

# THE EFFECTS OF AFFECTIVE COMMITMENT, CONTINUOUS COMMITMENT AND NORMATIVE COMMITMENT ON TEACHER PERFORMANCE OF MUHAMMADIYAH SENIOR HIGH SCHOOL IN PALEMBANG CITY

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# THE EFFECTS OF AFFECTIVE COMMITMENT, CONTINUOUS COMMITMENT AND NORMATIVE COMMITMENT ON TEACHER PERFORMANCE OF MUHAMMADIYAH SENIOR HIGH SCHOOL IN PALEMBANG CITY

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**Abstract:** This study entitled The Effect of Affective Commitment, Continuous Commitment and Normative Commitment on Teacher Performance of Muhammadiyah Senior High School in Palembang City. The method used descriptive and inferential statistical analysis, with multiple linear regression models. Testing the validity and reliability of this research instrument was declared valid and reliable. The results of the study answered the formulation of the problem which was also as the purpose of this study. The study concluded that first, affective commitment, continual commitment and normative commitment affected commitment to teacher performance. Second, affective commitment affected teacher performance. Third, continuous commitment had an effect on teacher performance. Fourth, normative commitment had an effect on teacher performance of Muhammadiyah Senior High School in Palembang City. The results of the determination test calculation showed that Affective Variables ( $X_1$ ), Continuous ( $X_2$ ), Normative ( $X_3$ ) were able to explain Teacher Performance Variables of 0.205 or 20.5%, while the remaining 79.5% was explained by other factors not examined. The results of the regression equation showed  $Y = -1,327 + 0,439X_1 + 0,330X_2 + 0,373X_3$ . This equation explained that the most contributing high sequentially, namely the independent variable was Affective ( $X_1$ ), Normative ( $X_3$ ), and the lowest was Continuous Variable ( $X_2$ ) to the Bound Variable, namely Teacher Performance (Y) of Muhammadiyah Senior High School in Palembang City.

**Keywords:** Affective Commitment, Continuous, Normative, Teacher Performance, Teacher Performant, High School.

## I. INTRODUCTION

Strengthening organizational commitment, the organization is expected to be able to retain quality employees. If quality employees can be maintained and have a strong organizational commitment to the company, then the company's performance will continue to increase and the company will obtain maximum results. Organizational commitment consists of several kinds.

According to Colquitt, Jason, Jeffry, and Wesson in Purnomo, (2018) there are three types of organizational commitment, namely: affective commitment, continuance commitment, and normative commitment. Affective commitment occurs

when employees want to be part of the company because there is an emotional bond between employees and the company. With an emotional bond with the company, employees will feel a sense of belonging, that sense makes employees feel heavy if they have to leave the company where they have worked so far. Then continuance commitment arises if the employee remains in the company because he needs a salary, and other benefits, or because the employee does not get another job if he leaves the company. If an employee leaves the company, then the employee will incur huge losses, some of these losses include loss of livelihood, no income, and loss of facilities that he had received from the company. Normative commitment arises from values in employees. Employees remain members of the company because they have the awareness that what they should do is have a commitment to the company. It is like a reward for the company. According to Mohamed in (Arta & Surya, 2017:118), organizational commitment looks at the readiness of employees to work hard, accept and realize organizational goals, organizational standards, organizational principles, organizational ethics and organizational values to remain in the organization in all circumstances. organizational situation and conditions. Based on the description above, there are various factors that can affect an employee's organizational commitment. These factors include employee motivation, leadership and compensation. These factors can affect several types of commitment simultaneously, be it affective commitment, continuance commitment, and normative commitment.

Performance is a description of the level of achievement of the implementation of an activity program or policy in realizing the goals, objectives, vision and contents of the organization as outlined through the strategic planning of an organization (Abdullah, 2014:3). Meanwhile, according to Zainal (2009:406) "performance is defined as the record of outcomes produced on a specified job function or activity during the time period".

The teacher's role is one of the important and strategic components through its performance. Teacher performance is very important in realizing the goals of national education and determining the quality of education, however, the performance of these teachers is heavily influenced by various factors, both internal and external to the individual concerned. Teacher performance is influenced by affective, continuous and normative which are organizational commitments that affect teacher performance.

Teachers must have organizational commitment, so that school management runs well. A good teacher has a plan or program as well as high loyalty for the progress of the school. Teacher performance is very important in realizing the readiness of students to increase their competence to enter the business world and the industrial world later. However, the teacher's performance is heavily influenced by various factors, both from within and from outside the individual concerned.

Organizational affective commitment to teachers is influenced by several factors. Based on preliminary observations through interviews with 20 Muhammadiyah high school teachers in Palembang, it was found that one of the factors that influenced the level of affective commitment of Muhammadiyah high school teachers in Palembang city was a factor in the classroom, one of which was student interest in learning. That students who had a high interest in learning would make teachers happy to provide the best for their students. Meanwhile, if students had low interest in learning, the teacher would be less enthusiastic about teaching. One of the individual behavior was influenced by psychological variables, where perception was included in it. Individual attitudes, feelings, and motivations at work were influenced by perceptions of working conditions and environments. In the world of teacher work, the conditions and work environment in question could be in the form of class conditions, co-workers, students' interest in learning, and the physical condition of school buildings. Therefore, if the teacher had a positive perception of student interest in learning, then the teacher would try to optimally realize the school's vision and mission.

Based on this description, it could be stated that the teacher was one of the positions that determine the success of education. Teachers with high affective commitment tended to feel confident about the school so that they would try optimally to improve the quality of their work in order to achieve school goals. The teacher's affective commitment was one of the work behaviors that was influenced by the teacher's perception of students' interest in learning. Therefore, the researcher aimed to find out whether there is a true relationship between perceptions of student interest in learning and affective, continuous and normative organizational commitment to teacher performance of Muhammadiyah Senior High School in Palembang City.

Based on the background and the formulation of the existing problems, this research was to find out the effect of affective commitment, continuous commitment and normative on teacher performance of Muhammadiyah Senior High School in Palembang City, the effect of affective commitment on teacher performance of Muhammadiyah Senior High

School in Palembang City, the effect of continuous commitment on teacher performance of Muhammadiyah Senior High School in Palembang City, the effect of normative commitment on teacher performance of Muhammadiyah Senior High School in Palembang City.

Khabib Sholeh<sup>1</sup>, Sukirno, Mohammad Fakhru<sup>2</sup>. 2017 his research entitled Perception of Student Interest in Learning and Affective Commitment of Vocational Teacher Organizations in Kebumen Regency. The final result of his research showed that there was a significant relationship between perceptions of interest in learning and affective commitment to the organization. The absence of a negative sign in the correlation score indicated that the more positive the teacher's perception of students' interest in learning, the higher the affective commitment to the organization shown by the teachers. Based on the results of the calculations that had been carried out, it was found that the effective contribution showed that the teacher's perception of student interest in learning contributed to the affective commitment of the organization to the teacher.

Ria Padma, Eviatiwi. 2020. The Effect of Affective Commitment, Continuing Commitment and Normative Commitment on Employee Performance (Study of State-Owned Enterprise X in Semarang). The conclusion of his research showed that affective commitment had a positive and significant effect on performance, continuance commitment had a positive and significant effect on performance, and normative commitment had a positive and significant effect on performance. Normative commitment had the greatest influence on performance. This study proved that companies could improve performance through increasing the commitment of each employee.

Ahmad Nur<sup>3</sup>fi. 2013. Analysis of the Influence of Organizational Commitment Dimensions (Affective, Continuance, Normative) on the Performance of Employees of the Totalwin School of Economics, Semarang. His research concluded first, affective commitment had an effect on employee performance. Second, continuous commitment had an effect on employee performance. Third, normative commitment had no significant effect on employee performance. This meant a feeling of compulsion to keep working at Pe Ria Padma, Eviatiwi. 2020. The Effect of Affective Commitment, Continuing Commitment and Normative Commitment on Employee Performance (Study of State-Owned Enterprise X in Semarang). Organizational companies were not able to improve employee performance.

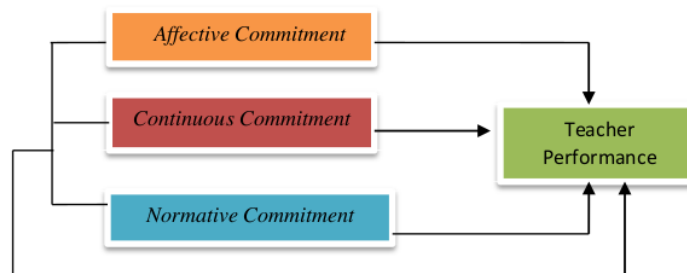
Researchers can formulate this research hypothesis as followed There was an effect of affective commitment, continuous commitment and normative commitment on the performance of teachers of Muhammadiyah Senior High School in Palembang City. There was an effect of affective commitment on the performance of teachers of Muhammadiyah Senior High School in Palembang City. There was an effect of continuous commitment on teacher performance of Muhammadiyah Senior High School in Palembang City. There was an effect of normative commitment on teacher performance of Muhammadiyah Senior High School in Palembang City.

## II. RESEARCH METHODOLOGY

### A. Framework Research

The framework of thinking in this study used a descriptive study, in other words that the study that the author applies used the theories put forward by experts. From the understanding and relevant research results, it could be explained in a paradigm of the flow of thought as followed:

Picture 1. Framework



Source: Researcher's thinking based on Busro Theory, 2020

## B. Research Method

This study intended to analyze the effect of Affective, Continuous and Normative (Organizational Commitment) on Teacher Performance of Muhammadiyah Senior High School in Palembang City. The research method used a descriptive qualitative research design with survey methods and this research was intended to test hypotheses. According to Arikunto (2010:151) research with the survey method is an act of collecting as much data as possible on the supporting factors of the variables studied. In this case the affective, continuous and normative variables were then analyzed by these factors to find out their influence on the performance of teachers in schools.

## C. Variable Operationalization

According to Sekaran (2006:55), research variables are things that can distinguish or bring variations in values. This study used two variables, namely the independent variable and the dependent variable, which were developed in the operationalization of variables.

Table 1: Operational Research Variables

Variable	Definisi Variabel	Indikator	Item Pertanyaan
<b>Teacher Performance (Y)</b>	the work that can be achieved by the teacher either as an individual or a group, in accordance with the authority and responsibility given in achieving the goals at SMA Muhammadiyah Palembang City	a. Loyalty. b. Responsibility c. Skilled	1 s/d 3 4 s/d 6 7 s/d 10
<b>Afektif (X<sub>1</sub>)</b>	there is a teacher's desire to be emotionally attached at Muhammadiyah High School Palembang City	a. Identification b. Involvement	1 until 5 6 until 10
<b>Kontinu (X<sub>2</sub>)</b>	awareness that a teacher will experience a loss if he leaves Muhammadiyah High School in Palembang City	a) Advantages if someone stays as a member of the organization b. Loss if someone leaves the organization	1 until 5 6 until 10
<b>Normatif (X<sub>3</sub>)</b>	the feeling of a teacher feeling that he has a continuous attachment to being at Muhammadiyah High School Palembang City	a. willingness to work b. responsibility for advancing the school	1 until 5 6 until 10

Source: Researcher's thoughts based on theories, Busro (2020), Wibowo (2016) and Luthans (2011)

## D. Population and Sample

The population of this research was Muhammadiyah high school teachers in Palembang City as many as 85 permanent teachers and 179 non-permanent (honorary) teachers. So the total population was 264 respondents from all schools. The research sample used the Slovin formula amounted to 73 respondents.

## III. RESEARCH RESULTS AND DISCUSSION

### A. Research Results

#### 1. Data Analysis and Discussion

##### a. Validity test



The results of the validity test would be variable Teacher Performance Variables (Y), Affective (X1), Continuous Variables (X2) and Normative (X3) where there were no items that had a corrected Item-Total Correlation value < 0.3610, so all items were declared valid.

#### b. Reliability Test

The results of the validity reliability test for the variable Teacher Performance Variable (Y), Affective (X1), Continuous Variable (X2) and Normative (X3) where there were no items that had a corrected Item-Total Correlation value < 0.3610, so that all items declared valid.

The results of reliability testing on the variables of Teacher Performance Variables (Y), Affective (X1), Continuous Variables (X2) and Normative (X3) indicated that the Cronbach's Alpha coefficient value of the variables studied showed various results and the variable produces more Cronbach's Alpha values greater than 0.60. Thus it could be concluded that the measuring instrument used in this study was reliable.

#### 2. Regression Test

Multiple linear regression analysis was used in this study with the aim of proving the hypothesis regarding the effect of Affective (X1), Continuous (X2) and Normative (X3) variables on Teacher Performance (Y). Statistical calculations in multiple linear regression analysis used in this research was to use the computer program SPSS For Windows Release 15.00. The results of data processing:

**Table 2: Multiple Regression Coefficient Results**

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	-1.327	1.083		.225
	Afektif	.439	.216	.228	.046
	Kontinu	.330	.153	.235	.035
	Normatif	.373	.174	.238	.035

a. Dependent Variable: Kinerja Guru

Source: Results of primary data processing

Based on the table above, the following simple regression equation was obtained:

$$Y = -1.327 + 0.439X_1 + 0.330X_2 + 0.373X_3$$

#### 3. Correlation Test and Coefficient of Determination.

Correlation analysis was a statistical technique used to find the relationship between two or more variables that were quantitative in nature. The main function of correlation analysis was to determine how closely the relationship between one variable was with another variable.

**Table 3: Correlation Test Results**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.453(a)	.205	.171	1.113502

Source: Results of primary data processing

Based on the calculation results, the correlation coefficient (R) was 0.453. From the results obtained by linking the results of the correlation coefficient with the level of closeness between variables of 0.453 which was in the interpretation of the correlation value (0.40-0.599) it meant that the relationship between the two variables was significant and the level of closeness was Medium.

The coefficient of determination with a value of  $R^2 = 0.205$  which meant that Affective Variables (X1), Continuous (X2), Normative (X3) were able to explain Teacher Performance Variables of 0.205 or 20.5%, while the remaining 79.5% was explained by other factors that not researched.

#### 4. Hypothesis Testing.

##### a. F test (F-test).

The results of data analysis using the SPSS For Windows Release 15.00 program could be presented in the following table:

Table 4: F test estimation results

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.126	3	7.375	5.948	.001 <sup>a</sup>
	Residual	85.552	69	1.240		
	Total	107.678	72			

a. Predictors: (Constant), Normatif, Kontinu, Afektif

b. Dependent Variable: Kinerja Guru

Source: Results of primary data processing

From the table above, it was known that the Fcount value was 5.948 > the Ftable value was 2.73 and was strengthened by the sig coefficient value. Fcount of 0.001 < P-value ( $\alpha$ ) of 0.05. Based on the test criteria, if the coefficient value is sig.  $F < P\text{-value} (\alpha)$  of 0.05 meant that  $H_a$  was accepted and  $H_o$  was rejected. So it could be concluded that there was a significant effects between Affective Variables (X1), Continuous (X2), Normative (X3), on the Bound Variable, that was Teacher Performance (Y).

##### b. t-test

The t-test was used to test whether there was a significant effect between Affective Variables (X1), Continuous (X2), Normative (X3), on the Bound Variable, that was Teacher Performance (Y). To determine whether the proposed hypothesis was significant or not, it was necessary to look at the t-count estimation shown by the following table:

Table 5: Hypothesis Test Results (t test)

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	-1.327	1.083		.225
	Afektif	.439	.216	.228	.046
	Kontinu	.330	.153	.235	.035
	Normatif	.373	.174	.238	.035

a. Dependent Variable: Kinerja Guru

Source: Data (processed) SPSS

Based on the table above, it could be seen that the tcount value for Affective Variables (X1) was 2.029, Continuous Variables (X2) was 2.152, Normative Variables (X3) was 2.149, when compared to  $t_{table} = 1.99444$ . The estimation results state that the tcount value of the three independent variables on the dependent variable was greater than  $t_{table}$  ( $t_{count} > t_{table}$ ), then the criterion  $H_a$  was accepted and  $H_o$  was rejected, this meant that the three independent variables could be said to have a significant effect on the dependent variable. On the other hand, when compared between the coefficient values of Sig. with a P-value ( $\alpha$ ) of 0.05, it could be seen that the coefficient Sig. X1 variable was 0.046, coefficient Sig. X2 variable was 0.035, coefficient Sig. X3 variable was 0.035, the three independent variables had a

coefficient value of Sig. which was still below the P-value ( $\alpha$ ), this meant that  $H_a$  was accepted and  $H_0$  was rejected, it meant that there was a significant relationship between Affective Variables (X1), Continuous (X2), Normative (X3) on the Bound Variable, that was Teacher Performance (Y).

## B. Discussion

### 1. Effect of Affective (X1), Continuous (X2), Normative (X3), on Teacher Performance (Y).

The Fcount value was 5.948 > the Ftable value was 2.73 and was strengthened by the sig coefficient value. Fcount of 0.001 < P-value ( $\alpha$ ) of 0.05. Based on the test criteria, if the coefficient value was sig.  $F < P$ -value ( $\alpha$ ) of 0.05 meant that  $H_a$  was accepted and  $H_0$  was rejected. So it could be concluded that there was a significant effect between Affective Variables (X1), Continuous (X2), Normative (X3), on the Bound Variable, that was Teacher Performance (Y). Commitment was part of the human resource management function, namely the maintenance function. Commitment was needed by the organization because through these commitments, it was hoped that a professional work climate would be created. Healthy work quality was a manifestation of organizational commitment to employees, it would encourage increased work motivation and commitment from employees to the organization. The concept of organizational commitment was defined as an attitude that reflected employee loyalty to the organization and a continuous process in which members of the organization express their concern for the organization and its success and continuous progress (Luthans, 2011:249). In line with the research of Titik Nurbiyati and Kunto Wibisono. 2014. His research concluded that all hypotheses were accepted, which meant that commitment consisting of affective, continuous and normative partially and simultaneously affected employee performance.

### 2. Affective Effect (X1) on Teacher Performance (Y).

The tcount value for the Affective Variable (X1) was 2.029, when compared with ttable = 1.99444, then the estimation results stated that there was a significant relationship between the Affective Variable (X1) and the Bound Variable, that was Teacher Performance (Y). According to Allen and Meyer, (1997:118) Affective commitment is related to emotional feelings for the organization and beliefs in its values. Affective commitment arised because of desire, it meant that commitment was seen as an attitude, namely an individual's effort to identify himself in the organization and its goals.

Affective commitment showed the emotional desire of employees to adapt to existing values so that their goals and desires to remain in the organization can be realized (Kaswan, 2012: 293). In line with the research of Roberto Goga Parinding.2015 and Akhmad Nurrofi. 2013. The conclusion of the research was partially tested, Affective Commitment variable (X1) had a significant effect on Employee Performance (Y).

### 3. Continuous Effect (X2) on Teacher Performance (Y).

The tcount value for Continuous Variable (X2) was 2.152, when compared with ttable = 1.99444, then the estimation results stated that there was a significant relationship between Continuous Variable (X2) and the Bound Variable, that was Teacher Performance (Y). According to Luthans (2011: 249) continuance commitment, is a commitment based on losses associated with the exit of employees from the organization. This might be due to loss of seniority over promotions or benefits. According to Allen and Meyer, (1997:123) Continuous commitment is related to the perceived economic value of staying in an organization when compared to leaving the organization. Continuance Commitment arised because of the need and views that commitment as a behavior that occurred because of a dependence on activities that had been carried out in the organization in the past and this could not be abandoned because it would be detrimental.

In line with the research of Akhmad Nurrofi. 2013. His research concluded first, Affective commitment had an effect on employee performance. Second, continuous commitment had an effect on employee performance.

### 4. Normative Effect (X3) on Teacher Performance (Y).

The tcount value for the Normative Variable (X3) was 2.149, when compared with ttable = 1.99444, then the estimation results stated that there was a significant relationship between the Normative Variable (X3) on the Bound Variable, that was Teacher Performance (Y). According to Darmawan (2013:170) Normative Commitment (normative commitment) is a must to remain a member of the organization for moral reasons or ethical reasons. Such as it included, Loyalty to the organization, Happiness at work and Pride in working for the organization.



In line with the research of Ria Padma, Eviatiwi. 2020. The conclusion of the research was that affective commitment had a positive and significant effect on performance, continuance commitment had a positive and significant effect on performance, and normative commitment had a positive and significant effect on performance. Normative commitment had the greatest effect on performance.

#### IV. CONCLUSIONS AND SUGGESTIONS

##### A. Conclusion

Based on the results of the discussions that had been carried out in the previous chapter, the conclusion were as followed is There was a significant effect between Affective Variables (X1), Continuous (X2), Normative (X3), on the Bound Variable, that was Teacher Performance (Y) of Muhammadiyah Senior High School in Palembang City, There was a significant effect on the Affective Variable (X1), on the Bound Variable, that was Teacher Performance (Y) of Muhammadiyah Senior High School in Palembang City, There was a significant continuous effect (X2), on the dependent variable, that was Teacher Performance (Y) of Muhammadiyah Senior High School in Palembang City, There was a significant normative effect (X3) on the dependent variable, that was teacher performance (Y) of Muhammadiyah Senior High School in Palembang City.

##### B. Suggestion

Based on the conclusions above, there were several suggestions from researchers as followed:

The Affective Variable (X1) on the Bound Variable, that was Teacher Performance (Y) needed to be maintained, because it had the largest coefficient value compared to other variables of Muhammadiyah Senior High School in Palembang City, Continuous Variable (X2) on the Bound Variable, that was Teacher Performance (Y) needed to be improved in Muhammadiyah Senior High School in Palembang City, Normative Variable (X3) on the Bound Variable, that was Teacher Performance (Y) also needed to be improved in Muhammadiyah Senior High School in Palembang City, Principals and related institutions (PDM Palembang and PWM Sumsel) motivated teachers, by providing rewards, punishment and clear career development of Muhammadiyah Senior High School in Palembang City, This research became a recommendation for further research with a variety of variables, with wider objects and subjects, so that further research would be better.

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# THE EFFECTS OF AFFECTIVE COMMITMENT, CONTINUOUS COMMITMENT AND NORMATIVE COMMITMENT ON TEACHER PERFORMANCE OF MUHAMMADIYAH SENIOR HIGH SCHOOL IN PALEMBANG CITY

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