

Increasing Teacher's Commitment to Organizations through the Development of Organizational Culture and Situational Leadership

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Abstract—The purpose of this research is to seek efforts to increase the teacher's commitment to the organization through the development of organizational culture and situational leadership. The study was conducted using correlation statistical methods to determine whether other variables, namely organizational culture and situational leadership, had a positive relationship with the teacher's commitment to the organization. Data analysis is performed using the Sitorem method to make recommendations and determine the priority sequence of improvements. The research was conducted in Madrasah Tsanawiyah (Islamic Junior School), Cibinong District, Bogor Regency with a sample of 113 teachers. The results of the research showed that there was a positive relationship between organizational culture and the teacher's commitment to the organization with the relationship coefficient $pyx1 = 0,527$. Besides, there was a positive relationship between situational leadership and the teacher's commitment to the organization with relationship coefficient $pyx2 = 0,328$. This shows that the teacher's commitment to the organization can be improved through the development of organizational culture, situational leadership, and from the components of the organizational culture itself.

Keywords—teacher commitment; organizational culture; situational leadership; Sitorem analysis

I. INTRODUCTION

Education is an effort to improve the quality of human life in which it has a very important role to increase knowledge. Through this process, it is expected that humans can understand what the meaning and nature of life is, for what and how to carry out the tasks of life and life properly and can compete with the current flow of globalization. Education is currently directed at the process of functioning of all potential students humanely so that they become themselves who have superior abilities and personalities and good character [1].

The teacher must have good abilities and competencies to carry out his duties. In an educational organization, a teacher is required to be able to work professionally with good competence, be able to provide good service for students, and have a high commitment to the organization so that the learning process becomes qualified. In realizing a quality learning process teacher commitment is needed for a high

organization, because with the teacher's commitment to a high organization it will have an impact on the learning process so as to produce quality graduates as well. A high commitment from a teacher to a school institution as an organization is expected to support the achievement of school goals by producing quality education quality [2].

Facts at the research locus show that teacher commitment to the organization is still low. This is evidenced by the fact that there are still teachers whose presence is low, the teacher makes the learning plan not well developed, the teacher does not give advice or input to support the achievement of organizational goals, the low willingness of a teacher to carry out self-development in order to make changes add insight, and low willpower. If the teacher's commitment to the organization is low, it will have an impact on the learning process that is less qualified so that it will produce graduates who have low quality [3].

In sharpening and supporting this research, a preliminary survey was conducted in November 2017 based on the results of a questionnaire to 30 Madrasah Tsanawiyah (MTs) teachers in Cibinong Sub district. The following results are obtained: 40% are still low in affective commitment, namely the teacher is not willing to carry out the task in accordance with the vision, mission, and goals of the school and the teacher is not yet willing to carry out discipline. 49% are still low in sustained commitment, namely teachers do not have the willingness to develop themselves and teachers are not willing to stay in school. 42% are still low in normative commitment, namely teachers have not made their own plans for implementing learning and teachers are not willing to work for school success beyond the time of work routine.

Based on the background above, the purpose of the research is to find ways to increase teacher commitment to the organization by examining the relationship of other variables with teacher commitment to the organization. The other variables are organizational culture and situational leadership.

The purpose of this study was to find ways to improve teacher innovativeness. The study was conducted by examining the relationship of other variables with teacher innovativeness. Other variables are organizational culture and emotional intelligence.

II. THEORETICAL FRAMEWORK AND RESEARCH HYPOTHESIS

A. *The Relationship between Situational Leadership and Teacher Commitment to the Organization*

Situational leadership is the behaviour of leaders in influencing subordinates based on the relationship between leaders and subordinates and see the level of maturity and readiness of subordinates in carrying out their duties in order to achieve the goals set. Commitment to the organization is a person's attitude in accepting organizational values and objectives, individual involvement and loyalty to the organization, willingness to produce better results for the organization, and the desire to stay longer in the organization [4].

The principal with his style and manner of leadership who sees the situation and readiness and maturity in providing the right tasks can move, influence, and motivate other people to work together in achieving the goals set by the organization. A leader who can bring up the spirit of the teacher in carrying out his duties arise the desire of the teacher to show loyalty and teacher loyalty to the organization. The more effective situational leadership carried out by the principal, the higher the teacher's commitment to the organization. Based on the above analysis, it is assumed that there is a positive relationship between situational leadership and teacher commitment to the organization.

B. *Relationship between Organizational Culture and Teacher's Commitment to Organizations*

Organizational culture is an attitude and understanding of rules, norms, values that bind and guide members of the organization, guidelines in overcoming opportunities and problems faced by organizations and directing all members of the organization to achieve organizational goals. Meanwhile, commitment to the organization is a person's attitude in accepting organizational values and objectives, individual involvement and loyalty to the organization, willingness to produce better results for the organization, and the desire to stay longer in the organization.

Strong organizational culture has a stronger impact on the values and goals that exist in the organization, because a strong organizational culture can shape behaviour in organizations that greatly influence the commitment of teachers to the organization. The stronger the organizational culture, the higher the teacher's commitment to the organization [5]. Based on the aforementioned thoughts, it is assumed that there is a positive relationship between organizational culture and teacher commitment to the organization.

C. *Relationship between Situational Leadership and Organizational Culture Together with Teacher's Commitment to Organizations*

Situational leadership is the behaviour of leaders in influencing under and based on the relationship between leaders and subordinates and see the level of maturity and readiness of subordinates in carrying out their duties in order to achieve the intended goals. Organizational culture is an attitude and understanding of rules, norms, values that bind and guide

members of the organization, guidelines in overcoming opportunities and problems faced by organizations and directing all members of the organization to achieve organizational goals.

Commitment to the organization is a person's attitude in accepting organizational values and objectives, individual involvement and loyalty to the organization, willingness to produce better results for the organization, and the desire to stay longer in the organization. Principals as leaders are required to be able to influence, mobilize, motivate, and invite organizational members to be able to carry out their work to achieve organizational goals. Through a strong understanding and cultivation of organizational culture in schools, teachers will be better at accepting organizational values and goals to improve the stability of the organization's environment.

Organizational culture will influence the way people work and behave, which is used as a reference for carrying out tasks in their organization to achieve organizational goals. Situational leaders can influence their members in dealing with certain situations by being able to see the level of maturity and readiness of followers in carrying out the task so that the objectives have been achieved so that the members of the organization have good behaviour patterns in the organization. In an organization, members must have a high commitment to the organization so that organizational goals can be achieved.

The teacher's commitment to the organization can be applied through the cultivation of a strong organizational culture so that members of the organization can carry out their duties wholeheartedly for their desire and awareness to advance the organization so that organizational goals can be achieved. Thus, the better the situational leadership of the principal and the better the organizational culture of a school institution, the stronger the teacher's commitment to the organization.

Based on the above analysis, it is assumed that there is a positive relationship between situational leadership and organizational culture together with teacher commitment to the organization. Our research hypothesis can be proposed as follows.

- There is a positive relationship between situational leadership and teacher commitment to the organization.
- There is a positive relationship between organizational culture and teacher commitment to the organization.
- There is a positive relationship between situational leadership and organizational culture with teacher commitment to the organization.

III. METHODS

This study uses correlation statistical methods to find out whether there is a positive relationship between situational leadership and organizational culture with teacher commitment to the organization. From these results, an analysis was carried out using the Sitorem method to determine recommendations and the priority sequence of improvements that needed to be made [6]. The research was conducted on Private MTs

Teachers in Cibinong District, Bogor Regency with a research population of 157 people and a sample of 113 people.

IV. STATISTICAL HYPOTHESIS

Based on the description of aforementioned data analysis techniques, this study was conducted to analyse the relationship between three variables, namely the teacher's commitment to the organization as Y variable, situational leadership as X_1 variable, and organizational culture as X_2 variable. The hypothesis proposed is:

$H_0: \rho_{Y1} \leq 0$, the correlation coefficient between X_1 and Y is less than zero, which means there is no positive relationship between situational leadership (X_1) and teacher commitment to the organization (Y).

$H_1: \rho_{Y1} > 0$, the correlation coefficient between X_1 and Y is more than zero, which means there is a positive relationship between situational leadership (X_1) and teacher commitment to the organization (Y).

$H_0: \rho_{Y2} \leq 0$, the correlation coefficient between X_2 and Y is less than zero, which means there is no positive relationship between organizational culture (X_2) and the teacher's commitment to the organization (Y).

$H_1: \rho_{Y2} > 0$, the correlation coefficient between X_2 and Y is more than zero there is a positive relationship between organizational culture (X_2) and the teacher's commitment to the organization (Y).

$H_0: \rho_{Y12} \leq 0$, the correlation coefficient between X_1 and X_2 with Y is less than zero which means there is no positive relationship between situational leadership (X_1) and organizational culture (X_2) together with the teacher's commitment to the organization (Y).

$H_1: \rho_{Y12} > 0$, the correlation coefficient between X_1 and X_2 with Y is more than zero, which means there is a positive relationship between situational leadership (X_1) and organizational culture (X_2) together with the teacher's commitment to the organization (Y).

V. RESULTS AND DISCUSSION

A. *The Relationship between Situational Leadership and Teacher Commitment to the Organization*

The results of the study show that there is a positive relationship between situational leadership and the teacher's commitment to the organization that means that in an organization where situational leadership is perceived well by members of the organization, the teacher's commitment to the organization of these members will be high. The strength of the relationship between situational leadership and teacher commitment to the organization is reflected in the value of the correlation coefficient of 0.383. The diversity in teacher commitment to organizations that is closely related to situational leadership is reflected in the coefficient of determination (r^2) of 0.147 which means 14.7% diversity in teacher commitment to the organization can be explained by situational leadership while the remaining 85.3% is influenced by factors other.

The results of the study are in line with the results of research that leadership has a strong significant relationship with organizational commitment [7]. On contrary the results of the leadership behaviour (participative, supportive, and directive) with organizational commitment that positive and significant relationship was observed to exist between leadership style and organizational commitment [8]. So, from this point, situational leadership is one of the determining factors in increasing teacher commitment to the organization.

B. *Organizational Intercultural Relationships with Teacher Commitment to the Organization*

The results of the study show that there is a positive relationship between organizational culture and the commitment of teachers to the organization that means that schools that have a high organizational culture will have an impact on teacher commitment to a high organization. The strength of the relationship between organizational culture and teacher commitment to the organization is reflected in the correlation coefficient of 0.527. Diversity in teacher commitment to organizations related to organizational culture is reflected in the determination coefficient value of 0.278 or 27.8%, while the remaining 72.2% is influenced by other factors. So, the organizational culture is one of the determining factors in increasing teacher commitment to the organization.

C. *The Relationship between Situational Leadership and Organizational Culture with Teacher Commitment to the Organization*

The results showed that there was a positive relationship between situational leadership and organizational culture with the teacher's commitment to the organization meant that the principal acted to show good situational leadership and in the school had a good organizational culture, the teacher's commitment to the organization would be good. With a correlation coefficient of 0.569 according to the Guilford category, it is classified as moderate. The diversity in teacher commitment to the organization that can be explained due to the influence of situational leadership and organizational culture is obtained from the value of the coefficient of determination of 0.323, which means that 32.3% of the teacher's commitment to the organization is determined jointly by situational leadership and organizational culture.

D. *Determination of Recommendations through Sitorem Analysis*

Sitorem is a scientific introduction theory for conducting operations research in the field of management education. The results of the Sitorem analysis can be seen in Figure 1. It can be seen that there are 9 indicators that are already good so it is recommended to be maintained, namely: Behavioral Norm, Trust, Communication, Cooperation, Supporting, Coaching, Loyalty to Organization, Intention to Remain as Member of Organization, Recipient of Organizational Value. Whereas there are 8 indicators that still need to be improved with the sequence of protests as follows: 1). Tradition, 2). Innovation, 3). Awards, 4). Directing, 5). Delegating, 6). Participating, 7). Support to Organization, 8). Effort to develop them self.

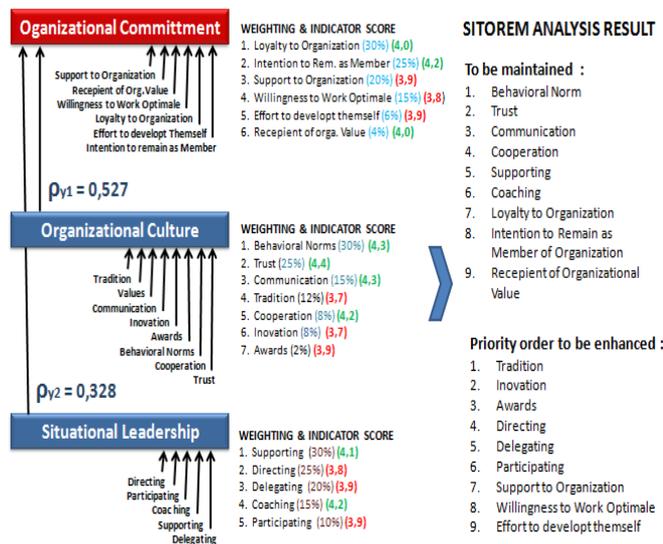


Fig. 1. Sitorem analysis results.

VI. CONCLUSIONS

We can conclude that there was a positive relationship between organizational culture and situational leadership to the organization. For thus, the teacher's commitment to the organization can be improved through the development of organizational culture and situational leadership and from the components of the organizational culture itself.

The results of the Sitorem Analysis show that the components of organizational culture, situational leadership, and teacher's commitment to the organization that are found to be good and only need to be maintained include: 1) behavioural norms, 2) communication, 3) cooperation, 4) values, 5) trust, 6) providing support, 7) providing training, 8) support from the

organization, 9) willingness to work hard for the organization, and 10) acceptance of organizational values. Components that still need to be increased are 9 components with the following priority sequence of improvements: (1). Tradition, (2). Innovation, (3). Awards, (4). Directing, (5). Delegating, (6). Participating, (7). Support to Organization, (8). Effort to develop them self.

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