

ANALYSIS OF THE INFLUENCE OF WORK CULTURE AND PERSONALITY ON TEACHER'S COMMITMENT IN SCHOOL UNIT COOPERATION AGREEMENT (SPK)

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ABSTRACT

This study aims to determine the primary and straightforward effect of work culture and personality on teacher commitment moreover the effect of interaction between work culture and personality variables on commitment. The research method is a survey method with an ex-post-facto study using 2-way ANOVA with Tukey's test. The population of all schools of SPK teachers is accredited at least B and a sample of 227 teachers. The sampling technique was stratified and purposive random sampling. The results of the study (1) work culture have a positive and significant effect on work commitment; (2) personality has a positive and significant effect on work commitment; (3) The influence of work culture and personality simultaneously on work commitment is 77.6%, and significant; (4) Low work culture and low personality have a work commitment of 55.29 (low); (5) Low work culture and strong personality have a work commitment of 65.13 (medium); (6) High work culture and low Personality work commitment 70.63 (high); (7) High work culture and strong personality have a work commitment of 75.09 (very high).

Keywords: Commitment, Work Culture, Personality, SPK.

INTRODUCTION

Currently, the world is facing massive globalization and starting to strengthen the era of digitalization. This change must be directly responded to positively by millennials who have the characteristics of an out-of-the-box mindset, being creative and innovative, and quick adapting to technology. More comprehensive digital competencies include technical aspects related to hardware and software management and cognitive abilities related to knowledge and education (Sefton-Green, 2009; Falloon, 2020; Esteve-Mon et al., 2020). In the context of education, based on Digcom 2.0, European Commission (2015), there are at least five digital competencies, namely: information and data literacy; communication and collaboration; and the ability to solve and solve technical problems, be able to identify the needs and the required technological response, creativity in the use of digital technology, and able to identify the shortcomings of digital technology.

This condition was responded to quickly by the government and the community as education providers to accelerate to produce competencies in the digitalization era by granting school permits for cooperative education units (SPK). In addition to the SPK school policy, in January 2020, the government issued an independent learning policy, namely the creation of happy learning students, teachers as learning drivers.

SPK school is one of the solutions with national educational institutions and abroad, establishing cooperation with industry, alumni, government, and the community. It impacts the achievement of graduates who have the attitude and skills to compete domestically and with the other more advanced country. The Basic Education Cooperation Education Unit, from now on referred to as SPK, is a basic education unit for elementary and junior high schools held or managed based on cooperation between Foreign educational institutions (LPA) accredited/recognized in their country and Indonesian educational institutions (LPI) on formal channels following the provisions based on the Regulation of the Director-General of Basic Education of the Ministry of Education and Culture No. 105/C/KEP/LN/2014 concerning technical guidelines for cooperation in the implementation and management of primary education by foreign institutions and educational institutions in Indonesia. Implementing SPK school permits is undoubtedly determined by organizational commitment, especially teacher commitments directly related to learning tasks. Commitment is the ability and willingness to align personal behaviour with organizational needs, priorities, and goals (Aisyah, 2019; De Massis et al., 2014). Commitment makes someone loyal to an organization; therefore, it is necessary to be dedicated to the organization to keep working and carrying out their obligations correctly and adequately. Organizational commitment is how strongly a person is involved and identifies with the organization (Aranki et al., 2019). According to Jacobsen (2000) commitment is something that causes a person to be able to survive working in a company, and it is done with sincerity and happiness. The degree of commitment can be measured using the following criteria: (1) Knowledgeability, namely the ability to know the various types of jobs that have been selected according to the initial decision itself. (2) Activity directed toward implementing the chosen identity elements, namely the initial decision to implement activities focused on work that has been selected. (3) Emotional tone, the emotional involvement related to commitment. (4) Identification with significant others attempts to indicate himself against those who have worked in the fields of the selected job based on interest in him. (5) Projecting one's personal future, the employee has had a more precise direction about the future relating to the work that has been selected. (6) Resistance to being swayed that is trying to stay on the job that you have chosen is not easily shaken or replace option even though there is negative information about the selected job or any other area that is more interesting (Marcia et al., 2012).

A committed teacher is a teacher who has a strong desire to become a professional driving teacher (Demir et al., 2015). Teacher commitment must be evaluated periodically so that new teachers do not get too much work to improve the quality of learning on an ongoing basis (Darling-Hammond, 2017). Based on the results of previous research in one of the SPK schools, there is a turnover of 7 teachers or 20% of teachers every year (Aprianto, 2020). It shows that teachers are not loyal to their organizations so that it has an impact on parents' lack of trust in sending their children to these schools because students and teachers have to adapt again. Commitment can be influenced by personal tendencies as well as organizational intervention. One of the focuses in schools as an institutional unit focuses on connecting curriculum, teacher, and learning needs (Dimmock & Walker, 2000).

Based on the research results, the factors that influence commitment are internal factors, namely personality, and external factors are work culture (Ingarianti, 2017). George Kelly views personality as a unique way of interpreting life experiences (Kelly, 2003). Organizational commitment can be classified into effort commitment to work attitude, affective commitment in an organization, and retention commitment.

Personality is something within the individual that guides the direction of the entire behaviour of the individual concerned (Doremus, 2020). Personality is a dynamic organization of individual psychophysical systems that determine individual behavior and thinking uniquely. Every individual has sensitivity to the situation (Marshall & Brown, 2006). Factors that influence the teacher's personality are nativism, the spirit of service, while external factors are the work environment. Teachers who have a devoted personality will be loyal to the organization (Tolentino, 2013). In addition, the work environment, such as socializing in a comfortable workplace, makes loyal to the organization (Rapti, 2013).

Work culture is a habit at work cultured by members of the organization as a form of work shown in behavioral habits. The organization of affective dynamics can never be reduced from the nature of only one individual involved. Maintaining a culture of professional learning communities (PLC) is complex and cannot be achieved without determination and growth (Hipp et al., 2008). The work culture carried out by a teacher is usually by applying conventional learning, which is considered easy to implement; namely, the teacher focuses on routine and usual things (Purba, 2020). The way a person influences and is influenced in a given situation depends on all other individuals participating in the organization (Mühlhoff & Slaby, 2018). Savage's research shows an increasing opposition between individual and collective cultures (Savage, 2019). Work culture positively affects teacher work commitment, 29.90% (Saragih & Suhendro, 2020). The better the work culture, the higher the teacher's work commitment or vice versa. The lower the work culture, the lower the work commitment to the organization.

Culture is an important factor that influences various aspects of human life, such as behaviour, thoughts, perceptions, and attitudes (Abd Razak et al., 2010). School culture, in particular, can influence teacher organizational commitment (Kiral & Kacar, 2016). To increase teacher commitment, it is necessary to increase the effectiveness of interpersonal communication, organizational culture, job satisfaction, and achievement motivation (Siburian, 2013). Commitment is a complex attitude that can be influenced by the nature of the group and depends on the particular context so that different sociocultural environments will determine the attitude of a person or group, especially teacher commitment in multi-ethnic educational settings.

Personality is a unique and relatively stable pattern of behaviour, emotions, and thoughts expressed by a person (Greenberg & Baron, 2008). The personality of a teacher is the behaviour of a teacher related to the individual's ability to manifest himself as an independent person in carrying out changes and self-understanding that have noble values (Fitriyanti et al., 2019). To increase teacher performance commitment, it is necessary to see how the teacher's personality is. The teacher's personality has a positive and significant influence on the work commitment of the teacher (Indriyani et al., 2014; Izzati, 2015).

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On the other hand, organizational structure, personality, and work motivation directly affected organizational commitment; organizational structure and personality directly affected work motivation; organizational structure and personality had an indirect effect on organizational commitment mediating by work motivation. Therefore, improving organizational structure, personality, and work motivation can improve organizational commitment (Akbar et al., 2019).

Based on the description above, this research aims to examine and describe the effect of work culture and personality on work commitment. It also examines the interaction effect of work culture and personality on work commitment.

METHOD

This study was conducted at the primary education level at SPK schools in Jakarta, Bogor, Depok, Tangerang, and Bekasi. The research population is all primary and junior high school teachers of SPK schools who are accredited at least B. The sample is 227 teachers through stratified and purposive random sampling techniques. The data is obtained through a questionnaire with a Likert scale. The scale is presented to the participants using a 5-point Likert-type scale (“1=I strongly disagree”, “2=I disagree”, “3=Undecided”, “4=I agree” and “5=I strongly agree”).

Some of the requirements for two-way Anova (Martin & Bridgmon, 2012) are as follows: (1) The sample comes from a normally distributed population; (2) Populations have the same variance; (3) The sample is a simple random sample of quantitative data; (4) Samples are independent of each other (this procedure cannot be applied to samples, which is not independent); (5) The sample values are categorized on two paths (the basis refers to the two-

way ANOVA method); (6) Lane; (7) Have the same number of samples (referred to as balanced design).

How independent variables influence the dependent variable or the interaction effect (Martin & Bridgmon, 2012; Curran et al., 2004; Kim, 2014). Furthermore, three assumptions are met for the two-way ANOVA test: (1) Normality, (2) Homogeneity of variance, (3) Independence of observations. Analysis using SPSS 26. The results of study data analysis need to be interpreted by justifying using the literature and data systematically. Methodology/approach to carry out its objectives, the author validates the hypothesized model.

Three pairs of hypotheses can be tested by two-way analysis of variance,

H_{0A} : $\alpha_i = 0$, for each $i=1, 2$ (There is no influence of work culture on work commitment)

H_{1A} : $\alpha_i \neq 0$, at least one i is not zero (there is an influence of work culture on work commitment)

H_{0B} : $\beta_j = 0$, for each $j=1,2,3$ (There is no influence of personality on work commitment) H_{1B} : $\beta_i \neq 0$, there is at least one i that is not zero (There is a personality effect on work commitment)

H_{0AB} : $(\alpha\beta)_{ij} = 0$, for each $i=1,2$ and $j=1,2,3$ (There is no interaction between work culture and personality on work commitment)

H_{1AB} : $(\alpha\beta)_{ij} \neq 0$, at least one $(\alpha\beta)_{ij}$ is not zero (there is an interaction between work culture and personality on work commitment)

RESULT AND DISCUSSION

Respondent Demographics

The demographics of the respondents for the 227 teachers in SPK schools consisted of 32 males (14%) and 195 females (86%). SPK teachers are generally women because women prefer teaching to other jobs, patient in educating; women are more motherly and are not the backbone of the family. Meanwhile, men become teachers because they are graduates of educational study programs with mathematics and science subjects. From the last education level, there are 1 D3 people, 171 undergraduates, and 55 masters. Aspects of teacher certification, 55 people have been certified, and 177 people have not been certified. The school supports teachers to join the certification program. Aspects of work experience there is a minimum of 1-year experience and a maximum of 35 years. It means that there are teachers recruited every year because every year there is a turn over. The youngest age aspect is 24 years, and the most senior is 59 years. The following is the distribution of respondent data in this study (Table 1 & Figure 1).

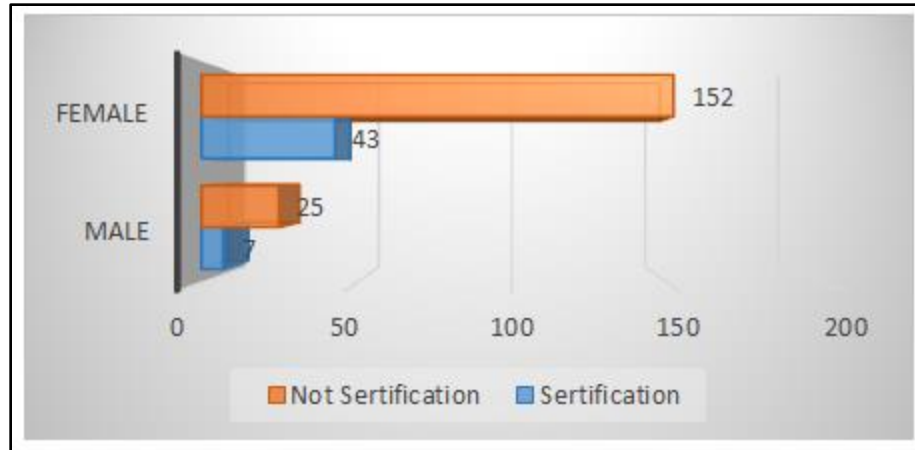


FIGURE 1
DEMOGRAPHICS OF THE RESPONDENTS

Table 1
CORRELATION OF WORK COMMITMENT AND WORK CULTURE, AND PERSONALITY BY GROUP

		Correlations								
		C1	C2	C3	C4	C5	C6	C7	C8	C9
Score	Pearson Correlation	0.615**	0.705**	0.622**	0.738**	0.673**	0.385**	0.676**	0.489**	0.493**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0
	Note:	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid
		Cu1	Cu2	Cu3	Cu4	Cu5	Cu6	Cu7	Cu8	Cu9
Score	Pearson Correlation	0.659**	0.668**	0.539**	0.675**	0.468**	0.681**	0.721**	0.645**	0.699**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0
	Note:	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid
		P4	P5	P6	P7	P8	P9	P10	P11	P12
Score	Pearson Correlation	0.707**	0.470**	0.615**	0.577**	0.663**	0.565**	0.776**	0.582**	0.703**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0
	Note:	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid
Score	Pearson Correlation	0.592**	0.586**	0.718**	0.678**	0.546**	0.646**	0.711**		
	Sig. (2-tailed)	0	0	0	0	0	0	0		
	Note:	Valid	Valid	Valid	Valid	Valid	Valid	Valid		
		Cu10	Cu11	Cu12	Cu13	P1	P2	P3		
Score	Pearson Correlation	0.690**	0.598**	0.353**	0.692**	0.692**	0.522**	0.670**		
	Sig. (2-tailed)	0	0	0	0	0	0	0		
	Note:	Valid	Valid	Valid	Valid	Valid	Valid	Valid		
Score	Pearson Correlation	0.690**	0.598**	0.353**	0.692**	0.692**	0.522**	0.670**		
	Sig. (2-tailed)	0	0	0	0	0	0	0		
	Note:	Valid	Valid	Valid	Valid	Valid	Valid	Valid		
		P13	P14	P15	P16	P17	P18	P19	P20	P21
Score	Pearson Correlation	0.687**	0.385**	0.568**	0.678**	0.679**	0.682**	0.718**	0.751**	0.659**
	Sig. (2-tailed)	0	0	0	0	0	0	0	0	0
	Note:	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

Note: **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The data obtained are grouped based on the location of the data that has been sorted from lowest to highest, divided into three groups, namely the lower data group (Q1), the middle group data (Q2), and the upper group (Q3). The research hypotheses used are Q3 and Q1 group data on each of the following variables.

Dependent Variable

Work commitment is grouped into four categories, namely low, middle, high and very high (Table 2).

No	Interval	Categories
1.	23 – 62	Low
2.	63 – 66	Middle
3.	67 – 71	High
4.	72 – 80	Very high

Independent Variables

1. Work culture with a low group data interval score of 50 and a high group ≥ 57 .
2. Personality with low group data interval score of <84 and high group data ≥ 98 (Table 3).

No	Variable	Interval	Categories
1.	Work Culture	17-50	Low
		57-65	High
2.	Personality	37-84	Low
		98-110	High

The distribution of data from independent and dependent variables, namely the average work commitment of 227 respondents, is 66.14 with a standard deviation of 8.296, with average work culture of 53.49 and an average personality of 89.91. It can be described as the following Table 4:

	N	Minimum	Maximum	Mean	Std. Deviation
Commitment	227	23	80	66.14	8.296
Culture	227	17	65	53.49	6.795
Personality	227	37	110	89.91	12.956
Valid N (listwise)	227				

The acquisition of descriptive statistical data in the teacher work commitment data group is described in Table 5.

Dependent Variable: Score				
Variable	LoH	Mean	Std. Deviation	N
Total	Middle	69.70	15.232	257
	Low Commitment	56.92	7.111	66
	High Commitment	74.57	3.366	77
	Low Culture	46.14	5.254	70
	High Culture	60.93	2.642	73
	Low Personality	75.10	9.077	67
	High Personality	104.85	3.805	71
	Total	69.85	17.950	681

Hypothesis Testing

In general, by using regression analysis and ANOVA, SPSS results were obtained with $t > t$ table, namely $18,173 > 2.849$ and significance < 0.05 , i.e. $0.000 < 0.05$. So that work culture has a significant effect on work commitment. It is in line with Miroshnik's research which shows that organizational culture is correlated with work commitment. Organizational members who work with organizational values will show their sincerity and loyalty (Salleh et al., 2016). Likewise, the personality variable significantly affects work commitment, with a significance < 0.05 and $t > t$ table, $4.921 > 2.849$. In line with the research results by Izzati (2015) where teachers who have good personalities can be predicted to have good commitment and loyalty to the organization (Table 6).

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.223	2.184		2.849	0.005
	Culture	0.904	0.050	0.741	18.173	0.000
	Personality	0.128	0.026	0.201	4.921	0.000

Note: a. Dependent Variable: Commitment

Furthermore, the influence of work culture and personality can simply be seen in the R square value of 0.776. It means that work culture and personality simultaneously and significantly influence 77.6% on work commitment (Table 7).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.881 ^a	0.776	0.774	3.941

Note: a. Predictors: (Constant), Personality, Culture

This study focuses more on the results and discussion of the data that has been grouped into two, namely low and high.

The Influence of Work Culture on Work Commitment

Low work culture (Cu1) has an average work commitment of 60.205 (low). Meanwhile, a high work culture (Cu2) has an average work commitment of 72,857 (very high). So it can be concluded that teachers with low work culture have a below-average work commitment, while teachers with high work culture have very high commitment (Table 8). When a work culture is built continuously, teachers will work hard and be loyal to the school (Hargreaves & Fullan, 2015; Anderson & Kumari, 2009). In line with the research results of Centobelli et al. (2001) that Blockchain technology bridges trust, traceability, and transparency in the supply chain, Information and Management. It means that the school management provides information that is easy to track so that transparent teachers have confidence so that every member of the organization has a high work commitment.

Table 8
THE RESULTS OF THE ANALYSIS OF THE COMMITMENT VARIABLE

Culture	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Low Culture	60.205	1.280	57.663	62.748
High Culture	72.857	1.253	70.367	75.346

This is in line with the opinion that work culture has a positive and significant effect on work commitment (Saragih & Suhendro, 2020). The results in the Table 9 of tests of between-subject effects found several important things about the influence of work culture and personality on work commitment. The influence of work culture on work commitment is significant. This can be seen in the significance value <0.05 with a Partial Eta Squared of 0.351, which means that work culture has a significant effect with a large influence of 35.1%.

Table 9
TESTS OF BETWEEN-SUBJECTS EFFECTS
Dependent Variable: Commitment

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	7869.796 ^a	3	2623.265	61.448	0	0.667
Intercept	235451.461	1	235451.46	5515.297	0	0.984
Culture	2128.538	1	2128.538	49.86	0	0.351
Personality	680.137	1	680.137	15.932	0	0.148
Culture * Personality	96.062	1	96.062	2.25	0.137	0.024
Error	3927.537	92	42.691			
Total	438464	96				
Corrected Total	11797.333	95				

Note: a. R Squared=0.667 (Adjusted R Squared=0.656)

A teacher's work culture is very influential with his work commitment, which can be represented in the following Figure 2.

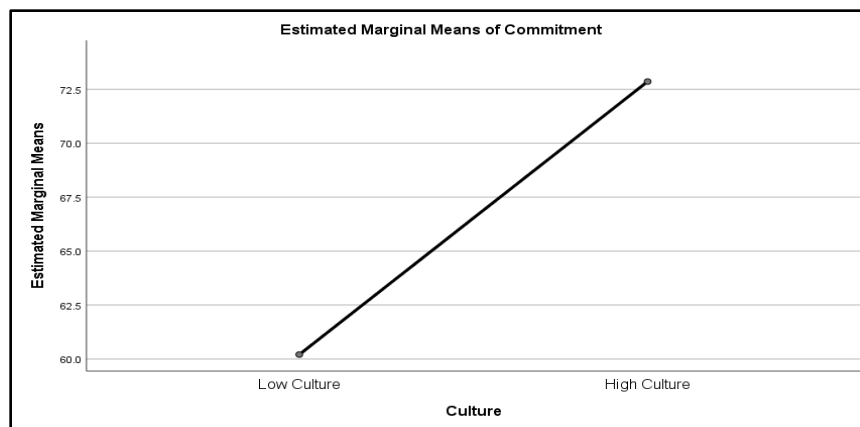


FIGURE 2
THE INFLUENCE OF WORK CULTURE ON WORK COMMITMENT

From Figure 2, we can conclude that low work culture has a low work commitment category. High work culture has a very high work commitment as well. So the more vigorous the personality of a teacher, the higher the work commitment.

The Influence of Personality on Work Commitment

Personality measures how a person behaves and acts in carrying out their responsibilities. The personality of a teacher is all the ways a person reacts and interacts with other individuals (Sihotang, 2021). Low personality (P1) has an average work commitment of 62.955 (medium) (Table 10). Meanwhile, a high personality (P2) has an average work commitment of 70.107 (high) and is even close to very high. In line with (Doremus, 2020; Boeree, 2006) that the individual's personality guides the direction of the entire behaviour of the individual concerned. Someone who has a strong personality will lead him to a high commitment. So it was concluded that teachers with low personalities had work commitments below the average while teachers with strong personalities had high work commitments, namely above the average work commitment (Rantesalu et al., 2017).

Personality	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Low Personality	62.955	1.280	60.413	65.498
High Personality	70.107	1.253	67.617	72.596

In this case, it means that the average value of work commitment with a low work culture is smaller than those with a low personality, although both are still below the average work commitment in general. In contrast to the work commitment of teachers, the high work culture has a higher average than the average personality. In line with research (Indriyani et al., 2014), based on the data analysis carried out, the influence of personality on work commitment is significant, which is seen with sig <0.05 with partial eta squared of 0.148. So that the influence of personality on work commitment is 14.8%. The personality of a teacher is very influential with his work commitment. It can be represented as in the following Figure 3.

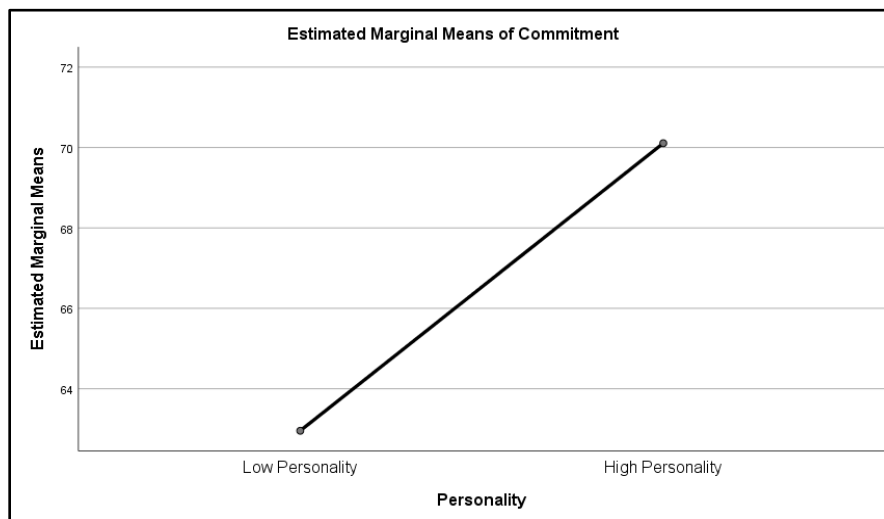


FIGURE 3 THE INFLUENCE OF PERSONALITY ON WORK COMMITMENT

From the Figure 3 above, we can conclude that a low personality has a work commitment in the medium category and a strong personality has a high commitment. So the more assertive personality of a teacher, the higher the work commitment.

Effect of Interaction of Work Culture and Personality on Work Commitment

Culture	Personality	Mean	Std. Deviation	N
Low Culture	Low Personality	55.29	9.451	35
	High Personality	65.13	4.422	8
	Total	57.12	9.517	43
High Culture	Low Personality	70.63	5.263	8
	High Personality	75.09	3.566	45
	Total	74.42	4.134	53
Total	Low Personality	58.14	10.649	43
	High Personality	73.58	5.134	53
	Total	66.67	11.144	96

Low work culture and low Personality (Cu1P1) have an average work commitment of 55.29. Low work culture and high Personality (Cu1P2) have an average work commitment of 65.13. 35 or 36.45% of teachers have a low work culture and personality (Cu1P1), and 8 or 8.33% of teachers have a low work culture and high personality (Cu1P2). High work culture and low Personality (Cu2P1) have an average work commitment of 70.63. High work culture and high Personality (Cu2P2) have an average work commitment of 75.09. The percentage of teachers with the high work culture and low personality (Cu2P1) of 8 people or 8.33% and teachers with the high work culture and high personality (Cu2P2) of 46.87% or as many as 45 teachers (Table 11).

Furthermore, the interaction between work culture and personality on work commitment is influential but not significant. It is obtained with a value of sig <0.05 and a partial eta squared of 0.024, which means that the percentage of influence is only 2.4%, in line with the study results (Supramono et al., 2015) when personality and work culture mediated motivation can improve performance.

Interaction data of work culture and personality on work commitment can be represented in the following Figure 4.

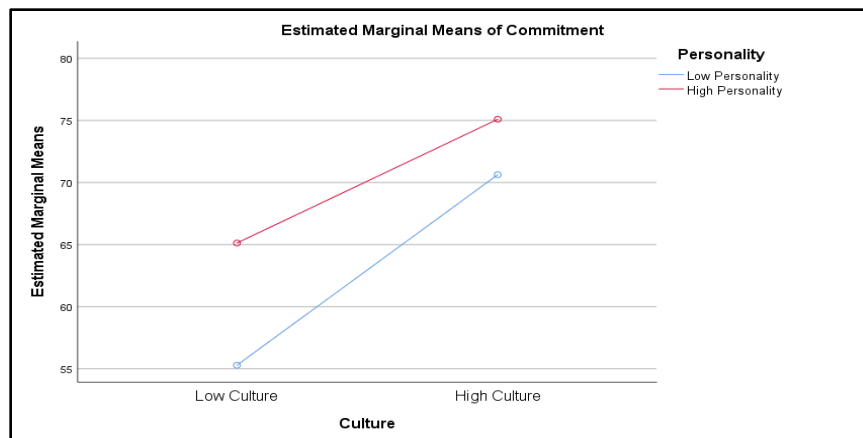


FIGURE 4
INTERACTION OF WORK CULTURE AND PERSONALITY ON WORK COMMITMENT

The results obtained are that teachers with low personalities and low work culture have a low average value of commitment. Meanwhile, teachers with strong personalities and low work culture have a low average work commitment. It is directly proportional to low personality and low work culture having a low average work commitment and strong personality and high work culture having a high average work commitment. When the commitment is high, the teacher will not move to another place (Kumar et al., 2012). Theoretically and empirically, there is a link between work culture, personality, and work commitment

CONCLUSION

Based on the results of the analysis and discussion that have been carried out previously, it can be concluded that there is an influence of work culture with a significant work commitment of 35.1%. There is a significant influence between personality and work commitment that is equal to 14.8%. There is an interaction effect of work culture and personality on work commitment, but it is not significant, only 2.4%. However, we know that a low work culture with a low personality is directly proportional to high work culture and a strong personality. It can be interpreted that the higher the work culture and personality of a teacher, the higher the teacher's commitment. Many factors influence work commitment, including demographics, work culture, personality, psychology, work environment, motivation but this study only examine work culture and personality.

Suggestion

Based on the results of data analysis and conclusions, it is suggested that the personality test be one of the indicators of recruiting teachers. A good personality can predict loyalty and sincerity to work very high. In addition to personality, a good work culture will produce a very high work commitment. It is better if the work culture continues to be socialized periodically to be internalized and become a work culture for every teacher. Every teacher is continuously instilled in implementing work culture values, namely doing tasks according to what is entrusted, implementing policies and regulations, being creative in solving problems, and building good relations between teachers and leaders.

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