



Sequential exploratory determinant analysis of teacher commitment to profession (Study at south Jakarta state Islamic elementary school)

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Abstract

This study aims to analyze the Teacher's Commitment to the Profession (Study in South Jakarta State Islamic Elementary School) by using sequential exploratory mixed methods. After researching 315 teachers scattered in nine South Jakarta State Madrasah Tsanawiyah, with a total sample of 177 respondents determined using the Slovin formula, found the dominant factors related to teacher commitment to the profession are organizational culture, self-efficacy, job satisfaction and trust. The results of the study show that: 1) There is a significant positive relationship between organizational culture and the teacher's commitment to the profession, this is indicated by the correlation coefficient $r_{y1} = 0.611$ and the coefficient of determination with $r_{y12} = 0.373$; 2) There is a significant positive relationship between self-efficacy and teacher's commitment to the profession which is shown by the correlation coefficient $r_{y2} = 0.707$ and the coefficient of determination with the value of $r_{y22} = 0.499$; 3) There is a significant positive relationship between job satisfaction and teacher commitment to the profession, which is shown by the correlation coefficient $r_{y3} = 0.665$. And the coefficient of determination with the value of $r_{y32} = 0.442$; 4) There is a significant positive relationship between trust with the teacher's commitment to the profession, which is shown by the correlation coefficient $r_{y2} = 0.627$ and the coefficient of determination with the value of $r_{y22} = 0.393$.

Keywords: teacher commitment, job satisfaction, profession, organization culture

1. Introduction

The rapid development of science and technology has brought about a change in human thinking, including a perspective on the management of education and the development of teacher resources, especially the commitment of teachers to the profession. This is stated in Law No. 14 of 2005 concerning teachers and lecturers explained that teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. The development of teacher's commitment to the profession is the primary focus in improving the quality of education, because a teacher besides providing information on science and technology, is also tasked with shaping the attitude and spirit of fighters who can survive in an era of global competition. Professional commitment has been linked to important outcomes such as improved work performance; reduce turnover intentions and greater satisfaction at both organizational and professional levels. Higher levels of professional commitment are associated with positive behaviors that are beneficial to the organization. Individuals with high levels of professional commitment should be less likely to engage in activities that are detrimental to a firm. It is an indisputable fact that every employee expects a reward or recognition from their employer. Every professional prefers typically a place where their performance is assessed and rewarded accordingly.

Madrasah Tsanawiyah teachers as an integral part of the national education system, also have the same position, role,

and responsibility in carrying out their professional duties. Teacher's commitment to the profession is a determining factor for Madrasah Tsanawiyah teachers in improving the quality of the process. Data from the preliminary survey conducted by distributing questionnaires to 30 teachers representing nine State Madrasah Tsanawiyah, found that Teachers of South Jakarta State Tsanawiyah Madrasah were still having problems regarding their professional commitment, namely on the affective commitment of 62.5%, continuous commitment of 70 % and normative commitment of 67.5%. The above issues are fascinating to study, given the teacher's commitment to the profession is one of the primary requirements for realizing an excellent education.

2. Materials method

A. Qualitative methods

The research model used is the sequential exploratory mixed methods model. According to (Sugiyono, 2013) the sequential exploratory model or design is a combination research method that combines qualitative and quantitative research methods sequentially, in which the first phase of research uses qualitative methods and in the second stage quantitative methods. Qualitative methods function to find hypotheses in some instances or limited samples, and quantitative methods perform to test hypotheses in the broader population. In qualitative research, data collection techniques were carried out by doing: 1) Focus Group Discussion (FGD), 2) In-depth interviews, 3) Observations and 4) Documentation studies. Data analysis follows the flow model proposed by Miles and Huberman (Sugiyono, 2011), namely data reduction, a data

display and conclusion drawing/verification. After the researchers collected data through observation, Focus Group Discussion (FGD) and interviews, which was then followed by qualitative data analysis, researchers obtained an overview of the object of the study, constructing the meaning and hypothesis that the factors related to the teacher's commitment to the profession are: 1) Organizational culture; 2) Self-efficacy; 3) Job Satisfaction; and 4) Credibility.

In qualitative research, the focus of the study is as follows

1. Do the organizational cultural factors have a significant influence on teacher's professional commitment?
2. Does the self-efficacy factors have a significant influence on teacher's professional commitment?
3. Do the job satisfaction factors have a significant influence

- on teacher's professional commitment?
4. Does the credibility factors have a significant influence on teacher's professional commitment?

B. Quantitative Methods

The population is a collection of individuals with quality and characteristics that have been established and become a concern in a given room and time. The population of this study was 315 teachers of South Jakarta State Islamic Elementary School (MTsN), as illustrated in table 1. The research sample used Proportional Random Sampling technique. Determination of the number of samples from the population using the Slovin formula at a 5% error margin and obtained a sample of 177 people. Data collection uses questionnaires.

Table 1: Teachers Population at South Jakarta State Islamic Elementary School (MTsN)

No	Madrasah	Address	Σ Teacher
1	MTsN 1	Jl. Bangka XI No.51 Jak-Sel	39
2	MTsN 2	Jl. RM. Kahfi I No.34 Ciganjur, Jak-Sel	33
3	MTsN 3	Jl. Pupan No.38 Pondok Pinang, Jak-Sel	34
4	MTsN 4	Jl. Yonkizon 14 Srengseng Sawah, Jak-Sel	44
5	MTsN 13	Jl. Ulujami Raya, Gg. Dilun, Jak-Sel	48
6	MTsN 19	Jl. Pinang Kalijati Pondok Labu, Jak-Sel	25
7	MTsN 23	Jl. Kemuning Dalam Pejaten Timur,	27
8	MTsN 32	Jl. H. Liun Petukangan Utara, Jak-Sel	36
9	MTsN 41	Jl. M. Kahfi II Srengseng Sawah, Jak-Sel	29
	AMOUNT		315

The sample is part of the number and characteristics of the population. According to Ridwan and Kuncoro to determine the amount of samples from the population, the Slovin formula can be used at a 5% error margin; as follows:

$$n = \frac{N}{1 + Nd^2}$$

Where:

- n = Number of Samples
- N = Total Population
- d = Precision specified (5%)

Based on the method above, the sample taken in this study amounted to 177 people. In detail, the calculation can be seen in the proportional table 2.2 below

Table 2.2 Sample Proportional Sampling

No	Madrasah	Population	Sample
1	MTsN 1	39	(177/315) x 39 = 22
2	MTsN 2	33	(177/315) x 33 = 19
3	MTsN 3	34	(177/315) x 34 = 19
4	MTsN 4	44	(177/315) x 44 = 25
5	MTsN 13	48	(177/315) x 48 = 27
6	MTsN 19	25	(177/315) x 25 = 14
7	MTsN 23	27	(177/315) x 27 = 15
8	MTsN 32	36	(177/315) x 36 = 20
9	MTsN 41	29	(177/315) x 29 = 16
	Amount	315	177

3. Result and discussion

3.1. Data description of qualitative research results

According to (Arjunan, 2013) [1], the professional commitment has been linked to important outcomes such as improved work performance; reduce turn-over intentions and greater satisfaction at both organizational and professional levels. Higher levels of professional commitment are associated with positive behaviors that are beneficial to the organization. Individuals with high levels of professional commitment should be less likely to engage in activities that are detrimental to a firm. It is an indisputable fact that every employee expects a reward or recognition from their employer. Every professional prefers typically a place where their performance is assessed and rewarded accordingly. (James *et al.*, 2006) [4].

The factors related to the teacher's commitment to the profession obtained the results: a) Conclusion Group-1 FGD namely self-efficacy, trust and job satisfaction; b) Conclusion of group-2, namely organizational culture, self-efficacy, and job satisfaction; c) Conclusion of group-3 FGD, namely self-efficacy and job satisfaction. While the interview conclusions are organizational culture, self-efficacy, job satisfaction and trust. Based on the results of the FGD, interviews, and observations can be concluded that the factors related to teacher's commitment to the profession are Organizational Culture, Self-Efficacy, Job Satisfaction and Trust. According to (Fredd, 2003), professional commitment consists of useful professional commitment, advanced professional commitment, and normative professional components. Affective professional commitment refers to identification,

involvement and emotional attachment to the profession. Professional commitment further relates to commitments based on employee awareness of the costs incurred when leaving the business. Normative professional commitment refers to commitments based on obligations or responsibilities to the profession.

3.2 Description of quantitative research results data

A. Relationship of organizational culture (x_1) with teacher's commitment to profession (y)

Functional relationship between X_1 and Y can be presented in the form of regression equation: $\hat{Y} = 83.689 + 0.505X_1$. The strength of the relationship between the variables of organizational culture and teacher's commitment to the profession is shown by the correlation coefficient $r_{y_1} = 0.611$ and the coefficient of determination $r_{y_1^2} = 0.373$. According to (Qolquit, 2009), organizational culture influences the assumptions, beliefs, values, and norms adopted by members of the organization that direct the way of thinking, behaving and behaving each member of the organization in interacting, working and solving problems within the organization. This means that 37.3% of the variance in teacher commitment to the profession is the result of contributions from organizational culture.

B. The relationship between self-efficacy (x_2) and teacher's commitment to profession (y)

Functional relationship between X_2 and Y can be presented in the form of regression equation $\hat{Y} = 44,962 + 0.795X_2$. The strength of the relationship between the variables of self-efficacy and teacher commitment to the profession is shown by the correlation coefficient $r_{y_2} = 0.707$ and the coefficient of determination $r_{y_2^2} = 0.499$. This shows that self-efficacy influences teacher commitment. According to (Karso, 2012)^[5], efficacy is a person's belief in their ability to do and complete tasks according to their responsibilities with a certain level of success, with indicators: 1) task challenges, 2) task complexity, 3) rewards for completing tasks, 4) previous experience, 5) social persuasion, 6) physical and emotional state, 7) success behavior model, 8) prestige for success, and 9) optimism for success. This means that 49.9% of the teacher's commitment to the profession is the result of the contribution of self-efficacy.

C. The relationship between job satisfaction (x_3) and teacher's commitment to profession (y)

Based on (Sara, 2016) job satisfaction is a pleasant or unpleasant attitude and feeling that arises in a person towards their work as a result of the difference between the price received and what should be received, with indicators: 1) remuneration fair, 2) work, 3) co-workers and 4) promotion and self-development. Functional relationship between X_3 and Y can be presented in the form of regression equation $\hat{Y} = 71,491 + 0,672X_3$. The strength of the relationship between variables of job satisfaction and commitment to the teaching profession is shown by the correlation coefficient $r_{y_3} = 0.665$ and the coefficient of determination $r_{y_3^2} = 0.442$. This means that 44.2% of the commitment variance to the teaching profession is the result of the contribution of job satisfaction.

D. Relationship of Trust (X_4) with Teacher's Commitment to Profession (Y)

According to (Stan, 2009)^[7], trust is a positive desire and

hope to give authority to others who are trusted on the basis of reciprocal relationships to trust each other through good actions and intentions, with indicators; 1) expectations, 2) promises, 3) competency eligibility, 4) personal worthiness, and 5) virtue worthiness. Functional relationship between X_4 and Y can be presented in the form of regression equation $\hat{Y} = 78,331 + 0,455X_4$. The strength of the relationship between the variables of trust and teacher's commitment to the teaching profession is shown by the correlation coefficient $r_{y_3} = 0.627$ and the coefficient of determination $r_{y_4^2} = 0.393$. This means that 39.3% of the variance in teacher commitment to the profession is the result of contributions from the trust.

4. Conclusion

- Factors related to teacher's commitment to the profession are organizational culture, self-efficacy, job satisfaction and trust, with relationship patterns are unidirectional or positively correlated.
- The level of job satisfaction and self-efficacy have a significant influence on teacher commitment when compared to 2 other factors such as organizational culture and trust in the company
- Teacher's commitment to their profession can be improved in several ways such as social persuasion, physical and emotional state, successful behavior models, prestige for success, and optimism for success, promotion and development, employment, co-workers and fair compensation.

5. References

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