The Effect of Appointment of Government Employees with Work Agreements on Teachers' Commitment

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Abstract. *Organizational commitment is a form of employee loyalty in working in an organization. Recently, the phenomenon of turnover among private teachers has occurred frequently, especially after the government made a policy of hiring civil servants with work agreements. This study aims to examine the effect of job satisfaction and work motivation on organizational commitment in private schools in Bantul district. Through a quantitative approach, data collection was carried out by distributing questionnaires to teachers, then analyzed using multiple linear regression. The results show that; 1). there is a significant effect of job satisfaction on organizational commitment of 57.2%; 2). there is an effect of work motivation on organizational commitment of 26.2%; and 3). there is a simultaneous effect of job satisfaction and work motivation on organizational commitment of 71.9%. The suggestion from this study is that school principals need to maintain the commitment of teachers, especially those working in private educational institutions by increasing the job satisfaction factor.*
Keywords. *Organizational Commitmen; Job Satisfaction; Work Motivation*

Abstrak. Komitmen organisasi merupakan bentuk loyalitas karyawan dalam bekerja di suatu organisasi. Belakangan ini fenomena pergantian guru swasta sering terjadi, apalagi setelah pemerintah membuat kebijakan pengangkatan PNS dengan perjanjian kerja. Penelitian ini bertujuan untuk menguji pengaruh kepuasan kerja dan motivasi kerja terhadap komitmen organisasi pada sekolah swasta di kabupaten Bantul. Melalui pendekatan kuantitatif, pengumpulan data dilakukan dengan menyebarkan kuesioner kepada guru, kemudian dianalisis dengan menggunakan regresi linier berganda. Hasilnya menunjukkan bahwa; 1). ada pengaruh signifikan kepuasan kerja terhadap komitmen organisasional sebesar 57,2%; 2). ada pengaruh motivasi kerja terhadap komitmen organisasi sebesar 26,2%; dan 3). terdapat pengaruh secara simultan kepuasan kerja dan motivasi kerja terhadap komitmen organisasional sebesar 71,9%. Saran dari penelitian ini adalah bahwa kepala sekolah perlu menjaga komitmen guru khususnya yang bekerja di lembaga pendidikan swasta dengan meningkatkan faktor kepuasan kerja.
Kata kunci. Komitmen Organisasi; Kepuasan Kerja; Motivasi Kerja

A. INTRODUCTION

Organizational development cannot be separated from the role of human resources. Teacher loyalty as an element of human resources in an educational organization is very fundamental. The theme of loyalty recently has often emerged related to the phenomenon of the large number of private teachers in private education

foundations who have moved jobs due to a government employee appointment program with a work agreement (Nasir & Mujiati, 2020). Whereas on the other hand, teacher loyalty to their educational institutions is important, as a manifestation of a sense of belonging, concern for students, and a desire to raise the institution with full awareness (Schnell et al., 2019). As stated by Yusuf & Syarif (2018), organizational commitment is important because by looking at a teacher's alignment with the organization and the extent to which teachers have a concern for developing their educational institutions, it can also be measured how well the teacher's commitment to the institution is. According to Kristine (2017), organizational commitment is an individual attitude that describes employee loyalty to maintain organizational membership, accept the values and goals of the organization. The form of implementation of organizational commitment is shown by complying with organizational norms, values, and regulations, identifying with the organization, and internalizing organizational norms, values and regulations.

Several previous studies that looked at the importance of organizational commitment have been carried out by Mangkunegara & Octorend (2015), the results show that work discipline, work motivation, job satisfaction, both partially and simultaneously have a positive influence on organizational commitment. Kumar (2014) states that the variables that influence employee motivation and satisfaction include good salary, monetary allowance, non-monetary allowance, promotion prospects, training and development of challenging tasks. Variables that increase organizational commitment are good salaries, non-monetary benefits, good relations with colleagues, career development, job training and development, challenging assignments, recognition from colleagues and top management, clarity of working hours (Angraeni, 2020; Siburian, 2017). Meanwhile, what reduces organizational commitment is the lack of recognition from top management, lack of respect from top management, poor working conditions, inadequate top management managerial competence (Mansoara et al., 2021; Sudaryo et al., 2018). It can be concluded that motivation is a psychological trait that leads to organizational commitment. This study supports the view and proves the hypothesis that there is a strong relationship between motivation, job satisfaction, and organizational commitment. In line with this opinion, Belo et al. (2014) also states that there is a direct positive and significant effect between job satisfaction, work motivation, organizational commitment on employee performance. Meanwhile, Taufik (2010) states that there is a positive influence of organizational culture on the performance of school principals, achievement motivation on principals' performance, and organizational culture on achievement motivation. Some of these studies clearly conclude that any changes or variations that occur are significantly influenced by achievement motivation and organizational culture. Therefore, it is necessary to understand that in order to maximize the performance of the principal, it is necessary to pay attention to the achievement motivation factor and organizational culture.

Based on the study above, it can be concluded that organizational commitment is considered important for employees because it has implications for performance and has an impact on whether an educational institution is progressing or not. Although it is also realized that organizational commitment is also largely determined by the influence of the school principal's leadership, therefore the motivation and policies of the school principal also play a role (Bahi & Santosa, 2022; Mubarak & Santosa, 2020; Mubarroq & Santosa, 2021; Santosa, 2022; Setyawan & Santosa, 2021).

Employees who have high organizational commitment will optimize all their potential, both in the form of thoughts, energy, and time to be able to achieve organizational goals (Fitriastuti, 2013; Sapitri & Suryalena, 2016; Srimulyani, 2009). Approach in organizational commitment includes three things: 1). Affective commitment, related to employee emotional attachment, employee identification with, and employee involvement in the organization. Thus, employees who have a high affective commitment will continue to work in the organization because they really want to do it. 2). Continuity commitment, related to the consideration of profit and loss from employees. Employees want to stay in the organization because they need the organization. 3). Normative commitment, related to the feeling of obligation to keep working in the organization (Bukit et al., 2017).

Organizational commitment is inseparable from the job satisfaction of an employee (Ingarianti, 2015). Job satisfaction is a feeling caused by the fulfillment of employee expectations at work. Ramadhani (2004) states that job satisfaction is an individual's attitude which is a feedback from his work. If the expectations are met, the individual is satisfied, and can increase the individual's commitment to the organization, and vice versa. According to Widodo (2018), there are two theories about job satisfaction, namely: 1). Two Factor Theory, in this theory, satisfaction and dissatisfaction are part of two different groups, namely motivators and hygiene factors. In motivators, satisfaction is drawn from factors related to the work itself such as the nature of the work, job performance, promotion opportunities, and opportunities for self-development, and recognition. While on hygiene factors, dissatisfaction is associated with conditions around work such as working conditions, wages, security, quality of supervision, and relationships with other people. 2). Value Theory, in this theory, satisfaction is measured based on the level where the work results are accepted by the individual as expected. The more people who receive the results, the more satisfied they are, and vice versa.

Job satisfaction is influenced by intrinsic and extrinsic factors. Intrinsic factors include the expectations and needs of the individual. While the extrinsic factors include company policies, physical conditions of the work environment, interactions with other employees, the payroll system, and so on (Bahri & Chairatun Nisa, 2017). One of the theories in job satisfaction is the expectancy theory, namely to achieve expectations, a person will have a strong desire to achieve expectations, to achieve job satisfaction, and provide motivation at work (Widodo, 2018). Through job satisfaction and supported by work motivation, employees will have a commitment in the organization so that there is strength in realizing the ideals or goals of the organization. As stated by Machwati and Wibowo (2015) realizing school goals is influenced by school culture, teacher work commitment, and teacher work motivation. Teachers who have good work motivation always try to overcome all kinds of problems faced in the hope of achieving better results (Indrawati & Hermanoadi, 2020; Suprihatin, 2015). Factors that influence teacher work motivation include: the possibility to develop, type of work, feeling proud of the organization, feeling safe at work, fair and competitive salary, pleasant work environment, achievement awards, fair treatment from management (Bahri & Chairatun Nisa, 2017).

Work commitment, job satisfaction, and work motivation are a unit that should be owned by employees to be able to develop and achieve the vision and mission of the organization. But in reality, in private educational institutions there is a lot of employee

turnover. The phenomenon of leaving teachers in private schools has occurred for various reasons, for example, due to moving to civil servants, working in other companies/schools, or entrepreneurship (Faradiba, 2013; Kurnia et al., 2019). Therefore, it is important to conduct research on the effect of job satisfaction on organizational commitment through work motivation in educational units. Previous research on the variables of organizational commitment, job satisfaction, and work motivation was mostly done in companies (Belo et al., 2014; Hidayah & Tobing, 2018; Mangkunegara & Octorend, 2015b). The difference is that this research was conducted in private private education units by looking at the phenomenon of employee turnover. This study aims to reveal the extent of the influence of teacher job satisfaction on organizational commitment, the effect of teacher work motivation on organizational commitment, and the simultaneous effect of teacher job satisfaction and teacher work motivation on organizational commitment. The purpose of this study is to provide an overview of job satisfaction, work motivation, and teacher organizational commitment at a private private school in Bantul district. This research is important because it can be used as feedback material for principals in carrying out relevant preventive actions, and in particular for increasing teacher commitment to their educational institutions.

B. METHOD

This study uses a descriptive quantitative approach, with primary school teachers at Muhammadiyah educational foundations in Bantul district, Yogyakarta, with a population of 35 people. Collecting data using a questionnaire to the entire population. As stated by Arikunto (2006), that if the research subjects are less than 100, it is better to take all of them, so this research is a population study. The data that has been collected is tabulated, then analyzed using multiple linear regression analysis techniques with the help of the SPSS application.

C. RESULT AND DISCUSSION

The research was conducted by distributing questionnaires to all respondents, as many as 35 people. The research questionnaire consisted of 28 questions for the job satisfaction variable (X1), 20 questions for the work motivation variable (X2), and 27 questions for the organizational commitment variable (Y). Each question item gets a score of 1-5, with the criteria of strongly disagree (STS), disagree (TS), quite agree (CS), agree (S), and strongly agree (SS). The scoring of positive and negative questions is shown in the following table:

Table 1.
Scoring

Question type	Criteria Score				
	STS	TS	CS	S	SS
Negative	5	4	3	2	1
Positive	1	2	3	4	5

The data collected is tabulated, then inputted into the SPSS program. The independent variables in this study are job satisfaction (X1) and work motivation (X2).

While the dependent variable is organizational commitment (Y). Before performing multiple linear regression analysis, prerequisite tests were carried out including tests for normality, linearity, multicolonearity, and heterosedaticity. The following are the results of the multiple linear regression analysis prerequisite test:

1. Test the normality of the data.

The following is a data normality test table:

Table 2.
Data Normality Test Results
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Job satisfaction	.138	35	.091	.962	35	.262
Work motivation	.112	35	.200*	.949	35	.107
Organizational Commitment	.191	35	.002	.955	35	.160

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table above, the sig value on the job satisfaction variable is 0.262, the work motivation variable is 0.107, and the organizational commitment variable is 0.160. Everything is greater than 0.05, so it can be concluded that the data is normally distributed.

2. Test the linearity of the data.

The following is a data linearity test table:

Table 3.
Data Linearity Test Results
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Organizational Commitment * Work motivation	Between Groups	(Combined)	5.819	18	.323	5.144	.001
		Linearity	3.713	1	3.713	59.079	.000
		Deviation from Linearity	2.106	17	.124	1.972	.091
	Within Groups		1.005	16	.063		
	Total		6.825	34			

Based on the table above, the sig value for deviation from linearity is 0.091. This is greater than 0.05 so it can be concluded that the data is linear.

3. Multicolonearity test.

The following are the results of the multicolonearity test

Table 4.
Data Multicolonearity Test Results
Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.893	.362		2.464	.019		
	Job satisfaction	.573	.128	.607	4.457	.000	.474	2.108
	Work motivation	.262	.120	.298	2.186	.036	.474	2.108

a. Dependent Variable: Organizational Commitment

If the tolerance value is greater than 0.1 and the VIF is less than 10, it is said that there is no multicollinearity of the data. So based on the table above, the tolerance value is 0.474 so it is greater than 0.1, and VIF is 2.108 so it is smaller than 10. Therefore, it can be concluded that there is no multicolonearity of the data.

4. Heteroscedasticity test.

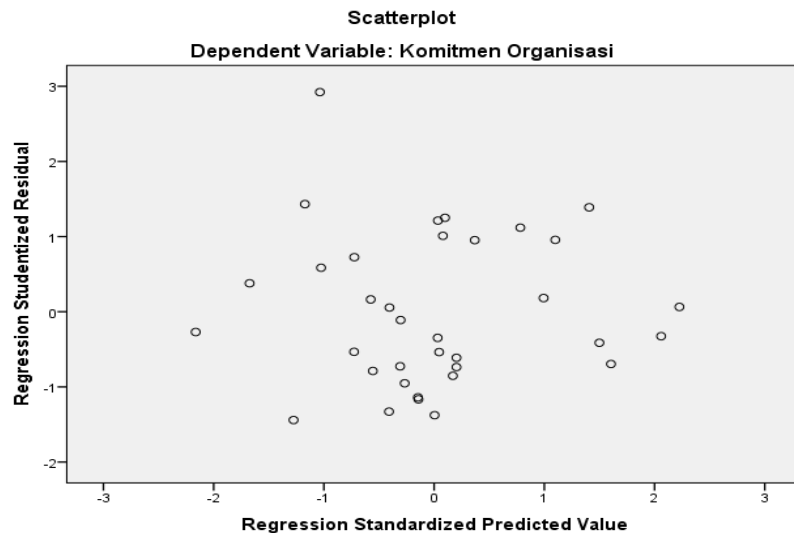The following are the results of the heteroscedasticity test:

Image 1.
Heteroscedasticity Test Results

The points in Figure 1 above appear to be spread out so that there is no data homosedaticity or heterogeneous data.

Through several prerequisite tests carried out, the data has met the requirements to be tested through multiple linear regression analysis. Regression test was carried out with the help of the SPSS program to answer the previous hypothesis, namely:

1. There is an effect of job satisfaction on organizational commitment
2. There is an effect of work motivation on organizational commitment
3. There is an effect of job satisfaction and work motivation simultaneously on organizational commitment.

The results of the regression analysis to answer the partial effect of each variable X on variable Y are as follows:

Table 5.
Partial Regression Analysis Results
Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.893	.362		2.464	.019
	Job satisfaction	.573	.128	.607	4.457	.000
	Work motivation	.262	.120	.298	2.186	.036

a. Dependent Variable: Organizational Commitment

By using a significance level of 0.05, it is made as a basis for decision making, namely if the value of sig is less than 0.05, then H0 is rejected or in other words that there is an effect of variable X on variable Y. Based on the table of results of the regression analysis above:

1. The sig value on the job satisfaction variable is 0.000, this is smaller than 0.05, so H0 is rejected. In other words, there is an effect of job satisfaction on organizational commitment, which is 0.573 or 57.3%.
2. The sig value on the work motivation variable is 0.036, this is smaller than 0.05, so H0 is rejected. In other words, that there is an effect of work motivation on organizational commitment that is 0.262 or 26.2%.

On the job satisfaction variable, as many as 11 respondents had job satisfaction in the high category, the remaining 26 respondents included in the medium job satisfaction category. The highest scores of respondents' answers are in the 2nd, 16th, and 18th statement items, namely:

Item 2   : I enjoy working in this organization
Item 16   : Coworkers hinder my career
Item 18   : My co-workers are fun

This shows that teachers and employees are comfortable with the type of work and social environment that exists in this organization. While the lowest score of respondents' answers is on the 28th question item, namely: the amount and type of allowances received are not appropriate. This shows that job satisfaction in terms of salary is not as expected by teachers and employees.

On the work motivation variable, 15 respondents have high work motivation, the remaining 21 respondents have work motivation in the medium category. The highest score of respondents' answers is in the items 1 and 4 statements, namely:

Item 1 : I would like to receive suggestions in completing the task

Item 4 : I am fully responsible for the results of my work

This shows that teachers and employees personally have good responsibilities in completing work and are open to receiving suggestions from others. While the lowest score of the respondent's answer is in the 17th statement item, namely: a big job risk makes me more excited. This shows that teachers and employees have not shown a courageous attitude in taking job risks, in other words, they prefer to be in their work comfort zone.

In contrast to the variables of job satisfaction and work motivation, more respondents are in the medium category, on the organizational commitment variable, the majority of respondents have organizational commitment in the high category, namely as many as 22 teachers, the remaining 13 respondents have organizational commitment in the medium category. The highest scores of respondents' answers are on the 16th, 18th, 26th, and 27th statement items, namely:

Item 16   : I am serious in doing each task

Item 18   : I try to give my best to the organization

Item 26   : I feel happy with my co-workers because they can exchange ideas about work

Item 27   : Coworkers make me want to leave this organization

This shows that teachers are responsible for doing each task, have job loyalty, and are psychologically comfortable with the social work environment. While the lowest score of respondents' answers is in the 4th and 21st statement items, namely:

Item 4   : Changes made by the organization make it difficult for me to make decisions

Item 21   : I feel emotionally attached to the organization where I work

This shows that teachers and employees are still difficult to accept change, or in other words are in the comfort zone of work, and do not yet have an emotional bond with the organization.

Simultaneously, the effect of job satisfaction and work motivation on organizational commitment is shown in the following table:

Table 6.
Simultaneous Regression Analysis Results
Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.904	2	2.452	40.868	.000[b]
	Residual	1.920	32	.060		
	Total	6.825	34			

a. Dependent Variable: Organizational Commitment
b. Predictors: (Constant), Job Motivation, Job Satisfaction

By using a significance level of 0.05, the basis for decision making is if the value of sig is less than 0.05 then H0 is rejected, which answers the hypothesis that there is a simultaneous effect of variable X on variable Y. Based on the table above, the value of sig is 0.000. This is less than 0.05, so H0 is rejected. So it can be concluded that there is a simultaneous effect of job satisfaction and work motivation on organizational commitment. The strength of this influence can be seen in the following table:

Table 7.
Big Effect Simultaneously
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.848a	.719	.701	.24496

a. Predictors: (Constant), Job Motivation, Job Satisfaction

Based on the table above, the R coefficient value is 0.848 which illustrates that there is a very strong relationship between job satisfaction, work motivation, and organizational commitment. The magnitude of the simultaneous influence of the X variable on the Y variable is shown in the R Square table, namely 0.719 or 71.9%. While the remaining 28.1% organizational commitment is influenced by other variables.

Results of this study revealed that job satisfaction and work motivation of teachers at the school had a positive effect either partially or simultaneously on organizational commitment. The same thing was also found in the research of Gondokusumo & Sutanto (2015); Silitonga et al. (2017); Siregar (2018). However, it was found that the variable job satisfaction actually contributed more than work motivation. The results of this study are in line with previous research conducted by Belo et al. (2014) which revealed that job satisfaction and work motivation partially affected the organizational commitment of employees of the Indonesian Red Cross office in Timor Leste. In this study, it was further revealed that the job satisfaction variable had a higher influence than work motivation. Through path analysis, it was revealed that organizational commitment has a positive effect on employee performance. Simultaneous analysis shows that there is a very strong relationship between the three variables as indicated by the R coefficient value of 0.848. The simultaneous effect of variable X on variable Y is 71.9%. The results of this study are in line with the study conducted by (Kumar, 2014), "there exists a strong relationship between motivation, job-satisfaction and organizational commitment", or there is a strong relationship between work motivation, job satisfaction, and organizational commitment. Similarly (Mangkunegara & Octorend, 2015b) revealed in their study that work discipline, work motivation, and job satisfaction have a significant effect on organizational commitment.

D. CONCLUSION

The results of calculations in this study indicate that there is an effect of job satisfaction on organizational commitment of 57.3%. The lowest job satisfaction indicator lies in salary suitability. There is an effect of work motivation on organizational commitment by 26.2%. The lowest indicator of work motivation is because the teacher is in a comfort zone so they do not dare to take the risk of a heavier job. There is a

simultaneous effect of job satisfaction and work motivation on organizational commitment of 71.9%. This study shows that the variable job satisfaction has a more dominant impact on organizational commitment. Based on the results of this study, so that teachers remain loyal and are not influenced to become government contract workers, private education managers should pay more attention to teacher job satisfaction. High job satisfaction can have the effect of increasing organizational commitment and preventing teachers from moving to other schools.

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