ZIBELINE INTERNATIONAL™ PUBLISHING

ISSN: 2682-7964 (Online)
CODEN: SVSOC5

Social Values and Society (SVS)

DOI: http://doi.org/10.26480/svs.02.2022.30.36



RESEARCH ARTICLE

TURNOVER INTENTIONS ON TEACHERS IN INDONESIA: THE ROLE OF AFFECTIVE COMMITMENT, CONTINUANCE COMMITMENT, AND NORMATIVE COMMITMENT

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ARTICLE DETAILS

Article History:

Received 17 July 2022
Accepted 20 August 2022
Available online 26 August 2022

ABSTRACT

Turnover is a phenomenon that often occurs in organizations. Organizations that are less able to manage human resources well will have an impact on the desire of workers to leave work. The commitment of a teacher in a school organization is able to have a big impact because it can improve the quality of the organization, improve teamwork, create a willingness from oneself to make changes, and strengthen the bond of a worker to his or her organization. This study aims to determine the effect of affective commitment, continuance commitment, and normative commitment, on turnover intention. The sample of this study was private elementary school teachers in Purwokerto, Indonesia. The research instrument used was the organizational commitment questionnaire (OCQ) and the turnover intention scale. The results of the analysis show that there is a significant relationship between affective commitment and turnover intention, and normative commitment and turnover intention so that supported hypothesis. Meanwhile, the relationship between continuance commitment and turnover intention was not significant. Affective commitment has a small effect on turnover intention, while normative commitment has a medium effect on turnover intention. The results of this study are expected to add to the understanding of the literature on how much influence each dimension of organizational commitment has on turnover intentions. Management can carry out various activities that involve teachers in mental and emotional aspects so as to encourage teachers to remain in the organization and contribute to achieving organizational goals.

KEYWORDS

Affective Commitment, Continuance Commitment, Normative Commitment, Turnover Intention

1. INTRODUCTION

The school is a formal organization engaged in education (Norlena, 2015). The school is said to be an organization designed to provide teaching to students (Suseno and Khory, 2013). Schools in Indonesia are divided into two, namely public schools and private schools. Public schools are schools organized by the government with the aim of pure education, while private schools are schools that are held outside the government (Febrianto and Priambodo, 2019). Private school organizers are foundations and private institutions (Safitri and Nursalim, 2013). Public and private schools have components that are interrelated and contribute to the achievement of the school's organizational goals. The components in a school organization include students, teaching materials, teachers, curriculum, principals, and other supporters (Cipta, 2017). Based on the existing components, teachers are important human resources in school organizations (Cipta, 2017). Elementary school teachers are educators who have many roles that must be carried out such as providing guidance, teaching, and training. However, the primary role of primary school teachers is to teach and educate.

Research shows that education in Indonesia is ranked number 10 out of 14 developing countries and the most important component in school organization, namely teachers, is ranked 14th out of 14 developing countries (Yunus, 2017). In an organizational setting, human resources must be managed properly in order to produce an organization that is able to improve the quality of its organization (Johartono and Widuri, 2013). Organizations that are less able to manage human resources properly will cause dissatisfaction from workers and will have an impact on the desire of workers to leave work (Rony, 2017). The turnover of workers is a phenomenon that often occurs in organizations (Rachmah, 2017). Several schools in Indonesia have high turnover rates. It is proven that private schools in Jatiasih Bekasi District have a turnover rate of 25% every year (Cipta, 2016). In addition, the Cipayung branch of the PGRI Foundation shows a percentage of teacher turnover rate in 2018 of 19% (Mariana et al., 2021). Meanwhile, the researchers obtained data on teacher turnover at school X in Purwokerto which occurred during the three academic years described in table 1.

Table 1 shows the data on teachers who leave work from school organizations showing the highest quitting behavior in the 2019/2020 school year showing as many as eight teachers or 6.84% percent of teachers leaving the organization. According to Meier the turnover rate can be said to be high if the figure reaches five percent or more (Meier, 1971; Nugroho and Darmawati, 2018). Turnover will have a positive and negative impact on the institution where the individual works. Individual job transfers can create harmful company turnover expenses, such as the personal costs associated with hiring, and mentoring, as well as the costs of developing new workers to replace workers who voluntarily leave work. On the other hand, if the organization encounters cases of worker displacement with a lack of work creativity, it can be replaced with new, more creative employees who are considered to be beneficial for an organization (Iqbal et al., 2014).

Before an individual exhibits turnover behavior, a worker will consciously intend to find another job in a different organization (Kusuma and Mujiati, 2017). This is what is known as turnover intention. Turnover Intentions are a form of someone's effort to leave an institution or organization (Lacity et al., 2008; Tett and Meyer, 1993; Imran et al., 2017). Someone

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Cite The Article: Retno Dwiyanti, Maryam Rozana, Tri Na'imah, Gisella Arnis rafiyana (2022). Turnover Intentions on Teachers in Indonesia: The Role of Affective Commitment, Continuance Commitment, and Normative Commitment. *Social Values and Society, 4(2): 30-36.*

who has the intention to change jobs will be seen by signs such as increased absenteeism, starting to feel lazy at work, there is an increase in violations committed against organizational work rules, protest behavior by workers increases against superiors, and positive behavior of workers will look different. than usual (Sianipar and Haryanti, 2014).

The emergence of the phenomenon of turnover intentions is caused by various factors, one of which is organizational commitment. Many organizations think that the meaning of work commitment is not very important even though an organization will benefit if employee commitment increases (Pristayati and Adnyani, 2017). The commitment of a teacher in a school organization is able to have a big impact because it can improve the quality of the organization, has an impact on self-independence, improves teamwork, creates a willingness from oneself to make changes, and evaluates for future improvements. The existence of educational goals is as good as any, if they do not have a good organizational commitment, will be difficult to achieve these goals (Hidayat, 2017). Organizational commitment is defined as the identification and bond of an employee with his organization (Mathieu and Zajac, 1990). An employee's belief in the organization's goals, and values, as well as showing a strong need to survive in an organization is considered an attachment (Scholarios and Marks, 2004). This organizational commitment will affect the intention of employees to stay a part of an organization or choose to leave and find a new job (Hidayat, 2017).

The commitment of workers in an organization is based on the personal goals of each worker. This is in accordance with what Stallworth said that employee commitment is due to desire, commitment is due to needing, and employee commitment is due to necessity (Satwari et al., 2016). Understanding the nature of the commitment experienced by employees is important, as evidenced by what was conveyed by Meyer dan Allen that not all forms of commitment are the same and that every organization can retain its employees by strengthening commitment and they must be careful in considering the nature of the commitment involved instilled in workers (Meyer dan Allen, 1991).

Commitment is divided into three components, namely affective commitment, continuance commitment, and normative commitment. Affective commitment occurs when a teacher feels happy when he is in his organization, believes in what the organization stands for, feels comfortable, and is bound to try to do his best for the organization where he works (George and Jones, 2012). Continuance commitment will make a worker evaluate whether leaving the organization where he works will give him a loss or an advantage (George and Jones, 2012). Normative commitment is defined as a sense of obligation for an individual to remain in the organization. This normative commitment is a form of obligation that must be carried out by a worker for his organization. Employees who are strongly committed to this normative commitment will tend to stay and remain in the organization because of the feeling of having to stay in the organization (Meyer and Allen, 1991). Based on this description, this study is expected to provide an overview of the effect of affective commitment, continuance commitment, and normative commitment on teacher turnover intention.

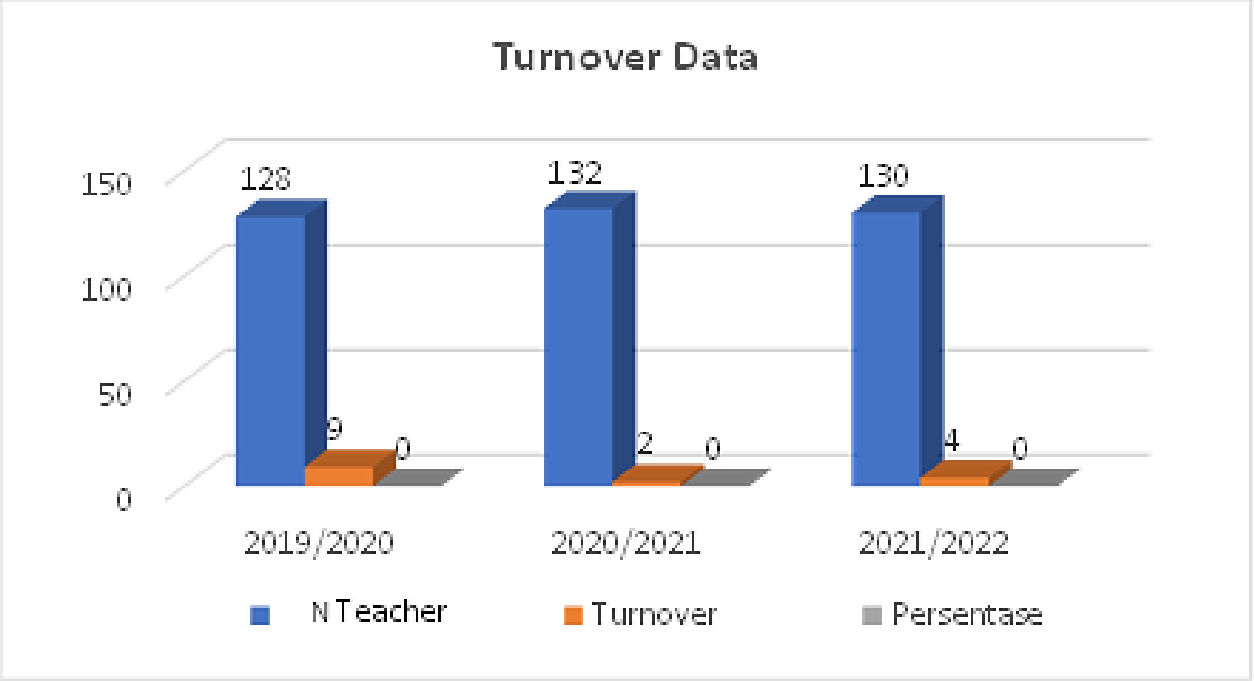


Table 1: Turnover Data for School X Teachers in 2019-2021

2. Literature Review

Turnover intentions are the intention of an employee to leave the organization intentionally and with the awareness of the worker to leave organization (Tett and Meyer, 1993). A worker's desire to leave the organization depends on the organizational commitment and organizational support that a worker feels (Hussain and Asif, 2012). Research conducted found that organizational commitment has a negative role in turnover intention. The same thing was also expressed by Biantoro dan Sihombing that organizational commitment has a negative and significant effect on the intention to change jobs (Biantoro dan Sihombing, 2012). Previous research has also shown that organizational commitment has a strong influence on turnover intentions (Cohen, 2014). The lesson that can be taken in researching organizational commitment with turnover intention is to evaluate the importance of having a commitment to the organization, especially to make workers feel comfortable at work, carry out their responsibilities at work in a relaxed manner and actively participate in achieving organizational goals so that workers do not have the intention to out of work (Farida and Melinda, 2019).

Organizational commitment is considered an important requirement for any educational organization. The effectiveness of a teacher is determined by how he feels about his job and with whom he works, as well as his attitude towards the organization that employs him. This is a consideration for all workers who can determine the commitment of a person (George and Sabapathy, 2011). Workers who have a strong affective commitment will continue to work with the organization because of the desire to do the work. Workers who have an affective commitment tend to continue to work because they have the desire to do so. Employees who have a normative commitment will feel they have an obligation to continue working in an organization. Meanwhile, a worker who has a continuous commitment will consider based on two aspects, namely the aspect of self-sacrifice and the absence of available alternatives (Sukamto et al., 2014).

Employees whose relationship with the organization is based on a continuing commitment are aware of the costs involved in leaving the organization. Whereas workers who have a high normative commitment, these workers tend to feel that they must remain in the organization because it reflects an obligation to continue their work (Meyer and Allen, 1997). Based on several experts who have examined organizational commitment, it shows that the commitment of each individual is different, even in different workplaces, it also produces differences in influencing turnover intention. Research conducted by found that the affective commitment of nurses at Hospital Y had a negative relationship with the largest turnover intentions compared to normative commitment and

continuance commitment, thus showing emotional closeness and employee motivation to have a contribution to the organization as an important cause compared to feelings related to obligations to the organization or workers' losses if they leave the organization (Prabowo, 2017). Another aspect of organizational commitment, namely continuance commitment to employees, has the greatest influence on turnover intentions (Sakila and Juariyah, 2019).

Figure 1 shows the relationship between the variables of affective commitment, continuance commitment, normative commitment, and turnover intention.

H1: Affective commitment contributes significantly to turnover intention

H2: Continuance commitment contributes significantly to turnover intention

H3: Normative commitment contributes significantly to turnover intention

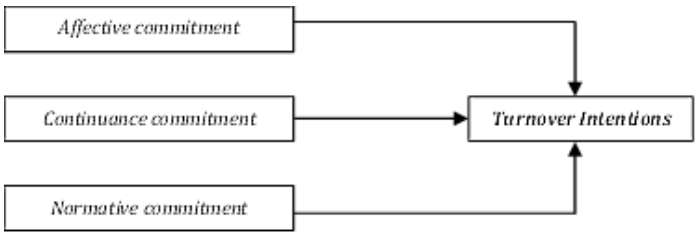


Figure 1: Research Framework

3. METHODOLOGY

3.1 Population and Sample

The population in this study were all teachers at SD 01 and teachers at SD 02 Purwokerto, totalling 130 teachers. Determination of the number of samples in this study using a table developed by Stephen Isaac and William B. Michael with a significance level of 5%. Based on the table, the sample used in this study was 95 teachers.

3.2 Instruments

The instrument used in this study consisted of three instruments, namely: the organizational commitment scale developed, which consists of three components, namely affective commitment, continuance commitment, and normative commitment (Allen and Meyer, 1990). The turnover intention scale is based on aspects of turnover intentions, namely Thinking of quitting, Intention to search, and Intention to quit (Mobley, in Ardan and Jaelani, 2021).

3.3 Organizational Commitment

Organizational commitment was measured using the Organizational Commitment Questionnaire (OCQ) developed, which consists of three questionnaires. First, is the affective commitment questionnaire which consists of 8 items (α = 0.87) (Allen and Meyer, 1990). An example item is "this organization has a lot of meaning to personal me", and "I don't have a great sense of belonging to my organization". Second, the continuance commitment questionnaire consists of 8 items (α = 0.75). An example item is "it would be very difficult for me to leave this organization, even if I wanted to", and "it would not be too expensive for me to leave my current organization". Third, a normative commitment questionnaire consisting of 8 items ((α = 0.79). An example of "I think nowadays people move from company to company too often", and "I don't believe that someone should always be loyal. to the organization".

3.4 Turnover Intention

The turnover intention was measured using a turnover intention scale which was compiled based on aspects of the thinking of quitting, intention to search, and intention to quit (Mobley, in Ardan and Jaelani, 2021). The turnover intention scale consists of 30 items (α = 0.96). An example item is "I often think about quitting my current job", and "I think my current job is more interesting than other jobs".

4. RESULT

Based on demographic data, table 1 shows the characteristics of respondents from 95 research subjects.

Data analysis in this study was carried out using the Partial Least Square (PLS) analysis technique with SmartPLS 3.0. PLS-SEM analysis consists of two sub-models, namely the measurement model or outer model, and the structural model or inner model. The outer model is to test the validity and reliability of the measuring instrument, while the inner model is to test the research hypothesis. Figure 2 shows the outer model and Figure 3 shows the inner model.

The summary of the measurement model in this study is presented in Table 2 below

Based on table 2, shows that all indicators have a loading factor > 0.7 and an average variance extract (AVE) > 0.5, so the data above shows that all indicators are eligible or valid for research use. According to the outer loading value of the recommended threshold of 0.7 meets the requirements of convergent validity (Hair, et al., 2014). The results of Average Variance Extraction (AVE) show all constructs whose values are greater than 0.5. The Average Variance Extracted (AVE) value is said to be good if the AVE of each construct is greater than 0.50 (Ghozali and Latan, 2015). Reliability testing with composite reliability can be strengthened by using Cronbach's alpha value. The construct is declared reliable if the composite reliability and Cronbach alpha values are above 0.70 (Ghozali and Latan, 2015). The recommended minimum reliability value is 0.70, but the reliability value from 0.60 to 0.70 can still be considered acceptable (Hair et al., 2011).

Table 1: Characteristics of Respondents

Category	Frequency	Percentage
Marital Status		
Married	87	91,6%
Not married yet	8	8,4%
Age		
25-30 year	26	27,37%
31-35 year	19	20%
36-40 year	21	22,11%
41-45 year	18	18,95%
46-50 year	9	9,47%
51-55 year	2	2,10%
Gender		
Female	74	77,89%
Male	21	22,11%
Length of Work		
1-5 year	20	21,05%
5-10 year	23	24,21%
10-15 year	25	26,32%
15-20 year	19	20%
20-25 year	7	7,37%
25-30 year	1	1,05%

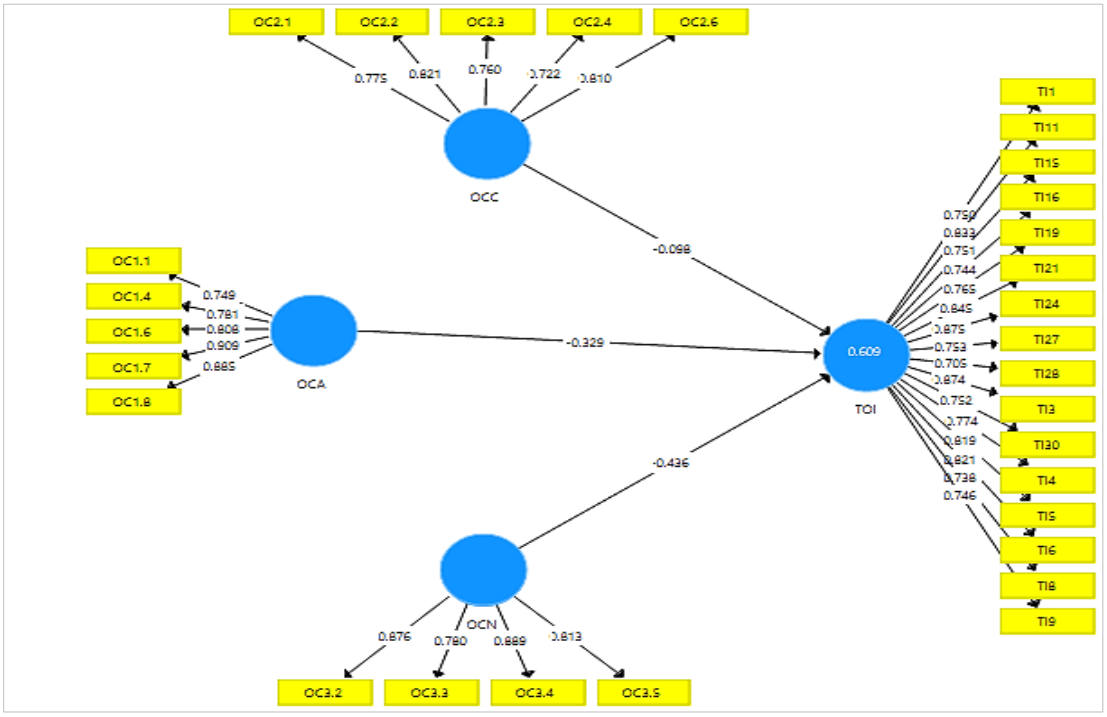


Figure 2: Outer Model

Table 2: Result of the Measurement Model

Latent Variable	Items	Outer Loading	Cronbach's Alpha	CR	AVE	R^2	f^2
Affective Commitment (AC)			0.886	0.916	0.687		0.093
	OCA1	0.909					
	OCA4	0.885					
	OCA6	0.808					
	OCA7	0.781					
	OCA8	0.749					
Continuance Commitment (CC)			0.839	0.885	0.606		0.012
	OCC1	0.775					
	OCC2	0.821					
	OCC3	0.760					
	OCC4	0.722					
	OCC6	0.810					
Normative Commitment (NC)			0.882	0.906	0.707		0.229
	OCN2	0.876					
	OCN3	0.780					
	OCN4	0.889					
	OCN5	0.813					
Turnover Intention (TOI)			0.961	0.963	0.617	0.609	
	TI1	0.750					
	TI3	0.833					
	TI4	0.751					
	TI5	0.744					
	TI6	0.765					
	TI8	0.845					
	TI9	0.875					
	TI11	0.753					
	TI15	0.705					
	TI16	0.874					
	TI19	0.752					
	TI21	0.774					
	TI24	0.819					
	TI27	0.821					
	TI28	0.738					
	TI30	0.746					

Note Composite reliability (CR); Average variance exchange (AVE).

Based on table 1, shows that the composite reliability value is greater than 0.7, and Cronbach's alpha is greater than 0.6, meaning that all constructs are reliable. The R^2 value of 0.609 indicates that the effect of affective commitment, continuance commitment, and normative commitment, on turnover intention is 60.9%, so the model is included in the moderate category. R-Square values of 0.75, 0.50, and 0.25 can be concluded that the model is strong, moderate, and weak (Sarstedt et al., 2017). The assessment for effect size (f^2) is categorized into three categories, namely values of 0.02, 0.15, and 0.35 which illustrates that the effect is small, medium, and large. If the value of f^2 is less than 0.02 then the result can be ignored (Sarstedt et al., 2017). Based on the value of f^2, it shows that affective commitment to turnover intention has a small effect, and normative commitment to turnover intention has a medium effect.

Figure 3 is the inner model used for hypothesis testing. Based on the inner model, the results of hypothesis testing can be seen in table 2.

Based on the results of the structural model in Table 2, it shows that there is a significant relationship between affective commitment and Turnover Intention (β = -0.329, t = 2.002, p = 0.046), and normative commitment with turnover intention (β = -0.436, t = 4.652, p = 0.000) so that the hypothesis is supported. Meanwhile, the relationship between continuance commitment and turnover intention was not significant (β = -0.098, t = 0.794, p = 0.427).

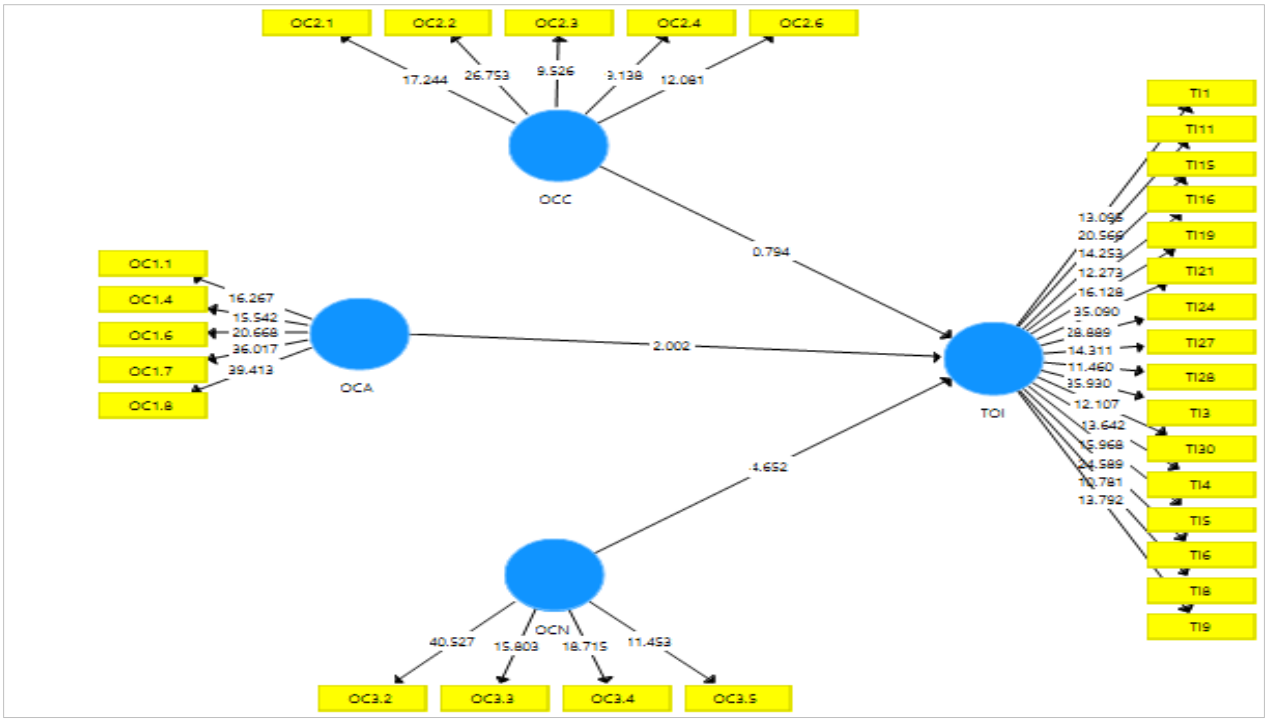


Figure 3: Inner model

Table 3: Results of the structural model analysis

Hypothesis	Relationship	Std Beta	Std Error	t-value	P Values	Decision
H_1	AC => TOI	-0.329	0.164	2.002	0.046	Supported
H_3	CC => TOI	-0.098	0.123	0.794	0.427	NS
H_3	NC => TOI	-0.436	0.094	4.652	0.000	Supported

Notes: *Significant at p ≤ 0.05; **p < 0.01; ***p < 0.001; ns = not significant.

5. Discussion

This study explores the problem of teacher turnover intentions. The findings in this study indicate that affective commitment and normative commitment have an effect on turnover intentions. Affective commitment is a form of employee commitment based on the feeling of pleasure of a worker working in his organization. Determinants of affective commitment can be caused by various forms of personality as well as situational factors which then determine how much a person's level of affective commitment is (George and Jones, 2012). The results of this study support the results of research conducted by who found that affective commitment has a negative and significant effect on Turnover Intentions (Muaja et al., 2021). In addition, research conducted by also shows that affective commitment has a negative and significant effect on turnover intentions, which means that workers who have high affective commitment will reduce turnover intentions (Kadiman dan Indriana, 2012).

Based on the results of the study, shows that the continuance commitment variable which has no effect means that salary and economic needs have no effect on the turnover intentions of teachers from this school. In contrast to the research conducted by which showed that there was a negative and significant influence between the continuance commitment variables on turnover intentions in the shoe industry (Elisabeth, et al., 2021). The existence of differences in research subjects can affect the findings shown in these findings, which are different from this study which found that the subject of the shoe industry worker, continuance commitment had an effect on turnover intentions, while the subject of teachers, continuance commitment it had no effect on turnover intentions.

The results research of by Prasetiyo also shows that continuance commitment has a negative effect on turnover intentions (Prasetiyo, 2020). Normative commitment is a moral aspect that is based on the teacher's feelings of obligation and responsibility towards the organization where he works. The existence of a normative commitment to the teacher shows a high sense of obligation and responsibility which reduces the turnover intentions of the teacher. The results of this study are in line with the results of previous studies conducted on resort employees which proved to show a negative and significant influence between normative commitment and turnover intentions (Manuel and Rahyuda, 2015).

5.1 Implication

The theoretical implication of this research is expected to provide a view of the effect of organizational commitment on turnover intention. The results of this study contribute that affective commitment and normative commitment have a significant effect on reducing teacher turnover intentions. Furthermore, this study also adds to the understanding of the literature on how much influence each dimension of organizational commitment has on turnover intentions. For the management to be able to carry out various activities that involve teachers in it. Teacher involvement in mental and emotional aspects will encourage teachers to contribute to achieving organizational goals. These activities are in the

form of holding teacher consultations and opening opinion-sharing activities as a form of communication and the process of receiving feedback from teachers in the organizational decision-making process. Another suggestion can be done by giving rewards to teachers in order to increase commitment to teachers and minimize the teacher's desire for turnover.

5.2 Limitations and Recommendations for Future Research

This study has a limited number of samples because there are less than 100 subjects so it cannot be generalized. Further research can be carried out with a larger number of samples consisting of several schools. This research was analyzed based on bootstrapping results only so it is recommended to find out the relationship between subject characteristic data and the variables studied, then analysis can be carried out using a different test based on subject characteristic data such as marital status, age, gender, length of work, and job specifications to obtain results. which may have a difference.

6. Conclusion

This study explores the relationship between the dimensions of organizational commitment and turnover intentions. Based on the results of the study, affective commitment has a significant effect on turnover intentions, although the effect is quite small. Normative commitment also has a significant effect on turnover intentions and has a medium effect. Meanwhile, continuance commitment has no effect on turnover intentions. These results are still limited to the relationship of each dimension of organizational commitment as an independent variable to turnover intentions. For further research, other variables or subject characteristic data are expected to be moderating variables that strengthen the relationship between the dimensions of organizational commitment and turnover intentions.

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