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 Based on the research findings, conclusion was withdrawn: variations on the commitment of high school teachers were directly influenced by varieties in organizational culture, level of moral hierarchy and teachers'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.

ii)   Practically, provide information, contributions, thoughts, and inputs for the Head of Education Department in solving problems related to commitment and could be utilize as a basis policy to perform effective and efficient resorts to improve the teachers' commitment to fulfill expectations of all parties.

According to Mowdey, 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 Hellriagel, 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).

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 or the organization (Sunyoto, 2001).

Luthans and Jonathan (2009) stated that organizational culture can be defined as the values and beliefs that enable members to understand the roles and norms within the organization (Luthans & Doh Jonathan, 2009). Values - the core of organizational culture - consist of 2 types, terminal value and instrumental value. Terminal value is the desired goal to be achieved and highly appreciated by the organization (Supratikno et al., 2006).

Organizational culture is defined as assumptions, values, norms, and beliefs as a guide of how to think and behave – perceived together by the members of organization in achieving objectives of organization, indicators observed artifacts, espoused values, and basic assumptions.

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 morale elements (pre-conventional, conventional, and post-conventional) – from the smallest or the lowest to the biggest or the highest (Harimurti, 1993). While Tafsir 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).

According to Kohlberg, moral reasoning is a thought about moral problems. This thought is a principle whichch is applied to measure and carry out an action in a moral situation. Setiono explains that based on the theory of moral reasoning, morality is what someone knows and thinks as good and bad or right and wrong.

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 based on his/her moral reasoning, 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).

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 $t_{hitung} = 4,225$ 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 $t_{hitung} = 2,004$ 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 $t_{hitung} = 2,330$ 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.
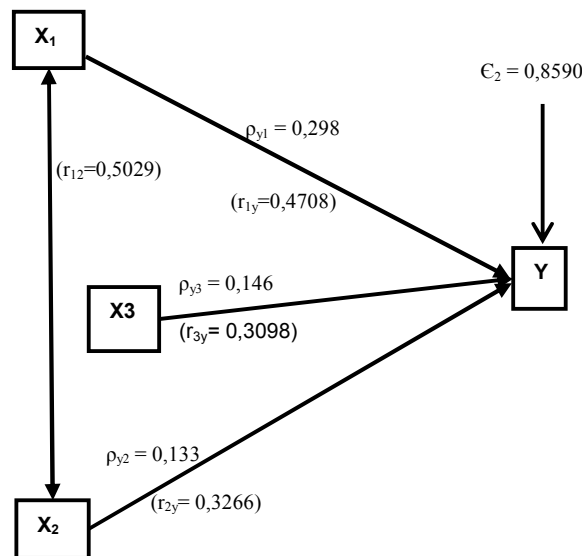

Figure 1: Empirical model of the relationship between the variables in the substructure model 1

Based on the calculation on the coefficients path in the substructure model 2, it can be defined that X_1X_3 path has $t_{hitung} = 7,434$ 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 $t_{hitung} = 3,902$ with a significance of $\alpha = 0.000 \leq 0.05$, means that 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_3 to X_2. Based on the substructure model 2 after the analysis test, it is described as Figure 2.
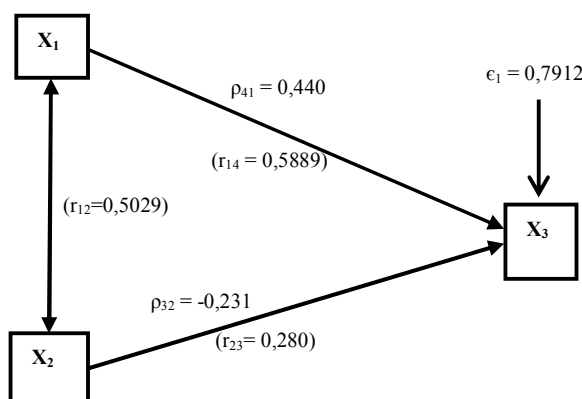
Figure 2: Empirical model of the relationship between the variables in the substructure model 2

Based on description of the theory and empirical evidence in the study conducted, proven that organizational culture has direct effect to the teachers' commitment, and it has indirect effect to the teachers' commitment through teachers' motivation. High and low variations of the teachers' commitment variables are directly affected by organizational culture variables, and the teachers' commitment variables are indirectly affected by organizational culture variables through the teachers' work motivation, in other words a high level of moral hierarchy will result in high motivation of teachers' commitment, a high level of moral hierarchy will also lead to high level of teachers' commitment through a high/enormous motivation.

Teachers' work motivation directly affects teachers' commitment. The low and high variations of the teachers' commitment variables are affected by teachers' work motivation variables. In other words a good teachers' work motivation will lead to a good teachers' commitment. School organizational culture directly affects teachers' work motivation. The low and high variations of the teachers' commitment variables are affected by the school organizational culture. In other words, a good school organizational culture will lead to a good teachers' work commitment. Moral hierarchy levels directly affect teachers' work motivation. Thus, teachers' work motivation variables are affected by moral hierarchy levels variable – a high level of moral hierarchy will result in high working motivation of the teachers.

CONCLUSION

Based on the findings, we could withdraw conclusions; (1) school organizational culture, moral hierarchy levels, and teachers' work motivation affects 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.

Based on the findings and conclusions of the research, implied that in order to increase/improve level of teachers' commitment in schools, it is required to undertake joint efforts in structuring the school organizational culture, giving rewards to the excellent teachers either by the school or by Department of Education, improving teachers' ability in terms of moral hierarchy levels, as part of *Organizational Behavior* (OB). The key word is a high commitment from the school principal.

Structurization of the organizational culture – while working people could not be separated from the behavior of school organizational culture, in other words teachers' behavior is highly affected by a culture developed in the school, likewise teachers' behavior also affects school organizational culture. Thus, school organizational culture lead to a strong teachers' commitment, by structuring school organizational culture, it will result in a high improvement on the commitment level.

Increased of moral hierarchy levels and the teachers' quality is seen as one of the key success factors in instilling the commitment, an escalation in moral hierarchy levels is one way to motivate teachers – through education and trainings. Through education and trainings, it is expected to be able to improve teachers' commitment in doing their work.

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