

# Organizational Commitment and Teachers Jobs Performance with Employment Status

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**Abstract**—This research paper aims to analyze the influence of organizational commitment on teacher's performance with control variable of employment status. This research used explanatory survey method. The data was collected by using questionnaires. The respondents were 30 teachers of State Vocational School in Bandung. The study used the behavior organization by Fred Luthans. The result showed that: (1) Organizational commitment and teachers jobs performance are on a high category; (2) The effectiveness of organizational commitment towards good teacher's job performance, both civil servants and non-civil servants' teacher; and (3) There are differences in organizational commitment and teachers jobs performance between civil servant teacher and non-civil servant teacher.

**Keywords**—organizational commitment; teachers performance

## I. INTRODUCTION

One of the problems regarding education that is interesting to be studied at this time is the not yet optimal performance of teachers. Education requires a variety of resources that support each other, require a good organizing system, a balanced and sustainable evaluation system. In reality, especially in the field of resources needed particularly teachers, not yet maximal. According to Nadeem, et. al says that, "Teacher performance is seen as the most important input in the field of education [1]".

Not optimal the performance of teachers in State Vocational School in Bandung can be proven also with one of the data obtained by the author of Employee Work Objectives (EWO) which is a sub system in the assessment of teacher performance. Employee Work Objectives (EWO) are made to see the achievement of targets for the strategic plan, the organization's annual work plan that has been created. Thus, the value of Employee Working Targets (EWO) teachers can be used as a basis to see how high the performance of teachers in State Vocational School 11 Bandung. Here is displayed recapitulation of the average value of Employee Work Objectives (EWO) teachers in State Vocational School in Bandung in the academic year 2015-2017.

Based on the data obtained, the average value of Employee Work Objectives (EWO) in 2015 amounted to 80.87. Furthermore, by 2016 the average value of EWO obtained increases to 81.42. Then in 2017 it rises back to 85.89. From 2015 until 2017 the value of employee job target (EWO) has

increased, but it can show not yet optimal level of performance of State Vocational School teachers in Bandung.

As we know that teacher performance is determined by many factors. Where the factor is divided into two factors: internal factors and external factors. Internal factors are factors that come from within a person that can affect a person's performance in carrying out their work such as competence of educators, organizational commitment, job satisfaction, work motivation and work discipline owned by educators. While external factors are work culture, leadership style of principal, supervision of leadership, job training, work facilities and compensation received by an educator.

Given the importance of teacher performance that has a direct impact on the quality of education in Indonesia, this teacher performance problem is an important aspect of education to be studied. Based on the results of research that has been submitted above that there are factors that affect the performance of educators at State Vocational School in Bandung, one of the factors that influence the performance of teachers is the organizational commitment factor that becomes the most influential determinant factors, so that the study used in this study. Based on the problem of research problem is "Is there any influence of organizational commitment to teacher performance" and "is there any difference of influence of organizational commitment to teacher performance seen from employment status".

## II. LITERATURE REVIEW

### A. Organizational Commitment

Organizational commitment is an individual's psychological condition that shows the characteristics of the relationship between the worker and the organization and has an influence in the decision to continue membership in the organization [2].

Organizational commitment (organizational commitment) is the degree to which an employee sides with an organization and its goals and intentions to maintain membership in the organization [3].

Organizational commitment is a measure of the willingness of employees to survive with a company in the future [4].

Sopiah divides the organizational commitment into three kinds on the basis of its source [5]:

- Affective Commitment, related to emotional desire associated with the organization, identification and engagement based on the same values.
- Continuance Commitment, commitment is based on awareness of the costs that will be covered if not join the organization. Here is also based on the absence of other alternatives.
- Normative Commitment, commitment based on obligatory feelings as members / employees to stay because of feelings of debt. Here also internalize the norms.

Similarly, Luthans point out that there is a growing support for the three proposed component models [6]:

- Affective commitment is the positive emotional attachment of employees to the organization in which they work. Affective commitment is a component of desire or desire. Employees who affectively associate themselves strongly with organizational goals and desire to continue to be members of the organization. They improve themselves with the organization because they want to bind themselves to the organization. This commitment can be influenced by various demographic characteristics such as age, employment, gender, education but the effect is generally not strong or inconsistent. Problems with these characteristics are indeed visible, but cannot be clearly defined. For example, a positive relationship between employment and commitment due to the length of work associated with the status and quality of the different jobs.
- Sustained commitment is a component of getting a need or loss of work within an organization. People may be committed to the organization because they perceive high costs if they lose their membership. Such high costs such as economic costs (e.g., the process of adding pensions) and social costs (e.g., bonding with colleagues) are costs of losing membership of the organization. However, an individual member of the organization who does not see the positive costs of continuing to be in the organization should consider alternatives such as working for other organizations, cutting off personal relationships, and the other side of the betting that will come from leaving the organization.
- Normative commitment. In this organizational commitment an individual remains employed and becomes an organization due to a sense of moral obligation. This feeling comes from a disruption to the individual before and after becoming a member of the organization. For example, the organization has invested in the training of the individual employee who then has a moral obligation to work and remain in the organization to repay the debt. It also reflects an internalized norm developed before the organization through the family or through other socialization processes that a person must be loyal to his

organization. Employees continue to work as members of the organization, but if an individual invests something big, he or she will receive huge rewards.

### B. Teacher Performance

Performance is defined as a description of the level of achievement of the implementation of an activity program [7]. Performance is defined as the work [8-10].

The performance of the teacher is a description of the work of a person in relation to his or her duties, and is based on a person's professional responsibilities [11].

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 Year 2007 on Academic Qualification and Teacher Qualification Standards and National Education Standards Board (BNSP) which has established 14 (fourteen) teacher competencies directly related to teacher performance appraisal. The indicators are as follows:

- Know the characteristics of students.
- Mastering learning theories and learning principles that educate.
- Curriculum development.
- Educational learning activities.
- Understand and develop potential.
- Communication with students.
- Assessment and evaluation.
- Act in accordance with the norms of religion, law, social and national culture of Indonesia.
- Shows individual mature and exemplary.
- Work ethic, high responsibility, and pride of being a teacher.
- Be inclusive, objective, and non-discriminatory.
- Communication with fellow teachers, education personnel, parents of Students, and the community.
- Mastery of the material structure of concepts and mindsets of scholarship that support the subjects.
- Develop profession through reflective action.
- Based on the literature review described above, we can describe the causality model as follows.

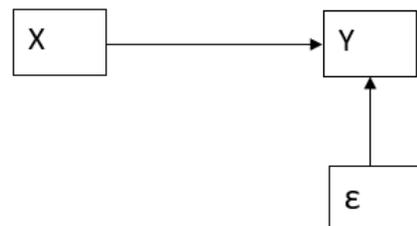


Fig. 1. Model of variable causality of research.

**Information:**

X : Organizational Commitment

Y : Teacher Performance

→ : Signs of relationship / influence

ε : other factor that affects Y but has not been researched

Based on Figure 1, this study has two hypotheses as follows:

- H1: There is an effect of organizational commitment to teacher performance
- H2: There is a difference in the effect of organizational commitment on teacher performance in terms of employment status

**III. METHOD**

The method used in this research is explanatory survey method. The explanatory survey method is a method to explain the causal relationship between two or more variables through hypothesis submission.

This survey research is a quantitative study and generally uses questionnaires as a means of collecting data. Meanwhile, if viewed based on the purpose of research, then this research is included into the research verified, namely research that aims to test against a phenomenon with existing theory [12]. The approach used is a quantitative approach, namely an approach that allows the recording and analysis of data research results systematically using statistical calculations. Data collection technique used is questionnaire / questionnaire technique. The population is 30 respondents consisting of 15 civil servant teachers and 15 non-civil servant teachers at State Vocational School in Bandung.

Statistical analysis techniques used in data processing is a technique of descriptive analysis and inferential analysis. Descriptive statistics are used to analyze data by way of describing or describing data that has been collected as is without intending to generalize the results of the research [13]. Inferential statistics in this study use non-parametric analysis because the data used are nominal data and inferential data analysis used is AnKova (Analysis of Kovarians). This covariant analysis is used because the purpose of the study is to examine whether or not the influence of organizational commitment variable on teacher performance and to examine teacher performance difference seen from employment status. Where to answer the first hypothesis using Rank Spearman correlation and to answer the second hypothesis using hypothesis test for the difference of 2 parameters proportion.

To facilitate in describing research variables, used a certain frequency distribution that refers to the average questionnaire answers obtained from the respondents. The use of these frequency distributions is used according to three categories, as for the categories in question are as follows:

TABLE I. TABLE OF FREQUENCY DISTRIBUTION

Frequency Distribution	
68% - 100%	High
34% - 67%	Medium/Adequate
0% - 33%	Low

Source: [12]

**IV. RESULT AND DISCUSSION**

**A. Research Finding**

1) *Organizational commitment:* Description of organizational commitment is obtained from the questionnaire in 30 respondents who then calculated the average value of alternative answers respondents. Overall, indicators of organizational commitment are outlined in 11 statements that are taken as measures of organizational commitment variables. Recapitulation of data processing calculation results more clearly described in the table as follows.

TABLE II. RESPONDENTS RESPONSE RECAPITULATION VARIABLE ORGANIZATIONAL COMMITMENT

Organizational Commitment Variable (X)			
No.	Indicator	Percentage	Information
1.	Affective Commitment	90%	High
2.	Sustainable Commitment	84%	High
3.	Normative Commitment	78%	High

Source: The value of the respondent's answer processing (Data has been processed)

If seen from the table above shows that the average frequency of respondents' answers has been carrying out these activities. When associated with the frequency distribution, then the figure is in the range of 68% -100% or are at high frequency from the side already carry out the duties and obligations as a teacher. Furthermore, to find out how the description of teacher performance seen from the employment status can be seen from the following table.

TABLE III. DESCRIPTION OF ORGANIZATIONAL COMMITMENT BASED ON EMPLOYEE STATUS

Organizational Commitment Variable (X)				
No.	Indicator	Percentage		Information
		Civil Servant	Non-Civil Servant	
1.	Affective Commitment	95%	85%	High
2.	Sustainable Commitment	92%	77%	High
3.	Normative Commitment	83%	73%	High

Source: The value of the respondent's answer processing (Data has been processed)

Based on the above table, can be seen the results of percentage and frequency distribution of respondents' answers based on employment status of each respectively numbered 15 civil servant teachers and 15 non-civil servants' teachers' respondents who are in the high category. This is in accordance with the results of research, as has been described in the table can be seen the percentage of affective commitment in the high category, civil servant teachers higher by 95% compared with non-civil servant teachers by 85%. Furthermore, sustained commitment is in the high category, civil servant teachers are higher by 92% compared to the percentage of non-civil servant teachers which is only 77%. Then the normative commitment is in the high category too, where the civil servant teachers get a percentage of 83% while non-civil servant teachers get a percentage of 73%. Thus, it can be concluded that the commitment of the teacher organization in State Vocational School in Bandung perceived high from the side already carry out the duties and obligations as a teacher.

2) *Teacher performance*: Description of teacher performance is obtained from the questionnaire dispersion on 30 respondents who then calculated the average value of alternative answers respondents. Overall, indicators of teachers' performance are outlined in 30 statements that are measured on teacher performance variables. Recapitulation of data processing calculation results more clearly described in the table as follows.

TABLE IV. RESPONDENTS RESPONSE RECAPITULATION OF TEACHER PERFORMANCE VARIABLES

Teacher Performance Variables (Y)			
No.	Indicator	Percentage	Information
1.	Know the characteristics of Students	93%	High
2.	Mastering learning theories and learning principles that educate.	89%	High
3.	Curriculum development.	78%	High
4.	Educational learning activities.	74%	High
5.	Understand and develop potential.	76%	High
6.	Communication with Students.	87%	High
7.	Assessment and evaluation.	72%	High
8.	Act in accordance with the norms of religion, law, social and national culture of Indonesia.	73%	High
9.	Shows individual mature and exemplary.	88%	High
10.	Work ethic, high responsibility, and pride of being a teacher.	58%	Medium/Adequate
11.	Be inclusive, objective, and non-discriminatory.	47%	Medium/Adequate
12.	Communication with fellow teachers, education personnel, parents of Students, and the community.	50%	Medium/Adequate
13.	Mastery of material of concept structure and pattern of piker of science that support the subjects.	80%	High
14.	Develop profession through reflective action.	43%	Medium/Adequate
Average		72%	High

Source: The value of the respondent's answer processing (Data has been processed)

If seen from the table above shows that the average frequency of respondents' answers has been carrying out these activities. When it is associated with a frequency distribution range of between 68% -100% then the figure is at a high frequency from the side already performing its duties and obligations as a teacher.

Furthermore, to find out how the description of teacher performance seen from the employment status can be seen from the following table.

TABLE V. DESCRIPTION OF TEACHER PERFORMANCE BASED ON EMPLOYEE STATUS

Teacher Performance Variables					
No.	Indicator	Civil Servant	Information	Non-Civil Servant	Information
1.	Know the characteristics of Students	93%	High	93%	High
2.	Mastering learning theories and learning principles that educate.	91%	High	87%	High

Table 5. Cont.

No.	Indicator	Civil Servant	Information	Non-Civil Servant	Information
3.	Curriculum development.	90%	High	67%	Medium
4.	Educational learning activities.	84%	High	64%	Medium
5.	Understand and develop potential.	80%	High	71%	High
6.	Communication with Students.	97%	High	77%	High
7.	Assessment and evaluation.	83%	High	60%	Medium
8.	Act in accordance with the norms of religion, law, social and national culture of Indonesia.	77%	High	70%	High
9.	Shows individual mature and exemplary.	90%	High	87%	High
10.	Work ethic, high responsibility, and pride of being a teacher.	62%	Medium	53%	Medium
11.	Be inclusive, objective, and non-discriminatory.	60%	Medium	33%	Low
12.	Communication with fellow teachers, education personnel, parents of Students, and the community.	53%	Medium	47%	Medium
13.	Mastery of material of concept structure and pattern of piker of science that support the subjects.	80%	High	80%	High
14.	Develop profession through reflective action.	57%	High	30%	Low

Source: The value of the respondent's answer processing (Data has been processed)

Based on the above table, can be seen the results of percentage and frequency distribution of respondents' answers based on employment status of each respectively numbered 15 civil servant teachers and 15 non-civil servants' teachers' respondents who are in the high category. This is in accordance with the results of the study, as has been described in the table can be seen indicator to know the characteristics of Students to get the highest percentage that is, civil servant teachers and non-civil servant teachers get the same percentage of 93%. Furthermore, indicators develop profession through reflective action to become indicator with the lowest percentage that is, percentage of civil servant teacher equal to 57% and percentage of non-civil servant teacher which only equal to 30%.

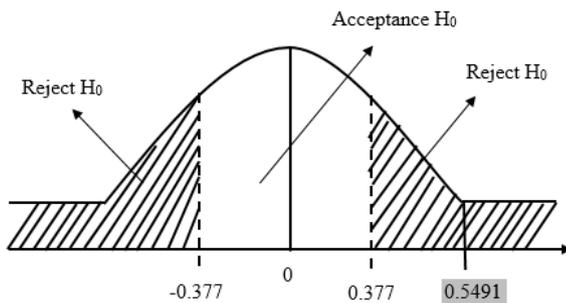
Thus, it can be concluded that the performance of teachers in State Vocational School 11 Bandung seen from the

indicators recognize the characteristics of students perceived high from the side of many who carry out these activities.

**B. Discussion**

*1) Hypothesis testing*

a) *First hypothesis:* Hypotheses to be tested in this study include: (1) To know the effect of organizational commitment to the performance of teachers in State Vocational School in Bandung, the testers to test the hypothesis by correlation analysis Rank Spearman to know is the relationship between variables. Obtained results on organizational commitment variable (X) with  $db = 28$  at  $\alpha = 5\%$ , then  $r_{tabel} = 0.377$  and  $r_{hitung} = 0.5491$ . thus, the value of  $r_{hitung} > r_{tabel} = 0.5491 > 0.377$ . Thus the Spearman Rank correlation test score is in the rejection region  $H_0$  as the following illustration:

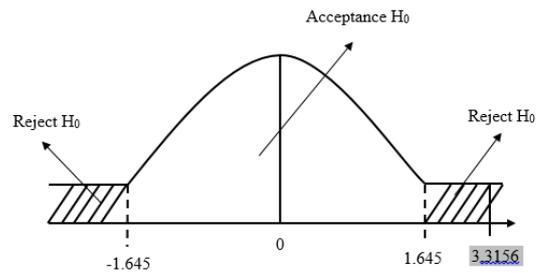


Furthermore, to see the level of closeness of the relationship between the variables studied, the correlation coefficient obtained based on the calculation obtained is 0.5491, this means the correlation value is in the range between  $\geq 0.40 - \leq 0.70$  and according to the Guilford Empirical Rules table in Sambas Ali Muhidin (2011, p. 179) the figure is in moderate / strong enough category. It indicates that there is influence of moderate / strong enough variable of organizational commitment to teacher performance.

Then, to calculate how big the influence of variable X to variable Y is used coefficient of determination. Based on the calculation of coefficient of determination obtained, it can be seen that the influence of teacher competence on teacher performance by 30% while 70% influenced by other factors not examined in this study. Thus, it can be concluded,  $H_0$  rejected and  $H_1$  accepted, which means "There is influence between organizational commitment to teacher performance."

b) *Second hypothesis:* Hypotheses to be tested in this study include: (1) To know the existence of differences in organizational commitment to the performance of teachers seen from the status of employment in State Vocational School in Bandung. Then the testers hypothesis test with hypothesis test for the difference of 2 parameters of proportion to know whether there is difference influence of organizational commitment to teacher performance seen from employment status. The results obtained on organizational commitment variable (X)  $\alpha = 5\%$  then  $Z_{table} = 1.645$  and  $Z_{hitung} = 3.3156$ . Thus, the value of  $Z_{hitung} > Z_{table} =$

$1.645 > 3.3156$ . Thus the hypothesis test value for the difference of 2 parameters of proportion is in the rejection region  $H_0$  as the following illustration:



Based on the result of research of coefficient of determination by using Rank Spearman correlation test conducted on 15 respondent of civil servant teacher equal to 47% and 15 respondents of non-civil servant teacher equal to 18%, hence obtained objective statement that percentage influence of organizational commitment to civil servant teacher performance not equal to percentage of influence organizational commitment to the performance of non-civil servant teachers. Thus, it can be concluded that, "There is a difference in the effect of organizational commitment on teacher performance seen from employment status."

**V. CONCLUSION**

Based on the results of research and discussion, then the conclusion that can be taken is the performance of teachers is the actualization of organizational commitment related to the management of learning, mastery of science, attitude or personality, and social interaction. Organizational commitment and performance of civil servant teachers are better than non-civil servant teachers. Thus, employment status has an impact on increasing organizational commitment and teacher performance.

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