schatz (1995) stated the organizational commitment was something fundamental for anyone to do his job. Without organizational commitment then the organization's goals will not be achieved efficiently and effectively.

Although, government has made various programs to enhance teachers organizational commitment vocational schools like work discipline, incentives, supervision, organizational culture, achievement motivation, job satisfaction and so on but in practice they still sounded low of teachers orgnizational commitment that result in low quality of vocational high school graduates. Indications of low quality of graduates neighbor was manifested in many vocational high school graduates who

can not fill job vacancies available so it is necessary to study with the title "Model of Teacher Organizational Commitment to Enhance the Quality of Vocational High School Graduates in North Tapanuli, North Sumatra".

Literature review: Colquitt *et al.* (2009) provides definition of organizational commitment "as the desire on the part of an employee to werner a member of the organization". Organizational commitment is the power of one's involvement in the organization his loyalty to the organization. Stroh *et al.* (2002) stated "organization commitment was the relative strength of an individual's identification with and involvement in a particular organization". Furthermore, Allen and Meyer (Luthan, 2006) stated there are three concepts of organizational commitment, namely: affective commitment (affective) ongoing commitment (continuance) and normative commitment (normative). Therefore, teacher organizational commitment is a psychological attachment to the teacher with the School and promised to achieve school goals.

Colquitt *et al.* (2009) said that factors affecting organizational commitment of teachers were the organizational culture, job satisfaction and motivation. Further, Colquitt *et al.* (2009) said that organizational culture directly affects motivation and job satisfaction.

Schein (1991) stated “organizational culture is the pattern of basic assumption invented, discovered or developed by a group as it learns to cope with its problems of external adaptation and internal integration a pattern of assumptions that has worked well enough to be considered an invalid therefore to be taught to new members as the correct way to perceive, think and feel in relation to those problems”. Soenaryo *et al.* (2016) conclude that the perception of organization culture and job motivation has a contributed to the performance of lecturer in Malang. It means that good organizational culture will reinforce the values of behavior in work. Organizational culture has significant influence on the behavior of members of the organization as individuals in any group as a whole organization.

Achievement Motivation was the desire for someone to work well. Luthans (2006) said the achievement motivation was the desire to excel in a frame of reference of perfection or success in a competitive situation Greenberg and Robert (2000) stated achievement motivation is the power of the individual to go beyond to succeed in the difficult task and doing it better than the people other. Wexley and Gary (2005) suggests characteristics of people who have the motivation to excel are its performance depends on effort and ability he had compared to the performance by the group have the ability to accomplish tasks that are difficult and there is often a concrete feedback about how he should carry out tasks in an optimal, effective and efficient.

Job satisfaction is an emotional state that makes people happy to work. This is indicated by a positive attitude towards work. Robbins and Timothy (2009) stated “job satisfaction as a positive feeling about one’s job the resulting from an evaluation of its characteristics”. Newstrom (2007) suggested “job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their work”. Thus, job satisfaction is the emotion a person feels happy or not happy in his work. Based on literature review can be formulated research hypotheses; the organizational culture positive effect on achievement motivation; cultural organizations positive effect on job satisfaction; cultural organizations positive effect on organizational commitment; achievement motivation positive effect on organizational commitment and job satisfaction has positive influence on organizational commitment of teachers in enhancing the quality of vocational high school graduates in North Tapanuli.

MATERIALS AND METHODS

This research was conducted at the vocational high school in North Tapanuli from April-June, 2015. The

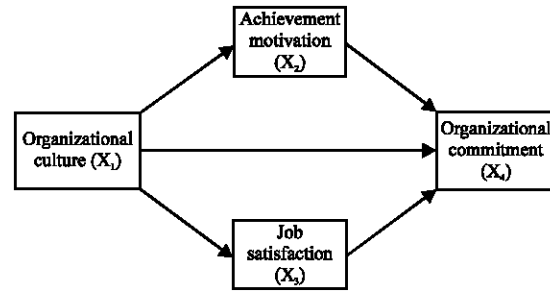


Fig. 1: Research model

samples were 110 teachers of vocational high school in North Tapanuli. The research model was as follows (Fig. 1). Data collection techniques used in this research were study of documentation, questionnaires and interviews. While the data analysis techniques used were descriptive analysis, test requirements analysis and hypothesis testing.

RESULTS AND DISCUSSION

Based on the research in Table 1 were presented the results of test of data normality by using the formula one sample Kolmogorov-Simimov test. From Table 1 showed that the value Asymp. Sig. (2-tailed)>0.05 so, it concluded the research data follow a normal distribution and the assumption of normality.

Here was presented a summary of the linearity test with F test and significance of research data shown in Table 2. Furthermore, a summary of the results of research hypothesis testing with statistical computing the correlation coefficient, path coefficient and testing were presented in Table 3.

Table 3 showed that all paths means so that all the research hypothesis were accepted namely organizational culture direct impact positively on achievement motivation, organizational culture direct impact positively on job satisfaction, organizational culture direct impact positively on organizational commitment, achievement motivation positive direct effect on organizational commitment and a positive direct influence job satisfaction to organizational commitment (Fig. 2).

Direct influence and indirect influence: Based on the results of the following calculation were shown summary of the direct influence of organizational culture to achievement motivation on job satisfaction and organizational commitment as follows.

In Table 4, it can be seen that the direct influence of organizational culture to achievement motivation of 0.091 and the job satisfaction of 0.109. Thus, the power of

Table 1: Summary calculation of Kolmogorov-simironv normality test

Variables	X ₁	X ₂	X ₃	X ₄
N	110	110	110	110
Normal parameters^{a,b}				
Mean	124.95	127.07	122.29	126.3017
SD	8.380	8.62	8.02	8.73
Most extreme differences				
Absolute	0.080	0.058	0.085	0.101
Positive	0.079	0.055	0.068	0.101
Negative	-0.074	-0.066	-0.072	-0.050
Kolmogorov-Smirnov Z	0.809	0.685	0.916	1.05
Asymp. Sig. (2-tailed)	0.362	0.535	0.265	0.216

^aTest distribution is normal; ^bCalculated from data

Table 2: Summary of test result test linearity and significance

Exogenous variables towards endogenous variables	Uji linieritas			Test of significance regression		
	F _h	Sig.	Status	F _h	Sig.	Status
X ₁ with X ₂	1.197	0.255	Linier	12.090	0.001	Significant
X ₁ with X ₃	1.515	0.068	Linier	14.940	0.001	Significant
X ₁ with X ₄	1.057	0.409	Linier	45.437	0.001	Significant
X ₂ with X ₄	1.123	0.334	Linier	21.790	0.001	Significant
X ₃ with X ₄	1.363	0.138	Linier	41.372	0.001	Significant

Table 3: Summary calculation results correlation coefficient, path correlation and significance

No. of hypotheses	Correlation coefficient	Path coefficient	t _{hitung}	Significance	Decisions
1	r ₁₂ = 0.302	ρ ₃₁ = 0.302	3.477	0.001	Path means
2	r ₁₃ = 0.330	ρ ₃₁ = 0.330	3.865	0.001	Path means
3	r ₁₄ = 0.525	ρ ₄₁ = 0.364	4.614	0.001	Path means
4	r ₁₅ = 0.530	ρ ₄₂ = 0.281	2.314	0.010	Path means
5	r ₁₆ = 0.444	ρ ₄₃ = 0.334	4.310	0.001	Path means

Table 4: Summary of direct impact of organizational culture (X₁), wards achievement motivation (X₂) and job satisfaction (X₃)

Variable	Direct influence towards	
	X ₂	X ₃
X ₁	0.091	0.109

organizational culture variables which directly determine changes in achievement motivation of 9.1% and the strength variables of organizational culture and that directly determines the changes in job satisfaction amounted to 10.9%. Summary of direct and indirect influence of organizational culture, achievement motivation and job satisfaction to organizational commitment as seen on the Table 5.

Based on Table 5, it could be stated that the direct influence of organizational culture to organizational commitment of 0.132 and the indirect influence of organizational culture to organizational commitment through achievement motivation of 0.018 and through job satisfaction of 0.035. Thus, the organizational culture directly influence changes in organizational commitment of 0.132 or 13.2% and indirectly influence changes in organizational commitment through achievement motivation amounted to 0.018 or 1.80% and through job satisfaction of 0.035% or 3.50. Thus, the total influence consisting of direct influence and indirect influence of organizational culture determine changes in organizational

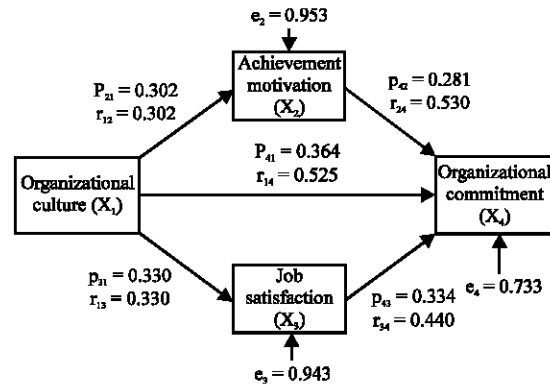


Fig. 2: Theoretical model of research variables

commitment of 0.185 or 18.5%. Large direct influence of achievement motivation on the organizational commitment by 0.079 while the rest in Spurious component of 0.018 and components unanalyzed of 0.017. Thus, total direct influence achievement motivation determining changes in organizational commitment of 0.114 or 11.4%. Large direct influence job satisfaction on organizational commitment by 0.112 while the rest in spurious component of 0.035 and components unanalyzed of 0.017. Thus, total direct influence job satisfaction determine changes in organizational commitment of 0.164 or 16.4%.

Thus, the total influence consisting of direct influence and indirect influence of organizational culture,

Table 5: Summary of direct and indirect influence of organizational culture (X₁), achievement motivation (X₂) and job satisfaction (X₃) to organizational commitment (X₄)

Variables	Influence						
	Direct to X ₄	Indirect to X ₄ through			Influence total	Non Path	
		X ₁	X ₂	X ₃		S	U
X ₁	0.132	-	0.018	0.035	0.185	-	-
X ₂	0.079	-	-	-	0.079	0.018	0.017
X ₃	0.112	-	-	-	0.112	0.035	0.017
Total					0.376	0.053	0.034

S = Spurious component; U = Unanalyzed component

achievement motivation and job satisfaction on organizational commitment of 0.376 so that, it could be concluded strength of organizational culture, achievement motivation and job satisfaction jointly determine changes in organizational commitment amounted to 37.6% while the rest of the spurious components of 0.053 and amounted to 0.034 unanalyzed components. So, total directly and indirectly influence, spurious and unanalyzed caused of organizational cultural, achievement motivation and job satisfaction to organizational commitment = 0.376+0.053+0.034 = 0.463 (correction: R² = 0.463) while the influence of other factors outside of organizational culture, achievement motivation and job satisfaction were 1-0.463 = 0.537 thus e4 = v1-0.537 = 0.733.

CONCLUSION

The research concluded that all the research hypothesis were accepted. This mean that teachers organizational commitment of vocational high school in North Tapanuli directly affected by the organizational culture, achievement motivation and job satisfaction. The findings also suggest that teachers organizational commitment of vocational high school in North Tapanuli indirectly affected by organizational culture through achievement motivation and teachers organizational commitment of vocational high school were affected indirectly by The organizational culture through job satisfaction in North Tapanuli.

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