

Commitment Factor in the Islamic Elementary School Environment

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ABSTRACT

This study aims to see how much influence leadership and motivation have on Teacher Commitment in one of the Islamic elementary schools in Bekasi City, Indonesia. This type of research is qualitative research by distributing questionnaires to teachers as many as 48 people. The results of this study indicate that: Simultaneously leadership and motivation affect teacher commitment, and partially leadership and motivation affect teacher commitment.

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1. INTRODUCTION

Every citizen has the same right to obtain quality education and it is administered in a democratic, just and non-discriminatory manner by upholding human rights, religious values, cultural values and national pluralism, where education is a provision for the life of the nation and state so that every nation and state has competence and is able to compete globally. This is of course supported by the quality of national education which in principle is carried out through participation and quality control of education services. Regarding the commitment to improve the quality of education, of course it cannot be separated from the various supporting factors that exist in the implementation of education, one of which is the presence of teachers who have a very important role, of course concerning the quality and commitment shown by the teacher himself which is an important concern in carrying out his duties. as educators.

Based on the results of researcher' observations of the teacher absentee level, it was stated that some teachers still violated the arrival and return hours regulations, and also according to the results of interviews, the rules every teachers enters at 07:25 WIB and go home at 15:00 WIB, but there are still some teachers who tend to violate it, this is certainly a picture of the commitment of every teacher there.

The above indicates that the teacher's commitment has decreased and of course will hamper the teaching and learning process and seriousness in efforts to optimally improve the quality of education. It is suspected that there are factors that influence teacher commitment in carrying out their duties.

Based on data from pre-research results related to leadership variables, the most dominant are communication, rewards or incentives and punishments or sanctions. Of the 30 teachers as respondents, the results were as many as 83.3% of teachers stated that the leadership always

communicated the targets and goals to be achieved, while 16.7% of teachers said otherwise. Meanwhile, 23.3% of teachers stated that leaders carried out rewards and punishments to subordinates when they successfully carried out their duties properly and 76.7% of teachers stated otherwise. This illustrates that some teachers consider what has been done well to receive less appreciation or rewards as expected by some teachers, so some teachers feel the need to be rewarded by the leadership as a form of attention and appreciation. And as much as 46.7% of leaders gave punishment to subordinates when they violated their duties while 53.3% of teachers stated the opposite, which illustrated that some teachers thought that sanctions for violations committed by teachers in carrying out their duties were not strict enough to be enforced. so that some teachers feel that there are no strict rules that can have an effect that can increase teacher commitment and loyalty as educators, and also tend to cause negligence of their obligations and responsibilities towards the teaching and learning process in schools because they have never received punishment which makes them deterrent which makes teachers to more discipline and maintain a high commitment.

In addition, to strengthen the phenomenon of teacher motivation, researchers conducted pre-research on 30 teachers. Based on pre-research data, it was stated that 46.7% of teachers were satisfied with the incentives or additional income allowances they received and 53.3% of teachers said they were not satisfied. This illustrates that some teachers feel that the incentives they receive are unsatisfactory so that this condition reduces teacher motivation in carrying out their duties. balanced with the responsibility or workload given to teachers also makes some teachers feel bored so that it reduces their motivation for the responsibilities given which states that 76.7% of teachers feel the work responsibilities given motivate them to show their best while 23.3.% of teachers say otherwise. and 46.7% of teachers felt that the performance shown had been appreciated by the school and 53.3% of teachers said otherwise. This illustrates that some teachers feel the need to be appreciated for their performance by the school, because this can result in a decrease in the work motivation of some teachers. Based on the phenomenon above, researchers are trying to conduct in-depth research on teacher commitment.

2. RESEARCH METHODS

The research conducted by this researcher is a quantitative explanatory research where the researcher uses explanatory quantitative, namely research that aims to explain the relationship of a variable with other variables to test a hypothesis.

The variables in this study are the independent variable and the dependent variable. Where the independent variables are Leadership (X1) and Motivation (X2), while the dependent variable is Teacher Commitment (Y).

As for the data collection techniques used by researchers, namely:

- a. Field Survey or Direct Observation, that is, to obtain the necessary information, the author makes direct observations in the field to obtain descriptions of the problems faced by directly observing the teacher's behavior.
- b. Deep Interviews pre-research, namely data collection by way of question and answer which is carried out systematically and based on research objectives.
- c. To collect research data, a questionnaire was chosen as the data collection method for this research. The questionnaire is a list of written statements that have been previously formulated to be answered by respondents.

3. RESULTS AND DISCUSSIONS

The t statistical test (t test) aims to see how far the influence of one independent variable has on the dependent variable by assuming the other independent variables are constant. So this t statistical test is used to determine whether there is a partial effect between Leadership and Motivation on Commitment. Test results in the table below:

Table 1. Test results

Model	Standardized Coefficients	t	Sig.
	Beta		
1 (Constant)		1,033	,307
Leadership (X1)	,284	2,813	,007
Motivation (X2)	,420	4,426	,000

Dependent Variable: commitment (Y)

Based on the table above it can be concluded that:

- The t count value of the Leadership Variable (X1) is 2.813. The tcount value is $2.813 > t_{table}$ 2.015 and a significance value of $0.007 < 0.05$. It can be concluded that H0 is rejected and H1 is accepted, meaning that Leadership (X1) partially has a significant effect on Commitment (Y).
- The t count value of the Motivation Variable (X2) is 4.426. The tcount value is $4.426 > t_{table}$ 2.015 and a significance value of $0.000 < 0.05$. It can be concluded that H0 is rejected and H2 is accepted, meaning that motivation (X2) partially has a significant effect on commitment (Y).

The F statistic test was conducted to find out whether all the independent variables included in the model have a joint or simultaneous effect on the dependent variable. The results of the Fcount test are as shown in the table below:

Table 2. Fcount test

Model	F	Sig.
1 Regression	29,255	,000 ^b
Residual		
Total		

a. Dependent Variable: Commitment (Y)

b. Predictors: (Constant), Motivation (X2), Leadership (X1)

Based on the table above, the Fcount value is 29.255. The value of Ftable is obtained by using the formula $F_{table} = F(k; n-k) = F(3; 45) = 2.79$. Then H0 is rejected and H4 is accepted, because the Fcount value is $29.255 > F_{table}$ 2.79 and a significance value of $0.000 < 0.05$. It can be concluded that Leadership (X1) and Motivation (X2) simultaneously have a significant effect on Commitment (Y)

The Effect of Leadership on the Commitment of Islamic Elementary School Teachers

The results of this study indicate that leadership (X1) has a significant effect on commitment (Y). all power shown. What is displayed by a leader will certainly be a role model for teachers. Characteristics that are sufficient have the strongest influence on Teacher Commitment, namely Ideal Influence, where this can create teachers' respect for leaders, teachers feel confident and give confidence that leaders are able to be the main mover in achieving organizational goals that is able to become a role model for teachers, this can automatically provide influence and efforts to increase teacher commitment which will have an impact on the loyalty and involvement of teachers in the organization.

These findings support George R. Terry's theory (2010:9), which states that leadership is an activity to influence people so that they are directed towards achieving organizational goals. Leadership includes the process of influencing in determining organizational goals, motivating the behavior of followers to achieve goals, influencing to improve the group and its culture. This means that leadership in Islamic elementary schools can influence and move the commitment of the teachers in it.

In addition, the results of this study are also in line with previous research conducted by Chan Sook Leng et. al. (2014: 107) where there is a significant influence between leadership on commitment. Likewise with the results of Amna Mahmood's research (2015: 96), which states that leadership has a positive and significant effect on commitment.

The Effect of Motivation on the Commitment of Islamic Elementary School Teachers

Motivation (X2) has a significant effect on Commitment (Y). this means that motivation can influence the increase in Islamic Elementary School Teacher Commitment. The role of motivation is to be a driving force that can increase the morale of teachers, of which of course there are many factors that can foster self-motivation of teachers. the characteristics that most influence the teacher's commitment are the Hygiene Factor, this shows that teachers expect rewards or salaries that are in accordance with the workload, more comfortable working conditions and make teachers more enthusiastic about carrying out work and are supported by school policies that can encourage teacher enthusiasm and need to create a more solid working relationship between teachers. So that the teachers feel that to survive in the organization is an awareness and obligation that must be done. So that in this case it can be an effort to motivate teachers to remain committed in carrying out their duties and obligations.

These findings support Terry's theory (2012: 130) which suggests that work motivation is said to be an effort so that someone can complete work with enthusiasm because someone wants to do it, meaning that to be able to motivate the work of teachers there needs to be effort that can encourage teachers to be able to complete their work. to finish. This is also in line with the research results of Supramono, et. al. (2015: 169), which states that motivation has a significant effect on teacher commitment. Likewise with the results of research by Nurdiana Eka Putri, Abdul Hakim, and Makmur (2015: 39), which states that motivation has a significant effect on commitment.

The Effect of Leadership and Motivation Simultaneously on the Commitment of Islamic Elementary School Teachers

In this study the results show that Leadership (X1) and Motivation (X2) simultaneously affect Commitment (Y). this means that Leadership, Motivation can simultaneously affect the increase in the commitment of Islamic Elementary School teachers.

The existence of teachers as human resources is indeed the main driver in the teaching process in Islamic elementary schools, where commitment must be maintained for the success of the world of education, which of course their commitment promises optimal results in the implementation of education for the general public, especially those around Islamic elementary schools. has contributed knowledge which can certainly advance the nation's generation to get quality education which can be reflected through the seriousness and high commitment of the teachers.

4. CONCLUSION

In the research that has been done this concerns the subject of Teacher Commitment in Islamic Elementary Schools, where researchers examine several variables that can affect Commitment, namely Leadership and Motivation.

Based on the research findings and hypothesis testing, this study resulted in the following conclusions: Leadership partially has a significant effect on Teacher Commitment in this Islamic Elementary School, while the results of the correlation analysis between dimensions, the strongest dimension is the Idealized Influence dimension on the Continuing Commitment dimension. Motivation partially has a significant effect on Teacher Commitment in this Islamic Elementary School, while the results of the correlation analysis between dimensions, the strongest dimension is the Hygiene Factor dimension on the Normative Commitment dimension. Motivation will have an influence on increasing Teacher Commitment, because with high motivation teachers will feel at home and comfortable to linger in the organization, in this case in the Islamic Elementary School environment so that teachers are loyal in carrying out their duties and obligations. The results of the study show that the variables of Leadership, Motivation and together (simultaneously) have a significant effect on Teacher Commitment in this Islamic Elementary School.

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