

Organizational Commitment and Teacher Performance of Public High School in Banda Aceh

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ABSTRACT: This study aims to determine the factors that influence teacher performance, namely organizational commitment. The method used is an explanatory survey with a quantitative approach. The population in this study were all teachers at Public High School (PHS) Banda Aceh as many as 687 people, while the sample was 254 people from 16 schools using the Slovin formula and using a simple random sampling technique. Data collection techniques used in the form of questionnaires and data analysis techniques using Structural Equation Modeling (SEM). The results showed that organizational commitment had an effect on teacher performance. The results of this study are expected to determine the strength or weakness of the concepts used and can be used as input in efforts to develop and improve the quality of human resources, especially the performance of teachers in high schools.

KEYWORDS: Organizational Commitment, Teacher Performance, public high school, Banda Aceh

I. INTRODUCTION

Teacher performance is the result of an assessment of the process and work achieved by the teacher in carrying out his duties. Teacher performance can also be defined as the professional level of teachers in the teaching and learning process during a certain period which is realized through: (a) pedagogy, (b) personality, (c) professional (d) social (Article 8, UUGD, 14/2005). For schools, teacher performance is an important thing because it can show the success of the school in achieving its goals, and also shows what teachers have done in fulfilling and satisfying the community as service users. Teacher performance can also be used as a benchmark in the success of the national education system. Low teacher performance has an impact on the quality of student graduation which will ultimately affect the achievement of educational goals (Djatmiko, 2006, p. 20). An important demand in teacher performance is achieving educational success. The success of the performance shown by the teacher is a benchmark for the quality of good education (Rahmatullah, 2016, p. 121). One of the efforts in shaping and developing the quality and ability of the community is to focus on students and teachers, because students are the next generation who will determine the quality and progress of Indonesia, while teachers are believed to be a key factor in improving the quality of teaching and learning (Harden & Crosby, 2003). 2000). The role of teachers in transforming educational inputs is very important, even many experts say that there will be no change or improvement in quality in schools without changes and improvements in teacher quality (Directorate of Education Personnel, 2008, p. 1).

II. PROBLEMS

The HDI of the city of Banda Aceh has also increased in recent years. In 2014, the HDI figure for Banda Aceh was 82.22, while in 2015 it was 83.25, in 2016 it was 83.73, and in 2017 it was 83.95 (Central Bureau of Statistics, 2018). While Banda Aceh city HDI figures have shown an increase in the last three years, the average National Examination (UN) score for Economics subjects at Banda Aceh Senior High Schools (SHS) has actually decreased. The average value of economics subjects in Banda Aceh city high schools was 58.00 in 2015, 57.69 in 2016, 39.20 in 2017, and 45.08 in 2018 (Banda Aceh City Education Office, 2018). Based on these data, it can be seen that the National Exam (NE) score in Banda Aceh city high school has decreased from 2015 to 2017. Compared to 2017, the NE value in 2018 has increased. However, this increase still tends to be lower than the average value in 2016 and 2015. In this regard, teachers hold a crucial function in producing a quality learning process as teachers occupy positions and play an important role in education (Hadiyanto, 2004, p. 16). Quality learning outcomes will affect student achievement (Wulandari, 2013, p. 26). Student learning outcomes are products produced in learning process activities in schools and become a benchmark for the quality of the learning process carried out by teachers in schools, because qualified teachers will produce quality learning processes (Rahmatullah, 2016, p. 122).

III. LITERATURE REVIEW

Evaluation of teacher performance in Bedford County suggests that teacher performance criteria consist of 7 standards, namely planning based on data, instructional delivery, assessment, learning environment, communication, professionalism, and student achievement (Wagiran, 2010, p. 5). Then according to Calhoun County School District Instructional Performance Appraisal System Guidelines – Revised September, 2006 teacher performance criteria consist of 7 indicators, namely: Performance of Students, Ability to maintain appropriate discipline, Subject area knowledge, Ability to plan and deliver instruction, including the use of technology, Ability to evaluate instructional needs, Ability to establish and maintain a positive collaborative relationship with students' families to increase student achievement, and Other professional competencies as defined by the State Board of Education and policies of the Calhoun County School Board (Wagiran, 2010, p. 6). Based on this, it can be concluded that one of the teacher's performance criteria can be seen from the student achievement indicators. So in this case, the declining National Examination scores in the last four years is one indicator of the low performance of economics teachers in Banda Aceh City Senior High Schools.

The average score of Aceh province's teacher performance for Senior High Schools analyzed based on the Human Resources (HR) indicator of 78.29 is included in the poor category. This can be seen from the percentage of eligible teachers at 96.42, female teachers at 73.80, permanent teachers at 65.62, PNS teachers at 61.52, and retired teachers at 94.10 (Kintamani, 2016, p. 198). Improving teacher performance in order to improve the quality of education is not an easy job. Aspects that are within the teacher such as work discipline, competence, morals, experience, as well as aspects that are outside the teacher such as facilities and infrastructure, organizational commitment, work climate, compensation need to be improved. Teacher competence and organizational commitment are important aspects in improving teacher performance without reducing the role of other aspects. Hasbullah (in Arifin, 2015, p. 38) states that the success of educators in improving the national education system cannot be separated from the importance of competence, motivation, discipline, and supporting facilities in influencing teacher performance. Many factors affect teacher performance, both theoretically and empirically. Theoretically, the factors that affect teacher performance consist of: 1) personal factors, including: knowledge, skills, abilities, self-confidence, motivation and commitment possessed by each individual. 2) leadership factors, including: quality in providing encouragement, enthusiasm, direction and support that provide managers and team leaders. 3) Team factors, including: the quality of support and enthusiasm given by colleagues in a team, trust in fellow team members, cohesiveness and closeness of team members. 4) System factors, including: work systems, work facilities, or infrastructure provided by the organization, organizational processes, and performance culture within the organization. 5) Contextual (situational) factors, including: pressure and changes in the external and internal environment (Burhanudin, 2007, p. 1).

Empirically, many studies have been conducted regarding teacher performance, such as; Hakim (2015) concluded that pedagogic competence, personality competence, professional competence and social competence have a significant effect on improving teacher performance. Likewise, the results of research conducted by Arifin (2015) say that competence and job satisfaction have a positive effect on teacher performance in the city of Jayapura. This means that high competence can improve teacher performance. Then organizational commitment is also positively related to employee performance (Jaramillo et al. 2005; Khan et al., 2010; Darolia, 2010). Furthermore, Saani (2013) said that compensation, commitment, and school climate can improve performance. This is in line with the results of research by Supiyanto (2015), Fu (2013), Jamal (2011), and Rivai (2005) who say organizational commitment has a significant effect on employee performance. The higher the organizational commitment of employees, the higher the individual performance of employees.

Factors that affect the performance of teachers studied in this study is organizational commitment. Organizational commitment according to Luthans (2006:249) is an attitude of employee loyalty and an ongoing process of an organization member expressing their concern for the success and goodness of the organization. Organizational commitment will make employees give the best to their organization. Workers who have a high commitment will be more work-oriented, will tend to be happy to help and can work together so that it will improve their performance. Similarly, Chen (2002) explains that organizational commitment is the extent to which employees accept the goals and values of the organization and are willing to remain in the organization. Employees who have organizational commitment show positive intentions to serve their organization and think less about leaving the organization. The assumption that employees who feel bound to their organization will work harder is the rationale for organizations to foster employee organizational commitment.

Commitment to the organization is positively related to various desired work outcomes including employee job satisfaction, motivation and performance, and negatively correlated with absenteeism and turnover (Chen, 2002). Reinforced by the results of previous studies which concluded that organizational commitment is positively related to employee performance (Jaramillo et al. 2005; Khan et al., 2010; Darolia, 2010). Then (Saani, 2013) said that compensation, commitment, and school climate can improve performance or peak performance. This is in line with the results of research by Supiyanto (2015), (Fu, 2013), Jamal (2011), and Rivai (2005) which stated that organizational commitment has a significant effect on employee performance. The higher the organizational commitment of employees, the higher the individual performance of employees (Becker, 1995; Celep, 2000; Jamal, 2011; Utami, 2012; Puji, 2012; Rusminingsih, 2014; Afendi&Supeno, 2016; Ardinata, 2017; Bohlen, 2018). However, contrary to (Mathieu &Zajac, 1990) Peni (2014) Caifeng (2010) Huey & Zaman (2009) Chen & Francesco (2003) that organizational commitment and job performance are largely unrelated.

IV. METHODOLOGY

The method used in this study is an explanatory survey method with a quantitative approach. The population in this study were all teachers at SMAN Banda Aceh as many as 687 teachers. Then the sample size used as the object of research is determined by the Slovin formula approach, which is 254 teachers. Furthermore, the instrument used in this study was a questionnaire on organizational commitment and teacher performance which had been tested for validity and reliability using confirmatory analysis (CFA). The analytical tool used in processing the data to test the proposed hypothesis is to use SEM (Structural Equation Model).

Tabel1 Convert Path Image to Equation

Measurement Model	Indicators	Equal
Organizational Commitment	1. The level of pride felt towards the organization	KO1
	2. The intensity of involvement in achieving organizational goals.	KO2,KO3
	3. The level of accountability to the Organization.	KO4
	4. Expectations of the Organization	KO5
	5. Loyalty level	KO6
	6. The intensity of upholding the values of the organization	KO7
Teacher Performance	1. Work quality.	KG1,KG2
	2. Work determination.	KG3,KG4
	3. Initiative at work.	KG5,KG6
	4. Work ability.	KG7,KG8
	5. Communication	KG9,KG10

Organizational Commitment (KO)	X1	$\lambda_1 KO + \delta_1$
	X2	$\lambda_2 KO + \delta_2$
	X3	$\lambda_3 KO + \delta_3$
	X4	$\lambda_4 KO + \delta_4$
	X5	$\lambda_5 KO + \delta_5$
	X6	$\lambda_6 KO + \delta_6$
Teacher Performance (KG)	Y1	$Y_1 = \lambda_1 KO + \epsilon_1$
	Y2	$Y_2 = \lambda_2 KO + \epsilon_2$
	Y3	$Y_3 = \lambda_3 KO + \epsilon_3$
	Y4	$Y_4 = \lambda_4 KO + \epsilon_4$
	Y5	$Y_5 = \lambda_5 KO + \epsilon_5$
Structural Equation Model		$Teacher\ Performance\ (KG) = \beta_1 KO$

Information :

(lambda) = factor loading value

(epsilon) = manifest variable measurement error for endogenous latent variable
 (beta) = coefficient of effect of exogenous variables on endogenous variables
 (delta) = measurement error of manifest variable for endogenous latent variable.

V. RESULTS

Structural Equation Modeling (SEM) analysis is used to determine the structural relationship between the variables studied. Structural relationships between variables were tested for compatibility with the goodness-of-fit Index. The results of structural equation modeling analysis in this study can be seen in Figure 1

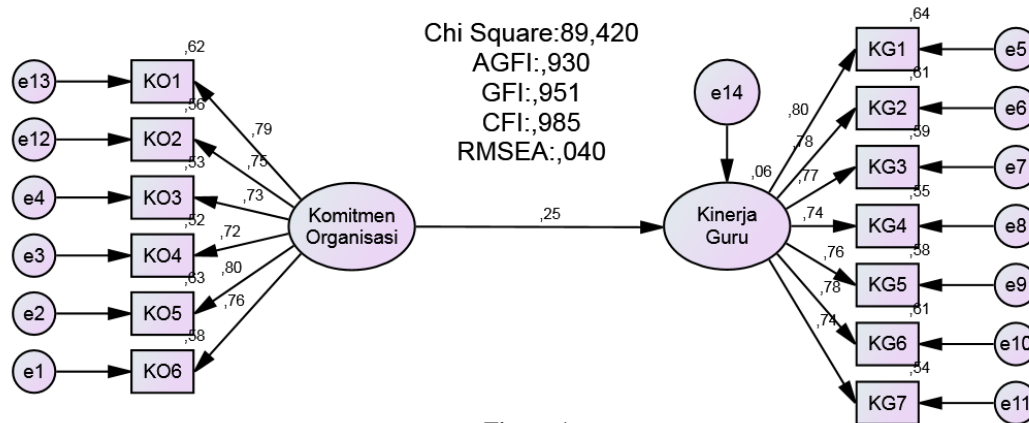


Figure 1
Full Model Structural Equation Modeling (SEM)

Based on the results of model testing using SEM, it can be seen that the RMSEA value is 0.040 0.08, the AGFI value is 0.93 0.90, the GFI value is 0.95 0.90, and the CFI value is 0.98 0.90. This shows that the suitability test of this model produces a good acceptance. Therefore, it can be concluded that the structure of the modeling analysis in this study can be carried out. The output of data processing can be seen in Table 2.

Table2 Regression Weights

			Estimate	S.E.	C.R.	P	Label
Teacher Performance	<---	Organizational Commitment	,350	,100	3,519	***	
KO6	<---	Organizational Commitment	1,000				
KO5	<---	Organizational Commitment	1,096	,086	12,748	***	
KO4	<---	Organizational Commitment	1,063	,093	11,431	***	
KO3	<---	Organizational Commitment	1,015	,088	11,511	***	
KG1	<---	Teacher Performance	1,000				
KG2	<---	Teacher Performance	,916	,068	13,436	***	
KG3	<---	Teacher Performance	,888	,067	13,236	***	
KG4	<---	Teacher Performance	,861	,068	12,640	***	
KG5	<---	Teacher Performance	,839	,064	13,123	***	
KG6	<---	Teacher Performance	,868	,064	13,536	***	
KG7	<---	Teacher Performance	,878	,070	12,566	***	
KO2	<---	Organizational Commitment	1,021	,086	11,935	***	
KO1	<---	Organizational Commitment	1,049	,083	12,589	***	

Based on table 2, it can be concluded that organizational commitment has an effect on teacher performance. This is due to the probability to get a critical ratio of 3.59 at an absolute value of 0.000. In other words, the results of the regression weights coefficient test show a p value of 0.000 0.05. The magnitude of the effect of organizational commitment on teacher performance is 0.25 or 25%. This shows that teachers who have a sense of pride in the school, involvement in achieving school goals, accountability to the school, expectations of the school, level of loyalty, and upholding school values have a significant effect on improving teacher performance.

VI. DISCUSSION AND CONCLUSION

The findings in this study can be seen that from 254 respondents, the percentage of teachers who have organizational commitment at SMAN Banda Aceh in the high category is 86.6% or as many as 220 people and 12.6% or 32 people have organizational commitment in the medium category. And 2 people or 0.8% who have organizational commitment in the low category. This finding indicates that 86.6% of Banda Aceh City Senior High School teachers have a sense of pride in the organization, involvement in achieving organizational goals, accountability to the organization, expectations of the organization, loyalty, and upholding high organizational values. 12.6% have a sense of pride in the organization, involvement in achieving organizational goals, accountability to the organization, expectations of the organization, loyalty, and upholding high organizational values. Meanwhile, 0.8% have a sense of pride in the organization, involvement in achieving organizational goals, accountability to the organization, expectations of the organization, loyalty, and upholding low organizational values. While the percentage of teachers who have performance in the medium category is 83.1% or 211 people and 16.9% or 43 people have performance in the low category. This finding indicates that 83.1% of Banda Aceh City Senior High School teachers have work quality, work accuracy, initiative in work, work ability, and communication which are quite high in producing their performance. 16.9% have work quality, work accuracy, initiative in work, work ability, and low communication in producing their performance.

The results of this study conclude that organizational commitment has an effect on teacher performance. Commitment refers to a person's dedication to someone, work or organization (Rebecca & Tolentino, 2013). Organizational commitment will make employees give their best to their organization. Workers who have a high commitment will be more work-oriented, will tend to be happy to help and can work together so that it will improve their performance. This is in line with what Meyer & Allen (1997, p. 178) said that "Employees' organizational commitment has serious and potential effects on the organization's performance and can be an important predictor of organizational effectiveness; therefore, ignoring it is damaging to organization and may impose extra cost". Organizational commitment is the extent to which employees accept the goals and values of the organization and desire to remain in the organization (Chen, 2002). Commitment to the organization is positively related to various desired work outcomes including employee job satisfaction, motivation and performance, and negatively correlated with absenteeism and turnover (Chen, 2002). This is reinforced by Streers and Potter in (Sopiah, 2008) saying that the commitment that appears in an organization is not only in the form of passive loyalty, but also involves an active relationship with the organization and working as much as possible to achieve the goals of the organization concerned. Then Schultz and Schultz said that this is manifested in the acceptance of employees of the values and goals of the organization and their loyalty to the organization which is reflected in their desire to remain in the organization. McMahon claims that that is what binds employees to the organization (Rebecca & Tolentino, 2013). Then it is supported by the results of previous studies that organizational commitment is also positively related to employee performance (Jaramillo et al. 2005; Khan et al., 2010; Darolia, 2010). Furthermore, Saani (2013) said that compensation, commitment, and school climate can improve performance. This is in line with the results of research by Supiyanto (2015), Fu (2013), Jamal (2011), and Rivai (2005) who say organizational commitment has a significant effect on employee performance.

The higher the organizational commitment of employees, the higher the individual performance of employees. Reinforced by Sopiah (2008, p. 166) says that the impact of high and low organizational commitment of employees, namely: to the employees themselves, for example on the career development of employees in the organization and to the organization, namely high organizational performance, employee loyalty, and reduced absenteeism caused by employees who are highly committed to the organization. Organizational commitment, which is detailed according to its indicators, shows that the highest indicator that the Banda Aceh City Senior High School teacher has is the expectation of the organization. Continued loyalty indicators. Then followed by indicators of accountability to the organization. Followed by indicators of pride in the organization. Then the indicators uphold the values of the organization. Meanwhile, involvement in achieving organizational goals is the lowest indicator owned by SMAN Banda Aceh City teachers. Furthermore, organizational commitment has an effect on teacher performance, the higher the organizational commitment of the teacher, the higher the performance.

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