

The Influence of Organizational Culture, Principal Managerial Skills, Job Satisfaction on Teacher's Commitment in State Junior High Pematang Siantar School

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The Influence of Organizational Culture, Principal Managerial Skills, Job Satisfaction on Teacher's Commitment in State Junior High Pematang Siantar School

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ABSTRACT

This study aims to find and describe (1) direct influence of organizational culture on job satisfaction in State Junior High School Pematang Siantar; (2) direct influence of principal managerial skills on job satisfaction (3) direct influence of organizational culture on teacher commitment; (4) direct influence there is a direct positive effect of the managerial skill of the school principal on teacher commitment (5) the direct effect of job satisfaction on teacher commitment. This research uses quantitative method with path analysis. The population is all teachers of Pematang Siantar City as many as 250 people. The sample size of 146 people is determined using Issac and Michael. Sampling technique with proportional random sampling. The data collection instrument was conducted using a questionnaire. Instruments tested the validity with product moment with the acceptance level of 95% or at a significant level of 0.05. Reliability is calculated by the alpha coefficient formula. Prior to testing the hypothesis first tested the requirements analysis that is Normality Test with Lilifors, Homogeneity Test with Bartlett formula, and regression analysis to test linearity (ANAVA). The results of this study indicate: (1) there is a direct positive influence of organizational culture on job satisfaction, (2) there is a direct positive influence of managerial skill of school at work satisfaction; (3) there is positive direct influence of organizational culture toward teacher commitment; (4) there is direct positive influence of managerial skill toward school teacher commitment and (5) there is a positive direct effect of job satisfaction on teacher commitment. Thus the overall hypothesis is acceptable. The results of this study found that the variable Organizational Culture, Skills Managerial Head of School, Job Satisfaction in Teacher Commitment in State Junior High School Pematang Siantar.

Keywords: Culture Organization, Headmaster's Managerial Skills, Work Satisfaction, Teacher Commitment

I. INTRODUCTION

The development of science and technology increasingly rapidly along with the development of the era, thus demanding an individual to improve the ability possessed in supporting the quality of human resources. One of the main concerns is the development of human resources, this can be achieved through education. Education is one of the important elements in developing the quality of

human resources. This is a commitment of various parties to always try to improve the quality of education. Increasing the quality of education is determined by a number of factors including: educators, education personnel, facilities and infrastructure, and financing.

The role of teachers in the education process is so important, so it is expected that teachers can perform tasks and obligations in accordance with the demands

of his profession. As a profession, professionalism is something that teachers must fulfill. Professionalism is his ability according to the demands of his profession. This means that teachers are required to serve students as subjects to learn and treat them fairly, to see existence as a personal diversity with various potentials that must be developed in Ambarita [1]

Based on the writer's observation in State Junior High School Pematang Siantar is seen that organizational culture, managerial skill of principal and job satisfaction have not fully realized with intact for existing personnel. The visible phenomenon, among others: (1) Still visible habits of school personnel who tend to perform the task statically, and almost did not experience updates from time to time because they assume that the work carried only as a routine task to earn a salary Though each initiative should be personalities are better than day to day, week to week, and year to year should continue to be improved, (2) There is still the discovery of the habits of some school personnel who come to school not in accordance with the rules in force, seen some school personnel who in addition to coming to the school is late from the time specified, returns early, or is still outdoors even though the bell is gone and some are out of the premises past the following hours, this habit harms and disrupts the regulation of the next lesson, (3) Still found customs in schools where personnel are available reluctant to use their spare time to get along with each other at school, they come to school just to meet the hours of study and work, rarely discuss with colleagues or superiors to discuss problems encountered, whereas such opportunities can be a way for development of good communication between (2) Philip Suprastowo in some schools in 20 districts / cities, where the absence rate of elementary school teachers is known to be relatively low, i.e 6, 6% with factors causing the absence of primary school teachers and their impact on the most dominant teacher attendance students as assigned by schools to offices such as training

activities, meetings and other school interests (35.72%); the second reason is that there is a need for teachers outside the school's interest with official permission (33.33%).

The success of an educational institution is influenced by the presence of teachers in the school. Professionalism of teachers in the sense of high teacher work commitment in work also contributes to the success of learning. While the teacher's commitment will grow if the teacher feels his job satisfaction is fulfilled. If job satisfaction occurs to the teacher, then he will be encouraged to work harder and try to make the organization grow.

Based on the description above, the researcher studied about "The Influence of Organizational Culture, Headmaster's Managerial Skills And Teacher Job Satisfaction Commitment in State Junior High School Pematang Siantar". In accordance with the background problem and identification problem above, it is necessary to limit the problem to be more focused, research related to teacher commitment is limited to organizational culture variables, principal managerial skills, and job satisfaction. This restriction does not mean neglecting other variables, but more on the consideration of initial phenomena. The study was limited to State Junior High School Pematang Siantar, due to the phenomenon related to the problem of teacher commitment encountered in the school, and also because of the limited ability of funds and time that has not been possible to examine the entire variable.

Based on the **formulation of the problem** presented, the purpose of this study are as follows: (1) To know the organizational culture affect the commitment of teachers State Junior High School Pematang Siantar, (2) To know the managerial skills of principals affect the commitment of teachers in State Junior High School Pematang Siantar City, 3) To know job satisfaction influence to teacher commitment of State Junior High School Pematang Siantar, (4) To know

organizational culture have an effect on to job satisfaction, (5) To know principal managerial skill influence to job satisfaction of State Junior High School Pematang Siantar.

[3] According to Robbins and Judge commitment is a state in which an individual sides with the organization as well as its goals and desires to maintain its membership within the organization. While [4] Colquitt, Lepine & Wesson points out that, "The commitment is the desire on the part of an employee to remain a member of the organization." This definition shows that commitment is the desire of a person (member) to remain part of the organization . This desire means that there is a willingness of a person to do anything for his organization.

In line with the above [5] Kreitner & Kinicki says, "commitment is an agreement to do something for yourself, another individual, group, or organization." This means that commitment is an agreement in a person doing something good for oneself other, group, or organization. While Ambarita states commitment is an important aspect in acting by showing attitudes as the basis of one's involvement, it can thus be stated that a person who has a high organizational commitment will work with genuine, passionate, and cooperate well in order to achieve organizational goals effectively and efficiently. Furthermore [7] Prayitno said that commitment means a promise to do something seriously. Thus the promise is not necessarily written and / or pronounced before a particular person or party with an interest in the execution of that promise, but is uttered in the heart, firmly established in the mind and proved in action. [8] Dariyo said that, "commitment is an individual's sincerity in carrying out duties and responsibilities thoroughly."

According to Elliot in Komang et al declare that organizational culture is a way of thinking and doing something that is commonly shared by all members of

the organization, and members, and new members must learn or at least receive some of it so that they are accepted as part of the organization .

[10] According to Siagian "job satisfaction is a way of seeing a person both positive and negative about his work." The concept is almost the same put forward by [11] Wirawan who said, "job satisfaction is the perception, feelings and attitudes of people on various aspects his job. Positive perceptions can lead to high performance, motivation, and work ethic. Conversely, negative perceptions can reduce performance, motivation and low work ethic.

Another opinion is expressed by [12] Harlod E. Burt in Danang that factors that affect employee job satisfaction are the factors of relationships among employees, individual factors and broad factors. These factors are as follows: (1) Relationships between employees and employees, physical factors and working conditions, social relationships among employees, and suggestions from coworkers; (2) Individual factors are people's attitudes toward work, age of person with job, and gender; (3) Broad factor is the state of employee's family, recreation, and education.

According to Edy Sutrisno, factors affecting job satisfaction are divided into four dimensions: (1) Psychological factors: factors related to the psychiatric employee, which includes interest, tranquility in work, attitudes toward work, talents, and skills; (2) Social factors: factors related to social interaction between employees and employees with superiors; (3) Physical factors: factors relating to the physical condition of employees, including the type of work, work equipment, the state of the room, employee health; (4) Financial factors: factors related to welfare, covering the system and the amount of the salary, the various benefits, social security, promotion and so on.

II. METHODS AND MATERIAL

This research was conducted in State Junior High School Pematang Siantar consisting of State Junior High School 3 Pematang Siantar, State Junior High School 5 Pematang Siantar, and State Junior High School 12 Pematang Siantar. Study is done from August to October 2017/2018.

The approach used in this research is quantitative approach with ex post facto research type. In an ex-post facto study, researchers collect facts through measurements of previously occurring symptoms and look for the cause. This ex-post facto research seeks to find correlation causal relationships.

Sampling in this study was conducted by determining the part of the population members. This study determines representative samples, using Isaac and Michael's formula for 5% error. Total population of 360 teachers with details 96 Teachers from State Junior High School 3, 76 Teachers from State Junior High School 5, and 78 Teachers from State Junior High School 12. If using Isaac and Michael formula at 5% error level, from population 250 population can be determined the number of samples is 146 people

The data in this study is non-test data obtained by using research instruments in the form of questionnaires (questionnaire) to obtain organizational culture data, principal managerial skills, job satisfaction and teacher commitment. Questionnaires used in the study of a questionnaire instrument with a Likert Scale 1-5. So can be developed research instruments for each variable with research indicators and item numbers in the questionnaire as follows Organizational Culture, Headmaster's Managerial Skills, Job Satisfaction and Teacher Commitment.

The data obtained were analyzed using technique that is test of data analyst requirement and hypothesis test

1. Description of data

2. Data Test Variable Data Trend
3. Test requirements analysis

Based on the developed theoretical model, the research path diagram can be described as follows:

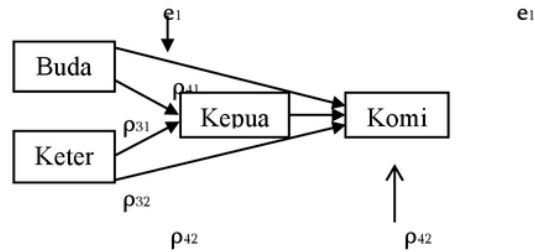


Figure 1. Model of Path Analysis

Information:

- X1: Organizational Culture ρ_{21}
- X2: Principal Managerial Skills ρ_{21}
- X3: Job Satisfaction ρ_{21}
- X4: Teacher commitment ρ_{21}
- e1, e2: Residual variable

III. RESULTS AND DISCUSSION

Based on the result of this research, it can be concluded that the four variables used to build the theoretical model of teacher commitment, namely organizational culture of principal managerial skill, and job satisfaction are fully acceptable, but by changing the path model ie organizational culture indirectly or through intervening variable satisfaction work, the new path model is still acceptable because it remains at a significant level. In addition to organizational culture, principal's managerial skills, and job satisfaction, direct or indirect influence on teacher commitment, there are other variables that have not been revealed in this study that influenced teacher commitment to the empirical model of teacher commitment.

1. The influence of Organizational Culture (X1) has a direct and significant effect on Job Satisfaction (X3).

The previous hypothesis states that organizational culture has a direct effect on job satisfaction, and in this study proved statistically where its influence was 4%. The findings of this study indicate that organizations and their shared culture should be able to increase satisfaction for the people in it. In line with the opinion [14] newstrom argued that organizational culture is a set of values or norms that are valid long recognized and followed by the members of the organization as a norm of behavior in solving organizational problems.

Job satisfaction as a positive feeling about work as a result of its characteristics (Robbins and Judge). Based on the above opinion, the situation and working conditions that can meet all matters relating to the needs, wishes and expectations can be values, attitudes and beliefs embraced by the organization or commonly known as organizational culture. Schools as an organization need to build an effective organizational culture, this is given the organizational culture is a glue and unifying the members and determine the way of perception, thinking and acting on the environment. Therefore the creation of school organizational culture is very important for teacher satisfaction more awake so that it can carry out its duties with high performance. The findings provide an explanation that the quality of organizational culture affects the teacher's job satisfaction. So the more comfortable the organizational culture in the workplace that is felt by the teacher resulted in increasing job satisfaction in teachers.

2. **Principal Managerial Skills (X1) have a direct and significant effect on Job Satisfaction (X3)**

The previous hypothesis states that the principal's managerial skills have a direct effect on job satisfaction, and in this study it is

statistically proven where the effect is 18%. In this case the principal's managerial skills are more a function of the situation than as personal qualities and are a quality that arises because interaction of people in certain situations (Mulyasa, 2003: 112). The situational approach or contingency approach is based on the assumption that the leadership success of an organization or institution depends not only on or influenced by the behavior and characteristics of the leader but still has to be adjusted to the demands of the leadership situation and the organizational situation encountered by taking into account the time and space factors of Sondang [15]. To optimize job satisfaction then the teacher must have high job satisfaction. Job satisfaction needs to be owned by the teacher, because it can not be denied there are many things working conditions that can be faced by teachers in doing the job. As opinion (Robbins). Job satisfaction involves a person's feelings or thoughts about the state of his job. job satisfaction can be influenced by various factors such as the quality of the relationship with the supervisor, the quality of the work environment and the level of job fulfillment. If viewed from the definition can be said that leadership is a decisive factor [in directing all elements in the organization. Leaders as an organizational wheel drive can determine success or failure in achieving organizational goals.

The headmaster as a leader in a school should be able to influence the teacher to improve his or her behavior to achieve the expected goals. The principal is required to be able to determine the targets the school wants to achieve. Job satisfaction is the satisfaction that is directly influenced by the achievement of the work objectives, namely the comparison between targets set and the level of

achievement of these targets within a certain time in a job. The achievement of this work goal is perceived as a psychological decision that gives inner peace, meaningful life of self-service to greater and noble interests. Teachers will feel satisfied working when there is a good interaction with the principal. the teacher will get a satisfaction working in an organization because the leadership provides a service to subordinates or is a gift or vice versa for its performance in the duty. This is the rational reason that the headmaster's managerial skills have a direct and significant effect on job satisfaction.

3. **Organizational Culture (X1) has a direct and significant effect on Teacher's Commitment (X4)**

The previous hypothesis states that organizational culture has a direct effect on job satisfaction, and in this study proved statistically where the effect of 4.41% and indirectly 1.57%. The results of this study indicate that teachers' organizational commitment will increase if the conditions of organizational culture getting better. In terms of organizational culture the attitudes, beliefs and behaviors of each teacher in performing their duties at school are in accordance with school regulations.

The impact of organizational culture on teacher commitment can be seen from the results of teacher activities that occur in schools. Teachers will do the best results we get support from the surrounding environment, whether from the superior or from colleagues.

The mutual commitment and perception of each mutually-constructed teacher organizes very well in maintaining the organizational culture to exist. Every good school organization culture will create a good working atmosphere

as well, and support the teacher's commitment in performing its duties.

4. **Principal Managerial Skills (X2) have a direct and significant effect on Teacher Commitment (X4)**

The previous hypothesis states that organizational culture has a direct effect on job satisfaction, and in this study proved statistically where the effect of 4.36% and indirectly through job satisfaction 1.85%. The results of this analysis also provide information that the variation in teacher organizational commitment is due to the principal's managerial skills. From these two comparative scores, it is concluded that the principal's managerial skills have a significant effect on teacher organizational commitment.

The results of this study indicate that teachers' organizational commitment will increase if the principal's managerial skills are better. In this case managerial skills are more a function of the situation than as a personal quality and are a quality that arises because of the interaction of people in certain situations of Mulyasa [16]. The situational approach or contingency approach is based on the assumption that the leadership success of an organization or institution depends not only on or influenced by the behavior and characteristics of the leader but still has to be adjusted to the demands of leadership situation and organizational situation encountered by taking into account the time and space factor (Sondang). This result is in accordance with opinion. [17] Schatz stated that commitment is the most fundamental for everyone in his work, without any commitment, the tasks assigned to him are difficult to perform properly. The primacy of influence of the principal's leadership is not merely in the form of instruction, but rather more of a motivation or trigger that can inspire

teachers, employees, so that their initiatives and creativity develop optimally to improve their performance.

In addition, the headmaster's managerial skills have a very dominant and crucial role in the overall effort to improve teacher work performance at both individual and group level in school. The headmaster as a leader will always be associated with the individual or group of school Stakeholders concerned. Leadership run by the principal is to manage or manage the school organization effectively and efficiently so that the goals set by the school will be achieved.

In terms of achieving the school's vision, mission, and goals, the leadership of the principal becomes a factor that can drive its realization. Headmaster plays a role in influencing, directing, and encouraging teachers to further enhance organizational commitment. Headmaster as educators, managers, administrators, supervisors, leaders, innovators and monitors are required to have strong management and leadership skills to be able to take decisions and initiatives to improve teachers' organizational commitment. More optimal the headmaster' skills and more the better the teacher's organizational commitment.

5. **Job Satisfaction (X3) has a direct and significant effect on teacher organizational commitment (X4).**

The previous hypothesis states that organizational culture has a direct effect on job satisfaction, and in this study proved statistically where the effect of 5.33%. The results of this analysis also provide information that the variation of teacher organizational commitment is caused by job satisfaction. From these two comparative values, it is concluded:

job satisfaction significantly affects teacher commitment organization.

These findings illustrate that, empirically that job satisfaction affects the commitment of the teacher organization directly. Therefore, to optimize the quality of job satisfaction is strived to increase the commitment of the teacher organization, such as maintaining good relationship between the principal with the teachers while still paying attention to the quality of the task orientation. These findings support the opinion [18] Gibson expressed job satisfaction as the attitude that workers have about their work. Robbins job satisfaction is the general attitude of the individual towards his work, then it says the job requires interaction with colleagues and superiors, obeys the rules and policies of the organization, meets work standards, lives in a work atmosphere that is often less than ideal, etc. [20] Schatz stated that commitment is the most basic for everyone in his work, without any commitment, the tasks assigned to him are difficult to perform well. Rationally this is acceptable because job satisfaction itself is an internal factor of the teacher that could be influenced by other factors. It can be seen in this research that job satisfaction can influence teacher organizational commitment if through other external factors one of them is headmaster leadership.

Limitations of Research

In essence there are many factors that can influence the commitment of teachers. Organizational culture, Principal Managerial Skills, Job Satisfaction teachers are only a part of these factors. The study only explains the influence of organizational culture, principal's managerial skills, and job satisfaction on teacher commitment in State Junior High School Pematang Siantar, so it is still necessary to do research

with wider sample quantity, to be generalized in general.

In making a scientific work, many stages and processes must be performed. As a scientific work, this research is done as well as possible in accordance with the procedures of scientific work. However, it is realized that the results obtained there are still shortcomings, resulting in results that are not entirely in line with expectations.

In this study the data obtained only by filling the questionnaire given to the selected respondents for the four variables. The research instruments distributed to the respondents were only conducted one test, based on valid and reliable statistical calculations, therefore the weakness of the instrument used still existed. In addition, respondents are not really bias in filling out or completing a given research questionnaire so that the answers given less describe the actual results. The limitations of this study will provide an opportunity for advanced researchers who will continue and examine the aim factors that are related to teacher organizational commitment.

IV. CONCLUSION

1. There is a positive direct influence between organizational culture (X1) on job satisfaction (X3). This shows that the improvement of organizational culture resulted in an increase in job satisfaction of teachers of State Junior High School Pematang Siantar
2. There is a direct positive influence between the principal's managerial skills (X2) on job satisfaction. This indicates that the improvement of managerial skill of principal resulted in increasing of job satisfaction of teacher of State Junior High School Pematang Siantar.
3. There is a positive direct influence between organizational culture (X1) on teacher

commitment (X4). This shows that the improvement of organizational culture leads to an increase in the commitment of teachers in State Junior High School Pematang Siantar.

4. There is a positive direct influence between the principal's managerial skills (X2) on teacher commitment (X4). This indicates that the improvement of principal managerial skills resulted in an increase in the working commitment of teachers of State Junior High School Pematang Siantar.
5. There is a positive direct influence between teacher work satisfaction (X3) on teacher commitment (X4). This shows that the increase in teacher work satisfaction resulted in an increase in the commitment of teachers in State Junior High School Pematang Siantar.

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9
