

# Mediated Role of Biological Teachers' Motivation between Big-five Personality and Organizational Commitment

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## ABSTRACT

This research was aimed at finding out the information whether teacher's organizational commitment affected by both big-five personality and motivation. To achieve this objective, a causal survey method used by selecting around 89 biological teachers randomly in Jakarta. All variables measured by developing three instruments which each was characterized by reliability of 0.79 for organizational commitment, 0.84 for personality, and 0.77 for motivation. Data analyzed by path analysis. The research results revealed that motivation has been proven to be a good mediator between teacher's personality and organizational commitment. Moreover, teacher's personality found directly and significantly affected teacher's organizational commitment. Therefore, it could be concluded that the desire of teachers to stay or withdraw from school could be considered by looking into its personality and teachers' motivation. These findings could be beneficially applied in developing a school policy which implied that when school want to improve and maintain teachers' organizational commitment, the role of teacher motivation and their personality could not be neglected, especially in recruiting them.

## Keywords:

Organizational Commitment, Big-five Personality, Reliability, randomly, and Path Analysis.

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## Introduction

Education is an effort to improve a person's personality. If the nation has a high quality education, it can be ascertained that the generation will also have excellent quality. In education, teachers are the crucial source. These teachers with high competence are able to guide students to be better.

One of the education problems in Indonesia is the low quality of education. Based on data reported by kemendikbud.co.id, high school students in Indonesia are in the low performance quadrant when participating in PISA from the aspects of mathematics, literacy, and science (OECD, 2019)<sup>1</sup>. Research and Development Agency of the Indonesian Ministry of Education emphasized that PISA results is not only about scores and rankings. The results of the PISA study describe children's behavior, children's learning conditions, children's backgrounds, teacher teaching methods, and so on. Based on the results of this PISA, the quality of education, one of which can be effect by the quality of teachers. Teachers are needed to improve the quality of education. Teachers are expected to have good competence in order to

improve the quality of education. If the competence of the teacher is excellent, the learning and transmitting process of knowledge to students can be done optimally which results good quality education. Teacher competence is contained in law number 14 of 2005 article 10 paragraph 1 states that teacher competencies are grouped into four groups, namely pedagogical competence, personality competence, social competence and professional competence.

Personality plays an important role in forming competent teachers. According to Moorhead & Griffin (2010)<sup>2</sup>, personality is a person's characteristics or psychological traits that are relatively stable and differentiate an individual from another. The traits contained in the big 5 personality explain many things that define an individual person (Robert & Costa, 1999)<sup>3</sup>.

Teachers with good personalities will be able to teach optimally and become a good example for students, because the teacher's job is not only to teach but also to guide students. The teacher's personality will be shown in his/her behavior and ways of thinking. If the teacher has a good and stable personality, then this can support the organization owned by the teacher. As in Novian

and Akbar (2019)<sup>4</sup> research shows that teachers with good personalities have a positive relationship with organizational commitment so that it can help the development of educational organizations and the quality of education produced.

Apart from personality, motivation is also important in teachers. The motivation of teachers is an encouragement to lead and persist in the actions taken against the goals they have in facing obstacles in the organization. Motivation is needed because motivation can support the achievement of organizational goals (Gomez-Meija et al., 2008)<sup>5</sup>. According to Moorhead and Griffin (2010)<sup>2</sup>, a person with high motivation makes serious efforts on behalf of the organization and has a desire to maintain membership in the organization. Teachers who are motivated will teach seriously, complete tasks given by the principal properly and always trying to increase knowledge to support quality education, this is supported by Koesmono's research (2015)<sup>6</sup> which shows that motivation affects organizational commitment.

In schools, it is important for teachers to have organizational commitment. The main goal in educational organizations is to improve the quality of education. Organizational commitment is a form of a teacher's professional competence. Teachers who have low organizational commitment tend to have an undisciplined attitude that violates rules and regulations in school. According to Robbins et.al (2017: p.102)<sup>7</sup> affective organizational commitment is an emotional feeling that an individual has for his organization as well as a belief in its values. This is the same as expressed by Fred, Luthans (2011)<sup>8</sup> that affective commitment involves the teacher's emotional attachment and involvement in the organization. Continuous commitment involves commitment based on the consequences associated with the teacher leaving an organization / agency. Normative commitment involves feeling the teacher's obligation to stay with the organization because it is a necessity and feels that it is the right thing to do.

Hasanah, Putrawan & Vivanti (2020)<sup>9</sup> stated that school often face the problem of a low sense of teacher commitment within the school organization, this occurs due to the loss of teacher trust in the school organization. It is also affected

by teachers' motivation which not only on teachers' organizational commitment, but also on teachers' performance (Putrawan & Yuan, 2020).<sup>26</sup> This will reduce the quality of a teacher and prevent the institution from improving the quality of education. Based on this background, this study was aimed at examining the effect of personality and motivation on organizational commitment based on a causal study of state high school biology teachers in Jakarta.

## RESEARCH METHODOLOGY

This research was aimed at finding out information about the direct effect of teacher's personality and motivation on organizational commitment. This research is a type of quantitative research with a causal survey method by selecting 89 biology teachers as a sample representing the population of high school biology teachers in South Jakarta. The instrument was developed to measure three variables with details of personality (X1) (reliability 0.84 (27 items)), motivation (X2) (0.77 reliability (22 items)) and organizational commitment (X3) (0.79 reliability (24 items)). The research data obtained were then analyzed by path analysis.

## RESULTS AND DISCUSSION

Based on the calculation of the simple regression model using SPSS for the variable organizational commitment (X3) on personality (X1), produces a simple regression equation  $X3 = 57.093 + 0.30 X1$ ;  $\hat{X} 3 = 73.71 + 0.21 X2$ ;  $\hat{X} 2 = 32.769 + 0.48 X1$ . The result was significant and linear. The results of the variance analysis on the simple regression model are presented as follows (Table 1):

**Table 1. Phi Coefficient Table**

Model	Unstandardized Coefficients		Standardized Coefficients	t	t tabel		Correlations		
	B	Std. Error	Beta		0.05	0.01	Zero-order	Partial	Part
1 (Constant)	57.093	8.873		6.435	1.98	2.36			
X1	0.300	0.075	0.393	3.990*			0.393	0.393	0.393

\* :  $p < 0.05$

Based on table 1, Personality has a direct effect on organizational commitment with  $\phi_{31} = 0.393$  with the calculated value  $t_{cal} = 3.990 > t_{tab} = 1.98$ .

**Table 2. Phi Coefficient Table**

Model	Unstandardized Coefficients		Standardized Coefficients	t	t tabel		Correlations		
	B	Std. Error	Beta		0.05	0.01	Zero-order	Partial	Part
1 (Constant)	73.713	8.367		8.810	1.98	2.36			
X2	0.209	0.093	0.234	2.24*			0.234	0.234	0.234

\* :  $p < 0.05$

Based on table 2, Motivation has a direct effect on the organizational commitment with  $\phi_{32} = 0.234$  with the calculated value  $t_{cal} = 2.24 > t_{tab} = 1.98$ .

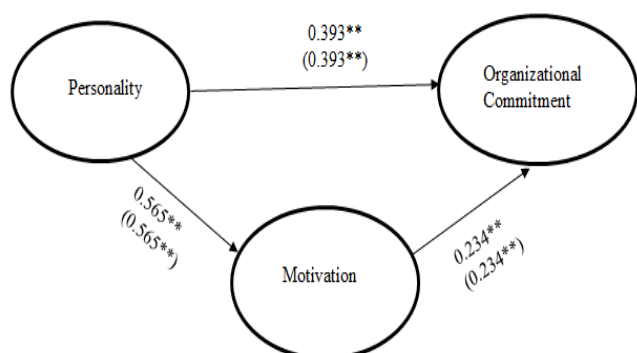
**Table 3. Phi Coefficient Table**

Model	Unstandardized Coefficients		Standardized Coefficients	t	t tabel		Correlations		
	B	Std. Error	Beta		0.05	0.01	Zero-order	Partial	Part
1 (Constant)	32.769	8.908		3.679	1.98	2.36			
X1	0.482	0.075	0.565	6.386*			0.565	0.565	0.565

\* :  $p < 0.05$

Based on table 3, Motivation has a direct effect on the Personality with  $\phi_{21} = 0.565$  with the calculated value  $t_{cal} = 6.386 > t_{tab} = 1.98$

Based on table 1, table 2 and table 3, it can be seen the Final Result of Path Analysis of Empirical Model on figure 1.



**Fig 1. Empirical Model**

**\*\* p < 0.05**

Based on Figure 1, the results of the first hypothesis test show that the teacher's personality has a direct effect on organizational commitment. This is based on the results of the calculation of the significance test, linearity and path analysis which show that there is a direct effect between the variables X1 and X3. The findings above are reinforced by several theories put forward by Erdheim (2006)<sup>10</sup> that extraversion, which is one of the personality traits, has a positive relationship with affective organizational commitment. In addition, in the literature, it is found that friendliness and prudence positively and significantly predict employee affective commitment (Hawwas, 2012)<sup>11</sup>. Extraversion, Agreeableness, Prudence can significantly and positively affect organizational commitment (Abdullah, 2013)<sup>12</sup>. According to Colquitt et.al (2015: p.298)<sup>13</sup>, one of the dimensions of personality, namely awareness has a positive direct effect on normative organizational commitment and affective commitment. This was expressed by Colquitt et.al (2015: p.298)<sup>13</sup>, that stated "*conscientious has a moderate positive effect on commitment, conscientious employees have higher levels of affective commitment and higher levels of normative commitment*" so it can be interpreted that conscientious has a positive effect towards organizational commitment. High teacher seriousness will increase normative organizational commitment and affective organizational commitment. Psychological conditions of a person and social psychology contribute a lot of knowledge about the

relationship between attitudes, perceptions, personality, values, and individual performance (Gibson, James L 2012)<sup>14</sup>. According to Kumar and Bakhshi (2010: p.25-34)<sup>15</sup> stateda that conscientiousness and extraversions have a positive effect on affective organizational commitment because affective organizational commitment is one of the dimensions of commitment.

The second hypothesis of this research said that there was a direct effect of motivation towards organizational commitment, in this research the second hypothesis test was accepted. This is based on the results of the calculation of the significance test, linearity and path analysis which shows that there is a direct effect between the variables X2 and X3. The findings above are reinforced by several theories put forward by Mc Shane (2010)<sup>16</sup> that a person who has high motivation tends not to quit their job, tends to be more competitive and can be said to have affective organizational commitment. Moreover, they experience more comfort and predictability if they agree with the values underlying the firm's decisions. This convenience increases their motivation to stay with the organization. Mohsan et. al (2004)<sup>17</sup> found a positive relationship between motivation and organizational commitment, Warsi et. al (2009)<sup>18</sup> stated a statement that supports this, namely the work motivation is strongly associated with organizational motivation and the ability to work, to interact, to determine, and to increase the performance of a teacher in an institution. Motivation theory tries to explain and predict how individual behavior is generated, maintained, and stopped (Gibson, et. Al, 2012)<sup>14</sup>.

Based on Colquitt's opinion, (2015)<sup>13</sup> there is a relationship between motivation and affective organizational commitment, and normative organizational commitment. Meanwhile, the relationship between motivation and continuous organizational commitment is quite weak. According to Griffin & Moorhead (2014)<sup>2</sup>, if a person's motivation is high, it can encourage an increase in organizational commitment, namely one's attachment to the organization by making serious efforts on behalf of the organization and the desire to maintain membership in the organization. Based on the results of research by Meysam & Jamali (2013)<sup>19</sup>, it is stated that work motivation has a significant

positive effect on employee organizational commitment. Tentama & Pranungsari (2017)<sup>20</sup> research also states that there is a significant positive relationship between teacher work motivation and organizational commitment. The stronger the teacher's work motivation, the higher the organizational commitment to the workplace. Based on research by Fera and Putrawan (2017)<sup>21</sup> The results of show that there was a significant direct effect of motivation on organizational commitment. Based on Julinda (2016)<sup>22</sup> study states that motivational factors affect teacher organizational commitment in the workplace. This suggests that the correlation between engagement and motivation is positive, indicating the importance of motivation in the work of teachers.

The third hypothesis test stated that teacher's personality had a direct effect on motivation. Based on the results of the third hypothesis test, personality had a direct effect on motivation as stated by Nuckcheddy (2018)<sup>23</sup> that emotional stability and extraversion factors have a significant effect on motivation Efforts to understand behavior are completed when considering personality so that personality is closely related to motivation. Then, motivation has a relationship with behavior and performance (Gibson et al., 2012)<sup>14</sup>. When a person's personality can be well conditioned, it can stimulate work motivation which is a psychological boost in a person that determines the direction of behavior and how much effort and perseverance is done when facing obstacles in the organization (Herzberg in Gomez-Meijaet al., 2008)<sup>5</sup>. Based on the statement above, there is a positive relationship between personality and motivation. A person's personality can affect his/her motivation. In other studies, Astuti and Putrawan (2020)<sup>24</sup> explained that the teacher personality effect their motivation. Another study shows that The big five personalities are an important source of performance motivation (Judge, 2002)<sup>25</sup>.

The fourth hypothesis of this research was that there was an indirect effect of teacher personality on organizational commitment through motivation. In the calculation process carried out, the results show that there is an indirect effect between teacher personality and organizational commitment mediated by

motivation, this can be referred to Colquit's opinion that suggest a model of organizational behavior integration which states that personality will have an effect on organizational commitment through motivation (Colquitt et al., 2015)<sup>13</sup>. The same thing stated by Novian and Akbar (2019)<sup>4</sup> when the personality manifests itself in a dynamic and integrated individual physical, mental, moral and social qualities that are manifested in ways of thinking, feeling, and actions that characterize a person's response to life situations. At the same time, work motivation is also in a high condition which is reflected in the psychological strength of a person that determines the direction of their behavior and their level effort and persistence in dealing with obstacles in the organization which include the nature of work, responsibility for assignments, feedback and recognition, opportunities for personal growth and learning, and feelings of accomplishment resulting from task completion. Then it can increase the organizational commitment of teachers that appear in form of identifying and attaching a person to the organization with acceptance indicators the values and goals of the organization, readiness, and willingness to go out of business on behalf of organization, and a desire to maintain membership in the organization.

## CONCLUSION

Based on the research results, it can be concluded that the desire of teachers to stay in school / institutions is because of the teacher's own personality and motivation. Teachers with good personalities will have high motivation and can affect the commitment to the organization institution they work with.

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