

The Influence of Psychological Capital and Person Organization Fit on Teacher Performance with Organizational Commitment as Mediation

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Abstract

The teacher is a key element in the education system, especially in schools because of the teacher's role in transforming knowledge in education. Therefore, schools can improve teacher performance in order to achieve predetermined educational goals. This article will analyze the influence of psychological capital and person organization fit on teacher performance by mediating organizational commitment. This research uses quantitative analysis. The population in this study were 108 teachers of Junior High School in Bantarbolang District. Analysis of data techniques used regression analysis. The results of the research on model 1 show that psychological capital and person organization fit have a positive effect on organizational. In model 2, psychological capital and organizational commitment have a positive effect on teacher performance while organizational people do not. The results of the mediation test show that organizational influence does not mediate the effect of psychological capital on teacher performance, but organizational commitment mediates.

Keywords: Psychological Capital, Person Organization Fit, Organizational Commitment, Teacher Performance

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INTRODUCTION

According to the Act number 20 Year 2003 the goal of National Education System is to develop students potential in order to be a religious, noble, healthy, wise, competent, creative, independent, democratic, and responsible human being. As a logic consequence from the Act education, government, society, and schools including all teachers should carry the education synergically. Considering the importance of teacher performance, school itself need to improve teacher performance to reach the education goal.

Teacher performance is teacher activity in learning process. It includes how teacher plan, conduct, and evaluate the learning process (The Education Law of Republic Indonesia Number 41 Year 2007). It's not easy to improve teacher performance in order to improve education quality as expected. There are some related aspects attached in teachers themselves. Two most important factors influence teacher performance are : psychological capital and person organization fit.

The teacher that has good psychological capital will have spirit and effort to reach the goal and it is actualized with good performance over time (Nashtya et al., 2017). Whereas, according to a research, a teacher that has good psychological capital (PsyCap), self-efficacy (optimism, hope,

resilience) will result in teacher's high performance (Luthans et al., 2004). Therefore, psychological capital has influence in teacher performance and it is also a positive individual construction. It is a success-oriented goal through someone's ability to obtain various ways in order to reach the goal and maximum result.

In a dynamic process, there is an external factor influence the quality improvement of teacher performance: organizational commitment. A teacher that has high organizational commitment will have positive point of view and try the best for the stake and the goal of organization. Based on the explanation, organizational commitment will be an effective mediation. Considering the harmony of individual values and loyalty towards organization goal, it results on a good and professional work. A series of psychological capital and organizational commitment towards teacher performance couldn't be separated with the harmony of individual value and Person Organization Fit as psychological capital and individual value should a series of 2 harmonious and related variables to improve the performance. Bowen, Ledford, and Nathan (1991) argued that choosing people with the same characteristics and organizational value would create flexible behavior of workers. Kristof (1996) had empirically proven that Person Organization Fit was a strong predictor of job satisfaction and organizational commitment.

Commitment is shown by acceptance behavior, strong belief in all values and organization goal. Commitment is also visible from strong encouragement to maintain membership in organization for reaching organization goal, or in other words organizational commitment is a teacher loyalty in a work or organization. Teacher commitment towards school as organization basically is a condition experienced by a teacher that engender strong positive behavior towards job organization he/she has.

Based on the problem background above, it is necessary to conduct a research entitled "The Influence of Psychological Capital and Person Organization Fit Towards Teacher Performance by Using Organizational Commitment as Mediation (A Study of Civil Servant Teachers of SMP Negeri at Bantarbolang District).

Psychological Capital

Psychological capital can be defined as "positive psychological condition on individual that marked by dimensional point of view : 1). Having self-esteem (self-efficacy) to take and put necessary efforts to earn success in challenging task; 2) creating positive attribution (optimism) about success in present and future; 3) diligent in reaching goal, and if it is necessary, direct the way to reach a successful goal; and 4) defending and bouncing back to reach a success, if any individual has a problem (Luthans et al., 2007). There are 4 dimensions of psychological capital: Hope, Optimism, Resilience, and Self Efficacy (Luthans et al., 2004).

Person-Organization Fit

Person Organization Fit is a suitability between goal, belief, and values of worker and goal, belief, and value of organization (Findik, Ögüt, and Çağliyan, 2013). An individual (teacher) and an organization (school) are synergize if there is a suitability one another. It really influences the improvement of school and teacher performances. Indicator dimension of this Person Organization Fit includes (Kristof, 1996): Value suitability, Goal suitability, Worker necessity fulfilment, and Culture characteristic-personality suitability

Organizational Commitment

Organizational commitment is degree of how far teachers identify themselves with organization and their involvement in it (Meyer et al., 1993). Organizational commitment is a sustainable process and an individual experience when someone joins a school organization. Organizational commitment emerges gradually within the teacher himself/herself. It starts from personal necessity towards organization and turns into group necessities and sense of entitlement towards school organization, as the presence of high commitment will influence professional working situation. According Meyer, Allen, and Smith (1993) organizational commitment consists

of three dimensions : Affective commitment, Continuance commitment, and Normative commitment

Teacher Performance

Teacher performance is a series of learning process result and function for teacher that includes planning and conducting learning process, evaluating and grading, analyzing scoring process, and conducting scoring follow-up (Departemen Pendidikan Nasional, 2010) & (Departemen Pendidikan Nasional, 2007). Based on the sources, teacher performance dimensions are: Learning Activities Planning, Learning Activities Implementation, Learning Evaluation and Follow Up.

METHODS

The research population is all civil servant teachers teaching at SMP Negeri (Public Junior High School) at Bantarbolang District. There were 138 participants. The data presented is primary data obtained from questioner. Regression analysis was used to test direct influence of independent variable towards dependent variable. Whereas in order to test mediation effect in this research, the researchers compared the value of standardized coefficients by understanding the path of direct influence and indirect influence values through mediation variable. Path analysis test was conducted by comparing direct influence and indirect influence values.

FINDING AND DISCUSSIONS

F Test (Goodness of Fit)

The F Test result is presented on the table below:

Table 1. Model 1 F Test Result

	Model	F	Sig.
1	Regression	36,912	0,000 ^a

a. Predictors: (Constant), Person Organization Fit, Psychological Capital

b. Dependent Variable: Organizational commitment

Table 2. Model 2 F Test Result

	Model	F	Sig.
2	Regression	19,842	0,000 ^a

a. Predictors: (Constant), Organizational Commitment, Psychological Capital, *Person Organization Fit*.

b. Dependent Variable: Teacher Performance

Based on F test result of Model 1, the F value is 36,912 with 0,000 significance value. It means that the model 1 is proper. Based on F test result of Model 2, the F value is 19,842 with 0,000 significance value. It means that the model 2 is proper.

Regression Test

This test is used to understand if independent variable influences dependent variable. The test result is shown below:

Table 3. Regression Test Model 1

	Model	Standardized Coefficients		T	Sig.
		Beta			
1	Psychological Capital	0,210		2,077	0,040
	Person Organization Fit	0,482		4,762	0,000

Dependent Variable: Organizational Commitment

Table 4. Regression Test Model 2

Model	Standardized Coefficients		T	Sig.
	Beta			
Psychological Capital	0,420		3,893	0,000
Person Organization Fit	0,33661		2,519	0,036
2 Organizational Commitment	0,205		2,005	0,048

Dependent Variable: Teacher Performance

From the test result of model 2, it could be concluded that organizational commitment influenced teacher performance. It was concluded from sig value of psychological capital by 0.000, person organization fit by 0.036, and Organizational Commitment by 0.048, smaller than α .

Mediation Test Result

Model 1

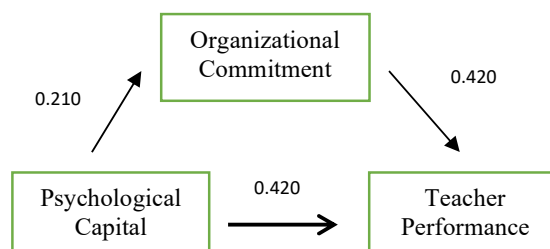


Figure 1. Mediation Test Result Model 1

Direct influence value of psychological capital towards teacher performance was 0,420, whereas indirect influence value of psychological capital towards teacher performance towards Organizational commitment was: $0,210 \times 0,205 = 0,04305$. The value from indirect influence is smaller than direct influence. Thus, it was concluded that Organizational Commitment didn't mediate the influence psychological capital towards teacher performance.

Model 2

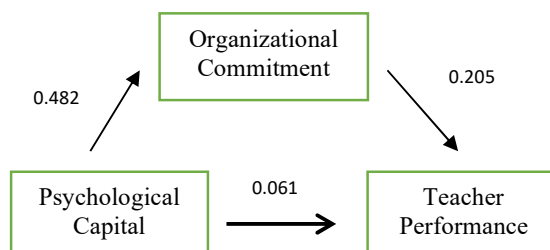


Figure 2. Mediation Test Result Model 2

Person Organization Fit direct influence towards Teacher Performance was 0,061. The Person Organization Fit indirect influence towards Teacher Performance through Organizational Commitment: $0,482 \times 0,205 = 0,09881$. The indirect performance value was bigger than direct performance value. Thus, it was concluded that Organizational commitment mediated Person Organization Fit influence towards Teacher Performance.

The results of this research are:

1. The research result showed that Psychological Capital had positive influence towards Organizational Commitment. A teacher with high Psychological Capital would always work

by carrying 4 Psychological Capital pillars: self-efficacy, optimism, hope and resiliency Luthans et al. (2007). In school dynamic, a high Psychological Capital teacher would have awareness and always oriented on the quality of loyalty and obedience towards organizational system. As a result, the school improved based on its vision and mission. From the data, there were 42.7% respondent of 15 years working period. Thus, it was concluded that the higher the teachers' Psychological Capital, the higher their commitment to school. It was in line with some researchers conducted by Julianti & Dewayani (2015) and Meyer et al. (1993)

2. The research result showed that Person Organization Fit positively influenced Organizational Commitment. Person Organization Fit was defined as suitability between goal, belief, and individual values and organization goal. Thus, we understand that school dynamic, commitment values, and teacher trust should be strong bond in school dynamic. The connection of Teacher Organizational Commitment had tight relation with obligation fulfilment, responsibility, personal existence, and self-endurance. It was proven by the respondents' answers in a question about the suitability of value and goal. The mean of the result was 5.85 and the mode was 6. It means the respondents agreed that there was suitability of school values and individual values. Likewise, the mean in a question about suitability of personal characteristic culture was 5.78 and the mode was 6. It means the respondents agreed that education and teacher skills were suitable with school needs. The existence of Person-Organization fit between teacher and school would create committed teacher. It could be seen from the teacher's high responsibility, existence, and self-endurance. This conclusion was supported by other researches by Oka (2015), Maria & Yuniawan (2016), and Astuti (2010).
3. The research result showed that Psychological capital has positive influence towards Teacher Performance. Nashtya and Baidun (2017) explained that Psychological capital could be seen from 4 elements : self-efficacy, optimism, hope, and resilience. A teacher that has those 4 elements would give good performance because a teacher that has good Psychological capital would have spirit and effort to reach the goal. That teacher would show great performance over time (Luthans et al., 2007). The questionnaire results showed that the four psychological capital elements has mode value of 6. It means that teacher had high psychological capital. It was visible from question indicators about belief to give ideas to school, spirit to reach achievement, reach the target given, have strong personality and optimism. This result was in accordance to some research conducted by Ramasamy (2011) and Liwanto & Kurniawan (2015)
4. The research result showed that Person Organization Fit didn't significantly influence Teacher performance. It was caused by the dynamic happened at school. There were a lot of things teachers has to do besides teaching learning process, like became vice headmaster that dealing with student activities, facilities, curriculum, public relation, and other teacher organizations. In addition, there were some activities that made teacher had to leave their class and teaching task priority to other replacement teachers due to their incidental or additional tasks based on their position. The supporting data obtained to explain the teacher lateness and permission to do other activities outside teaching learning process was 29.4 %. This result was in accordance to other research conducted by Arthur (2006) and Vallabh & Singhal (2014)
5. The research result showed that Organizational Commitment positively and significantly influenced towards Teacher performance. Organizational Commitment could determine the success of a school. Commitment was shown on accepting behavior, strong belief of organization value and goal, and strong determination to maintain the membership in a school to obtain the goal. In other words, organizational commitment is teachers' loyalty of their tasks or school. Teacher commitment towards school is basically a condition that create strong positive behavior towards the organization and thus it is going to improve teacher performance. There were 4 dimensions of organizational commitment indicators in this research. The mean of 4 dimensions questions was 6.28 that meant agreement or specifically

explained teachers' loyalty towards school. It was seen from question indicators that answer teachers' needs to spend their career at the school, their loyalty to school, commitment to perform learning process, and their involved emotion. This result was in accordance to the other research by Mahardika (2006) that stated Organizational Commitment positively and significantly influenced performance.

CONCLUSION

This research concluded that teacher's organizational commitment was important to improve school performance. Psychological capital and person organization fit could be conducted to improve organizational commitment. Internal variable like psychological capital and person organization fit could improve teacher performance, whereas external variable could be conducted through organizational commitment. Another interesting thing from this research was organizational commitment, as external variable, only mediated person organization fit towards teacher performance, however, it didn't mediate psychological capital variable.

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