

Effect of Awards and Perception Towards the Work of The Commitment of The State High School Teacher's Organizational Commitment

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Abstract

This research can find out (1) the impact of appreciation on the understanding of the work of public high school teachers, (2) the impact of rewards on organizational loyalty of public high school teachers, and (3) the impact of job understanding on organizational loyalty of public high school teachers. The research methodology used is a survey with lane analytical techniques in testing the thesis. This study used samples of about 96 state high school teachers to take simple random samples (simple random samples). This research was conducted in the North Jakarta area. Based on the details of the thesis test, the research results can be broken down as follows: (1) there is a direct positive impact of rewards on job understanding; (2) there is a direct positive impact of rewards on organizational loyalty; and (3) there is a direct impact of positive job understanding on organizational loyalty. The implementation of this research is an effort to increase the loyalty of public high school teachers, which can be implemented through increasing appreciation and understanding of work.

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INTRODUCTION

Schools as educational organizations are places where the teaching and learning process takes place to achieve national development goals (Gampu et al., 2015). The success of educational purposes in schools depends on the human resources in the school, namely principals, teachers, students, administrative staff, and other education personnel. In addition, it must also be supported by adequate facilities and infrastructure. Qualified educators are needed to form human beings following national development objectives, which essentially aims to improve the quality of human beings and all advanced, modern Indonesian people.

The role of education is undoubtedly strongly influenced by the position of teachers as educators (D. Darmawan, et al.). However, it is not good if the teacher is less committed to his work because he has to do a side job other than teaching. Organizational commitment is a condition in which an employee favours a particular organization and has goals and desires to maintain membership in the organization. The presence of high job involvement means that an individual favours one specific job, while high organizational commitment means that he favours the organization that recruited the individual.

Commitment to positive work can be realized if an atmosphere allows all school members to adjust to the actual situation (Klein & Park, 2015). Teachers are oriented towards organizational goals to be achieved by students and the current educational purposes of providing graduation for students to take national exams to succeed in education at the upper secondary level. Based on the data we obtained, 24 students from high school (SMA) in North Jakarta did not pass the National Examination. North Jakarta is the city with the lowest pass percentage in Jakarta, 99.70%. Based on data reported by the DKI Jakarta Education Office, East Jakarta holds the first rank of graduation, 99.89%, South Jakarta 99.87%, West Jakarta 99.85%, and Central Jakarta 99.76%. While in North Jakarta as a whole, 7,087 students take the national exam from various public and private high schools. Of that number, 0.30 per cent did not pass.

The introduction of an effective professional growth strategy is an important action to ensure that the trainer preserves an expert condition (Jarad et al., 2020). North Jakarta's low graduation rate was also agreed by the Head of the North Jakarta School Principal Working Group (K3S) Taga Radja Gah, S.Pd, M.Pd, that regarding the West Jakarta National Examination, 16 people (0.16%) failed, Central Jakarta 17 people (0.30%), East Jakarta, 21 people (0.12%), South Jakarta, 23 people (0.16%), North Jakarta, 24 people (0.32%). The small value of the North Jakarta National Examination shows that the organizational commitment has not been achieved, which consists of 3 components, one of which is the success of the goals and values of the organization.

Based on the above opinion, it can be concluded that teacher commitment emphasizes the individual process of identifying himself with the values, rules, and goals of the school organization (Kools & Stoll, 2016). To achieve the goals of the school organization is strongly influenced by the behaviour of the teacher itself because in essence the behavior of teachers is oriented to the desire to achieve goals (Laub, 1999). Even though the government has tried to increase teacher commitment with the government's seriousness in ensuring the feasibility of teachers' lives. Various programs raise teacher degrees such as certification allowances and others (Secolsky, 2012). The high salary and rewards in the form of certification have made the number of teachers increase from year to year. The low commitment of teachers to the organization can be seen by not achieving organizational goals with the low level of student graduation in the national exam (Colquitt et al., 2012). One of the factors to increase commitment is to provide rewards in the form of salaries, incentives, and allowances by the wishes and needs of teachers. Teacher dissatisfaction with rewards and status uncertainty also play a role in reducing organizational commitment. Teachers who have a positive perception of the fairness of rewards will judge that the rewards given are fair so that it

shows the teacher's desire to remain in the organization, has an attitude of loyalty, and accepts the organization's values and goals. Conversely, teachers who have a negative perception of rewards will have an impact on the psychology of the teacher itself, causing a desire to move from the organization, lowering loyalty, not being optimal in achieving organizational values and goals or in other words having the low commitment to the organization.

Genuine management is actually an innovator that could be truthful along with themselves as well as his followers (Schein, 2017). Authentic innovators should know on their own as well as foster self-awareness of their employees towards function efficiently. Genuine management has actually 4 elements: self-awareness, ethical point of view, stabilized handling, as well as relational openness. Tutors that have actually genuine management mindsets could be industrialized, however it takes a very long time towards develop. When Tutors don't create errors, innovators are actually certainly not extremely pleased since they don't strive as well as don't expand. Knowing for the management of the Neighborhood Knowing Task Facility starts along with knowing coming from errors within oneself (Irvansyah et al., 2021).

Based on these considerations, researchers want to know whether there is a relationship between rewards and organizational commitment perceptions. The researcher hopes that this research can increase knowledge in education, especially school organizations related to perceptions of work and organizational commitment. The practical benefit of this research is to help organizations evaluate problems and teacher performance related to perceptions of rewards and organizational commitment, as well as providing suggestions for making policies that can foster positive perceptions of the rewards given and employee commitment in the organization so that teachers can maximize their work and achieve organizational goals to the fullest.

METHODS

This research generally aims to get an overview of rewards and perceptions in their influence on organizational commitment. In particular, this research is to find out the following things (Sanders, 2009). (1) The direct effect of rewards on organizational commitment. (2) The direct effect of perceptions of work on organizational commitment. (3) The direct effect of rewards on perceptions of work. This research was conducted on teachers of SMA Negeri (SMAN) in the North Jakarta Municipality area. The research was carried out in approximately 5 (five) months. The target population in this study were teachers of public high schools in the North Jakarta Municipality Area. The population is 126 civil servant teachers from public high schools in North Jakarta who serve as the sample frame. In determining the size of the research sample, it refers to the data analysis technique used. This study uses correlational analysis techniques (Olive, 2017). Organizational commitment is a condition where someone in the organization believes in the values and goals of the organization, is actively involved in the organization, works hard for the organization, exerts all his abilities and efforts for his organization and a sense of belonging to the organization and does not want to leave the organization with indicators 1) loyalty towards the organization, 2) being involved in the organization 3) working hard, 4) staying in the organization 5) a sense of belonging.

RESULTS AND DISCUSSION

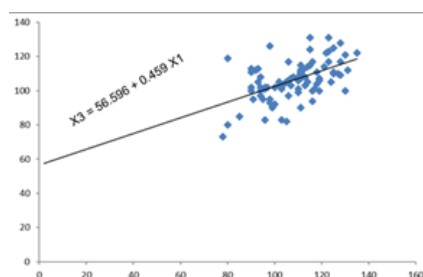
This study consisted of three variables, namely two exogenous variables as predictors and one endogenous variable as a response. The two exogenous variables are appreciation and perception of work, while one endogenous variable is organizational commitment. The following data is presented for the three variables in table 1 below:

Table 1. Descriptive Data

Variable	Tot	Mean	Modus	Median	Variance	SD
X ₃	10197	106,22	105	106	118.12	10.87
X ₂	9992	108,15	111	110	155.81	12.48
X ₁	10382	102	115	102.5	78.88	8.88

From the results of the calculation of the answers given by 96 teachers as the research sample, the theoretical score range regarding commitment is between 27 to 135. This value is obtained with the assumption that if each respondent answers at least 1 for all questionnaire items, then the minimum score is 27, and if each respondent gives a complete answer to each item in the questionnaire, then the maximum score is 135. At the same time, the empirical score spreads from 73 to 131, so the score range is 58. After statistical calculations, the number is 10197, and the average is 106.22, mode 105, median 106, variance (difference) 118.12, and standard deviation 10.87. The sum of the lengths of class 7 and the number of classes 8.

Furthermore, the use of statistical regression analysis techniques to test the relationship between variables must be linear. If the nature of this relationship is not met, then the regression and correlation analysis techniques cannot be performed. Based on the results of the calculation of the regression significance test in table 2, the F-count value is 36.13, while the F-table price with a degree of freedom in the numerator of 1 and df in the denominator is 96 at a significance level of = 0.01 of 6.95. Thus $F_{count} > F_{table}$, then the regression is significant. For the regression linearity test, the value of F-count is 1.13 while F_{table} with df in the numerator of 39 and df in the denominator of 55 at the level of meeting the requirements, among others, that the variables must be linear. If the nature of this relationship is not met, then the regression and correlation analysis techniques cannot be performed. Linearity test of appreciation to organizational commitment. The use of statistical regression analysis techniques to test the relationship between variables must meet the requirements, among others, that the variables must be linear. If the nature of this relationship is not met, then the regression and correlation analysis techniques cannot be performed.

**Figure 1.** Regression Diagram Model $X_3 = 56.596 + 0.459 X_1$

The value of F-count is 1.13, while the value of F-table with df in the numerator is 39, and df in the denominator is 55 at a significance level of = 0.05, which is 1.67. Thus, because F-count is smaller than F_{table} , the equation $X_3 = 56.596 + 0.459 X_1$ is linear. For more details, the summary of this linearity test can be seen in table 2:

Table 2. ANOVA

	Model	Sum of Squares	df	Mean Square	F	F(Table) 0,05
1	Regression (a)	1083112,59	1			
	Regression (b)	3116,51	1	3116,51	36,13	3,95
	Residual	8107,90	94	86,25	1,67	1,67
	Total	96	96			

The correlation coefficient between rewards and perceptions of work with a correlation coefficient value of $r_{12} = 0.70$. Three hypothesis testing consists of: the first hypothesis is that there is a direct effect of rewards on organizational commitment; secondly, there is a direct effect of perceptions of work on organizational commitment; and thirdly, there is a direct effect of rewards on perceptions of work. Each of these three hypotheses will be tested based on the correlation coefficient between the variables with the implementation of the path analysis matrix as follows:

Table 3. Correlation Matrix

	X ₁	X ₂	X ₃
X ₁	1	0.7023	0.5269
X ₂		1	0.5347
X ₃			1

The Effect of Rewards on Organizational Commitment. The research hypotheses tested to explain the effect of rewards on organizational commitment can be stated in statistical hypotheses, as follows:

H₀: 31 0: Awards have an indirect or negative effect on organizational commitment.

H₁: 31 > 0: Awards have a direct positive effect on organizational commitment.

The linear regression equation X₃ over X₁ describes the magnitude of the effect of rewards on organizational commitment, the correlation coefficient between rewards and organizational commitment is $r_{13} = 0.53$. Reward path coefficient on organizational commitment; $p_{31} = 0.299$. After that, a t-test was carried out on the path coefficient value to determine the significance of the path coefficient as listed in table 4.

Table 4. Path Coefficient

Sample (n)	Path	t	t (a) 0,05
96	0,53	3,04**	1,66

It can be concluded that there is a direct positive effect of appreciation on teacher organizational commitment. Thus H₀ is rejected, meaning that hypothesis one is proven. The Effect of Perception on Work on Organizational Commitment. The research hypotheses tested to explain the effect of job perception on organizational commitment can be stated in statistical hypotheses, as follows:

H₀: 32 0: Perception of work has an indirect or negative effect on organizational commitment.

H₁: 32 > 0: Perception of work has a direct positive effect on organizational commitment.

The linear regression equation X₃ over X₂ illustrates the magnitude of the effect of perception on work on organizational commitment. From the calculation obtained, the correlation coefficient of perception of work with the organizational commitment of $r_{23} = 0.54$.

Table 5. Path Coefficient

Sample (n)	Path	t	t _{table}	
			0,05	0,01
96	0,54	3,33**	1,66	2,36

The linear regression equation X2 over X1 describes the magnitude of the effect of rewards on perceptions of work. From the calculation, the correlation coefficient between appreciation and perception of work is $r_{12} = 0.70$. Thus the path coefficient of the reward on the perception of work; $p_{21} = 0.70$. After the t-test was carried out on the path coefficient values to determine the significance of the path coefficients as shown in the table:

Table 6. Path Coefficient

Sample (n)	Path	t	t _{table}	
			= 0,05	= 0,01
96	0,702	9,56**	1,66	2,36

Based on the results of data analysis, it can be concluded that there is a direct positive effect of appreciation on perceptions of employee work. Thus H_0 is rejected, meaning that the third hypothesis is proven. Based on all the path coefficient analyzes above, the final hypothetical path analysis model can be obtained as follows:

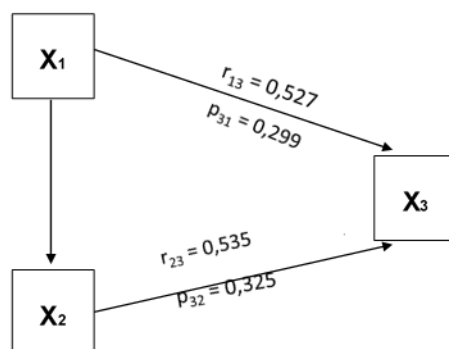


Figure 2. Hypothetical Final Model of Path Analysis

The Effect of Rewards on Organizational Commitment. In proving the first hypothesis, it turns out that there is a direct effect of reward on organizational commitment, with a correlation coefficient of $r_{13} = 0.527$ and a path coefficient of $p_{31} = 0.299$. Thus it can be interpreted that the more conducive the award affects the right teacher organizational commitment. On the other hand, the less conducive the award, the less precise the teacher's organizational commitment.

The findings of this study follow the theory put forward by Michael Armstrong, explaining that "pay is often a dominant factor in the choice of employer, and pay is an important consideration when people are deciding whether yes or not to stay with an organization" (Armstrong et al., 2005). Salary (reward) is often the dominant factor in the choice for workers, and salary is one of the considerations when people decide whether or not to prefer to stay (commit) with an organization.

According to (Colquitt et al., 2012), "my current job duties are very rewarding. . . the middle columns reflect some cost-based reasons for staying, including issues of salary, benefit, and promotions. The work assignments value the middle column describes some of the fundamental reasons for commitment, including pay, benefits, and promotions. The reason expresses the type of affective organizational commitment that employees are loyal to the organization based on the financing obtained, including salaries, benefits, and promotions.

According to (Gibson et al., 2011) James L. Gibson et al. rewards and organizational commitment, "intrinsic rewards are essential for developing organizational commitment. Intrinsic rewards are essential for developing organizational commitment. The effect of rewards and organizational commitment in "McGregor's theory X and theory Y, commitment to organizational objectives is associated with rewards like pay promotion, etc., ego satisfaction and satisfaction of self-actualization needs". . the effect of rewards and organizational commitment in "McGregor's theory X and theory Y, the goals of organizational commitment are related to rewards such as salary promotions, etc ego satisfaction and satisfaction of the need for self-actualization.

(Robbins & Judge, 2012) also said, "profit-sharing plans have also been linked to higher levels of employee affective commitment, especially in small organizations". Reported profit-sharing patterns have also been associated with higher levels of employee affective commitment, especially in small organizations. From the description above, it is suspected that appreciation has a direct effect on organizational commitment. In other words, positive rewards will create positive organizational commitment among teachers. Thus it is clear that the award affects organizational commitment. The effect of perception on work on organizational commitment. In proving the second hypothesis, it turns out that there is a significant direct effect of perception on work on organizational commitment, with a correlation coefficient of $r_{23} = 0.535$ and a path coefficient of $p_{32} = 0.325$. Thus, it is interpreted that the more effective the perception of work affects the exemplary organizational commitment. On the other hand, the more ineffective the perception of work affects the teacher's organizational commitment, which is less precise.

Stephen P. Robbins and Timothy A. Judge explain the effect of perception on organizational commitment: There are three separate dimensions to organizational commitment: 1) affective commitment, 2) continuance commitment, 3) Normative commitment. One study found that affective commitment was a significant predictor of various outcomes (perception of task characteristics, career satisfaction, intent to leave) in 72 per cent of the cases, compared to only 36 per cent for normative commitment and 7 per cent for continuance commitment. " (Robbins & Judge, 2012) the effect of perception on organizational commitment, there are three different dimensions of organizational commitment: 1) affective commitment, 2) continuance commitment, 3) normative commitment (conditional). One study found that affective commitment was a significant predictor of multiple outcomes (perceived task characteristics, career satisfaction, intention to leave) in 72 per cent of cases, compared with only 36 per cent for normative commitment and 7 per cent for continuance commitment. Based on the description above, it is suspected that the perception of work has a direct positive effect on organizational commitment. Julian Barling the influence of perceptions and organizational commitment: One observation worth noting is that there are relatively few studies concerning the influence of union characteristics and perceptions on union commitment (Rahayu et al., 2013). The consistency with which aspects of the union (such as instrumentality perceptions) predict union commitment and pro-union voting together with research suggesting that union commitment is more a result of union than organizational characteristics and processes point to the need for future research to direct more attention to union characteristics and perceptions.

One noteworthy observation is that there has been relatively little research on the effect of union characteristics and perceptions on union commitment. The consistency of aspects of union (perception of mediation) predicting union commitment and pro-union vote together with research showing union commitment is an outcome of union organizational characteristics and processes suggests the need for future research to direct more attention to union characteristics and perceptions. (Dean, 2002) explains the effect of perceptions on organizational commitment: Both perceptions of quality and customer orientation of the call centre were related to loyalty to the providing organization, and perceptions of quality partially mediated the customer orientation to

loyalty relationship. The effect of perception on organizational commitment, both perceived quality and customer orientation of the call centre, is related to loyalty to the providing organization, and perceived quality is partially mediated by customer orientation towards relationship loyalty.

(Geller, 2015) on perception and commitment said, "we need only reflect on our own lives to appreciate the power of choice and how the perception of choice and personal control makes us more motivated, involved, and committed". (Geller, 2015) explains the influence of perception on commitment. We only need to reflect on our own lives to appreciate the power of choice and how perceptions of choice and personal control make us more motivated, engaged, and committed. Thus it is clear that the perception of work affects organizational commitment—the Effect of Appreciation on Perception of Work. In proving the third hypothesis, it turns out that there is a direct and significant effect of reward on perceptions of work, with a correlation coefficient of $r_{12} = 0.702$ and a path coefficient of $p_{21} = 0.702$. Thus, it can be interpreted that the more conducive the award, the more effective the perception of the teacher's work. On the other hand, the less conducive the reward, the less effective the perception of the teacher's work.

The findings of this study are reinforced by the theory of (Robbins & Judge, 2012), explaining the meaning of rewards and perceptions of work in their book, saying, "eliminating extrinsic rewards can also shift an individual's perception of why she works on task from an external to an internal explanation". (Robbins & Judge, 2012) said that about rewards and perceptions of work, eliminating extrinsic rewards can also shift an individual's perception of why he should work on additional and internal tasks. According to (Colquitt et al., 2012), reward and perception: Value-percept theory also suggests that people evaluate job satisfaction according to specific "facets" of the job. After all, a "job" isn't one thing—it's a collection of tasks, relationships, and rewards. According to LePine Colquitt Wesson, value perception theory also shows that people assess job satisfaction depending on the specific joints of the job. Overall, a job is not just one joint but consists of a collection of tasks, relationships, and rewards.

(Apasu & Buatsi, 2015) on the effect of rewards and perceptions: The study also investigates the effect of similarity between organizational and personal values (value congruence) on the perception of rewards. When individuals perceive the organization's values as similar to their own, rewards obtainable from the organization become an essential source of personal motivation and satisfaction. On the effect of rewards and perceptions, this study also examines the similarity between organizational and personal values (value congruence) on perceptions about rewards. When individuals' perceptions of organizational values align with their wishes, the rewards obtained from the organization become an essential source of personal motivation and satisfaction. Differences in perception can also lead to conflict. For example, managers and workers may not have a shared perception of what motivates people. In this case, the reward system can create conflict if managers provide what they think employees want rather than what employees want. Differences in perception can lead to conflict. For example, managers and workers do not share the same perception of what motivates people. In this case, the reward system creates conflict if managers give them what they think employees want rather than what employees want. Thus it is clear that the award affects the perception of work.

CONCLUSION

Based on the analysis of the research results, several research findings can be submitted as follows: (1) Awards have a direct positive effect on organizational commitment. This means that the accuracy of the award increases the organizational commitment of State Senior High School teachers in North Jakarta. (2) Perception of work has a direct positive effect on organizational commitment. This means that an increase in perceptions of work results in an increase in the

organizational commitment of State Senior High School teachers in North Jakarta. (3) Awards have a direct positive effect on perceptions of work. That is, an increase in appreciation results in an increase in perceptions of the work of public high school teachers in North Jakarta. Efforts are being made, among others: by giving praise, embedding awards, providing incentives, self-confidence, job security, and promotions to increase perceptions of work.

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