

Model of Organizational Commitment of the Head of Vocational High School in Medan North Sumatera

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Abstract

The purpose of this study is to determine the Fixed Model or Theoretical Model of Organizational Commitment that can describe the structure of the causal relationship between exogenous variables with endogenous variables Organizational Commitment of Head of Vocational School in Medan City. This research was conducted in 2019 with a total sample of 106 using Kreijcie tables. Data were analyzed by path analysis after meeting the analysis requirements tet, namely the Normality and Linerity test. The research findings indicate Organizational Commitment of Had of Vocational High School are directly affected by organizational culture, academic supervision knowledge, and job satisfaction. Thus, a theoretical model or fixed model was found that illustrates the structure of the causal relationship between organizational culture variables, academic supervision knowledge, job satisfaction, and organizational commitment of head of vocational high schools in Medan City. To increase the head's organizational commitment, organizational culture, knowledge of academic supervision, and job satisfaction must be included in the strategic planning of human resource development at the Vocational High School in Medan City, but still consider other variables that influence further organizational commitment research.

Keywords

organizational commitment;
organizational culture;
academic supervision
knowledge; and head of
vocational high school



I. Introduction

The head of school is someone who determines the success or failure of the school in achieving its goals. The role of the head of school determines the success of the school. Head of school will able to carry out their duties properly if they have social competence, personal, supervision, managerial, entrepreneurial competence, and high organizational commitment. In order to increase the professionalism of head of school, it is necessary to carry out various activities that provide increased knowledge, attitudes and skills needed in the implementation of duties as educational leaders.

Danim and Suparno (2009) stated that the pattern of leadership is one of the choices for head of school be able to lead and develop quality schools, because leadership is very potential in building high commitment. Siburian (2014) stated that the commitment organization of the head of school reflected by loyalty to the organization. It must be continuously improved and carry out every education programs, so that the educational goals are achieved effectively. Thus, the organizational commitment of the head of school is an absolute concern as the indicator of the success of graduates of vocational high school. Colquitt, LePine, and Wesson (2009) stated that organizational commitment is directly influenced by individual mechanisms which include job satisfaction, stress, motivation, trust, justice, ethics, learning, decision making, and indirectly influenced by organizational culture, organizational structure, leadership, team, personality, and abilities through individual mechanisms. Organizational commitment refers to the willingness of a person to become a member in an organization and make an enthusiastic contribution to achieve organizational

goals. Based on the theory, it is necessary to conduct research to determine the factors that are suspected to influence the organizational commitment of head of Vocational High School, so that the fixed organizational commitment of the head of vocational high school, which is limited by organizational culture, academic supervision knowledge, and job satisfaction variables.

II. Review of Literature

Luthans (2006) stated that the organizational commitment of head of vocational high school as an attitude shown by a strong desire to remain his duty, desire to work hard with full responsibility, and belief to accept the values and goals of the school they lead effectively and efficient. Thus, organizational commitment is a person's alignment as a member of the organization against his organization by doing an active role in achieving goals, which characterized by attachment to the organization, trust in the organization and conformity to the goals of the organization with indicators of attachment to the organization, trust in the organization, and conformity.

Schein (1991) stated that organizational culture serves to help members of organization to be able to adapt to its external environment by strengthening the understanding of organizational members, the ability to realize missions, strategies, goals, methods, measures, and evaluations. Thus, organizational culture is a pattern of basic assumptions that have been found or developed by organizations when learning to solve problems faced in the external and internal environment. Organizational culture is a set of core values, beliefs, understandings, behavior patterns and norms that are shared by all members of the organization with indicators of individual initiative, tolerance for risky actions, direction, support from the leadership, appreciation, and communication patterns, tolerance for conflict, supervision, cooperation, identity.

Purwanto (2005) stated that supervision is an assistance from the head of school given to improve the capability of teachers and other school personnel. Thus, the knowledge of academic supervision is knowledge given to the teachers when difficult in learning, which manifested by encouragement, guidance and opportunities for increasing the skills and the capability of teachers. Supervision is carried out continuously and planned to help teachers and staff in the work. The knowledge of academic supervision is the information possessed by the head of school to help teachers to face their problems with indicators : the objective of academic supervision, the function of academic supervision, academic supervision approaches, academic supervision models, supervisory principles, supervision techniques and academic supervision assesments.

Newstrom (2007) argued that job satisfaction was a set of favorable or unfavorable feelings and emotions of employees view their work. Thus, job satisfaction is a person's attitude towards his job, which shows pleasant and / or unpleasant feelings based on the compatibility between what is expected and what is obtained. Job satisfaction consists of emotional responses about like or positive feeling to the aspects of the work that give importance to psychological and physical needs with indicators response to job content, to work atmosphere, and to reward systems. The formulation of the problems in this study were : (1) What is the organizational commitment model of head of vocational high school in Medan? (2) Does the culture of the organization, the knowledge of epidemic supervision, and job satisfaction directly influence the organizational commitment?

III. Research Method

This research was quantitative, conducted at the head of vocational high school in Medan North Sumatera. Samples of the research were 106 people using Krejcie table. Data collection by questionnaire, after testing the validity and reliability of the instrument, data analysis by path analysis after testing the analysis requirements, namely the normality test and the linearity test.

IV. Discussion

The results of the study of 106 respondents presented in the form of summary of result od analysis of each variable, seen in table 1 below.

Table 1. Summary of Results of Analysis of Descriptive Statistics from Research Variables

Variable	X ₁	X ₂	X ₄	X ₅
N	106	106	106	106
Mean	103.47	18.37	104.93	120.42
Median	103	19	103	120
Mode	103	19	103	119
Std. Deviation	15.05	3.931	15.24	12.15
Variance	226.70	15.45	232.50	147.73
Range	75	20	66	48
Minimum	63	10	69	97
Maximum	138	30	135	145

Note: X₁ = Organizational Culture

X₂ = Academic Supervision Knowledge

X₃ = Job satisfaction

X₄ = Organizational Commitment

The results of calculating the normality test using the Kolmogorov-Smirnov Test Formula obtained that the four research variables namely organizational culture, knowledge of academic supervision, job satisfaction and organizational commitment have normal distributed data.

Table 2. Summary of Normality Calculations

		X ₁	X ₂	X ₃	X ₄
N		106	106	106	106
Normal Parameters ^{a,b}	Mean	103.47	18.57	105.23	120.52
	Std. Deviation	15.057	3.800	15.189	12.104
Most Extreme Differences	Absolute	.069	.079	.055	.063
	Positive	.069	.079	.049	.060
	Negative	-.034	-.064	-.055	-.063
Kolmogorov-Smirnov Z		.711	.816	.562	.654
Asymp. Sig. (2-tailed)		.692	.518	.911	.786

In table 2 it turns out that the Asymp value. Sig (2-tailed) > 0.05, so it can be concluded that the overall distribution of research variable data does not deviate from the normal distribution, the meaning of normality assumption has been fulfilled.

The summary of the results of the linearity test and the significance of the regression equation for each pair of exogenous variables with endogenous variables were presented in table 3 below.

Table 3. The Summary of Result of Linearity and Significat Test

No	Eksogen on the Endogen Variable	Fh	Linearity Test	
			Sig.	Status

1	X ₃ on X ₁	1,220	0,168	Linier
2	X ₃ on X ₂	1,280	0,110	Linier
3	X ₄ on X ₁	1,002	0,451	Linier
4	X ₄ on X ₂	1,353	0,082	Linier
5	X ₄ on X ₃	1,125	0,121	Linier

Table 4. The Summary of Result od Calculation of Correlation, Path Coefficients, and Significance

Hypothesis Number	Coefficient Correlation	Coefficient Lane	t _{count}	Significance
1	r ₁₃ = 0,688	ρ ₃₁ = 0,570	7,890	0,000
2	r ₂₃ = 0,525	ρ ₃₂ = 0,298	4,129	0,000
3	r ₁₄ = 0,657	ρ ₄₁ = 0,304	3,541	0,000
4	r ₂₄ = 0,572	ρ ₄₂ = 0,261	3,567	0,000
5	r ₃₄ = 0,708	ρ ₅₁ = 0,362	3,919	0,000

Based on the table above, it can be concluded that organizational culture had a direct positive effect on the job satisfaction, knowledge of academic supervision had a positive and direct effect on the job satisfaction, organizational culture had a positive and direct effect on the organizational commitment, knowledge of academic supervision had a direct positive effect on organizational commitment, and job satisfaction had a direct effect positive towards organizational commitment.

Based on the results of hypothesis testing, the price of the correlation coefficient and the path coefficient can be drawn a path diagram which was a fixed model or theoretical model that described the causalistic relationship of the factors that determine the organizational commitment of head of vocational high school in Medan North Sumatera as shown at figure 2.

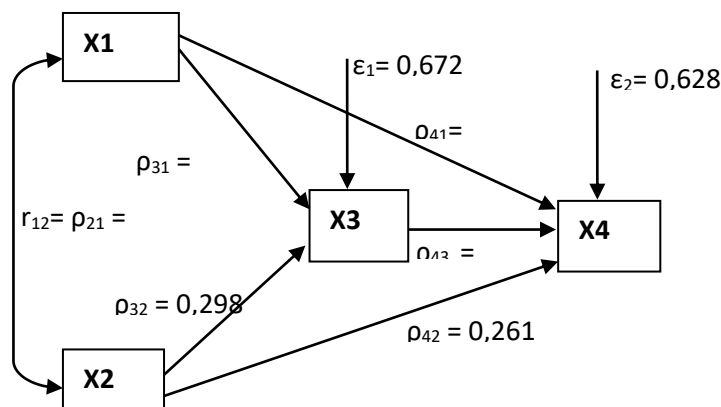


Figure 2. Empirical Causal Relations X₁, X₂, and X₃, toward X₄

Table 5. Summary of Calculation Results of Proportional Effect of Organizational Culture (X₁), Knowledge of Academic Supervision (X₂), Job Satisfaction (X₃) on The Organizational Commitment of Head of Vocational High School (X₄).

Variables	Effect		Total Influence
	Direct against (X ₄)	Indirect results of the multiplication of the direct path coefficient with the correlation coefficient of exogenous variables	

		X ₁	X ₂	X ₃	
X ₁	0,0924	-	0,0316	0,0757	0,1997
X ₂	0,0681	0,0316	-	0,0496	0,1493
X ₃	0,1310	0,0757	0,0496	-	0,2563
Total					0,6053

Based on the table above, the total influence consisting of direct and indirect influences of organizational culture (X₁), knowledge of academic supervision (X₂), and job satisfaction (X₃) on the Commitment Organizational of Head of vocational high school (X₄) was obtained by 0.6035. Thus, the strength of organizational culture, knowledge of academic supervision, and job satisfaction jointly determine by changes in the organizational commitment of head of vocational high school (X₄) was 60.35%.

The research findings that organizational culture had a direct positive effect on the job satisfaction. Knowledge of academic supervision had a positive direct effect on the job satisfaction. This findings accordance with the theory of the organizational behavior integration model and support the research conducted by Harijanto (2009) and Siburian (2012) that was organizational culture had a direct positive effect on the job satisfaction. Knowledge of academic supervision had a direct positive effect on the job satisfaction. These findings support the theory used as a basis for proposing theoretical models of research variables, the organizational behavior integration model and previous research conducted by Ginting (2019).

Organizational culture had a direct positive effect on organizational commitment. These findings support the theory used as a basis for proposing a theoretical model of the research variables of Colquit, Levine and Wesson namely the Integration Model of Organizational Behavior and previous research conducted by Sahing (2018), and Situmorang (2012). The research findings that knowledge of academic supervision had a direct positive effect on the organizational commitment. The findings of this study support the theory proposed by Baron and Greenberg (2000), and support the results of previous studies by Darwito (2008), job satisfaction had a direct positive effect on organizational commitment.

The results of testing the hypothesis turned out to accept all the proposed research hypotheses so as to find a new finding in the form of a fixed model or theoretical model organizational commitment of the head of vocational high school in Medan North Sumatera that illustrated by the structure of the causal relationship between organizational culture, knowledge of academic supervision, job satisfaction and organizational commitment. From the research finding that the most dominant variables influencing organizational commitment were job satisfaction, followed by organizational culture, and knowledge of academic supervision.

V. Conclusion

Based on the data and research finding, it can be concluded that organizational culture, knowledge of academic supervision, and job satisfaction had a positive direct effect on the organizational commitment of head of vocational high school in Medan North Sumatera. Thus, it can be stated that the stronger the organizational culture, the better the knowledge of academic supervision, and the better job satisfaction, the higher the organizational commitment of Head of Vocational High School in Medan North Sumatera.

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