



# Factors that Influence Principal's Organizational Commitment of Vocational High School

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## Factors that Influence Principal's Organizational Commitment of Vocational High School

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### Abstract

The purpose of this study is to analyze the influence of organizational culture, knowledge of academic supervision, stress management, and job satisfaction on Principal's organizational commitment of Vocational High School. This study was conducted in 2019 with a sample of 106 using the Krejcie Table, with Proportional Random Sampling techniques. Data were analyzed by path analysis after meeting the analysis requirements test, namely the Normality and Linerity test. The research findings show that Principal's Organizational Commitment of Vocational High School is directly affected by organizational culture, knowledge of academic supervision, stress management, and job satisfaction. Based on these findings it can be concluded that any changes or variations that occur in Organizational Commitment are influenced by organizational culture, knowledge of academic supervision, stress management, and job satisfaction. Therefore, to increase the principal's organizational commitment, organizational culture, knowledge of academic supervision, stress management, and job satisfaction must be included in the strategic planning of human resource development at the Vocational High School in Medan, while still considering other variables that influence organization commitment next research.

**Keywords:** Organizational culture, Academic supervision knowledge, Stress management, Job satisfaction, Organizational commitment

### Introduction

In PP No. 19 of 2005 Article 26 states Vocational high schools as formal educational institutions, aims to improve intelligence, knowledge, personality, noble character, and the skills to live independently and follow further education [1]. Therefore, Rusman states that vocational education needs to be organized and directed towards the achievement of five pillars, namely: (1) learning to have faith and devoted to God Almighty, (2) learning to know (learning to know), (3) learning to do (learning to do), (4) learning to live among each other side by side (learning together), and (5) learning to form identity (learning to be) [2]. This shows the role of the principal is very dominant in determining the success of the school. The implementation of the duties and functions of principals can be carried out well,

if they have social competence, personal competence, supervisory competence, managerial competence, entrepreneurial competence, and high organizational commitment. Therefore, in order to improve the professionalism of school principals in order to carry out their tasks and functions effectively and efficiently, various activities need to be carried out that provide increased knowledge, attitudes, and skills needed in carrying out their duties as leaders of educational institutions. Danim and Suparno suggested that to answer the various problems faced in schools, the pattern of leadership is one of the choices for principals to lead and develop quality schools, because leadership is very potential in building high-level commitment [3]. Siburian argues that the commitment of the principal's organization as an attitude that reflects loyalty to the organization he leads needs to be improved continuously so that they want to carry out every education program as well as possible, so that educational goals are achieved effectively [4]. The principal is someone who determines the success or failure of the school in achieving its goals. In order for school principals to succeed in achieving school goals, principals must be able to play their roles as educators, managers, administrators, supervisors, leaders, entrepreneurs and climators so as to increase organizational commitment. Paying attention to the job description above the principal's organizational commitment should be considered an absolute indicator as a critical indicator of the success of SMK graduates. The Organizational Behavior Integration Model from Colquitt, LePine, and Wesson explains that organizational commitment is directly influenced by individual mechanisms which include job satisfaction, stress, motivation, trust, justice, ethics, learning, decision making, and indirectly influenced by organizational culture, organizational structure, leadership, team, personality, and abilities through individual mechanisms [5]. Organizational commitment refers to the willingness of a person to become a member in an organization and make an enthusiastic contribution to achieve organizational goals. Based on this theory, it turns out that many factors are suspected to influence the commitment of SMK Principals in Medan to improve the quality of their graduates so that limitations are needed, namely knowledge of academic supervision, organizational culture, stress management, and job satisfaction.

Organizational commitment refers to attitudes that reflect an individual's attachment to an organization, so that they want to remain members of the organization and are willing to work earnestly to achieve organizational goals effectively and efficiently. Luthans can be stated that the principal's organizational commitment as an attitude is shown by a strong desire to remain as a principal in his place of duty, a desire to work hard in carrying out his duties and responsibilities, and a belief in accepting the values and goals of the school he leads [6]. Newstrom and Davis suggest that commitment is a degree of pleasure for each employee to identify his organization and want to always actively participate actively in the organization [7]. Thus, organizational commitment is a person's alignment as a member of the organization against his organization by playing an active role in achieving goals, which are characterized by attachment to the organization, trust in

the organization and conformity itself with organizational goals with indicators (1) engagement with the organization, (2) trust in the organization, and (3) conformity with the organization.

Organizational culture is a pattern of basic assumptions that have been discovered or developed by organizations when learning to solve problems faced in the external and internal environment. Schein suggested that organizational culture functions to help members of the organization to be able to adapt to its external environment by strengthening the understanding of organizational members, the ability to realize the mission, strategy, goals, methods, measures, and evaluation [8]. In addition, organizational culture also serves to overcome the problems of internal integration by increasing the understanding and ability of members of the organization to speak, communicate, agree or consensus internally, the functions of power and rules, the relations of organizational members, as well as rewards and sanctions. organizational culture is a set of core values, beliefs, understandings, behavior patterns and norms that are shared by all members of the organization with indicators; individual initiative, tolerance for risky actions, direction, leadership support, appreciation, and communication patterns, tolerance for conflict, supervision, cooperation, identity.

Academic Supervision Knowledge is knowledge that is given when a teacher experiences difficulty in learning. Purwanto states supervision is all assistance from school leaders aimed at the development of teachers and other school personnel in achieving educational goals [9]. Supervision in the form of encouragement, guidance and opportunities for the growth of skills and abilities of teachers. Or in other words, supervision is an activity that is planned to assist teachers and other school staff in working effectively. The principal's academic supervision knowledge is information that the principal has to help teachers become professional teachers, with indicators; academic supervision objectives, academic supervision functions, academic supervision approaches, academic supervision models, supervisory principles, supervision techniques and academic supervision assessments.

Stress management is the ability of resources (humans) to effectively deal with mental and emotional disorders or disorders that arise due to responses (response) or the ability of human resources to manage pressure from within or outside him who has a positive impact on the ability of one's performance or commitment in work, i.e. efficient and effective time management, the application of fun sports activities for teachers at school, doing relaxation or refreshing activities, forming brotherly love and fostering a strong social life. To express several ways that can be done to manage stress, namely: (1) strengthen expectations, (2) connectedness, (3) caution mindfulness, (4) endurance (hardness), and (5) willingness to forgive (forgiveness). The aim is to improve the quality of life of the individual to be better. The stress experienced by educators in schools is a worrying thing because it will have an impact on the affective commitment of the work of educators so that educators cannot concentrate on delivering subject matter in class. Characteristics of stress management are: (a) time management, (b) improving perceptions or ways of

assessing stress, (c) willingness to forgive, (d) socializing, (e) improving spiritually, (f) improving relations with the Creator, and (g) maintain a healthy lifestyle. Based on the description above, the stress management indicators are time management, improving perceptions or ways of assessing stressors, willingness to forgive, socialize, improve spiritually, and maintain a healthy lifestyle.

Job satisfaction is a person's attitude towards his work, which shows pleasant and/ or unpleasant feelings based on the compatibility between what is expected with what is obtained. Stated job satisfaction is defined as a pleasure emotional state resulting from the appraisal of one's job or job experiences. Luthans explains the dimensions of job satisfaction consisting of the job itself, salary, promotion opportunities, supervision, and coworkers. Job satisfaction is an emotional response to feeling like or positive about aspects of the work that gives importance to the fulfillment of psychological and physical needs and employee reflection in interpreting work with indicators (1) response to work content, (2) response to work atmosphere, and (3) response to the reward system [10].

## Methods

This research was conducted in Medan City in 2019. The target population in this study was the head of the Vocational High School in Medan as many as 152 people. The number of samples determined by the Krejcie Table was obtained by 106 school principals. The sampling technique used is Proportional Random sampling. Data collection was carried out by questionnaire, after first being tested to determine the validity and reliability of the Instrmen. The data used is to be analyzed descriptively to see an overview of the data of each research variable shown through the mean, median, mode, frequency distribution list and histogram. To test the hypothesis, an inferential analysis using the path analysis approach after testing the analysis requirements is done, namely the normality test and the linearity test.

## Results and Discussion

The results of the study of 106 respondents, obtained the results of the answers presented in the form of a summary analysis of each variable, seen in Table 1.

Based on the calculation of the normality test obtained the summary of the result normality test of data from variable shown as the following Table 2.

Table 2 shown that the value of Asymp. Sig (2-tailed)  $> 0.05$ . It could be concluded that the overall distribution of data for each research variable did not deviate from the normal distribution. It means that the assumption of normality has been fulfilled. The summary results of the linearity test and significance regression test for each pair of exogenous variables with endogenous variables were presented in Table 3.

**Table 1**  
Summary of Results of Analysis of Descriptive Statistics from Research Variables

Variable	X1	X2	X3	X4	X5
N	106	106	106	106	106
Mean	103.47	18.37	106.76	104.93	120.42
Median	103.00	19.00	107.00	103.00	120.00
Mode	103	19	106	103	119
Std. Deviation	15.057	3.931	15.512	15.248	12.155
Variance	226.71	15.45	240.62	232.50	147.73
Range	75	20	64	66	48
Minimum	63	10	75	69	97
Maximum	138	30	139	135	145
Minimum Ideal	30	0	31	30	31
Maksimum Ideal	150	32	155	150	155
Mean Ideal	90	16	93	90	93
Stand. Deviation Ideal	20.00	5.33	20.66	20.00	20.66

Note: X<sub>1</sub> = Organizational Culture; X<sub>2</sub> = Academic Supervision Knowledge; X<sub>3</sub> = Stress Management; X<sub>4</sub> = Job satisfaction; X<sub>5</sub> = Organizational Commitment

**Table 2**  
Summary of Calculation of The Kolmogorov-Smirnov Normality Test

		X1	X2	X3	X4	X5
N		106	106	106	106	106
Normal Parameters <sup>a</sup> , b	Mean	103.47	18.37	106.7	104.9	120.42
	Std. Deviation	15.057	3.931	15.51	15.24	12.155
Most Extreme Differences	Absolute	.069	.087	.084	.079	.064
	Positive	.069	.087	.084	.079	.057
	Negative	-.034	-.083	-.062	-.059	-.064
Kolmogorov-Smirnov Z		.711	.898	.866	.811	.659
Asymp. Sig. (2-tailed)		.692	.395	.441	.526	.778

**Table 3**  
Summary of Result of Linearity Test

No	Eksogen on the Endogen Variable	Linearity Test		
		Fh	Sig.	Status
1	X <sub>3</sub> on X <sub>1</sub>	1.220	0.168	Linier
2	X <sub>3</sub> on X <sub>2</sub>	1.280	0.110	Linier
3	X <sub>4</sub> on X <sub>1</sub>	1.002	0.451	Linier
4	X <sub>4</sub> on X <sub>2</sub>	1.353	0.082	Linier
5	X <sub>5</sub> on X <sub>1</sub>	1.125	0.121	Linier
6	X <sub>5</sub> on X <sub>2</sub>	0.712	0.707	Linier
7	X <sub>5</sub> on X <sub>3</sub>	0.953	0.521	Linier
8	X <sub>5</sub> on X <sub>4</sub>	0.933	0.565	Linier

**Table 4**  
Summary of Result of Significance

Hypothesis Number	Coefficient Correlation	Coefficient Lane	t <sub>count</sub>	Significance
1	$r_{13} = 0.488$	$\rho_{31} = 0.551$	6.739	0.000
2	$r_{23} = 0.328$	$\rho_{32} = 0.207$	2.529	0.013
3	$r_{14} = 0.414$	$\rho_{41} = 0.693$	10.027	0.000
4	$r_{24} = 0.308$	$\rho_{42} = 0.161$	2.334	0.022
5	$r_{15} = 0.540$	$\rho_{51} = 0.253$	2.864	0.009
6	$r_{25} = 0.389$	$\rho_{52} = 0.218$	3.163	0.002
7	$r_{35} = 0.539$	$\rho_{53} = 0.211$	2.351	0.021
8	$r_{45} = 0.549$	$\rho_{54} = 0.279$	2.621	0.010

From the Table 4 can be explained that organizational culture has a direct positive effect on Stress Management, Academic Supervision Knowledge has a positive direct effect on stress management, Organizational Culture has a positive direct effect on Job Satisfaction, Academic Supervision Knowledge has a positive direct effect on job satisfaction, Organizational culture has a direct positive effect on Organizational Commitment, Academic Supervision Knowledge has a direct positive effect on Organizational Commitment, Stress Management has a positive direct effect on Organizational Commitment, Job Satisfaction has a direct positive effect on Organizational Commitment.

**Table 5**  
Summary of Calculation Results of Proportional Influence of Organizational Culture (X<sub>1</sub>), Academic Supervision Knowledge (X<sub>2</sub>), Stress Management (X<sub>3</sub>), And Job Satisfaction (X<sub>4</sub>) on Principal's Organizational Commitment (X<sub>5</sub>)

Variable	Influence				Total Effect	Non Line U
	Direct on X <sub>5</sub>	Indirect on X <sub>5</sub> by				
		X <sub>3</sub>	X <sub>4</sub>	S		
X <sub>1</sub>	0.064	0.048	0.050	0.162	-	0.028
X <sub>2</sub>	0.048	0.035	0.032	0.115	-	0.028
X <sub>3</sub>	0.045	-	-	0.062	0.058	0.036
X <sub>4</sub>	0.078	-	-	0.084	0.036	0.036
<b>Total</b>				<b>0.423</b>	<b>0.094</b>	<b>0.128</b>

Information: S = Spurious Component; U = Unanalyzed Component

The total effect consisting of direct influence and indirect influence of Organizational Culture (X<sub>1</sub>), Academic Supervision Knowledge (X<sub>2</sub>), Stress Management (X<sub>3</sub>), and Job Satisfaction (X<sub>4</sub>) on Principal's Organizational Commitment (X<sub>5</sub>) of 0.423. Thus, the strength of Academic Supervision Knowledge (X<sub>1</sub>), Organizational Culture (X<sub>2</sub>), Job Satisfaction (X<sub>3</sub>), and Achievement Motivation (X<sub>4</sub>) together determine the changes in Principal's Organizational Commitment (X<sub>5</sub>)

is 42.3%, while the rest in the Spurious component is 0.094 and the Unanalyzed component is 0.128. Thus, the total direct and indirect, Spurious, and Unanalyzed influences resulting from Academic Supervision Knowledge ( $X_1$ ), Organizational Culture ( $X_2$ ), Job Satisfaction ( $X_3$ ), and Achievement Motivation ( $X_4$ ) on the Principal Organizational Commitment ( $X_5$ ) amounted to 0.645.

The research findings show that organizational culture has a direct positive effect on stress management. Academic Supervision Knowledge has a positive direct effect on stress management. This finding is consistent with the theory of the Organizational Behavior Integration Model. Organizational culture has a direct positive effect on job satisfaction. These findings are consistent with the theory of the Organizational Behavior Integration Model and support previous research conducted by Harijanto [6] and Siburian [11] that Organizational Culture has a direct positive effect on Job Satisfaction. Knowledge of Academic Supervision has a direct positive effect on Job Satisfaction. These findings support the theory used as a basis for proposing theoretical models of research variables, the Organizational Behavior Integration Model and previous research conducted by Ginting [5].

Organizational culture has a direct positive effect on organizational commitment. These findings support the theory used as a basis for proposing a theoretical model of the research variables Colquit, Levine and Wesson namely the Integration Model of Organizational Behavior and previous research conducted by Situmorang [12]. The research findings show that Academic Supervision Knowledge has a direct positive effect on Organizational Commitment. The findings of this study support the theory proposed by Greenberg and Baron [1] which are used as a basis for proposing theoretical models of research variables. Job Satisfaction has a direct positive effect on Organizational Commitment [13]. The findings of this study support the results of previous studies by Darwito [4].

The results of testing the hypothesis turned out to accept all the proposed research hypotheses so as to find a new finding in the form of a fixed model or theoretical model of organizational commitment of principals that illustrates the structure of the causal relationship between Organizational Culture variables, Academic Supervision Knowledge, Stress Management, Job Satisfaction, and Organizational Commitment of School Principals First Intermediate. From the research findings it can be seen that the most dominant variables influencing Organizational Commitment are Job Satisfaction, followed by Organizational Culture, Academic Supervision Knowledge, and Stress Management.

## 1 Conclusion

Based on the data and research findings it can be concluded that organizational culture, academic supervision knowledge, stress management, and work satisfaction each have a positive direct effect on the Principal's Organizational Commitment in Medan. Thus, it can be stated that the stronger the organizational culture, the better the Academic Supervision Knowledge, the better the stress management, and the



better job satisfaction, the higher the Principal's Organizational Commitment of Vocational High School in the City of Medan.

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