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Determinant Factors of Organizational Commitment of Elementary School Teachers in North Sumatra Indonesia

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Abstract

The purpose of this study was to examine the influence of the knowledge of teacher professional development policy, interpersonal communication, and job satisfaction on organizational commitment of elementary school teachers in North Sumatra. This research method is a survey method exploratory nature of the number of respondents were 116 people who were taken by stratified random sampling. The results showed that the knowledge of teacher professional policy development, and interpersonal communication have a positive directly and indirectly effect on organizational commitment, while job satisfaction only giving a direct effect on organizational commitment of elementary school teachers.

Based on the results of the research has found a fixed model or theoretical model that describes the structure of a causal relationship between the variables of the knowledge of teacher professional development policy, interpersonal communication, job satisfaction and organizational commitment of elementary school teachers in North Sumatra.

Keywords: knowledge; interpersonal communication; job satisfaction; organizational commitment.

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1. Introduction

Educational Training for Teacher Profession (ETTP) is an activity that aims to improve the competence of teachers in order to become professionals, so as to implement the national education system and achieve national education goals, namely: developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible. *Educational Training for Teacher Profession* material prepared by considering four teacher competence, namely: pedagogical, professional competence, personal competence, and social competence. One of teaching material in 2013 is Teacher Professional Development Policy which is substantially related to policy of teacher professional development in the Ministry of Education and Culture, in particular on improving the competence, performance appraisal, career development, protection and respect, as well as the ethics of the teaching profession.

The republic of Indonesian Law No. 14 Year 2005 on Teachers and Lecturers, article 7 states that the teaching profession as a specialized field of work carried out on the basis of a commitment to improving the quality of education, faith, piety, and noble character. Accordingly, Danim suggests that professional teachers should be able to communicate effectively with students, colleagues, school community, and the community [1]. Furthermore, Siburian suggested that teacher job satisfaction is one of the determining factors of organizational commitment of teachers [2]. Thus, the professional teacher should have high organizational commitment are supported by knowledge of teacher professional development policy is good, good interpersonal communication, and high job satisfaction. With respect to the importance of organizational commitment of teachers to realize the vision, mission, and goals of the school, the results in Luthans' research concluded that organizational commitment is a major challenge in the 21st century [3]. In connection with it, Saragih in his research suggests that the problems experienced by current school teachers is weak organizational commitment [4].

1.1. Problem Formulation

Based on the background of the problem (introduction), the proposed formulation of the problem as follows:

- 1) Is a positive direct effect of teacher professional development policy knowledge on job satisfaction?
- 2) Is a positive direct effect of interpersonal communication on job satisfaction?
- 3) Is a positive direct effect of teacher professional development policy knowledge on organizational commitment?
- 4) Is a positive direct effect of interpersonal communication on organizational commitment?
- 5) Is job satisfaction a direct positive effect on organizational commitment?

2. The Literature Review

Organizational commitment or attachment points to the promise of someone doing something to achieve organizational goals effectif and efficiently. Accordingly, Colquitt, et al. suggests that organizational

commitment is the employee's desire to remain a member of the organization [5]. Organizational commitment can be defined as (1) a strong desire to remain as members of a particular organization, (2) the desire to strive for liking the organization, and (3) certain beliefs and acceptance of the value and purpose of the organization [3]. So, one teacher who has a strong commitment to the organization would be willing to remain as a member of an organization, strive liking school where he served for the purpose, and accept the value and purpose of school. Commitment is the most basic thing for every person on the job, in the absence of a commitment, the tasks assigned to him is hard to come to fruition. Integration Model of Organizational Behavior explains that ability, and leadership affect motivation and job satisfaction, further capabilities, leadership, motivation, and job satisfaction affects organizational commitment and performance [5]. Organizational commitment fluctuate according to circumstances influencing factors, namely: (1) psychological and social, including ego defenses, individual motivation, and peer pressure, (2) the organization, covering communications, and the internal situation of the organization [6].

Knowledge of teacher professional development policy as part of a capability effect on job satisfaction and organizational commitment of teachers. Knowledge refers to everything that is known to describe individuals cognitive abilities. Human knowledge is gained through experience from the interaction between man and man and the natural surroundings [7].

Interpersonal communication is the behavior of a person to share information with others to achieve certain goals. Interpersonal communication is the communication that takes place between two or more people face-to-face [8]. Accordingly, Tambunan suggests that interpersonal communication is a teacher of teachers of information sharing behavior by fellow teachers , students , teachers and the community in the neighborhood [9]. Furthermore, Luthans suggested that interpersonal communication emphasizes the transfer of information from one person to another [3].

Job satisfaction is an attitude of workers towards work that describes the feeling of satisfaction and/or dissatisfaction based on the difference between what is expected with what is obtained from the job. Job satisfaction is a set of pleasant or unpleasant feelings with which employees view their work [10]. Accordingly, Robbins and Judge suggests that job satisfaction illustrate that positive feelings about the work, resulting from the evaluation of its characteristics [11]. The level of job satisfaction is influenced by a variety of variables related to individual factors, social, cultural, organizational, and environmental [12]. So, based on the above description it can be seen that job satisfaction is influenced by individual, namely: science teacher professional development policy, and organizational factors, namely: interpersonal communication. In addition, it is known that organizational commitment is influenced teacher professional development policy knowledge, interpersonal communication, and job satisfaction.

Based on the above explanation, it is suspected that the knowledge of teacher professional development policy, and interpersonal communication effect on job satisfaction. Additionally, it is suspected that the knowledge of teacher professional development policy, interpersonal communication, and job satisfaction affect to organizational commitment of the elementary school teachers in North Sumatera. Accordingly, the purpose of this study was to examine the influence of knowledge of teacher professional development policy, and

interpersonal communication on job satisfaction. This research also aims to examine the effect of the knowledge of teacher professional development policy, interpersonal communication, and job satisfaction to organizational commitment of teachers.

3. Material And Methods

3.1. Research Design

In accordance with the model of a causal relationship between the variables of the study, the method used in this study is a survey method exploratory nature. Hypothetical models developed in this study are presented as in Figure 1.

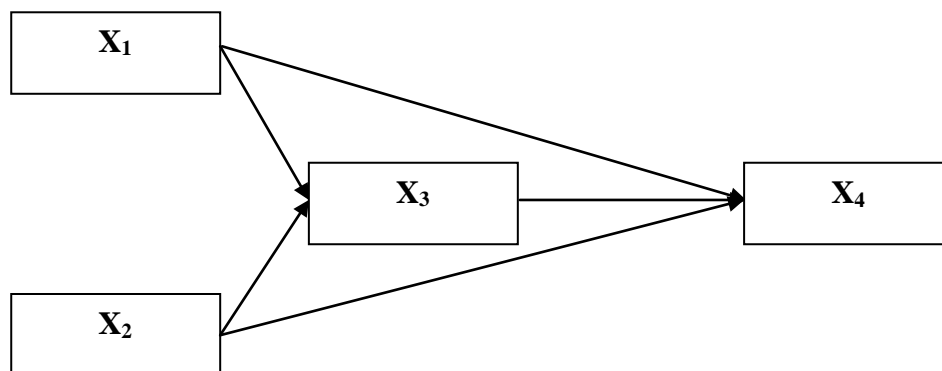


Fig. 1. Hypothetical Model of Relationship between Research Variables
Description: X_1 = Knowledge of Teacher Professional Development Policy
 X_2 = Interpersonal Communication
 X_3 = Job Satisfaction
 X_4 = Organizational Commitment

Based on above Figure 1, the research hypotheses are tested include the impact of teacher professional development policy knowledge, and interpersonal communication on job satisfaction, as well as the influence of teacher professional development policy knowledge, interpersonal communication, job satisfaction on organizational commitment.

3.2. Population and Sample

The study was conducted in Medan with the entire study population was a elementary school teacher participants of Educational Training for Teacher Profession North Sumatera 2013 in SMP Negeri 4 Medan numbering as many as 150 people. Furthermore, to obtain the sample used stratified random sampling based on the provisions of Isaac and Michael at the 5 % significance level, so that a sample taken as 116 people.

3.3. Data Collection Techniques

As explanation of Djaali and Muljono, an instrument developed by the research steps-steps as follows: (1) synthesizing theories studied on the concept of a variable to be measured, and formulate constructs of

variables, (2) based on the construct developed dimension and indicator variables to be measured, (3) make the grating instrument in the form of a table containing dimensional specifications, indicators, item number and item number of questions for each dimension and indicator, (4) determine the extent or parameters that move in a range of continuum, and (5) write a grain of instruments that can form a statement or question [13]. Validity of the instrument was obtained through expert opinion, and through testing instrument. Instrument research and development test results are valid and reliable questionnaire consisting of 41 items was variable knowledge of teacher professional development policy, 30 items for interpersonal communication variables, 36 items were for variable job satisfaction, and 35 items were for variable organizational commitment. Whole grain research questionnaire using a Likert scale, while the test item was scored 0 for incorrect answers and a score of 1 for a correct answer.

3.4. Data Analysis Techniques

For testing the hypothesis used path analysis at significance level α of 0.05, to determine the components Spurious (S) and Unanalyzed component (U) used Formula SU Paningkat, and to determine the influence of exogenous variables proportional to the endogenous variables influence the formula used proportional developed by Al-Rasjid.

4. Results And Discussion

Based on the analysis of data presented variable descriptions of the knowledge of teacher professional development policy, interpersonal communication, job satisfaction, and organizational commitment of teachers as in Table 1.

Table 1. Description of Data of Research Variables

	X ₁	X ₂	X ₃	X ₄
Sample (N)	116	116	116	116
Mean	29.914	125	118.698	119.224
Level of attainment	66%	83%	66%	68%
Std. Deviation	3.839	7.631	9.461	8.470
Minimum Score	19	102	91	90
Maximum Score	36	141	133	138

Description: X₁ = Knowledge of Teacher Professional Development Policy
 X₂ = Interpersonal Communication
 X₃ = Job Satisfaction
 X₄ = Organizational Commitment

In accordance with the level of attainment in above Table 1, in general it can be stated that the knowledge of teacher professional development policy (X₁) is quite good category, interpersonal communication (X₂) including good category, job satisfaction (X₃) are categorized quite satisfied, and organizational commitment (X₄) category is strong enough.

As per the requirements of the analysis used to test the hypothesis, then with the help of the computer program SPSS for Windows version 20 test data normality, linearity test and regression significance test. Based on the results of normality test data for each variable obtained Asymp research. Sig (2 - tailed) > 0.05, so it can be concluded that the data knowledge of teacher professional development policy (X_1), interpersonal communication (X_2), job satisfaction (X_3), and organizational commitment (X_4), is normally distributed.

Based on the results of linearity test for each endogenous variable exogenous variables over the scores obtained significance value > 0.05, so it can be concluded that all forms of linear regression. Based on the results of the significance test for each endogenous variable exogenous variables over the scores obtained significance value < 0.05, so it can be concluded that all the regression coefficients toward the mean.

Furthermore, with the help of the computer program SPSS for Windows version 19 test correlation and hypothesis testing, so that obtained correlation coefficients and path coefficients between the exogenous variables as endogenous variables are presented in Table 2.

Table 2. Summary of Results of Correlation Analysis and Path Analysis between
Exogenous Variables to Endogenous Variables

No. Hypothesis	The correlation coefficient	Significant	Path Coefficient	t observ.	Significant	Status
1	$r_{13} = 0.494$	0.000	$\rho_{31} = 0.398$	4.289	0.000	Significant
2	$r_{23} = 0.391$	0.000	$\rho_{32} = 0.192$	2.067	0.041	Significant
3	$r_{14} = 0.681$	0.000	$\rho_{41} = 0.441$	5.761	0.000	Significant
4	$r_{24} = 0.511$	0.000	$\rho_{42} = 0.166$	2.295	0.024	Significant
5	$r_{34} = 0.600$	0.000	$\rho_{43} = 0.318$	4.406	0.000	Significant

Based on the results of path analysis is used to test the hypothesis as presented in the above Table 2 it can be seen that all path coefficients between exogenous variables to endogenous variables is significant, so it was concluded that all the proposed research hypothesis is accepted, namely: (1) a positive direct effect of knowledge of teacher professional development policy on job satisfaction of elementary school teachers, (2) a positive direct effect of interpersonal communication on job satisfaction of elementary school teachers, (3) a positive direct effect of knowledge of teacher professional development policy on organizational commitment elementary teachers, (4) a positive direct effect of interpersonal communication on organizational commitment elementary school teachers, (5) a positive direct effect of job satisfaction on organizational commitment of elementary school teachers.

Thus, the hypothesis testing results found that all paths between exogenous variables with mean endogenous variables, so it can be concluded that the proposed model perfect fit with the data shown by the empirical model as presented in Figure 2.

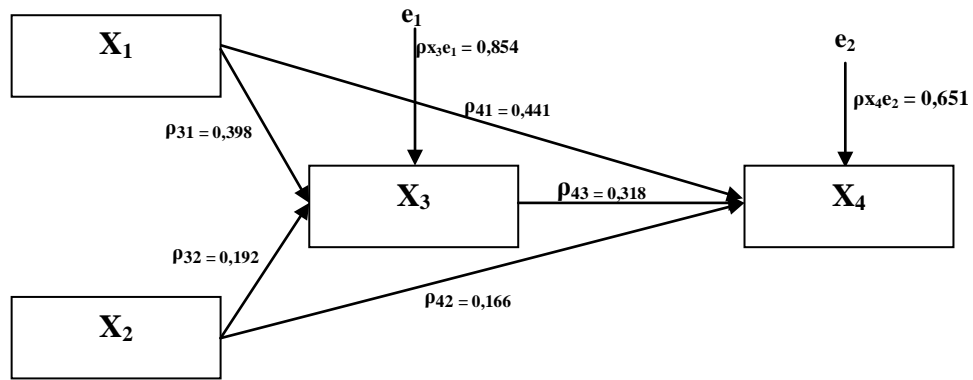


Fig. 2. Empirical Model Relationship between Research Variables.
 Description: X₁ = Knowledge of Teacher Professional Development Policy
 X₂ = Interpersonal Communication
 X₃ = Job Satisfaction
 X₄ = Organizational Commitment

4.1. Direct and Indirect Effect

Furthermore, a summary of the results of the calculation of the effect of exogenous variables proportional to the endogenous variables are presented in Table 3 and Table 4.

Based on Table 3 it can be seen that the direct effect of the knowledge of teacher professional development policy (X₁) and interpersonal communication (X₂) on job satisfaction (X₃) are respectively 0.158 and 0.037. Thus, knowledge of teacher professional development policy (X₁) and interpersonal communication (X₂) directly determine changes in job satisfaction (X₃) were 15.8% and 3.7%.

Table 3. Summary of Results of Calculation of Proportional Direct Effect of the Knowledge of Teacher Professional Development Policy (X₁) and Interpersonal Communication (X₂) on Job Satisfaction (X₃).

Variable	Proportional Direct Effect
	Job Satisfaction (X ₃).
Knowledge of Teacher Professional Development Policy (X ₁)	0.158
Interpersonal Communication (X ₂)	0.037

Summary of results of calculations proportional influence of exogenous variables (X₁), (X₂) and (X₃) on the endogenous variable (X₄) are presented in Table 4.

Table 4. Summary of Results of Calculation of Proportionate Effects of Knowledge of Teacher Professional Development Policy (X_1), Interpersonal Communication (X_2), and Job Satisfaction (X_3) on Organizational Commitment (X_4).

Variable	Effect				Total Effect	Non path	
	Direct to X_4	Indirect to X_4 through by:				S	U
		X_1	X_2	X_3			
X_1	0.194	-	-	0.069	0.263	-	0.037
X_2	0.027	-	-	0.021	0.048	-	0.037
X_3	0.101	-	-	-	0.101	0.090	-
		Total			0.412	0.090	0.074

Description: S = Spurious Component
U = Unanalyzed Component

Based on above Table 4 it can be seen that the direct effect of knowledge of teacher professional development policy (X_1) to organizational commitment (X_4) of 0.194 and the indirect effect of knowledge of teacher professional development policy (X_1) to organizational commitment (X_4) through job satisfaction (X_3) of 0.069, while the rest of the components Unanalyzed through interpersonal communication (X_2) of 0.037. Thus, knowledge of teacher professional development policy (X_1) directly affect changes in organizational commitment (X_4) of 19.4 %, and indirectly affect change in organizational commitment (X_4) through job satisfaction (X_3) by 6.9 %, so the effect of total consisting of direct influence and indirect influence of knowledge of teacher professional development policy (X_1) to organizational commitment (X_4) of 0.263 or 26.3 % .

Based on above Table 4 it can be seen that the direct effect of interpersonal communication (X_2) on organizational commitment (X_4) of 0.027 and the indirect effect of interpersonal communication (X_2) on organizational commitment (X_4) through job satisfaction (X_3) of 0.021, while the rest of the components Unanalyzed through knowledge of teacher professional development policy (X_1) of 0.037. Thus, interpersonal communication (X_2) directly affect changes in organizational commitment (X_4) of 2.7 %, and indirectly affect change in organizational commitment (X_4) through job satisfaction (X_3) of 2.1 %, so the total effect comprising of the effect of direct and indirect effect of interpersonal communication (X_2) on organizational commitment (X_4) of 0.048 or 4.8 %.

Based on above Table 4 it can be seen that the direct effect of job satisfaction (X_3) on organizational commitment (X_4) of 0.101, while the rest of the Spurious components of 0.090. Thus, the total effect of which consists of only the direct effect of job satisfaction (X_3) on organizational commitment (X_4) of 0.101. This means that job satisfaction (X_3) can directly determine changes in organizational commitment (X_4) of 10.1 %. Based on the changes of organizational commitment exogenous variables that can be determined as described above, it can be stated that the knowledge of teacher professional development policy is a variable determinant of the greatest influence, and interpersonal communication is the smallest determinant variable influence on teachers' organizational commitment. The net effect is comprised of direct influence and indirect influence

policy knowledge professional development, interpersonal communication, job satisfaction and organizational commitment of 0.412. Thus, the knowledge of teacher professional development policy, interpersonal communication, and job satisfaction jointly determine organizational commitment changes amounting to 41.2 %, while the rest of the Spurious components of 0.090 and 0.074 for Unanalyzed components. The coefficient of determination which is the sum total of the total effect, Spurious components, and components resulting Unanalyzed teacher professional development policy knowledge, interpersonal communication, job satisfaction and organizational commitment = $0.412 + 0.090 + 0.074 = 0.576$, while the influence of other factors beyond the knowledge of the policy teacher professional development, interpersonal communication, and job satisfaction, namely: $(\rho_{x_4e_2})^2 = 1 - 0.576 = 0.424 = 42.40\%$ with a path coefficient, namely: $\rho_{x_4e_2} = \sqrt{0.424} = 0.651$.

4.2. Discussion

Based on the results of testing the first hypothesis can be seen that the knowledge of teacher professional development policy have a positive direct effect on job satisfaction of elementary school teachers, which is 15.8 % change in job satisfaction is directly determined by the knowledge of teacher professional development policy. The findings of this study are consistent with the research of Siregar, who found that the knowledge management of education is directly significant positive effect on job satisfaction [14]. The study's findings are consistent with theories that are used as the basis for submission of the research hypothesis, namely: the *Integrative Model of Organizational Behavior* explains that knowledge as part of the ability to directly affect job satisfaction [5]. Thus, the results of this study are consistent with the research Siregar and support to the theory referred to in the literature review.

Based on the results of testing the second hypothesis can be seen that the positive direct impact of interpersonal communication on job satisfaction of elementary school teachers, which is 3.7 % change in job satisfaction is directly determined by the communication interpersonal. The findings of this study are consistent with the results of research Situmorang, research Siburian, and the results of research Siburian, who found that interpersonal communication is directly significant positive effect on job satisfaction [15,16,2]. The study's findings are consistent with theories that are used as the basis for submission of the research hypothesis, which explains that interpersonal communication directly influence job satisfaction [8]. Thus, the results of this study are consistent with the research Situmorang, and Siburian research results and to support the theory referred to in the literature review.

Based on the results of testing the third hypothesis can be seen that the knowledge of teacher professional development policies have direct positive effect on organizational commitment elementary school teachers, which is 19.4 % change in organizational commitment is directly determined by the knowledge of teacher professional development policy. The findings of this study are consistent with the research Manullang which found that organizational knowledge is directly significant positive effect on organizational commitment [17]. The study's findings are consistent with theories that are used as the basis for submission of the research hypothesis, namely: the *Integrative Model of Organizational Behavior* explains that knowledge as part of the

ability to influence the organizational commitment [5]. Thus, the results of this study are consistent with the Manullang research and support to the theory referred to in the literature review.

Based on the results of testing the fourth hypothesis can be seen that the positive direct impact of interpersonal communication on organizational commitment elementary school teachers, which is 2.7 % change in the organizational commitment of teachers is directly determined by interpersonal communication. The findings of this study are consistent with the research Matin, et al. who found a significant positive correlation between interpersonal communication and organizational commitment, the results of research Pertiwi, the results Situmorang, and the results of the study Siburian, which found that interpersonal communication is a significant positive direct effect on organizational commitment [18,19,15,20]. The study's findings are consistent with the explanation Sopiah, which states that interpersonal communication affects organizational commitment [21]. Thus, the results of this study are consistent with the research Matin, the results of the study of Pertiwi, Siburian research results, and the results of research Situmorang, as well as supporting the theory referred to in the literature review.

Based on the results of the fifth hypothesis testing can be seen that the positive direct effect of job satisfaction on organizational commitment of teachers, which is a 10.1 % change in the organizational commitment of teachers is directly determined by job satisfaction. The findings of this study are consistent with the research Guntur, the results Ambarita, the results Siburian, and the results of research Suma and Lesha, who found that job satisfaction is a significant positive direct effect on commitment organization [22,23,2,24]. The study's findings are consistent with theories that are used as the basis for submission of the research hypothesis, namely: the *Integrative Model of Organizational Behavior* explains that job satisfaction directly influence organizational commitment [5]. Thus, the results of this study are consistent with the Guntur study, the results Ambarita, Siburian research results, and the results of research Suma and Lesha, as well as supporting the theory referred to in the literature review.

5. Conclusions

Based on this research can be concluded as follows :

- 1)The better knowledge of teacher professional development policy, the higher the job satisfaction of elementary school teachers;
- 2)The better interpersonal communication, the higher the job satisfaction of elementary school teachers;
- 3)The better knowledge of teacher professional development policy, the stronger the organizational commitment of elementary school teachers;
- 4)The better interpersonal communication, the stronger the elementary school teachers organizational commitment; and
- 5)The higher job satisfaction, organizational commitment, the stronger elementary school teachers.

5.1. Recommendations

In connection with the conclusion of the study, then in order to increase the job satisfaction of elementary school teachers in the province of North Sumatra, necessary activities to increase knowledge of teacher professional development policy and improving the quality and quantity of interpersonal communication between teachers and the primary customers. Furthermore, in order to strengthen the organizational commitment of teachers, also required the implementation of activities to improve teacher professional development policy knowledge, interpersonal communication, and job satisfaction of teachers.

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