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by Acai Sudirman

Factors Affecting Teacher Organizational Commitment
(Study on Private High School Teachers in Pematangsiantar City)

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Abstract: *A excellent school demonstrates the importance of a good education in the development of the next generation. Every educational institution requires human preparation resources for professional instructors. All Indonesian educational institutions have a duty and obligation to develop a prospective generation that can compete in the global market. The principal's responsibility in managing all aspects of the school cannot be isolated from the development and success of enhancing the quality of education in schools. A school principal must be equipped with managerial skills so that he can make solutions to problems carefully and this is expected to encourage teacher organizational commitment to a better direction. The major goal of this research is to look into and analyze the elements that impact private high school teachers' organizational commitment in Pematangsiantar City. A quantitative approach-oriented research strategy is used in this study. For the collection of research data through the use of documentation equipment and the distribution of online questionnaires. The study employed a sample of 110 people to conduct the research. The purposive sampling formula is used to determine the sample, which is directed to the non-probability sampling strategy. Principal leadership, organizational environment, and interpersonal communication all have a favorable and substantial impact on teacher organizational commitment, according to this study. The outcomes of this study show that putting principle relational leadership into practice and changing strategy into practice can boost teachers' job commitment at the school level. Furthermore, the findings of this study show that each school's organizational climate has been positive, and interpersonal communication has been established between individuals, resulting in a high level of work commitment for each teacher in carrying out their responsibilities as competent educators. professional.*

Keywords: *principal leadership, organizational climate, interpersonal communication, teacher organizational commitment*

Abstrak: *Sekolah yang baik mencerminkan mutu pembelajaran yang baik pula sehingga melahirkan generasi penerus yang gemilang. Persiapan Sumber daya manusia sangat diperlukan oleh pendidik profesional di tiap lembaga pendidikan. Seluruh lembaga pendidikan di Indonesia mempunyai tugas serta tanggung jawab buat membangun generasi yang potensial serta sanggup bersaing di pasar dunia. Kemajuan dan keberhasilan peningkatan mutu pendidikan di sekolah tidak terlepas dari peran kepala sekolah, kondisi iklim organisasi dan komunikasi interpersonal yang terjalin di dalamnya. Seseorang kepala sekolah mesti dibekali kemampuan manajerial sehingga sanggup menciptakan penyelesaian atas permasalahan dengan cermat serta perihal ini diharapkan dapat mendorong komitmen organisasional guru ke arah yang lebih baik. Tujuan utama penelitian ini adalah untuk menguji dan menganalisis faktor-faktor yang mempengaruhi komitmen organisasional guru SMA Swasta di Kota Pematangsiantar, Riset ini menggunakan rancang penelitian yang berorientasi pada pendekatan kuantitatif. Untuk perolehan data penelitian menggunakan instrumen dokumentasi dan pendistribusian kuesioner secara online. Sampel yang digunakan dalam penelitian sebanyak 110 responden. Dasar penentuan sampel berorientasi pada pendekatan non-probability sampling dengan memakai rumus purposive sampling. Hasil dari riset ini menjelaskan bahwa principal leadership, organizational climate, dan interpersonal communication berpengaruh positif dan signifikan terhadap komitmen organisasional guru. Temuan penelitian ini mengkonfirmasi bahwa implementasi kepemimpinan kepala sekolah relasional dan mengubah strategi menjadi praktik mampu meningkatkan komitmen kerja pada guru pada tingkat organisasi sekolah. Selain itu, hasil riset ini turut mengkonfirmasi bahwa iklim organisasi masing-masing sekolah telah berjalan dengan baik dan komunikasi interpersonal yang terjalin antar individu juga sudah terjalan dengan baik, sehingga hal ini memicu komitmen kerja yang tinggi untuk setiap guru dalam melaksanakan kewajibannya sebagai tenaga pendidik yang profesional.*

Kata kunci: *kepemimpinan kepala sekolah, iklim organisasi, komunikasi interpersonal, komitmen organisasional guru*

▪ INTRODUCTION

Changes in the world of education in the era of the industrial revolution 4.0 have entered a new phase, where much work related to the learning process is carried out digitally with the help of technological devices (Fitria et al., 2017). According to (Mukhlasin, 2019), with rapid changes in the industrial revolution 4.0, especially in education, it is necessary to have policy-making skills so that they are not wrong. Education personnel are expected to work professionally to compete competitively in facing these changes (Indajang et al., 2021). Professional teachers are expected to be responsible for the learning process and have dedication and high quality of work towards the school organization (Sherly et al., 2021). This dedication and quality of work illustrate the teacher's commitment to his work (A. Sudirman et al., 2021). Organizational commitment is important in realizing the effectiveness of organizational survival (Lie et al., 2021). Commitment is an important estimation tool to determine employees' contribution to the organization. Therefore, high organizational commitment must always be maintained and grown, while low organizational commitment must be increased (Lie et al., 2019). The teacher's organizational commitment cannot be separated from the intensity and quality of the interaction between the work environment and the relationship with the principal's leadership (Silalahi et al., 2021).

The role of schools in improving the quality of education is inseparable from the professionalism of the principal (Y. Liu & Werblow, 2019). The managerial ability and professionalism of a principal have not been carried out optimally. This is because there is still a lack of knowledge with advances in science and technology and the low ability to harmonize with the development of education (S. Liu et al., 2016). The principal's responsibility is fundamentally not a tendency in-school programs but also to increase student success and programs (Selamat et al., 2013). One indicator of the initiative of a leader such as a school principal can be seen from the leadership skills and wisdom of the principal in the education unit (Dumay & Galand, 2012). Today's increasingly competitive global challenges require a leader such as a school principal to improve skills and wisdom in leading academic units (Cheng & Szeto, 2016). This condition reflects that a school principal is a party who is in direct contact with teachers and the educational process, is expected to be able to encourage teacher organizational commitment in carrying out their duties and responsibilities (Arokiasamy et al., 2016). Several previous studies that examined the relationship between principal leadership and teacher organizational commitment concluded that principal leadership had a significant effect on teacher organizational commitment (Al-Mahdy et al., 2018); (Ail et al., 2015); (Feres et al., 2021).

In addition to the need for visionary leadership from school principals, it also depends on the organizational climate to increase teacher organizational commitment (Bahrami et al., 2016). Organizational climate is important to create because it is a person's perception of what is provided by the organization and is used to determine the behavior of subsequent members (Beri et al., 2020). Some organizations can appear busy and efficient, others may seem relaxed, or some may be quite human, but others may appear stiff and cold (Iwu et al., 2019). This leads to psychological nuances that reflect the climate in the organization (Berberoglu, 2018). A healthy organizational climate will increase teachers' work commitment (Chanpoom & Intrawong, 2019). Organizational differences are colors for members of an organization, even though these colors are formed from the role of an organizational leader and organizational goals. To achieve the organizational goals that have been set, all elements, including the organizational climate, must be involved (Chung, 2020). The involvement of the organizational climate is believed to be a stimulus to the school environment to

encourage work motivation and teacher organizational commitment to a better direction (Baoc-Daguisonan, 2018). Several previous studies that examined the relationship between organizational climate and teacher organizational commitment concluded that there was a significant influence of organizational climate on teacher organizational commitment (Arsih et al., 2018); (Berberoglu, 2018); (Masry-Herzallah & Da'as, 2021).

Communication between school components can be categorized as interpersonal communication (Kusdyantoro et al., 2019). This is because the individuals involved in it communicate directly and face to face without using any media intermediaries (Teutsch et al., 2018). On the other hand, the effectiveness of interpersonal communication is because the communicator can master the ongoing communication situation (Sun et al., 2019). One way communication can run effectively is through face-to-face communication (Harapan & Fitria, 2021). Because an individual needs other people to interact with each other (Le Fevre & Robinson, 2015), this will have implications for good communication and relationships between individuals and ultimately create a good commitment between individuals (Orebiyi & Orebiyi, 2011). The essence of a good relationship between the principal and the teacher is based on interaction with others through interpersonal communication skills (Rajesh & Suganthi, 2013). Face-to-face communication is used when the communicator expects the effect of changing behavior from the communicant (Latinapa et al., 2021). Some of the results of previous studies that examined the relationship between interpersonal communication and teacher organizational commitment concluded a significant impact of interpersonal communication on teacher organizational commitment (S. Sudirman, 2018); (Harapan & Fitria, 2021); (Junaidi, 2021).

The essence of a visionary principal's leadership with a concept-oriented to the implementation of strategic planning and supported by continuous supervision and evaluation of each teacher can increase teacher work commitment for the better (Khairani et al., 2021). In addition, the factor of a good organizational climate is also a consideration for the school to accelerate awareness for every teacher of the importance of having a high work commitment. On the other hand, the role of interpersonal communication between the principal and teachers and fellow teachers is felt to be very important to create good communication. This study tries to use additional indicators for principal leadership variables that have previously been used in previous research, namely those consisting of personal, intellectual, relational, and organizational (Ling & Ling, 2012); (Samtomo, 2017). Researchers try to add new indicators to transform strategies into practice and control and evaluation. Research believes that effective leadership will be realized if the leader can change with each strategic concept implemented in work practice. On the other hand, after work practices can be implemented, control and evaluation are needed from leaders to obtain feedback as to material for future decision making. Therefore, the urgency of this research is to find out the contribution of principal leadership, organizational climate, and interpersonal communication influencing teacher organizational commitment. It is hoped that the findings of this research will contribute to school principals and teachers in optimally implementing the school's vision and mission.

- **METHOD**

The information gathered in this study is quantitative and geared toward an associative research approach. Six private high schools in Pematangsiantar City, North Sumatra, were used for this study. This study took place over three months, from June to August 2021. Data collection, instrument trial data, and research data were all done at this time. Researchers identified all permanent teachers with the status of private

teachers in all private high schools in Pematangsiantar City and distributed questionnaires to a total of 110 instructors in this study. The purposive sampling strategy was used to determine the research sample. The question items as outlined in the online questionnaire are oriented to the results of previous research that are relevant to the research topic (Junaidi, 2021) and (Orebiyi & Orebiyi, 2011), consist of 3 indicators. Furthermore, the first independent variable, namely principal leadership, is measured using previous research (Ling & Ling, 2012) and (Samtomo, 2017), which consists of 6 indicators. Then the second independent variable, namely organizational climate, is measured using previous research (Berberoglu, 2018) and (Chanpoom & Intrawong, 2019), which consists of 6 indicators. The third independent variable, namely interpersonal communication, was measured using previous research (Le Fevre & Robinson, 2015) and (Latinapa et al., 2021), consisting of 5 indicators. Overall the use of research variables can be seen in the framework of thought (see Figure 1), and the development of hypotheses in this study can be explained as follows:
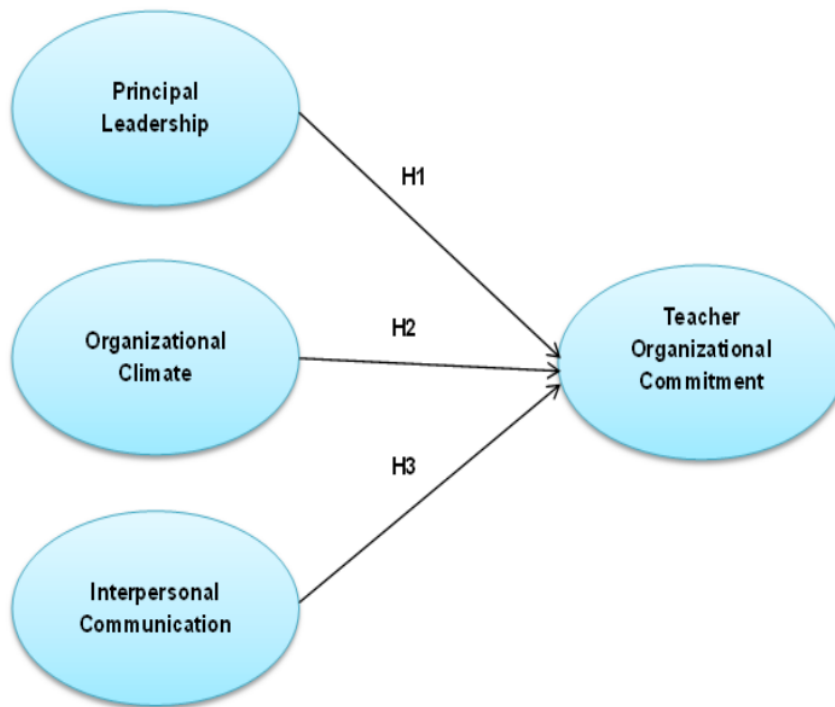
Image 1. Research Thinking Framework

Based on Figure 1 above, which is the framework in this research, several research hypotheses can be formulated, including:

H1: Principal leadership affects teacher organizational commitment

H2: Organizational climate affects teacher organizational commitment

H3: Interpersonal communication affects teacher organizational commitment

▪ **RESULTS AND DISCUSSION**

The collection was carried out online using an online questionnaire with the help of dissemination through the google form media and distributed via WhatsApp and telegram applications to private high school teachers in Pematangsiantar City. Based on the recapitulation results of the answers of respondents who filled out the online questionnaire, 115 respondents entered data, but only 110 respondents filled out valid data. The general characteristics of respondents in this study will clearly be described in table 1 below:

Table 1. Respondent General Profile

Category	Details	Amount	Percentage (%)
Gender	Men	47	42.73
	woman	63	57.27
Age (years)	20-29	36	32.73
	30-39	50	45.45
	40-49	24	21.82
Length of work (years)	< 1	25	22.73
	1 – 5	35	31.82
	5 – 10	30	27.27
	> 10	20	18.18

Source: data processing results (2021)

3.2. Validity and Reliability Test

Table 2. Validity Test Results

Variable	Corrected item- Total correlation	N of Items	Test results
Principal Leadership	0.432	6	Valid
Organizational Climate	0.450	6	Valid
Interpersonal Communication	0.390	5	Valid
Teacher Organizational Commitment	0.543	3	Valid

Source: data processing results (2021)

Based on the validity test in table 1, all indicators in the study have a value greater than 0.30, indicating that the measuring items employed in this study are valid. Following that, a reliability experiment is conducted to assess the measurement items on the questionnaire questions that define the variables' indicators. If a person's response to a question does not vary or is typical from time to time, a questionnaire is reliable.

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	N of Items	Test results
Principal Leadership	0.792	6	Reliable
Organizational Climate	0.802	6	Reliable
Interpersonal Communication	0.766	5	Reliable
Teacher Organizational Commitment	0.820	3	Reliable

Source: data processing results (2021)

Based on the reliability experiment findings presented in table 2, it can be inferred that all indicators have a Cronbach alpha value of > 0.70, implying that all instruments utilized are reliable.

3.3. Multiple Regression Test

Table 4. Multiple Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	tcount	Sig.
		B	Std. Error			
1	(Constant)	6.622	2,057		3,220	.000
	Principal Leadership	.224	.058	.332	3.860	.000
	Organizational Climate	.157	.072	.193	2.180	.031
	Interpersonal Communication	.305	.076	.237	2,686	.008
a. Dependent Variable: Teacher Organizational Commitment						

Source: data processing results (2021)

The results of the multiple linear regression above obtained the equation model: = 6.622 + 0.224X1 + 0.157X2 + 0.305X3, which means that principal leadership, organizational climate, and interpersonal communication have a positive effect on teacher organizational commitment. Furthermore, according to the results of data analysis in the form of the equation, it can be interpreted as follows:

1. The constant value of 6622 can be diagnosed if principal leadership, organizational climate, and interpersonal communication are considered zero, then the value of teacher organizational commitment will be in the range of 6622.
2. The beta coefficient value on the principal leadership variable is 0.224, which means that every change in the principal leadership variable by one unit will result in a change in teacher organizational commitment of 0.224 units with the assumption that the other variables are constant value.
3. The value of the beta coefficient on the organizational climate variable is 0.157, which means that every change in the organizational climate variable by one unit will result in a change in teacher organizational commitment of 0.157 units with the assumption that the other variables are at a constant value.
4. The beta coefficient value on the interpersonal communication variable is 0.305, which means that every change in the interpersonal communication variable by one unit will result in a change in teacher organizational commitment of 0.305 units with the assumption that the other variables are at a constant value.

3.4. Simultaneous and Partial Hypothesis Testing

To examine the variable binding simultaneously, experiment F was used. Simultaneous hypothesis testing was attempted to identify whether the principal leadership, organizational climate, and interpersonal communication variables affect teacher organizational commitment simultaneously.

Table 5. Simultaneous Test Results

Model		Sum of Squares	df	F	Sig.
1	Regression	88,695	3	16,949	.000b
	Residual	184.905	106		
	Total	273,600	109		

Source: data processing results (2021)

Based on the results of the simultaneous test analysis in table 5, the Fount value is 16.949 > from Table with (0.05; 116) of 2.46 or with a significant 0.000 < 0.05, it can be interpreted as principal leadership, organizational climate, and interpersonal communication affects teacher organizational commitment in a way that is

simultaneously acceptable. Subsequently, a partial test was conducted to determine the relationship between principal leadership, organizational climate, and interpersonal communication, which partially influenced teacher organizational commitment. Based on the results of data analysis in table 4, the results of the t-test in this study are as follows:

1. Principal leadership obtained a significant level of 0.000 0.05, meaning that principal leadership significantly affects teacher organizational commitment.
2. Organizational climate obtained a significant level of 0.031 0.05, meaning that organizational climate significantly affects teacher organizational commitment.
3. Interpersonal communication obtained a significant level of 0.008 0.05, meaning that interpersonal communication significantly affects teacher organizational commitment.

3.5. Coefficient of Determination Test

The coefficient of determination is used to measure how far the ability of a model to explain the variation of the dependent variable. The results of the determination test in this study can be explained in Table 6 below:

Table 6. Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate
1	.569a	.324	.305	1.321

Source: data processing results (2021)

Based on the results of the data analysis in table 6 above, the coefficient of determination is 0.324, which means that the level of teacher organizational commitment of 32.4% can be explained by principal leadership, organizational climate, and interpersonal communication, while the remaining 67.6% can be explained by other factors not discussed in this study.

Discussion

The results showed that principal leadership significantly affected teacher organizational commitment. Increase teacher organizational commitment positively and significantly. Implementing principal organizational leadership by changing strategy into practice with continuous control and evaluation impacts the commitment of teachers to carry out their duties and responsibilities optimally (Husnah et al., 2021). The principal's leadership is good at theorizing and must be able to implement the practice of educational management ideas in concrete behavior and actions. The leadership model is present as an alternative to face challenges in globalization and advances in information technology. The principal's leadership pattern is not just a routine activity, but the implementation of duties and responsibilities is carried out based on standards and can turn strategy into real practice. A school principal is required to think creatively and innovatively so that the planned plans can run effectively and efficiently. Innovation is needed to provide new ideas for more competitive school reforms. School leadership performance manifests in implementing school management in a productive, effective, and efficient manner. The representative success of principals in managing education in schools is reflected in their ability to manage school resources, including education staff, staff, and all school members (Al-Mahdy et al., 2018). In addition, the principal is also a driving factor in aligning and

coordinating all school elements to realize the school's vision, mission, goals, and objectives.

Further studies confirm that organizational climate has a significant effect on teacher organizational commitment. These results indicate that the organizational climate is one of the crucial factors to encourage an increase in the work commitment of teachers at the school level. On the other hand, organizational climate increases motivation, leading to behaviors such as satisfaction, effectiveness, and ultimately organizational commitment. Teachers are motivated and willing to work when committed to their school (Noordin et al., 2010). The organizational climate created plays an important role in the organization's ability to produce its goals. A concept that describes the internal atmosphere of the organizational environment that its members feel during their activities to achieve organizational goals is one indicator of a healthy organizational climate. The increase in breadth and complexity of an organization can affect its members. In large organizations where information is conveyed through many channels, it is necessary to have the type of relationship/interaction that will foster development, namely mutual respect and understanding and a measurable increase in work commitment. Organizational climate has a very important role in achieving an organization's goals. Because of the formation of a positive climate (Berberoglu, 2018). The school climate is said to be positive if all stakeholders have the same perception of the quality of the organization's treatment of employees.

The previous study results concluded that interpersonal communication significantly affected teacher organizational commitment. Principals always provide opportunities for teachers to express their aspirations, give teachers the freedom to innovate, and can principals often offer options for teachers to gather and relax to establish good communication relationships and build kinship between fellow teachers and leaders. This is in line with the opinion (Junaidi, 2021) that the communication carried out by the principal by positioning himself on a par with the teacher will create a harmonious communication style, and the implication is that the teacher will be more committed to doing the job. The principal's form of communication is spoken language, such as greeting, telling stories, or giving direct instructions to the teacher. Thus, if interpersonal communication between school residents, especially teachers, runs effectively so that conflicts in schools can be controlled properly; and vice versa, if interpersonal communication does not work effectively, then the control of disputes that arise in schools will experience obstacles. Professional teachers will lean towards normative commitments regardless of the quality of relationships in the work environment. This is instructive from the research results that organizational commitment can be increased if the work environment supports and has a sense of trust between individuals (Latinapa et al., 2021). This implies that participation in work arrangements, respecting one another's feelings and aspirations, and sharing relevant information available to individuals while making trust the watchword of the relationship and communication relationship with parents are important predictors of teacher commitment.

▪ CONCLUSION

Based on the results of the discussion of this study, it is stated that principal leadership has a significant effect on teacher organizational commitment. These results confirm that the principal's leadership role oriented towards supervision and evaluation can increase teacher motivation to carry out their duties and responsibilities optimally. The role of school principals in empowering teachers, administrative staff, and school technical personnel is important to encourage more optimal performance improvements.

In addition, school principals can also take initiatives in the development of human resources in schools by holding training, seminars, workshops, and technical guidance on skills development in the teaching process and learning communication inside and outside the classroom. Then the results of this study also confirm that organizational climate has a significant effect on teacher organizational commitment. Organizational climate has a very important role in achieving an organization's goals. Because with the formation of a positive climate, the effectiveness of the school will be built. To create a positive school climate, it is necessary to have harmonious social relations between fellow workers. This social relationship is in vertical and horizontal communication, employee cooperation at work, supervision, support from subordinates, and clarity of tasks carried out by workers. In other words, organizational climate is the values, beliefs, traditions, and assumptions assigned to employees, both expressed and unexpressed. Further research also shows that interpersonal communication has a significant effect on teacher organizational commitment. These results prove that interpersonal communication is crucial to align the work or understanding of an employee with the school's main goals. Through interpersonal communication between the principal and the teacher and the teacher and other teachers, the school's goals can be conveyed and understood thoroughly. Every job in each part of the school needs to continue to carry out interpersonal communication so that school goals can be achieved collaboratively. In addition, interpersonal communication is believed to be an alternative for exchanging ideas and information, which is expected to open a synergistic way for all teachers within the school and with the community to discuss and find solutions.

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