

The Organizational Commitment of Teachers at SMP Negeri in Sawan District, Buleleng Regency, Bali Province

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Abstract—This study aimed at finding out the contribution of the school management values-based local wisdom (*Tri Hita Karana*), servant leadership, spiritual quotient, job satisfaction to teacher organizational commitment. This ex-post facto study used path analysis. The population consisted of 163 persons and the sample was drawn using proportional the random sampling technique with the size of 132 persons. The data about all variables were collected using questionnaires on the local wisdom (*Tri Hita Karana*) values-based school management, school principal's servant leadership, spiritual quotient, job satisfaction, and teacher's organizational commitment. The results of the study showed that (1) the contribution of local wisdom (*Tri Hita Karana*) values-based school management (X1) to organizational commitment (Y) was 42.39 percent. (2) the contribution of school principal servant leadership (X2) to organizational commitment (Y) is 11.64 percent. (3) the contribution of spiritual quotient (X3) to organizational commitment (Y) is 18.21 percent. (4) the contribution of job satisfaction (X4) to organizational commitment (Y) is 13.88 percent. (5) there was a simultaneously between the local wisdom (*Tri Hita Karana*) values-based school management, school principal's servant leadership, spiritual quotient, and job satisfaction on teacher's organizational commitment based on the results of analysis using the regression model $\hat{y} = 75.915 + 0.741 X_1 + 0.826 X_2 + 0.716 X_3 + 0.732 X_4$ with Freg = 224.104 ($p < 0.05$). Contributions the variable together X1, X2, X3, X4 to Y is 86.12 percent.

Keywords—*tri hita karana, servant leadership, spiritual quotient, job satisfaction, organizational commitment*

I. INTRODUCTION

High loyalty towards a school organization will be manifested in its teachers' high commitment. Organizational commitment refers to an attitude shows the relationship between employee and organization (Werang et al., 2015) [1]. Teacher organizational commitment tends to have the capacity to enhance performances, and on the contrary, if the teachers have a low commitment, then their performances will also tend to be low (Werang & Agung, 2017) [2].

School principal leadership that is underlain by *Tri Hita Karana* values has the goal of producing teachers or school community members with good characters who are able to

create a harmonious relation between humans and God, humans and their fellow humans and humans and the natural environment. Education is expected to contain characters, morality and culture that are based on the *Tri Hita Karana* ideology (Sudira, 2014)[3]. In the context of organizational commitment, Agung (2009) [4] found out that transformational leadership, organization culture, and job satisfaction correlated significantly with organizational commitment in all senior high schools in Denpasar City.

Tri Hita Karana gives a special emphasis on the need to strike a balance between cultural performance and individual performance in every education activity. The effort at the preservation of the local wisdom (*Tri Hita Karana*) has to be followed by teacher's organizational commitment. The values contained in *Tri Hita Karana* are very important to be applied in the school management in order to enhance spiritual quotient, and teacher job satisfaction. However, it cannot be denied that the factor of school principal servant leadership plays an important role in a success in a school management implementation based in the local wisdom (*Tri Hita Karana*) values -based school management.

Commitment is shown in the attitude of acceptance, strong belief in the values and goal of organization, this is also true for strong motivation to maintain membership in organization to attain its goal (Werang et al., 2015; Werang & Pure, 2018) [5] [6]. In other words, organizational commitment is a teacher's loyalty to the profession or organization.

Spiritual quotient is a person's ability to interpret this life. The intelligence to take an action is based on the correct knowledge and understanding of the nature of life in this world.

Since teacher job satisfaction is related to individual's evaluation of his or her own work in terms of context and content of the work itself (Werang et al., 2017) [7], then teacher job satisfaction is not merely viewed as related to a high salary. Because in various developed countries, when teacher's salary is more than enough, there is always the case of dissatisfaction on the part of many teachers and even some of them change their profession. This means that there are

many factors that contribute to the development of teacher's satisfaction at school.

To anticipate this problem, various efforts have been made to develop teacher's organizational commitment in Indonesia, including improvement of facilities, curriculum, teaching system, etc.

II. METHOD

This study was conducted at SMP Negeri in Sawan District. The study used a descriptive and correlation study design. It is called descriptive, since the researchers tried to obtain information related to the phenomena being observed which is followed by describing data on the object or variables under study (Suharsimi, 1989)[8] and Agung, 2014) [9].

The population in this study consisted of 163 teachers of SMP Negeri in Sawan District in 2017. By using Krejcie and Morgan's (in Agung, 2014) [10] formula a minimal sample of 113 was obtained. After being corrected by Warwich and Lininger's formula (in Agung, 2014) [11], a sample size became 132.

III. RESULTS AND DISCUSSION

Based on the results of the study it was found out that there was a contribution from the local wisdom (*Tri Hita Karana*) values-based school management, servant leadership, spiritual quotient, job satisfaction to teacher organizational commitment at SMP Negeri in Sawan District. Based on the analysis done, it can be explained that (1) there was a significant correlation between the local wisdom (*Tri Hita Karana*) values-based school management and school organizational commitment ($r_{obs.} = 0.81$ and $r_{c.v.} = 0.167$ and $\alpha = 0.05$); (2) there was a significant correlation between school principal servant leadership and organizational commitment ($r_{obs.} = 0.583$ and $r_{c.v.} = 0.167$ and $\alpha = 0.05$); (3) there was a significant correlation between the local wisdom (*Tri Hita Karana*) values-based school management and organizational commitment ($r_{obs.} = 0.769$ and $r_{c.v.} = 0.167$ and $\alpha = 0.05$); (4) there was a significant correlation between school principal's servant leadership and job satisfaction ($r_{obs.} = 0.876$ and $r_{c.v.} = 0.167$ and $\alpha = 0.05$); (5) there was a significant correlation between the local wisdom (*Tri Hita Karana*) values-based school management and school principal's servant leadership ($r_{obs.} = 0.830$ and $r_{c.v.} = 0.167$ and $\alpha = 0.05$); (6) there was a significant correlation between school principal servant leadership and spiritual quotient ($r_{obs.} = 0.81$ and $r_{c.v.} = 0.167$ and $\alpha = 0.05$); (7) there was a significant correlation between the local wisdom (*Tri Hita Karana*) values-based school management and job satisfaction ($r_{obs.} = 0.875$ and $r_{c.v.} = 0.167$ and $\alpha = 0.05$); (8) there was a significant correlation between spiritual quotient and organizational commitment ($r_{obs.} = 0.82$ and $r_{c.v.} = 0.167$ and $\alpha = 0.05$); (9) there was a significant correlation between job satisfaction and organizational commitment ($r_{obs.} = 0.82$ and $r_{c.v.} = 0.167$); (10) there was a significant correlation between the local wisdom (*Tri Hita Karana*) values-based school management and organizational commitment through spiritual quotient to organizational commitment ($r = 0.04$); (11) there was a significant correlation between the local wisdom (*Tri Hita Karana*) values-based school management and organizational

commitment through spiritual commitment ($r = 0.825$). Based on the results it was found that there was a direct effect of servant leadership on organizational commitment ($r = 0.26$). In the mean time, there was an indirect effect of servant leadership through job satisfaction on organizational commitment ($r = 0.11$); (12) there was a significant correlation (86.12% correlation) simultaneously between the local wisdom (*Tri Hita Karana*) values-based school management, school principal's servant leadership, spiritual quotient, and job satisfaction on teacher's organizational commitment based on the results of analysis using the regression model $\hat{y} = 75.915 + 0.741 X_1 + 0.826 X_2 + 0.716 X_3 + 0.732 X_4$ with Freg = 224.104 ($p < 0.05$). The highest contribution was from teacher's job satisfaction.

This finding of study appropriate with the majority of sampled teachers (81.81%) in three selected districts of Bali Province, in fact, percept negatively to the concept and practice of teachers' professional development programs held in Bali Province that in-service professional development did little change to teachers' teaching practice [12]. This study so appropriate with finding of study Agung's that Principals' transformational leadership has a positive and significant effect on school organizational climate in the elementary schools of Boven Digoel District, Indonesia. It is indicated by the R^2 value of 0.354 is significant at $p = 0.000$ [13]. Such was the case in order to build a school as a place not only for developing intelligent students but also for developing cultural values that give the character of honesty, friendship, tolerance, diversity, recognition, noble values, some principles and concepts of Balinese local wisdom can be applied as a foundation of modern school management. The principles and concepts of Balinese local wisdom are part Balinese culture that rooted in Veda, the holy book of Hindu [14].

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis done, it can be conclusions that (1) There was a significant correlation between the local wisdom (*Tri Hita Karana*) values-based school management and school organizational commitment ($r_{obs.} = 0.81$ and $r_{c.v.} = 0.167$ and $\alpha = 0.05$); partial correlation ($ry_{1-2,3,4}$) with Y equal 0,123. The contribution of local wisdom (*Tri Hita Karana*) values-based school management to organizational commitment was 42.39 percent. (2) There was a significant correlation between school principal servant leadership and organizational commitment ($r_{obs.} = 0.583$ and $r_{c.v.} = 0.167$ and $\alpha = 0.05$), partial correlation ($ry_{2-1,3,4}$) with Y equal 0,014. The contribution of school principal servant leadership to organizational commitment is 11.64 percent. (3) There was a significant correlation between spiritual quotient and organizational commitment ($r_{obs.} = 0.82$ and $r_{c.v.} = 0.167$ and $\alpha = 0.05$), partial correlation ($ry_{3-1,2,4}$) with organizational commitment equal 0,177. The contribution of spiritual quotient to organizational commitment is 18.21 percent. (4) There was a significant correlation between job satisfaction and organizational commitment ($r_{obs.} = 0.82$ and $r_{c.v.} = 0.167$, partial correlation ($ry_{4-1,2,3}$) with Y equal 0,444. The contribution of job satisfaction to organizational commitment is 13.88 percent. (5) there was a simultaneously between the local wisdom (*Tri Hita Karana*) values-based

school management, school principal's servant leadership, spiritual quotient, and job satisfaction on teacher's organizational commitment based on the results of analysis using the regression model $\hat{y} = 75.915 + 0.741 X_1 + 0.826 X_2 + 0.716 X_3 + 0.732 X_4$ with Freg = 224.104 ($p < 0.05$). Contributions the variable together X_1, X_2, X_3, X_4 to Y is 86.12 percent.

B. Suggestion

Based on the findings of this study, the following suggestions can be made. (1) To the school principals it is suggested that opportunities be given to all teachers to participate in designing and implementing school programs in accordance with school management. To the school principals it is also suggested that they should understand and listen to suggestions and inputs given by the teachers so that the latter have a high commitment to their organization. The implementation of the local wisdom (*Tri Hita Karana*) values-based school management should be made more operational so that it can be easily used in the school daily life.; (2) To the teachers it is suggested that they should be highly aware and active in following all school programs in the effort to enhance the ability to teach according to the demands made by the curriculum that are very dynamic so that they can better understand the importance of teacher's profession. Teachers should also have a full awareness of the importance of devotion to God, care for the students, colleagues, and environment. They should always be enthusiastic in doing their tasks in order they can improve the performance of the school organization; always develop a harmonious relation to create a peaceful mental condition and a comfortable environment. (3) To other researchers it is suggested that they should develop this study further, especially in relation to the problems and variables used in this study by using a richer and more complex design and data analysis by using other variables that are relevant to teacher's organizational commitment.

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