The Effect of Locus of Control, Work Environment, and Innovative Behavior on Teachers Work Commitment

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Abstract-This study aims to determine the effect of locus of control on innovative behavior, the effect of the work environment on innovative behavior, the effect of locus of control on work commitment, the effect of the work environment on work commitment and the effect of innovative behavior on teachers work commitment. This study used path analysis with 161 teachers as research respondents. The sampling technique using Proportional Random Sampling. Before testing the hypothesis, the analysis requirements are tested first, namely research data with a normal distribution and the relationship between variables indicates linear. Data collection is obtained through questionnaires. The results of the research show that locus of control has a positive direct effect on innovative behavior. The work environment has a positive direct effect on innovative behavior. Locus of control has a positive direct effect on work commitment, the work environment has a positive direct effect on work commitment, and innovative behavior has a direct positive effect on work commitment. Based on the research findings, the greatest effect on work commitment is locus of control, work environment and innovative behavior. To increase the teacher’s work commitment, it can be done by increasing locus of control, work environment, and innovative behavior.

Keywords- Locus of Control, Work Environment, Innovative Behavior, Work Commitment

I. INTRODUCTION

Human resources in a formal or informal organization is an important and dominant element in carrying out activities. Good or bad quality of human resources can not be separated from the quality of education received. That is because the quality of education is a determining factor of the creation of good human resources. The quality of education itself can be reflected in the ongoing education process, and is inseparable from the role of the teacher. The quality of education can be seen from the level of professionalism of teachers in carrying out the task.

Law of Republic of Indonesia No. 14 of 2005 article 7 paragraph 1b states that teachers must have a commitment in carrying out their duties to improve the quality of education, faith, piety and noble character. The article emphasizes that the role and function of teachers in improving the quality of education should be based on teacher commitment, and the government requires teachers to have a commitment in carrying out their teacher tasks, which are generally explained in the above articles and paragraphs to improve the quality of education and noble character. Teacher competence is very necessary in the success of education.

The level of work commitment of teachers in Indonesia still experiences various problems. This can be seen from the ranks obtained by Indonesia. The ranking achieved by Indonesia is a common problem that often occurs in various countries. The results of various surveys indicate that Indonesia ranks lowest as shown in the following table:

| No. | Countries       | Indonesia’s ranking |
|-----|-----------------|---------------------|
| 1.  | 120 countries   | 64 rating           |
| 2.  | 72 countries    | 71 rating           |
| 3.  | 115 countries   | 57 rating           |

Based on the results of a UNESCO survey in 2012 about the low quality of education in Indonesia, it shows that Indonesia’s education is ranked 64th out of 120 countries in the world. While the results of the 2012 Programme For International Students Assessment (PISA) survey reported that Indonesia ranked 71 out of 72 PISA participants from various countries. In the 2014 UNESCO report in the Education For All Global Monitoring Report (EFA-GMR), the National Development Index (The Education For Development Index (EDI), Indonesia ranked 57 out of 115 countries.

This problem is caused by several things, namely (1) limited time and energy, namely there are still teachers who object to sacrificing and taking time in carrying out their duties as educators; (2) does not fulfill its obligations and responsibilities, especially in making the lesson plan; (3) tend to only give assignments without giving directions and clear instructions to students, and rarely guide the attitudes and behavior of students everyday, so that many students have had...
behavior and attitudes; (4) lack of time discipline due to the distance between the school and the residence of the teacher so that most teachers arrive late.

Based on the explanation above, it is illustrated that the teachers work commitment of SMP Negeri Pakpak Bharat District is still low because there are many factors which include three, namely locus of control, work environment and innovative behavior which are still low, so it is necessary to conduct a study entitled The Effect of locus of control, work environment, innovative behavior on the teachers work commitment of SMP Pakpak Bharat District.

II. LITERATURE REVIEW

A. Work Commitment
Kreitner and Kinicki (2010:166) define that commitment is an agreement made by employees to do something for themselves, other individuals, groups or organizations. Mayer and Herskovits (in Edison, Anwar and Komariyah, 2017: 221) suggest that commitment is a force that binds an individual to an action that is relevant to one or several goals. Another view put forward by Atmosoeprapto (quoted by Yudiono & Marwia, 2017: 76), which explains Work Commitment is as an individual's attachment to his work in an organization that involves two elements namely: (1) confidence, namely a measure of one's self-confidence or sense of being able to do a task with good without much supervision; and (2) motivation, that is someone's interest and enthusiasm to do a good job.

Colquitt, LePine and Wesson (2011:70) suggest components or types of Work Commitments in an organization, namely: (1) affective commitment as emotion-based; (2) normative commitment as obligation-based; (3) continuance commitment as cost-based. First, Affective commitment is an individual's desire to stay afloat in his work in an organization due to emotional closeness and involvement with an organization. Second, Normative commitment is the individual's desire to stay afloat in his work in an organization because he feels as an obligation. Third, Continuance commitment is the desire of individuals to stay afloat in their work in an organization because of awareness of the costs associated with leaving it.

Based on the various explanations above, it can be concluded that the Teacher's Work Commitment is the teacher's attitude towards work carried out in the form of loyalty and responsibility to achieve an objective indicated in attitude 1) loyalty at work 2) emotional closeness 3) good intentions (good will) 4) responsibilities 5) involvement in work 6) obligations or duties 7) needs 8) caring 9) enthusiasm.

B. Locus of Control
Ghufron and Risnawita (2010:65) explain that Locus of Control is a picture of a person's beliefs about the determinants of their behavior. That is, Locus of Control is one of the factors that determine individual behavior. Another view put forward by Dayakisni & Yuniardi (2008:63), which explains that Locus of Control is a condition of how individuals perceive their self-behavior as their relationship with others and their environment.

Locus of Control has two dimensions: (1) Internal Locus of Control and (2) External Locus of Control. First, the Internal Locus of Control is a perspective that all the results obtained are good or bad is due to capacity actions and factors in themselves. Lee (quoted by Amalini, Musadieq and Afrianty, 2016: 70), views that the Internal Locus of Control is a person's belief that there is a great potential to determine one's own destiny, whether the environment will support or not support it. Individuals like this have a high work ethic, enduring all kinds of difficulties both in their lives and in their work. Second, External Locus of Control is a perspective in which all the results obtained are good or bad outside of their self-control caused by external factors such as luck, opportunity, and destiny. Individuals who fall into this category place responsibilities beyond their control. Based on the explanation above it can be concluded that the Locus of Control is self-control of his abilities and beliefs in dealing with events that occur to him when carrying out work that is indicated in the form of 1) ability 2) trust in the results of the business / own doing 3) initiative from within 4) effective thinking 5) chance 6) outside power / other power.

C. Innovative Behavior
Roger, another expert Fajrianto (2012: 106) views that Innovative Behavior is an individual action that leads to the emergence, recognition and application of something new and can be beneficial; such as developing new product ideas or technologies for work processes that significantly improve their efficiency and effectiveness. Similarly, as stated by Fajrianto, Wess and Farr (in De Jong and Kemp, 2012: 108) also considers that Innovative Behavior is all individual behavior directed to produce, introduce, and apply new things, which are useful in carrying out tasks in an organization.

Ancok (2012: 35) argues that there are three factors that influence Innovative Behavior namely human factors, leadership factors, and organizational structure factors.
1. First, the human factor in its function as supporting innovation.
2. The leadership factor contributes to the progress of innovation in the humans they lead by appreciating every idea of the humans they lead.
3. Organizational structure factor as a liaison between humans and organizations functions in providing facilities and infrastructure for its members to innovate.

Based on the explanation above it can be concluded that Innovative Behavior is the action of a teacher who changes or experiences changes so that the teacher is able to renew, process, and implement new ideas, including products, technology, procedures, and work processes that aim to improve effectiveness teacher work is indicated by 1) creative thinking 2) initiative from within 3) difficulties / problems; 4) subordinate relationships with leaders 5) courageous personalities 6) quality 7) place conditions 8) job demands.

III. METHOD

This research uses a quantitative approach, namely research used to examine populations and certain samples and use data
collection with research instruments that aim to test the hypotheses that have been set. This research was carried out in SMP Pakpak Bharat District, North Sumatra Province in May 2019 to June 2019 for one month. The population in this study were all 270 of teachers in SMP Pakpak Bharat District with a total sample of 161 respondents.

IV. RESULT AND DISCUSSION

1. The Effect of Locus of Control (X1) on Innovative Behavior (X3)

Based on the results of the study, Locus of Control (X1) has a positive direct effect on the Innovative Behavior of SMP teachers in Pakpak Bharat District. From the calculation results obtained by the path coefficient of the influence of the Locus of Control (X1) on Innovative Behavior (X3) = \( \rho_{13} = 0.424 \) with a coefficient value of \( t = 6.154 \) and with a significance of \( p = 0.000 \) or a \( t \)-value greater than the value of \( t \) table \( \alpha (0.05) = 1.960 \) so that Ho is rejected and Ha is accepted. Thus, it can be concluded that Locus of Control has a direct positive effect on the teacher’s Innovative Behavior of SMP in Pakpak Bharat District. So that means, the higher the Locus of Control of each teacher in the school, the better the teacher's innovative behavior. In other words, the pros and cons of Innovative Behavior of SMP teacher’s in Pakpak Bharat are very much determined by the level of locus of control of each teacher in the school.

2. The Effect of Work Environment (X2) on Innovative Behavior (X3)

Based on the results of the study, the Work Environment (X2) has a positive direct effect on teacher's Innovative Behavior (X3) of SMP Negeri Pakpak Bharat District. From the calculation results obtained by the path coefficient value of the influence of the Work Environment on Innovative Behavior at \( \rho_{23} = 0.240 \) with a coefficient value of \( t_{\text{count}} = 3.481 \) and the significance of 0.001 or \( t_{\text{count}} \) value is greater than the value of the table \( \alpha (0.05) = 1.960 \) so that Ho is rejected and Ha is accepted. Thus, it can be concluded that the Work Environment has a direct positive effect on the teacher's Innovative Behavior of SMP Pakpak Bharat District. Then it means, the better the Teacher's Work Environment, the higher the Innovative Behavior of the teacher. In other words, the level of teacher’s Innovative Behavior of SMP Pakpak Bharat is largely determined by the pros and cons of the teacher's Work Environment.

3. Effect of Locus of Control (X1) on Work Commitments (X4)

Based on the results of the study, Locus of Control (X1) has a positive direct effect on teacher’s Work Commitments (X4) of SMP Pakpak Bharat District. From the calculation results obtained by path analysis the path coefficient value of the influence of the Locus of Control on Work Commitment at \( \rho_{41} = 0.259 \) with a coefficient value of \( t = 3.525 \) and a significance of 0.001 or a \( t \)-value greater than the value of the table \( \alpha (0.05) = 1.960 \) so Ho is rejected and Ha accepted. Thus, it can be concluded that the Locus of Control has a direct positive effect on the teacher’s Work Commitment of SMP Pakpak Bharat District. So that means, the higher the Locus of Control of each teacher in the school, the higher the Teacher's Work Commitment. In other words, the level of teacher’s work commitment of SMP Pakpak Bharat District is very much determined by the level of Locus of Control of each teacher in the school.

4. Effect of Work Environment (X2) on Work Commitments (X4)

Based on the results of the study, the Work Environment (X2) has a positive direct effect on teacher’s Work Commitment (X4) of SMP Pakpak Bharat District. From the calculation results obtained by the path analysis shows that the path coefficient value of the influence of the Work Environment on Work Commitment at \( \rho_{24} = 0.220 \) with a coefficient value of \( t = 3.214 \) and the significance of 0.002 or \( t_{\text{count}} \) value is greater than the value of the table \( \alpha (0.05) = 1.960 \) so Ho rejected and Ha accepted. Thus, it can be concluded that the Work Environment has a positive direct effect on the teacher’s Work Commitment of SMP Pakpak Bharat District. So that means, the better the Teacher's Work Environment, the higher the Teacher's Work Commitment. In other words, the level of Teacher’s work commitment in Pakpak Bharat is highly determined by the pros and cons of the teacher's work environment.

5. Effect of Innovative Behavior (X3) on Work Commitments (X4)

Based on the results of the study, Innovative Behavior (X3) has a positive direct effect on teacher’s Work Commitment (X4) of SMP Pakpak Bharat District. From the calculation results obtained by path analysis the path coefficient value of the influence of Innovative Behavior on Work Commitment at \( \rho_{34} = 0.295 \) with a coefficient value of \( t = 3.871 \) and the significance of 0.000 or \( t_{\text{count}} \) value is greater than the value of the table \( \alpha (0.05) = 1.960 \) so Ho is rejected and Ha accepted. Thus, it can be concluded that Innovative Behavior has a direct positive effect on the teacher’s Work Commitment of SMP Pakpak Bharat District. So that means, the better the teacher's Innovative Behavior, the higher the teacher's work commitment. In other words, the level of teacher’s work commitment of SMP Pakpak Bharat is highly determined by the pros and cons of teacher’s innovative behavior.

V. CONCLUSION

1. Locus of Control has a direct positive effect on the teacher’s Innovative Behavior of SMP Pakpak Bharat District.
2. The Work Environment has a positive direct effect on the teacher’s Innovative Behavior of SMP Pakpak Bharat

3. Locus of Control has a positive direct effect on the teacher’s Work Commitment of SMP Pakpak Bharat District

4. The Work Environment has a positive direct effect on the teacher’s Work Commitment of SMP Pakpak Bharat District

5. Innovative Behavior has a direct positive effect on the teacher’s Work Commitment of SMP Pakpak Bharat District

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