

Self Effication and Psychological Welfare Towards Teacher's Organization Commitments

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ABSTRACT

A teacher is a profession which had the point to guide and direct student. Teacher's condition is crucial for the teacher's performance processes when running the responsibility. One of considerate conditions is teacher's efficacy and psychological well-being. A teacher who have a good efficacy and psychological well-being will have an impact to teacher's organization commitment. This research aims to understand the impact of the teacher's efficacy and psychological well-being for the organization commitment. Research methods which used is the quantitative method with regression-correlation approach. Population of this research is all teachers at Pa van der Steur Primary School and used a simple random technique sampling. The research results show that there is an impact from the efficacy themselves and psychological well-being for organization commitment with correlation value efficacy himself against commitment organization of 0,854 and psychological well-being of commitment organization 0.839 The results of determination is 0,768 which means contribution of efficacy themselves and psychological well-being for organization commitment is 76.8 % and the rest of it got influenced by other factors which aren't researched.

Keywords: *Commitment Organization, Psychological well-being, Self-efficacy*

1. INTRODUCTION

According to Indonesian Law No. 14 of 2005 Article 1 on teachers, explaining that the teacher is an educator who has competence and professionalism in guiding, teaching, directing, evaluating, and training students in the early, elementary, and middle ages. Teachers have an important role to play in character building and working in the scope of the school where there is a school structure, the principal leadership model, a sense of cooperation between peers, and a structured organization. The condition of the individual or teacher is very important for the performance process that the teacher will perform when carrying out the responsibility. According to Mardi Turnip, Pipin, Siti Aisyah, Anita Christine Sembiring, Erni Murniarti (2019: 1) the quality of human resources is one of the factors needed to improve the productivity of an educational institution's performance. According to Bandura (in Luthas, 2006) efficacy is a psychological mechanism that spurs an individual's confidence in self-motivating, having cognitive resources, and having the necessary actions to accomplish an individual's task at work. If the individual or teacher has good self-efficacy, then the

individual or teacher will show the quality of work he or she has with confidence.

A teacher's psychological well-being also greatly affects his activities and responsibilities at school and is something to note. research conducted by Smith in Erni Murniarti, Hotmaulina Sihotang, Itsar Bolo Rangka (2020:2572) identified the feeling of unhappiness in the life of many teachers. Besides, a marked imbalance was identified between positive and negative affections (feelings), while psychological instabilities greatly influence performance and professional commitment. Psychological well-being is related to the psychological well-being experienced by individuals. The specificity of the individual is not only related to the individual's time in school but also related to comfort in daily life. The psychological well-being of the individual is also related to the way the individual responds to the problems so that the individual can solve the problem with the best solution in him. Organizational commitment is also required by individuals at work. Organizational commitment is an attitude of loyalty that individuals themselves give to organizations or places where individuals work.

The commitment of an organization relates also to the individual's desire to survive in the organization. This will make individuals also have a desire to make the organization better and more developed than ever before. Some problems related to the ability of teachers to face challenges or stress in their work are increasingly increasing lately. Such information is reported in KBR media. Id (2019), that the Regent of Rembang explained that there are 70% of teachers in Central Java experiencing stress. This is derived from research and surveys conducted by Universitas Diponegoro Semarang. Teachers who experience stress will also trigger stress in students. Some of the above are things that the leadership needs to be aware of the self-efficacy of teachers as educators. A teacher who has good self-efficacy, one of his attitudes or behaviors is a teacher who can control the feelings of stress to carry out his responsibilities professionally and responsibly. Low levels of teacher welfare also affect teacher performance, as stated in the media Indonesia.com, (2020) which states that the welfare of teachers is related to salary.

Commission X of the House of Representatives Andreas Hugo reveals that a teacher not only works transferring knowledge but, the teacher works to educate. It is necessary in providing a touch of affection that is irreplaceable by information tools and technology. To see this, ministry of education is expected to pay attention to the quality, capacity, and working hours that are feasible for teachers. The background attracted researchers in researching to see how self-efficacy and psychological self-well-being had on teachers' commitment to organizational commitment. The school that will be researched as the subject of the study is SD Pa van der Steur who has a long time. This school still survives amid the growth of other new schools/educational institutions. This demonstrates a commitment to continue working in the school, although there are still many challenges faced, such as the lack of limited school facilities. Another factor that also affects the teachers staying in the school is the ability of the school leader/principal to pay attention to the psychological welfare condition of the teacher.

The commitment of the organization according to Luthans (in Sutrisno, 2011) is (1) a concern to be a strong member of an organization; (2) a high-level business for the organization itself; (3) certain beliefs in accepting the values and objectives held by the organization itself. According to Jewell and Siegall (in Sutrisno, 2011) the organization's commitment is an individual relationship in assessing and viewing itself with the

responsibility of the work carried out within the organization. Meanwhile, a similar opinion was also expressed by Pratiwi (2017) which stated that the organization's commitment to the company is a high price that the company wants to employees. According to Meyer, Allen & Smith (1993, in Spector, 2012), some factors influence the three components of commitment. Spector (2012) explains that affective commitments arise of working conditions and expectations fulfilled from the organization, ongoing commitments arise due to the benefits gained from working for the dank organization arena lack of available jobs, and normative commitments exist due to the personal value of employees and the feeling of obligation from the personal to keep working in the organization.

According to Luthans, et al (in Wibowo, 2016) there are three forms of organizational commitment: a) Continuance commitment, namely the desire for individuals to remain members of the organization due to concerns over the associated costs if the individual leaves it. b) Normative Commitment is the desire to remain a member of the organization because it feels like a responsibility and obligation. Individual survives because it is supposed to survive/ stay. c) Affective Commitment is a desire to remain a member of the organization due to emotional attachment and involvement within the organization. Individuals live within the organization because individuals want to.

Bandura (in Luthans, 2006) states that self-efficacy is a psychological mechanism that spurs an individual's confidence in self-motivating, having cognitive resources, and having the necessary actions to achieve the task at work. As has been explained in Bandura's previous understanding, self-efficacy is a belief that an individual possesses, which estimates an individual's ability to perform his duties. Bandura also describes self-efficacy as determining how people feel to think, motivate, and behave (1994). Alwisol (2010) states that self-efficacy is a self-perception of how well oneself can function in certain situations. Self-efficacy according to Alwisol can also be obtained, altered, improved, or derived through a combination of four sources, namely vicar experience, social persuasion, achievement, and emotional generation.

Luthans (2006) explains several factors affect self-efficacy. 1) Maintenance of behavior, for example, decisions are made based on the efficacy that a person feels towards choices such as work and career tasks, 2) Motivational efforts, for example, individuals who try harder and try to perform tasks that individuals themselves have high efficacy of individuals who have low efficacy, 3) Endurance, for example, individuals with high self-efficacy will rise and survive when facing problems and failures, while individuals with

low self-efficacy will tend to give up when problems arise.

Bandura (in Kaswan, 2017) states that there are several sources of self-efficacy in accordance with its interests. 1) Assignment experience. The work is the establishment of efficacy belief because there is direct information about the success that exists. 2) Other people's experiences. Individuals who form self-efficacy for seeing or observing other individuals look relevant. 3) Verbal persuasion. Verbal persuasion is empathy and encourages people to discover what they are capable of. The input given is that the individual becomes persuaded to take the initiative and determines the desired behavior 5) Physiological/effective state. Individuals who often rely on feelings they have, physically and emotionally. Individuals who are in a healthy mental and psychological state then, well, will build good efficacy.

According to Kasutri (2016) in daily life, individuals mention psychological well-being in the term happiness. Diener (in Amalia, 2016) reveals that the terms happiness and well-being can be used interchangeably because basically, both terms contain the same meaning. Well-being according to Corsini (in Nurlita, 2015) explains that psychological well-being is a good subjective state, including happiness, self-esteem, and satisfaction in life. While according to Ryff (in Ismawati, 2013) also tweeted that psychological well-being is a condition in which the individual has a positive attitude towards himself, has a positive relationship with others, can make his own decisions and regulate his own behavior, can create and organize an environment that is compatible with needs, has a purpose in life, and has an effort to express and develop himself.

According to Perez (2012), there are the following components of psychological well-being. 1) The affective component is a positive experience or a feeling such as the joy and happiness of an individual who has psychological well-being, 2) The social component is an individual who has a good interpersonal influence on psychological well-being. 3) Cognitive components are individuals who have self-esteem and dignity, optimism, motivation, the general attitude to life, and challenges as important variables in understanding psychological well-being. 4) The spiritual component is a spiritual factor considered important in the psychological well-being of the individual. 5) The self-component reflects personal values, feelings as an adequate individual, feelings of personal worth, and self-evaluation. 6) The physical component reflects the individual's view of the body, health conditions, physical appearance, and skills.

According to Prilleltensky and Prilleltensky (in Kaswan 2012) there are four characteristics of individual psychological well-being within the organization as follows.: a) ptimis and self-efficacy is that workers have confidence in themselves and a dissipation of anxiety, stress and depression towards themselves. , b) Awareness to control and self-derterminate is the attitude of workers who can properly control themselves in life and work environment; c) Challenge, growing and meaningful is that workers have a feeling of being challenged in doing work.; d) Cooperation is the attitude of workers in related and socializing with other employees so as to achieve mutual benefit.

Self-efficacy and psychological well-being are important in committing especially the organizational commitment that individuals have in working. Individuals who have positive self-efficacy and psychological well-being, the resulting organizational cominten is a positive commitment. Based on the background and frame of thinking that has been presented, the research hypothesis is that there is a significant influence between self-efficacy variables (X_1) and psychological well-being (X_2) on organizational commitment (Y).

2. METHOD

The research method used is a descriptive and analytical quantitative research method

The research population is pa van der Steur elementary school teacher with a total of 30 teachers. The sample of research is all teachers at Pa van der Steur Elementary School numbering 30 teachers. The sampling technique used is a *group of Probability Sampling* using Simple Random Sampling technique.

3. RESULTS

The description of the research data is to provide an overview of the results of management of the research conducted with variable research commitment organization (Y), self-efficacy (X1), and psychological well-being (X2). Data retrieval is done using questionnaires with each variable. The variable data of the organization's commitment is processed from the results of a questionnaire consisting of 42 chewing. The self-efficacy variable data consists of from the results of a questionnaire consisting of 48 chewing. The data on psychological well-being variables consisted of a question from a questionnaire consisting of 39 scales

Based on the results of the data of the organizational commitment variable questionnaire obtained the highest teacher organization commitment

variable score at a score of 175 and the lowest score of 131. average result (Mean) variable Y of 156, 53. Median 158, mode at 158, and standard deviation 10,913. Based on the results of the highest self-efficacy variable score at the score of 156 and the lowest score of 189 and obtained the average result (mean) variable X_1 of 172, 03. Median 175, mode at 181, and standard deviation 8, 356. Based on the results of psychological well-being variables the highest score at a score of 183 and the lowest score of 218. And get the average result (Mean) variable Y of 172, 03. Median 196, mode of 197, and standard deviation 8, 737. Based on the results of the organization commitment variable data (Y) there is a value of r count of all items greater than r table 0.553, it can be concluded that all items on the organization commitment variable there are 35 valid statements and 7 invalid. The trial of the self-efficacy variable uses 48 statement items. After testing the validity using *product moment* and realization test in SPSS, there are 39 valid statements and 9 invalid statements. The trial of the variable Kpsychological welfare used 54 statement items. After testing the validity using product moment and realization test in SPSS, there are 44 valid statements and 10 invalid statements.

Testing data using one sample Kolmogorov Smirnov test. Based on the normality test results with Kolmogorov-Smirnov Test obtained asymp value results. Sig (2-tailed) by 0.200. It can then be concluded that the data is distributed normally. Based on the above output it is known that the significant value of the self-efficacy variable is, 0.526 Greater than 0.05, meaning there is no heteroskedasity in the self-efficacy variable. The result of a psychological well-being variable value of 0.800 is greater than 0.05, meaning there is no heteroskedasita in the psychological well-being variable. Based on the above calculation results obtained rcount (rx_{1y}) of 0, 854. It can be concluded that rcount > 0 then H1 is accepted. The result of such coefficients can be concluded that the influence between the two variables is quite strong. The calculation obtained from rcount (rx_{2y}) is 0, 839. This means that rcount > 0, then H1 is accepted, so it can be concluded that the influence between the two variables is quite strong. Partial exams are used to partially test the effect of variables on dependent variables. Results from the T-test result for self-efficacy varibel (X_1) obtained t-count of 2,139. Results on the t-table with sig.0.05 obtained a value of 1,701. Then it can be concluded the t-count value is greater than r table and is on the receipt of H_a and H_o rejected. The effect of Psychological Well-Being on the organization's commitment to t-test results for psychological well-being obtained t-count by 3,207. Results on the t-table with sig.0.05 obtained a value of

1,701. Then it can be concluded the t-count value is greater than r table and is on the receipt of H_a and H_o rejected. R^2 (R Square) analysis or determination is used to find out how much percentage of independent variables contribute together – equally to dependent variables. The result of the determination coefficient or R-Square is 0.768 which indicates that the proposi influence of self-efficacy and Psychological Well-being is 76.8%. The results showed that there was an effect of self-efficacy and psychological well-being on the organization's commitment of 76.8 and the remaining 23.2% were influenced by other factors that were not studied.

4. CONCLUSION

There is a positive and significant influence between self-efficacy and psychological well-being on the commitment of teacher organizations at Pa van der Steur Elementary School. The results of the statistical test were obtained from the regression test of self-efficacy influence by 2,139 and psychological well-being of 3,207 with a significant level of 5%. The results of the determination test of 0,768 showed that the self-efficacy of the commitment was 76.8% and the rest was influenced by other factors that were not studied. Thus, the results of the analysis show that self-efficacy and psychological well-being to the organization's commitment have a positive influence.

5. SUGGESTION

School leaders are expected to assist teachers in trying to give new assignments to teachers, so that teachers can have existing experience related to the work process carried out by other teachers. This will assist teachers in improving the assignment experience provided. School leaders are also expected to assist teachers in strengthening if there are teachers who have anxiety and stress in carrying out work. Educators are expected to be better at improving their abilities so that school leaders can give confidence in carrying out their duties. Educators are expected to increase curiosity in carrying out work. A humble and airy chest attitude is also required in reducing discomfort in work.

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