

CHAPTER I

INTRODUCTION

1.1 Research Background

Education is the main key for a country to excel in global competition. Education is considered as the most strategic field to achieve national welfare. High quality education will support the progress of a country. In Law No. 20 of the year concerning the national education system (Article 12 paragraph 1) it is stated that education has formal, non-formal and informal channels. Article 31 of the 1945 Constitution states that every citizen has the right to basic education and the state is obliged to finance it. With the facilities provided by the government, the level of public awareness of education is getting higher. This is also supported by the higher growth rate of high school students.

According to the Indonesian Statistics Center, in 2021 the number of high school students in Indonesia will be 3,704,148 million and in 2022 there will be 3,768,619 million. Based on data, there has been an increase of around 60 thousand students in one year. West Sumatera Province is included in the 10 provinces that contribute the highest number of high school students in Indonesia with a total of 137,426 thousand students.

In the province of West Sumatra, there is one of the favorite schools, namely SMA N 10 Padang because it has A accreditation and has quite a lot of interested students who want to study at SMA 10 Padang. Another factor that supports SMA 10 Padang to become a favorite high school this school is included in the top 5 schools in West Sumatra with the highest grades.

To achieve this achievement the teacher's role is important as a human resource who has the obligation to educate, teach and train students in the learning process. Expertise and knowledge are needed so that teachers can provide the best education for their students. The role of the teacher here is not only to provide knowledge but the teacher is also guided to educate students to have a good personality by providing examples of good behavior that students can later emulate.

Table 1. 1
Result of initial survey indicator organizational commitment teacher of SMA N 10 Padang

Number of indicators	Question	Percentage result of respondent
OC 1	I am willing to put in extra effort to help the school be successful	90% agree
OC 2	I talk about this school to my friends as a good school	95% agree
OC 3	I feel very little loyalty to the school	90% disagree
OC 4	I will accept almost any type of work assignment to stay in school	90% agree
OC 5	I found that my grades and those at school were very similar	92% agree
OC 6	I am proud to tell others that I am a part of this school	95 % agree
OC 7	I could have worked for a different school as long as the type of work was similar	97% agree
OC 8	This school really inspires me in terms of teaching	95% agree
OC 9	When there is a change in my current circumstances I will leave school	95% agree
OC 10	I am very happy when I choose this school to teach over other schools	97% agree
OC 11	There's not much I can get when I stay at school	90% disagree

Number of indicators	Question	Percentage result of respondent
OC 12	I find it difficult to agree with school policies regarding teachers	95% agree
OC 13	I really care about the fate of the school	90% agree
OC 14	For me this is the best school to teach	95% agree
OC 15	Deciding to teach at this school was a mistake	90% disagree

Source : Teacher of SMA N 10 Padang

According to Mustafa et al., (2021) The results of the study show that teacher commitment influences the teaching process, the higher the commitment of teachers who are willing to carry out their duties and carry out their responsibilities as best as possible will help schools achieve their goal of providing the best quality education to students. Organizational commitment to an organization is influenced by several factors such as turnover, absenteeism, job satisfaction, and work environment (Gökyer, 2018). Researcher conducted initial survey about organizational commitment for teachers SMA N 10 Padang within 15 indicators of organizational commitment by Clay et al., (1975) found that three of fifteen indicators indicates organizational commitment issues of teachers SMA N 10 Padang .

Based on the result indicator first indicator is OC 7 found that 97% teacher agree will move to other school if they have same assignment from previous school. It's means teacher has possibilities to leave the school. Second indicator OC 9 found that 95% teacher agree will leave the school when they teacher experience a change in circumstances , it's means when teachers feels changes in their circumstances teacher has intention to leave the school . Last

indicator is OC 12 found that 95% teacher agree difficult to agree on school policies regarding teacher. Teacher needs several times to accept the school regulations.

Based on researcher initial survey there has been a decrease in the teacher commitment to the school. Researcher found one of indicator that teachers in SMA 10 Padang have indication lack of commitment is teacher difficult to accept the school regulation. According Mailool et al., (2020) individuals have good characteristic of good organizational commitment can accept the values and regulation exist in organization. Organizational commitment to an individual can be seen from the behavior of individuals who are responsible, have high enthusiasm in carrying out work, believe in the value of the organization. Schools are educational institutions that it must have competent resources, the important assets is teacher should remain loyal and have a strong desire to survive. According to (Rakhmawati et al., 2022) good organization commitment occurs when individuals are able to survive and provide the best performance in the organization even in bad circumstances.

Individuals who can survive in the organization and can get through this crisis period will have a positive impact on the organization's recovery period. In the education sector there is another factor that influences organizational commitment, namely job burnout. Based on PP number 74/2008 Concerning Teachers, article 52 paragraph (1) that the teacher's workload includes main activities; namely 1) planning learning, 2) carrying out learning, 3) assessing learning outcomes, 4) guiding and training students, and 5) carrying out

additional tasks attached to the main activities in accordance with the teacher's workload. In article 52 paragraph (2) workload teachers at least 24 hours face to face and a maximum of 48 hours face to face. According to Santoso et al., (2018) a condition of job burnout in which individuals feel prolonged burnout caused by workload. The work targets given by the organization and the individual are unable to complete them and sudden changes to the work system will result in job burnout (Jun et al., 2021).

This can happen to teachers when they experience curriculum changes in time and teachers must quickly adapt to these changes. The changes that have occurred have made teachers extra willing to study the teacher's curriculum and have added to the workload on teachers, especially senior teachers. In addition to changes in the curriculum, teachers must be faced with a zoning system where student acceptance is based on the nearest place of residence, not from grade selection. This will be a challenge for teachers to educate these students in order to achieve and maintain school accreditation, especially favorite schools. The teaching profession will deal with various kinds of student behavior that come from different backgrounds and are ready to teach a large number of students and must form good student personalities based on the curriculum from the minister of education teachers not only provide formal education such as knowledge but also prohibit ethics to students.

According to Lubbadah, (2020) the excess workload felt by employees will have an impact on the work pressure experienced. When an individual has reached the level of job burnout it will affect physical and mental health which has an impact on work performance and organizational commitment so that the individual has the intention to leave the organization. To reduce the low level of organizational commitment there are supporting factors, namely the work environment. According to Putri et al., (2019) the work environment where employees carry out work activities the work environment itself is divided into two, namely the physical and non-physical environment that will support employee work performance. A good work environment such as a clean room, complete facilities and support from colleagues gives positive results to employee retention which will affect organizational commitment. (Bibi et al., 2016).

In addition, employees who feel comfortable and happy with their work environment will create an atmosphere of high morale and have a higher intention to stay in an organization. (Jawaad et al., 2019). The work environment also affects teacher performance in the daily teaching process. Teachers need a comfortable environment so they can teach well and a non-physical work environment such as colleagues support when other teachers face problem. At SMA N 10 Padang, it has a school environment and adequate facilities, but for the school environment several aspect of the environment still need to be evaluated. This information was obtained by researchers from direct interviews with teachers.

Another supporting factor for overcoming the problem of organizational commitment is job satisfaction. Job satisfaction is where individuals are satisfied with their work by showing feelings of pleasure and positive results on work performance (Cheng & O-Yang, 2018). According to Seema et al., (2021) the higher an individual gets job satisfaction the higher the individual's desire to survive and be loyal to the company. Job satisfaction where individual expectations of the company match reality. Factors of job satisfaction such as salary, work environment and promotion which will have an impact on organizational performance and commitment (Mittal & Bhakar, 2018). Based on previous research (Madigan & Kim, 2021) Job satisfaction for teachers has an influence on morale and how teachers communicate with students. Teachers who have a low level of satisfaction will have low motivation to teach, it will be difficult for them to convey the material.

Satisfaction is one of the important indicators that affect work performance. When individuals in an organization have low job satisfaction, it will affect the level of productivity and a decrease in work performance. This can also cause employees to leave the organization (Mwesigwa et al., 2020). As we know, the education sector has a great responsibility to create quality human resources. This is supported by the role of teachers as teaching staff. Great responsibility has quite a lot of workload which allows the teacher to experience work burnout and will affect teacher job satisfaction. Furthermore, job burnout that is felt in a long duration can reduce the level of teacher satisfaction which affects organizational commitment (Wang et al., 2020).

Besides that, the teacher's comfort in the work environment will increase job satisfaction and organizational commitment so that the work environment has a positive impact (Jawaad et al., 2019). From the problems above, the researcher wants to conduct research on teachers at SMA N 10 Padang to further investigate the influence job burnout, work environment, job satisfaction toward organizational commitment . The researcher wants to do further research with the title **“Influence of job burnout , work environment on job satisfaction and It’s impact on organizational commitment : case on senior high school teachers at SMA N 10 Padang“**

1.2 Problem Statements

Based on the description on the background, the problem can be formulated as follow:

1. How does the job burnout influence organizational commitment of SMA N 10 Padang teacher?
2. How does the work environment influence organizational commitment of SMA N 10 Padang teacher?
3. How does the job burnout influence job satisfaction of SMA N 10 Padang teacher?
4. How does the work environment influence job satisfaction of SMA N 10 Padang teacher?
5. How does the job satisfaction influence organizational commitment of SMA N 10 Padang teacher?
6. How does job satisfaction mediated with job burnout influence

organizational commitment of SMA N 10 Padang teacher?

7. How does job satisfaction mediated with work environment influence organizational commitment of SMA N 10 Padang teacher?

1.3 Research Objectives

The research questions addressed in this study are:

1. To examine the influence of job burnout on SMA N 10 Padang teacher organizational commitment.
2. To examine the influence of work environment on SMA N 10 Padang teacher organizational commitment.
3. To examine the influence of job burnout on SMA N 10 Padang teacher job satisfaction
4. To examine the influence of work environment on SMA N 10 Padang teacher job satisfaction.
5. To examine the influence of job satisfaction on SMA N 10 Padang teacher organizational commitment.
6. To examine the influence of job burnout on organizational commitment mediated with job satisfaction on SMA N 10 Padang teacher.
7. To examine the influence of work environment on organizational commitment mediated with job satisfaction on SMA N 10 Padang teacher.

1.4 Contribution of Research

Research expected from this research give two contribution first theoretical contribution, this research is expected to give insight and ideas to strengthen the theory related to the factors of organizational commitment. Second practical contribution , this research is expected to give information and how to improve organizational commitment for teacher .

1.5 Scope of Research

The research is focused on teachers at SMA N 10 Padang. The research variables limited on job burnout, work environment, job satisfaction and organizational commitment.

1.6 Research Outline

In this thesis research there are five chapter based on writing systematics :

Chapter 1 : Introduction

The first chapter will explain the background of the research, problem formulation, research objectives, research contributions, research scope and writing system in research.

Chapter II : Review of the Literature

The second chapter will explain the theoretical background of research variable from previous studies.

Chapter III : Research Method

The third chapter will explain population, sample , data sources and technique that researcher use for research

Chapter IV: Analysis and Discussion

The forth chapter will explain and analyze the result description of the researchbased on hypothesis.

Chapter V : Conclusion

The fifth chapter will explain the conclusion, implication and suggestion of research

