How to Improve Teacher Organizational Commitment? The Impact of Transformational Leadership, Achievement Motivation, and Organizational Culture

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Article Info

Abstract

Purpose – The aim of this study was to examine how transformational leadership, achievement motivation, and organizational culture affect teacher's commitment to the organization.

Methodology – This research adopted a quantitative causality approach to investigate the teaching population of civil servant and honorary teachers at SMP 2 Ubud. The study involved 88 respondents, and the sampling technique used was the saturated sampling method (census method). The data for the study was collected through questionnaires and interviews.

Findings – The study's findings indicate that transformational leadership had a significant and positive impact on organizational commitment. Similarly, achievement motivation was found to have a positive and significant effect on organizational commitment. The study also revealed that organizational culture positively impacted organizational leadership, as well as transformational leadership, achievement motivation, and organizational culture all had a positive impact on organizational commitment.

Originality – This research implies that the leaders should focus on inspiring their subordinates to consistently adhere to behavioral standards, provide tasks based on the experience of teachers, and increase the intensity of procurement activities that attract consumers' attention.

1. Introduction

Effective progress in education is dependent on the presence of professional teachers who are dedicated to their duties. This is because teachers play a vital role in facilitating the teaching and learning process. A professional teacher not only has a good grasp of the subject matter, but also takes full responsibility for school assignments. It is important to foster a sense of commitment among teachers towards the school and its mission. When teacher commitment is low, there is a risk of teacher absenteeism which can have a negative impact on student learning and achievement.

Teachers are tasked with maintaining their commitment to the learning objectives that have been set in place. This commitment is crucial in facilitating an effective teaching and learning process for both students and teachers. A teacher's level of commitment is likely to increase when the demands of their duties align with their competencies, and when they feel happy carrying out their responsibilities. Low organizational commitment from teachers in a school is a sign of instability within the school. Many teachers nowadays tend to teach in multiple schools due to a shortage of teachers and economic demands. This indicates that the teacher's dedication to their teaching responsibilities is not as it should be. While it may not be directly apparent, this lack of commitment can significantly affect the quality of education and have a negative impact on its overall quality.

Meriani and Sudibya (2016) stated that organizational commitment is defined as the relative strength of employee identification with involvement in a specific organization. Organizational commitment will show how willing an employee is to continue his work, be loyal to his organization, exert extra effort to achieve goals, and identify employees in meeting organizational goals. High organizational commitment is crucial for any organization as it can lead to increased motivation and foster a professional work culture. However, achieving such commitment is not an easy task and requires effective leadership that can understand the issues at hand and come up with solutions. Communication can also play a vital role in this process by providing clear reasons for every consideration and policy that can serve as a stimulus for employees. It is worth noting that several factors can influence teachers' organizational commitment, including work culture, attitudes towards leadership, and personal motivation.

Transformational leadership is a leader who provides individualized consideration and intellectual stimulation and has charisma (Budi et al., 2020). Leadership is a process in which a person influences others to achieve goals and direct an organization in a way that makes it more cohesive and coherent. An organization needs leaders who have characteristics and one of the leaders who have such characteristics is transformational leadership (Puja and Mahayasa, 2021). Transformational leadership is a leader who has the power to influence subordinates in certain ways. By implementing transformational leadership, subordinates will feel trusted, appreciated, loyal, and respectful of their leaders. In the end, subordinates will be motivated to do more than expected (Swandari, 2003).

According to Sidabutar, et al (2017), teacher achievement motivation is a strong encouragement for a teacher to work hard, even though it is full of challenges and risks, in carrying out his duties to achieve better performance in achieving previously set goals. Motivation is an impulse that arises in or within an individual that moves and directs his behavior to achieve goals, while achievement motivation can be interpreted as an impulse within a person to carry out tasks

as well as possible to achieve achievements with a commendable title. Achievement motivation is a psychological process that has direction and goals for success as the best measure (Siburian, 2012).

Mahayasa, et al (2018) stated that organizational culture is a system of values acquired and developed by an organization and the patterns of habits and basic philosophy of its founder, which are formed into rules that are used as guidelines for thinking and acting in achieving organizational goals. A culture that grows strong is able to spur an organization towards better development. Organizational culture is a system of values, beliefs, assumptions, or norms that have long been in effect, agreed upon, and followed by members of an organization as a guide for behavior and solving organizational problems. A cognitive framework that contains the attitudes, values, norms, and shared expectations held by organizational members (Mubarak and Darmanto, 2016).

In carrying out daily activities at school, the teacher's commitment to staying at school is also determined by the teacher's attitude towards leadership, the leader in question is the school principal. A principal who carries out his duties well will make teachers think positively about what he does at school. The teacher's attitude towards the principal's leadership is a teacher's belief regarding the work he carries out, which is accompanied by certain feelings, and provides a basis for the teacher to respond or behave in a certain way according to his choice.

Aside from the leadership of the principal, work motivation is another significant factor that influences organizational commitment. The level of teacher work motivation while performing tasks depends on their ability and sincerity towards their work. A teacher who lacks work motivation will find it challenging to fulfill their responsibilities and tend to give up instead of trying to overcome the situation. Without any motivating elements, a teacher without work motivation will quickly lose interest and feel bored. On the other hand, teachers who have motivation will develop a passion for work, and they will be willing to put in hard work by utilizing all their skills, abilities, and knowledge to achieve educational objectives.

According to Meriani and Sudibya (2016), there is a positive and robust correlation between transformational leadership and organizational commitment. Similarly, Ismail et al. (2011) found that transformational leadership has a significant and favorable impact on organizational commitment. In agreement with Malik et al. (2017) viewpoint, transformational leadership has a strong influence on organizational commitment.
H1. Transformational leadership has a positive and significant effect on organizational commitment.

Sidabutar et al (2017) state, that the magnitude of the influence of achievement motivation has a direct positive effect on organizational commitment, where changes in organizational commitment can be directly determined by achievement motivation. Siburian (2013) found the direct influence of achievement motivation on the organizational commitment of teachers. To optimize the commitment of high school teachers affective, there is necessity for increasing the achievement motivation. The study result from Nurjaman et al. (2022) showed that achievement motivation positively and significantly affected organizational commitment.
H2. Achievement motivation has a positive and significant effect on organizational commitment.

Lauture et al. (2012) in their study found that the positive perception of organizational culture increases the employees' commitments. Ooi and Arumugam (2006) in their study concluded that that communication, that was perceived as a dominant corporate culture dimension,

is positively associated with employee's organizational commitment. Wambui (2018) also concluded that the organizational culture (innovation and risk taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness and stability) have a significant impact in improving organizational commitment (continuance commitment, normative commitment, affective commitment).

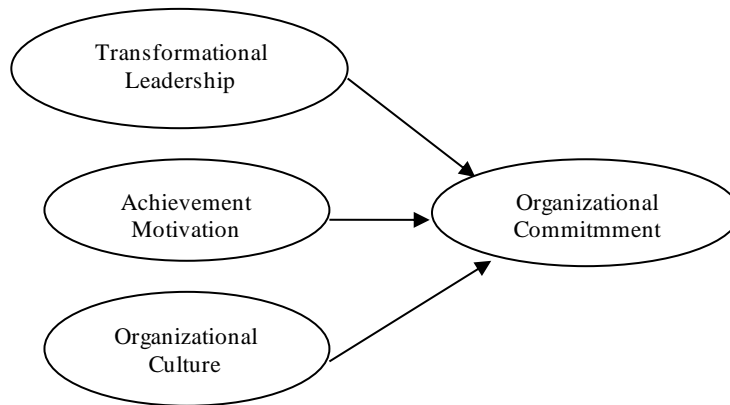H3. Organizational culture has a positive and significant effect on organizational commitment.

Figure 1. Research Model

2. Research Method

This research uses a quantitative research approach, using quantitative data, and qualitative data. The quantitative data was collected through a questionnaire, while the qualitative data included a brief history of the company and its organizational structure. The study focused on a population of 88 civil servant teachers and honorary teachers at SMP Negeri 2 Ubud, located in Singakerta Village, Ubud District, Gianyar Regency. For this research, the saturated sampling method was utilized which involves using the entire population as a sample. The study has three independent variables which are transformational leadership (X1), achievement motivation (X2), and organizational culture (X2), and one dependent variable which is organizational commitment (Y).

Questionnaires were used to collect data from civil servants and honorary teachers at SMP Negeri 2 Ubud. The questionnaire was prepared with a rating scale that utilized the Likert scale method modified with abbreviations. The purpose of using this method was to make it easier for the respondents to comprehend and provide their evaluations. The scale includes abbreviations instead of numbers, and the respondents are required to mark the appropriate answer with a cross. The data collected in this research was analyzed using multiple linear regression, to determine the dependence of a dependent variable on one or more independent variables. This analysis can also predict the direction of the relationship and measure the degree of closeness of the relationship between a dependent variable and an independent variable. In data analysis, the Statistical Pace of Social Science (SPSS) computer program was used.

3. Results and Discussions

The characteristics of the respondents in this study were 88 teachers at SMP N 2 Ubud.

Table 1. Characteristics of Respondents

No	Respondent Characteristics	Amount	Percentage (%)
1	Gender		
	a. Man	38	43,2
	b. Woman	50	56,8
2	Age		
	a. 21-25 yrs	4	4,5
	b. >25-30 yrs	10	11,4
	c. >30-35 yrs	15	17
	d. >35-40 yrs	19	21,6
	e. >40-45 yrs	30	34,1
	f. >45-50 yrs	10	11,4
3	Last education		
	a. S1	78	88,6
	b. S2	10	11,4
4	Job Type		
	a. Civil servant teacher	50	56,8
	b. Honorary teacher	38	43,2

Source: Data processed, 2019

Based on Table 1, most of the respondents were female. This is because (1) women are seen as the right person to become a teacher because of their instincts as a mother, (2) because teachers are included in the low-income job category, even if there is not a significant increase, a patient and sincere person is the right person to fill it. Therefore, female respondents dominate more than male respondents in this study. From the explanation of the respondents' education, they have met the standards for teaching junior high school, namely a bachelor's degree, some undergraduate teachers who are under 40 years of age are likely to study at master's level to improve their abilities and skills in accordance with developments and demands of the times.

Table 2. Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4,780	1,836		2,603	0,011
1 Transformational Leadership	0,214	0,054	0,324	3,934	0,000
Achievement motivation	0,519	0,115	0,373	4,497	0,000
Organizational culture	0,207	0,046	0,307	4,517	0,000

Source: Data processed, 2019

From Table 2, the regression equation for this research can be created: $Y = 4.780 + 0.214 X1 + 0.519 X2 + 0.207X3$. Statistically, it shows that there is a positive influence between the transformational leadership variable (X1) on organizational commitment (Y) of 0.214. $\beta2 = 0.519$ indicates that there is a positive influence between the achievement motivation variable (X2) on organizational commitment (Y) of 0.519. $\beta3 = 0.207$ indicates that there is a positive influence between the organizational culture variable (X3) on organizational commitment (Y) of 0.207.

Table 3. Coefficient of Determination Analysis Test Results (R^2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,858[a]	0,736	0,727	2,580

Sumber: Data diolah, 2019

Based on the Table 3, the coefficient of determination shown by the R Square value is 0.736. This means that 73.6% of the variation in the organizational commitment variable can be explained by variations in the three independent variables transformational leadership (X1), achievement motivation (X2) and organizational culture (X3). Meanwhile, the remainder (100%-73.6% = 26.4%) is explained by other causes outside the research model such as employee performance, work environment, employee compensation and so on.

From the research results based on Table 1, it is known that there is a positive and significant influence of transformational leadership on organizational commitment. This is shown by the coefficient value of 0.214 and the t-count = 3.934 compared to the t-table value = 1.988, so it turns out that the t-count value is greater than the t-table value. This means that statistically for a one-sided test at a confidence level (α) = 5%, partially the transformational leadership variable (X1) has a positive and significant effect on organizational commitment (Y). This means that if there is an increase in the transformational leadership variable (X1) it will increase organizational commitment (Y). Thus, the hypothesis which states that transformational leadership (X1) has a positive and partially significant effect on the organizational commitment of teachers at SMP Negeri 2 Ubud has been proven true.

There is a positive influence of achievement motivation on organizational commitment. This is proven by the regression coefficient value of 0.519 and t-count = 4.497 compared to the t-table value = 1.988, so it turns out that the t-count value is greater than the ttable value. This means that statistically for a one-sided test at a confidence level (α) = 5%, partially the achievement motivation variable (X2) has a positive and significant effect on organizational commitment (Y). This means that if there is an increase in the achievement motivation variable (X2) it will increase organizational commitment (Y). Thus, the hypothesis which states that achievement motivation (X2) has a positive and partially significant effect on the organizational commitment of teachers at SMP Negeri 2 Ubud has been tested.

There is a positive influence of organizational culture on organizational commitment. This is proven by the value of the regression coefficient value of 0.207 and t-count = 4.517 compared to the value of t-table = 1.988, so it turns out that the value of t-count is greater than the value of t-table. This means that statistically for a one-sided test at a confidence level (α) = 5%, partially the organizational culture variable (X3) has a positive and significant effect on organizational commitment (Y). This means that if there is an increase in the organizational culture variable (X3) it will increase organizational commitment (Y). Thus, the hypothesis which states that organizational culture (X3) has a positive and partially significant effect on the organizational commitment of teachers at SMP Negeri 2 Ubud has been proven true.

4. Conclusions

Transformational leadership has a partially positive and significant effect on organizational commitment among teachers at SMP Negeri 2 Ubud, this means that the better the transformational

leadership, the more organizational commitment will increase among teachers at SMP Negeri 2 Ubud. Achievement motivation has a partially positive and significant effect on organizational commitment among teachers at SMP Negeri 2 Ubud, this means that the better the achievement motivation will increase organizational commitment among teachers at SMP Negeri 2 Ubud. Organizational culture has a partially positive and significant effect on organizational commitment among teachers at SMP Negeri 2 Ubud, this means that the better the organizational culture, the greater the organizational commitment of teachers at SMP Negeri 2 Ubud.

Suggestions and recommendations that can be given include that the leadership at SMP Negeri 2 Ubud should be able to inspire their subordinates more to realize standards of behavior consistently and always provide training to develop the careers of teachers. Future researchers can research and examine more deeply other factors not examined in this research that can influence organizational commitment other than transformational leadership, achievement motivation, and organizational culture, such as employee performance, work environment, employee compensation, and so on.

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