

## THE EFFECT OF COMMITMENT, TRAINING AND DEVELOPMENT ON THE WORK LIFE QUALITY OF EARLY CHILDHOOD TEACHERS

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### Abstract

This research was motivated by the importance of human resource management in Early Childhood Institutions in achieving Indonesia's national quality standards. A good quality of work life can improve the quality of products and services produced by companies or organizations. Therefore, the quality of work life is an impact on achieving the quality standards of an Early Childhood institution. This study used independent variables namely Commitment (X1), Training and Development (X2), and dependent variable namely Quality of Work Life (Y). Data collection in this study was a questionnaire method distributed to 55 Early Childhood teachers by using purposive sampling. While the analysis was done by processing data using SPSS version 16.0 for windows. The results of regression analysis showed that the commitment variable, the training and development variable have effect on the quality of work life. Based on the results, a coefficient of determination (R<sup>2</sup>) of 0.290 obtained, which means that the influence of commitment, training and development on the quality of work life is 29%. The remaining of 71% is influenced by other variables.

**Keywords: Commitment, Training and Development, Quality of Work Life.**

### I. Introduction

Based on the direction of Early Childhood Education development in Indonesia, 2015 to 2025 is a period of national quality standardization. The number of Early Childhood Education in Indonesia is 231,640, both public and private, namely kindergarten / RA, playgroup, TPA, and SPS. Teachers as human resources are the spearhead of achieving this quality standards. The existence of a nation development depends on the quality of its human resources, not on its natural resources. Therefore, one of the things that schools must pay attention to, in order to continue to exist in quality competition among Early Childhood Education institutions is to maximize the school's human resources. The improvement of school performance depends on the management of human resources in the Early Childhood institutions. [1].

Human resource management is related to the way human resources are managed in an organization so that it can contribute optimally to the achievement of the organization [2]. Human resource management must ensure the ability and willingness of staff to do something to achieve organizational goals. The main challenges are dependency on human resources and company dependence on staff to increase due to increasing productivity requirements and increasing importance of "knowledge" as a success factor [3].

Strategic management of human resources has demonstrated the importance of high flexibility concept in evaluating market and competitor demands for organizations because organizations with complex and dynamic environments require flexibility to adapt to diverse and changing needs [4].

A factor that must be considered in human resource management (HRM) is organizational commitment. If the employees have high commitment to the organization, it will have a positive impact on the employee's performance because they have a sense of satisfaction in their office. The practice of HRM is to determine aspects of human resources in management including recruiting, screening, training, rewards and assessments [5].

Human resource system can support the development and / or use of organizational competencies, and simultaneously it can destroy organizational competencies and / or impede organizational development. Strategic management in general and strategic management of human resources in particular are aware of the need to develop competitive advantage for companies [6].

Competitive advantage for educational institutions is an effort to improve the quality of competitiveness of educational institutions so that they are able to become quality educational institutions and are attractive to students. Competitive advantage becomes an important requirement for the success of educational institutions in the future. According to Thomas Peters and Robert Watermen (1982), criteria for institutions that have competitive advantage include: : 1) institutions value concrete actions; 2) institution understands market / consumer needs well; 3) institution respects the attitude of employees who dare to take risks and independently carry out their duties, 4) institution values employees as important assets that can be trusted and have unique creativity; 5) employees understand that they work to achieve the institution's long-term goals; 6) institutions learn from experience to have a clear core business; 7) institutions have a simple organizational structure so that they are quick in making decisions; and 8) institution is able to balance the principles of centralization and decentralization well. [7].

Based on the explanation above, it can be concluded that commitment, increased knowledge and productivity of human resources in an institution or organization is a supporting factor for the success of human resource management in achieving organizational goals. Apart from strengthening human resources (staff / employees), an appreciation for respecting the attitude of employees who dare to take risks and independently carry out their duties will support institutions / organizations having a competitive advantage. This appreciation for staff / employees will also create safe and healthy conditions in the organization so that the quality of work life can be good.

## **II. Research purposes**

The purposes of this study are to find out:

- 1) Does teacher commitment have a positive influence on the quality of work life of Early Childhood teachers?
- 2) Does teacher training and development have a positive influence on the quality of work life of Early Childhood teachers?
- 3) Do teacher commitment, teacher training and development have a positive influence on the quality of work life of Early Childhood teachers?

## **III. Literature review**

### **A. Commitment**

According to Thornhill, A and Saunders., Mark N. K. (1998), practice and behavior of managers will influence the level and focus of employee commitment, both on the organization or elsewhere. The intended purpose of implementing human resource management policies is to achieve employee commitment to the organization, in order to make these employees be "more satisfied, more productive, and more adaptable". Manager skills in offering leadership, engaging employees, managing change, communicating and motivating will be important elements in influencing the level and nature of employee commitment. Managerial style that applies in an organization can function positively or negatively in influencing organizational commitment. [8]

Human resource management is very important for any organization that strives to succeed. The human resource quality, people's feelings from mere interaction, employee commitment to the organization, job satisfaction, all have an effect on organizational productivity, provide services to customers, image and fame of the organization and its survival [9].

## B. Training and Development

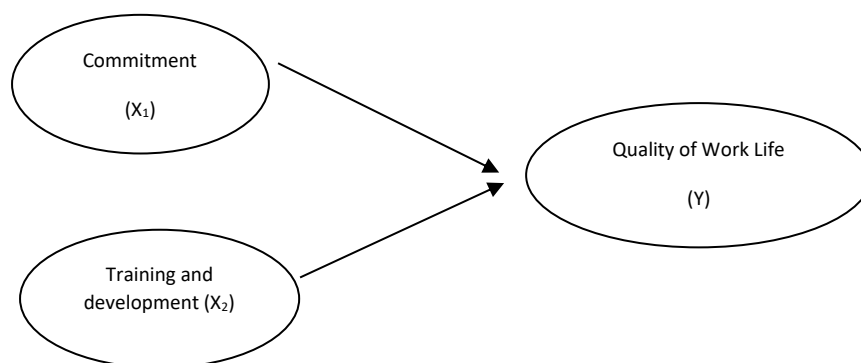
Training is process of developing abilities in human resources, helping them become more productive and contribute greatly in achieving organizational goals [10]. Institutions / organizations must pay attention to training and development in the human resource management bureau so that staffs have sufficient knowledge at work. Beside that, training and development of employees makes them loyal to the organization because they feel that they learn new knowledge and skills in the environment and keep staying with the company will benefit them [11].

## C. Quality of Work Life

The purpose of working for individuals is not merely to earn money, but healthy working condition is an important factor in supporting work productivity and health of the people who work. The quality of work life is also referred to as an effort to humanize the work environment [12]. Luthans (2001: 515) states that the quality of work life is related to organizational management in problem solving and organizational decision making by involving staff [13]. Whereas Kosen believes that the quality of work life is related to the effectiveness of the work environment in meeting personal needs and values of the staff. There are eight main categories of quality of work life, namely: a) fair compensation; b) safe and healthy condition; c) opportunities to develop and use human capacity; d) opportunities for sustainable growth and guarantee; e) feelings of belonging to a group; d) employee rights; g) work and overall workspace; h) social relevance of work life. [14].

## D. Thinking Framework

Thinking framework of this study is shown in the following diagram:



## Hypothesis

H1: There is a Positive influence between Commitment (X<sub>1</sub>) and Quality of Work Life (Y)

H2: There is a positive influence between Training & Development (X<sub>2</sub>) and Quality of Work Life (Y)

H3: There is a positive influence between Commitment (X1), Training & Development (X2) and Quality of Work Life (Y)

#### **IV. Research methodology**

##### **A. Population and Sample Determination**

The population in this study were undergraduate students of PGPAUD in Class Recognition for Past Learning (RPL) PGRI Semarang University of 2018/2019 with 150 students. While the samples taken in this study were 55 respondents. Sampling was done by using non-probability sampling method by purposive sampling, which is a sampling technique based on certain criteria, namely anyone who is deemed to meet the criteria according to the researcher [15]. In this study sample members were students (RPL) who have worked as Early Childhood teachers with working period of more than 3 years.

##### **B. Types and Sources of Data**

Data used in this study consisted of primary data and secondary data. Primary data is a source of research data obtained directly from the original source or without going through intermediary media [16]. The primary data used in this study were obtained from the results of questionnaire distributed to predetermined sample (RPL students at the University of PGRI Semarang 2018/2019 with a minimum service period of 3 years). Secondary data is source of research data obtained indirectly through intermediary media (obtained or recorded by other parties) and complementary. Secondary data in the form of library resources that can support research writing and are obtained from relevant literature from the problem, as a basis for understanding the research object and to analyze it appropriately.

##### **C. Data Collection Methods**

In order to obtain the required data, the methods used were

###### **:1. Questionnaire (list of questions)**

This method was done by submitting a list of questions which were closed and open to the respondent. Closed questions were measured using a scale of 1-5 intervals from strongly disagreeing to strongly agreeing.

###### **2. Literature Study**

The method of finding information from books and other sources relevant to the problem discussed in the research.

##### **D. Analysis Method**

Analysis of this research data was quantitative analysis. The statistical analysis technique in this study used simple linear regression. With the following equation model:

$$Y = a + b_1X_1 + b_2X_2 + e$$

In which:

Y: Quality of Work Life

a: Constants

X1: Commitment

X2: Training and Development

b1: Regression coefficient for commitment variable

b2: Regression coefficients for training and development variables

e: Error

### **Determination Coefficient Test or Adjusted R2 Test**

The coefficient of determination (R<sup>2</sup>) essentially measures how far the ability of a model to explain the variation of the dependent variable. The coefficient of determination is between zero and one. A small R<sup>2</sup> value means that the ability of independent variables to explain the dependent variable is very limited. A value close to one means that the independent variables provide almost all the information needed to predict the variation of the dependent variable [17].

### **Partial Test (t-test)**

To determine which specific coefficients are not equal to zero, additional tests are needed, namely by using the t test. The statistical t test basically shows how far the influence of one independent variable individually in explaining the variation of the dependent variable. The significance of this partial coefficient has a t distribution with degrees of freedom  $n - k - 1$ , and is significant at  $\alpha = 0.05$ .

## **.V. RESULT AND DISCUSSION**

The results of data processing using SPSS are as follows:

### **1. Hypothesis Testing I**

Model	Variables Entered	Variables Removed	Method
1	commitment <sup>b</sup>	.	Enter

a. Dependent Variable: QWL

b. All requested variables entered.

### **Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.190 <sup>a</sup>	.036	.018	4.12051

a. Predictors: (Constant), komitmen

Correlation value of 0.190 means the percentage of the influence of independent variables on the dependent variable called the coefficient of determination which is the result of squaring R. From the results obtained R<sup>2</sup> of 0.036 which implies that the effect of commitment on the quality of work life is 3.6%. The rest is influenced by other variables.

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.600	3.647		9.762	.000
1	Commitment	.128	.091	.190	1.413	.164

a. Dependent Variable: QWL

In the constant table 35,600 is obtained so that the regression equation  $Y = a + bX$  or  $35,600 + 0,128X$  means that the results of a simple regression test from the above results are known  $t$  count = 9.762 with a significant value of  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted meaning there is a real influence of commitment to the quality of work life.

## 2. Hypothesis Testing II

Model	Variables Entered	Variables Removed	Method
1	Education and training <sup>a</sup>	.	Enter
2	Commitment <sup>b</sup>	.	Enter

a. Dependent Variable: QWL

b. All requested variables entered.

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.524 <sup>a</sup>	.274	.261	3.57552
2	.538 <sup>b</sup>	.290	.262	3.57134

a. Predictors: (Constant), education and training

b. Predictors: (Constant), education and training, commitment

Correlation value of 0.524 means the percentage of the influence of independent variables on the dependent variable called the coefficient of determination which is the result of squaring R. From the results obtained R<sup>2</sup> of 0.274 which implies that the influence of research and development on the quality of work life by 27.4%. The rest is influenced by other variables.

### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1. Constant)	16.698	5.382		3.103	.003
Education and training	.602	.134	.524	4.476	.000
2.(Constant)	14.096	5.909		2.386	.021
Education and training	.583	.135	.508	4.307	.000
Commitment	.084	.079	.125	1.060	.294

#### a. Dependent Variable: QWL

In the constant table 16,698 is obtained so that the regression equation  $Y = a + bX$  or  $16,698 + 0,602X$  meaning the simple regression test results from the above results are known  $t$  count = 3.103 with a significant value of  $0.003 < 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted

means that there is a real influence of training and development (teacher training) to the quality of work life.

### 3. Hypothesis Testing III

#### Variable entered/removed<sup>b</sup>

Model	Variables Entered	Variables Removed	Method
1	X2, X1 <sup>a</sup>	.	Enter

a. All requested variables entered.

b. Dependent Variable: Y

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.538 <sup>a</sup>	.290	.262	3.57134

a. . Predictors: (Constant), X2, X1

Correlation value of 0.538 means the percentage of the independent variables influence on the dependent variable called the coefficient of determination which is the result of squaring R. From the results obtained R<sup>2</sup> of 0.290 which implies that the influence of commitment, training and development on the quality of work life by 29%. The rest is influenced by other variables.

#### ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	270.515	2	135.257	10.605	.000 <sup>a</sup>
	Residual	663.231	52	12.754		
	Total	933.745	54			

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

From the above results obtained 10.605 with a significance level of  $0,000 < 0,05$ , the regression can be used to predict the participation variable.

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.096	5.909		2.386	.021
	X1	.084	.079	.125	1.060	.294
	X2	.583	.135	.508	4.307	.000

a. . Dependent Variable: Y

In the constant table, 14.096 is obtained so that the regression equation  $Y = a + bX$  or  $14.096 + 0.84X$  means that the results of a simple regression test from the above results are known  $t$  count = 2.338 with a significant value of  $0.021 < 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted meaning there is a real influence of commitment, research and development on the quality of work life.

Jati, A. N. (2013) states that someone who has a high commitment will try to identify his values and goals with the values and goals of the organization, be seriously involved in the organization and be loyal to the organization [18]. Whereas during one's staffing period, he/she can arrange various education and training programs needed to improve his/her work knowledge and skills [19]. The quality of work life is very influential on his/her performance; satisfaction affects his/her performance and quality of work life does not affect his/her satisfaction, [20].

## VI. CONCLUSION

The higher the commitment of teachers, the more loyal they will be to the Early Childhood Institution, therefore the institution also needs to conduct training and development for the competence of its teachers, so that it has a real effect on the quality of the work life of teachers at the institution. Thus, the quality of work life is very influential on the teacher performance; satisfaction affects teacher performance.

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