

## **Work Motivation And Teacher Organizational Commitment At The Smk Swasta Sri Langkat Tanjung Pura During The Covid 19 Pandemic**

**M. Aulia Rahman<sup>1</sup>, Anwar Anwar<sup>2</sup>, Komang Mahadewi Sandiasih<sup>3</sup>**

<sup>123</sup>Universitas Mercu Buana Yogyakarta, Indonesia

[\\*komangmahadewi@mercubuana-yogya.ac.id](mailto:*komangmahadewi@mercubuana-yogya.ac.id)

---

### **ABSTRACT**

The purpose of the research is to investigate the correlation between work motivation and teacher organizational commitment at the SKM Swasta Sri Langkat Tanjung during the covid 19 pandemic. The hypothesis proposed is that there is a positive relationship between work motivation and teacher organizational commitment at the SMK Swasta Sri Langkat Tanjung Pura during the pandemic. covid 19. The number of subjects in this study were 42 teachers at SMK Swasta Sri Langkat Tanjung Pura. The data were collected through work motivation scale and organizational commitment scale. This research utilized product-moment correlation as the technique of data analysis. Based on the results of data analysis obtained correlation ( $r_{xy}$ ) = 502 ( $p < 0.001$ ). These results indicate a significant positive relationship between work motivation and teacher organizational commitment at SMK Swasta Sri Langkat Tanjung Pura during the COVID-19 pandemic. Thus, the hypothesis in this study is accepted. The correlation coefficient of determination or r square of 0.252 means that the work motivation variable contributes 25.2% to organizational commitment and the remaining 74.8% is influenced by other factors not examined.

**Keywords :** work motivation, organizational commitment, the covid 19 pandemic

---

### **Introduction**

The rapid and widespread dissemination of the COVID-19 virus has led to its designation as a global pandemic. Indonesia is among the countries significantly affected by the spread of COVID-19. In response, the government implemented Large-Scale Social Restrictions (PSBB) to curb the transmission of the virus. The implementation of the PSBB policy has profoundly impacted various aspects of life, including education. To ensure that the teaching and learning process could continue, educators were required to maximize technology to support distance learning.

The success of this learning process largely depends on the role of teachers within schools. As an organizational entity, schools require teachers to exhibit strong

organizational commitment. Wiener (as cited in Sumarno, 2017) defines organizational commitment as an intrinsic motivation to engage in behaviors that support the success of an organization in achieving its goals while prioritizing the organization's interests. Robbins and Timothy (as cited in Kusumah, 2014) further describe organizational commitment as a state where an employee aligns with a specific organization and its goals, with a desire to maintain membership within that organization. Therefore, it can be concluded that a teacher's organizational commitment involves efforts to achieve organizational objectives, characterized by a willingness to direct all efforts toward the organization's (i.e., the school's) interests and a bond to remain a member of the organization.

Research by Perryer (2010) indicates that organizational commitment influences changes in employee attitudes towards work. Additional findings from Perryer's research show that employees with high organizational commitment demonstrate better work ethics compared to those lacking such commitment. Since schools are organizations, teachers are expected to exhibit commitment to their educational institutions. Teachers' organizational commitment can be observed through their efforts to fulfill both their teaching responsibilities and their roles within the school organization. A teacher can be considered professional if they possess high organizational commitment, marked by a strong desire to remain a member of the school organization, actively contribute to the advancement of the school, and align with the organization's objectives.

Schools aim to prepare students to thrive and compete in society. Therefore, to adequately prepare students, schools are tasked with equipping them with essential knowledge and skills. The teaching and learning process is an integral part of a teacher's routine as a member of the school organization. According to Article 1 of Law No. 14 of 2005 concerning Teachers and Lecturers, it can be concluded that teachers play a crucial role in educating and equipping students with knowledge and skills. Moreover, Article 7, Paragraph (1)(b) of Law No. 14 of 2005 states that the teaching profession must be executed based on a commitment to enhancing educational quality, faith, piety, and noble character. This article emphasizes that the teacher's role in improving educational quality should be grounded in their commitment, which the government mandates for teachers to uphold in their duties, categorized broadly as enhancing educational quality, faith, piety, and noble character.

Teachers who exhibit commitment are likely to enhance their work quality, which subsequently influences educational quality. Supriadi (as cited in Ibrahim, Amalina, Halim, & Sulaiman, 2017) asserts that among various factors determining

educational quality (reflected in student academic performance), approximately one-third is attributable to teachers. The teacher's role is regarded as the most dominant factor influencing learning outcomes. Given the significant role of teachers in achieving learning outcomes, it is essential that they demonstrate commitment in fulfilling their duties within the school organization. Schatz (as cited in Simanjuntak, 2012) emphasizes that commitment is fundamental for individuals pursuing their professions. A teacher with strong organizational commitment will strive to fulfill their duties and responsibilities diligently. Such commitment manifests through active participation in school activities, both directly related to teaching and other school programs. Conversely, low teacher commitment may disrupt the achievement of student learning outcomes.

As members of the school organization, teachers who lack organizational commitment tend to hinder the school's objectives and may feel uncomfortable being part of the institution. Hamidah (2016) cites Neo's assertion that organizational commitment reflects the extent to which an individual identifies with an organization and is willing to exert effort for its benefit. Neo also notes that individuals with low organizational commitment often wait for opportunities to disengage from their responsibilities (as cited in Hamidah, 2016). Wibowo (2016) refers to John Meyer and Natalie Allen's framework, which describes three components of organizational commitment: (a) affective commitment, (b) continuance commitment, and (c) normative commitment. These components can be elaborated as follows: (a) affective commitment pertains to emotional attachment and belief in the organization's values, (b) continuance commitment relates to the perceived economic benefits of remaining with the organization, wherein teachers may feel compelled to stay due to salary considerations or family obligations, and (c) normative commitment involves the moral obligation to remain with the organization.

This study addresses issues at Sri Langkat Tanjung Pura Private Vocational School, one of the private vocational schools in Langkat Regency, North Sumatra. During the COVID-19 pandemic, this school implemented online learning. Ideally, even though teaching and learning were conducted online, teachers and staff should have maintained high levels of commitment to their responsibilities. Initial observations and interviews conducted by the researcher indicated that teachers' organizational commitment at Sri Langkat Private Vocational School is relatively low, adversely affecting the school's objectives, particularly during the pandemic. Low teacher commitment to completing tasks and a lack of awareness regarding participation in school development activities signal insufficient organizational commitment.

Ideally, teachers with high organizational commitment would effectively carry out their responsibilities and actively engage in school development efforts and ongoing programs to achieve the school's vision and mission optimally. Marchington (as cited in Kosasih, 2014) identifies five factors influencing organizational commitment: (1) physical working conditions, (2) the desire to work for a good leader or organization, (3) job security, (4) salary, and (5) recognition or opportunities within the workplace. Supporting Marchington's viewpoint, Stum (as cited in Kosasih, 2014) highlights five factors that affect organizational commitment, including: (1) openness of culture, (2) job satisfaction, (3) personal development opportunities, (4) organizational direction, and (5) appropriate recognition aligned with needs. These insights suggest that the factors influencing organizational commitment are fundamental human needs that can motivate individuals in their work.

Buhler (as cited in Noerhayati, 2011) defines motivation as a process that directs the amount of effort dedicated to performing tasks. Maslow (as cited in Ozguner, 2014) further describes motivation as an internal drive resulting from an integrated system aimed at fulfilling specific human needs, highlighting its inseparability from individual life. Consequently, if schools address motivational issues effectively, they are likely to cultivate teachers with high organizational commitment, meeting the expected standards.

If teachers' work motivation is high, it positively correlates with their organizational commitment. Research by Muslim and Yusnita (2015) demonstrates a positive relationship between work motivation and organizational commitment, with a correlation coefficient ( $r$ ) of 0.632 at a significance level of  $\alpha = 0.05$ . A lack of attention from schools to enhance teachers' work motivation negatively impacts their organizational commitment. Nevertheless, both work motivation and organizational commitment play crucial roles in achieving the school's vision and mission optimally. Based on the literature review, this study hypothesizes a positive relationship between work motivation and organizational commitment among teachers at Sri Langkat Tanjung Pura Private Vocational School during the COVID-19 pandemic. The hypothesis posits that higher work motivation among teachers correlates with higher organizational commitment, while lower work motivation correlates with lower organizational commitment.

## **Methods**

This study employed a quantitative research design. Data were collected using two scales: the work motivation scale and the organizational commitment scale. A scale is a set of questions/statements designed to reveal specific attributes through

responses to these items (Azwar, 2012). The rationale for using this method lies in the data being psychological concepts that reflect individual and subject aspects (Azwar, 2012). The type of scale utilized was a Likert scale with four response options.

The work motivation scale was developed based on the organizational commitment theory by Allen and Meyer (as cited in Umam, 2010), with the following indicators: (a) affective commitment, (b) continuance commitment, and (c) normative commitment. The work motivation scale was further informed by Herzberg's motivation theory (Ozguner, 2014), consisting of two aspects: (1) motivational aspects or intrinsic factors, which include the indicators (a) the work itself, (b) achievement, (c) responsibility, (d) opportunities for advancement, and (e) recognition; and (2) maintenance aspects or extrinsic factors, which include indicators (a) working conditions, (b) salary, (c) interpersonal relationships, (d) supervision, and (e) company.

Data analysis in this study involved hypothesis testing using Pearson's product-moment correlation to examine the relationship between work motivation and organizational commitment among teachers at Sri Langkat Private Vocational School. All data were analyzed using SPSS for Windows version 26.00. The population for this study comprised all teachers at Sri Langkat Tanjung Pura Private Vocational School, totaling 42 individuals. According to Arikunto (2011), when the population size is less than 100, it is advisable to include the entire population as the sample in the research. Therefore, the subjects of this study consisted of all 42 teachers at Sri Langkat Tanjung Pura Private Vocational School.

## **Results**

Based on the analysis conducted on the research data, descriptive statistics for each variable were obtained. The hypothetical data for the work motivation variable showed a minimum score of 30 and a maximum score of 120, with a mean of 75 and a standard deviation of 15. In contrast, the empirical data for the work motivation scale showed a minimum score of 66 and a maximum score of 93, with a mean of 81.55 and a standard deviation of 7.822. The hypothetical data for the organizational commitment variable showed a minimum score of 24 and a maximum score of 96, with a mean of 60 and a standard deviation of 12. The empirical data for the organizational commitment scale showed a minimum score of 49 and a maximum score of 76, with a mean of 65.14 and a standard deviation of 6.115.

For the purpose of categorization, the researcher divided the scores for both work motivation and organizational commitment into three categories: high, moderate, and low. The categorization results for the work motivation variable revealed that 37 teachers (88.1%) were categorized as moderate, 5 teachers (11.9%)

were categorized as high, and no teachers were categorized as low. For organizational commitment, 35 teachers (83.3%) were categorized as moderate, 7 teachers (16.7%) were categorized as high, and no teachers were categorized as low. The results of the normality test showed that for the work motivation variable (KS-Z = 0.016,  $p < 0.050$ ) and the organizational commitment variable (KS-Z = 0.015,  $p < 0.050$ ), the data were not normally distributed because the significance level for both variables was less than 0.050.

The linearity test showed an F-value of 10.430 with a significance level of 0.004, indicating a linear relationship between work motivation and organizational commitment. The results of the Pearson product-moment correlation analysis revealed a correlation coefficient ( $r_{xy}$ ) of 0.502, indicating a positive correlation between work motivation and organizational commitment. This means that as work motivation increases, organizational commitment also increases, and vice versa. The coefficient of determination ( $R^2$ ) was 0.252, meaning that work motivation contributed 25.2% to organizational commitment, while the remaining 74.8% was influenced by other factors not examined in this study.

### **Discussions**

The results of the analysis demonstrate a significant relationship between work motivation and organizational commitment among the teachers at SMK Swasta Sri Langkat Tanjung Pura. While work motivation is not the sole factor influencing organizational commitment, this study shows that increasing work motivation can enhance organizational commitment. This finding is consistent with Andriani and Widiawati's (2017) assertion that organizational commitment is shaped by work motivation, which drives individuals to meet their needs. In other words, higher work motivation can encourage teachers to become more committed to their roles within the organization.

There are two main aspects influencing work motivation, as proposed by Herzberg (Ozguner, 2014): Motivation Factors and Hygiene Factors. Motivation Factors refer to psychological needs related to intrinsic job satisfaction, such as achievement, recognition, and opportunities for advancement. Hygiene Factors, on the other hand, address extrinsic factors related to basic human needs, such as salary, working conditions, and job security. Herzberg's theory suggests that both factors play a role in enhancing motivation at work. The findings from this study indicate that work motivation can be increased by fulfilling both Motivation Factors and Hygiene Factors. For example, providing recognition for teachers' achievements, creating opportunities for professional development, and ensuring a comfortable

working environment can all lead to higher work motivation, which, in turn, fosters greater organizational commitment.

Although work motivation is not the only factor affecting organizational commitment, the data from this study suggest that improving work motivation can indeed enhance organizational commitment. This is in line with Herzberg's (Ozguner, 2014) distinction between Hygiene Factors (which meet basic needs) and Motivation Factors (which contribute to psychological well-being and job satisfaction). Addressing both of these aspects can lead to higher levels of work motivation, which is crucial for fostering stronger organizational commitment. Despite work motivation contributing 25.2% to organizational commitment, this suggests that other factors also play a significant role, such as job satisfaction, work characteristics, and personal factors like work experience, age, tenure, and educational level (David, as cited in Hadiyani, 2013). Thus, improving organizational commitment requires attention to these other influencing factors, not just work motivation alone.

In the educational context, teachers with high organizational commitment are likely to put forth greater effort in their work, which positively affects the quality of education provided to students. As emphasized in the Indonesian Law No. 14/2005 concerning Teachers and Lecturers, teachers' professional duties should be carried out with a commitment to improving the quality of education. Therefore, increasing teachers' work motivation is critical for achieving these educational objectives. In conclusion, although work motivation is not the only factor influencing organizational commitment, strengthening work motivation can be a strategic step toward improving organizational commitment among teachers at SMK Swasta Sri Langkat Tanjung Pura. By addressing both intrinsic and extrinsic motivational factors, the school can cultivate a more committed teaching workforce, which ultimately benefits the quality of education.

### **Conclusion**

Based on the results and discussion, it can be concluded that there is a significant positive relationship between work motivation and organizational commitment among the teachers of SMK Swasta Sri Langkat Tanjung Pura during the COVID-19 pandemic. This finding indicates that as work motivation increases, organizational commitment also increases, and conversely, when work motivation is low, organizational commitment tends to decrease. Therefore, the hypothesis proposed in this study is supported and can be accepted.

Based on these findings, several recommendations can be made. Teachers are encouraged to improve their work motivation by fostering positive relationships in the workplace, thus creating a comfortable work environment both physically and psychologically. Teachers should also aim to fulfill their responsibilities effectively, enhance work performance, and take advantage of opportunities for career development. Additionally, schools should provide support and resources to facilitate teachers in increasing their work motivation. By improving work motivation, it is expected that teachers' organizational commitment will also increase, which will, in turn, contribute to the achievement of educational goals within the school. Future researchers are advised to explore other factors not addressed in this study, considering different subjects, settings, and research methods, to further enrich the body of knowledge related to work motivation and organizational commitment.

### **Acknowledgement**

Not applicable.

### **References**

- Amilin, & Rosita, D. (2013). Pengaruh komitmen organisasi terhadap kepuasan kerja akuntan publik dengan role stress sebagai variabel moderating. *JAAI*, 12(1), 1-16. UIN Syarif Hidayatullah.
- Andriani, M., & Widiawati, K. (2017). Penerapan motivasi karyawan menurut teori dua faktor Frederick Herzberg pada PT Aristika Kreasi Mandiri. *eJournal Bina Insani*, 1(1). <https://www.ejournal-binainsani.ac.id/index.php/JAK/article/view/423>
- Arikunto, S. (2011). *Prosedur penelitian: Suatu pendekatan praktik* (Revised ed.). Jakarta: Rienika Cipta.
- Azwar, S. (2012). *Penyusunan skala psikologi*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2015). *Reliabilitas dan validitas*. Yogyakarta: Pustaka Belajar.
- Dessler, G. (2015). *Manajemen sumber daya manusia* (E. Tanya, Trans.; B. Supriyanto, Ed.). Jakarta: Indeks.
- Fransisco. (2017). Hubungan motivasi kerja dengan komitmen organisasi karyawan bagian produksi pada PT. Smart Glove Indonesia. *Repository UMA*. <https://repository.uma.ac.id/handle/123456789/9485>
- Hadi, S. (2015). *Metodologi riset*. Yogyakarta: Pustaka Pelajar.



- Hadiyani, M. I. (2013). Komitmen organisasi ditinjau dari masa kerja karyawan. *Jurnal Online Psikologi*, 1(1), 159-173.
- Hamidah, D. (2016). Pengaruh kepemimpinan kepala sekolah dan motivasi berprestasi terhadap komitmen organisasi guru SMA Negeri di Kecamatan Binjai Selatan Kota Binjai. *Tesis, Universitas Negeri Medan*.
- Ibrahim, A., Halim, F. W., & Wan Sulaiman, W. S. (2017). Faktor-faktor yang mempengaruhi komitmen organisasi dalam kalangan guru sekolah. *International Research Journal of Education and Sciences*, 1(Special Issue 1).
- Ifani, F. P. (2014). Hubungan motivasi kerja dengan komitmen kerja karyawan di Balai Pendidikan dan Pelatihan Sosial di Padang. *Jurnal Administrasi Pendidikan*, 2, 220-232.
- Kosasih, N. (2014). Analisis pengaruh budaya organisasi dan komitmen keorganisasian terhadap kinerja pegawai. *Jurnal Dinamika Manajemen*, 2(3). <https://online-journal.unja.ac.id/index.php/jmbp/article/view/2483>
- Kusumah, F. C. (2014). Pengaruh kepemimpinan transformasional kepala sekolah terhadap komitmen organisasi di sekolah menengah pertama negeri di kecamatan Sukasari Kota Bandung. *Skripsi, Universitas Pendidikan Indonesia*.
- Lona, A. P. (2014). Hubungan motivasi dengan komitmen kerja karyawan PT. Sucofindo cabang Dumai. *Jurnal FISIP*, 1, 1-15.
- Muslim, P. C., & Yusnita, N. (2015). Hubungan motivasi kerja dengan komitmen organisasi pada Perusahaan Daerah Air Minum (PDAM) Tirta Kahuripan Kabupaten Bogor. *Jurnal Ilmu Manajemen*, 3(2). <https://jom.unpak.ac.id/index.php/ilmumanajemen/article/download/1012/780>
- Noerhayati, E. (2011). Pengaruh motivasi dan komitmen organisasi terhadap kinerja karyawan pada CV. Tirta Makmur Ungaran. <https://eprints.umpo.ac.id/3152/8/LAMPIRAN.pdf>
- Ozguner, Z. (2014). A managerial point of view on the relationship between Maslow's hierarchy of needs and Herzberg's dual factor theory. *International Journal of Business and Social Science*, 5(7), 207-215.
- Perryer, C., et al. (2010). Predicting turnover intentions: The interactive effects of organizational commitment and perceived organizational support. *Management Research Review*, 33(9), 911-923. <https://doi.org/10.1108/01409171011090172>
- Robbins, S. P., & Coulter, M. (2013). *Manajemen* (12th ed.; B. Sabran, Trans.). Jakarta: Erlangga.

- Robbins, S. P. (2013). *Perilaku organisasi* (5th ed.; H. Pujaatmaka, Trans.). Jakarta: Indeks.
- Simanjuntak, E. (2012). Pengaruh budaya organisasi, kepemimpinan dan kepuasan kerja terhadap komitmen organisasi guru. *Jurnal Kajian Manajemen Pendidikan*, 13(1).
- Sugina, P. A., Sunarya, & Isrial. (2021). Pengaruh kompensasi, kompetensi dan komitmen organisasi terhadap kinerja karyawan Sekretariat Jenderal Dewan Pimpinan Pusat Partai Golongan Karya. *Jurnal Manajemen & Administrasi Riset Indonesia*, 2(1), 1426. <https://doi.org/10.33050/jmari.v2i1.1426>
- Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif, dan kombinasi R & D* (6th ed.). Bandung: Alfabeta.
- Sumarno, J. (2017). Pengaruh komitmen organisasi dan gaya kepemimpinan terhadap hubungan antara partisipasi anggaran dan kinerja manajerial. *Jurnal Bisnis Strategi*, 4(2), 197-210.
- Surya, A. P. (2010). Perbedaan motivasi kerja intrinsik dan komitmen organisasi antara karyawan tetap dengan karyawan kontrak pada pabrik es Sari Petojo, Surakarta. *Skripsi, Fakultas Kedokteran Universitas Sebelas Maret*.
- Susi, H., & Hariyandi, F. (2014). Pengaruh motivasi dan komunikasi terhadap kinerja pegawai di lingkungan sekretariat daerah Provinsi Riau. *Jurnal Manajemen*, 15(2).
- Umam, K. (2010). *Perilaku organisasi*. Bandung: Pustaka Setia.
- Wibowo. (2016). *Manajemen kinerja* (5th ed.). Jakarta: PT. Rajagrafindo Persada.
- Widiyanto, A. M. (2013). *Statistika terapan: Konsep dan aplikasi SPSS/LISREL dalam penelitian pendidikan, psikologi, dan ilmu sosial lainnya*. Jakarta: Elex Media Komputindo.
- Wulandari, F. C., & Kusnilawati, N. (2013). Effect of discipline, work's motivation and organization commitment to work's satisfaction (Case study employees in production division PT. SAMI Car Line Lamda Semarang). *Dinamika Manajemen*, 2(1). <https://www.dropbox.com/s/rsr7g4ghijgn2c0/jpmanajemendd120150.pdf?dl=0>
- Yusuf, A. M. (2014). *Metode penelitian kuantitatif, kualitatif dan penelitian gabungan*. Jakarta: Kencana.