

RELATIONSHIP BETWEEN EMPOWERMENT AND MOTIVATION WITH TEACHER COMMITMENT

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Abstract: This study aims to determine whether or not there is a correlation between empowerment and motivation with teacher commitment at SDN Duren Sawit, East Jakarta. This study decides the three variables used, namely empowerment (X1), motivation (X2), and teacher commitment (Y). This study uses quantitative research using a survey method using a correlational approach. The subjects of this study were teachers from 8 public elementary schools located in the Duren Palm Village, East Jakarta, with a total population of 140 teachers. Sampling was carried out using *Simple Random Sampling* with the formula *Slovin* at a significance level of an error level of 5% so that it obtained 104 sample members. Carried out this research from January 2021 to July 2021. Testing the hypothesis was carried out using a multiple linear Unified regression model using a coefficient of determination (R Square) of 0.664 or 66.4%. From the results that have been carried out when testing the hypothesis, it is known that the results of this study have a relationship between empowerment and motivation with teacher commitment at SD Negeri Duren Sawit, East Jakarta.

Keywords: Empowerment, Motivation, Teacher Commitment

Abstrak: Penelitian ini bertujuan untuk mengetahui ada tidaknya hubungan antara pemberdayaan dan motivasi dengan komitmen guru di SDN Duren Sawit Jakarta Timur. Penelitian ini menetapkan tiga variabel yang digunakan, yaitu pemberdayaan (X1), motivasi (X2), dan komitmen guru (Y). Penelitian ini menggunakan penelitian kuantitatif dengan menggunakan metode survey dengan menggunakan pendekatan korelasional. Subyek penelitian ini adalah guru dari 8 sekolah dasar negeri yang berada di Kelurahan Duren Palm, Jakarta Timur, dengan jumlah populasi 140 guru. Pengambilan sampel dilakukan dengan menggunakan Simple Random Sampling dengan rumus Slovin pada taraf signifikansi tingkat kesalahan 5% sehingga diperoleh 104 anggota sampel. Penelitian ini dilaksanakan dari bulan Januari 2021 sampai dengan Juli 2021. Pengujian hipotesis dilakukan dengan menggunakan model regresi linier berganda Unified menggunakan koefisien determinasi (R Square) sebesar 0,664 atau 66,4%. Dari hasil yang telah dilakukan saat pengujian hipotesis, diketahui bahwa hasil penelitian ini memiliki hubungan antara pemberdayaan dan motivasi dengan komitmen guru di SD Negeri Duren Sawit Jakarta Timur.

Kata Kunci: Pemberdayaan, Motivasi, Komitmen Guru

INTRODUCTION

Education is defined as an effort that teachers have planned to mature and build student behavior individually or in groups through teaching activities. Education has a role in the development of a nation. Many theories discuss the size of a nation because of education. Education influences to get smart, active, and independent resources. Each individual often carries out education



in the form of learning at school. A school is a building that consists of teachers, students, and education staff, each of whom has the task of realizing school goals (Huda: 2019). This can mean that all school activities are about giving and receiving lessons that are by their respective fields. Each school has a goal to always provide education for learners to continue to enhance the potential/capabilities they have and to increase the intelligence of learners. With this goal, students are expected to increase their creativity, knowledge, independence, and become more responsible individuals. One of the elements that play a role in the school is the teacher. This is because every success of learning in the classroom depends on the teacher who teaches in it.

A teacher is an educator who has the task of delivering education, teaching, providing guidance, providing training, grading, and evaluating students (Law No. 14 of 2005: Article 1). Based on teachers' understanding according to the law above, it can be seen that almost all activities related to students in school organizations are teachers. Teachers as educators must have and meet four competency standards that can master in carrying out their duties. To achieve quality education, teachers must have a professional attitude in carrying out their duties and responsibilities in school organizations. This means that teachers who have professional abilities can condition the class in an orderly manner, have the right direction and goals, create a positive work environment, and have competent competencies and expertise in the field of education.

School is an organization where teachers carry out their duties as educators. In schools, teachers have a responsibility for the continuity of the education process that is more optimal. The teacher's responsibility here is one of the most basic things for the continuity and success of education in schools. In addition, teacher responsibility is an important part of teacher commitment in schools. The commitment of teachers in carrying out their duties and responsibilities will not be the same between every teacher. In realizing commitment in schools, it can depend on how members build their responsibilities always to have a strong intention in carrying out and achieving the desired goals. School members who have a strong commitment can work more optimally to devote their attention, energy, thoughts, and time to the work being carried out so that their work will run as expected by the school. Teachers as part of the school are expected to have a strong commitment. Teacher commitment can be seen when a teacher is carrying out his teaching duties as part of the school organization. Teachers can be said to be professional if the teacher has a high commitment which can be marked by a strong will to remain part of the school, accept the school's goals, and strive to advance the school.

In improving the quality of education, a teacher must have a strong commitment to carrying out his teaching duties. Teachers who are highly committed can improve their quality, which can improve the quality of education in schools. Unlike the case with teachers who do not have a high commitment will hamper the quality of their work so that improving the quality of education will be disrupted.

According to the news released by pikiran-rakyat.com on the 2nd of May 2020, the title “Covid-19 Pandemic, Motivation of teachers to use technology” can prove that in conditions during the current pandemic, teachers have been tested to carry out their commitments at school. Them, even though they are prevented from mastering information technology. As the head of the Kadarisman’sosyidi alliance, the head of the Indonesia republic’s teacher emphasized that teachers must maintain their commitment and dedication to schools even during the Covid-19 pandemic (Seftiawan: 2020). But in reality, it can show that teacher commitment is still very low. In addition, there is a factual report by Medcom. Id that revealed on Monday 6 April 2020, Satriwan Salim, as the Deputy Secretary-General of the FSGI Members or what can be called the Federation of Indonesian Teachers’ Unions, said that based on data from the *Semeru Research Institute*, the level of teacher absenteeism in school organizations was still 10 percent. This can be said to be high because out of 10 teachers in the school, there is one teacher who is not present.

Another fact reported by JPNN.com revealed, “The survey results in the 2014 ACDP, it was recorded that around 23,3% of teachers in Indonesia were lazy in teaching their students. Around 9,7% of teachers were absent, and 3,5% did not enter the classroom even when they were in the school environment. Another fact reported by politic.infogoe.com with the title “Teachers ditching, education empty”, quoted by the author of data from the Ministry of National Education which shows that there are still 500 thousand teachers absent from teaching activities or truant without any reason. The figure of 500 thousand teachers can be considered high because the total teachers are equivalent to the total teachers in Malaysia and Thailand. With the total number of teachers in Indonesia, there are 2,6 million. As a result, the absence of these teachers can directly harm students because, if one day, the teacher is truant, there will be no transfer of academic knowledge.

Seeing this can see that the absence of teachers in schools shows that teacher commitment is still low. In line with the statement above to find out teachers’ low or high commitment in schools, the researchers also distributed pre-observation questionnaires for research through Google Forms to 20 teachers from 3 public elementary schools in Duren Sawit Village, East Jakarta. Based on the data obtained, it is known that the teacher feels that this school has not become part of the teacher’s self, and the teacher has not felt that all problems at school are part of his problem. The problems above can indicate the lack of commitment of teachers in schools. It is sad to see that there are schools that do not yet have teachers who are committed to carrying out their duties and responsibilities at school. If left too much, it will have an impact on students later.

To clarify the meaning of teacher commitment, a theoretical study of teacher commitment will be carried out. Teacher commitment is an interest in his work that makes a teacher prefer to remain in his profession for a long period (Wadani, et al: 2015). Teacher commitment can be said as a condition felt by teachers to create a positive attitude towards school organizations and is related to identification and loyalty to schools to achieve the school goals set

(Ningsih: 2016). As quoted by Khairani et al (2018) which states that teacher commitment is a form of behavior of every teacher in their school to realize the school's vision and mission.

That way, it can be synthesized that teacher commitment is an attitude or behavior that comes from within the teacher regarding consistency in carrying out his duties at school. In other words, highly committed teachers have loyalty to their schools, are serious in carrying their outwork, and are willing to achieve school goals and remain in school for an indefinite period. Sources of commitment can be divided into 2 sources: commitments from within (internal) and from outside (external). Internal commitment comes from the individual himself to carry out and complete his duties, responsibilities, and authorities by his motivation. While external commitment is a commitment that comes from outside the individual and arises because of an obligation to complete his duties and responsibilities (Pratiwi: 2019).

Meyer and Allen in Sudaryo (2018) state that the dimensions of teacher commitment are the first, affective commitment is a commitment that arises because the teacher feels that the work and expectations they have are in line with existing reality, secondly, normative commitment is a commitment that arises because The teacher feels obliged to remain in school because of considerations or demands from others, and the third continuum commitment is a commitment that arises because of the benefits of working at school and having no other choice to carry out his work. Day et al (2005) explained that 2 factors can influence teacher commitment, namely internal factors which include the role of colleagues, principal leadership, school culture, participation in school activities, exchanging information openly, and working in a dynamic environment, and external factors which include the limited time that the teachers have, the limited resources they have, the reduced role of the teacher, and the teacher's inability to control his decisions. Steers and Porter cited by sopiah (2008) state that there are factors that can influence employee commitment, namely individual factors include in Kadarisman's be synthesized job expectations, and personal characteristics (providing motivation, heredity, and basic skills). Organizational factors include first works experiences, the scope of work, and organizational goals. And which includes factors outside the organization including, the availability of alternative jobs.

Based on the theoretical study that has been stated above, one of the causes of this low teacher commitment is the lack of empowerment and motivation of teachers in schools. It can be seen as follow:

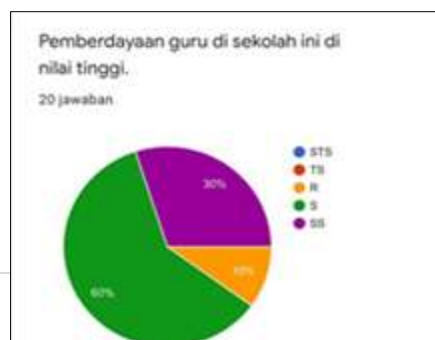


Figure 1. Teacher Empowerment

Based on the results obtained by researchers when distributing pre-observation questionnaires through *Google Forms* to 20 teachers from 3 public elementary schools in Duren Sawit Village, East Jakarta, the results obtained are that 10 percent of teachers consider that empowerment in schools where they teach is currently low, and teachers feel they do not have the freedom to complete their work. This is a problem that cannot be ignored and must be addressed immediately. This problem Indonesian can be an inhibiting factor for teachers in carrying out their commitments in school organizations. To clarify the meaning of teacher empowerment, a theoretical study will be conducted on teacher empowerment.

According to Schermerhorn, et al in Widodo & Sriyono (2020), empowerment is a leadership process in helping employees acquire and utilize the skills needed, which will impact themselves and their work. In this case, the principal is very important in empowering teachers to take advantage of the skills needed to enhance the potential of teachers further. This is supported by Kadarisman's (2017) opinion, which states that empowerment is an effort to provide autonomy, trust, and encourage subordinates to think creatively to complete tasks more optimally. Based on the explanation above, can synthesize that empowerment is an activity to empower individuals by providing opportunities to develop themselves in a more positive direction. Teacher empowerment itself can be defined as a development activity that involves teachers by providing breadth in completing assignments and including them in school decision-making.

The purpose of this empowerment is to improve school effectiveness Indonesian that then because teachers have the freedom to carry out their duties, and responsibilities so that teachers can further develop themselves and work more with their initiatives to improve the quality of schools (Susanto: 2018). While the benefits of empowering are to foster feelings of being part of the school, foster a sense of satisfaction in taking responsibility in carrying out their duties, gain pleasure and increase confidence in doing things (Wibowo: 2017).

The stages in teacher empowerment according to Paton in Susanto are as follows: 1. Preparation of teacher empowerment, 2. They are giving trust to teachers who will empower, 3. Providing instructions and directions, 4. Clarity of organizational vision, 5. Readiness of supporting facilities, and 6. What are the expected results in the future? Empowerment of teachers can create confidence in the teacher concerned so that they can be independent and able

to carry out their duties more professionally. Therefore, principals must create dynamic working relationships and have strategies to empower teachers. In addition to the lack of teacher empowerment in schools, another factor affecting teacher commitment in schools is the lack of motivation obtained by teachers. It can be seen as follow:



Figure 2. Teacher Motivation

Based on the results obtained by researchers when distributing pre-observation questionnaires through *Google Forms* to 20 teachers from 3 public elementary schools in Duren Sawit Village, East Jakarta, it was found that there were still teachers who thought that the motivation given by the school was relatively low. This statement can be known and seen from the variety of answers given by the teacher. Given the low level of motivation, this problem cannot be ignored and must be addressed immediately. This problem can be an inhibiting factor for teachers to carry out their commitments in school organizations.

To clarify the meaning of motivation, a theoretical study of motivation will be carried out. Motivation is the encouragement of one's activities towards the goals that have been set and involve all the abilities and expertise possessed to achieve the goals (Pramudjono: 2015). Motivation can also be a driving factor for someone carrying out an activity to get the best results (Mudjiran and Hidayati: 2013). Motivation can be assessed as a process that can determine activity, intensity, determination, and direction for every human behavior (Fitriah, et al: 2021). Motivation can also be interpreted as an urge to work better by the obligations assigned to him it can regulate emotions for someone in carrying out a new job (Alisanda & Soehari: 2019). Based on the above definition, can in synthesize that motivation is a driving factor that can be sourced from within or outside the individual self to carry out the duties and responsibilities with the best to realize the objectives that have been set.

The purpose of motivating teachers is to help them improve work performance, increase satisfaction and morale, further improve discipline, and create a good working environment and relationship (Hasibuan: 2012). Providing continuous motivation both externally and internally will encourage teachers to work even harder. Teachers who have high motivation will have an impact on the resulting performance. For this reason, motivating teachers is an important factor in improving the quality of teacher work in schools so that educational goals can be more easily achieved.

Can do the method of doing motivation at school with direct motivation or indirect motivation (Hasibuan: 2011). Direct motivation is the motivation that

is shown directly to each individual to meet their needs and is specific such as giving praise, rewards, incentives, benefits, and so on. While indirect motivation is the motivation given, such as existing facilities and support for the smooth running of their duties, teachers will be more serious in carrying out their work.

According to Maslow quoted from Sofyandi and Garniwa (2007), Indicators in motivation include 1. Physiological needs, are basic in meeting their needs to stay alive, such as food, drink, house, adequate sleep, and so on. 2. There is a need for a sense of security, including protection from the dangers of work errors, job security, and old age. 3. Social needs, including the need to continue to be friendly and interact strongly with others. 4. The need for appreciation, such as the need to be respected, appreciated and recognized for their abilities and work effectiveness. And 5. The need for self-actualization is related to developing the quality, expertise, and abilities of teachers.

Motivation is a psychological process that originates within a person can be influenced by internal and external (Sutrisno: 2010), namely: 1. Internal factors include the desire to live a better life, the desire for a sense of belonging, the desire to get appreciation, the desire to receive an acknowledgment from friends, and the desire to have power. 2. External factors include a comfortable environment, compensation, supervision from superiors, job security, and having definite responsibilities.

In line with the existing problems, the researcher wants to research "The Relationship between Empowerment and Motivation with Teacher Commitment at SDN Duren Sawit Village, East Jakarta." The formulation of the problem is whether there is a relationship between empowerment and motivation with teacher commitment at the Duren Sawit Village Elementary School, East Jakarta. Based on the theoretical framework above, the researcher formulated a tentative hypothesis, there is a relationship between empowerment and motivation with teacher commitment at the Duren Sawit Village Elementary School, East Jakarta.

METHODS

This study was conducted to find the correct data, information, and facts regarding the relationship between empowerment and motivation with teacher commitment at public elementary schools in Duren Sawit Village, East Jakarta. The research method used in this study is quantitative research, where the results of this study can be in the form of numbers that then are than described. Data collection uses a questionnaire which is then applied in the form of using Google Form. The population of this research is teachers from public Jakarta, totaling 140 teachers from 8 existing schools. Due to the large number of populations studied, this study uses samples as research subjects. Sampling using *simple random sampling* using the Slovin formula with a significance level or an error rate of 5%. For this reason, the number of samples studied was 104 teachers from 8 public elementary schools in Duren Sawit Village, East Jakarta.

RESULTS

From the research that has been carried out and tested, the results obtained are testing in terms of data analysis Normality Test. This test is used to find out the origin of the data from the three research variables, whether they are normally distributed or not. When testing the normality of the data, the formula used is Kolmogorov Smirnov, while the calculations are:

Table 1. Normality Test with SPSS. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		104
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.72435864
Most Extreme Differences	Absolute	.080
	Positive	.051
	Negative	-.080
Test Statistic		.080
Asymp. Sig. (2-tailed)		.094 ^c

Based on the above calculation, can explain that the acquisition of a significance value is 0.094, which is an excess of 0.05. For this reason, can conclude that the data in this study came from data that is normally distributed. After the three variables are normally distributed, the next step is to perform a linearity test for the then that then Coefficients independent variable with the dependent variable. When conducting the test, the researcher used the SPSS V26 program, with the following calculations:

Table 2. X1 and Y Linearity Test with SPSS. ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Komitmen Guru * Pemberdayaan	Between Groups	(Combined)	8100.918	38	213.182	7.132	.000
		Linearity	6490.779	1	6490.779	217.147	.000
		Deviation from Linearity	1610.139	37	43.517	1.456	.092
	Within Groups		1942.929	65	29.891		
Total			10043.846	103			

Based on the calculation results obtained, it is known that the value of Sig. of the variable X1 with Y is 0.092. Because $0.092 > 0.05$, it can be interpreted that there is a linear and significant relationship between empowerment (X1) and teacher commitment (Y).

Table 3. X2 and Y Linearity Test with SPSS . ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Komitmen Guru* Motivasi	Between Groups	(Combined)	5615.782	30	187.193	3.085	.000
		Linearity	2776.725	1	2776.725	45.776	.000
		Deviation from Linearity	2839.057	29	97.899	1.614	.052

Within Groups	4428.064	73	60.658
Total	10043.846	103	

In line with the results of the existing calculations, it can be seen that the Sig value. Of the X2 variable with Y is 0.052. Because $0.052 > 0.05$, it can be interpreted that there is a linear and significant relationship that occurs between motivation (X2) and teacher commitment (Y). The test is used to understand and prove whether there is a correlation between the independent variables (X). If there is a correlation, it can be said that there is a multicollinearity problem in the existing regression model. Regression can be said to be good if there is no relationship between the independent variables (X) in the regression. The results of this multicollinearity test calculation are:

Table 4. Multicollinearity test using SPSS . Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	41.774	10.968		3.809	.000		
	Pemberdayaan	.596	.055	.725	10.792	.000	.738	1.355
	Motivasi	.215	.093	.155	2.308	.023	.738	1.355

a. Dependent Variable: Komitmen Guru

From the calculations that have been carried out, the results for the value *Tolerance* in *Collinearity Statistics* are 0.738, while the VIF value is 1.355. Because assessment *tolerance* $0.738 > 0.10$ and VIF votes $1.355 < 10.00$, it can be said that the non-occurrence of multicollinearity in this study. Multiple linear regression analysis. That is a tool to analyze data that can also use to estimate whether or not a certain variable value changes when other variables change. The results of the calculations are:

Table 5. Multiple Linear Regression Analysis Test with SPSS Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	41.774	10.968		3.809	.000
	Pemberdayaan	.596	.055	.725	10.792	.000
	Motivasi	.215	.093	.155	2.308	.023

a. Dependent Variable: Komitmen Guru

After calculating using SPSS the results are as shown in the image above. And based on these results, an equation can be made $\hat{Y} = 41.774 + 0.596 + 0.215$. Based on the existing equation, it can be concluded several things, namely, the value of empowerment (X1) with teacher commitment (Y) is 0.596, and the value of motivation (X2) with teacher commitment (Y) is 0.215. Can explain that the two independent variables have the same direction or are positively related. This means that if teacher empowerment increases, teacher commitment will also increase. Likewise, increased motivation will make teacher commitment increase.

Correlation product moment test. Test Hypothesis testing aims to find out and prove whether or not there is a relationship between the research

variables used and to determine the position of a hypothesis is accepted or rejected. The calculations are:

Table 6. Correlation Product Moment Test. Correlations

		Pemberdayaan	Motivasi	Komitmen Guru
Pemberdayaan	Pearson Correlation	1	.512**	.804**
	Sig. (2-tailed)		.000	.000
	N	104	104	104
Motivasi	Pearson Correlation	.512**	1	.526**
	Sig. (2-tailed)	.000		.000
	N	104	104	104
Komitmen Guru	Pearson Correlation	.804**	.526**	1
	Sig. (2-tailed)	.000	.000	
	N	104	104	104

** Correlation is significant at the 0.01 level (2-tailed).

In line with the test results, the value of Sig. shows 0.000 less than 0.05. For this reason, it can be stated that there is a correlation between the independent variable and the dependent variable. Furthermore, it can also be seen for the value *Pearson correlation* of the three variables, namely one which indicates that the relationship that occurs in it is a perfect positive relationship. This means that the better the empowerment and motivation received, the better the teacher's commitment.

The coefficient of determination can show the magnitude of the relationship between the variables X (empowerment and motivation) and Y (teacher commitment). It can also determine the magnitude of the variable X can explain the variable Y. Can express the magnitude of the coefficient of determination in the form of a percent (%).

Table 7. Coefficient of Determination Test with SPSS. Model Summary

Model	R	R Square	Adjusted R Square	Std. An error every of the Estimate
1	.815 ^a	.664	.657	5.781

a. Predictors: (Constant), Motivasi, Pemberdayaan

Based on the results of calculations that have been carried out, can see that the value of the coefficient of determination (*R Square*) is 0.664. It can be interpreted that teacher commitment (Y) is related to 66.4% by empowerment (X1) and motivation (X2). At the same time, as many as 33.6% of others can be related to other factors that are not examined. Test partial is used to prove whether this research hypothesis can be accepted or rejected by comparing the results of the calculation of the value calculated with the table with a significant level of 5%. The following is the calculation of the partial test using the SPSS V26 program:

Table 8. Partial Test with SPSS. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	41.774	10.968		3.809	.000
	Pemberdayaan	.596	.055	.725	10.792	.000

Motivasi	.215	.093	.155	2.308	.023
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a. Dependent Variable: Komitmen Guru

In line with the existing calculations, the results obtained are that: The significance value (Sig.) for empowerment (X1) is 0.000. Because $0.000 < 0.05$, the hypothesis of this study is accepted. As is the case by looking at the count very of empowerment is 10,792. Because $t_{table} = 1.984$, then $t_{count} > t_{table}$, which also means that this research hypothesis is accepted. The significance value (Sig.) for motivation (X2) is 0.023. Because $0.023 < 0.05$, the research hypothesis is accepted. As well as seeing the t_{count} of motivation amounted to 2,308. Because $t_{table} = 1.984$, then $t_{count} > t_{table}$ which also means that this research hypothesis is accepted. From the statement above, it can be concluded that: Every that then Coefficient the empowerment variable (X1) positively relates to teacher commitment (Y) at SDN Duren Sawit, East Jakarta. The motivation variable (X2) is positively related to teacher commitment (Y) at SDN Duren Sawit, East Jakarta.

DISCUSSION

This study was conducted to prove that there is a relationship between empowerment and motivation with teacher commitment. Hypothesis testing was carried out with a partial test (t-test). Before testing the hypothesis, the classical assumption test has been carried out, which is required in multiple linear regression analysis. The magnitude of the contribution of the variables of empowerment and motivation with teacher commitment can be seen from the value of the coefficient of determination (*R Square*). Based on the results obtained, it is known that the coefficient of determination of the variables of empowerment and motivation with teacher commitment is 0.664 or 66.4%. Can conclude that empowerment and motivation are directly related to teacher commitment by 66.4%, and the other 33.6% can be related to other factors outside the study. Based on the hypothesis test conducted, the results obtained.

The relationship between empowerment and teacher commitment with a partial test, can conclude that empowerment is related to teacher commitment at SDN Duren Sawit, East Jakarta. This can be seen from the value of Sig. for the empowerment variable (X1) is 0.000. Because $0.000 < 0.05$, the hypothesis of this study can be accepted. As is the case by looking at the t_{count} of empowerment is 10,792. Because $t_{table} = 1.984$, then $t_{count} > t_{table}$, which also means that this research hypothesis is accepted. This means that empowerment has a relationship with teacher commitment at the State Elementary School in Duren Sawit Village, East Jakarta. The results of this study are by the research conducted by Fitriyanti et al (2019) which states that there is a positive relationship between teacher empowerment and teacher commitment to their profession.

Basically, every teacher in a school organization tries to form and improve all their abilities and competencies to carry out their activities more effectively. The efforts that can be made to continue improving teachers' ability are to give them the freedom to carry out and complete the duties and

responsibilities of teachers in schools, involve teachers in school activities, and provide more responsibilities outside of their main duties. So that the teacher can be more independent and creative, which in turn can support teacher work productivity. When teacher productivity increases, the teacher will have a sense of being directly involved in school activities which will later be related to the teacher's commitment.

The relationship between motivation and teacher commitment with a partial test, can conclude that motivation has a relationship with teacher commitment at SDN Duren Sawit, East Jakarta. This can be seen from the value of Sig. for the motivation variable (X2) is 0.023. Because $0.023 < 0.05$, this research hypothesis is accepted. As well as seeing the t_{count} of motivation amounted to 2,308. Because $t_{table} = 1.984$, then $t_{count} > t_{table}$, which also means that this research hypothesis is accepted. This means that motivation has a relationship with teacher commitment at the State Elementary School in Duren Sawit, East Jakarta. The results of this study are by research conducted by Limbong (2021), which states that there is a relationship between motivation and teacher commitment in carrying out PAK duties.

For teachers who have high motivation, achieving school goals is very important. Strong motivation in the teacher will cause the teacher to try his best to achieve the school organization's goals and the willingness to mobilize all the energy he has to achieve what is expected. Or in other words, individuals with high motivation will indirectly affect their commitment. Carried out this research during the covid-19 pandemic; for this reason, the researchers took into account several risks that caused limitations in this study such as the limited time and funds owned by the researchers, to the long disposition of the teachers and principals because this research was carried out simultaneously with exams. - exams and acceptance of new students take a long time to collect the required data.

In line with the research results, it can be seen that there is a positive and significant correlation between empowerment and motivation with teacher commitment at the Duren Palm Elementary School, East Jakarta. To increase teacher commitment, it is necessary to increase teacher empowerment and provide motivation to teachers. The effort that can do is to give freedom to teachers in completing their duties and responsibilities at school so that teachers have the opportunity to be more confident, creative, and independent in carrying out their duties professionally. In this way, efforts to increase teacher commitment through empowerment and motivation in schools can be further increased.

CONCLUSION

Through the calculations carried out, it can be concluded that the final result of this study is that there is a positive and significant relationship between empowerment and motivation with teacher commitment at the Duren Sawit Elementary School, East Jakarta. The functional relationship between empowerment and motivation with teacher commitment is presented in the regression equation = $41.774 + 0.596 + 0.215$. Can explain that the

independent variables have the same direction or are positively related. This means that if the empowerment and motivation of teachers increases, the commitment of teachers will also increase. Furthermore, by calculating the correlation test *product-moment* between the variables of empowerment and motivation with teacher commitment, it produces the value *Pearson correlation* of the three variables, namely 1, which indicates that the relationship that occurs is perfectly positive. The magnitude of the relationship obtained between the variables of empowerment and motivation with teacher commitment is 66.4%. At the same time, the other 33.6% can be related to other variables that are not examined. This research can contribute in the form of a significant contribution of thought in providing knowledge input that can be used as study material for readers, academics and can be used as a reference in further research related to teacher empowerment, motivation, and commitment. In addition, this research direction has implications for schools, especially for principals. By knowing the problems in the background above, principals know better what to do and take advantage of their role in overcoming teacher empowerment and motivation well. Simple steps that the principal can take are to give freedom to teachers in carrying out their duties, involve teachers in school activities, give certain positions outside of their main duties, and provide motivation to teachers. For this reason, efforts to increase teacher commitment through empowerment and motivation in schools can be further increased.

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