

## Determinants of Emotional Beliefs about Shared Values in Organizations

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### ABSTRACT

This study aims to determine the impact of competency development on affective commitment mediated by career development. The population in this study were all teachers at a junior high school in Banyumanik, Semarang, totaling 52 people, with a sample of all members of the population. The analysis tool uses regression and sobel analysis. The results of the study found that competency development has a positive effect on career development, career development has a positive effect on affective commitment. competency development has a positive effect on affective commitment. career development is able to mediate the effect of competency development on affective commitment

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## 1. INTRODUCTION

Human resources are an important part of an organization. Humans play a role in managing organizations (Rodríguez & Orellana, 2020). No matter how much resources are in the organization, it will not run optimally if it is not supported by good human resources. Organizations must understand how to increase the commitment of their workforce. One dimension of organizational commitment according to Allen & Meyer is affective commitment, namely how workers feel emotionally confident with similar values in the organization (Berlian, 2018; L. Newbert, 2014).

Factors that affect affective commitment to workers, one of which is the efforts of the organization to develop the competence of these workers (Jönsson & Schölin, 2016). Another factor that can influence affective commitment is career development karier (Knezović & Greda, 2021). There is an interesting thing that there is a difference in research results (Research gap) between competency development variables and organizational commitment. This research tries to overcome the inconsistency of the research results, by including career development as a mediating variable.

In the world of education, teacher commitment is an important thing to pay attention to. Commitment is needed by the teacher in the implementation of teaching and learning activities. An interesting phenomenon in the 2021 KPAI data is that during Distance Learning (PJJ) there is only 20.1% interaction between students and teachers. Even if there is interaction, it is just giving assignments. As many as 79.9% of students stated that teaching and learning interactions such as those in the classroom had disappeared. So that increasing teacher commitment, especially commitment to organizational values, needs to be done.

Factors influencing affecting commitment with workers, including organizational efforts to develop worker competencies (Jönsson & Schölin, 2016). A study of skill development in business-related bachelor's degree programs showed that positive perceptions of developing different skills in the workplace lead to more positive perceptions of work (Jönsson & Schölin, 2016). These results allow us to argue that there is a positive relationship between competence development and organizational commitment, one of which is emotional commitment. A Naim & Lenka study in India found that knowledge sharing within organizations is encouraged and incorporated into learning and development programs to improve employee skills. A systematic effort to develop staff skills to meet changing project needs and foster higher levels of engagement (Naim & Lenka, 2017).

Another factor that can influence affective commitment is career development (Knezović & Greda, 2021). Knezović & Greda in their findings that there are significant differences in profession development between family and non-family firms, where careers in family firms are of course more undirected. In addition, career development have a high impact on affective commitment in non-family company attitude (Knezović & Greda, 2021).

There is an interesting thing that there is a difference in research results (Research gap) between competency development variables and organizational commitment. Several studies have found that competency development has a positive effect on organizational commitment (Bocciardi et al., 2017; Brinda, 2017). But there are other studies that find the opposite, where competence does not have a positive effect on organizational commitment (Berlian, 2018). research tries to overcome the inconsistency of the research results, by including career development as a mediating variable.

Competency development can affect career development (Bocciardi et al., 2017), besides affecting affective commitment. There is an increase in the competence of workers due to good competency development, will have a positive influence on career development. Workers will have a tendency to work better if they have better competence, so that with better work results it will support their career development. Career advancement will take place, in line with competency enhancement. This is because higher job specifications demand higher competence as well.

## **2. RESEARCH METHOD**

### **2.1 Population and Sample**

The population in this study were all teachers at one of the junior high schools, totaling 52 people. A sample is part of a population consisting of many population members (Ferdinand, 2014). The sample for this study used a saturated or census sample, which means that all members of the population were taken as a sample, namely 52 (Sugiyono, 2017),.

### **2.2 Research variable**

This research is an explanatory research, where the aim of this research is to identify the relationship between the influence of several research variables (Zikmund et al., 2012),. These include competence development, career development, and affective commitment.

### **2.3 Operational Definition of Research**

#### **a. Competency development**

Competency development is an effort that is used by organizations to influence increasing the competence of workers in the organization (Jönsson & Schölin, 2016). Indicator variable Competency development as follows: pedagogic competency development efforts, personality competency development efforts, professional competency development efforts, and social competency development efforts (Hanafiah & Cucu, 2012).

#### **b. Career development**

Career development is an effort to encourage employees or organizations to be the best in service and improve their skills/skills to carry out basic job duties and functions (Busro, 2018). Indicator variables for career development are as follows: there is an effort to get a clear promotion, there is an effort to be able to occupy a certain position in accordance with the structure, the existing organization, trying to take part in various trainings, having the desire to continue education, trying to take part in various discussions / workshops, trying taking various courses to get certificates of expertise, trying to improve self-discipline, and trying to show loyalty.

### c. Affective commitment

Affective commitment is the emotional attachment to an organization, manifested in identification with an individual's values and commitment to that organization. (Mercurio, 2015). Indicator variable Affective commitment as follows: feeling very happy to spend the rest of the worker's career in the organization where they are, thinking it will not be easy to become attached to another organization, really feeling as if the organization's problems are also its own problems, trying earnestly to realizing organizational goals, feeling part and family of the organization, having a strong sense of belonging to the organization, the organization has a very big meaning for workers, and makes this organization proud of others outside the organization (Mercurio, 2015).

### 2.4 Instrument Test

Instrument test was conducted to determine the quality of the list of questions distributed to respondents. The instrument test consists of validity and reliability tests. Validity test to find out whether the question items are valid. Reliability test to find out whether the list of questions distributed is reliable or not (Ghozali, 2018).

### 2.5 Classic Assumption Test

Testing the results of data collection, first performed the classical assumption test. The first is the normality test to ensure normal data, which means there are no outliers. Second, The purpose of the heteroscedasticity test is to examine whether there is an inequality of variance from one residual observation to another in a regression model. The third is a multicollinearity test to ensure that the independent variables are uncorrelated. (Ghozali, 2018).

### 2.6 Coefficient of Determination

The coefficient of determination test is carried out to find out how much variation the independent variable explains or influences the dependent variable. This test was carried out on model 1 and model 2 (Ghozali, 2018).

### 2.7 T-Statistics Test

There were two models in this study, namely model 1 and model 2. In model 1, a simple linear regression test was performed, and in model 2, multiple linear regression tests were carried out. The t test was conducted to find out whether the hypothesis carried out by the researcher could be proven statistically or not, by comparing the significance figures from the results of model 1 and model 2 (Ghozali, 2018).

### 2.8 Mediation test

The mediation test is carried out to determine the effect of the mediating variable, whether it can act as a significant intermediary in effect of independent variable on dependent variable. Done with the help of the Sobel Test Calculator on the website <https://quantpsy.org/sobel/sobel.htm>.

### 2.9 Conceptual Framework

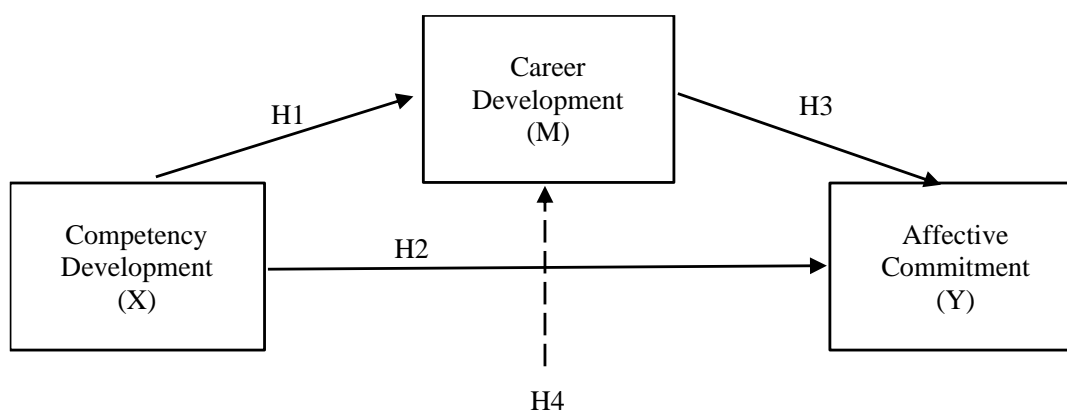


Image 1. Conceptual framework

### 2.10 Hypothesis

Based on the literature review conducted, this research draws the following hypotheses:

- a. Competency development has positive impact on career development (H1)

- b. Career development has positive impact on affective commitment (H2)
- c. Competency development has positive impact on affective commitment (H3)
- d. Competency development affects affective commitment through career development as a mediator (H4)

### 3. RESULTS AND DISCUSSIONS

#### 3.1 Instrument Test

The results of the validity carried out show that the Corrected Item-Total Correlation value of all indicators is greater than the  $r$  table of 0.279, so that all questions are valid. The reliability test results show that all variables have Cronbach alpha values greater than 0.7. This means it is reliable.

#### 3.2 Classic Assumption Test

##### a. Normality test

Based on results of normality tests for Model 1 and Model 2, it was found that the Asymp. Sig. for model 1 is 0.200, with a Test Statistic of 0.101, and an Asymp value. Sig. for model 2 is 0.200, with a Test Statistic of 0.069. Both models have an Asymp value. Sig. is more than 0.05 which means that both models have normal data distribution.

##### b. Heteroscedasticity Test

Based on the results of the model 1 heteroscedasticity test, it was found that the significance value of the Competency development (X) variable was 0.051. Model 2 found that the significant value of the Career development (M) variable was 0.292, and the significance value of the Competency development (X) variable was 0.514. All variable significance values in model 1 and model 2 are greater than 0.05, so it is said that there are no symptoms of heteroscedasticity in the model.

##### c. Multicollinearity Test

The multicollinearity test was only carried out in model 2, this is because model 1 only has one independent variable. Test results the multicollinearity test performed shows that the Career development (M) and Competency development (X) variables have a Tolerance value of 0.577 while the VIF value is 1.733. These results indicate that in model 2 there are no symptoms of multicollinearity.

#### 3.3 Coefficient of Determination

Coefficient of determination Model 1 test results show an adjusted R-squared value of 0.412. This means that the skill development variable (X) can explain 41.2% of career development variables (M) and the remaining 58.8%. leads to other variables not included in Model 1. The results of the coefficient of determination test for Model 2 show an adjusted R-squared value of 0.442. This means that skill development (X) variables and career development (M) variables can explain 44.2% of emotional commitment (Y) variables. The remaining 55.8% are explained by other variables not included in Model 2.

#### 3.4 Hypothesis Testing

**Table 1.** Regression coefficient

Variable Relations	B	t	sig	hypothesis
Competency development (X) → Career development (M)	0,650	6,055	0,000	H1 Accepted
Career development (M) → Affective commitment (Y)	0,414	3,004	0,004	H2 Accepted
Competency development (X) → Affective commitment (Y)	0,335	2,431	0,019	H3 Accepted

Source: SPSS Outputs, 2023

##### a. Competency development (X) → Career development (M)

The significance value of the impact of competency development on career development is 0.000, which is less than 0.05. The value of the regression coefficient is 0.650 (positive). These results mean that hypothesis 1 is proven, which means that competency development has a positive impact on career development.

b. Career development (M) → Affective commitment (Y)

The significant value of the impact of career development on affective commitment is 0.004, which is less than 0.05. The value of the regression coefficient is 0.414 (positive). These results mean that hypothesis 2 is proven, which means that career development has a positive impact on affective commitment.

c. Competency development (X) → Affective commitment (Y)

The significance value of the impact of competency development on affective commitment is 0.019 which is less than 0.05. The value of the regression coefficient is 0.335 (positive). These results mean that hypothesis 3 is proven, which means that competency development has a positive impact on affective commitment.

### 3.5 Mediation test

The career development variable mediation test as an intermediary for the influence of competency development on affective commitment, is carried out with the help of the Sobel Test Calculator, as follows:

Input:		Test statistic:	Std. Error:	p-value:
a	0.650	Sobel test: 2.20027742	0.12230276	0.02778722
b	0.414	Aroian test: 2.1521791	0.12503606	0.03138325
s <sub>a</sub>	0.243	Goodman test: 2.25175174	0.11950696	0.02433796
s <sub>b</sub>	0.107	Reset all	Calculate	

Figure 2. Mediation test results

The p-value of the effect of career development as an intermediary for competency development on affective commitment is 0.027 which is less than 0.05, which means that the career development variable is able to mediate the effect of competency development on affective commitment.

### 3.6 Discussion

a. Competency development to career development

The results of the study found that competency development has a positive impact on career development. This means that an increase in career development will affect an increase in career development. Competency development can improve the qualifications and skills of a teacher, thereby opening up opportunities to advance in their careers. When a teacher develops their competence, they can improve their performance in school. This can make them more productive and effective in their jobs, which can strengthen their position in the schools where they work. This can open up opportunities for advancement or promotion. In addition, competency development can also prepare a person to take on greater responsibility in the future. By developing their skills and knowledge, a teacher can broaden their area of responsibility and gain a better understanding of the profession in which they work. This can increase self-confidence and allow a teacher to take risks and pursue greater opportunities. Thus, competency development can open doors for better career development and help a person achieve their goals in a career. This result is in line with the results of research which found that competency development has a positive influence on career development (Bocciardi et al., 2017).

b. Career development to affective commitment

The results of the study found that career development has a positive impact on affective commitment. This means that an increase in career development will affect an increase in affective commitment. When a teacher feels that they have the opportunity to develop their career at the school where they work, they tend to feel more affectively attached to that school. When a teacher feels that they have the opportunity to develop and advance their career at work, they tend to feel more emotionally involved with the company or organization. They feel that the company cares about their needs and aspirations, and they have a more positive relationship with the school. In addition, career development can also increase a teacher's self-confidence and provide a greater sense of achievement. This can make a teacher feel happier and more satisfied with their job, and strengthen their affective commitment to the school they work for. These results are in line with the results of research which found that career development has a positive influence on affective commitment (Knezović & Greda, 2021).

c. Competency development to affective commitment

The results of the study found that competency development has a positive impact on affective commitment. This means that an increase in competency development will affect an increase in affective commitment. When schools provide opportunities and support for teacher competency development, this can increase teachers' self-confidence and work skills, which in turn can increase their sense of affective commitment to the school. Teachers who feel supported and valued by companies in developing their competencies tend to feel more emotionally attached to the company. They feel that the school attends to their needs and aspirations, and gain a sense of ownership of their work. In addition, when teachers can gain new expertise or additional skills through competency development, this can increase their confidence in their work and make them more motivated to make a better contribution at work. This can increase their sense of accomplishment and job satisfaction, which in turn can increase their affective commitment to the school. This result is in line with the results of research which found that competency development has a positive influence on affective commitment (Jönsson & Schölin, 2016; Naim & Lenka, 2017).

d. Development of affective commitment competence through career development

The career development variable is able to mediate the impact of competency development on affective commitment. This means that an increase in career development will increase the influence of competency development on affective commitment. In order to develop affective commitment through career development, schools must provide adequate support and opportunities for teacher competency development. This can include training and development, mentorship programs and clear promotion opportunities. By providing this support, schools can strengthen teachers' bonds with the school and strengthen their affective commitment to the school. This is in line with the assumptions from previous research that competency development has a positive impact on career development (Bocciardi et al., 2017), and career development has a positive impact on affective commitment (Knezović & Greda, 2021). It can be said that career development can act as an intermediary for the influence of competency development on affective commitment.

#### 4. CONCLUSION

Based on the results of the study it was concluded that competency development has a positive impact on career development, career development has a positive impact on affective commitment. competency development has a positive impact on affective commitment. Career development is able to mediate the impact of competency development on affective commitment. This result means that good competency development supported by good career development will also increase affective commitment.

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