

The Influences of Principal's Supervision, Teacher's Empowerment, Achievement Motivation on Teacher's Organizational Commitment at the Junior High School

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Abstract—The study Aimed to analyze the influence of: **Principal's Supervision on Achievement Motivation, Teacher's Empowerment on Achievement Motivation, Principal's Supervision on Teacher's Organizational Commitment, Teacher's Empowerment on Teacher's Organizational Commitment and Achievement Motivation on Teacher's Organizational Commitment.** This research was conducted at the Junior High School in Medan Deli District and the total population was 159 teachers. The number of samples using the Krejcie as 113 teachers, with is used Proportional Random Sampling. Data collecting by questionnaire. Instruments for testing Validity and Reliability test. To test the research hypothesis, path analysis was used. The results Showed that **Principal's Supervision has a direct positive influence on Achievement Motivation, Teacher's Empowerment has a direct positive influence on Achievement Motivation, Principal's Supervision has a direct positive influence on Teacher's Organizational Commitment, Teacher's Empowerment has a direct positive influence on Teacher's Organizational Commitment and Achievement Motivation has a direct positive influence on Teacher's Organizational Commitment. To improve Teacher's Organizational Commitment can be done by increasing School Principal's Supervision, Teacher's Empowerment and Teacher's Achievement Motivation.**

Keywords—*principal supervision; teacher's empowerment; achievement motivation; organizational commitment*

I. INTRODUCTION

The quality of education in Indonesia is still problematic, however the government has sought to improve the quality of education by providing training to teachers, increased income, facilities and infrastructure even been given scholarships to rising education levels, but they have a significant influence on the improvement of the quality of education. Teachers also key to the success of education, because with the presence of the teacher is very influential on all education resources that exist such as, infrastructure, cost, technology, and information to function properly.

The organization as a desire of a person to remain a member of the organization [1]. Organizational commitment is

a degree or level where when members of the organization believe and accept organizational goals, and have the desire to stay within the organization [2]. From opinion above illustrates how important a person to have a commitment to the job. The negative impact caused by teachers who do not have the commitment, namely: (1) teachers do not work in earnest, (2) teachers do not provide the best service, (3) lack of responsibility of the teacher, (4) lack of discipline teachers. While the positive impact of teachers who are committed to: (1) teachers will work in earnest, (2) is proud of his profession as teachers, (3) the teacher more proactively fix themselves in accordance with the vision, mission and objectives of the school, (4) the teacher will always maintain the good name of the school and (5) the teacher always provide the best service to learners.

Based on preliminary studies conducted according to the observations of researchers in May 2019 in Junior High School district of Medan Deli problems encountered with low commitment of teachers' organizations, as evidenced by several problems, among others: Teachers do not work sincerely, teachers working in these schools because they expect a salary and remuneration other, still their teachers are not loyal to the organization of the school, there are still teachers who have not been proud of his profession as a teacher, there are still teachers who are earnest in teaching and maintaining the correct behavior in front of the participants of the students, such as smoking in public places, latecomer class, and return prematurely.

II. THEORETICAL STUDY

A. Organizational Commitment

Factors that can increase teachers' commitment to improve the success of their performance or success in teaching both from within and from outside of the teachers themselves have been found by some researchers. Commitment can be influenced by: 1) organizational mechanisms that includes the organizational culture and organizational structure; 2) group mechanisms which includes the style and leadership

behavior, leadership influence, the process in the group, and the character of the group; 3) individual characteristics which includes personality and cultural values espoused; and 4) individual mechanism include job satisfaction, stress, motivation, ethics, efforts to study and make a decision. The teacher who has the organizational commitment of high school tend to have a record attendance well, showing his loyalty to the organization's predetermined policy of the school, and have a lower turnover rate.

Based on the description of the commitments above, it can be argued that the commitment of teachers in this research is the desire of teachers to remain a member of the organization of the school which is caused by feelings of emotional organization, economic values perceived the teacher as a member of the organization and its obligation to remain with member organizations school.

B. Principal Supervision

Supervision is an activity and to help foster the growth that everyone had increased his personal and professional. Supervision is a business providing services to teachers, either individually or in groups in an attempt to improve teaching with the aim of providing services and assistance to develop teaching and learning situation that teachers do in the classroom [3]. Supervision is a coaching activity that is expected to enhance the ability of schools and teachers, therefore supervision program must be performed by a supervisor who has the knowledge and skills held relationship between individuals and technical skills [4].

As for as the leading manager of the principal is a key figure in promoting the development and progress of schools. The principal does not only increase the responsibility and authority in school programs, curriculum and personnel decisions, but also have a responsibility to improve accountability and student success program.

Some of the above description can be concluded that the principal is the organizer of education as well, namely: (1) become managers of educational institutions, (2) be the leader, (3) as a driver of educational institutions, (4) as a supervisor or supervisors, (5) as the creator climate conducive working and learning. In accordance with the role and duties of the above, the principal as school managers are required to create an effective school management.

C. Teacher's Empowerment

Basically empowerment constitute a waiver or exemption, not the human energy control performed by eliminating all regulations, procedures, orders and others who do not need, that hinders the organization to achieve its objectives. Teacher's empowerment aims to eliminate the barriers as much as possible in order to liberate the organization and the people

who work in them, releasing them from the barriers that slow down the reaction and inhibit their action.

Empowerment is a process in which teachers able to be involved, share, and influence which will ultimately have a positive impact on their lives. An important aspect of empowerment is that frees employee creativity [5]. Empowerment is an effort to provide resources, opportunities, knowledge, and skills to someone to increase capacity in determining their lives and to participate and influence the lives of their communities [6].

Based on the description of teacher empowerment, it can be concluded that empowerment is an attempt to increase the power streng that exists in the teacher to be more so that with the increase in power streng, the teacher becomes more creative than before.

D. Achievement Motivation

Motivation is a process that begins with a shortage of activities or needs that enable life or determination of behavior that leads to a goal or encouragement [7]. The thrust of achievement motivation in themselves to overcome all challenges and obstacles in an effort to achieve the goal. Achievement motivation is the urge to excel by a set of standards to for success [8].

Based on the description of the achievement motivation of the above it can be synthesized that achievement motivation of teachers is the encouragement that comes from inside of a teacher to do a job that is on the mark with the attitude of the teacher's responsibility in working, looking for feedback, willing to take risks that arise, creative, intelligent set the time and hard work in achieving organizational goals of the school.

III. METHOD

This study was conducted by quantitative methods, the population in this study is a junior high school teacher of Medan Deli district are 159 teachers, the number of samples in this study are determined based on Table Krejcie were: 113 people. To collect data, a questionnaire was conducted after being tested to determine the validity and reliability of the instrument.

IV. RESULTS AND DISCUSSION

A. Results

Description of the data to be presented in this section include variable data Principal Supervision (X_1), Teacher Empowerment (X_2) and Achievement Motivation (X_3) on Organizational Commitment (X_4) which are presented in summary in Table 1 below.

TABLE I. SUMMARY OF RESULTS DESCRIPTIVE ANALYSIS OF RESEARCH VARIABLES

	X1	X2	X3	X4
<i>N</i>	113	113	113	113
<i>Mean</i>	103.49	101.82	127.36	144.81
<i>Median</i>	103.00	101.00	127.00	150.00
<i>Mode</i>	102	101	125	151

Table 1. Cont.

<i>Std. deviation</i>	11 217	15 113	21 994	23 405
<i>Variance</i>	125 823	228 397	483 733	547 796
<i>Range</i>	52	56	100	95
<i>Minimum</i>	84	73	75	87
<i>Maximum</i>	136	129	175	182
<i>Sum</i>	11 694	11 506	14392	16 364

^a. Multiple modes exist. The smallest value is shown

Testing The research hypothesis is done by path analysts, after are carried out test requirements analysis, namely test data normality and linearity test. The calculation results turned out that the Research Data were normally distributed and the relationship between pairs of exogenous and endogenous variables had a linear relationship

Further to hypothesis testing conducted to answer the research problems that have been formulated by using statistical computing correlation coefficients and coefficients and following the path or significance testing are summarized in Table 2 below.

TABLE II. SUMMARY CALCULATION RESULTS CORRELATION COEFFICIENT, COEFFICIENT LINE OR SIGNIFICANCE

No.	Pair variables	Coefficient Correlation*	Coefficient Lane	T	t _{tabel} (5%)	Information
1	X ₁ -X ₃	r ₁₃ = 0.321	ρ ₃₁ = 0.254	2,885	1,980	Means Lane
2	X ₂ -X ₃	r ₂₃ = 0.359	ρ ₃₂ = 0,302	3,436	1,980	Means Lane
3	X ₁ -X ₄	r ₁₄ = 0.418	ρ ₄₁ = 0.275	3,296	1,980	Means Lane
4	X ₂ -X ₄	r ₂₄ = 0.370	ρ ₄₂ = 0.198	2,347	1,980	Means Lane
5	X ₃ -X ₄	r ₃₄ = 0.467	ρ ₄₃ = 0,308	3.541	1,980	Means Lane

*All of the significance of the correlation coefficient (t) is greater than t table (5%) = 1,980

Based on the prices of the path coefficient obtained from the calculation, can be described the path diagram study variables as in Figure 1 below.

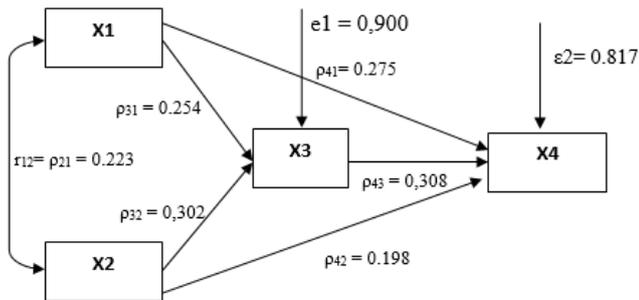


Fig. 1. Causal Relationship Empirical X₁, X₂, X₃ to X₄.

Based on Table 2, obtained all the coefficient values of greater than the value table $\alpha(0,05) = 1,980$ so that Ho refused

and H₁ accepted. Thus it can be concluded there is a direct influence Principal Supervision of the Achievement Motivation, there is a direct influence Empowering Teachers to the Achievement Motivation, there is a direct influence Principal Supervision of the commitment of the Organization, there is a direct influence Empowering Teachers to the Organizational Commitment, and there is a direct effect of Achievement Motivation on Commitments Organization.

Furthermore, presented a summary of the direct and indirect effects of Principal's Supervision (X₁), Teacher's Empowerment (X₂) and Achievement Motivation (X₃) on Organizational Commitment (X₄) in Table 3.

TABLE III. SUMMARY OF DIRECT AND INDIRECT EFFECTS OF RESEARCH VARIABLES

Variables	Influence				Total Effect
	On X ₄	Indirectly by multiplying the direct path coefficient with correlation coefficients of exogenous variables			
		X ₁	X ₂	X ₃	
X1	.0756	-	.0121	.0272	.1149
X2	.0392	.0121	-	.0219	.0732
X3	.0948	.0272	.0219	-	.1439
Total					.3320

In the table above, the influence of direct Principal's Supervision on organizational commitment of 7.56%, the influence of direct Teacher's Empowerment on Organizational Commitment of 3.92% and the influence of direct

Achievement Motivation on Organizational Commitment of 9.48%.

The indirect influence Principal's Supervision through Empowering Teachers to the Organizational Commitment of 1.21%. The indirect influence through the Principal Supervision Achievement Motivation on Organizational Commitment by 2.72%. Thus, the total direct and indirect influence Principal's Supervision of the Organization Commitment by 11.49%. The indirect influence Teacher Empowerment through the Principal's Supervision on Organizational Commitment of 1.21%. The indirect effect Teacher's Empowerment through Achievement Motivation on Organizational Commitment of 2.19%. Thus, the total direct and indirect influence Empowering Teachers to the Organizational Commitment of 7.32%. The indirect influence Achievement Motivation through Principal's Supervision on the Organizational Commitment of 2.72%. The indirect influence Teacher's Achievement through Empowerment Motivation on Organizational Commitment of 2.19%. Thus, the total direct and indirect effects of Achievement Motivation on Organizational Commitment of 14.39%. Total direct and indirect influence Principal Supervision, Teacher Empowerment Achievement Motivation on Organizational Commitment of 0.668 or 33.20%, while the remaining 0.668 or 66.8% percent are influenced by other factors, either Organizational Commitment itself or the factors exogenous other outside variables.

V. DISCUSSION

Based on the results of hypothesis testing, showed Supervising Principal positive direct effect on Achievement Motivation. These findings do not contradict the theory of Organizational Behavior Model Integration and support research that the Supervising Principal positive effect on Achievement Motivation. Research findings indicate Teacher Empowerment positive direct effect on Achievement Motivation. These findings support the theory of Integration Model of Organizational Behavior and previous studies the empowerment of employees and a significant positive effect on Achievement Motivation. Research findings showed that Principal Supervision positive direct effect on Organizational Commitment. The findings of this study support previous research that the supervision of Principal positive direct effect on Organizational Commitment. Research findings indicate Teacher Empowerment positive direct effect on Organizational Commitment. The findings of this study support previous research by Sian that the employee empowerment and significant positive effect on Organizational Commitment. Research findings showed Achievement Motivation positive direct effect on Organizational Commitment [9]. The study's findings support the theory of Organizational Behavior Model Integration and support research who found a positive direct effect Achievement Motivation on Organizational Commitment [10].

Results of testing the hypothesis turned out to receive the fifth hypothesis proposed research so as to find a model of Teacher Organizational Commitment in Medan Deli district. From the findings of this research is that the variables that most influence on Organizational Commitment is the Achievement Motivation, followed by variable Principal Supervision and Teacher Empowerment.

VI. CONCLUSION AND SUGGESTION

Based on the research finding, there is teacher commitment is the desire of the teacher to remain a member of the school organization both in terms of emotional value and economic value of the teacher as a member of the organization. The school principal is the organizer of education, the manager of the educational institution, the leader, the activator of the educational institution, as the creator of a work climate conducive to learning. Empowerment is an effort to increase the strength of the teacher in terms of increasing achievement motivation so that within a teacher doing work in accordance with the attitude of responsibility in work, willing to take risks that arise, creative, intelligent managing time and hard work in achieving the goals of school organizations.

Referring to the conclusion above, some suggestion were stated the principal as information in increasing the commitment of teacher organizations to be involved in decision making in schools so that members have the opportunity to receive training to improve teacher competency. Teachers as self-reflection material in order to improve quality and competence in order to love their work.

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