The Influence of Organizational Culture, Level of Moral Hierarchy and Motivation on the Commitment of Highschool Teachers in Samarinda

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Abstract

The objective of this research is to determine the influence of organizational culture, level of moral hierarchy and motivation to the teachers’ commitment. The research was conducted by using questionnaire method, with path analysis as the data analysis technique – 309 samples had been chosen from high school teachers and MA state teachers in Samarinda. The statistical results are as follows; (1) there is direct influence of organizational culture, level of moral hierarchy, and teachers' motivation to commitment; (2) organizational culture has direct effect on motivation; and (3) moral hierarchy levels have direct influence on motivation. Based on the research findings, conclusion was withdrawn: variations on the commitment of high school teachers were directly influenced by varieties in organizational culture, level of moral hierarchy and teachers’ work motivation.

Keywords: commitment, organizational culture, levels of moral hierarchy and motivation

INTRODUCTION

Opportunities with fellow school’s members in attempts to improve students learning outcomes are part of teachers’ commitment to improve the school’s quality. Teachers’ commitment in school is the basis for a school and the City’s / District’s Department of Education to improve education quality which is carried out together with the school community. Commitment is the individual outcome, which will improve influenced by individual mechanism, and a good individual mechanism will be influenced by individual characteristic, group mechanism, and organizational mechanism (Colquitt, Lepine & Wesson, 2011).

Commitment became a positive supporting power to the performance of duties and functions of the organization in the school environment; certainly it will require teachers that have competences – skills and characteristics – of a civil servant, such as knowledge, skills, and attitudes which is necessary to perform their duties. As described in “UU Guru dan Dosen No. 14 Tahun 2005 pasal 7 ayat 1b”, profession of a teacher is a special filed of work that is done based on a principle of having a commitment to improve education quality, faith, devotion and noble character. The results of the 3 locations – PPU (Penajam Paser Utara), Balikpapan, and Samarinda – in schools as an educational unit, shows that a school working organization unit as a place where community service facing operational problems; reflecting the poor quality and commitment of the teachers towards the school. The survey results in 3 locations, indicate that (20-30%) teachers come late, do not come to schools, don’t fulfill the promises in serving the community, lack compliance of the content and process standards. More than 30% of the teachers don’t have commitment to fulfill their competences in mastery the materials which were tested, this shows the lack of the teachers’ commitment in content and management standards.

Other factor which is thought to influence teachers’ commitment is work motivation; work motivation is impetus arising from the employee to achieve school goals, as an effort to improve the quality of education, commitment is influenced by the teachers’ commitment to improve education quality, and the lack of teachers’ commitment will result in the lack of education quality. Giving rewards to the employee is one of the stimulants from the principal to emerge continuance commitment, in addition to the affective and normative commitment. So the teachers’ commitment is becoming important to improve the school educational quality through improvement of the school culture and the levels of moral hierarchy (Pramudjono, 2012).

Finally, based on the theoretical studies and different facts, it is found that commitment might have influence/role in improving school educational quality. And thus, the researcher would like to test a model of direct relationship variables; between commitment and motivation, levels of moral hierarchy, and organizational culture.

Formulation of the problems posed in the study is whether there are influence of school organizational culture, levels of moral hierarchy and teacher’s work motivation to the teachers’ commitment.

The results can be used as follows:

i) Theoretically, these results could contribute to the development of organizational behavior, which specifically related to the influences of organizational culture, levels of moral hierarchy, and motivation to the teachers’ commitment.
Based on certain patterns that exist within the organization or in parts of the organization (Sunyoto, 2001), the person's moral is based on his/her moral reasoning, the indicators of moral hierarchy are pre-conventional, conventional, and post-conventional. Moral hierarchy is a sequence arrangement of moral reasoning based on the lowest to the highest level, as developed by Kohlberg. There are three stages of moral reasoning, starting from the lowest to the highest level, pre-conventional, conventional, and post-conventional. Moral hierarchy level is a measurement of how high or low a person’s moral reasoning is, the indicators of moral hierarchy are pre-conventional, conventional, and post-conventional.

A motivation is the strength or the driving force of a person’s activities, which leads toward a particular purpose and involves a variety of skills to achieve it. Employees in the production process are as human beings (individuals), which have identifications as follows: (a) character, (b) appearance or behavioral attitudes, (c) needs, (d) desire, (e) ambitions/dreams, (f) habits that are formed by situation, (g) state of the environment and employee experience. These factors affect high or low the level of commitment will be (Sudirman, 1986 and Tarwaka, 1991 in Sedarmayanti, 2009). Work motivation is “a mental condition that encourages activity or provides the energy that leads into achievement of needs, giving satisfaction or reducing the imbalance” (Bernard Berendooni and Stainer, in Sedarmayanti, 2009). Morale is a standard of right or wrong for someone. It is a prohibition, which talks about the right or wrong (Rogers and Baron in Martini) (Sigit, 2009). While hierarchy is the sequence arrangement of moral elements (pre-conventional, conventional, and post-conventional) – from the smallest or the lowest to the biggest or the highest (Harimurti, 1993). While Tafir et al. understand moral as discourses, sermons, and standards of how people should live and behave in order to become a good human being. A direct source of moral teachings can be from religions, wise counsel of parents, or teachers. In Webster's New World Dictionary of the American Language, definition of moral is limited as something related to, or something to do with the ability to determine the right or wrong of a certain behavior (Sigit, 2009).

Commitment in this research is an attitude which reflects employees' loyalty towards the organization, where members of the organization expressed their concern to the success and improvement of the organization on an ongoing basis. Indicators of commitment are continuants, affective and normative.

Organizational culture according to Wood, Wallace, Zeffane, Schermerhorn, Hunt, Osborn, is a system which is trusted and a value which is developed by the organization, and thing which lead the behavior of members of the organization. Tosi, Rizzo, Carroll explains that organizational culture is the way of thinking, feeling, and reacting based on certain patterns that exist within the organization or in parts of the organization (Sunyoto, 2001).

According to Mowday, Porter and Steers, organizational commitment is reflected as the strength of employees to identify their involvement into parts of organization, which is marked by the acceptance of the values and goals of the organization, in addition also the readiness and availability to fully sub serve in the name of organization and willingness to preserve membership in the organization (Slocum and Don Hefrriagel, 2007). This theory suggests that organizational commitment reflects loyalty, readiness, dedication, and a strong willingness to engage or involve in the organization (Hsin et al., 2007).

Commitment is divided into 3 forms; (1) continuance commitment, the strength of one’s willingness to keep working in an organization because he/she needs it and is not able to do another job. Organizational commitment appeared as it might become a burden if he/she leaves the job. (2) Affective commitment, the strength of one’s willingness to keep working in an organization because he/she agrees and or wanted to do it. (3) Normative commitment, the strength of one’s willingness to keep working in an organization because he/she felt obligated to remain in the organization (Greengerg & Barron, 2008).

According to Rogers and Baron, motivation is an emotional tendency, which leads or facilitates the achievement of goals – this includes accomplishments, initiatives, and optimism (Rafiq, 2010). Motivation is important because commitment is a function of two factors – motivation and ability. A good commitment is formed from the balance of motivation and ability. An enormous ability to perform the job well requires rewards as a motivator – confirmed by Cary Dessler,
linking motivation with rewards (incentives).

Work motivation is the urge done to drive the employees so that their behaviors can be lead to activities for goals achievement. Indicators of work motivations are responsibility, strive, a willingness to develop one’s self and independence in performing his/her duties.

EXPERIMENTAL

The method used in this study was ex post facto, because the researcher did not provide treatment on the samples.

RESULTS AND DISCUSSION

For the data normality test, 'Lilliefors' formula and error estimates (gallat taksiran) were used – using the level of $\alpha = 0.5$, the entire values of $L_0$ that were obtained showed a smaller value than the value $L_{tabel}$. Thus it can be said $H_0$ is accepted, the result is that the sample data from each variables was derived from population with normal distribution. Based on the linearity test, all prerequisites were all filled and linear.

From the results of the statistical calculation and description of causal relationships, can be defined that $X_1Y$ path has $b_{hitung} = 4.225$ with a significance of $\alpha = 0.000 \leq 0.05$, means $X_1Y$ path is very significant, it can be concluded that there is a path of $X_1$ headed to $Y$, and contrariwise $Y$ to the $X_1$. On $X_2Y$ path has $b_{hitung} = 2.004$ with a significance of $\alpha = 0.046 \leq 0.05$, means $X_2Y$ path is significant, it can be concluded that there is a path of $X_2$ headed to $Y$, and contrariwise $Y$ to the $X_2$. While $X_3Y$ path has $b_{hitung} = 2.330$ with a significance of $\alpha = 0.020 \leq 0.05$, means $X_3Y$ path is significant, it can be concluded that there is a path of $X_3$ headed to $Y$, and contrariwise $Y$ to the $X_3$. Based on the substructure model 1 after the analysis test, it is described as Figure 1.

![Figure 1: Empirical model of the relationship between the variables in the substructure model 1](image)

Based on the calculation on the coefficients path in the substructure model 2, it can be defined that $X_1X_3$ path has $b_{hitung} = 7.434$ with a significance of $\alpha = 0.000 \leq 0.05$, means that $X_1X_3$ path is very significant, it can be concluded that there is a path of $X_1$ headed to $X_3$ and contrariwise $X_3$ to $X_1$. While $X_2X_3$ path has $b_{hitung} = 3.902$ with a significance of $\alpha = 0.000 \leq 0.05$, means $X_2X_3$ path is very significant, it can be concluded that there is a path of $X_2$ headed to $X_3$, and contrariwise $X_1$ to $X_2$. Based on the substructure model 2 after the analysis test, it is described as Figure 2.
Based on the findings, we could withdraw conclusions; (1) school organizational culture, moral hierarchy levels, and teachers’ work motivation affect teachers’ commitment. (2) School organizational culture affects teachers’ work motivation. (3) Moral hierarchy levels affect teachers’ work motivation. Thus, improving highschool teachers’ level of commitment in Samarinda could be achieved by enhancing the schools organizational culture, improving moral hierarchy level and also the work motivation of the teachers.

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REFERENCES