



The Influence of Organizational Culture, Emotional Intelligence and Work Stress Management on the Commitment of the Junior High School Teachers of Percut Sei Tuan District

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Abstract

The purpose of this research is to know: 1) Influence of organizational culture to emotional intelligence of teachers of State Junior High School of Percut Sei Tuan District; 2) The influence of Organizational Culture on the management of work stress of teachers of State Junior High School of Percut Sei Tuan District; 3) The influence of organizational culture on the commitment of teachers of State Junior High School of Percut Sei Tuan District; 4) Influence of emotional intelligence to commitment of teachers of State Junior High School of Percut Sei Tuan District; 5) Stress management of the commitment of teachers of State Junior High School District Percut Sei Tuan. The research was conducted at Junior High School 3 SMP Negeri 3 Percut Sei Tuan, SMP N 3 Percut Sei Tuan, SMP N 4 Percut Sei Tuan, SMP N 5 Percut Sei Tuan, SMP N 6 Pick Sei Tuan, SMP N 7 Percut Sei Tuan, and SMP N 8 Percut Sei Tuan. This research is done by using method. (Path Analysis). And the results of the study showed that there were five significant paths: (1) direct organizational culture toward emotional intelligence, (2) direct organizational culture to work stress management, (3) direct organizational culture to teacher commitment, (4) teacher commitment influenced positive to emotional intelligence, and (5) teacher commitment has a positive effect on work stress management.

Keywords: organizational culture; emotional intelligence; work stress management; commitment.

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1. Introduction

Education plays an important role to ensure the survival of the state and nation, because education is a vehicle to improve and develop the quality of human resources. Education is the process of developing self-ability and individual strengths. Education can be obtained both formally and non-formally. Formal education is obtained by following programs that have been planned, structured by an institution, department or ministry of a country. Schools as institutions of education service management are expected to function for all available resources effectively in achieving the objectives and efficient in using these resources. As an educational institution, a school is a system where the educational process takes place, which has a variety of interrelated tools and elements such as teachers.

Teachers play an important and strategic role in the determination of the achievement of learning objectives. Teachers are not only responsible for delivering lessons, but also should be able to create a fun learning environment. No matter how good and complete the educational facilities and infrastructure, curriculum, media, resources or the greatness of educational technology, they will be meaningless if the teacher's commitment does not exist.

The teacher in the work must have a high sense of responsibility and dedication to the work itself as well as to the work environment. Teachers will work with full sense of responsibility and dedication if they have an organizational commitment. A person's success in a task assigned to him can be determined by how committed they are to the task and the level of education or knowledge. Without a commitment, the tasks assigned to him will be difficult to implement properly.

Teachers as an important part of the organization of education should have a high commitment. Commitment becomes very important because commitment is the most fundamental thing in doing a job. Teachers will have difficulty performing their roles and responsibilities as educators if they are not committed. The teacher's commitment to the school institution as an organization is essentially a perceived condition by the teacher that can lead to strong positive attitudes toward the organization regarding identification and loyalty to the organization and its objectives. A person who has committed will not hesitate to determine the attitude and responsibility of the decisions he / she makes.

Colquitt, Le Pine, and Wesson [1] say "Organizational commitment is defined as the desire on the part of an employee to remain a member of the organization." (Organizational commitment as employees desire to be or is bound to the organization). This means that organizational commitment is the incentive or willingness of a member to always be united with the group or organization. The basic thing in doing a job is commitment, because it will be difficult to complete the job without commitment. The committed person will be aware and willing to accept every risk of his actions, be responsible for the risks arising, and not hesitate to determine his attitude. School organization, teachers are professionals dealing with students. So as teacher educators must also be able to run policies with certain goals and have a strong commitment to the school where the teacher works.

Teacher's commitment can be measured through the role of teachers in the educational world that undergoes

continuous change and is influenced by school culture, emotional intelligence, and stress management. Relation to the implementation of tasks in schools, teachers always interact with the work environment consisting of students and other school components. Implement monitoring and assessing day-to-day student activities.

The [1] author say that commitment is influenced by many factors, including Organizational Mechanism that includes organizational culture and organizational structure. Team Mechanisms include leadership styles, influence and leadership power, team processes and communication, team characteristics and diversity. Individual characteristics include abilities, personality and cultural values. Individual mechanisms include job satisfaction, stress / pressure, motivation, trust, justice and ethics, and decision making.

Negative impacts experienced if the teacher does not have commitment that is: (1) the teacher does not work seriously, (2) the teacher cannot provide the best service, (3) low teacher job responsibility, (4) low teacher discipline level, 5) the desire for achievement and self-development of teachers is still low. While the positive impact of teachers who have the commitment are: (1) work hard, (2) proud as a teacher profession, (3) proactively improve themselves in accordance with the vision, mission and goals of school, (4) always keep the good reputation of teachers, and (5) provide the best service to the students.

Based on preliminary study of 130 teachers in four junior high schools in Percut Sei Tuan sub district Deli Serdang district: SMP Negeri 1 Percut Sei Tuan 32 people, SMP Negeri 2 Percut Sei Tuan 40 people, SMP Negeri 3 Percut Sei Tuan 35 people, and SMP Negeri 4 Percut Sei Tuan 23 people. Found a problem with teacher commitment. The phenomenon that indicates, among others: (1) teachers do not work seriously (45%), indicated by the number of teachers who do not have media to teach in the classroom. (2) Teachers do not provide the best service (50%), indicated by the number of teachers who teach not in accordance with the contents of the Learning Program Plan (RPP), have no teaching manual other than books distributed by the school. (3) Low job responsibilities (45%), indicated by the number of teacher tasks have not been implemented as they should. (4) Low teacher discipline rate (45%), indicated by low teacher's desire to continue education due to age, busy with side jobs to sustain economic life, lack of time, or because income from side work is quite promising.

Based on the findings of several Percut Sei Tuan Secondary Schools, it can be explored on several variables that influence teacher commitment empirically and conceptually. As explained above, it is suspected that organizational culture, emotional intelligence, and stress management affect teacher commitment.

2. Method

This research is done by using quantitative method of path analysis type (Path Analysis). Quantitative research methods can be interpreted as a research method based on the philosophy of positivism, used to examine the population or a particular sample, sampling techniques are generally done randomly, data collection using research instruments, data analysis that is quantitative / statistical with the aim to test predefined hypothesis.

According to Andrian [2] path analysis is used to analyze patterns of relationships between variables with the aim to determine the direct or indirect effect of a set of exogenous variables on endogenous variables. Path

analysis is often used to analyze the relationship pattern between variables with the aim to know the direct or indirect effect of a set of causal variables (exogenous variables) to the variables due to (endogenous variables).

This study uses four variables, namely teacher organizational commitment (X4) as endogenous variable, organizational culture (X1), emotional intelligence (X2), and work stress management (X3) as exogenous variable.

Data collection techniques using primary data. This research uses data collection instrument in the form of questionnaire. And all data obtained from the measurement analysis with descriptive analysis done to find the highest score, lowest, average price, standard deviation, variance, frequency distribution, mode and median and histogram of each variable.

3. Result and Discussion

The Influence of Organizational Culture on Job Stress

3.1. Discussion

3.1.1. The Influence of Organizational Culture on Job Stress

Each organization must have a culture that supports the achievement of organizational goals [3]. Likewise with school organizations, have a culture that helps achieve the goals of the school. The school culture is a set of value systems, beliefs, and norms embedded in every new citizen in school and pervades strongly to every citizen of the school, which serves as the breath and foundation of the organization in relation to outsiders efforts to achieve school goals. Work stress management is an effort made by the teacher to minimize the negative impact of the stressor it faces, such as student difficulties, workload, low salary, unappreciated profession in society, and opportunities that fail to be achieved so that the stress is eustress, not distress. The school culture that has been embedded and absorbed strongly in the teacher enables the teacher to endure any problems faced in school. School culture becomes a grip for teachers to overcome the problems it faces, so that the negative effects of the problem can be suppressed or even eliminated. Thus, it can be expected that the influence of school culture on stress management.

3.1.2. The Influence of Emotional Intelligence on Stress Management

The influence of emotional intelligence can be interpreted as the ability of the assessment to recognize yourself and others and integrate it so that it can manage the emotions to yourself and emotions to others include: self-awareness, self-management, self-motivation, empathy and social skills [4]. Emotional intelligence demands feelings for learning to recognize respect for feelings in self and others and respond appropriately, applying effectively to emotional energy in everyday life. Workplace stress management is an attempt by the teacher to minimize the negative impact that the stressor is facing, such as student difficulties, workload, low salary, poorly valued professions in the community, and missed opportunities (e.g. failing in certification), so the stress that formed is eustress, not distress. Stress management is one form of commitment, which is the readiness of the teacher to accept and be responsible for all the risks and problems that may occur in his work as an educator.

From the description above can be said teacher with high emotional intelligence will be able to minimize the negative impact caused by stressor that he faced. Thus, it can be suspected that there is an effect of emotional intelligence on stress management.

3.1.3. The Influence of Organizational Culture on Master's Commitment

Commitment is a fundamental thing that must be owned by an individual in carrying out a job so he can run his job, then he will realize, willing to accept, and promise to any risks posed work. Teacher organization commitment is the ability of teachers in carrying out their duties and obligations to the organization where they work [5]. Each organization must have a culture that supports the achievement of organizational goals. Likewise with school organizations, have a culture that helps achieve the goals of the school. Based on the above explanation, the school culture is a set of value systems, beliefs, and norms instilled in every school citizen, manifested as the breath and basic organization in relation to outsiders in an effort to achieve the goal school. Based on the above description, it can be said that if positive school culture is firmly entrenched and absorbed strongly in the teacher, then he will act and behave according to the system of values, norms, attitudes, assumptions, beliefs, and expectations shared by the school. The stronger the school culture pervades the teacher, the more directed the behavior will be in the school culture. Thus, it can be expected that there is an influence of school culture on teacher commitment.

3.1.4. The Influence of Emotional Intelligence on Master's Commitment

Emotional intelligence can be interpreted as a judgment ability to recognize oneself and others and integrate so as to manage emotions against oneself and emotions towards others, including: self-awareness, self-management, and self-motivation, empty and social skills [6]. Teacher organization commitment is the ability of teachers in carrying out their duties and obligations to the organization where they work. Characterized by: confidence in the vision, mission and goals of the school, working diligently, giving the best service to students, proactively improving themselves according to the vision, mission and objectives of the school, accepting the task as a requirement, proud teachers, and willingness to maintain good relationships within the school organization. Based on the above description can be said teacher with good emotional intelligence will increase the commitment of teacher organizations at school institutions. The more teachers' emotional intelligence increases, the higher the teacher's organizational commitment.

3.1.5. Effects of Work Stress Management on Teacher Commitment

Commitment is a fundamental thing that must be owned by an individual in carrying out a job so he can run his job well [7]. When a person has a commitment in his work, he will realize, willing to accept the promise of any risks posed work. The teacher's commitment is the inner awareness of the teacher to accept the beliefs, goals, ethics, rules, and values that grow and develop within the teacher as a result of learning it as well as his involvement in the teaching profession. Workplace stress management is an effort made by the teacher to minimize the negative impact of the stressor he / she encounters, such as student difficulties, workload, low salary, under-valued profession, and missed opportunities (e.g. failing certification) so the stress that is formed

is eustress, not distress. Stress is a response in the form of physiological symptoms and psychological symptoms indicated by the individual as a form of adjustment when dealing with stressors in the form of opportunities, constraints, and burden. Stress management is one form of commitment, which is the readiness of the teacher to accept and be responsible for all the risks and problems that may occur in his work as an educator. Thus, it can be suspected that there is influence of stress management with teacher organizational commitment. The theories presented by the [1] author emphasize that organizational commitment is influenced by four common factors: 1) organizational mechanisms; 2) group mechanisms (group or group mechanism); 3) individual characteristics; and 4) individual mechanisms. These general factors are then elaborated and produced specific factors that include organizational culture, organizational structure, leadership styles and behaviors, leadership influences, group processes, group characteristics, personality, cultural values, job satisfaction, stress, motivation, ethical values, learning process and decision making process. The commitment of one's organization depends on the factors mentioned above. Discussions about organizational commitment and efforts to increase organizational commitment are inseparable from these factors. However, organizational commitment remains important to be tested through field research. In order to prove the truth and corroborate the theories presented by the [1] author. Based on the above framework, the research paradigm can be described at the Figure 1. Where, on the fig 1 shows that the variables X1 and X2 in Figure 1 are exogenous variables. The relationship between the two variables is correlative which is expressed by a curved line with two arrow heads. Straight line with one arrow head is a causality relationship. For example variable X1 to X2; X1 to X3; X3 to X4; X1 to X4 and X2 to X4, where variables X3 and X4 are known as endogenous.

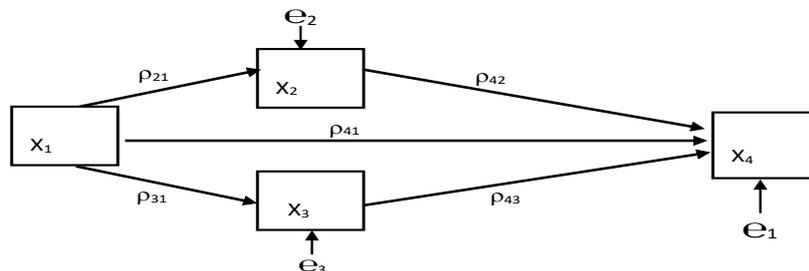


Figure 1: Research Paradigm

X1 = Organizational culture

X2 = Emotional Intelligence

X3 = Working Stress Management

X4 = Master's Commitment

3.2. Result

The data collected in this study includes four variables: Organization Culture (X₁), Emotional Intelligence (X₂), Work Stress Management (X₃), and Teacher Commitment (X₄) were analyzed with the help of SPSS. The

calculation results Data from each variable, can be seen in Table 1.

Table 1: Variable Characteristic

Analysis	X1	X2	X3	X4
N				
Valid	161	161	161	161
Missing	0	0	0	0
Mean	90.3478	89.8758	89.8323	89.5528
Std. Error of Mean	.79811	.79227	.75182	.68121
Median	91.0000	90.0000	90.0000	90.0000
Mode	103.00	80.00	80.00	81.00
Std. Deviation	10.12686	10.05283	9.53955	8.64357
Variance	102.553	101.059	91.003	74.711
Range	44.00	44.00	47.00	48.00
Minimum	63.00	66.00	61.00	61.00
Maximum	107.00	110.00	108.00	109.00
Sum	14546.00	14470.00	14463.00	14418.00

3.2.1. Organizational Culture (X1)

Based on the result of the calculation of the research data with 161 teachers, the lowest score of the organizational culture variables reached 63 and the highest score 107 with mean 90, 37, median 91; Mode 103, and sum14546. Frequency distribution of data Teacher commitment can be seen in Table 2.

Table 2: Organizational Culture

Class	Interval	Frequency Absolut	Frequency relative (%)
1	63-68	6	4
2	69-74	10	6
3	75-80	14	9
4	81-86	16	10
5	87-92	40	24
6	93-98	39	24
7	99-104	35	22
8	105-110	1	1
TOTAL		161	100

The sample that is in the highest score range is 105-110 amounted to 1 person (1%), while the sample which is in the lowest score range is 63-68 amounted to 6 people (4%). Most frequencies are in the score of 87-92 as many as 40 people (24%). The frequency distribution of organizational culture scores is presented in the Table 3.

Table 3: Organizational Culture Description

Category	Frequency	% Frequency
Low	30	18,6
Middle	130	80,8
High	1	0,6

In the table shows that organizational culture 18.6% is in the low category, in the category of 80.8%, and 0.6% are in the high category.

3.2.2. Emotional Intelligence (X2)

Based on the calculation of research data with 161 respondents teachers, obtained the lowest score of emotional intelligence variable reached 66 and the highest score 110, with mean 89.87, median 90; Mode 80, and sum 14470. The frequency distribution of Emotional Intelligence data can be seen in Table 4.

Table 4: Description of Emotional Intelligence

Class	Interval	Frequency	Frequency
		Absolut	relative (%)
1	66-71	8	5
2	72-77	6	4
3	78-83	32	20
4	84-89	30	19
5	90-95	34	21
6	96-101	29	18
7	102-107	16	9
8	108-113	6	4
TOTAL		161	100

The sample that is in the highest score range that is 108-113 amounted to 6 people (4%), while sample which is in the lowest score range that is 66-71 amounted to 8 people (5%). The highest frequency was in the score of 90-

95 as many as 34 people (21%). The frequency distribution of the Emotional Intelligence score is presented in the Table 5.

Table 5: Description of Emotional Intelligence Category

Category	Frequency	% Frequency
Low	20	12,5%
Middle	101	62,7%
High	40	24,8%

In the table shows that Emotional Intelligence 12.5%% is in the low category, in the category of 62.7%, and 24.8% are in the high category.

3.2.3. Work Stress Management (X3)

Based on the results of research with 161 respondents teachers obtained the lowest score of 61 and the highest score 108 with a mean of 89.83, median = 90; Mode 80, and sum 14463. The frequency distribution of Work Stress Management data can be seen in Table 6.

Table 6: Description of Work Stress Management

Class	Interval	Frequency	Frequency
	Class	Absolut	relative (%)
1	61-66	1	1
2	67-72	6	4
3	73-78	10	6
4	79-84	34	21
5	85-90	34	21
6	91-96	33	20
7	97-102	32	20
8	103-108	11	7
TOTAL		161	100

The sample that is in the highest score range is 103-108 amounted to 11 people (7%), while the sample that is in the lowest score range is 61-66 amounted to 1 person (1%). The highest frequency was on score 79-84 and 85-90 counted 34 people (21%). Frequency distribution of Stress Management Scores is presented in the Table 7.

Table 7: Description of Work Stress Management Category

Category	Frequency	% Frequency
Low	25	15,3%
Middle	96	60,0%
High	40	24,7%

In the table shows that the Management of Work Stress 15.3% is in the low category, the medium category 60%, and 24.7% are in the high category.

3.2.4. Master's Commitment (X_4)

Based on the result of the calculation of research data with 161 respondents teachers, obtained the lowest score of organizational culture variable reached 61 and the highest score 109 with mean 89.55, median 90; Mode 81, and sum 14418. The frequency distribution of the Teachers' Commitment can be seen in Table 8 following.

Table 8: Description of Master's Commitment

Class	Interval	Frequency Absolut	Frequency relative (%)
1	61-67	2	1
2	68-74	4	2
3	75-81	28	17
4	82-88	41	25
5	89-95	47	30
6	96-102	27	18
7	103-109	12	7
TOTAL		161	100

The sample that is in the highest score range is 103-109 amounted to 12 people (7%), while the sample that is in the lowest score range is 61-67 amounted to 2 people (1%).

Most frequencies are at a score of 89-95 as many as 47 people (30%). Frequency distribution of teacher in Commitment score in the Table 9.

Table 9: Description of Master's Commitment Category

Category	Frequency	% Frequency
Low	34	21,1%
Middle	92	57,2%
High	35	21,7%

In the table shows that teacher commitment 21.1% is in the low category, the category is 57.2%, and 21.7% are in the high category.

Based on the results of the path coefficient estimation of the research variables performed as shown in Table 9 it is seen that all path coefficients are significant. Based on the calculation of path coefficient obtained, the path diagram in the research paradigm can be described as follows on Table 10.

Table 10: Frequency Distribution and Category Score Work Motivation

Variables	Coefficient	T _{count}	t _{table}	Result
ρ_{21}	0,393	5,395	1,974	Significant
ρ_{31}	0,370	5,028		Significant
ρ_{41}	0,395	5,417		Significant
ρ_{42}	0,493	7,149		Significant
ρ_{43}	0,579	8,950		Significant

Theoretical model tested in this research, there are five paths that found significant: (1) organizational culture have an effect on directly to emotional intelligence, (2) organizational culture have positive direct effect to work stress management, (3) organizational culture have positive direct effect to commitment teachers, (4) teacher commitment has a direct positive effect on emotional intelligence, and (5) teacher commitment has a positive direct effect on stress management and it showed on Figure 2.

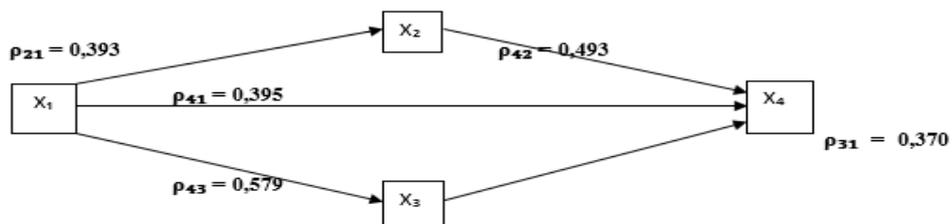


Figure 2: Line Chart Variable Research Results Hypothesis Testing

X1 = Organizational culture

X2 = Emotional Intelligence

X3 = Working Stress Management

X4 = Master's Commitment

4. Conclusion and Suggestion

Based on the explanation and the results of data analysis and discussion of research results that have been done, it can be concluded that:

- a. There is a positive direct influence between organizational cultures (X1) on emotional intelligence (X2). This indicates that the improvement of school organizational culture resulted in an increase in emotional intelligence of teachers in SMP Negeri Percut Sei Tuan District.
- b. There is a positive direct influence between organizational cultures (X1) on Work Stress Management (X3). This indicates that the improvement of organizational culture resulted in an increase in Stress Management Working teachers in State Junior High School District Percut Sei Tuan.
- c. There is a positive direct influence between organizational cultures (X1) on Teacher's commitment (X4). This indicates that the improvement of organizational culture resulted in an increase in teachers' commitment in SMP Negeri Percut Sei Tuan District.
- d. There is a positive direct influence between emotional intelligence (X2) on teacher commitment (X4). This shows that the increase of emotional intelligence resulted in an increase in teachers' commitment in SMP Negeri Percut Sei Tuan District.
- e. There is a positive direct influence between Work Stress Management (X3) on Teacher's commitment (X4). This shows that the improvement of achievement motivation resulted in an increase in teachers' commitment in SMP Negeri Percut Sei Tuan District.

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