



## Increasing Teachers' Commitment to the Organisation Through Strengthening Self-Efficacy, Organisational Climate and Job Satisfaction

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### Abstract

In an effort to create quality educational institutions that are able to provide knowledge and skills to students and the best educational services, schools must be supported by teachers who are able to support a comfortable learning atmosphere and an effective learning process to develop students' potential. Unfortunately, preliminary research shows that teachers' commitment to the organisation is not fully optimal, so efforts need to be made to improve. This study aims to determine the effect of self-efficacy, organisational climate, and job satisfaction on teachers' commitment to the organisation. Respondents to this study were 126 permanent teachers at private high schools in the Cibinong sub-district, Bogor district, using a questionnaire instrument that was compiled based on indicators of all research variables. This study used a quantitative method with path analysis (path analysis) and SITOREM. The results of the study concluded that there was a very significant positive direct effect: 1) self-efficacy on teachers' commitment to the organisation ( $\beta y1=0.351$ ,  $\text{sig}<0.00$ ); 2) organisational climate on teachers' commitment to the organisation ( $\beta y2=0.208$ ,  $\text{sig}<0.00$ ); 3) job satisfaction on teachers' commitment to the organisation ( $\beta y3=0.419$ ,  $\text{sig}<0.00$ ). 4) there was a direct effect of the self-efficacy variable on job satisfaction, 5) there was a direct effect of the organisational climate variable on job satisfaction, 6) The positive indirect effect of a self-efficacy variable on teacher commitment to the organisation through job satisfaction is equal to ( $\beta x13=0.147$ ). 7) The positive indirect effect of organisational climate variables on teacher commitment to the organisation through job satisfaction ( $\beta x23=0.087$ ).

### Keywords:

Self-efficacy, Organizational Climate, Job Satisfaction, and Teacher Commitment to Organization

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## INTRODUCTION

Education is still believed to be one of the main means of improving the quality of human resources in a country, including Indonesia. Therefore, the government and society strive to build quality educational institutions in order to produce quality human resources. Based on this, the government and society pay great attention to the world of education in Indonesia, so it becomes a challenge that the organisers of educational institutions, both state and private, must realise. In an effort to realise quality educational institutions that are able to provide knowledge and skills to students and provide the best educational services, they must be supported by teachers who are motivators in learning activities for students in schools, so they must have high creativity, adequate competence, high enough intelligence to understand and master the curriculum, master the subject matter, master evaluation techniques, be disciplined, committed to the task and have a strong foundation of idealism. So, one of the important keys to implementing quality education is the need for educators

to be committed to their teaching duties and strong schools. On the other hand, every teacher certainly wants better welfare fulfilment. The government issued a policy for accepting Government Employees with Employment Agreements (PPPK) with placement according to the needs of public school formations in provincial or district/city areas. The need for PPPK teacher formation in West Java province in 2022 on the [bkd.jabarprov.go.id](http://bkd.jabarprov.go.id) page is reported as many as 3,800, with hundreds of formation needs for high schools and vocational schools in the Bogor Regency area. Of course, this is a problem for private schools that can be threatened with losing their best teachers because most of those who take part in the selection have been in the feasible category; that is, most of them have been certified.

Colquitt (Colquitt & Wesson, 2019) suggests that most teachers have two main goals: to do their job well and to remain a respected member of the organisation/school. Likewise, most leaders have two main goals for their employees/teachers, which are to maximise their job performance and to ensure that they stay with the organisation for a long time. According to Suparyadi (2016), it is an attitude that shows more than just formal membership but also includes an attitude of liking the organisation and a willingness to strive for a high level of effort for the interests of the organisation in order to achieve its goals. The factors are: a. personal factors, b—internal factors of the organisation, and c. external factors of the organisation. According to Prasada, Sunarsi, and Teriyan (2020), Organizational commitment is a situation where an employee takes sides with a certain organisation and his goals and desires to maintain membership in the organisation. Organisational commitment is an attitude that describes how loyal an employee is to his organisation. A loyal attitude towards the organisation is shown by the desire to work optimally, having confidence in the progress of the organisation, the willingness to continue to accept shared values, and acceptance of what is the goal of the organisation, according to Sari (2017). Meanwhile, according to Yanti (2018), organisational commitment is a situation where an individual has the drive or desire to remain in an organisation and believes in the organisation's values. As for Wibowo (2015), organisational commitment is a level at which workers identify with the organisation and want to continue to participate actively in it. Workers identify with the organisation, indicating that workers mix well and in accordance with the ethics and expectations of the organisation and that they experience a sense of belonging to the company. The factors of organisational commitment are: a. Affective Commitment, b. Normative Commitment, and c. Continuance Commitment. Meanwhile, Sutrisno (2015) stated that organisational commitment is employee alignment and loyalty to the organisation and its goals. Furthermore, membership commitment, in general, can be defined as the level of psychological involvement of members in a particular organisation. According to Saepudin and Djati (2019), it is an attitude that shows employee loyalty and is a continuous process of how an organisation member expresses their concern for the success and goodness of his organisation. Organisational commitment is shown in an attitude of acceptance, a strong belief in the values and goals of the organisation, and a strong drive to maintain membership in the organisation in order to achieve the organisation's goals. According to Keskes (2014), organisational commitment is defined as the commitment of subordinates identified with the mission, goals, and vision of the organisation. The indicators are: a. Strong conviction and acceptance of the organisation's goals and values, b. a willingness to exert considerable effort on behalf of the organisation, and c. a strong desire to maintain. According to Robbins, S. P., & Judge, T. A. (2019), this is the level at which an employee identifies with a particular organisation and its goals and wants to maintain its membership in the organisation. Meanwhile, according to Colquitt, Jason A., and Jeffery A. Lepine (2019), organisational commitment is the desire of employees to remain members of the organisation. According to Busro (2020), organisational commitment is a manifestation of a person's willingness, awareness,

and sincerity to be bound and always be in the organisation, which is illustrated by the amount of effort, determination, and belief to achieve a common vision, mission, and goal. There are three separate dimensions of organisational commitment, namely: 1. The dimension of affective commitment with indicators: a) strong trust and acceptance of organisational goals and values, b) loyalty to the organisation, and c) willingness to use efforts for the benefit of the organisation. 2. The dimension of continuous commitment with the indicator a) taking into account the benefits of staying in the organisation and b) taking into account losses if leaving the organisation. and 3. The normative commitment dimension includes indicators of a) willingness to work and b) responsibility to advance the organisation. Teachers' commitment to the organisation is a person's attitude as a form of loyalty to a certain organisation that is believed to be able to realise its goals. The indicators are (affective commitment dimension) a) strong belief in accepting organisational goals, b) readiness to sacrifice for the benefit of the organisation, (continuous commitment dimension), c) desire to survive as a member of the organisation and (normative commitment dimension) d) willingness to work hard and e) responsibility to advance the organisation.

Self-efficacy is closely related to the actions taken by individuals to achieve a goal. Self-efficacy, according to S. P. Robbins & Judge (2019), refers to the individual's belief that he is capable of performing a task. Indicators of self-efficacy are a) individuals have confidence that a given level of performance will be achieved (self-efficacy), b) individuals set higher personal goals (self-regulation) for their performance, and c) individuals have a higher level of job or task performance, according to A. Sudrajat, S., Setiyaningsih, & Sarimanah (2020). Self-efficacy is the feeling, belief, perception, and belief that a person has who is emotionally able to act/overcome something to achieve a goal and produce something profitable. The indicators include: a) Magnitude (level) related to the degree of difficulty of the task, b) Generality related to the individual's mastery of the field or task being done, and c) Strength related to the level of strength or steadiness of a person towards their beliefs. According to Nur (2021), self-efficacy is an individual's belief in their ability to perform the tasks or actions needed to achieve certain results. Meanwhile, Nurhikmah, Ima and Lestari (2021) state that self-efficacy is the confidence that a person has in looking at a challenge, problem or difficulty in the form of directing self-confidence in the ability or proficiency that It has in organising and determining the actions to be taken in a situation where it can be an alternative solution in solving a problem or when a person carries out his duties and work so that a certain goal or success is achieved. According to Wiryanti (2021), self-efficacy is the individual's confidence and steadiness in estimating the existing abilities that produce the behaviour sought so that the desired goal is achieved. The dimensions and indicators used are the magnitude or level dimension with the indicator a) employees can determine the level of difficulty in the work they are able to perform, b) employees can do the work well, and c) employees know their interests and abilities so that they can choose the work they feel is appropriate, then the strength dimension with indicators a) increase in employee effort when experiencing failure, b) the individual's confidence in doing the task well, and c) the commitment of the individual in achieving the target, and the dimension of generality with the indicator a) making experience or becoming an obstacle or even interpreted as failure. In line with the opinion above, Khayati and Scholar (2015) stated that self-efficacy is a person's confidence in maximising their efforts in carrying out their duties. The indicators of self-efficacy: a) the ability to carry out tasks, b) the ability to complete tasks, c) the ability to face challenges, d) the ability to face risks, e) the ability to increase motivation, and f) the ability to improve performance. As for Sunardi, Sunaryo, W & Laihad (2019), Declaring self-efficacy is a person's self-confidence in their potential to face a certain challenge or task. According to Sartana, Entang, & Y Patras (2020), self-efficacy is a norm of behaviour that contains values agreed upon by

members that are made into applicable rules and used as habits to solve problems in the organisation. In the article *Self-efficacy, Job Satisfaction, motivation and Commitment: Exploring the Relationships Between Indicators of Teachers' Professional Identity*, Hofman (2012) argues that efficacy is more about a person's attitude that builds from within to develops more in many ways. Self-efficacy is the confidence that individuals have in their potential and ability to complete a certain task or job in an organisation. The indicators are a) ability to face challenges, b) ability to complete tasks, c) ability to increase motivation, and d) experience in completing tasks.

Organisational climate, according to Lestari A, Hidayat N, and Putra K S (2018), is the common perception of organisational members about the workplace environment, which includes the internal atmosphere of the organisation, management practices and policies that affect teachers' behaviour in carrying out their duties. Meanwhile, Septian Ragil Anandita, Zulfatul, and Wisnu (2021) argue that organisational climate is a factor that affects employee behaviour. Therefore, an organisation that develops dynamically will grow and have an impact on the organisation's profits. An organisational development method is one of the achievements of a conducive organisation. The climate is untouchable but exists like air swirling and influencing indoors for an organisation. According to Maretha, N Hidayat, & R Hidayat (2021), organisational climate is the teacher's perception or assessment of the state of the organisation's internal environment that is relatively ongoing, experienced by the organisation's members and affects the organisation's behaviour. The indicators of organisational climate in this study are a) response and compliance with rules in work, b) responsibility, c) positive support felt, d) appreciation for achievements, e) proportional division of tasks, and f) group loyalty. According to Oktapiani (2018), organisational climate is the relative quality of the school environment experienced by teachers that affects their attitudes, and it is based on the common interest in attitudes in schools. An organisational climate arises through the interaction of members and the exchange of feelings between them, and the organisational climate of the school is its personality. According to Imelda (2020), the organisational climate is the atmosphere of the school environment that supports the implementation of physical and non-physical teaching and learning activities that affect teachers' attitudes and behaviours that arouse enthusiasm and enthusiasm for work, with the following indicators: a). the state of the physical environment that supports learning; b). working atmosphere; c). the state of the social environment, and d). Implementation of the management system. Organisational climate is a metaphor that describes the atmosphere and what is felt in the people who are in contact with the organisation, thus allowing people to react in various ways to the organisation through the process of communication Maria (2021). Agreeing with the description above, Imran (2021) states that the organisational climate is the condition of the work environment that is directly or indirectly felt by teachers in carrying out their duties. The indicators to measure the school climate can be seen based on aspects such as the relationship between superiors and subordinates, the relationship between fellow members of the organisation, responsibility, fair remuneration, work structure, and employee involvement and participation. According to Hanun (2013), the work climate is an atmosphere in the workplace, both physical and non-physical, that supports the implementation of tasks in the organisational environment, with representative indicators of facilities, treatment of leaders with subordinates, employee interaction patterns, employee placement systems and fair reward and sanction systems. According to Sugiarto (2018), organisational climate is a situation in an organisation that provides the perception of its members in directing, building identities and respecting each other. Meanwhile, according to Schneider, Erhart, and MacEy (2013), organisational climate is something that arises in an organisation through the social information process, which concerns the meaning that employees attach to the policies, practices, and procedures they experience.

The behaviours they observe are valued, supported, and expected. Organisational climate is a perception formed from the interactions that persist in an organisation regarding rights and obligations and conscious or unconscious attitudes that affect the motivation and performance of all members of the organisation. The indicators include: a) employee work commitment, b) organisational work standards, c) conflict management, d) decision-making process, and e) responsibility of all members of the organisation.

Job satisfaction is a positive feeling about work that results from an evaluation of its characteristics (S. P. Robbins & Judge, 2019). Meanwhile, according to Mangkunegara (2011), job satisfaction is defined as a feeling that supports or does not support employees related to their work or their condition. Job satisfaction is the result of a variety of attitudes related to work and special factors such as wages, job stability, job security, opportunities to advance, fair work assessment, and social relations within the job. Job satisfaction is a positive or good emotional state from the results of a person's work experience Handoko (2013). Job satisfaction is a positive attitude of workers towards their work, which arises based on research on the work situation. The assessment can be carried out on one of the jobs. The assessment is carried out as a sense of appreciation for achieving one of the important values in the work. Satisfied employees prefer their work situation to dissatisfied employees who do not like their work situation A.Y. Hamali (2018).

According to Fitrawati (2017), the attitude of workers who, as a whole, carry out their duties is satisfied or dissatisfied with the conditions and atmosphere of their work environment, the implementation of supervision, superiors/leaders, awards for work achievements, and organisational climate. Job satisfaction is shown by the attitude and behaviour of teachers who are satisfied with their work, characterised by a sense of pride in their work, liking the work, being passionate about the work, and carrying out work with full responsibility Efrilya (2013). According to DS Lesmana, N Darna, & Suhendi (2020), feelings related to work can include aspects such as salary/wages received, opportunities for promotion, employee relationships with other employees, job placement, type of work, organisational structure, company, and quality of supervision. Meanwhile, feelings related to him include age, health conditions, abilities and education. According to Erlina (2019), job satisfaction is related to a person's cognition, emotions, and tendencies in behaviour, which are not visible but tangible in the results of a job. According to Irwani (2017), job satisfaction is a form of individual acceptance of something seen or heard. Meanwhile, in his research journal, Ta (2017) said that job satisfaction is an emotional reaction from a person to his work affairs, which cannot be seen but can be expressed. Job satisfaction is an employee's attitude that describes overall what is received as motivation and appreciation for the tasks given to him. The indicators are: a) appropriate wages, b) supportive working conditions, c) suitability of responsibilities, d) environmental interactions, and e) the desire to improve ability.

## METHODS

The method used in this study is a survey method with a correlation approach. The survey information was collected from respondents using questionnaires for all variables, including the variables of teachers' commitment to the organisation (Y), self-efficacy (X1), organisational climate (X2), and job satisfaction (X3). The population in this study is 183 permanent foundation teachers from 13 private schools in Cibinong District, Bogor Regency. The sampling technique used in this study is proportional random sampling, which is a random sampling of the population proportionally without paying attention to the strata of Arikunto (2008). The sampling technique in this study uses the purposive sampling technique, which is a method of collecting data by taking a selected population

with a specific purpose to be used as a sample. Sugiyono (2018) in the book Setyaningsih (2020). The formula used to determine the sample was using the Taro Yamane formula with a sample of 126 teachers. Data analysis techniques use basic statistical analysis, inferential analysis, path analysis and SITOREM analysis (Setyaningsih, S. (2020).

## RESULTS & DISCUSSION

### *The Direct Effect of Self-Efficacy on Teachers' Commitment to the Organization*

The result of the Beta value of the self-efficacy variable was 0.351. This means that self-efficacy (X1) has a direct influence on teachers' commitment to the organisation (Y) of 0.351 or 35%. The p-value is 0.000. P-value is a probability that indicates that H0 is true. The result is a p-value  $< 0.05$ . This means that the probability value of Sig is less than the probability value of 0.05, meaning that H0 is rejected and H1 is accepted. Thus, the self-efficacy variable (X1) has a direct positive and significant effect on teachers' commitment to the organisation (Y). The results of the t-test were obtained as 4.155. For the t-table, it can be searched in a significance table of 0.05 where  $df = n - k = 126 - 4 = 122$  (n is the number of samples and k is the number of variables), then a t-table of 1.65744 is obtained. Therefore, it is known that the t-count  $>$  t-tables, namely  $4.155 > 1.657$ , means that H1 is accepted and H0 is rejected. Thus, self-efficacy (X1) has a positive and significant effect on teachers' commitment to the organisation (Y). By using SITOREM data analysis, four indicators of self-efficacy were obtained, namely: 1). Able to face challenges with an average indicator score of 4,112 2). Ability to complete tasks with an average indicator score of 4.035 3). Ability to increase motivation with an average indicator score of 3,883 and 4). Experience in completing tasks with an average indicator score of 3,902. Indicators with the lowest average score, namely the ability to increase motivation and experience in completing assignments, need to get more attention from school management to apply strong self-efficacy in order to increase teachers' commitment to the organisation.

### *The Direct Influence of Organisational Climate on Teachers' Commitment to Organizations*

Based on the results of processing using SPSS software, the Beta value of the organisational climate variable was obtained at 0.208. This means that there is a direct influence of the organisational climate (X2) on teachers' commitment to the organisation (Y) of 0.208 or 21%. The p-value is 0.000, which means  $< 0.05$ . This means that H0 is rejected and H1 is accepted. Thus, the organisational climate variable (X2) has a direct positive and significant effect on the teacher's commitment to the organisation (Y). The result of the t-test is 3.774, which means it is greater than the t-table, which is  $3.774 > 1.657$ , meaning that H1 is accepted and H0 is rejected. Thus, the organisational climate (X2) has a positive and significant effect on teachers' commitment to the organisation (Y). By using SITOREM analysis, values were obtained on five indicators of organisational climate, namely: 1). Employee work commitment with an average indicator score of 3.948, and 2). The organisation's work standards have an average indicator score of 3,990 3). Conflict management with an average indicator score of 4.066 4). The decision-making process has an average indicator score of 4,038, and 5)—the responsibility of all members of the organisation with an average indicator score of 3,968. The indicators with the lowest average score are employee work commitment, organisational work standards, and organisational work responsibilities.

### ***Direct Effect of Job Satisfaction on Teachers' Commitment to the Organization***

A beta value of 0.419 was obtained. This means that job satisfaction (X3) has a direct influence on teacher professional commitment (Y) of 0.419 or 42%. The p-value is 0.000, which means  $< 0.05$ . This means that H0 is rejected and H1 is accepted. Thus, job satisfaction (X3) has a direct positive and significant effect on the teacher's commitment to the organisation (Y). The t-test result obtained a t-count of 4.579, which is greater than the t-table, which is  $4.579 > 1.657$ , meaning that H1 is accepted and H0 is rejected. Thus, job satisfaction (X3) has a positive and significant effect on teachers' commitment to the organisation. By using SITOREM analysis, the values exist in 5 indicators of organisational climate, namely: 1) Appropriate wages with an average indicator score of 3.786, 2). Supportive working conditions with an average indicator score of 3.85 3). Suitability of responsibility with an average indicator score of 3.914 and 4). Environmental interaction with an average indicator score of 3.867 and 5). The desire to improve ability with an average indicator score of 3.92. The average score illustrates that improvements need to be made to appropriate wage indicators, supportive working conditions and environmental interactions.

### ***Direct Effect of Self-efficacy on Job Satisfaction***

Based on the results of processing using SPSS software, the Beta score was 0.738. This means that there is a direct effect of self-efficacy (X1) on job satisfaction (X3) of 0.738 or 74%. The p-value is 0.000, which means  $< 0.05$ . This means that H0 is rejected and H1 is accepted. Thus, self-efficacy (X1) has a direct positive and significant effect on job satisfaction (X3). The t-test result obtained a t-count of 14.738, which means it is greater than the t-table, which is  $14.738 > 1.657$ , meaning that H1 is accepted and H0 is rejected. Thus, self-efficacy (X1) has a positive and significant effect on job satisfaction.

### ***Direct Influence of Organisational Climate on Job Satisfaction***

Based on the results of processing using SPSS software, a Beta value of 0.235 was obtained. This means that there is a direct influence of organisational climate (X2) on job satisfaction (X3) of 0.235 or 24%. The p-value is 0.000, which means  $< 0.05$ . This means that H0 is rejected and H1 is accepted. Thus, the organisational climate (X2) has a direct positive and significant effect on job satisfaction (X3). The t-test result obtained a tcount of 4.695, which is greater than the ttable, which is  $4.695 > 1.657$ , meaning that H1 is accepted and H0 is rejected. Thus, the organisational climate (X2) has a positive and significant effect on job satisfaction.

### ***The Indirect Effect of Self-Efficacy on Teachers' Commitment to the Organization through Job Satisfaction***

The magnitude of the indirect influence of the self-efficacy variable (X1) on teachers' commitment to the organisation (Y) through job satisfaction (X3) was obtained by multiplying the value of the path coefficient. Mathematically, it can be calculated, namely:  $0.351 \times 0.419 = 0.147$ . Based on the results of the calculation, the value of the indirect influence of the self-efficacy variable (X1) on teachers' commitment to the organisation (Y) through job satisfaction (X3) was obtained by 0.147 or 14.7%, meaning that there was a positive indirect influence of self-efficacy and job satisfaction on teachers' commitment to the organisation. Thus, H0 is rejected, and H1 is accepted.

### ***Indirect Influence of Organizational Climate on Teachers' Commitment to Organizations through Job Satisfaction***

The magnitude of the indirect influence of the empowerment variable (X2) on teachers' commitment to the organisation (Y) through job satisfaction (X3) was obtained by multiplying the value of the path coefficient. Mathematically, it can be calculated as follows:  $0.208 \times 0.419 = 0.087$ . Based on the results of the calculation above, the value of the indirect influence of the organisational climate variable (X2) on teachers' commitment to the organisation (Y) through job satisfaction (X3) is 0.087 or 8.7%, meaning that there is a positive indirect influence of organisational climate and job satisfaction on teachers' commitment to the organisation. Thus, H0 is rejected, and H1 is accepted.

### **CONCLUSION**

This study obtained the conclusion that, first, there was a significant positive direct influence of the self-efficacy variable (X1) on teachers' commitment to the organisation (Y) with low strength ( $\beta_{y1}=0.351$ ). Thus, self-efficacy was able to influence teachers' commitment to the organisation with a contribution of 35.10%. Second, there is a significant positive direct influence of the organisational climate variable (X2) on teachers' commitment to the organisation (Y) with low strength ( $\beta_{y2}=0.208$ ). Thus, the organisational climate can influence teachers' commitment to the organisation, with a contribution of 20.8%. Third, there is a significant positive direct influence of the job satisfaction variable (X3) on teachers' commitment to the organisation (Y) with sufficient strength ( $\beta_{y3}=0.419$ ); thus, job satisfaction is able to influence teachers' commitment to the organisation with a contribution of 41.9%. Fourth, there is a significant direct positive influence of the self-efficacy variable (X1) on job satisfaction (X3) with a contribution of 0.738 or 74%. Thus, the self-efficacy variable (X1) affects job satisfaction (X3). Fifth, there is a significant positive direct influence of the organisational climate variable (X2) on job satisfaction (X3), meaning that strengthening the organisational climate can directly increase job satisfaction with a contribution of 0.235 or 24% thus, the organisational climate variable (X2) has an effect on job satisfaction (X3). Sixth, the positive indirect influence of the self-efficacy variable (X1) on teachers' commitment to the organisation (Y) through job satisfaction (X3) ( $\beta_{X13}=0.147$ ). This means that strengthening self-efficacy through job satisfaction has a direct positive impact on increasing teachers' commitment to the organisation, with a contribution of 14.7%. Seventh, the positive indirect influence of organisational climate variables (X2) on teachers' commitment to the organisation (Y) through job satisfaction (X3) significantly ( $\beta_{X23}=0.087$ ). This means that strengthening the organisational climate through job satisfaction has a direct positive impact on increasing teachers' commitment to the organisation, with a contribution of only 8.7%.

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