

**THE EFFECT OF TEACHER'S PERSONALITY, SCHOOL'S CULTURE,
AND TEACHER'S WORK MOTIVATION TOWARDS TEACHER'S ATTITUDE
COMMITMENT AT JUNIOR HIGH SCHOOL IN SUNGGAL DISTRICT DELI SERDANG
REGENCY**

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ABSTRACT

The problem that occurred in Junior High School in Sunggal District Deli Serdang Regency was the teacher's commitment. The indication of commitment is related to the teacher emotional attachment, teacher identification in the school organization, teacher attachment to the school goals as his/her responsibility. Ideally, the effective commitment will be realized for the employees/teachers who have emotional attachment, the realization of teacher identification in school organizations, having attachment in achieving school goals. Indications of teacher low commitment were still found for teachers in Junior High School in Sunggal District Deli Serdang Regency. This fact could be seen in the teacher's responsibility in teaching, the teacher left the student during the teaching and learning time at the last hour to go home from school. Ideally, a teacher must be maximal in giving subject material. The teacher is not only teaching, but also educating. Teachers not only carry out teaching duties but are also expected to have an emotional attachment, a sense of belonging to the organization, so that the teachers not only fulfil the duties to teach but also willing to spend time for the progress of an organization/school.

The results of the analysis showed that there were direct proportional effects: (1) the teacher's personality towards the teacher's commitment with a path coefficient of 0.521, (2) the school's culture towards teacher's motivation with a path coefficient of 0.241, (3) teacher's motivation towards teacher's commitment with path coefficient of 0.620 , (4) teacher's personality towards teacher's commitment with path coefficient of 0.225 and (5) school's culture towards teacher's commitment with path coefficient of 0.334.

Based on the acceptance of the hypotheses of this study, a theoretical model was found which described the structure of causal relationships between variables of teacher's personality, school's culture, work motivation and commitment of junior high school teachers in Junior High School in Sunggal District Deli Serdang Regency. The implications of the results of this study explained that in order to increase teachers' commitment in carrying out tasks as educators, instructors, and trainers (Dikjartih), various efforts had to be made to improve teacher's personality, school's culture, and teacher's work motivation.

Keywords: Teacher's Commitment in Junior High School in Sunggal District Deli Serdang Regency, Teacher's Personality, School's Culture, and Teacher's Work Motivation

Education as a conscious effort to develop human's personality and ability that is used to raise student's creativity, maintain the preservation of human and divine values, prepare the productive workers, and have methods (Abdul, et al., 2012: 65). Education is not just mastery of the material of each subject, but more than that. Education is expected to produce people who are able to actualize all of their potentials optimally. Someone can utilize and explore all of the potentials of nature and its environment productively and competitively so that he/she is able to meet his/her

needs and compete & answer the challenges faced in these dynamic societies. All of this can be obtained through the quality of education. Education is not just an intellectual enrichment process but also grows the seeds of human civilization to germinate the noble qualities of humanity (Sagala, 2013: 2).

At present and in the future, the competition has been global in nature and has been followed by changes in economic conditions which have caused many organizations, including schools, carrying out the restructuring actions. This can be the trigger of a change in the paradigm of the school organization, from traditional to modern. This condition should be truly realized and prepared proportionally and professionally. This preparation is mainly on the factors of human quality resources with appropriate qualifications. Therefore, the increasing of human resources, in this case, the teachers, is a very important thing in order to improve and optimize services for the community, especially students so that it needs to be done continuously and sustainably in facing the demands of the community. In the education sector, the teacher (educator) is one of the most decisive components in improving the quality of education as a whole, which must receive much attention because the teacher influences the creation of quality education processes and outcomes. Therefore, the effort which is to improve the quality of education needs to be supported by qualified and professional teachers.

It can be said that improving the quality of education can be interpreted as a process that is integrated with the process of improving the quality of human resources themselves. In recognizing the importance of the process of improving the quality of human resources, in this case the teacher, the government has joined hands with the private sector and strives to actualize more quality education development efforts such as through the development and improvement of curriculum and evaluation systems, improvement of educational facilities, development and procurement of teaching materials, providing education and training opportunities for teachers, as well as providing adequate welfare for teachers.

In improving the quality of education, especially in schools, the teachers' role is the main key element in the education process. The teacher has the task of guiding, directing and also being an example for students. Professional teachers are the teachers who are able to show that they are able to present a good performance in order to create quality education. However, the competence possessed by the teachers to innovate and create as an effort to improve performance does not always develop naturally and smoothly. This is due to the influence of several factors such as both internal and external factors.

The reality was that some of the conditions in the field did not reflect the truth. There were some teachers who were more totally engaged in part-time activities, both in accordance with the profession or not. There are many invited questions from the community about do the teachers who are supposed to be a professional (have got professional certificates) have consistency with their

profession? On the other hand, the teachers' performance is much questioned when talking about improving the quality of education but the teachers ask for adequate welfare.

The controversy between the ideal condition that must be undertaken by the teacher in accordance with the expectations of Law Number 20 of 2003 concerning about the National Education System and the reality that occurred in the field is necessary and worth to be observed and noticed seriously by understanding factors that affect teachers' performance especially their commitment in developing their duties as Educators, Teachers and Trainers (Dikjartih). For this reason, it is necessary to find alternative solutions so that the factors that affect teachers' commitment can be found and they will not become barriers to improve teachers' performance but they are able to improve and encourage teachers' performance in a better direction.

The teachers' commitment is reflected in their behaviour in the implementation of their main duties as a teacher and also their involvement in school activities. Is it proud, forced or just fulfilling moral responsibility only? If every teacher has a strong commitment to school then what happens in school either obstacle or challenge will not dampen his/her enthusiasm to offer the best, actualize school's goals and values that he/she believes in and tends to stay in school.

High commitment makes individuals care about the future of the organization and tries to make the organization to go to a better direction. On the contrary, individuals with low commitment will be selfish to themselves or their groups and do not have the desire to make the organization better.

Sopiah (2008: 155) stated that "Organizational commitment is the identification and someone's accountability who is relatively strong towards the organization". This is in line with the concept adapted from Blau & Boal's opinion (in Sopiah, 2008: 155) which stated that organizational commitment is alliances and employees' loyalty to the organization and the goals.

The issue of commitment is the most important issue in an organization which has a big influence on achieving organizational goals. For this reason, the issue of commitment is a problem that really needs to be solved. The importance of the affective commitment problem actually is to answer the teacher's emotional problems, teacher identification in school organizations, and problems regarding the teacher's responsibilities in carrying out their duties. Commitment is one of the main concerns in global information where business entities are required to be able to adapt with the external and internal business environment which always change.

Affective commitment refers to emotional bonding, identification, and employees' involvement in the organization. Employees with strong affective commitment continued their membership in an organization because they wanted to do it, in other words, members liked the organization (Meyer et al 2001: 152). They also mentioned that there are three causes or factors that evoke to members' affective commitment to the organization, namely individual characteristics, organizational structure, and work experience.

Affective commitment relates to the teacher's emotional, teacher's identification and involvement in the school. According to Prabowo (2004: 88), "Teachers who have this commitment have an emotional attachment to the school which is reflected in their involvement and feelings of pleasure and enjoy their role in carrying out their duties, especially when teaching in classes". Teachers who have affective commitment will be more valuable to schools than the other two types of commitment because they involve emotional factors. A teacher with affective commitment will be served with pleasure and enjoy their roles.

According to Rhoades, et al (2001: 825), "Affective commitment is an individuals' emotional attachment towards organizations that determines individuals' dedication and loyalty". Individuals who have high affective commitment will have strong feelings of belonging and identification which will then increase the involvement of these individuals in organizational activities, the willingness to try to achieve organizational goals and the desire to maintain the organization.

The problems that occur in Public and Private Junior High School in Sunggal District are on the teacher's affective commitment. The indication of affective commitment is related to the teacher's emotional attachment, teacher's identification to the school organization, and teacher's attachment to the school's goals as his/her responsibility. Ideally, the effective commitment will be realized to the employees/teachers who have emotional attachments, the realization of teacher's identification in school organizations, and having an attachment in achieving school goals.

Indications of low teacher affective commitment were still found for teachers in the Public Junior High School in District. This reality can be seen from the teacher's responsibility in teaching. The teachers left the student during the teaching and learning time at the last hour to go home from school. Ideally, a teacher must be maximal in giving subject material. The teacher is not only teaching, but also educating. Teachers not only carry out teaching duties but are also expected to have an emotional attachment, a sense of belonging to the organization, so that the teachers not only fulfil the duties to teach but also willing to spend time for the progress of an organization/school.

Meyer, et al (2009: 257) revealed that "Indicators of affective commitment include: 1) Loyalty, 2) Proud of the organization he/she works for, 3) Contributing to the development of the organization, 4) Assuming that the organization is the best, 5) Emotionally bound to where it works".

Based on a preliminary study conducted by researchers in May 2016 through interviews with the vice principal of the Public Junior High School in Sunggal District who also served in student affairs. He/she said that teacher's affective commitment was still low as evidenced by: (1) Insensitive teachers to replace classes that there is no teacher entering the classes during lesson hours, (2) Lack of sense of responsibility for the work to achieve the school's vision and mission,

i.e. there are still teachers who leave students during the lesson hours, (3) Corruption of teaching hours, i.e. the teacher is late in entering the class, the teacher first exits the class by giving instructions to the students, if the bell rang, the students could leave the class, (4) Teachers have not fully been able to realize students who have good morals, for example, there are students who are found smoking, saying badly, behaving inappropriately to the teacher.

Stum (2008: 21 I) argued, "There are 5 factors that affect organizational commitment: (a) culture of openness, (b) job satisfaction, (c) personal opportunities to develop, (d) organizational direction, and (e) awards work according to your needs ". Whereas Young (2008: 107) argued, "There are 8 factors that positively affect organizational commitment, namely: (1) satisfaction with promotion, (2) job characteristics, (3) communication, (4) satisfaction towards leadership, (5) extrinsic exchange, (6) intrinsic exchange, (7) intrinsic rewards, and (8) extrinsic rewards ".

Affective commitment towards the organization is influenced by various factors into four characteristics, namely: (i) personal characteristics. Personal characteristics include: age, years of service, level of education, gender, belief values, and personality, (2) characteristics related to the role include: scope of position, challenges, individual, and sacrifice, (3) includes: the size of the organization, the presence of trade unions, the level of control, power centralization, and leadership policy of the organization work experiences. Work experiences include work, supervision, workgroup (team), wages (bonus), organizational reliability and job satisfaction (Mowday, et al., 2002: 125).

Teachers as educators whose duties have personality characteristics greatly affect the students' success. A steady and stable personality from a teacher will introduce a good example for students and the community so that the teacher appears as a figure who deserves to be learned and imitated his/her attitudes and behaviour. Teacher's personality competence will determine whether the teacher can be called a good educator or vice versa.

Johnson, as quoted by Anwar, stated that teacher competence includes (1) a positive attitude appearance towards the whole as the teacher's duties, and the overall situation of education and its elements, (2) understanding, appreciation and appearance of values that a teacher adheres to (3) personality, values, attitude to life displayed in an effort to make himself/herself as a role model and example for his/her students.

The organization is a role system, the flow of activities and processes (working relationship patterns) and involves several people as executors of tasks designed to achieve common goals. According to Sagala (2013: 78) concluded that the organization is a binding structural relationship and the basic framework in which individuals are coordinated in and the division of labor is carried out because there are fields of work that must be completed and the existence of people who are required to adjust certain tasks. School as an organization defines relationships that are expected to create synergies and ensure that relationships within the organization occur, especially those that are

related to the tasks of teaching and learning services. Furthermore, according to Ambarita (2014: 4), "Organizations are a number of people, objects, tools or everything that is collected in a regular arrangement to achieve an objective effectively and efficiently". Organizations have their own culture that is formed from the characteristics of the organization as the object and subject. Here are some of the meanings of the organization: (1) organization as a collaborative process; (2) organization as a social system, (3) organization as a structure, (4) organization as a culture, (5) organization as a container, (6) organization as an organizational climate as learning.

Etymologically, the word motivation came from the Latin word "movere" which meant moving. According to Huit (1998), motivation is an internal state or condition in the form of needs, desires, or wants to move, activate and direct behaviour. According to Berelson and Steiner (in Gibson, 1996) motivation is all conditions that give impulses from a person who is described as desires, willingness, and encouragement to do something. According to Hamzah (2007: 3) motivation is an impulse contained in a person and try to change behaviour that is better in meeting their needs. According to Siagian (2002: 102), motivation is the driving force for someone to contribute as much as possible for the organization's success to achieve its goals with the understanding that the achievement of the organization's goals. From the definitions that have been stated above, it can be concluded that motivation is power or energy that can lead to an impulse towards one's inner desire to do an action to meet needs so that satisfaction can be created in himself/herself in which can cause the person to behave in a certain way.

The purpose of the research framework can be formulated, namely: (1) The Effect of Teacher's Personality towards Teacher's Motivation, (2) Effect of School's Culture towards Teacher's Motivation, (3) Effect of Teacher's Motivation towards Teacher's Commitment, (4) Effect of Teacher's Personality Influence towards Teacher's Commitment, and (5) Effect of School's Culture towards Teacher's Commitment on Junior High School in Sunggal District Deli Serdang Regency.

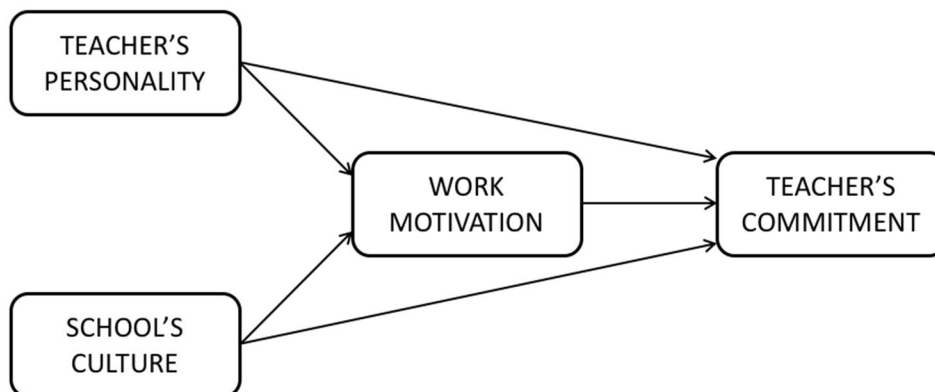


Figure 1:
Research Framework

Research Methods

Based on the problems and objectives that have been set, the research method used was the survey method with the technique of giving questionnaires to all respondents included in this study. The method used in this study could also be classified in the ex post facto method. Bungin said that if the research aimed at exposing ongoing events, this would be called post facto research.

The method used in this study was a survey method with a path analysis approach. Kusnendi (2008) argued that the path analysis model analysed is a causal relationship with the aim to find out the direct effect and indirect effect of a set of causal variables on the resulting variables.

Research Population and Samples

Deli Serdang Regency consisted of 527 teachers where 156 teachers were males and 371 teachers were females. The sampling technique in this study was determined by the Proportional Random Sampling technique. To determine the number of sample members, used Slovin rumors. The number of samples in this study was 60 samples.

Data collection techniques used in research using questionnaires to teachers were sampled in the study. Narul stated that the purpose of using the questionnaire, namely: (1) obtaining relevant information to the purpose of the study, and (2) obtaining information with the highest reliability and validity. A questionnaire would be given to the teacher.

Conclusions and Recommendations

Based on the results of the research, it can be concluded: (1) Perception of Teacher's Personality has a positive direct effect on the teacher's motivation in Junior High School in Sunggal District, means that the better the teacher's personality, then the better the teacher's motivation in Junior High School in Sunggal District, (2) School's culture directly influence the teacher's motivation in Junior High School in Sunggal District, means that the better the school's culture, then the better the teacher's motivation in Junior High School in Sunggal District, (3) Perceptions of teacher's work motivation directly influence the teacher's commitment in Junior High School in Sunggal District, means that the better teacher's work motivation, then the better the teacher's commitment in Junior High School in Sunggal District, (4) School's culture directly influence the teacher's commitment in Junior High School in Sunggal District, means that the better the school's culture, then the better the teacher's commitment in Junior High School in Sunggal District, and (5) teacher's personality directly influence the teacher's commitment in Junior High School in Sunggal District, means that the better the teacher's personality, then the better the teacher's commitment in Junior High School in Sunggal District.

Based on the results of research and study findings as described above, suggestions are proposed to increase the teacher's commitment in Junior High School in Sunggal District as follows:

(1) For the Education Office, to increase teacher's commitment, it is necessary to be paid attention by the Deli Serdang District Education Office to select and place competent teachers in Junior High School in Sunggal District. This must be done considering the enormous duties and responsibilities of the teachers. In addition, the Deli Serdang District Education Office needs to develop a good school's culture in every junior high school, such as holding seminars about the importance of the principal's transformational leadership in supporting teacher duties. Another things that should not be ruled out is to make improvement in increasing teacher's work motivation in schools. With the improvement of the teacher's personality, school's culture, and work motivation, it is expected that teacher's commitment in the school can be optimized. (2) For Principals, the school principal's desires needed to be grown to improve leadership in schools. In this case, the principal can implement policies that support all activities in the school, both involving teachers and employees that can increase teacher's commitment. In addition, it is expected that the principal is willing to make various efforts that can increase teacher's work motivation in school. With these efforts, it is expected that teacher's affective commitment can be optimized, (3) For the teacher, to increase the teacher's affective commitment, the teacher must be willing to support every school principal's decisions related to his/her duties at school. The other things that must be done by the teacher is to be willing to participate in building a conducive working environment in the school which can support the implementation of tasks in the school. In addition, the teacher requires to increase his/her work motivation and increases his/her affective commitment in carrying out his/her duties at school. With these efforts, it is hoped that his/her affective commitment can be optimized, and (4) More detailed research is needed to see the influence of perceptions about principals' leadership, school's culture, work motivation toward teacher's affective commitment in Junior High School in Sunggal District, considering that the teacher's affective commitment is needed to achieve more educational goals. Besides that, other things that have relevance to the teacher's affective commitment outside of the variables reviewed in this study need to be developed.

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