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**Increasing Teachers' Commitment to the Profession Through Strengthening Achievement Motivation, Job Satisfaction, Organizational Culture, and Personality (Empirical Study Using Path Analysis and SITOREM On PAUD teachers throughout Bogor Regency)**

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**Abstract**

Teachers are required to have a high level of commitment so that learning and school goals can be achieved. High commitment can make it easier to achieve higher productivity. Teachers who have a high work commitment will work optimally at school, be responsible for their work, be disciplined in complying with school regulations, provide the best service to students, be proud of the teaching profession, maintain the teacher's good name and remain loyal to being a teacher. This research aims to find efforts to increase teacher commitment to the profession through strengthening achievement motivation, job satisfaction, organizational culture, and personality by examining variables that have a direct and indirect influence on PAUD teachers throughout Bogor Regency on 221 teachers. The method used in this research is Path Analysis which is then analyzed using Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM) analysis. This research proves that there are direct and indirect influences on teacher commitment to the profession.

**Keywords:** Teacher Commitment, Profession, Achievement Motivation, Job Satisfaction, Organizational Culture, Personality

**1. Introduction**

Human resources are one of the factors that determine the success of Indonesia's development. Providing quality education is a prerequisite for creating an increase in human resources. From this, the role of a teacher becomes very important as the spearhead in educating the nation's sons in the future. Law no. 14 of 2005 concerning Teachers and Lecturers article 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education. Article 7 states one of the principles of professionalism point c. Teachers are committed to improving the quality of education, faith, piety and noble morals.

Teacher commitment is an attachment to one's duties and obligations as a teacher which can give rise to responsibility and a responsive and innovative attitude towards the development of science and technology. The value of commitment to a task or job in this case is work values.

The challenges in our current world of education include the low quality of education. Mowday in Siri and Alazmi (2020) said that commitment consists of three specific factors: (a) the ties that employees hold closely to the goals and ethics of the organization, (b) their desire to work hard for the organization and (c) strong motivation to remain in the organization (Alazmi & Alenezi, 2020).

Teacher commitment plays an important role in improving the quality of education in schools. If teachers do not have a strong commitment to their profession, then teachers will teach or work at their own pace without following the rules and good work procedures so that a creative, dynamic and dialogical educational atmosphere will not be achieved. (Ariani, 2021). Commitment to one's duties is demonstrated by a person through the tendency and willingness to be actively involved in carrying out one's duties and functions with high responsibility. A teacher who has a good duty commitment will try to carry out his duties and responsibilities well until completion. As a form of commitment to their duties, a teacher is always involved in activities at school. If teacher commitment is low, the process of achieving student learning outcomes will be disrupted.

Teachers are required to have a high level of commitment so that learning and school goals can be achieved. High commitment can make it easier to achieve higher productivity. Teachers who have a high work commitment will work optimally at school, be responsible for their work, be disciplined in complying with school regulations, provide the best service to students, be proud of the teaching profession, maintain the teacher's good name and remain loyal to being a teacher. Commitment to a profession is a psychological relationship between an individual and his profession. Commitment to the profession is demonstrated by dedication to the profession, professional ethics and a sense of calling to do more for the advancement of the profession (Yusnita, 2021).

Factors that influence commitment, namely individual mechanisms (job satisfaction, stress, motivation, trust, justice and ethics, learning and decision making), individual characteristics (personality and cultural values, abilities), group mechanisms (team characteristics, team processes, leader power and influence, leader style and behavior), and organizational mechanisms (organizational structure, organizational culture)(Colquitt, 2017).

There are many ways that school leaders can increase teacher commitment, including by creating good work traditions in schools. Each school has methods, habits and rules for achieving organizational goals and missions, including how individuals interact with each other (in society), and how individuals overcome problems faced in their work. This life is based on one's beliefs, based on a philosophy of life that is based on human relationships with their environment.

A teacher's commitment is influenced by organizational culture, personality, achievement motivation, and job satisfaction. One level of education that is of concern is Early Childhood Education. Early childhood education is a coaching effort that stimulates development and growth in children aged 0-6 years before entering basic education, so that children have mental and physical readiness to enter further education. (Botutihe, 2020).

One form of PAUD teacher's commitment to the profession is being ready to become a professional teacher. A teacher's professionalism can be reflected in his educational qualifications. Based on the results of interviews and discussions with the administrators of the Indonesian PAUD Association (HIMPAUDI) Bogor Regency, the issue of PAUD teacher commitment in the form of loyalty to the profession is generally good. However, when this commitment relates to indicators, willingness to improve knowledge, and willingness to exert effort for the advancement of the profession, in the form of increasing teacher competence and qualifications in general there are problems. The percentage of PAUD teachers in Bogor Regency who already have the appropriate qualifications is still low. Many PAUD teachers in Bogor Regency still only have a high school diploma/equivalent. The issue of PAUD teacher qualifications has a general impact on the quality of learning in PAUD. Apart from that, teachers do not understand the characteristics of children's development and the learning process they carry out is not in accordance with Permendiknas No. 58 of 2009. The teacher's lack of knowledge regarding child development makes the learning atmosphere seem very monotonous with activities that are not in accordance with the needs of young children.

The formulation of the problem in this research is as follows: (1) Is there a direct influence of organizational culture, personality, achievement motivation, and job satisfaction on commitment to the PAUD teaching profession in Bogor Regency? (2) Is there a direct influence of organizational culture and personality on the job satisfaction of PAUD teachers in Bogor Regency? (3) Is there a direct influence of organizational culture and personality on the achievement motivation of PAUD teachers in Bogor Regency? (4) Is there an indirect influence of organizational culture and personality on commitment to the profession through job satisfaction of PAUD teachers in Bogor Regency? (5) Is there an indirect influence of organizational culture and personality on commitment to the profession through the achievement motivation of PAUD teachers in Bogor Regency?

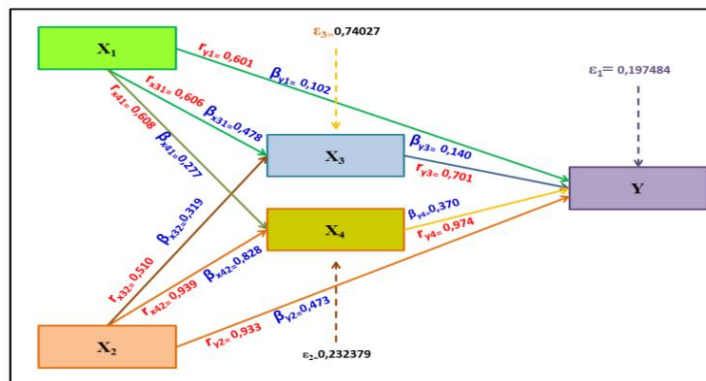
## **2. Method**

The method used in this research is Path Analysis. and the SITOREM method. The research uses a survey method with a quantitative approach. Hypothesis results will be analyzed using path analysis. Path analysis is a method for testing the strength of direct and indirect influences between variables. Path analysis is a direct development of multiple regression forms with the aim of providing estimates of the level of importance (magnitude) and significance (significance) of hypothetical cause and effect relationships in a set of variables. (Setyaningsih, 2021).

The design and constellation of this research used path analysis and then analyzed using Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM) analysis. As expressed by Soewarto Hardhienata (2018), For the purpose of operations research in education management, we need to add the scientific identification theory mentioned above with statistical model and steps to obtain an optimal solution (For the purposes of education management research, we need to add scientific theory identification mentioned above with statistical models and steps to obtain optimal solutions). The research was conducted on PAUD teachers who had served for at least 5 years in Bogor Regency in the West and South Bogor regions with a population of 493 teachers with a research sample of 221 teachers calculated using the Multistage Probability Cluster Random Sampling technique.

### 3. Results and Discussion

To obtain complete conclusions from research on Increasing Teacher Commitment to the Profession through Strengthening Achievement Motivation, Job Satisfaction, Organizational Culture, and Personality in PAUD Teachers throughout Bogor Regency, the following researchers carried out data analysis procedures in accordance with the provisions in writing scientific papers, namely as follows: The following is a complete chart of path coefficients.



Based on the picture above, it can be stated that there is a positive direct influence of Organizational Culture (X<sub>1</sub>) on Commitment to the Profession (Y) with a path coefficient ( $\beta_{y1}$ ) of 0.102. Based on the analysis of SITOREM results there is a positive direct influence of Organizational Culture (X<sub>1</sub>) on Commitment to the Profession (Y) by looking at the research weight of the score for each indicator on the Organizational Culture variable (X<sub>1</sub>), namely: the self-efficacy indicator gets a score from experts, namely 12.3% with the highest average score of 4.08, the cooperation indicator gets a score from experts, namely 16.7% with an average score of 4.02, the Creative indicator gets a score from experts, namely 16.7% with an average score of 4.01, the Accuracy indicator gets a score from experts, namely 13.2% with an average score of 3, 51, the Hard Work indicator gets a score from experts, namely 16.7% with an average score of 3.42, the Self-Development indicator gets a score from experts, namely 12.3% with an average

score of 3.39, the Independence indicator gets a score from experts namely 12.3% with an average score of 3.16.

This is in accordance with the research results of Ida Zuraida (2020), there is a positive relationship between organizational culture and professional commitment which shows a correlation coefficient ( $r_{y2}$ ) of 0.227 which is declared significant (Zuraida et al., 2020). There is a positive direct influence of Personality ( $X_2$ ) on Commitment to the Profession ( $Y$ ). Based on the results of research using hypothesis testing, it is known that the path coefficient ( $\beta_{y2}$ ) is 0.473.

Based on the analysis of SITOREM results, there is a positive direct influence of Personality ( $X_2$ ) on Commitment to the Profession ( $Y$ ) by looking at the research weight of the scores for each indicator on the Personality variable ( $X_2$ ), namely: the Confidence indicator gets a score from experts, namely 24.1% with an average score of the highest average is 4.05, Exemplary gets a score from experts, namely 14.5%, an average score of 4.01, the Consistent indicator gets a score from experts, namely 22.9%, an average score of 3.89, the Able to work together indicator gets a score from experts, namely 18.1%, an average score of 3.04, Authoritative gets a score from experts, namely 20.5%, an average score of 3.00. This is in accordance with the research results of Irma Fitriyanti (2019) which shows that there is a positive relationship between personality development and teacher commitment to the profession with the strength of the relationship  $r_{y1} = 0.686$ .

There is a positive direct influence of Achievement Motivation ( $X_3$ ) on Commitment to the Profession ( $Y$ ). Based on the results of research using hypothesis testing, it is known that the path coefficient ( $\beta_{y3}$ ) is 0.140. Based on the analysis of SITOREM results, there is a positive direct influence of Achievement Motivation ( $X_3$ ) on Commitment to the Profession ( $Y$ ) by looking at the research weight of the score for each indicator on the Achievement Motivation variable ( $X_3$ ), namely: the Desire to be the best indicator received a score from experts, namely 24.1 % highest average score 4.04, Work Optimization indicator gets a score from experts, namely 22.9% average score 4.02, Leadership Policy indicator gets a score from experts 14.5% average score 4.02, indicator Work Situation received a score from experts, namely 16.9%, an average score of 4.01, the Confidence in Success indicator received a score from experts, namely 21.7%, an average score of 3.25. This is in accordance with the research results of Nida Hasanati (2015), who found that there was a direct influence of Achievement Motivation on normative commitment as shown by the path coefficient value for the direct influence between achievement motivation on normative commitment, showing a path coefficient of 0.187 with a statistical  $t_{\text{value}}$  of 2.794. More is greater than 1.974, so  $H_0$  is accepted and it can be concluded that there is a significant influence of achievement motivation on normative commitment (Nida, 2015).

There is a positive direct effect of Job Satisfaction ( $X_4$ ) on Commitment to the Profession ( $Y$ ) with a path coefficient ( $\beta_{y_4}$ ) of 0.370. Based on the analysis of SITOREM results, there is a positive direct influence of Job Satisfaction ( $X_4$ ) on Commitment to the Profession ( $Y$ ) by looking at the research weight of the score for each indicator on the Job Satisfaction variable ( $X_4$ ), namely: the Job Security indicator received a score from experts, namely 27.4% of the average score -the highest average is 4.19, the Interpersonal Relations indicator gets a score from experts, namely 24.2%, an average score of 4.01, the work equipment indicator gets a score from experts, namely 17.7%, an average score of 3.37, the Salary indicator gets the score from experts is 30.6%, the average score is 3.05. This is also in accordance with the research results of Intan Ayu Ningkiswari (2017) The Effect of Job Satisfaction on Commitment of Undaan Eye Hospital Surabaya's Employees. The results of the research show that there is an influence of job satisfaction on the commitment of employees at the Undaan Eye Hospital, Surabaya. Based on the results of the univariate logistic regression test, it has a significance value of 0.002, which means that there is an influence of job satisfaction on employee commitment because the  $p$  value  $< \alpha$  (0.05)(Ningkiswari & Wulandari, 2017).

There is a positive direct influence of Organizational Culture ( $X_1$ ) on Job Satisfaction ( $X_4$ ). Based on the results of research using hypothesis testing, it is known that the coefficient for path 2 obtained by the coefficient for path  $X_1$  to This research confirms that there is a positive direct effect of strengthening Organizational Culture ( $X_1$ ) on Job Satisfaction ( $X_4$ ). So that Organizational Culture ( $X_1$ ) can increase Job Satisfaction ( $X_4$ ). This is in accordance with the research results of Siska Vebrianis (2021) in the results of research entitled *The Influence of Organizational Culture on Employee Job Satisfaction at PT. Bumi Sarimas Indonesia Padang Pariaman Regency* shows that organizational culture has a positive and significant effect on job satisfaction at PT. Bumi Sarimas Indonesia Padang Pariaman Regency with a  $t_{count}$  value of  $2.734 > t_{table} 2.024$  with a significance figure of  $0.009 < 0.05$ (Vebrianis et al., 2021).

There is a positive direct influence of Personality ( $X_2$ ) on Job Satisfaction ( $X_4$ ). Based on the results of research using hypothesis testing, it is known that the coefficient for path  $X_2$  to  $X_4$  is  $\beta_{42} = 0.828$  ( $t_{count} = 48.260$ ),  $sig. = 0.000 < \alpha = 0.05$  with a value of  $0.000 < 0.005$ , then  $H_0$  is rejected so it can be concluded that the path coefficient is significant. This is in accordance with the research results of Dwi Agung Nugroho Arianto (2019) that personality has a significant effect on the job satisfaction of PT employees. Starwood Furniture Indonesia, this is shown by the value of  $t_{count} (2.564) > t_{table} (1.67155)$  and the significance value is  $0.013 < 0.05$ (Arianto & A, 2019).

There is a positive direct influence of Organizational Culture ( $X_1$ ) on Achievement Motivation ( $X_3$ ). Based on the results of research using hypothesis testing, it is known that the path coefficient in substructure 3 obtained that the path coefficient for  $X_1$  to This research confirms that there is a positive direct effect of strengthening Organizational Culture ( $X_1$ ) on Achievement Motivation ( $X_3$ ). So that organizational culture ( $X_1$ ) can increase achievement motivation ( $X_3$ ).

This is in accordance with the results of Hardianto's (2018) research that organizational culture has a direct positive effect on achievement motivation. This can be seen from the path coefficient of organizational culture ( $X_1$ ) to achievement motivation (Y). of 0.303 is significant at  $\alpha= 0.05$ , which means the path coefficient is significant. This shows that  $H_0$  is rejected and  $H_1$  is accepted, so it can be stated that there is a positive direct influence of organizational culture on achievement motivation (Hardianto, 2018).

There is a direct positive influence of Personality ( $X_2$ ) on Achievement Motivation ( $X_3$ ). Based on the results of research using hypothesis testing, it is known that the path coefficient in substructure 3 obtained by the path coefficient  $X_2$  to  $X_3$  is  $\beta_{32}= 0.319$  ( $t_{count}=5.831$ ),  $sig.= 0.000 < \alpha=0.05$  with a value of  $0.000 < 0.005$ , then  $H_0$  is rejected so it can be concluded that the path coefficient is significant. This research confirms that there is a positive direct effect of strengthening personality ( $X_2$ ) on achievement motivation ( $X_3$ ). So Personality ( $X_2$ ) can increase Achievement Motivation ( $X_3$ ). This is in accordance with the research results of Ismi Yunita Harun (2019) in her research entitled *Biological Teachers' Motivation Based on Personality and Self Efficacy* that personality contributes to variations in teacher motivation. This result means that there is a positive relationship between personality and teacher motivation, meaning that the more accurate the personality, the stronger the teacher's motivation(Harun, 2019). The following is data comparing the direct and indirect influence of the variables Organizational Culture ( $X_1$ ) and Personality ( $X_2$ ) on Commitment to the Profession (Y)

Table 1. Indirect Influence of  $X_1, X_2$  on Y

No.	Variable	Influence			Total
		Direct	Indirect Through $X_3$	Through $X_4$	
1	$X_1$	0.102	0.06692	0.10249	0.20449
2	$X_2$	0.473	0.04466	0.30636	0.77936

Based on the table above it can be explained as follows, The direct influence of Organizational Culture ( $X_1$ ) on Commitment to the profession (Y) is 0.102 or 10.2%. The indirect effect of Organizational Culture ( $X_1$ ) on Commitment to the profession (Y) through Job Satisfaction ( $X_4$ ) is 0.10249 or 10.2%. Total direct and indirect influence Organizational culture ( $X_1$ ) against Commitment to the profession (Y) of 0.20449 or 20.4%. So, it can be said that the direct influence of Organizational Culture ( $X_1$ ) on Commitment to the profession (Y) is the same as the indirect influence of Organizational Culture ( $X_1$ ) on Commitment to the profession (Y) through Job Satisfaction ( $X_4$ ) or  $\beta_{y1} = \rho_{y4.1}$ .

The direct influence of Organizational Culture ( $X_1$ ) on Commitment to the profession (Y) is 0.102 or 10.2%. The indirect influence of Organizational Culture ( $X_1$ ) on Commitment to the profession (Y) through Achievement Motivation ( $X_3$ ) is 0.06692 or 6.6%. Total direct and indirect influence Organizational culture ( $X_1$ ) against Commitment to the profession (Y) amounting to 0.16892 or 16.8%. So, it can be said that the direct influence of Organizational Culture ( $X_1$ ) on Commitment to the profession (Y) is greater than the indirect influence of Organizational Culture ( $X_1$ ) on Commitment to the profession (Y) through Achievement Motivation ( $X_3$ ) or  $\beta_{y1} > \rho_{y3.1}$ .

The direct influence of Personality ( $X_2$ ) on Commitment to the profession (Y) is 0.473 or 47.3%. The indirect effect of Personality ( $X_2$ ) on Commitment to the profession (Y) through Job Satisfaction ( $X_4$ ) is 0.30636 or 30.6%. Total direct and indirect influence Personality ( $X_2$ ) to Commitment to the profession (Y) amounting to 0.77936 or 77.9%. So, it can be said that the direct influence of Personality ( $X_2$ ) on Commitment to the profession (Y) is greater than the indirect influence of Personality ( $X_2$ ) on Commitment to the profession (Y) through Job Satisfaction ( $X_4$ ) or  $\beta_{y2} > \rho_{y4.2}$ .

The direct influence of Personality ( $X_2$ ) on Commitment to the profession (Y) is 0.473 or 47.3%. The indirect influence of Personality ( $X_2$ ) on Commitment to the profession (Y) through Achievement Motivation ( $X_3$ ) is 0.04466 or 4.4%. Total direct and indirect influence Personality ( $X_2$ ) to Commitment to the profession (Y) amounting to 0.51766 or 51.7%. So, it can be said that the direct influence of Personality ( $X_2$ ) on Commitment to the profession (Y) is greater than the indirect influence of Personality ( $X_2$ ) on Commitment to the profession (Y) through Achievement Motivation ( $X_3$ ) or  $\beta_{y2} > \rho_{y3.2}$ .

Testing the Mediation Effect of the Job Satisfaction variable ( $X_4$ ) on the Organizational Culture variable ( $X_1$ ) on the Commitment to the Profession variable (Y) obtained  $t_{count}$  of 4.79989 while  $t_{table}$  is at the real level  $\alpha = 0.05$ , obtained  $t_{table} = 1.971$ , then  $t_{count} > t_{table} = 4.79989 > 1.971$  so it can be concluded that there is a mediation effect. Testing the Mediation Effect of the Job Satisfaction variable ( $X_4$ ) on the Personality variable ( $X_2$ ) on the Commitment to the Profession variable (Y) obtained  $t_{count}$  of 4.99689 while  $t_{table}$  is at the real level  $\alpha = 0.05$ , obtained  $t_{table} = 1.971$ , then  $t_{count} > t_{table} = 4.99689 > 1.971$  so it can be concluded that there is a mediation effect. Testing the Mediation Effect of the Achievement Motivation variable ( $X_3$ ) on the Organizational Culture variable ( $X_1$ ) on the Commitment to the Profession variable (Y) obtained  $t_{count}$  of 4.86662 while  $t_{table}$  is at the real level  $\alpha = 0.05$ , obtained  $t_{table} = 1.971$ , then  $t_{count} > t_{table} = 4.86662 > 1.971$  so it can be concluded that there is a mediation effect. Testing the Mediation Effect of the Achievement Motivation variable ( $X_3$ ) on the Personality variable ( $X_2$ ) on the Commitment to Profession variable (Y) obtained  $t_{count}$  of 4.11669 while  $t_{table}$  is at the real level  $\alpha = 0.05$ , obtained  $t_{table} = 1.971$ , then  $t_{count} > t_{table} = 4.11669 > 1.971$  so it can be concluded that there is a mediation effect.



#### 4. Conclusion

The research results can be concluded that there is a direct influence of organizational culture, personality, achievement motivation, and job satisfaction on Commitment to the Profession. There is an indirect influence of organizational culture and personality on commitment to the profession through job satisfaction. There is an indirect influence of organizational culture and personality on commitment to the profession through achievement motivation. Strengthening organizational culture, personality, achievement motivation and job satisfaction contribute to directly increasing commitment to the profession. Strengthening organizational culture and personality directly contributes to increasing job satisfaction. Strengthening organizational culture and personality directly contributes to increasing achievement motivation.

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