

Research Article

Organizational Commitment Existence Achievement on MAN 2 Padangsidimpuan Teacher Performance

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Abstract.

Organizational commitment is one important factor in the sustainability of an organization. The formulation of the problem raised in this study is how the existence of organizational commitment, and how the influence of organizational commitment on teacher performance in Madrasah Aliyah Negeri 2 Padangsidimpuan, the purpose of this study is to find the existence of Organizational Commitment and the effect of organizational commitment on teacher performance in Madrasah Aliyah Negeri 2 Padangsidimpuan. This research was conducted at Madrasah Aliyah Negeri 2 Padangsidimpuan, Padangsidimpuan City, North Sumatra Province, Indonesia. This research was conducted in April - June 2019. The research method used was a survey method with a questionnaire instrument. The population of all MAN 2 Padangsidimpuan teachers. The sample used by the census technique is the total population, which amounts to 76 respondents, data analysis techniques: validity test, reliability test, hypothesis test. The analysis technique is a simple linear regression analysis. The results of the study are: The organizational commitment of MAN 2 Padangsidimpuan tends to be in the moderate category at 48.1 percent and 51.9 percent is another influence. Organizational Commitment consisting of affective commitment, continuance commitment, and normative commitment has a strong positive influence on the performance of MAN 2 Padangsidimpuan teachers.

Keywords: Organizational commitment; sustainability; performance

1. Introduction

Organizational commitment is characterized by an inner bond of a person as a reflection of the bond of joy to the organization including the working relationship, loyalty, and feeling of confidence in the organizational values of the institution or organization. Implementing the commitment means to carry out the obligation, take responsibility, make someone have intention, be determined, work hard, not give priority to self-interest, and be responsible for achieving his goals and the goals of the institution that have been agreed or predetermined.

Organizational commitment is one important factor in the sustainability of an organization. Without a strong organizational commitment in individuals, it will not be possible

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for an organization to run optimally. Teachers are the spearhead of the implementation of education. The professionalism and quality of teacher work is an indicator of teacher commitment to the school as an organization where it teaches. Organizational commitment is needed to improve teacher performance. Commitment will encourage the choice of teacher habits that support educational institutions to work more effectively so that teachers are considered as a determining factor towards increasing or decreasing the quality of education.

The teacher who is committed to the school or organization where he teaches will try to work earnestly to realize the goals the organization wants to achieve wholeheartedly for the progress of his organization said Uzer[1] and the results of Bayu's research[2] the higher the organizational commitment of employees the higher the effort expended by employees in doing their jobs, thus if the employee committed high organizational commitment, then this can support the achievement of goals organization and sustainability of the organization in achieving its goals. Teachers' commitment is seen every day in their work such as having a concern for students and colleagues. Always provide enough time and energy to help students, can care for peers and direct supervisors, always care about basic tasks. Looking at the conditions of organizational commitment above, it is still necessary to see the existence of organizational commitment in educational institutions, so that educational organizations/institutions can be more effective and efficient in achieving their vision and mission. Paying attention to the management of management in state-owned aliyah madrassas which are carried out by the central government or centralized and under the auspices of the Ministry of Religion, surely it is necessary to know the organizational commitment of the educators who work in Madrasah Aliyah Negeri that affect the continuity of the organization to obtain effectiveness and efficiency in achieving the vision and the madrasa mission.

Madrasah Aliyah Negeri 2 Padangsidempuan was once a model madrasa or pilot in the South Sumatra region, has a Joint Learning Resource Center building. From the teacher's side, 12% of teachers have a master's level of education, with the conditions above as predicted by researchers, the organizational commitment is also quite adequate.

From the results of initial observations, the organizational commitment in the education unit is in the medium category. In terms of lack of concern and sense of responsibility for the tasks assigned, an insubstantial desire to become a member of a particular organization, lack of desire or ambition to try hard according to the wishes of the organization, the lack of trust and partial acceptance of the organization's values

and objectives. Organizational commitment can also be an influence on teacher performance. Teacher performance will be able to produce work that can fulfill in achieving the vision and mission of the Madrasah Aliyah Negeri 2 Padangsidempuan.

Based on the above, researchers predict the organizational commitment of MAN 2 Padangsidempuan MAN teachers influence the performance of MAN 2 Padangsidempuan MAN teachers. For more details, the researchers examined the formulation of the issues raised in this study are: 1) how the existence of the organizational commitment of MAN 2 Padangsidempuan teachers, 2) how the influence of organizational commitment to the performance of MAN 2 Padangsidempuan teachers. The purpose of this study was to determine the existence of Organizational Commitment and the effect of organizational commitment on the performance of MAN 2 Padangsidempuan teachers.

2. Methods

This research was conducted at Madrasah Aliyah Negeri 2 Padangsidempuan, located on Jl. Sultan Sorpada no.31. Padangsidempuan City. North Sumatra Province of Indonesia. This research was conducted in April - June 2019. The research method used was a survey method with a questionnaire instrument. Population of this study is all MAN 2 Padangsidempuan teachers. The sample is the overall population of 76 respondents.

This research procedure begins with 1) choosing a problem, 2) conducting a preliminary study, 3) formulating the problem, 4) designing the research, 5) determining the variables, 6) determining the data source, 7) determining and compiling the instrument, 8) collecting data, 9) analyzing data, 10) drawing conclusions, 11) writing a report. Data analysis techniques use: 1. Validity test 2. Reliability test 3. Hypothesis test.

The analysis technique used in this study is a simple linear regression analysis, it aims to see the relationship between organizational commitment and teacher performance. $Y = a + b \cdot x$ Description: Y = teacher performance variable, X = organizational commitment variable a = constant b = regression coefficient.

3. Results and Discussion

The data collected is still in the form of raw data, so it needs to be processed, data processing and then analyzed using SPSS version 19.

TABLE 1: Simple Regression Analysis.

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig
	S	Std Error			
(Constant)	60.709	2.837	22.460	.000	(Constant)
Organizational Commitment	0.458	0.063	0.617	6.753	.000

3.1. Simple Regression Analysis

Dependent Variable: Teacher Performance

Teacher Performance = 60,709 + 0,458 Organizational Commitment
 The meaning of the numbers from the equation above is: Based on the calculation of the constant value of α of 60.709 is interpreted if the organizational commitment is assumed to be a zero condition (0), then the employee's performance is already equal to 60.709.

In terms of the regression coefficient value of the variable organizational commitment by 0.458 means, every increase in the organizational commitment by 1 unit will increase employee performance by 0.458.

3.2. Correlation Test (r)

TABLE 2: Correlation Test.

Corelation					
Teacher performance			Organizational Commitment		
Pearson Corelation	Teacher performance	Teacher performance	1.000	.617	
Organizational Commitment	0.617	0.617		1.000	
Sig. (1-tailed)	Teacher performance	.		.000	
	Organizational Commitment	0.000		.	
N	Teacher performance	78		78	
	Organizational Commitment	78		78	

Based on the table above, it can be seen the correlation coefficient of 0.617 which lies in the range of 0.60 - 0.799 with a strong category. This means that there is a strong relationship between organizational commitment and teacher performance.

3.3. Determination Test (R2)

In this simple linear model, it will be seen the amount of contribution for the independent variable to the dependent variable by looking at the magnitude of the total determination coefficient r^2 . If r^2 obtained is close to 1, it can be said the stronger the model explains the effect of the independent variable with the dependent variable. Conversely, if r^2 approaches 0, the weaker the effect between the independent variable and the dependent variable.

TABLE 3: Summary Model.

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	0.617a	0.481	0.373	3.94560

a). Predictors: (Constant), Organizational Commitment

b). Dependent Variable: Teacher performance

Based on the data table above, it can be seen the coefficient of determination of 0.481. So it means that a large percentage of the correlation between the organizational commitment of MAN 2 Padangsidempuan teachers to the performance of MAN 2 Padangsidempuan teachers is 48.1%.

3.4. Hypothesis Test (T)

Coefficientsa

TABLE 4: Hypothesis Test.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std Error	Beta			
	(Constant)	63.709	2.837	22.460	.000	
	Organizational Commitment	0.428	0.063	0.617	6.693	.000

Dependent Variable: Teacher performance

From the t-test above obtained t value of 6.693 with a significance of 0.000. Obtained t table value with $df = n - k - 1 = 76 - 1 - 1 = 74$ at a significance level of 5% (2-tailed) of 1.993. Thus known $t \text{ count } (6.693) > t \text{ table } (1.993)$ or significance $(0.000) < 5\% (0.05)$. It can be interpreted that organizational commitment consisting of affective commitment, continuance commitment, and normative commitment has a significant effect on teacher performance.

3.5. Discussion

Organizational commitment in MAN 2 Padangsidempuan in this study is a variable that is determined by the existence of other variables called endogenous variables. While the performance variable is an exogenous variable that can determine the existence of organizational commitment variables in MAN 2 Padangsidempuan. High or low organizational commitment in MAN 2 Padangsidempuan determined directly by the performance of teachers.

The research findings explain the tendency of organizational commitment MAN 2 Padangsidempuan tends in the medium category by 48.1 percent. This finding has made it clear that the initial prediction about the state of organizational commitment in MAN 2 in Padangsidempuan was moderate. From various results of research on organizational commitment, especially school organizations such as the research conducted by Buraidah [3] the results of the calculation of empirical mean and a hypothetical mean of organizational commitment are known that organizational commitment of teachers is moderate. Bambang W's research[4] revealed that the organizational commitment of school principals in the Deli Serdang district was in the moderate category. Liche[5]concluded that the commitment of lecturers at universities was at a moderate level. The affective commitment of principals is generally in the class average or a sufficient category, Yastrodo[6]. Ursa Majorsy[7] concluded from the results of his research that teaching staff is individuals who have moderate organizational commitment.

From the results of various expert studies, the organizational commitment in the education unit is in the medium category. The category is being interpreted that the teachers / teaching staff / principals such as in terms of lack of care and sense of responsibility for the tasks assigned, a desire that is not strong to become a member of a particular organization, lack of desire or ambition to strive according to the wishes of the organization , the lack of trust and partial acceptance of the organization's values and objectives.

Furthermore, this study proves that organizational commitment has a significant and positive effect on teacher performance in MAN 2 Padangsidempuan. The research findings explain Lisa[8]Organizational Commitment influences the performance of teachers in MI District Winong District Pati. Lisa[8]Organizational Commitment and the Work Environment simultaneously have a significant influence on Teacher Performance at SMAN 1 Wringinom in Gresik. Chairul[9] Organizational Commitment has a significant effect on performance. Hesti[10] Commitment has a positive and significant effect on

teacher performance. Asih[11] there is a positive and significant relationship between organizational commitment and teacher performance, Titik[12] Organizational Commitment has a significant effect on teacher performance at SMP Negeri 4 Surakarta.

From the results of the various studies above proven organizational commitment has a positive and significant effect on teacher performance, as well as research produced on MAN 2 Padangsidimpuan teachers. In other words, teachers who are highly committed to their schools or madrasas will work better. Performance is the level of one's success, good performance can be seen from one's performance standards in terms of output quality, output quantity, output period, attendance at work, and cooperative behavior. The work standards are set based on the teacher's work criteria such as when coming and going home, clarity going out of the office, procedural self-licensing and administrative rules such as teachers who work on learning programs consisting of annual programs, time allocation, learning implementation plans (RPP) in a timely manner (beginning of the school year).

Organizational commitment and teacher performance in this study are very important in achieving educational goals because with the commitment embedded in each of them, they become enthusiastic to work so they can complete the task according to the targeted time. Individual performance appraisal is very beneficial for the overall growth of the school, through the assessment it can be seen the actual condition of how the teacher's performance.

4. Conclusions

This research as a necessity for researchers, to explore the challenges in the world of education, as well as in obstacles and threats, as well as assessing opportunities in a strategic planning on Education Management. In view of the limitations of this study, it is recommended that researchers conduct further research to find evidence that organizational commitment can be influenced by other exogenous variables outside of organizational culture, leadership, work motivation, and job satisfaction; by overcoming these limitations, and comparing between MAN and MAS, between MAN and SMAN, and so on.

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