

The Influence of Motivation, Leadership and Perceived Workload as Intervening on Teacher Commitment

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ABSTRACT

At various schools, there are problems related to teacher commitment for carrying out their work. In schools that were the object in this study, problems related to low teacher commitment can be seen in the exit interview process when teachers submit resignations. This study objective is to look for the influence of leadership, motivation and perceived workload on teacher commitment at the school. This research was conducted at an Islamic school in the southern city of Tangerang. The method of sampling is census of 61 permanent teachers under the organization. The analyzing method is SEM using SmartPLSsm software. The result from SEM intrepertation shows there is significant influence on leadership and perceived workload, motivation and commitment as well as perceived workload and commitment. Leadership can also influence commitment through mediating perceived workload. Base on the results, the conclusios are, to increase teacher's commitment, we need to see the leadership style of the principles of the school (as direct supervisor), gave a good insight for their perceived workload so that they do not feel overwhelming. Thus their commitment will also increasing.

Keywords: leadership, motivation, perceived workload, commitment, SEM.

INTRODUCTION

In the world of education, a teacher's commitment to education often a very important issue. Because of the importance of this, some schools include an element of commitment as one of the conditions for becoming a teacher, this is offered by the school in the initial recruitment of teachers. Commitment according to the big Indonesian dictionary is an agreement (attachment) to do something; contract, obligation, responsibility. (Maria Eliophotou-

Menon & Ioannou, 2016). The school that was used as the object of research is currently experiencing a significant growth in the number of students, therefore the school is also currently starting to recruit many new teachers. At present the management felt the commitment of the teachers seemed to be declining. One of these things can be seen from the turnover and resignation of teachers which is increasing every year. Every teacher who will withdraw from the school will have an exit interview by the school management and the results according to

management are closely related to the commitment as a teacher in the school. This becomes very important, because now the school is experiencing a growth in the number of new students, and requires many teachers to be able to carry out the teaching process properly and correctly.

Management of the school sees an increasing number of teachers, and some leadership problems, the leadership role need to be increased to motivate teachers. In addition, the increasing number of students will also cause more classes to be taught and the workload of teachers will also increase. Therefore, the school is currently trying to see whether the leadership of the leaders in the school, perceived workload and motivation affect the commitment of teachers.

Government has try various effort to improve and develop the teaching profession in Indonesia, including through the certification program. Certification program purpose is to determine the quality and feasibility of teachers in carrying out their duties as agents of learning and realizing national education goals. (Kusumawardhani, 2017)

Effect of certification on improving the quality of education does not significant as expected. To carry out an effective and quality learning process, it requires professional teachers who have competence, mastering science and technology, have teaching skills, committed for carrying out learning process, responsible for their duties and obligations, and have good ethics or morals . (Haryanto, Mukminin, Murboyono, Muazza, & Ekatina, 2016)

Committed teachers are teachers who are loyal, aware, and responsible for carrying out the learning process. Commitment defined attachment, loyalty or identification (Singh & Gupta, 2015). Organizational commitment is the strength of a person towards self identification and its exposure to a particular organization. Professional commitment is defined as psychological attachment and identification of a person to his profession. (Singh & Gupta, 2015).

Organizational commitment and the people within it are impacted by leadership style. In high-level education effective leadership and teacher commitment is needed to see its influence (Yahaya & Ebrahim, 2016). Second hipotesis will test about this statement. Leadership style has positive effect on commitment (H1a)

Complex interaction between personality and situational determination arises motivation. At work, motivation is not always related to money. Clarity about a job description can also increase work motivation. (Marlina, Aliman, & Somantri, 2001). Motivation is a process that measures the intensity, direction and perseverance / persistence of someone in achieving a goal. (De Vos, Van der Heijden, & Akkermans, 2018). Thus arise question whether motivation has effect on commitment, and is it a positive or negative effects? Hipotesis. Motivation has positive effect on commitmen.(H2a)

In PERMENDIKBUD RI no 15, 2018 the workload of teachers in one week in total is 40 hours divided into 37.5 hours of work and 2.5 hours of rest. Within these working hours, counts are not only fixed teaching hours but also hours of planning learning or mentoring; assessing the results of learning or coaching; guide and train students; and carry out additional tasks attached to the implementation of main activities in accordance with the Teacher Workload.

Workload is defined as all activities that result in a person spending his time doing a job that is in accordance with his professional duties, responsibilities and interests in work. For teachers the workload does not only exist in school, but teachers also have to spend extra time after working hours, to be more effective and productive in their work as teachers. (Johari, Tan, & Tjik, 2016). In this study, workload that is being tested is perceived workload, which is a feeling that something needs effort to be expended or done. Individual perception that the tasks / jobs given to them from the workplace are above normal or stressful. (Cömert & Dönmez, 2019).

Third, fourth and fifth hipotesis will be driven by the first and second hipotesis, those are, Leadership style influence perceived workload (H1b) and then influencing commitment (H4). and motivation influence perceived workload (H2b) and then influencing commitment (H3), and teacher motivation has a positive effect on teacher commitment through mediating perceived workload(H5)

Structural Equation Modeling (SEM) is modeling technique that uses statistic, and widely use in the behavioral sciences. Theoretical constructs uses SEM to represented latent factors (Kohli, 2017) Relationships between the constructs are represented by path

coefficients or regression between the factor. (Hunter, 2018)

METHOD

The method used in the study is a questionnaire method. The questionnaire was given to all teachers in the school, from kindergarten, elementary school, junior high school and senior high school. Conducted by giving questions to all permanent teachers (61 teachers) at the school. Questions given of 10 questions per variables, related to leadership in the organization, teacher motivation, perceived workload based on the teacher's views and teacher's commitment to his work. The questionnaire use a Likert scale of 1-4, neutral answer choices were eliminated to get sharper results. Instrument questions use closed sentences and open questions.

This research used SEM on SmartPLS™ Diagram to estimate the parameters in the outer and inner model for the inside approximation. (Chin, 1988) Bootstrapping analysis, implemented in PLS with 500 replications and construct level changes preprocessing, for obtaining the standard errors estimates. (Tenenhaus, Vinzi, Chatelin, & Lauro, 2005). Reliability testing use calculated data to composite scale reliability (CR) and average variance extracted (AVE) (Werts et al. 1974). The CR don't exceed 0.7, AVE of all data

measures don't exceeds 0.50. Discriminant validity calculated from square root of the AVE that constructs in model (Fornell & Larcker, 1981). Obtained model from SEM estimates for the first-order loadings, second-order loadings, third-order loadings, fourth-order loadings, and structural parameters (Johari et al., 2016). A nonparametric bootstrapping procedure used to obtain standard error and calculate t statistics for inferential purposes. Psychometric properties of latent variables and structural relationships can be assessed now. (Henseler, Hubona & Ray, 2016).

RESULT AND DISCUSSION

Result

From the questionnaire obtained, processed using PLS Algorithm (SmartPLS) and result a model image (Diagram 1). From the model in order to produce valid data, the model is tested for reliability and validity first.

From diagram 1 we can see that several indicators in the questionnaire have been selected, in order to have reliable data with loading values of more than 0.5. Data that have been selected later) are tested for Average Variance Extracted (AVE), Composite Reliability (CR) (Chin, 1988) and Cronbach alpha (Henseler, Hubona, & Ray, 2016) in table 1.

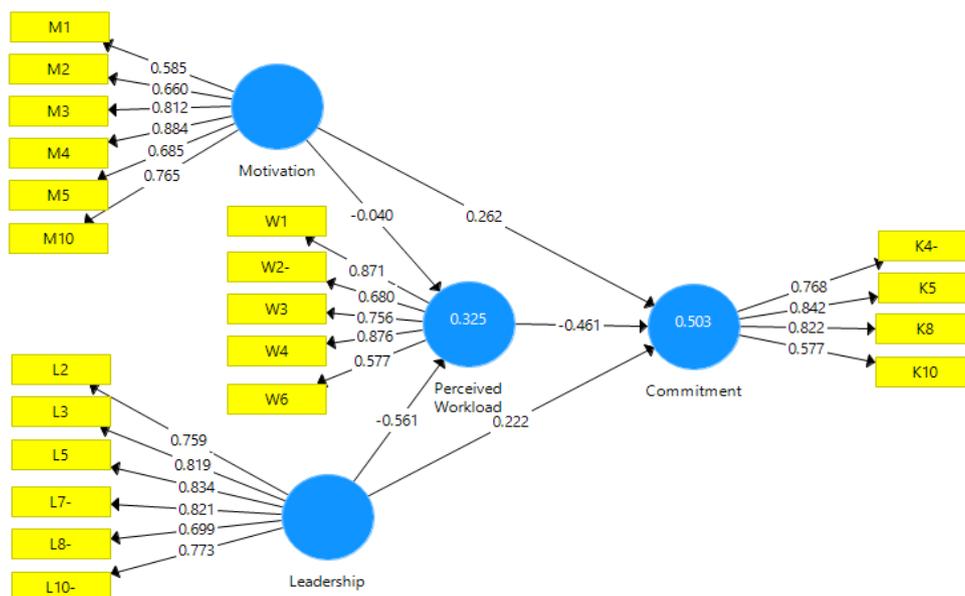


Diagram 1. Results of initial test data

Table 1. Measurement Model

| | Items | Loadings ^a | AVE ^b | CR ^c | Cronbach's Alpha ^d |
|------------|-------|-----------------------|------------------|-----------------|-------------------------------|
| Commitment | K10 | 0.577 | 0.577 | 0.843 | 0.747 |
| | K4- | 0.768 | | | |
| | K5 | 0.842 | | | |
| | K8 | 0.822 | | | |
| Leadership | L10- | 0.773 | 0.617 | 0.906 | 0.876 |
| | L2 | 0.759 | | | |
| | L3 | 0.819 | | | |
| | L5 | 0.834 | | | |
| | L7- | 0.821 | | | |
| | L8- | 0.699 | | | |
| Motivation | M1 | 0.585 | 0.546 | 0.876 | 0.845 |
| | M10 | 0.765 | | | |
| | M2 | 0.660 | | | |
| | M3 | 0.812 | | | |
| | M4 | 0.884 | | | |
| | M5 | 0.685 | | | |
| Perceived | W1 | 0.871 | 0.579 | 0.870 | 0.814 |
| Workload | W2- | 0.680 | | | |
| | W3 | 0.756 | | | |
| | W4 | 0.876 | | | |
| | W6 | 0.577 | | | |

Items removed :

items loading < 0.5 : - M6, M7, M8, M9, W5, W7, W8, W9, W10, L1, L4, L6, L9, K1, K2, K3, K6, K7, K9

- All items loading > 0.5 indicates item indicator reliability (Hulland, 1999, p. 198)
- All Average Variance Extracted (AVE) > 0.5 indicates convergen reliability.
- All Composite Reliability (CR) > 0.7 indicates internal consistency.
- All Cronbach alpha > 0.7 indicates indicator reliability.

From the results of the calculation, all indicator items in the variable meet the reliability requirements, with all loading more than 0.5, all Concentration Reliability above 0.5, internal consistency above 0.7 and Cronbach alpha reliability above 0.7. These results indicate that the construct in the instrument that used in this study are reliably for measure these latent variables. (Henseler et al., 2016)

To check the suitability of the model, a validity calculation is also performed by

calculating the indicators for each item by cross loading. With the results in table 2. Based on the results of crossloading calculations there are no indicators that have a higher correlation with other latent variables than with the latent variables themselves, so the model is said to be right. To calculate the validity, the validity test of Discriminant Validity (Fornell and Larcker Criterion) is done with the results in table 3. (Fornell & Larcker, 1981)

Table 2. Indicator Item Cross Loading

| | Commitment | Leadership | Motivation | Perceived Workload |
|------|-------------------|-------------------|-------------------|---------------------------|
| K10 | 0.577 | 0.215 | 0.443 | -0.322 |
| K4- | 0.768 | 0.525 | 0.085 | -0.644 |
| K5 | 0.842 | 0.360 | 0.375 | -0.407 |
| K8 | 0.822 | 0.464 | 0.283 | -0.474 |
| L10- | 0.411 | 0.773 | 0.079 | -0.542 |
| L2 | 0.310 | 0.759 | 0.143 | -0.345 |
| L3 | 0.464 | 0.819 | 0.220 | -0.423 |
| L5 | 0.471 | 0.834 | 0.218 | -0.477 |
| L7- | 0.444 | 0.821 | 0.040 | -0.516 |
| L8- | 0.381 | 0.699 | 0.190 | -0.321 |
| M1 | 0.084 | 0.034 | 0.585 | 0.023 |
| M10 | 0.390 | 0.153 | 0.765 | -0.173 |
| M2 | 0.224 | 0.071 | 0.660 | -0.045 |
| M3 | 0.242 | 0.181 | 0.812 | -0.099 |
| M4 | 0.310 | 0.197 | 0.884 | -0.172 |
| M5 | 0.183 | 0.070 | 0.685 | 0.023 |
| W1 | -0.616 | -0.515 | -0.149 | 0.871 |
| W2- | -0.419 | -0.334 | -0.274 | 0.680 |
| W3 | -0.472 | -0.495 | -0.072 | 0.756 |
| W4 | -0.495 | -0.527 | -0.023 | 0.876 |
| W6 | -0.316 | -0.183 | -0.033 | 0.577 |

Table 3. Discriminant Validity (Fornell and Larcker Criterion)

| | Commitment | Leadership | Motivation | Perceived Workload |
|--------------------|-------------------|-------------------|-------------------|---------------------------|
| Commitment | 0.760* | | | |
| Leadership | 0.533 | 0.786* | | |
| Motivation | 0.369 | 0.184 | 0.739* | |
| Perceived Workload | -0.625 | -0.569 | -0.143 | 0.761* |

*The diagonal are the square-root of AVE from the latent variable, also indicates the highest in any row or column

Based on results from discriminant validity calculations, each latent variable shares more variants with each of its indicator blocks than with other latent variables that represent a different indicator block, so that it can be declared a valid instrument. (Henseler et al., 2016)

After the test data obtained meet the requirements to proceed to the next test, the next test is to bootstrapping the valid model. By

processing using SmartPLSt^m software, a model such as Diagram 2 is obtained. The test results also show the results of hypothesis testing, whether supported hypothesis or not supported hypothesis. Based on the results of calculations using bootstrapping, the standard T-statistics hypothesis is accepted if the results are more than 1.97, (Henseler et al., 2016) shown in table 4

Table 4. Hypothesis testing

| Hypothesis | Relationship | Std Beta | Std Error | [t-value]^ | Decision |
|-------------------|--|-----------------|------------------|-------------------|-----------------|
| H1a | Leadership -> Commitment | 0.240 | 0.143 | 1.549** | Not Supported |
| H1b | Leadership -> Perceived Workload | -0.580 | 0.107 | 5.246** | Supported |
| H2a | Motivation -> Commitment | 0.282 | 0.117 | 2.236** | Supported |
| H2b | Motivation -> Perceived Workload | -0.061 | 0.146 | 0.275** | Not Supported |
| H3 | Perceived Workload -> Commitment | -0.445 | 0.125 | 3.686** | Supported |
| H4 | Leadership -> Perceived Workload -> Commitment | 0.258 | 0.081 | 3.202** | Supported |
| H5 | Motivation -> Perceived Workload -> Commitment | 0.030 | 0.069 | 0.266** | Not Supported |

**P<0.001, *P<0.005

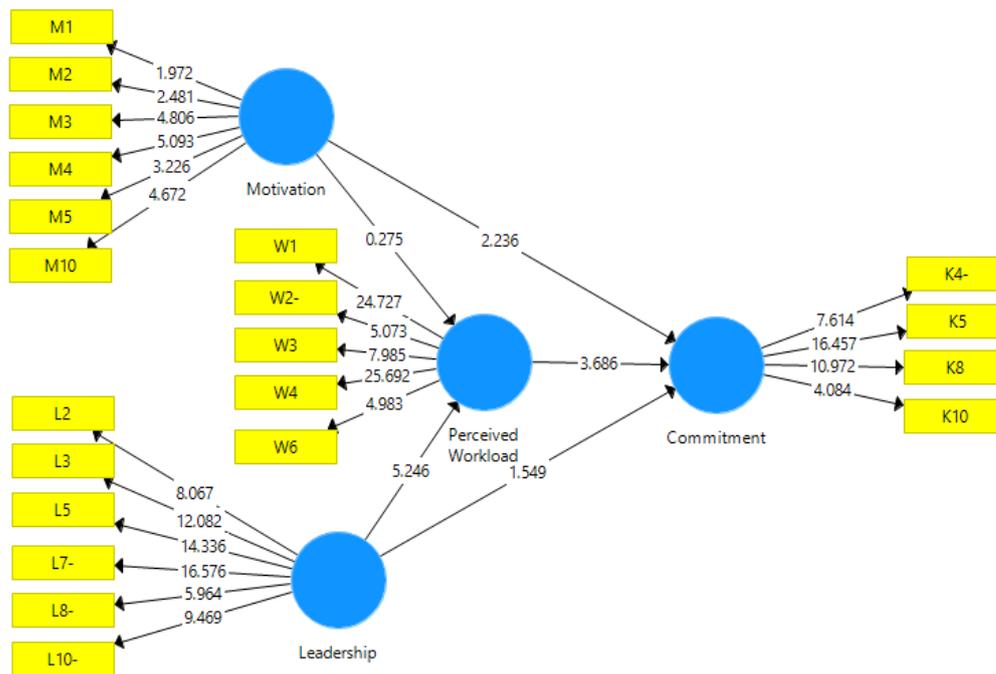


Diagram 2. Hypothesis testing result

Discussion

From the results of testing the hypothesis that has been shown, Leadership in organizations has positive influences on perceived workload. Thus H1b are proven accepted. This result, support the experiment of implementation of transformational leadership characteristics, especially for inspirational motivation and individualized consideration that leads to less of employee commitment to the organization (Dean & Ii, 2010)

The teacher’s motivation has positive effect in teachers commitment. Thus state that hipotesis H2a proven. Perceived workload it self has a positive effects on teacher commitment thus hipotesis H3 also proven accepted. This result, support the experiment of employees with strong affective commitment feel emotional attachment to the organization, and therefore will have greater motivation and desire to contribute to the organization than employees with weak affective commitment (Pranita, 2018).

Leadership in organization has positive influences commitment only if mediated by perceived workload. H4 proven and accepted. This result, support the experiment that a teacher's perception of their workload is accounted for within their feelings of how their

principal (leadership) supports them on stay commitmeny in school (Torres, 2016)

From testing the H1a hypothesis states that in these schools, the leadership in organizations does not have a positive effect on teacher commitment. Based on observations during the research, it appears that operational management within the school has not been seen systematically, so the teachers in school assume that the leadership carried out also has not been able to build commitment to their work. This is also shown by not always giving thanks to employees who have worked hard, less respect for employees who have worked hard, and always requires employees to prioritize the implementation of tasks from other matters without thinking about workload work. Supports by (Dean & Ii, 2010), which states that one of the reasons is less of implementation of transformational leadership characteristics, especially for inspirational motivation and individualized consideration that leads to less of employee commitment to the organization.

From the results of testing the H1b hypothesis states that leadership in organizations has positive effect on perceived workload. This hypothesis proves directly observations in the field that the perceived workload of teachers depends on how the leader gives or delivers the work, so the teachers can

receive the workload of the work provided. studies by (Ladd, 2011) and (Boyd et al., 2011) found that, controlling for student composition, various measures for working conditions and school climate, perceptions of leadership and administrative support (perceived workload) are the strongest predictors of intentions to leave and turnover for experienced and novice teachers.

The results of testing H2a hypothesis states that teacher motivation has positive effect teacher commitment. These results explain that to be able to grow commitment to teachers at the school, can be done by building teacher motivation. Consistent with research conducted by (Pranita, 2018). which states that employees with strong affective commitment feel emotional attachment to the organization, and therefore will have greater motivation and desire to contribute to the organization than employees with weak affective commitment

The results of testing the H2b hypothesis states that teacher motivation does not positive effect on perceived workload. These results explain that the perceived teacher workload is not influenced by the motivation of the teacher, but can be built using a leadership style approach in accordance with the H1b hypothesis.

Hypothesis H3 states that perceived workload has positive effect for teacher commitment. This proves that the commitment of teachers in school was formed when the teacher felt the workload provided was appropriate. This is in accordance with research by (Kim, Henderson, & Eom, 2015) in a study found that the negative impact of heavy workload and the resulting fatigue on employees' motivation.

Hypothesis H4 states that leadership in organizations positive influences commitment by mediating perceived workload. This proves that the leader can strengthen the commitment of teachers in school by building the perceived workload first. This was previously seen in the H1 hypothesis where direct leadership has no positive effect on teacher commitment. Other research results state that the interpretation of research results, that a teacher's perception of their workload is accounted for within their feelings of how their principal (leadership) supports them on school (Torres, 2016)

Hypothesis H5 states that teacher motivation does not have a positive effect on teacher commitment through mediating

perceived workload. This proves that in the school, to be able to grow commitment to teachers in the school, it can be done by directly building motivation on the teacher (hypothesis H2a).

CONCLUSION AND SUGGESTIONS

The profession as a teacher is rarely the first choice profession, especially for the younger generation who claim to be the current generation. Teaching profession is not dream profession for them, even for those who are already teachers, sometimes this profession is not carried out with high commitment. Therefore, it is necessary to examine the factors that influence teacher commitment, because teacher commitment is important for the sustainability and improvement of teacher performance.

Based on the research results of the three proposed latent variables, namely motivation, leadership and perceive workload. Models and results of the study show that, there is a positive influence on leadership and perceived workload, teacher's motivation has a positive effect on teacher commitment, perceived workload has a positive effect on teacher commitment, leadership in organizations positive influences commitment by mediating perceived workload. Research result show that management can encourage the teacher commitmen directly by motivating and build the perceived about teacher workload.

This research find that direct leadership in organizations does not have a positive effect on teacher commitment. Teacher motivation does not have a positive effect on perceived workload, and teacher motivation does not have a positive effect on teacher commitment through mediating perceived workload.

The suggestion for next research is to find the connection with the distribution of generations, teacher in the school which consists of several generation (X, Millenial & Z) and Z is the most dominant. These results could used as input for the human resource department in schools, to find out what factors need to be considered to increase teacher commitment, and also to add information, which teachers generation are better. The limitations of the study are in the sample of only 61 people. The research limitations in this study could be used as opportunities for further

research.

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