

Work Commitment of Junior High School Principals in Padang, Indonesia

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Abstract—The study aims to determine the work commitments of Junior High School Principals in Padang. This study was a descriptive quantitative. The population of this research was the Junior High School principals in the Padang. The results of data processing show that affective commitment in carrying out the task of the principals is quite high. It means that the principals have had affective commitment in implementing the task. And the principals also has a normative commitment in implementing the task. In general it can be concluded that the Head of State Junior High School has had a fairly high work commitment in implementing the task. But still need to be refined and improved.

Keywords—*work commitment; junior high school; principal*

I. INTRODUCTION

Many research shows that education quality is one of determining factors for national development. If a nation succeeds in laying down and building the foundations of national education well, it will have a major influence on progress in other fields. Success in education is influenced or determined by many factors, one of which is the principal's factor. Yukl & Michel [1] and Kouzes & James [2] stated that the principal as a leader in a school is the main element that determines the success of a school. The quality of a school is very dependent on the quality of the leader (head) at the school. Mahmood [3], said that school principals were the deciding factor in the tendency and success of a school. This is also supported by Lockheed [4], who say that the progress and withdrawal of a school is largely determined by the quality of the principal's leadership at the school. Therefore, no school is developed and bright if the leadership of the school principal is weak or not qualified [5]. On the other hand, weak schools can be exchanged to become impressive and high-achieving schools with the leadership of qualified principals.

As leaders in schools, principals have several roles in carrying out their duties, namely as educators, managers, administrators, supervisors, leaders, innovators and motivators [6]. The success or success of the principal to carry out the task and role is influenced by many factors, one of these factors is the work commitment of the principal in carrying out the tasks at the school he leads.

Work commitment is a determining factor in the success and success of school principals in leading schools. Newstrom says work commitment can be interpreted, as employee loyalty

to the extent of employee self-recognition at work and his wishes to continue the inclusion of his activities in the organization where he is [7]. While Feldman states that work commitment is one's tendency to involve oneself in what is done with the belief that the activities undertaken are important and meaningful [8]. Both opinions above basically have the same view of commitment, which is the phase or level of employee attachment to their duties. Meanwhile, Greenberg [9] argue that organizational commitment is the consistent attitude of individuals towards the organization in which they work. This attitude is an individual's consistent attitude towards his involvement with the job or task for which he is responsible and they are interested in keeping their jobs and duties. In line with that, Anthony [10] stated that work commitment is one's acceptance of the value of work or the chosen occupation, and the desire to maintain a position in this task. Commitment exists when humans have the opportunity to determine what will be done. Commitment to work is conceptualized as a psychological relationship between people and the work involved based on affective reactions to the job. Robbins suggests that people who are committed to work, will work totally in the organization by giving all their attention, thought, energy and time to work to achieve optimum results [11]. Conversely, people who are not committed, even though he has good competence, he will work half-heartedly. Commitment has a relationship with loyalty, obedience and job satisfaction in the organization. Highly committed people are more concerned with work and tasks in meeting organizational needs than personal needs.

People who have work commitments according to Goleman have the following characteristics (a) have the initiative to overcome problems that arise, both those related to or directly related to him even those related to the group or association, (b) emotionally nuanced, i.e. make individual and organizational goals one or the same so that they feel a strong attachment to the organization or its work, (c) are willing to make sacrifices or sacrifice for the benefit of the task or organization if necessary, (d) have a strategic vision that is not selfish, (e) work earnestly even without direct rewards or rewards, (f) feel as an owner or view yourself as an owner so that every task is completed as quickly and as well as possible, (g) has a clear mission statement and vision as a picture of what will be achieved, and (h) has self-awareness with a clear feeling that work is not a burden, but is a pleasure or hobby that is done [12]. The characteristics above are determinants

that a person has a commitment in carrying out the work. Meanwhile Joseph stated several characteristics of people who have work commitments in the organization, namely, (a) has high trust and support for values and work, (b) has a sincere desire to try to carry out work in the organization, (c) have a desire to carry out work well and maintain organizational expertise, (d) have a strong desire to remain a member of the organization, (e) a willingness to continue doing their best for the interests of the organization, and (f) strong trust and acceptance of organizational values and goals [13].

Nurlana research results found that the work commitments of school principals in carrying out tasks in the Ministry of National Education environment, especially principals of primary schools in the city of Palembang are still in the low category [14]. While Imam [15] stated that the work commitments of principals in carrying out their tasks were far from expected. The low the work commitment of the principal in carrying out the tasks can be seen from the lack of cooperation in the school he leads, the low responsibility and the lack of discipline of the principal in carrying out the task. Like frequent or frequent headmasters leaving school to do work that is less related to their duties at school, lack of supervision and coaching that they do both to students or students as well as to teachers so that frequent or frequent conflicts occur at school, low discipline in school, results student learning has not yet reached the expected standard. As a result of these problems (low work commitment of school principals) often or often demonstrations or demonstrations by teachers and students, they demand that the principal resign from his position or quit than the principal, [16], [17]. This clearly will disrupt the comfort of learning activities and the success of the implementation of education in schools for the work commitment of school principals in the management of schools must be improved.

Principal's work commitment intended in this study is the principal's emotional attachment to the work for which he is responsible. Work commitment is measured based on aspects of affective commitment, continuous commitment (continuous) and normative commitment. Affective commitment is related to emotional attachment, identification and involvement of the principal in his work in the organization. Principals who have a strong affective commitment will continue to work in the organization because they really want to do the work. Continuous (ongoing) commitment is related to the consideration of profit and loss in the principal to keep working or leave work. Principals who work based on ongoing commitment will continue to work in the organization to carry out work because they want (need to) to do the thing or work because there is no other choice. While normative commitment is related to feeling obligated to remain (eternal) work in the organization. Principals who have high normative commitment feel that they are obliged (ought to) to work, because by working they can meet their needs.

II. METHODS

This research is only in descriptive form. The study population was 37 school principals in the Public Middle School (SMP) in Padang. because the population is not so large or large (only 37 people), then in this study sampling was not

carried out, in other words all populations were made respondents in this study.

Data collection was carried out using instruments in the form of questionnaires arranged based on a Likert Scale. The number of questionnaire items to measure the work commitments of principals was 32 items, with a questionnaire detailing to measure affective commitment of 11 items, a questionnaire to measure commitment of as many as 11 items, and a questionnaire to measure normative commitment of 10 items.

The results of the trial of the instrument obtained data that the instrument used in this study had a sufficient level of validity and reliability high with Alfa Cronbach α 0.96. While processing data on research This is only done by finding the average score of each of the aspects measured, namely the aspects of affective commitment, continuous commitment and normative commitment. Analysis data use references.

III. RESULTS AND DISCUSSION

The results of research that has been done about the work commitments of principals in State Junior High Schools in Padang City, show that the work commitments of principals are quite high, both in the aspects of affective commitment, continuous commitment, and in the aspect of normative commitment. For more details can be seen in the following table.

TABLE I. OBTAINING A AVERAGE SCORE STUDY OF SCHOOL PRINCIPAL'S WORK COMMITMENTS

No	Form of work commitment	Average score
1.	Affective commitment	3,83
2.	Continuous commitment	4,12
3.	Normative commitment	4,02
	Total	3,99

The data in the table above, shows that the principal's affective commitment associated with emotional attachment, identification and involvement to carry out work in the organization is quite high, with an average score of 3.83 meaning the principal has an affective commitment in carrying out the task. principals who have high affective commitment in carrying out work will continue to work in the organization, this is because they really want to carry out doing the work.

Continuous commitment with an average score of 4.12. This means that the principal at the Padang City Middle School already has an ongoing commitment in carrying out the task. Ongoing commitment is related to the consideration of the perceived loss or gain of the principal to keep working or leave work. Principals who work based ongoing commitment will stay (keep working) in the organization because they really want to do the work because there is no other choice. This has been stated in previous studies, that the principal's commitment has an effect on teacher discipline and organization [18]. Then also commitment affects the principal's loyalty to the organization [19].

While the average score for the normative commitment of principals in carrying out tasks is 4.02 it also means that the

principal also has a normative commitment in carrying out the task. Normative commitment is related to feelings, values or norms that exist in the principal to remain (eternal) become part of the job because work is an obligation that must be done by the principal. Based on the results of this study it can be concluded that in general the principals at State Junior High Schools in Padang City have a fairly high commitment in carrying out work.

Although the results of this study indicate that, in general, principals in the Junior High School in Padang City have a fairly high commitment in carrying out work, but still need to be refined or improved so that success or glory in the school they lead can be achieved, both at aspects of the components of affective commitment, continuous as well as on aspects of normative commitment.

IV. CONCLUSION

Based on the findings of this study it can be concluded that the principal's work commitment in the Junior High School (SMP) of Padang City is already quite high, but it is still unsatisfactory and still needs to be refined and improved again, both from the aspect of affective commitment, continuous commitment and on aspects of commitment normative. Completion and improvement is done to achieve glory and success in the school they lead, because it is impossible that the glory and success of a school will be achieved if the principal who leads the school does not or lack commitment in carrying out the task.

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