



The Relationship Of Work Motivation And Stress Management With Teacher's Affective Commitment At Country Senior High School Country 1 Datuk Bandar Tanjungbalai City District

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ABSTRACT

This study was conducted to see the relationship between Work Motivation and Stress Management with Teacher's Affective Commitment. as for the research method used is a quantitative research method. Quantitative research method is a research method based on the philosophy of positivism. The results of the study are that there is a significant relationship between work motivation and the affective commitment of teachers in SMA Negeri in Datuk Bandar Subdistrict, Tanjungbalai City, there is a significant relationship between stress management and affective commitment of teachers in SMA Negeri in Datuk Bandar Subdistrict, Tanjungbalai City, and there is a positive relationship significant work motivation and stress management with teacher affective commitment. From the multiple correlation analysis, the simultaneous correlation coefficient (R) = 0.911, this value indicates that the relationship between all independent variables and the dependent variable is very strong. In addition, information can also be obtained on how the coefficient of determination is $(0.911) \times 100\% = 91.1\%$. This value shows that the contribution of all independent variables to the dependent variable simultaneously is 91.1%, while the remaining 8.9% is the contribution of other factors outside this study.

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INTRODUCTION

Education is an effort positioned that is made in efforts to increase the source power of humans in terms of knowledge (*knowledge*), skills (*skills*), and attitude (*attitude*). Through education, it is hoped that it can build quality human resources that will be able to build the nation because education plays a role primary to lift the dignity and the dignity of a nation. One of the institutes' formal place implementation education is the school. Schools are institutions of education that are organized in a very regular, very rich program and systemic, carried out by personnel of education who are professionals in their field and are equipped with adequate facilities (Engkoswara & Triwiyanto, 2012). Efforts to establish the quality of Human Resource Management in Indonesia through education involve various components, such as heads of schools, teachers,

clerks, counselors, students, and the committee of the school which interacts and synergize carry out the role and functions of each one to achieve the goal of education nationwide.

Teacher is one of the components of the primary that support the improvement of the source power of man through education. In Law Teachers and Lecturers Year No. 14 the Year 2005 Article 1 paragraph (1), "the teacher is an educator professional with the task of primary educating, teaching, guiding, directing, train, assess and evaluate the participant students in the education of children of age early track education formal education, primary education, and secondary education". Teachers as an important part of the implementation of education must have a high commitment. In line with the saying " commitment is an attitude of work (job altitude) or a belief that reflects the strength of the relative and alignments and involvement of individuals in an organization" (Purba, 2012). Commitment becomes very important because commitment is the thing that is most fundamental in carrying out a job, especially in the world of education. Teachers will have trouble doing roles and responsibilities as educators if it does not commit. This is in line with the Law on Teachers and Lecturers of the Year Number 14 of 2005 article 7 (paragraph), that "teachers must commit to improving the quality of education, faith, piety, and noble character ". If the commitment of teachers is low, then the process of forming quality human resources and achieving national education goals will be disrupted.

The results of the study before Hartaty in the year 2012 reinforces the importance of understanding regarding commitments effective on variable Influence of Culture School, Manage Stress and Commitment Teacher In Junior High School State District of Sumbul, results of studies find there is influence directly the significant between the management of stress on the commitment of teachers for 9.1%. In the study further Suyata Lumbantobing year 2012 are also in the conduct of research on variable Influence of Culture Scientific, Discipline, Motivation Work and Commitment Affective Teacher In Senior High School Country District of Lubuk Pakam Regency Deli Serdang The results of the study showed that the effect of the direct motivation to work towards a commitment affective amounted to 34.7%. term commitment comes from the language of English, ie *commit*, meaning doing, while *commitment* means do appointments and responsibilities responsible involvement of individuals in an organization. The commitment here describes how the attachment of employees to the group or organization. Furthermore, organizational commitment is defined as the desire of employees to become or be bound to the organization. This means that organizational commitment is the encouragement or

willingness of a member to always unite with the group and organization (Colquitt et al., 2009)

Commitments were expressed by Colquitt, Lepine and Wesson mentioned in the above consists of three types, namely commitment effective (*affective commitment*), commitment to continuous (*Continuance commitment*), and commitment to the normative (*normative commitments*). Commitment affective namely the desire/belief (*want to*) employees to associate itself to the organization of certain and its goals, because he was part of an organization that, not because of consideration material. Commitment to sustainability is the need (*need to*) employees to associate themselves to the organization of certain and its goals, for consideration of the material (salaries, benefits, and promotions) not because feel part organization.

Type commitment to the organization is put forward in the above, the type of commitment effective should be developed on ourselves every person who devotes himself to the world of education, especially teachers. It is based on the assumption that people who are ready to devote themselves to the world of education will be more successful than the person who just made the world of education as a means of fulfilling their needs. Teachers who devote his life to world education certainly be successful than teachers who exist in the world of education is only just because the motives of economic or look for a living (Zaini, 2020; Zaini & Syafaruddin, 2020).

Based on the description the above, it can be said commitment f teacher is the attitude of the teachers who made himself into a part which is not inseparable from the life of the school. This means that teachers are willing and able to accept the values and goals of the school organization as personal values and goals, can fully involve themselves in school activities, are ready to defend the good name of the school, and can show high loyalty to the school.

The world of education in Indonesia still saves a lot of problems, one of which is the quality of education that moment is very worrying. Party government, expert education, and the perpetrators of education continue to attempt to seek an alternative solution to the problem mentioned, and many policies of education have been made but have not been able to feel the impact of which is satisfactory. Entering Century 21, the wave of globalization is felt by Indonesia increasingly strong and open. Indonesia became increasingly aware would hazard backwardness of education. The progress of scientific knowledge and technology to realize Indonesia will be the catch of the nation other in the quality of education, good education formal or informal.

Trigger the low quality of education in Indonesia one of them is the power of educators, such as that reported by kompasiana.com Wednesday dated 7

March 2012 Google Translation with the title " Quality Teachers Still Low ", In general, the quality of teachers and competence of teachers in Indonesia is still not following the expected. From the qualifications education, up to the time of this, from 2.92 million teachers, just about 51 percent of the educated S-1 or more, while the rest have not

S-1 education. Likewise, from the certification requirements, only 2.06 million teachers or around 70.5 percent of teachers meet the certification requirements. Meanwhile, the other 861.67 teachers did not meet the certification requirements, namely a certificate that showed the teacher was a professional. " Indeed, there are many things that still need to be addressed in the issue of teachers," said Syawal Gultom, Chairman of the Agency for Development of Resources Power of Human Education and Assurance of Quality of Education, Ministry of Education and Culture, Jakarta, Tuesday (6/3). The low quality of teachers can be suspected because the teacher is still running the task limited to the needs of searching for living alone.

Commitment Affective does not grow so alone but can be determined or influenced by many factors. The search for the determinants of affective commitment can be done by analyzing the opinions of experts. Robbins classified these factors into three main factors including (a) organizational characteristics, (b) individual characteristics (c) individual processes. Of the three factors mentioned, a factor of the individual can affect a direct commitment to the organization. Likewise, also Colquitt, Lepine, and Wesson argue that some factors determine it directly and not directly committed to the organization. Factors - factors that include the satisfaction of work (*job satisfaction*), the emphasis (*stress*), motivation (*motivation*), trust, fairness, and ethics (*trust, justice, and ethics*), and learning and decision-making (*Learning and Decision Making*). While the factors that are not directly affected include factors organizational (culture of the organization, the structure of the organization), factor group (style and attitudes of leadership, power and influence of leadership, the team, and the characteristics of the team), and the characteristics of the individual (the value of culture and personality ability). Factors that mentioned last giving effect directly on the *individual mechanisms* and *individual mechanisms* that are given effect directly on the commitment the organization.

Experts others namely McShane & Glinow expressed some way increase the commitment of the organization employees, the most prominent are (1) *justice and support* (justice and support), (2) *shares values* (share value), (3) *trust* (trust), (4) *organizational comprehension* (understanding of the organization), and (5) *employee involvement* (involvement of employees). Based on the opinion of the experts of the synthesized that the commitment of the organization,

including the commitment affective, can be determined existence by various factors as leadership, a satisfaction of work, emphasis, motivation, trust, fairness and ethics, decision-making, a culture of the organization, the structure of the organization, style and behavior of the leadership, leadership strength and influence, cultural values and personality, abilities and so on. Noting the results of the analysis of the factors which are predicted to affect the commitment of teachers, many factors are predicted to be the dominant influence is directly against the commitment effective teacher, the motivation of work, and management of stress.

The word *motivation* if we take the prefix and the suffix, will form the word "*motion*" which means movement. Motivation comes from two tribes said that, *motive* (reason) and action (action, work real). So, people who have the motivation to achieve something will always move, take action, and work real to realize what they want. According to (Siswanto, 2008), Motivation is a process that explains the intensity, direction, and persistence of an individual to achieve his goals. The three main elements of this motivation are intensity, direction, and persistence. Intensity relates to how hard a person tries. Directions associated with the attribution efforts to directions and objectives that benefit the organization, and considering the quality and intensity of the effort are the same. Persistence is a measure of how long a person can maintain his business. Furthermore, According to (Mathis, 2001), work motivation is defined as something that creates enthusiasm or work motivation. In conjunction with the environmental work, Ernest L. McCormick (Anwar Prabu Mangkunegara, 2004) suggests that the motivation to work is defined as a condition that affects evoke, directing, and maintaining behavior that is associated with environmental work.

Apart from motivation, according to Colquitt on *individual mechanisms*, another thing that also influences commitment is stress. Each individual definitely will undergo stress without looking at age and positions and jobs. say (Colquitt et al., 2009) "*stress is defined as a psychological response to demands for which there is something at stake and coping with those demands taxes or exceeds a person's capacity or resources*". Stress is defined as a response to psychological to something demands that are faced by someone who exceeds their capacity. Sulsky & Smith in 2005 in (Herman, 2007) said the source of stress on teachers that behavior negatively students, the burden of working excess, conflicts with superiors, conflict of roles, the ambiguity of the role of labor, facilities of teaching is not adequate, the environmental work is not comfortable, and the appreciation of the performance of the low. (Azizi, 2005) cites the opinion of Kyriacou who stressed that the stress of prolonged will weaken the mental and

physical, as well as significantly weakening the achievement of learning of students, the quality of teaching, performance, and commitment of teachers.

Stress at work can affect commitment. For that, people need to manage stress so that stress is not to be negative or destructive to the self, commitment, health, and performance of the individual. (Fadhli, 2017)“*Providing stress management for Teachers addresses individual teacher needs and creates a culture of caring and relatedness that has a positive impact on the education process*”. (Stress management for Teachers meets the individual needs of teachers and creates a culture of caring and connectedness that has a positive impact on the educational process). Based on the description above there are several variables that affect the commitment of teachers. The variables are either empirical or conceptual can be used to understand and find alternative concerns about the commitment of teachers.

Based on the interviews in the study preliminary who conducted December 2020 on school Senior High School all Subdistrict Datuk Bandar Tanjungbalai City, found that the teacher has a problem for the commitment of affective, as teachers still teach the extent of the obligation to not make the purpose of the school as part of the purpose of his own, things This can be seen from the contribution of teachers related to the teaching profession that has not been optimal, such as there are still some teachers who have not made their Learning Program Plans so that sometimes the Learning Program Plans that are made are not in line with the goals to be achieved by the school because the RPP is obtained from looking at the school. who else has a different purpose? From observations, it can also be seen that teachers sell clothes in the office to their co-workers so that the teaching profession can be disrupted. Approximately 20% of teachers were late arriving at school each month. Teachers are also not optimally actively involved in competitions that can bring the school's good name. Based on the findings of Country Senior High School all Subdistrict Datuk Bandar Tanjungbalai City can be explored several variables that affect the commitment of Affective Teachers in empirical and conceptual. As described above, the researchers suspect the variable motivation and management of stress affect the commitment of teachers. If the allegation is proven, then the concept of the relationship between the three variables can be used to explain, predict, and find alternatives to overcome the problem of commitment of teachers in the school are. Moving on from this thought, the researcher has conducted a study on the Relationship between Work Motivation and Stress Management with Teachers' Affective Commitment.

RESEARCH METHODE

Methods of research are used in research this is a method of research quantitatively. The method of research Quantitative is a method of research that is based on the philosophy of *positivism*, is used to examine the population or sample-specific, technique taking samples in general carried out by a random, collection of data using the instruments of research, analysis of the data is quantitative/statistics with the purpose to test the hypotheses that have been set (Sugiyono, 2010:14). The data analysis technique is the activity of grouping data based on variables and types of respondents, describing the data, looking for the trend level of the research variables, and testing the analysis requirements. test requirements analysis is tested with a test of normality, the test of homogeneity, the test of linearity, and the significance of regression simple.

RESULT AND DISCUSSION

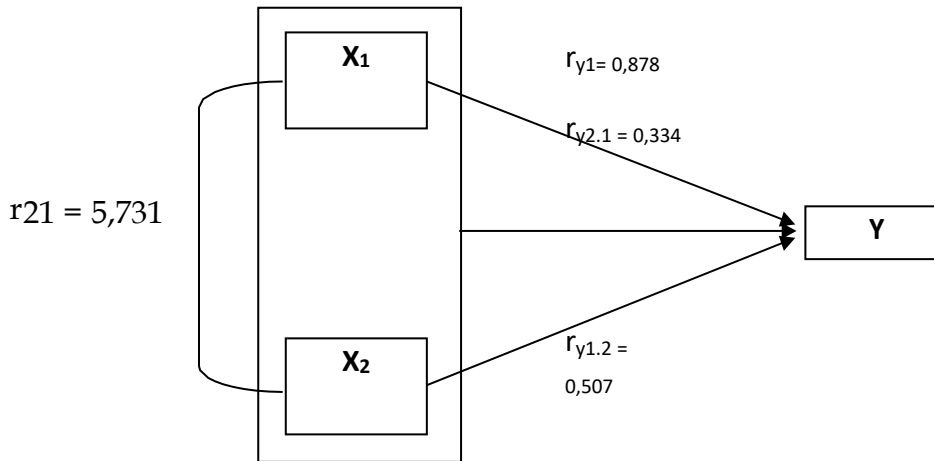
From the calculation of correlation double between variables motivation work and the management of stress with the commitment affective teacher obtained coefficient of correlation by using SPSS as that seen in the table below :

Table 1

Summary of the Results of Correlation Analysis and Significance Test for X2 Variables with Y and its Significance Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,911 ^b	,830	,827	4,803

Based on Table 4.17 on the calculation using SPSS then obtained coefficient of correlation of simultaneous (R) = 0911, the value of this shows that the relationship between all the variables free with variable bound is unbelievably strong. Jams it can be obtained information also information how coefficient determination is of $(0.911) \times 100\% = 91.1\%$. Value this signifies the most that the contribution of all variables is free to the variable bound by simultaneously is 91.1%, while the remaining 8.9% the rest is the contribution of factors other outside research this. With such hypothesis research that states there is a relationship that is positive and means of motivation to work and the management of stress with the commitment effective teacher can be accepted and proven truth.



Based on the results of the analysis of the correlation is simple and correlation partial found the relationship that a positive and significant among the variables of motivation work with commitment effective teacher in Senior High School all Subdistrict Datuk Bandar Tanjungbalai City. It is can be seen from the results of the analysis of the correlation is simple (r) obtained correlation between motivation to work (X_1) with commitment effective teacher (Y_1), namely (r) of 0.878. It is demonstrated that happen relations are strong between the motivation of work (X_1) with commitment effective teacher (Y_1). While the direction of the relationship is positive because the value of r is positive, meaning more high motivation to work (X_1) then further increase the commitment effective teacher (Y_1). Furthermore, the significance test was carried out at the 5% level. If significance < 0.05 then the relationship between motivation to work (X_1) with a commitment to the effective teacher (Y_1) is said to be significant. From table 4.13, the result of significance < 0.05 is $0.00 < 0.05$. With such hypothesis research that states there is a relationship that is positive and significant between motivation to work with commitment effective teacher can be accepted and proven truth.

The analysis of the correlation is simple and correlation partial found the relationship that a positive and significant between managing stress with commitment effective teacher in Senior High School all Subdistrict Datuk Bandar Tanjungbalai City. It is can be seen from the results of the analysis of the correlation is simple (r) obtained correlation Manage stress (X_2) with a commitment effective teacher (Y_1), namely (r) of 0.899. It is demonstrated that happen relationships are strong among Manage stress (X_2) with a commitment effective teacher (Y_1). While the direction of the relationship is positive because the value of r is positive, meaning more high- Manage stress (X_2) then further increase the commitment effective teacher (Y_1). Furthermore, the significance

test was carried out at the 5% level. If significance < 0.05 then the relationship between the management of stress (X_2) with a commitment effective teacher (Y_1) is said to be significant. From table 4.15, the result of significance < 0.05 is $0.00 < 0.05$. With such hypothesis research that states there is a relationship that is positive and significant between managing stress with commitment effective teacher can be accepted and proven truth.

From the analysis of the correlation double-obtained coefficient of correlation of simultaneous (R) = 0.911, the value of this shows that the relationship between all the variables free with variable bound is unbelievably strong. Jams it can be obtained information also information how koefisoen determination is of $(0.911) \times 100\% = 91.1\%$. Value this signifies the most that the contribution of all variables is free to the variable bound by simultaneously is 91.1%, while the remaining 8.9% the rest is the contribution of factors other outside research this. With such hypothesis research that states there is a relationship that is positive and means of motivation to work and the management of stress with the commitment effective teacher can be accepted and proven truth.

Discussion

- 1) Relationship between Work Motivation and Teacher's Affective Commitment
People who have the motivation to achieve something will always move, take action, and work real to realize what they want. Commitment Affective a teacher associated with motivation to work that he had. Teachers who have the motivation to work will be committed to remedying achieve the purpose of the organization as a teacher professional. Teachers who do not have work motivation do not have the drive to have a teacher's affective commitment.
- 2) Relationship of Stress Management with Teacher's Affective Commitment
Sulsky & Smith (in Safaria 2012) said that the source of stress on teachers that behavior negatively students, the burden of working excess, conflicts with superiors, conflict of roles, the ambiguity of the role of labor, facilities of teaching is not adequate, the environmental work is not convenient, and rewards the performance of the low. Teachers who have the management of stress that will be able to commit effective as a teacher. Teachers who have an affective commitment will certainly contribute positively to the school.
- 3) Relationship between Work Motivation and Stress Management with Teacher's Affective Commitment
Work motivation in this case can be a driving force for someone to have work spirit and the ability to manage stress by the teacher, both of which have a relationship with the teacher's affective commitment. For that, a

teacher must have the motivation to work and the people it needs to manage stress so that stress is not to be negative or destructive to the commitment effective teacher. Teachers who already have both are certainly able to become optimal teachers in achieving the goals of the teaching profession and play an active role in achieving organizational goals.

CONCLUSION

Based on the results of the analysis of data and submission of the hypothesis, it can be stated conclusions as follows :

1. There is a significant relationship between work motivation and affective commitment of teachers in Senior High School in Datuk Bandar District, Tanjungbalai City. It can be seen from the results of simple correlation analysis (r) obtained correlation between work motivation (X_1) with an affective commitment of teachers (Y_1), namely (r) of 0.878. This shows that there is a relationship that is strong between work motivation (X_1) with commitment effective teacher (Y).
2. There is a significant relationship with stress management commitment effective teacher at Senior High School sub-district Datuk Bandar Tanjungbalai City. It can be seen from the results of simple correlation analysis (r) obtained correlation Stress Management (X_2) with the affective commitment of teachers (Y_1), namely (r) of 0.899. This shows that there is a strong relationship between stress management (X_2) and the teacher's affective commitment (Y).
3. There is a significant positive relationship between work motivation and stress management with teachers' affective commitment. From the multiple correlation analysis, the simultaneous correlation coefficient (R) = 0.911, this value indicates that the relationship between all independent variables and the dependent variable is very strong. In addition, information can also be obtained on how the coefficient of determination is $(0.911) \times 100\% = 91.1\%$. These values signify the most that the contribution of all variables are free to the variable bound by simultaneously is 91.1%, while the remaining 8.9% the rest is contributions from other factors outside of this study. With such hypothesis research that states there is a relationship that is positive and means of motivation to work and the management of stress with the commitment effective teacher can be accepted and proven truth.

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