

The Effect of Organizational Culture and Job Satisfaction on Teacher Organizational Commitment of State Junior High School in Tebing Tinggi

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Abstract— This study aims to find out: (1) the direct effect of organizational culture on job satisfaction; (2) the direct and indirect effect of organizational culture on teacher organizational commitment; and (3) the direct effect of job satisfaction on teacher organizational commitment. The population in this study were 352 teachers of state junior high school in Tebing Tinggi. In determining the sample, the researcher refers to Arikunto's criteria that is taking 40% (140 people) of the population. To determine the sample of each school proportional random sampling technique was used. The instruments to collect the data were questionnaires based on the Likert Scale model. The validity was computed using the Product Moment Correlation formula while the reliability was tested using the Alpha Cronbach formula. This causal model was tested using the path analysis. Based on the analysis, it was obtained that: (1) organizational culture had a direct effect on job satisfaction with a path coefficient of 0,379; (2) there was a direct and an indirect effect of organizational culture on teacher organizational commitment with a path coefficient of 0,223 and 0,021; and (3) job satisfaction had a direct effect on teacher organizational commitment with a path coefficient of 0,215. Based on the results of the study, the three hypotheses enforced are accepted. Therefore, the efforts to improve organizational culture and job satisfaction can increase teacher organizational commitment.

Keywords—organizational; culture; job; satisfaction, commitment

I. INTRODUCTION

Junior High School is formal educational institution that provide education for students graduated from Elementary School so that graduates have the ability to continue education to Senior High School/ Vocational High School. Junior High Schools as an organization requires teachers who have commitment to the organization to achieve school goals effectively and efficiently.

Organizational commitment refers to someone's promise or responsibility toward the organization to work as the wishes of the organization and to achieve organizational goals effectively and efficiently. According to Sopiah (2008:155) organizational commitment is the identification

and strong involvement of someone against the organization. This is in line with the concept adapted from the opinion of Blau and Boal (as cited in: Sopiah, 2008:155) which stated that organizational commitment is an alignment between employee loyalty to the organization and organizational goals. With high commitment, individuals will care about the future of the organization and try to make the organization better. Conversely, individual with low commitment will consider his/ himself or his/ her group to be important and has no desire to make the organization better. Furthermore, according to Prayitno (2009:219) that commitment can be interpreted as a promise to do something seriously. While, Schatz and Schatz (1995:67) suggested that commitment is the most fundamental thing for everyone in his/ her job; without any commitment, the tasks assigned to him/his are difficult to be done properly.

Commitment to the organization will create individual sequacity against organizational rules. Sequacity with the organization will facilitate the implementation of school programs and policies. Sequacity or loyalty to the organization will not make a person turn over intention (move); a disease that lately occurs in many educational units. Many teachers move from one school to another, even teachers labeled as Civil Servant (PNS) do turn over intention to schools in urban areas.

The Indonesian Corruption Watch (ICW) study (in CNNIndonesia.com) mentions that many civil servant teachers are piled up in schools in urban areas, while schools in remote areas are still short of teachers. In this research, ICW conducted an evaluation on the implementation of the Decree of five ministers on the regulation and equity of civil servant teachers in Indonesia. From there, ICW concluded that the regulation and equity of teachers have failed to reach the target.

The phenomenon of the larger number of teachers who make the move from one organization to the others causes problems to the policy of teacher distribution. The process of recruitment and placement of teachers through various formations, either the levitation formation through honorary or the teacher acceptance test in various districts/ cities is

very good in solving the lack of teacher in various areas, but in the implementation, after several years, many teachers who pass the test or have been appointed as civil servant have moved to urban areas. The turn over intention indicates the absence of a teachers' organizational commitment to the organization. Without any commitment to the organization, the teacher will not stand in the organization.

Based on the description above, it is necessary to conduct research to examine the organizational commitment and the variables that influenced it i.e. organizational culture and job satisfaction.

II. THEORITICAL FRAMEWORK

A. Organizational Culture

Mangkunegara (2008:113) said that organizational culture is the set of assumptions or belief systems, values and norms that are developed in the organization as behavioral guidelines for its members to resolve external adaptation and internal integration issues. Furthermore, according to Newstrom (as cited in Ambarita, et al., 2014:7) organizational culture is the set of assumptions, beliefs, values, and norms that are shared by organization members. In line with this, Robbins and Judge (2011:521) stated that organizational culture is a system of shared meaning held by members that distinguishes the organization from other organizations. Further, Robbins and Judge (2009:608) made the correlation model of organizational culture with performance and satisfaction, as seen in the Figure 1.

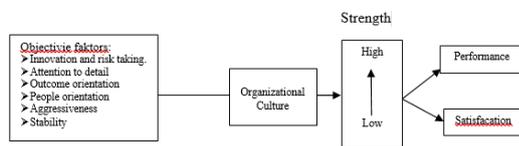


Figure 1. Correlation Model of Organizational Culture with Performance and Satisfaction

Based on the Figure 1, it can be explained that the organizational culture directly affects satisfaction and performance.

While according to Colquitt, et al. (2009:64) organizational commitment can be affected by organizational mechanisms, group mechanisms, individual characteristics, and individual mechanisms, as seen in the following figure.

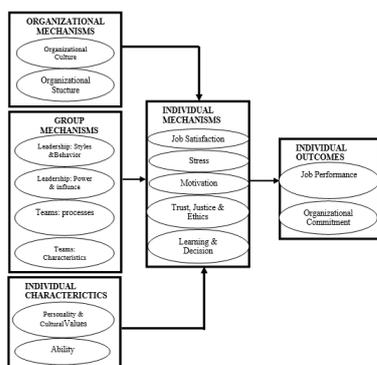


Figure 2. Integrative Model of Organizational Behavior

Based on the Figure 2, it can be explained that organization commitment can be affected by job satisfaction, and job satisfaction can be affected by organizational culture

B. Job Satisfaction

McShane and Von Glinow (2010:108) stated that job satisfaction as one's evaluation of his/ her work, work environment, and emotional experience in the job. Furthermore, according to Luthans (2006:243) job satisfaction is a happy emotional condition or positive emotion that come from a job assessment or work experience. Job satisfaction is the result of employees' perceptions of how well their work based on the things that are judged important. While, Porter (as cited in Ardana, et al., 2008:23) says that job satisfaction is the difference of something that should exist with something that actually exist (factual). The smaller the gap between the two condition, the more satisfied the person will be.

C. Organizational Commitment

According to Snyder, Dowd and Houghton (1994:128) the term commitment comes from the Latin word "Committere" which means combining, uniting, believing and doing. Furthermore, Luthans (2006:249) stated that organizational commitment is an attitude that shows employee loyalty and is an ongoing process of how an organization member expresses their attention to the success and goodness of the organization. While, George and Jones (2002:391) affirmed that organizational commitment is a collection of feelings and beliefs that each member of the organization has about its organization as a whole.

D. Hypothesis of the study

The hypothesis were formulated as follows: (1) organizational culture (X1) had a direct positive effect on teachers job satisfaction (X2) of state junior high school in Tebing Tinggi; (2) organizational culture (X1) had a direct positive effect on teacher organizational commitment (X3) of state junior high school in Tebing Tinggi; and (3) teacher job satisfaction (X2) had a direct positive effect on teacher organizational commitment (X3) of state junior high school in Tebing Tinggi.

III. RESEARCH METHODS

This study is a causal research which is designed to explain causal relationship between organizational culture and job satisfaction toward teacher organizational commitment of state junior high school in Tebing Tinggi, Indonesia.

The population in this study were all teachers of public junior high school in Tebing Tinggi with the number of 352 people. In determining the number of samples, 40% of the population (Arikunto, 2008:116) and proportional random sampling technique was used. Thus, it was obtained 140 sample, as seen in the Table 1.

Table 1. Distribution of Sample of Public Junior High School in Tebing Tinggi

No.	Name of School	Sample
1	SMP Negeri 1 Tebing Tinggi	40/100 x 50 = 20
2	SMP Negeri 2 Tebing Tinggi	40/100 x 32 = 13
3	SMP Negeri 3 Tebing Tinggi	40/100 x 46 = 18
4	SMP Negeri 4 Tebing Tinggi	40/100 x 40 = 16
5	SMP Negeri 5 Tebing Tinggi	40/100 x 44 = 18
6	SMP Negeri 6 Tebing Tinggi	40/100 x 36 = 14
7	SMP Negeri 7 Tebing Tinggi	40/100 x 30 = 12
8	SMP Negeri 8 Tebing Tinggi	40/100 x 36 = 14
9	SMP Negeri 9 Tebing Tinggi	40/100 x 30 = 12
10	SMP Negeri 10 Tebing Tinggi	40/100 x 8 = 3
Total		140

The instrument for collecting the data were questionnaires based on Likert Scale model of which validity and reliability had been tested. The validity was computed using the Product Moment Correlation formula while the reliability was tested using the Alpha Cronbach formula. This causal model was tested using the path analysis. The path analysis was done to confirm the views by Schumacker, R. & Lomax, R. (as cited in: Riadi, 2013:3) that stated “path analysis is an extension of multiple regression models or equations can be estimated simultaneously; it provides a more effective and direct way of modelling effects. Path analysis can be considered an early form and special case of structural equation modelling in which structural among only observed variables”. The causal relationship between variables can be described as follows.

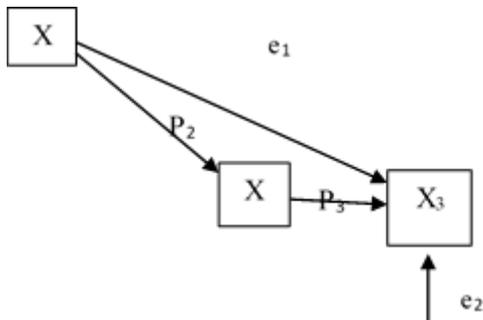


Figure 3. The Causal Relationship Between Variables

IV. RESEARCH FINDING AND DISCUSSION

A. Validity and Reliability

Based on the result of testing, the validity of items of each instrument is seen in Table 2 below.

Table 2. Validity of Items of Each Instrument

Variable	Total Items Tested	Items Not Valid	Items Valid
Organizational Culture	36	6	30
Job Satisfaction	35	5	30
Organizational Commitment	40	10	30

Based on the reliability test, the instrument is measured to be reliable if $\alpha > 0,60$. The reliability test result is illustrated in Table 3.

Table 3. Reliability Test Result

Variable	Total Items	α	Explanation
Organizational Culture	30	0,939	Reliable
Job Satisfaction	30	0,939	Reliable
Organizational Commitment	30	0,956	Reliable

B. Data Description

The data description of three variables is presented in Table 4.

Table 4. Data Description of Three Variables

No	Descriptive Statistic	Variable		
		X ₁	X ₂	X ₃
1.	Sample	140	140	140
2.	Mean	99,95	106,48	99,42
3.	Median	100	106	99
4.	Mode	90	100	90
5.	Standard Deviation	16,39	14,03	12,95
6.	Variance	268,63	196,84	167,70
7.	Range	58	58	49
8.	Maximum Score	129	128	120
9.	Minimum Score	71	70	71
10	Sum	13993	14907	13919

Jsnxk

C. Hypothesis Testing

After the path analysis was done, the path coefficient was used to test the research hypothesis. The criteria that was used in testing the hypothesis is if the path coefficient less than 0,05 then the path was meaningless.

Table 5. Description of Path Coefficient and Significance

Path Coefficient	t _{count}	t _{table}	Description
		$\alpha = 0,05$	
P ₂₁ = 0,379	4,8111	1,645	Significant path
P ₃₁ = 0,223	2,6836	1,645	Significant path
P ₃₂ = 0,215	2,5898	1,645	Significant path

Based on the description in the Table 5, it was found that the value of tcount of three path coefficients was greater than ttable at $\alpha = 0,05$. So, it can be concluded that the three path coefficients were significant.

Table 6. Description of Path Coefficient, Direct Effect and Indirect Effect of the Exogenous on the Endogenous

Variable Effect	Causal Effect		Total
	Direct Effect	Indirect Effect through X ₂	
X ₁ -X ₂	0,379		0,379
X ₁ -X ₃	0,223	0,223 x 0,215 x 0,438=0,021	0,244
X ₂ -X ₃	0,215		0,215

Based on the description above, it was concluded that the direct effect of Organizational Culture (X1) on Job Satisfaction (X2) is 0,379. The direct effect of

Organizational Culture (X1) on Organizational Commitment (X3) is 0,223. The direct effect of Job Satisfaction (X2) on Organizational Commitment (X3) is 0,215. The indirect effect of Organizational Culture (X1) on Organizational Commitment (X3) through Job Satisfaction (X2) is 0,021.

D. Discussion

1. The Effect of Organizational Culture on Job Satisfaction

The research findings show that the organizational culture had a direct effect on job satisfaction with a path coefficient of 0,379 or 14,36%. It means that 14,36% of the effect on job satisfaction can be influenced by the organizational culture, while the rest of 85,64% is determined by other variables. This finding supports the opinion of Robbins and Judge (2009:608) and Colquitt, LePine, and Wesson (2009:64).

2. The Effect of Organizational Culture on Organizational Commitment

Based on the findings, it was revealed that there was a direct effect of organizational culture on organizational commitment at the value of 0,223 or 4,97%. This means that 4,97% of the effect on organizational commitment was influenced by the organizational culture and 95,03% is affected by other variables. This finding answers the opinion of Colquitt, LePine, and Wesson (2009:64).

3. The Effect of Job Satisfaction on Organizational Commitment

The research findings show that job satisfaction had a direct effect on organizational commitment with a path coefficient of 0,215 or 4,62%. It means that 4,62% of the effect on organizational commitment can be influenced by job satisfaction, while the rest of 95,38% is determined by other variables. This finding supports the opinion of Colquitt, LePine, and Wesson (2009:64).

V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the previous descriptions, it can be concluded that:

- a) Organizational culture had a positive direct effect on job satisfaction. The value of the direct contribution of organizational culture on job satisfaction is 0,379 or 14,36%. The rest of 85,64% is determined by other variables.
- b) Organizational culture had a positive direct effect on organizational commitment. The value of direct contribution of organizational culture on organizational commitment is 0,223 or 4,97%. The 95,03% is affected by other variables.

- c) Job satisfaction has a positive direct effect on organizational commitment. The value of direct contribution of job satisfaction on organizational commitment is 0,215 or 4,62%. The remaining 95,38% is affected by other variables.

B. Recommendations

Based on the conclusions, several suggestions are proposed. Effort that can be done is as follows:

- a) The improvement of organizational commitment can be done by: a) have a strong desire to survive as members of the organization; and b) desire to strive toward the achievement of organizational goals.
- b) To increase job satisfaction can be done by: (1) designing the work to be fun and exciting; (2) giving fair rewards, benefits and promotion opportunities; and (3) adjusting work with one's interests and expertise.

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