

Relationship Of Organizational Commitment And Organizational Culture With Teacher's Personal Competency In Vocational School Of Grafika, Tangerang City

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Abstract

The purpose of this study was to determine the relationship between organizational commitment and organizational culture with teacher personality competencies. The variables in the research we examined were Organizational Commitment and Organizational Culture, Teacher Personality Competencies. The research method with the significance level of the analysis results is determined at 5%. $t\text{-table} (3035 > 2,024)$. 2) There is a positive relationship between organizational culture and Personality Competence as evidenced by the correlation coefficient value $r_{y.x1} = 0.602$ and the value of $t\text{-count} > t\text{-table} 2.226 > 2024$. 3). There is a positive relationship between Organizational Commitment and Organizational Culture together with personality potential, which is evidenced by the correlation coefficient value $r_{y.x1, x2} = 0.700$ and the value of $F\text{-count} > F\text{ table} (17.735 > 3.25)$.

Keywords: Culture, Commitment, Competence, Teacher Personality

A. Introduction

Teachers are figures who shape the attitudes and character of students as future generations of the Indonesian republic who are intelligent and have character. In the educational process, educators are fully responsible for the developments experienced by their students. In this regard, the professionalism of teachers is very professional. Professional competence can determine the educational outcomes provided to students. In order to achieve professional teaching staff, teaching staff (teachers) should have full competencies. Meanwhile, competency standards exist in the regulations.

Pedagogic competencies that an educator possesses in understanding the characteristics of students or the skills possessed by students in various ways. The main way, namely by teaching students to learn through student cognitive development, learning design and implementation is defined as one of the elements that must be possessed by educators, namely by mastering the learning materials in a broad and detailed way. Social competence can be defined as one of the competencies that must be possessed by a teacher in good ways in communicating all education personnel, and the surrounding community.

The competence of these educators has a very important role for the progress of students. However, it should be noted that when looking at the nature of the teaching force. The character shown by Russia comes from the human personality. A good personality will certainly have an impact on mastery and have an impact on the implementation of learning and the evaluation of the results of learning activities as well as the development of students, then pedagogical competence, professional competence, and social competence.

Personality competence can be defined as the personal abilities that professional educators must have by exemplifying a good personality in themselves, then being wise and wise to students, being mature, and dignified and having noble morals to become a good role model. Personality competence is one of the elements forming character in humans. Then the personality of a good teacher will certainly reflect a good character. In the implementation itself in the world of education, personality competence has a very big influence on the behavior of the teachers it shows. attitudes that make educators as real figures of nature provide exemplary examples to their students. Many said that educators are a figure that must be respected and imitated in their every action and behavior. identify the variables that have a relationship with the problem.

Many students are still studying at 23 North Tugu Public Elementary School, Koja, Jakarta area. Competency comes from Competency which means English which means north. Choosing not to attend school because of fear of being beaten by Mrs. R who became a teacher of her own class in grade 3. To a journalist who visited the school which is located on Jalan Kramat Jaya, Tugu Utara, Koja, "I was also hit by the teacher on the cheek. and head, "said Ajeng, who was still in grade 3. Apart from physical violence, Ajeng himself admitted that he had also experienced violence from his teacher mentally. His teacher had torn up his book. "Because I had wrongly written notes on Social Science Subjects (IPS) in Natural Sciences (IPA) lesson notes, he added. the discomfort and loss of student motivation in participating in teaching and learning activities. (education. kompas.com).

On the basis of this, the authors are interested in examining the problem of teacher personality competence, so that skills, knowledge, and attitudes are needed that are displayed in a way of performance that is expected to be achieved by someone after reaching an educational program (Suprehiningrum, 2014: 19). Personality competence also includes the ability of personality, and identity, which shows as an educator who becomes a role model for their students. "This competence also reflects the principle that educators are figures that students deserve and be imitated by students.

According to Janawi (2011: 29) competence can also be interpreted as "competence" (competence) means having skills, the ability of Nana Sudjana in Janawi (2011: 30) "understanding competence is defined as a special ability required to take the profession". Sardi man in Janawi (2011: 30) defines "competence is a very basic ability for a person who must have a sense of belonging, with regard to his job". based on another meaning in the Government Regulation Law no. 74 of 2008 concerning teachers or lecturers article 2 states very emphatically that "competence has the meaning as a set of skills, knowledge, and

behaviors that must be possessed, internalized, and controlled by educators and lecturers in the world of education in carrying out professional duties" (Imam Wahyudi 2012 : 18).

Based on the results of the description above, it is explained that the authors conclude that competence has the most basic abilities that a person must have. Absolute competence must be possessed in several ways, both pedagogical and psychological competence. Organizational Commitment, namely someone's strong desire to maintain membership in a particular organization, a strong will to be able to strive to maintain the name of the organization as well as the belief and acceptance of the values and goals of the organization. Commitment in an organization is a condition where an educator in the world of education favors an organization that is assigned to it and has a function, and intends to protect its members in the organization. Another opinion, according to Alwi's organizational commitment (200 I: 116) is "the attitude of educators to remain in the organization and be involved in achieving the vision and mission, organizational goals and values". Then, commitment is a form of loyalty that is more concrete and good which can be seen as far as attention, then ideas, and finally responsibility in an effort to achieve organizational goals. From the many opinions of the figures above, the researcher concluded that "Organizational commitment can be defined as a very strong acceptance by individual members of the company's value goals, so that individuals in the organization will always try and make and have a stronger desire to remain in the organization. the ".

Culture is a manifestation of human thinking so that according to him the cultural pattern is very broad because all his behavior and actions include feelings because feelings are the intent of the "mind." Culture is also defined as everything that is thought, done, and created by that individual human being. itself in society, as well as including the historical accumulation of human objects or actions that are carried out over time. "Organizational culture is defined as the norms, attitudes, beliefs and philosophy of the organization, which can be interpreted as a system of values, and unique norms that are unique to humans. together by members of an organization. Culture has become an important cause for the effectiveness of the organization itself "Yang distinguishes that organization from organizations. Furthermore, it is said that in company growth and satisfying knowledge-based products, as well as controlling and cultivating the school culture of an organization are key responsibilities for a leader, as well as being a vital tool for managers if they want to achieve good, high and high performance. maintain shareholder value. Organizational culture or (organizational culture) as a set of values, traditions, principles and individual work methods that are shared by members of the organization and influence the way they act in the organization itself. "Based on the opinions of the experts above, the authors conclude that:" Organizational culture has values, assumptions, beliefs, perceptions, norms, uniqueness and organizational behavior patterns. "While Luthans (1998: 213)" organizational culture is a norm that directs the behavior of the members of the organization. Every member of the organization will behave in accordance with the culture. that applies in order to be accepted by the environment ".

B. Research Methods

The research method that will be used is the correlational research method. Correlational research aims to investigate the extent to which variations are related to or related to variations in one or more other variables. From this research, it can be obtained how much information about the level of relationship that occurs the effect of one variable on another variable. Respondents in the study amounted to people who were the samples in this study. The results of this research and data descriptions are obtained based on primary data collected through the questionnaire method, namely by providing a list of questions to all respondents in the hope that they can respond to the list of questions and statements. The list of statements is in the form of a structured series and the material relates to several elements relating to the relationship between organizational commitment, organizational culture and teacher personality competence. Assessment of respondents' answers is carried out based on a Likert scale with a score range of 1-5. Data analysis testing is carried out in stages according to the required provisions, namely; begins with a descriptive analysis test, followed by a normality test and a multicollinearity test to meet the prerequisite test. Hypothesis testing using partial regression test, multiple regression test and correlation test.

C. Discussion of Research Basis

Hypothesis testing aims to determine the relationship between organizational commitment and teacher personality competence. Personality competencies include personal abilities, as a teacher who becomes a role model for students. "This competence can illustrate the principle that educators should be dignified and emulated. It should be noted. Organizational commitment means the attitude of the teacher to remain in the organization and be involved in several efforts to achieve the vision, mission, values and goals of the organization itself. Lebhi further explained that organizational commitment can be interpreted as a more concrete form of loyalty which can be seen from the extent to which the educators devote ideas, attention, and responsibility in efforts to achieve organizational goals. Organizational commitment can be defined by the meaning of the strength identification of an individual's involvement with the organization. High has the characteristics of things, namely (1) Strong individual trust and acceptance, there are goals and values of the organization it carries out, (2) a very strong desire to remain a member of the organization. (3) A strong will to work for the organization,

From the results of the data analysis derived from the organizational commitment questionnaire and after regression testing the Coefficient table, the Sig number is 0.028 (Sig > 0.05), the criteria that can be taken if sig < 0.05, the H₀ hypothesis is accepted. Based on the above assumptions and criteria, it shows that the variable organizational commitment provides a positive relationship with a significant relationship with teacher personality competencies. If it is coupled with the results of the partial correlation test, the correlation

coefficient (r) is obtained of 0.421. This shows that recruitment can contribute 42.1% to the teacher's personality competence, a significant number.

Organizational culture has one of the factors that has a relationship with the increase in Teacher Personality Competence. Organizational culture means the shared meaning of all members of the organization that is related to their unique beliefs, traditions, values, and ways of thinking and can be applied, developed sustainably and seen in their behavior in achieving goals showing that the teacher competency variable provides a contribution of 36.2% which is quite a large number. And 63.8% came from other factors that were not studied. Hypothesis testing 3 is for companies that have been established. knowing the relationship of commitment in general, the function of culture is difficult to distinguish from the function of group culture or organizational culture itself, because culture is a social phenomenon.

Hypothesis testing 2 is to determine the relationship between organizational culture and the personal competence of teachers. organization and organizational culture together with personality competences. In the personality competence itself includes "identity, personality abilities, as a teacher who becomes a role model for students". Organizational culture has several functions, namely: (1) As a source, (2) This competence is always a driving force, (3) As an identity and image of a society, (4) As a binder of a society, (5) As an ability to shape values added, (6) As an adaptation mechanism to change, (7) As a process that makes the nation congruent with the state so that a nation-state is formed. (8) As a pattern of individual behavior, (9) As an inheritance, (10) as a substitute for formalization, the results of the analysis of the questionnaire data on organizational culture associated with partial regression tests obtained the number sig = 0.016 or Sig <0.05. means that the H_0 hypothesis is rejected. This shows that the variable organizational culture has a significant positive relationship with teacher personality competence. If seen from the results of the partial correlation test, the correlation coefficient (r) is 0.362. This illustrates the principle that educators should be digested and emulated. Personality competencies include several things:

- 1) Appear as a person who is stable, mature, stable, and authoritative.
- 2) Shows work ethic, pride as an educator, responsibility and self-confidence.
- 3) Having an educator spirit and acting in accordance with the social norms, law, religion and national culture of Indonesia.
- 4) Appear as a person with noble character, honesty and become an example for students and society.

From the results of multiple regression tests, it is found that the number sig = 0.028 or sig <0.05, which means that H_0 is rejected. This proves that there is a significant relationship between organizational commitment and organizational culture together with teacher personality competencies. If confirmed by the results of multiple correlation tests with a correlation coefficient (R) = 0.49, this indicates that in organizational culture and organizational commitment collectively contribute 49% to the teacher's personality competence. And 51% came from other factors that were not investigated.

D. Conclusion

The conclusions of the results of this study are: (1) There is a strong relationship between organizational commitment and teacher personality competence. This can be proven by observing the value of $r = 0.421$. (2) There is a strong relationship between organizational culture and teacher personality competence. This can be proven by observing the value of $r = 0.362$ (3) There is a strong relationship between organizational commitment and organizational culture together with the teacher's personality competence. This can be proven from the value of $r = 0.49$. Based on the data above, it can be concluded that organizational commitment and organizational culture both individually and jointly with organizational and organizational culture, with that it is hoped that the teacher council at SMK Grafika Kota Tangerang will pay more attention and improve personality competence. Teachers are expected to always maintain and increase organizational commitment in maintaining and improving in order to be even better in teacher personality competence. The teacher realizes that in his efforts to always improve the organizational culture, a teacher never stops learning and continues to learn. The principal as a leader needs to activate more supervision activities so that they can motivate teachers to increase commitment and organizational culture at SMK Grafika Kota Tangerang.

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