

Research Article

The Effect of Organizational Culture, Transformational Leadership, and Teacher Motivation Towards Teacher Organizational Commitment at State Vocational High Schools Banjarbaru

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ABSTRACT

This study aimed to describe and analyze the direct and indirect effects of organizational culture, transformational leadership of school principals, and teacher motivation on the organizational commitment of teachers of State Vocational High Schools in Banjarbaru. This study used a quantitative approach. The population in this study was 177 teachers with samples of 122 teachers. The researcher used a random sampling technique to select the samples. To collect the data, the researcher used a questionnaire as an instrument that had been tested to ensure its validity and reliability requirements. The data were analyzed through descriptive analysis, classical assumption test, multiple regression analysis, and path analysis. The results of this study indicate that there was an effect of organizational culture on teachers' organizational commitment, teachers' motivation on teacher organizational commitment, organizational culture on teachers' motivation, transformational leadership of principals on teachers' motivation, organizational culture through motivation towards teacher organizational commitment, and transformational leadership of principals through motivation to the commitment of the teacher's organization. There was no effect of the principal's transformational leadership on teachers' organizational commitment. Thus, this study concludes that there was a direct and indirect positive influence on organizational culture, principal transformational leadership, and teacher motivation on teacher organizational commitment.

Keywords: Organization culture, transformational leadership, motivation, organization commitment

Introduction

An organization as a forum for carrying out an organizational activity requires

organizational members who have loyalty to the organization (Atlan, 2018). Loyalty to the organization shows one's commitment to the

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organization. According to Somprach et al. (2015), the concept of organizational commitment has become a significant concern based on the premise that individuals form interrelationships with the organization as the relative strength of individual identification with a particular organization and involvement in a specific organization which is characterized by three things (1) acceptance of values and organizational goals; (2) Readiness and willingness to do business earnestly on behalf of the organization; and (3) The desire to maintain membership in the organization or become part of the organization.

A school is an educational organization (in a social system) or an institution (in the concept of social anthropology) (Mulyono, 2017). Teachers determine education success in schools (Ozeren et al., 2020; Kulikowski et al., 2021). A school will be effective if the teachers are full of responsibility. Teacher commitment plays a key role in achieving educational goals (Aslamiah, 2019; Lourmpas & Dakopoulou, 2014; Selamat et al., 2013). Improving the quality of education needs to be performed by developing and enhancing human resources (Febriani et al., 2019; Kelimeda et al., 2018). Quality of education can produce the quality of humans (Rosyada, 2020; Febriani et al., 2019). Vocational schools with competency-based curriculum have the goal of producing work-ready graduates.

Based on preliminary observations, the commitment of State Vocational School teachers in Banjarbaru was still low. It can be seen from the indicators that show; (1) The number of teachers who are easily attracted to jobs other than being teachers, (2) Teachers do not feel like members of the school family, (3) Teachers do not feel emotionally attached to their work as teachers, (4) Teachers do not have a strong sense of belonging (strong at school), (5) Teachers are not afraid to stop

working as teachers in schools. Organizational commitment can be influenced by the organizational culture prevailing in the organization (Haftkhavani et al., 2012; Rameshkumar, 2020; Aslamiah, 2019). Teacher loyalty develops along with the development of culture in a school organization. Based on field data, it shows that positive organizational culture at state vocational high schools in Banjarbaru still lacked in its implementation. This fact can be seen from the lack of innovations from the teacher in learning. The teachers preferred to work individually, the lack of encouragement from the teacher to work hard, and so on. Positive cultural values or norms have not been maximally applied in schools.

Leadership is also a factor that influences organizational commitment (Nguyen et al., 2017; Yucel & Bektas, 2012; Yao et al., 2019). The transformational leadership pattern applied in various companies has been proven to generate performance whose value far exceeds expectations (Suhaimi & Khalik, 2018). The leader's duties include directing, mobilizing, influencing, and empowering (4M) members (Noor et al., 2019; Ihsani et al., 2020; Çekmecelioğlu & Özbağ, 2016). In the leadership process, the principal always communicates in simple language about his philosophy and personal vision and its relationship with the school's vision to teachers to foster a sense of mutual need and interest and be creative in moving people to support his vision. Suriansyah (2014) states that transactional leadership is sensitive to the development of a shared vision, delegation, and institutionalization of the organizational culture needed in restructuring efforts in an educational institution (Marlina et al., 2019; Taufiqharahap, 2017; Aktaş et al., 2011).

Furthermore, apart from leadership and culture, another factor influencing

commitment is motivation (Viseu et al., 2016; Yalçinkaya et al., 2021). As a leader, the principal must have a big soul and the ability to convince and mobilize other people, namely staff, students, and the community, to achieve goals according to targets, for that the principal must have a sense of belonging to the school and provide rewards and sanctions following the provisions consistently. Motivation is the willingness to do something (Molden & Dweck, 2000; Bayih & Singh, 2020). Willingness appears in someone's efforts to do something, but motivation is not behavior (Friesen & Williams, 2016). It requires a complex internal process that cannot be observed directly but can be understood through the hard work of a person (Asniwati, 2020; Mansor et al., 2015; Yalçinkaya et al., 2021). The motivation given by the principal will have a positive effect on the organizational commitment of the teachers for the progress of the school organization (Grego-Planer, 2019; Önder et al., 2019; Karlberg-Granlund, 2019). Teachers play an essential and strategic role in educational activities both inside and outside the school environment (Shaleh et al., 2019; Trigueros et al., 2020; Poernamawijaya et al., 2018).

Based on preliminary observations, the motivation of state vocational high school teachers in Banjarbaru for their commitment to the school was still very low, and it can be seen from the number of teachers who did not have high motivation to end their careers at school. That condition was the rationale and the importance of conducting this research with the title "The Affect of Organizational Culture, Principal Transformational Leadership, and Teacher Motivation on the Organizational Commitment of Teachers of State Vocational Schools in Banjarbaru." Some researchers have proven that organizational culture, leadership, and

effective motivation within a school organization will influence teacher organizational commitment (MacIntosh & Doherty, 2010; Gregory et al., 2009).

Organization commitment

Within an organization, several factors can increase the productivity and efficiency of the organization (Eliyana et al., 2019; Alrowwad et al., 2019). The first important factor that employees must have to increase organizational productivity and efficiency is organizational commitment. Organizational commitment is a psychological bond of employees in the organization which is characterized by a strong belief and acceptance of the goals and values of the organization, a willingness to strive for the achievement of organizational interests, and a strong desire to maintain their position as a member of the organization (Sopiah, 2008).

The component of organizational commitment, according to Meyer and Allen (1991), namely: (1) Affective, is a dimension of attachment to one's feelings, attitudes, and involvement in the organization; (2) Continuance, is a dimension of a person's attachment to an organization which is based on his ongoing attachment to the organization by taking into account the pros and cons; (3) Normative, is a dimension of commitment about attachment based on the loyalty of the organization.

Organizational culture

The organization consists of at least two or more who have the same goals to be achieved. The objectives of each organization vary according to the background, characteristics, idealism, and goals to be achieved. This will give a mutually agreed-upon belief or value that will create the culture or culture of each organization (Daujotienė et al., 2020). Organizational

culture is a characteristic of the spirit and belief of an organization shown in the norms and values that generally speak of how people should behave towards others, a pattern of working relationships that must be developed and changed (Bush & Coleman, 2012). Organizational culture provides stability and certainty for organizational members (Oliver, 2011). As a school manager, the principal needs the ability to organize and create an excellent organizational culture to increase job satisfaction and teacher performance (Hartono et al., 2019).

Seven primary characteristics collectively capture the essence of organizational culture, namely; (1) Innovation and risk-taking, organizational members are encouraged to innovate and dare to take risks; (2) Attention, organizational members must pay attention to accuracy and analysis; (3) results from orientation, organizational management focuses on the results in each activity program taking; (4) People orientation, organizational management considers organizational members in every decision making; (5) Team orientation, every work program of the organization is team-oriented; (6) Aggressiveness, members of the organization are always aggressive in their work/creation and must be competitive; (7) Stability, each member of the organization maintains organizational stability in every organizational activity.

Transformational leadership

A leader has a central role in his influence in directing the people he leads towards a single goal (Vikström & Takala, 2016; Walberg, 2014). Leadership is a process in which an individual influences a group of individuals to achieve a goal (Normianti et al., 2019). A leader in a broader scope can control others with his power (Walberg,

2014). Along with the development of science, the development of leadership theories emerged from experts, include; (1) trait theory, a theory that seeks to identify specific characteristics (physical, mental, personality) associated with leadership success; (2) Behavioral personality theory, that a person's behavior can determine the effectiveness of one's leadership; (3) Situational leadership theory, an approach to leadership which states that leaders understand their behavior, the characteristics of their subordinates, and the situation before using a particular leadership style.

Transformational leadership is advanced leadership and empowers human resources effectively and efficiently (McCauley & Lee, 2015). Leaders develop a strong vision, communicate goals, and create an organizational environment that encourages members' motivation and commitment to developing sustainably (Suriansyah & Aslamiah, 2015; Usman, 2019; Martono, 2013).

There are four dimensions of leadership: (1) Idealized influence can be defined as behavior that generates respect and self-confidence for subordinates. A leader must be able to share risks with consideration of the needs of being led; (2) Inspirational motivation is behavior that always provides challenge and meaning to the work of the people they lead; (3) Intellectual stimulation means that a leader who demonstrates the type of leadership always digs for new ideas and creative solutions from the people he leads; (4) Individualized consideration is a leader who considers each individual, always listening attentively and paying special attention to the achievement needs and needs of the people they lead. Leadership is an important aspect needed by a principal to organize a group and achieve predetermined (Ilmi & Rizalie, 2020). The principal's ability

as a manager in a strategic position to improve the quality of education is crucial because the school's progress depends on his leadership (Nurwati, 2020). Good transformational leadership needs to fight for teacher performance through educator development programs (Sulaxono, 2020).

Motivation

Humans in all their activities need a boost of enthusiasm that can give them the strength to move. According to Nakamura and Dubin (2015), motivation is a change in energy in a person characterized by "feeling" and is preceded by a response to a goal. Motivation has a crucial role in influencing the level of ability in carrying out employee functions to create a harmonious atmosphere that can encourage performance (Turabik & Baskan, 2015; Touré-Tillery & Fishbach, 2011). It can be said that motivation is a process of encouragement in a person's psychology for specific purposes (Edward et al., 2015; Tohidi & Jabbari, 2012). Motivation has an important role in the teaching and learning process between teachers and students (Tohidi & Jabbari, 2012).

There are several theories of motivation, one of which is the two-factor theory from (Touré-Tillery & Fishbach, 2011). This theory states that two factors encourage motivated employees, namely; (1) Intrinsic factor, namely the driving force that arises from within each person; (2) Extrinsic factors, namely the driving force that comes from outside oneself.

Material and Methods

This study used a quantitative approach based on data collection techniques. The quantitative approach can be interpreted as research based on positivism, used to study specific populations or samples. The sampling technique was carried out

randomly. To collect the data, the researcher used a questionnaire as the research instrument. Data analysis was done quantitatively using statistical analysis to test predetermined hypotheses (Sugiyono, 2016).

Results and Discussion

Based on the results of the tests that have been carried out, it is found that there is a positive and significant direct effect of organizational culture variables on the organizational commitment of teachers in State Vocational High Schools in Banjarbaru. The more the organizational culture increases, the more it will increase the organizational commitment of teachers. One of the determinants of the high level of commitment of the teachers' organization of State Vocational High Schools in Banjarbaru to their schools is determined by the teachers' high level of organizational culture. Organizational culture has a significant position because it studies how the organization relates to the environment to increase organizational commitment and consistency of the behavior of its members.

The second hypothesis of this study is that there is a direct effect of organizational culture on the motivation of teachers of State Vocational High Schools in Banjarbaru. Based on the results of the tests that have been carried out, it is found that there is a positive and significant direct effect of organizational culture variables on teacher motivation at State Vocational High Schools in Banjarbaru. The more the organizational culture increases, the more teacher motivation will be. One of the determinants of the high level of motivation of the teachers of State Vocational High Schools in Banjarbaru is determined by the high and low level of the teacher's organizational culture. The positive organizational culture of these teachers includes innovating in each of their duties as

a teacher. The main task of a teacher is to carry out learning. In the implementation of this learning, a teacher is required to always innovate to get something new. These innovations in learning will improve teachers' quality of teaching and learning activities, both in terms of methods, models, techniques, and learning strategies.

The third hypothesis of this study is that there is a direct effect of motivation on the organizational commitment of the teachers of State Vocational High Schools in Banjarbaru. Based on the results of the tests that have been carried out, it is found that there is a positive and significant direct effect of the motivation variable on the commitment of teacher organizations in State Vocational High Schools in Banjarbaru. The higher the teacher's motivation, the more the teacher's organizational commitment will be increased. One of the determinants of the high level of commitment of the teacher organizations of State Vocational High Schools in Banjarbaru to their schools is determined by the high level of motivation of the teachers.

The fourth hypothesis of this study is that there is a direct effect of the principal's transformational leadership on the organizational commitment of the teachers of State Vocational Schools in Banjarbaru. Based on the results of the tests that have been carried out, there is a direct, negative, and insignificant effect of the transformational leadership variable of school principals on the commitment of teacher organizations in State Vocational High Schools in Banjarbaru. The increase of the principal's transformational leadership will not affect the commitment of the teacher's organization. Indicators of organizational commitment can be affected by the leadership of the principal, specifically transformational leadership. However, based on the respondents' answers

in this study, it shows that the leadership of the headmasters of State Vocational Schools in Banjarbaru does not have a significant effect on teacher commitment.

The fifth hypothesis of this study is that there is a direct effect of the principal's transformational leadership on the motivation of teachers of SMK Negeri in Banjarbaru. Based on the results of the tests that have been carried out, there is a positive and significant direct effect of the transformational leadership variable of school principals on teacher motivation in State Vocational Schools in Banjarbaru. The more the principal's transformational leadership increases, the more it will increase teacher motivation. One of the determinants of the high level of motivation of the teachers of State Vocational High Schools in Banjarbaru is determined by the high and low levels of the transformational leadership of the school principals. Leadership and motivation are two inseparable things. In this case, a person's motivation will arise from the effect of an effective leader (Sedarmayanti, 2014).

The sixth hypothesis of this research is that there is an indirect effect of organizational culture through motivation on the organizational commitment of teachers of State Vocational Schools in Banjarbaru. Based on the results of the tests that have been carried out, it is found that there is a positive and significant indirect effect of organizational culture variables through motivation on the organizational commitment of teachers in State Vocational High Schools in Banjarbaru. The more the organizational culture increases, the more it will increase teachers' organizational commitment through motivation. It means that the indirect effect between organizational culture variables on organizational commitment through

motivation variables is significant. One of the determinants of the high level of commitment to the organization of the teachers of State Vocational High Schools in Banjarbaru is determined by the high and low level of the teachers' organizational culture through motivation. However, based on the data, organizational culture's effect on organizational commitment is directly stronger than the indirect effect of organizational culture on organizational commitment through motivation. The commitment of the teacher organization to the school can be built with positive cultures that have prevailed in an organization for a long time. One of the goals of these positive cultures is that they can contribute significantly to the commitment of teachers to the school. This particular goal will grow or stimulate the emergence of motivation.

The seventh hypothesis of this study is that there is an indirect effect of the principal's transformational leadership through motivation on the organizational commitment of teachers of State Vocational Schools in Banjarbaru. Based on the results of the tests that have been carried out, it is found that there is a positive and significant indirect effect of the transformational leadership variable of school principals through motivation on the commitment of teacher organizations in State Vocational High Schools in Banjarbaru. The increasing the principal's transformational leadership, the more it will increase the organizational commitment of teachers through motivation. This means that the indirect effect of the principal's transformational leadership variable on organizational commitment through the motivation variable is significant. One of the determinants of the high level of commitment to the organization of the teachers of State Vocational High Schools in Banjarbaru is determined by the high and low

levels of the principal's transformational leadership through motivation. The principal as a leader must be able to generate a strong will with enthusiasm and confidence in the subordinates in carrying out their respective duties and provide guidance, direct subordinates, provide encouragement, spur, and stand in front for progress and provide inspiration in achieving school goals.

Conclusion and Recommendation

Based on the analysis and discussion that there was a direct and indirect positive influence on organizational culture, Principal Transformational Leadership, and Teacher Motivation on Teacher Organizational Commitment.

Based on the conclusions drawn in this study, several suggestions can be given to the related parties. School principals must further increase attention and guidance in building organizational culture, leadership quality, and motivation for teachers. Supervisors can be used to foster school principals and teachers for teachers to further enhance positive cultures in the school environment and motivate themselves at work to foster a commitment to the school. For researchers, the results of this study can be used as a reference in conducting subsequent studies with other variables that may affect teacher organizational commitment to the school.

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