MODELING AND OPTIMIZATION OF TEACHERS' ORGANIZATIONAL COMMITMENT STRENGTHENING

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ABSTRACT

This study aims to find strategies to strengthen the Organizational Commitment of Teachers by analyzing the influence of variables that have a positive and dominant effect on Teacher Organizational Commitment. The research was conducted in 7 State MTs (Islamic Junior High Schools) in Cianjur Regency with a sample of 138 civil servant teachers. This research uses the POP-SDM approach (Modeling and Optimization of Management Resources) with SITOREM analysis to generate optimal solutions from the existing solutions. From this research, it was found that there is a positive and significant influence of transformational leadership on teacher organizational commitment with a standard factor loading value of 0.16, work climate on teacher organizational commitment with a standard factor loading value of 0.27, professional attitude towards teacher organizational commitment with a standard factor loading value of 0.50, transformational leadership on professional attitude with a standard factor loading value of 0.33, work climate on professional attitude with a standard factor loading value of 0.52. Meanwhile, the optimal solution obtained is that all indicators need to be improved with the priority order of improvements as follows: having a sense of responsibility, being enthusiastic about learning, being willing to do the job voluntarily, pride in the profession, support from superiors, openness among teachers, high tolerance, freedom of expression, exemplary behavior, raising awareness of vision and mission, inspiration, charisma, responsibility, loyalty, seriousness, and the desire to stay in the organization. The implication of the research is that if organizational commitment is to be strengthened, development is needed in transformational leadership, work climate, and professional attitude.

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INTRODUCTION

Organizational commitment of teachers, as one of the management resources, is crucial to be observed and enhanced in achieving educational goals. Therefore, in-depth research is needed regarding the condition of teachers' organizational commitment. A preliminary survey was conducted first to obtain an initial overview of teachers' organizational commitment, especially in State Islamic Junior High Schools (MTsN) in Cianjur Regency. The preliminary survey on teachers' organizational commitment was conducted in MTsN 1, MTsN 5, and MTsN 6 around the Cianjur district. Based on the preliminary survey conducted, data on the condition of teachers' organizational commitment were obtained, indicating that over 50% of teachers need to improve their organizational commitment. Low organizational commitment of teachers can hinder the achievement of educational goals and have implications for various aspects, including low performance, teaching quality, and organizational quality itself. Therefore, strengthening teachers' organizational commitment is essential to implement. Based on the initial findings above, it is necessary to conduct further research to uncover and analyze the variables that positively and dominantly influence teachers' organizational commitment so that improvements can be made to weak indicators.

The POP-SDM (Modeling and Optimization of Management Resources Strengthening) research approach is a new idea in research, starting from qualitative exploratory research, which is then combined with descriptive quantitative research or quantitative causal approaches. Setyaningsih and Hardhienata (2019) state that the main idea of POP-SDM is to develop modeling and optimization of management resources, which is the research theme, by exploring other variables that have a positive and dominant influence on the research theme variable, in this case, the quality of teachers' organizational commitment. After finding the dominant influencing variables, quantitative research and path analysis are conducted to test research hypotheses and determine correlation coefficients and path coefficients between variables. Furthermore, Sitorem analysis is conducted for optimization and determining the priority of improving weak indicators of the examined variables to strengthen teachers' organizational commitment. This research aims to provide methods and strategies to enhance teachers' organizational commitment by analyzing the influence of other variables on teachers' organizational commitment. These other variables are transformational leadership, work climate, and professional attitude.

Literature Review

Teacher Organizational Commitment

Richard T. Mowday (1974) states: Organizational commitment as the relative strength of an individual's identification with and involvement in a particular organization. That organizational commitment is the relative strength of an individual's identification and involvement in a specific organization. Furthermore, Hellriegel & John W. Slocum (2011) state that organizational commitment is more than just loyalty but also includes active contributions to achieve organizational goals. Based on the statements of experts, it can be synthesized that Teacher Organizational Commitment is teachers' self-assessment that their organization can be a

place for their development, leading to happiness, satisfaction, a strong bond with their organization, and a commitment to behaving disciplined and seriously in carrying out their work in the organization, with measurement indicators including: (1) Loyalty, (2) Responsibility, (3) Determination, (4) Desire to remain in the organization.

Transformational Leadership

According to Herfina (2020), Transformational leadership is a leadership style that influences the attitudes and behaviors of members by inspiring, encouraging, setting an example, and motivating them to achieve organizational goals beyond personal interests. Additionally, Transformational leadership is a leadership style and behavior of leaders who understand, appreciate, inspire, and motivate their followers to prioritize organizational interests in a greater effort to achieve organizational goals (Mariyanto et al., 2019). Based on expert statements, it can be synthesized that Transformational Leadership is teachers' assessment of leadership behavior that identifies the necessary changes in schools, formulates a vision that paves the way for the changes made, and implements the necessary plans for the changes to occur, with measurement indicators including: 1. Charisma; 2. Inspiration; 3. Leading by example; 4. Raising awareness of vision and mission.

Work Climate

Santiari et al. (2020) define the school climate as the manifestation of the perceived characteristics of the school environment by teachers and school administrative staff, which plays a crucial role in the school's success. The organizational work climate can be seen from existing indicators, including: Social relations, Good communication among all components in the school. This is in line with the explanation by Ali et al. (2016) that the organizational work climate is a condition or state (especially non-physical) within the school that can affect the attitudes and work morale of school members. Based on expert statements, it can be synthesized that the Work Climate is teachers' assessment of the situation formed by the interaction among organization members that relatively persists, experienced by organization members, influencing their behavior, with measurement indicators including: 1. Openness among teachers; 2. Freedom of expression; 3. Support from superiors; 4. High tolerance.

Professional Attitude

Pangestika & Alfarisa (2015) define teacher professionalism as the ability that must be possessed as the basis for carrying out professional duties derived from education and experience. Furthermore, according to Wulandari (2021), a professional teacher is someone who has special abilities and expertise in the field of education so that he/she can perform his/her duties and functions as a teacher with maximum capability. Based on expert statements, it can be synthesized that Professional Attitude is teachers' self-assessment of a teacher's attitude that maintains the quality, standard, and conduct characteristic of a professional with measurement

indicators including: 1. Willingness to perform extra work voluntarily; 2. Pride in the profession; 3. Sense of responsibility; 4. Enthusiasm for teaching.

RESEARCH METHOD

Research Approach

The POP-SDM research method is a mixed methods approach that introduces new thinking about comprehensive research, which involves exploratory activities to generate research hypotheses, development of research models, hypothesis testing, and formulation of recommendations for optimizing indicators of research variables so that the novelty of this research is easier to identify (Sunaryo et al., 2020). This research not only theorizes about the strength of relationships and influences between two or more variables but also is based on field data and facts (qualitative survey), making its results more authentic. In addition, there is follow-up in the form of Sitorem analysis for optimizing the strengthening of variable indicators that are still weak and strong based on their indicator scores, as well as the prioritization of improving indicators based on expert assessments in the field of management, enabling systematic and comprehensive quality service strengthening.

Research Design

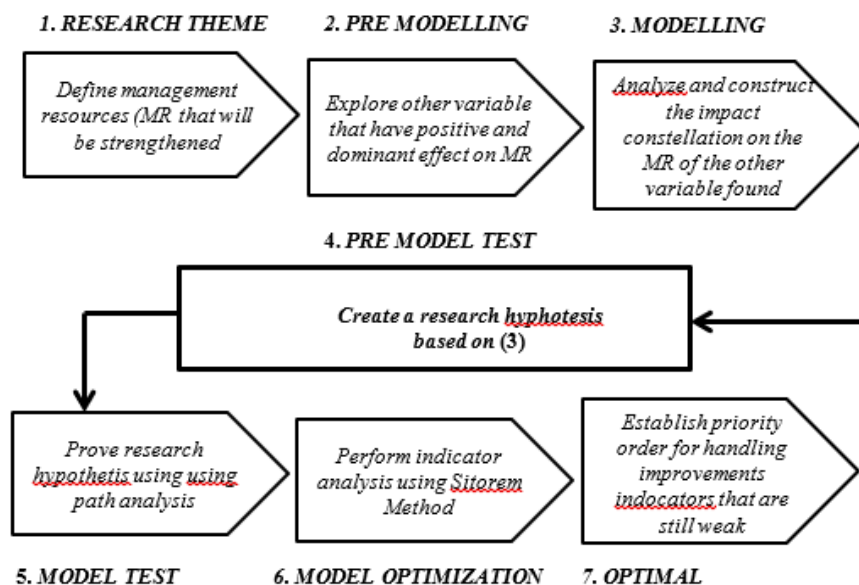The design and flow of POP-SDM research are depicted as follows.

Figure 1. Design and Flow of Research with the POP-SDM Approach

The research begins with conducting simple qualitative research to explore factors suspected to have a dominant influence on the resources to be strengthened. Theories in organizational behavior are based on the input-process-output concept. Input contains independent variables (exogenous) that influence the process and

output. Meanwhile, at the process level, there are intervening variables and at the output level, there are dependent variables that are the research themes to be strengthened. Based on the factors or variables found in the field, as well as expert considerations and assessments, a constellation of influences from these variables on the resources to be strengthened is developed, resulting in research hypotheses. After research hypotheses are generated, the next step involves quantitative research to test hypotheses using path analysis. Based on the results of path analysis, Sitorem analysis is conducted to determine the priority of handling weak indicators. Setyaningsih and Hardhienata (2019) state that the final outcome of implementing the POP-SDM method is the generation of modeling, optimization, recommendations, and strategies to improve and strengthen factors or aspects of management resources that are still weak as priorities for intervention that directly and positively benefit the organization. The population in this study is ASN teachers in State Islamic Junior High Schools (MTsN) in Cianjur Regency, totaling 210 teachers. Based on the Slovin formula, a sample of 138 respondents was obtained.

Qualitative Research

Based on the results of interviews and qualitative surveys of school principals as informants and expert considerations, independent variables in the form of job satisfaction and work motivation and intervening variables in the form of commitment to the profession were obtained, which influence teachers' organizational commitment. Additionally, a constellation model between variables was generated.

Quantitative Research

Quantitative research is conducted to describe the data description of each variable in the study and to test hypotheses using Confirmatory Factor Analysis (CFA) and path analysis to determine the strength of influence and relationships between variables. Normality and homogeneity tests are conducted beforehand.

Sitorem Analysis

The purpose of Sitorem analysis is to analyze indicators to determine optimal solutions in the form of methods and strategies to improve dependent/theme variables (Setyaningsih, 2021). Sitorem analysis is conducted to identify indicators of the researched variables to determine which indicators are already good and can be maintained or developed, and which indicators are still weak and need improvement, with prioritization of improvement interventions determined. The basis for consideration in Sitorem analysis includes three criteria: 1) Strength of influence between variables, 2) Priority order of indicator handling assessed by Experts, and 3) Average Indicator Value obtained from Respondents' answers to the research instrument distributed in the field. Experts provide assessments of indicator weights based on Cost, Benefit, Urgency, and Importance aspects. Prioritization of indicator handling is important because management resources are generally limited, so problem handling must be based on considerations from these four management aspects.

RESULT AND DISCUSSION

Influence Among Research Variables

Based on the Path Analysis conducted, the following results were found:

1. Transformational leadership has a positive influence on professional attitude, as indicated by the calculated t-value of 4.27 > 1.96 and a positive path coefficient of 0.33. This means that the better the school principal executes transformational leadership, the higher the professional attitude of teachers.
2. Work climate has a positive influence on professional attitude, as indicated by the calculated t-value of 6.27 > 1.96 and a positive path coefficient of 0.52. This means that the better the organizational climate, the higher the professional attitude of teachers.
3. Transformational leadership has a positive influence on organizational commitment, as indicated by the calculated t-value of 2.14 > 1.96 and a positive path coefficient of 0.16. This means that the better the school principal executes transformational leadership, the higher the organizational commitment of teachers.
4. Work climate has a positive influence on organizational commitment, as indicated by the calculated t-value of 3.10 > 1.96 and a positive path coefficient of 0.27. This means that the better the organizational climate, the higher the organizational commitment of teachers.
5. Professional attitude has a positive influence on organizational commitment, as indicated by the calculated t-value of 5.44 > 1.96 and a positive path coefficient of 0.50. This means that the higher the professional attitude of teachers, the higher their organizational commitment

Sitorem Analysis Results

Based on the path coefficients (influence strength) of transformational leadership, work climate, and professional attitude on organizational commitment of teachers, the priority order for improving indicators of each variable is as follows, as seen in Table 1 and Table 2.

Table 1. SITOREM Analysis Result
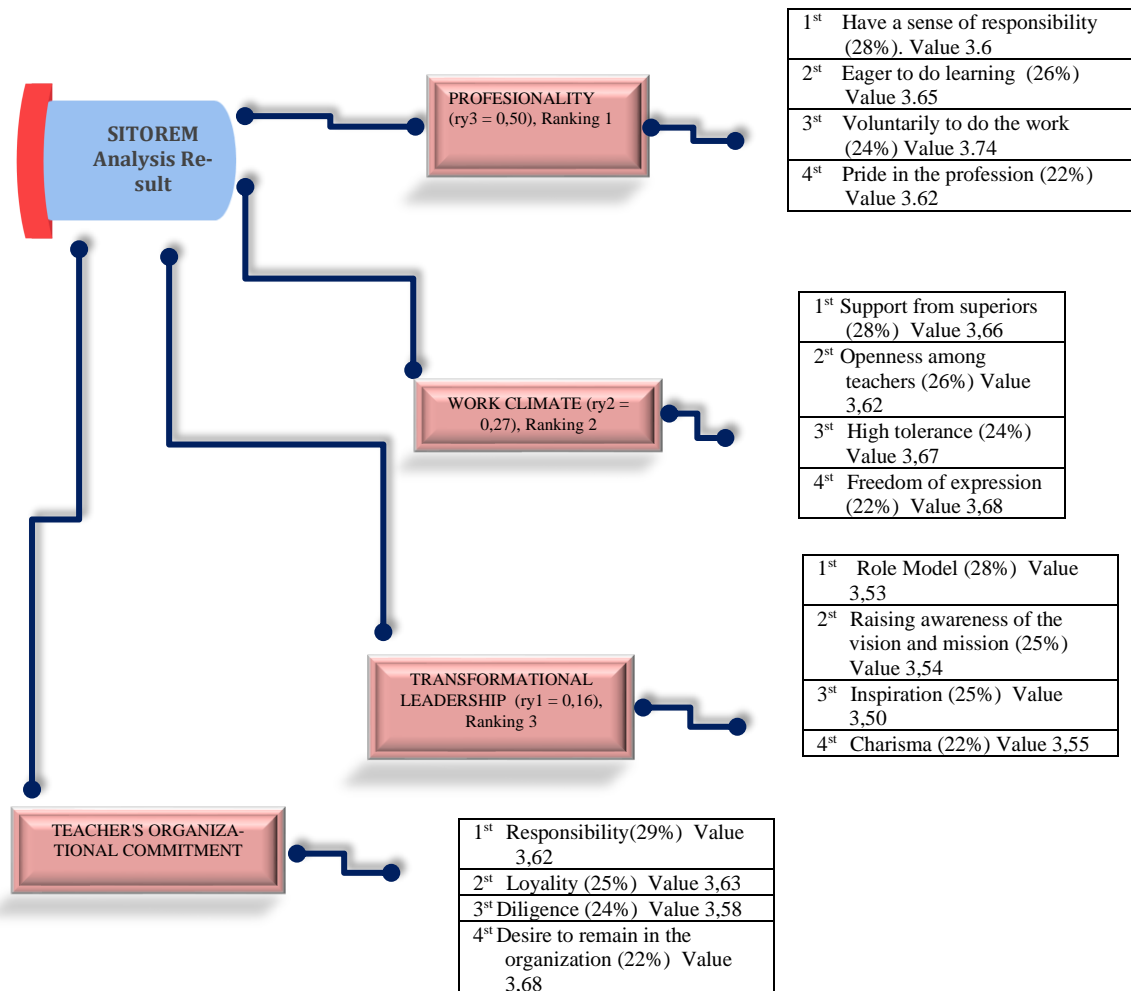
The priority order for improving weak indicators from the Sitorem analysis results is as follows:

Table 2. Priority Order of Weak Indicator Improvements

	The priority order of the indicators to be fixed
1st	Sense of responsibility (28%)
2nd	Enthusiasm for learning (26%)
3rd	Willingness to perform tasks voluntarily (24%)
4th	Pride in the profession (22%)
5th	Support from superiors (28%)
6th	Openness among colleagues (26%)
7th	High tolerance (24%)
8th	Freedom of expression (22%)
9th	Exemplary conduct (28%)
10th	Raising awareness of vision and mission (25%)
11th	Inspiration (25%)

12th	Charisma (22%)
13th	Responsibility (29%)
14th	Loyalty (25%)
15th	Diligence (24%)
16th	Desire to remain in the organization (22%)

CONCLUSION

Based on the conducted research and the discussed results above, the following conclusions can be drawn:

1. The strategy to strengthen Teacher Organizational Commitment is carried out through the development of Transformational Leadership, Work Climate, and Professional Attitude.

2. A modeled organizational commitment of teachers has been empirically tested through Path Analysis Technique, as described below:

    1) There is a direct positive influence of Transformational Leadership (X1) on Teacher Organizational Commitment (Y), indicating that Transformational Leadership (X1) can strengthen Teacher Organizational Commitment (Y). Hypothesis 1 is accepted, as evidenced by t 2.14 > 1.96 and a positive path coefficient of 0.16.

    2) There is a direct positive influence of Work Climate (X2) on Teacher Organizational Commitment (Y), indicating that the development of Work Climate (X2) can strengthen Teacher Organizational Commitment (Y). Hypothesis 2 is accepted, as evidenced by t 3.10 > 1.96 and a positive path coefficient of 0.27.

    3) There is a direct positive influence of Professional Attitude (X3) on Teacher Organizational Commitment (Y), indicating that the development of Professional Attitude (X3) can strengthen Teacher Organizational Commitment (Y). Hypothesis 3 is accepted, as evidenced by t 5.44 > 1.96 and a positive path coefficient of 0.50.

    4) There is a direct positive influence of Transformational Leadership (X1) on Professional Attitude (X3), indicating that the development of Transformational Leadership (X1) can strengthen Professional Attitude (X3). Hypothesis 4 is accepted, as evidenced by t 6.27 > 1.96 and a positive path coefficient of 0.52.

    5) There is a direct positive influence of Work Climate (X2) on Professional Attitude (X3), indicating that the development of Work Climate (X2) can strengthen Professional Attitude (X3). Hypothesis 5 is accepted, as evidenced by t 2.14 > 1.96 and a positive path coefficient of 0.16.

    6) There is an indirect positive influence of Transformational Leadership (X1) on Teacher Organizational Commitment (Y) through Professional Attitude (X3), indicating that the development of proactive personality (X1) can strengthen Teacher Organizational Commitment (Y) through the enhancement of Professional Attitude (X3).

Hypothesis 6 is accepted, as evidenced by t 3.39 > 1.96 and a positive path coefficient of 0.17.

7) There is an indirect positive influence of Work Climate (X2) on Teacher Organizational Commitment (Y) through Professional Attitude (X3), indicating that the development of Work Climate (X2) can strengthen Teacher Organizational Commitment (Y) through the enhancement of Professional Attitude (X3). Hypothesis 7 is accepted, as evidenced by t 24.20 > 1.96 and a positive path coefficient of 0.26.

The implications of the research are that if organizational commitment is to be strengthened, development in transformational leadership, work climate, and professional attitude is necessary. From the Sitorem analysis, the optimal solution indicates that all indicators need improvement, with the following priority order: 1st Sense of responsibility, 2nd Enthusiasm for learning, 3rd Willingness to perform tasks voluntarily, 4th Pride in the profession, 5th Support from superiors, 6th Openness among colleagues, 7th High tolerance, 8th Freedom of expression, 9th Exemplary conduct, 10th Raising awareness of vision and mission, 11th Inspiration, 12th Charisma, 13th Responsibility, 14th Loyalty, 15th Diligence, 16th Desire to remain in the organization.

From the conclusions and implications above, the following recommendations are derived: Teachers should work on improving the indicators of desire to remain in the organization, diligence, loyalty, responsibility, openness among colleagues, high tolerance, openness among colleagues, sense of responsibility, enthusiasm for learning, willingness to perform tasks voluntarily, pride in the profession, exemplary conduct, leading by example, freedom of expression.

Principals should provide guidance and facilitate teachers in improving the indicators of desire to remain in the organization, diligence, loyalty, responsibility, openness among colleagues, high tolerance, openness among colleagues, sense of responsibility, enthusiasm for learning, willingness to perform tasks voluntarily, pride in the profession, exemplary conduct, leading by example. Principals should also work on improving the indicators of charisma, inspiration, raising awareness of vision and mission, leading by example, and support from superiors.

Supervisors should accompany principals in providing guidance and facilitating teachers to improve the indicators of desire to remain in the organization, diligence, loyalty, responsibility, openness among colleagues, high tolerance, openness among colleagues, sense of responsibility, enthusiasm for learning, willingness to perform tasks voluntarily, pride in the profession, exemplary conduct, leading by example, freedom of expression.

The Ministry of Religion should direct school principals to facilitate the strengthening of professional attitudes through pride in the profession, willingness to perform tasks voluntarily, enthusiasm for learning, and sense of responsibility. Additionally, they should facilitate the strengthening of the work climate through support from superiors, openness among colleagues, high tolerance, and freedom

of expression. Furthermore, they should facilitate the strengthening of transformational leadership of school principals through improving leading by example, raising awareness of vision and mission, inspiration, charisma. Lastly, the Ministry of Religion should guide and facilitate the strengthening of teacher organizational commitment through responsibility, loyalty, diligence, and desire to remain in the organization.

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