

Organizational Culture and Organizational Commitment In Junior High School Teachers

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Abstract

This study aims to determine the relationship between organizational culture and organizational commitment in educational institutions, namely junior high school teachers. The research method used was quantitative with a total of 55 teachers as subjects in one of the junior high schools. The data collection technique used the Organizational Culture scale and the Organizational Commitment Scale which had been prepared by the research team. The data analysis technique uses Product Moment correlation. The results of the data analysis that has been carried out show a significance value of 0.000 ($p > 0.05$), meaning that there is a relationship between organizational culture and organizational commitment. The correlation coefficient shows a value of 0.733, it means a category of strong closeness relationship and a positive direction of relationship where this shows that when the organizational culture gets stronger, the teacher's organizational commitment will increase.

Keywords: Organizational Culture, Organizational Commitment, Teachers, Junior High School, Education Institutions

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1. Introduction

The school is an institution dedicated to education that aims to establish the learning process of people. In Indonesia, depending on the source of funding, classes are of two types, i.e. public and private schools, and depending on the content of the school curriculum, it is distributed in public and private schools (Hendajany, 2015). Both private schools and public schools have different curriculum contents, however, they

have the same main goals, namely, to educate and equip the nation's next generation with knowledge and skills. In addition, the management of education system providers is generally the same in both private and public schools, which includes five main components, namely, education personnel, facilities and infrastructure, management, learning processes, and budget financing (Hidayah, 2022).

The schools that have as institutions in the educational field have the conditions to offer the greatest educational services for today's society. Therefore, to achieve these goals and meet these expectations, leaders seek to improve the management of education, i.e. education staffing, facilities and infrastructure, management, learning processes and funding budgets. The teacher is a fundamental element to support the learning process, since the contribution of the teaching staff to the maximization of the activity can affect several aspects, and one of them is their organizational commitment. The aspect of organizational commitment has not been considered a very important aspect that determines the organizational performance for the achievement of the objectives. Human resources committed to an organization will work optimally, obtain high performance and advance in the organization (Susanti et al., 2019).

Individual commitment to the organization is not only at the loyal to the organization where they work, but also at the stage where members of the organization express their concern for the success and welfare of the organization (Sumarni & Pramuntadi, 2019). Teachers who have a high commitment to the school organization where they work will have good quality performance to support the goals and expectations of the organization. High organizational commitment is able to assist individuals in completing their tasks or work efficiently and this will contribute to the goals and results expected by the organization (Suryani, 2018). Organizational commitment will make employees feel strongly attached to the organization where they serve, when employees feel this emotional attachment, they tend to be more active and happier at work, this will result in increased work achievement (Athar, 2020).

According to Colquitt et al, (2014) organizational commitment is defined as the desire of employees or workers to remain part of the members of the organization. Organizational commitment affects whether an employee remains a member of the organization (retained) or leaves to look for another job (moving). Organizational commitment is the scope of identification, involvement and loyalty expressed by individuals towards the organization where they work (Gibson, 1996; Susanti et al., 2019). Organizational commitment is a psychological condition that reflects the employee's relationship with the organization which will then influence the employee's decision to maintain membership in the organization or not, employees who are committed are more likely to be in the organization than those who are not (Meyer & Allen, 1997). Based on some of the definitions above, it can be understood that organizational commitment is an individual's desire to maintain membership in

an organization, and the belief to support goals within the organization and accept the values contained in the organization.

According to Colquitt et al, (2014) dan (Meyer & Allen, 1997) organizational commitment has three components consisting of affective commitment, continuance commitment and normative commitment. (1) Affective commitment is the desire to remain a member of the organization due to emotional attachment to the organization, (2) Continuing commitment is the desire to remain a member of an organization due to awareness of the costs or impacts caused when leaving the organization, (3) Normative commitment is defined as an individual's desire to remain a member of an organization because of feelings of responsibility based on the norms, values and beliefs that exist in the organization.

Based on a preliminary study conducted at a private Islamic junior high school, through interviews with the principal and vice principal stated that most of the teachers working at this school have worked for more than 5 years, these teachers feel comfortable working at this school. They feel the values in this school are in accordance with them. Teachers are actively involved in activities conducted at school both on weekdays and outside of workdays. Once in anytime when the school experienced problems, the teachers persisted in keeping working at this school and help solving the obstacles the school faced. Some teachers also often show a sense of pride in working at the school.

In addition, based on interviews conducted with five teachers, it was also found that each teacher regularly participates in self-development programs namely training, workshops, and seminars to help developing self-quality and to maximize the learning process. Furthermore, the teachers always take part in reciting activities together before school hours begin, which has become a routine habit every day. The school in this study belongs to the type of Private Junior High School with Islamic nuances where operational costs are not like public schools, and are not as expensive as other types of private schools, so that the salary received by teachers is adjusted to this situation, still the teachers in these schools tend to last for years, and show some positive attitudes such as participating in various self-development programs, always being involved to help with activities that are sometimes carried out outside working hours, which help the school progress, these conditions described the condition of the commitment of the teachers to the school organization where they work.

Organizational commitment is influenced by three main factors, namely the first individual characteristics, these factors include gender, age, marital status, education level (demographic variables) and personality, the values possessed by members of the organization (dispositional variables), the second is organizational characteristics which include structure, policies in an organization and the implications of these policies. The final factor is organizational experience which includes member

motivation while in the organization, satisfaction and perceptions regarding the relationship between organizational members and leaders (Meyer & Allen, 1997). Organizational commitment can be influenced by individual characteristics and work experience, which includes job differences, support for individuals by leaders and colleagues, although organizational characteristics can explain differences in commitment between individuals, individual characteristics and work experience factors explain most of the differences in commitment that exist in individuals (Miedaner et al., 2018).

There are several other factors that can affect organizational commitment. Based on research conducted by Booth-Kewley et al. (2017) there are several psychosocial factors that can influence organizational commitment, including belief in promotion, perceptions related to training and self-efficacy at work. According to Suryani (2018) there are two factors that affect organizational commitment, namely first, factors from employers include ambiguity of work roles, job control, insecurity, career advancement, performance appraisal and positive team experience. The second factor, from the employee's point of view, includes locus of control, age and years of service, task self-efficacy, job satisfaction, employee engagement, and culture. An innovative, bureaucratic and supportive organizational culture can influence employee organizational commitment (Sarhan et al., 2020).

Organizational culture is a system of shared meaning held by members in an organization which is a differentiator between the organization and other organizations (Robbins, 2001; Sutikno et al., 2020). Organizational culture is defined as shared social knowledge within an organization regarding the norms and values that shape the attitudes and behavior of members of the organization (Colquitt et al., 2014). Organizational culture can be interpreted as a shared perception among members of the organization or employees regarding the unit where they work, policies, practices and behaviors that are valued and expected (Truxillo et al., 2021). Based on the above understanding, it can be understood that organizational culture is a system of shared meaning between members of the organization regarding values and norms that shape the attitudes of members of the organization.

According to Robbins dan Judge (2014) there are 7 main characteristics of organizational culture which consist of "Innovation and Risk Taking" are characteristics related to the extent to which employees are encouraged to be more innovative and dare to take risks, "Attention to Detail" is a characteristic related to the extent to which employees are able to show accuracy analysis and attention to detail, "Outcome Orientation" is a characteristic related to the extent to which management focuses on results and not on the process to achieve these results, "People Orientation" is a characteristic related to the extent to which the results of management decisions affect people in the organization, "Team orientation" is related to the extent to which organizational activities are carried out as a team rather than individually,

“Aggressiveness” is related to the extent to which individuals become more aggressive and competitive, “Stability” is a characteristic related to the extent to which organizational activities emphasize maintenance.

Besides Components, organizational culture also has several dimensions. According to Truxillo et al, (2021)) there are four organizational dimensions, first, “adhocracy culture” is a culture that prioritizes innovation where the values of this culture respect entrepreneurial actions and encourage risk taking, this culture values efforts to try new things rather than punishing failure, second, namely “market culture”, the main objective of this culture is more in line with market share and outperforming competition, where competition and competition are the key values of this culture, employee needs. And the fourth dimension is a “hierarchical culture”, a culture that emphasizes efficiency and punctuality, this culture has a greater emphasis on trying to make something predictable by carrying out many institutional procedures and rules and then following them.

Several previous studies were conducted on the topic of organizational commitment including research conducted by Mohammadi et al, (2015) entitled "The relationship between organizational culture and organizational commitment by benefiting by Fajr Jam Refinery" aimed to analyze the relationship between organizational culture and organizational commitment by employee productivity at the Fajr Jam gas refinery. The results of this study indicate that there is a significant relationship between the dimensions of organizational culture and employee productivity which is predicted through the dimensions of organizational culture and organizational commitment.

Another study conducted by Mushtaq et al (2019) entitled "Influence of organizational justice, supervisor support, and group cohesiveness on organizational commitment: Mediated role of ethical behavior" aims to assess role justice, supervisor support and group cohesiveness in influencing organizational commitment through ethical behavior. This data was collected through a survey conducted on individuals working in twelve companies in Pakistan. The results of this study indicate that ethical behavior has a role as a mediator towards role justice, supervisor support and group cohesiveness depicting a significant relationship to organizational commitment.

Another research conducted by Suharto et al, (2019) entitled "The impact of organizational commitment on job performance" aims to discuss the effect of multicultural competence, organizational justice and organizational commitment on performance. Data collection using explanatory survey. The results of this study indicate that multicultural competence has a direct effect on organizational justice, multicultural competence has a direct effect on organizational commitment but does not have a direct effect on work performance, while organizational justice has a direct effect on organizational commitment but does not have a direct effect on performance, but organizational commitment has a direct effect on performance.

Meanwhile Research conducted by Khoiriyah dan Izzati (2021) entitled "The relationship between organizational commitment and organizational citizenship behavior in employees" aims to find out the relationship between organizational commitment and organizational citizenship behavior (OCB). Data collection was carried out using a psychological scale. The subjects of this research were production employees at one of the companies. The results of the study show that there is a relationship between organizational commitment variables and organizational citizenship behavior.

Based on the research that has been described, it can be seen that the majority of research subjects studied came from companies and other profit-making organizations. The difference between the research conducted and previous research lies in the research subject where the researcher wants to examine organizational commitment at one level of education, namely junior high school. Besides that, other differences, namely the independent variables used in previous studies were organizational justice, supervisor support, group cohesiveness and multicultural competence while in this study the independent variables were used, namely organizational culture.

This research focuses on examining the culture contained in educational organizations with the commitment shown by teachers, schools are interesting research places to study where the systems and dimensions of organizational culture certainly have a different structure from companies or other profit organizations. Based on the description above, the researcher is interested in knowing the relationship between organizational culture and organizational commitment in junior high school teachers.

2. Methodology

2.1. Research Design

This research uses quantitative methods. The quantitative approach focuses on careful measurement of variables to answer research hypotheses that are guided by theory (Creswell & Creswell, 2018). The rationale of this research method uses quantitative methods is because the method of data collection, analysis and interpretation of data uses statistics and numbers.

2.2. Research tools

The sample for this study used the total population of teachers who worked in one of the private junior high schools in Surabaya. The teachers who were the sample of the study had a minimum working period of two years and totaled fifty-five teachers. This research use purposive sampling because this research instrument uses two scales,

namely the scale of organizational commitment and the scale of organizational culture. The organizational commitment scale was developed by researchers using the theoretical concepts of theory Meyer dan Allen (1997). While the organizational culture scale was developed by researchers using the theoretical concepts of Robbins and Judge Robbins dan Judge (2014).

2.3. Instruments

Before the instrument is used, it is tested for validity and reliability. Based on the results of testing the instrument shows that the instrument is valid. A valid instrument means that the measuring instrument used to find (measure) data is valid. Valid means that the instrument can measure what it should measure (Sugiyono, 2013). Apart from testing the validity of the instrument, it also went through a reliability test and produced data that the research instrument was reliable. The reliability test was carried out to determine the stability level of the measuring instrument, an instrument has a high level of confidence when the results of testing the instrument show relatively fixed and consistent results (Kurniawan & Puspitaningtyas, 2016). The research instrument has been proven to be reliable, meaning that the measuring instrument used is stable and has a high level of confidence.

2.4. Data Analysis

The analysis technique used by this study to test the hypothesis is the Pearson Product Moment Correlation, namely by correlating the score of each item with the total score, the total score is obtained from the sum of the item scores for the instrument (Kurniawan & Puspitaningtyas, 2016). Sebelum melakukan uji hipotesis maka dilakukan Uji Normalitas menggunakan *One-Sample Kolmogorov-Smirnov Test*, data dikatakan berdistribusi normal ketika kriteria data lebih besar dari 0.05 ($p > 0.05$). Before testing the hypothesis, a Normality Test was performed using the One-Sample Kolmogorov-Smirnov Test, the data was said to be normally distributed when the data criteria were greater than 0.05 ($p > 0.05$). After that, a linearity test was carried out using ANOVA. This test was carried out to test differences between samples due to the influence of an independent variable that has more than two categories on the dependent variable and the data is in the form of intervals (Supratiknya, 2015). The data is said to be linear when the data criteria is greater than 0.05 ($p > 0.05$).

3. Results

This study aims to determine the relationship between organizational culture and organizational commitment to teachers in junior high schools with a sample of 65 teachers. In the following, the results of the data analysis that have been collected will be presented.

3.1. Normality test

The normality test is carried out to prove that the sample data comes from a normally distributed population. There are several techniques that can be used to perform the normality test, namely the chi-square test, the Liliefors test, and the Kolmogorov-Smirnov technique, if the significance value is > 0.05 , then the data sample comes from a normally distributed population, while if the significance is < 0.05 , then the sample comes from a normally distributed population (Gunawan, 2015). In this study, the one-sample Kolmogorov-Smirnov test was used to carry out the normality test. The normality test results have a significance value of 0.200 which is greater than 0.05 ($p > 0.05$). This means that the sample data from this study came from a normally distributed population.

3.2. Linearity Test

Linearity test was conducted to find out whether the variables of organizational culture and organizational commitment have a linear relationship. Data is said to have a linear relationship when the significance value is > 0.05 . Linearity testing in this study used the ANOVA test type, with the SPSS program. The results show that the significance value of the Deviation from Linearity is 0.862 where this value is greater than 0.05 ($p > 0.05$) so it can be concluded that the variables of organizational commitment and organizational culture have a linear relationship.

3.3. Hypothesis testing

Analysis Correlation analysis was not carried out to analyze causal relationships, but only to analyze linear monotonic relationships. How strong is the relationship between the independent variable and the dependent variable, and the strength of this relationship is measured on a scale of -1 to +1. If the correlation coefficient is -1, then the relationship between variables is negative, and if the correlation coefficient is +1, then the relationship is very strong (perfect) and the direction of the relationship is positive (+). If the correlation coefficient is 0, it means that there is no relationship between the variables (Gunawan, 2015).

Tabel 1: Correlation Coefficient Criteria

| Interval | Keeratan Hubungan |
|---------------|-------------------|
| 0.000 – 0.199 | Sangat Lemah |
| 0.200 – 0.399 | Lemah/Rendah |
| 0.400 – 0.599 | Cukup |
| 0.600 – 0.799 | Tinggi |
| 0.800 – 1.000 | Sangat Tinggi |

Source: Gunawan (2015)

The researcher tested the hypothesis using the Pearson Product Moment correlation type using the SPSS program to find out whether or not there was a relationship and the degree of closeness of the relationship to organizational culture and organizational commitment variables. The following will present the results of the correlation test on organizational culture variables with organizational commitment as follows.

Table 2: Correlation Test Results

| Correlations | | | |
|---------------------------|---------------------|------------------------|---------------------------|
| | | Organizational culture | Organizational Commitment |
| Organizational culture | Pearson Correlation | 1 | .733** |
| | Sig. (2-tailed) | | .000 |
| | N | 55 | 55 |
| Organizational Commitment | Pearson Correlation | .733** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 65 | 65 |

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Prepared by the author (2024)

Based on the results of the above calculations, a significance value of 0.000 ($p < 0.05$) was obtained, so it can be concluded that there is a relationship between organizational culture variables and organizational commitment. The Pearson Correlation shows a value of 0.733, this figure in table 1 is included in the interval range 0.600 – 0.799 with a high level of closeness between organizational culture and organizational commitment and has a positive relationship direction.

4. Discussion

This study aims to determine the relationship between organizational culture variables and organizational commitment variables in junior high school teachers. The formulation of the hypothesis of this study is "There is a relationship between organizational culture and organizational commitment in junior high school teachers". There was no obstacle in conducting research, from collecting data nor analyzed the data. The data collected has been tested for Product Moment correlation with the SPSS 20.0 for Windows program. Based on the correlation analysis of 65 teachers, it showed a significance value of 0.000 ($p < 0.05$), this result indicated that there was a significant relationship between organizational culture and organizational commitment.

The results of hypothesis testing using the Pearson Product Moment correlation showed a significance value of 0.000 for both variables ($p < 0.05$) with a correlation coefficient of 0.733. This indicates that there is a relationship between organizational culture and organizational commitment, so the research hypothesis is accepted. The

correlation coefficient is 0.733 if it is adjusted to the category of interpretation of the correlation coefficient in table 1. This value is included in the interval 0.600 – 0.799 with a strong relationship between the two variables. In addition, this correlation coefficient shows a positive value, so the direction of the relationship is positive, this means that the stronger the organizational culture, the higher the commitment to the organization.

Based on the explanation of the results of the correlation coefficient and the direction of the relationship, it can be concluded that if a school has a strong culture of values, goals and behavioral norms, the organizational commitment of teachers to maintain or not their membership in the organization will tend to increase, this is because when teachers have Acceptance and belief in organizational goals or the behavioral values of members in organizational culture will create feelings of loyalty to support these goals and feelings of comfort regarding existing values, so that these perceptions will influence teachers to maintain their membership in that environment.

In this study, it shows aspects of high organizational commitment in accordance with the preliminary studies that have been conducted, teachers who have high organizational commitment will maintain their membership in their work environment because of emotional attachment, conformity with school values or school goals. Some examples of the conditions found in this study are the many teachers who have maintained their tenure for more than 5 years, these teachers already feel comfortable working at this school. They feel the values in this school are in accordance with them. Teachers are actively involved in activities carried out at school both on weekdays and outside of workdays. When the school experienced problems, the teachers persisted in working at this school and helping the problems faced by the school. Some teachers also often show a sense of pride in working at this school.

Organizational commitment can be interpreted as: (1) a strong desire to remain as a certain member; (2) willingness to exert a high level of effort on behalf of the organization and (3) definite belief in and acceptance of the values and goals of the organization (Luthans, 2010). Teachers who have organizational commitment will have a good attitude of loyalty and acceptance of the values and goals in the organization, of course this commitment will affect the achievement of school organizational goals and also the performance produced by the teacher.

Meyer & Allen, (1997) revealed that organizational commitment has three components consisting of: (1) Affective commitment which is an individual's desire to remain a member of the organization due to emotional attachment to the organization, (2) Continuing commitment is an individual's desire to remain a member (maintain membership) in an organization due to awareness of the costs or impacts caused when leaving the organization, (3) normative commitment is defined as an individual's

desire to remain a member of the organization because of feelings of responsibility based on norms, values and beliefs that exist in the organization.

Affective commitment is illustrated by the behavior of the teacher who is willing to help other colleagues who are unable to attend, and the behavior of the teacher who gathers together every lunch break. Continuance commitment is illustrated by the behavior of many teachers who have stayed in school for more than 5 years because they feel comfortable with the school environment. Normative commitment is described by the teacher's behavior to last for more than 5 years because the development program that has been obtained really equips the teacher's self-development.

Organizational commitment is influenced by three main factors, namely the first individual characteristics, these factors include gender, age, marital status, education level (demographic variables) and personality, the values possessed by members of the organization (dispositional variables), the second is organizational characteristics which include structure, policies in an organization and the implications of these policies. The final factor is organizational experience which includes member motivation while in the organization, satisfaction and perceptions regarding the relationship between organizational members and leaders (Meyer & Allen, 1997). Organizational commitment can be influenced by individual characteristics and work experience, which includes job differences, support for individuals by leaders and colleagues, although organizational characteristics can explain differences in commitment between individuals, individual characteristics and work experience factors explain most of the differences in commitment that exist in individuals (Miedaner et al., 2018). In addition, there are several other factors that can affect organizational commitment. Based on research conducted by Booth-Kewley et al, (2017) there are several psychosocial factors that can influence organizational commitment, including belief in promotion, perceptions related to training and self-efficacy at work.

One of the factors that can affect organizational commitment is organizational culture, organizational culture can be a guide and determinant of perceptions that exist in employees in the organization and influence employee behavior (Darajat & Rosyidah, 2012). In addition, organizational commitment can also be influenced by leadership style, one type is a transformational leadership style that can influence organizational commitment to teachers (Izzati & Mulyana, 2013).

Organizational culture is a shared perception among members of the organization or employees regarding the unit where they work, policies, practices and behaviors that are valued and expected (Truxillo et al., 2021). Organizational culture is seen as a system of shared meaning held by members of the organization that differentiates it from other organizations (Robbins & Judge, 2017). Organizational culture is defined as the perception that arises among members of the organization regarding the

environment in which they work, starting from policies, objectives, implementation of applicable policies and behavioral norms(Lestari et al., 2021).

According to Robbins & Judge (2014) there are 7 main characteristics of organizational culture which consist of "Innovation and Risk Taking" are characteristics related to the extent to which employees are encouraged to be more innovative and dare to take risks, "Attention to Detail" is a characteristic related to the extent to which employees are able to show accuracy analysis and attention to detail, "Outcome Orientation" is a characteristic related to the extent to which management focuses on results and not on the process to achieve these results, "People Orientation" is a characteristic related to the extent to which the results of management decisions affect people in the organization, "Team orientation" is related to the extent to which organizational activities are carried out as a team rather than individually, "Aggressiveness" is related to the extent to which individuals become more aggressive and competitive, "Stability" is a characteristic related to the extent to which organizational activities emphasize maintenance.

Innovation and Risk Taking This characteristic is shown by the teacher's behavior, namely updating modules and the learning process after receiving training, seminars or workshops that have been attended, **Attention to Detail** is shown by the teacher's behavior, namely using any free time by reading books or updating information via the internet, **Outcome Orientation** is shown by teacher behavior, namely adjusting the learning process to organizational goals, such as including reading the holy verses before class begins, **People Orientation** is shown by the behavior of teachers who always take the time to gather together, **Team orientation** is shown by the behavior of teachers who help each other and are involved in preparing modules for the same subject and in the flow of the learning process, **Aggressiveness** is shown by the behavior of the teacher who always participates in self-development programs in the form of training, seminars or workshops and **Stability** is shown by the behavior of the teacher, namely always starting learning by reading the holy verses first even during extra hours of lessons.

Culture is the values, norms or behaviors that are considered acceptable and those that are considered unacceptable within a group, organization or society (Griffin & Moorhead, 2014). Organizational culture is a perception related to values, norms, goals or behavior within the organization. A strong culture has the ability to influence the attitudes and behavior of employees, a strong culture exists when employees agree the way it should be and their behavior is consistent with these expectations (Colquitt et al., 2014). A strong culture is a culture whose central values are intensely and widely embraced by employees(Sarhan et al., 2020).

Enhance with research conducted by Aranki et al, (2019) entitled "*The relationship between organizational culture and organizational commitment*" aims to investigate

whether there is a relationship between organizational culture and organizational commitment in an Information Technology company in Jordan. Primary data collection was done by distributing questionnaires using a Likert scale. The results of the study show that there is a significant and positive relationship between organizational culture and organizational commitment. This means that culture plays an important role in keeping employees stays. In addition, the most important conclusion is that organizational culture is the most important predictor of organizational commitment in IT companies in Jordan.

If a school has a strong organizational culture it will create a feeling of emotional attachment starting from values, norms, goals, other organizational members and the environment will encourage teachers to maintain their partnership and commit to realizing common goals. The results of this behavior will be manifested into the emergence of higher and superior performance in work achievements that exceed expectations.

Another study showing that organizational culture directly affects organizational commitment is research conducted by Azizollah et al, (2016) entitled "The relationship between organizational culture and organizational commitment in Zehdan University of Medical Sciences" which aims to study the relationship between organizational culture and organizational commitment. in Zahedan University Medical Sciences. This study uses a descriptive correlational type. The results of this study indicate that there is a significant relationship between organizational culture and organizational commitment. In addition, it was also found that there is a relationship between organizational culture for each type of organizational commitment, namely affective commitment, continuance commitment and normative commitment.

One research showing that organizational culture directly influences organizational commitment is research conducted by Anggara et al, (2022). The results of this study indicate that organizational culture has an influence on increasing organizational commitment, organizational culture does not have a direct effect on performance, but the findings show that organizational commitment is a perfect mediating variable for organizational performance. Meanwhile, Mohammadi et al, (2015) in his research entitled "The relationship between organizational culture and organizational commitment by benefiting by Fajr Jam Refinery" revealed that there is a significant relationship between organizational culture dimensions and employee productivity, employee productivity is predicted through cultural dimensions organization, organizational commitment.

Another supporting research is that conducted by Samsiah dan Winasis (2020) entitled "The influence of organizational culture, organizational justice, and the work environment on the organizational commitment of employees of PT. Siegwerk Indonesia Surabaya" this research examines what emerges from organizational

culture, fairness and environment on organizational commitment. The results of this study also indicate that organizational culture can positively influence organizational commitment. It is known that the companies studied have a leadership culture that must be open with employees and vice versa, employees support and like this culture so as to create feelings of loyalty to the company.

Subsequently, a research conducted by Sarhan et al., (2020) entitled "The effect of organizational culture on the organizational commitment: Evidence from hotel industry" this study aims to investigate the relationship between organizational culture and employee organizational commitment in the hospitality sector in Jordan with a total data as many as 248 employees. The results of this study indicate that organizational culture is significantly related to organizational commitment, the type of bureaucratic and supportive organizational culture can influence employee commitment.

Therefore, schools that have a strong organizational culture will increase employee organizational commitment, this behavior is manifested by the behavior of maintaining membership because of the emotional connection between members, values and norms that exist in the workplace environment and individual reasons when leaving the organization. The research mentioned previously, which was conducted by Aranki, Azizzollah, Anggara, Mohammadi, Samsiah & Winasis, also Sarhan et al proves that organizational culture has a significant and positive influence on organizational commitment. This means that the results of this study, which aims to determine the relationship between organizational culture and organizational commitment to teachers in junior high schools, support the results of previous studies.

5. Conclusion

This study found that there was a significant relationship with a positive relationship between organizational culture and organizational commitment with a significance value of 0.000 ($p > 0.05$) and a correlation coefficient of 0.733 included in the range 0.600-0.799 in the strong relationship category. These results indicate that when a school has a strong organizational culture, this will affect the level of teacher commitment where teachers with high organizational commitment will have an emotional attachment and desire to maintain partnership to achieve common goals. Conversely, if the organizational culture in the school is not strong, then the teacher's desire to stay in the organization will also weaken. This research is limited only to organizational culture variables, while there are many other factors that have an influence on organizational commitment that need to be studied further. In addition, the number of research subjects was still small, which were only within the scope of one junior high school. Therefore, it is hoped that researchers who are interested in

researching the topic of organizational commitment can use other variables that have not been studied in this study and expand the research subject.

Declaration and statements

Ethic Statements

The study complied with ethical guidelines, and the participants's anonymity was maintained throughout the case presentation. The methodology encompassed a comprehensive assessment, precise mapping techniques, and approved by Research and Community Service Unit of STKIP PGRI Bangkalan letter number 244b/C1/H/1/2023.

Conflict of interest

Authors do not have any conflict of interest.

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