

## THE EFFECT OF PERSON-ORGANIZATION FIT, JOB SATISFACTION, AND TRUST TOWARD HIGH SCHOOLS' TEACHERS AFFECTIVE COMMITMENT

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### Abstract

*This study aims to determine the effect of a positive direct independent variables such as: person-organization fit, job satisfaction and trust in the dependent variable is the affective commitment high schools' teachers in Depok. Studies have been conducted on senior high school teachers in Depok. The method used was a survey with data analysis techniques using path analysis. Respondents are 194 of the total 376 senior high schools' teachers in Depok. They were selected by random sampling. The results of the study are as follows: (1) there was a direct effect of person-organization fit toward affective commitment, (2) there was a direct effect of job satisfaction toward affective commitment, (3) there was a direct effect of trust toward affective commitment, (4) there was a direct effect of person-organization fit toward job satisfaction, (5) there was a direct effect of person-organization fit toward trust. the conclusion is that the affective commitment is influenced by the person-organization fit, job satisfaction and trust.*

**Keywords:** *Affective commitment, person-organization fit, job satisfaction and trust*

Law of SISDIKNAS No.20 of 2003 article 1 verse 1 claimed that education is an effort that is done consciously and based on a plan to achieve a certain learning ambience and process so that students can actively develop their potential to have the strength of religious spirituality, self control, characters, intelligence, morals, as well as skills needed by themselves, the community, the nation and the country. Based on the Law, education is a process to motivate and encourage students so that the students themselves will be able to develop their own potential through a well conducted learning ambience as well as suitable learning process. Within a classroom, there should not only be a knowledge of science and skills of teachers' that are being transferred, but it should also has a potentiial development which is related to the growth and improvement of religious spirituality, self control and morals, that can change someone from "do not know" state to the "know" state, from being unskillful to become a skillful person, and to be a person of quality so that it provides a positive change which will then be beneficial in his personal and social life.

In order to meet the objective of the national education, teachers' role is very important in the world of education. Teachers' are the tip of the spear that determines the result of education of their students and in general their role also affects nation's development directly in education and indirectly will affect the growth of all sectors of development. Qualified teachers' are teachers' who are able to show good performance. Teachers'' performance are certainly encouraged by the strong will of the teachers' themselves. Therefore, there is a very important thing that should be owned by the teachers' to have a good performance. The important thing is a commitment to their works in the world of education.

Teachers'' roles are so great in developing a nation especially in education. In order for them to do the role optimally, the teachers' who have an extremely high education commitment are required. Teachers' who have high education commitment will be determined to do their jobs as educators. The commitment of the teachers' shows that they feel responsible to all of their works at school both in and outside of the classroom. Teachers' with high commitment will be aware and have

responsibility to the success of character building, teaching of positive values of life, and adding knowledge as well as skills of the students.

The commitment that exists in teachers' will improve teachers' quality, both within the teachers' academic and competence qualification, which will meet the standard set in the Regulations of National Education Ministry No 16 of 2007. The academic qualification standard of teachers' is teachers' should have an educational background of a minimum Diploma IV (D IV) or Bachelor Degree (S1) with an accredited study program based on the subject that they teach. The competence standard of qualification of teachers' covers pedagogic competence, personality competence, social competence, and professional competence.

Both competence that has been standardized will be more improved and realized if such high commitment of the teachers' exist. Thus, high commitment will strongly encourage the will of the teachers' to meet their academic standard. High commitment will encourage them to pursue more education so that they will be able to catch up with their academic competence. This applies the same with meeting competence standard qualification of all competencies of pedagogic, personalities, social, and professional that requires high commitment. When all teachers' competencies can be maximized, then the objectives of education that are set within the Law can be realized. Therefore, teachers' commitment is greatly required in developing nation's education.

According to Colquitt (2011,70), *The three types of organizational commitment are affective commitment (emotional-based), continuance commitment (cost-based), and normative commitment (obligation-based)*. (1) affective commitment is a commitment toward the organization that is based on high emotional relation, marked with a strong will to always stay within the organization. (2) Continuance commitment is a commitment toward the organization based on how much income gained when they involved in the organization. (3) Normative commitment is a commitment toward the organization based on their obligations. In this research, the researcher is more interested in researching a commitment which is based on emotion or affective commitment. It is chosen because affective commitment is how someone is involved emotionally toward the organization without paying attention to how much money he will earn and the type of sanctions granted to someone when he does not do such a thing for the related organization. Affective commitment comes purely from someone's conscience toward the organization. It is very important because what shown is sincerity instead of pretense.

When we pay attention to the real condition related to the affective commitment of the teachers' in Indonesia in general, and especially in Depok, through various news in media, teachers' affective commitment still needs to be paid attention to. There are still many teachers' with a status of Civil Servant (PNS) who still show low affective commitment. There are many of them who are not innovative in teaching, absent when they should be teaching, and when they come to class, they will only be sitting around and allow the students to do their own activities of their own will in the classroom, there are also many teachers' with PNS status who immediately left the state school where they teach to teach at private schools, some even left schools to do other side jobs. All conditions of the teachers' exist in all state schools in Depok. These conditions also exist in all 13 State Highschool in Depok. Meanwhile, teachers' job bear a noble thing in which they have a direct role to the development of a nation since they are directly involved in shaping the next generation who have religious spiritual power, nice personalities, self control, morals, intelligence and skills required by themselves and the community, as stated in the Law of National Education System.

Based on several news above, the researcher assumed that there are still problems that need to be paid attention to in relation to the affective commitment of the teachers' in Depok. The researcher will also research any variables that cause the affective commitment of teachers' in the State Highschool in Depok is low. Variables that can be related to the commitment issues are leadership, motivation, organization culture, person-organization fit, job satisfaction, and trust. The researcher will choose 3 variables that can affect the affective commitment for the teachers' at the State School in Depok, namely person-organization fit, job satisfaction, and trust. Through a library

study, the researcher collects various concepts for all variables that will be studied from varied resources which will be stated by a number of experts as references.

Colquit (2011:70) defined commitment as follows “*affective commitment defined as a desire to remain a member of an organization due to an emotional attachment to, and involvement with, that organization.*” Schermerhorn(2010:72) also stated that “*affective commitment/emotional commitment reflect feelings that what one does is important, valueable, and of real benefit to others.*” Fred Luthans (2011:148) also delivered that “*affective commitment involves the employee's emotional attachment to, identification with, and involvement in the organization.*” Jerald Greenberg (2011:233) claimed that “*affective commitment refers to the strenght of a people's desires to continue working for an organization because they regard it positively and agree with its underlying goals and values.*” In addition, according to James Campbell Quick and Debra L. Nelson (2013,116), “*affective commitment is an employee's intention to remain in an organization because of a strong desire to do so. It consists of three factors, (1) a belief in the goals and values of the organization, (2) a willingness to put forth effort on behalf of the organization, (3) a desire to remain a member of the organization.*” Then, McShane and Von Glinow (2015:108) stated that “*affective commitment is a psychological bond whereby one chooses to be dedicated to and responsible for the organization.*” Meanwhile, Robert Kreiner and Angelo Kinicki (2010:167) claimed that “*affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization. Employees with a strong affective commitment continue employment with an organization because they want to do so.*” Affective commitment can be measured from the willingness of teachers' to always be at school to do their routine jobs as teachers' wholeheartedly and to do other things outside of their main duties of teaching in the classroom without considering the fee that they will receive and without feeling being obliged to. Teachers' who are self driven in enforcing order and discipline at school, who provide time to help students who require more guidance in understanding lessons outside of class, and actively support all activities at school outside of class are samples of teachers' who have high affective commitment. Thus, affective commitment is how one is highly attached emotionally with the organization.

*Person-organizational Fit* was explained by Robert L. Malthis (2014:220), “*selection and placement activities focus on applicants knowledge, skills, and ability, but they should also focus on the degree to which job candidates generally match the situations experienced both on the job and in the company. Psychologists label this person-environment fit.*” Robert L. Malthis (2014:221), also claimed that: “*in addition to match between people and jobs, employees are concerned about the congruence between people and companies, or the person-organization fit.*” Colquit (2011:575), also defined that: “*person-organization fit is the degree to which a person's value and personality match the culture of the organization.*” Stephen P. Robbins and Timothy A. Judge (2016:192) also claimed that “*person-organizational fit essentially means people are attracted to and selected by organizations that match their values, and they leave organizations that are not compatible with their personalities.*” In addition, the concept of person-organization fit according to Robert L Malthis (2014:221) was “*person-organization fit is important from a values perspective, with many organizations trying to positively link a person's principles to the values of the company.*” In an organization, including educational or school institution, many teachers' feel that the school environment is their home, in the sense of their body and souls have emerged with the place where they teach either with the people at the school environment, all activities within the school, and also the atmosphere in the school environment. Such fit is not pretense. All of it came out from their deepest conscience. Such groups of teachers' will always feel that they are willing to provide positive contribution with the school. They are proud with everything there are at school. They will continously do the best for the school environment. Other groups of teachers' are teachers' who always have reasons to do a lot of things for the activities done at school. Their willingness to do things has always been opposite to what the schools have demanded. There is not any suitability

between what they want with what exist at schools. Therefore, person-organization fit is the harmonious condition between values, characteristics, and individual goals within the organization.

Colquitt (2011:105), stated that *“job satisfaction is a pleasureable emotional state resulting from the appraisal of one’s job or job experiences.”* James L Gibson (2012:375), also claimed that *“job satisfaction is an individual’s expression of personal well-being associated with doing the job assigned.”* In addition, Rae Andre (2008:50) claimed that *“job satisfaction is a person’s positive or negative evaluation of his or her job.”* Rae Andre (2008: 128) also stated that *“job satisfaction is a collection of attitudes about the various parts of the job.”* Fred Luthans (2011:141), then stated that *“job satisfaction is a result of employees’ perception of how well their job provides those things that are viewed as important.”* Stephen P. Robbins and Timothy A Judge (2016: 79), claimed that *“our definition of job satisfaction is a positive feeling about a job resulting from evaluation of its characteristic.”* James Campbell Quick and Debra L. Nelson (2013:112), stated that, *“job satisfaction is a pleasureable or positive emotional state resulting from the appraisal of one’s job or job experiences.”* Griffin and Moorhead (2014:74), exposed that *“job satisfaction reflects the extent to which people find gratification or fulfillment in their work.”* So did Richard L. Daft (2012:407), who also delivered that: *“job satisfaction is a positive attitude toward one’s job.”* Laurie J. Mullins (2010:282), claimed that *“job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative.”* In their daily activities at school, teachers’ will conduct their teaching duties and transfer their knowledge to the students. Aside from that, there are also many activities outside of the classroom that should be done at school to support their main duties. Some should be done in general/standard, however, a creativity in doing their main job as teachers’ and educators is also required. The outcome of what has been executed will affect the satisfactory of teachers’ especially toward the job itself. The more creative the teachers’ are, the more satisfactory they are toward the results. It will motivate them to continue to do best and get more comfortable in involving themselves with all activities at school, not only those related to the teaching activities, but also other supporting activities. Thus, working satisfactory is a positive feeling of someone which is expressed after a series of performing works at the organization.

Colquitt (2011:219) defined that *“trust is defined as the willingness to be vulnerable to a trustee based on positive expectations about the trustee’s actions and intentions.”* Stephen P. Robbins and Timothy A. Judge (2016:387) claimed that *“trust is a psychological state that exists when you agree to make yourself vulnerable to another because you have positive expectations about how things are going to turn out.”* Samuel C. Cetro (1997:421), also claimed that *“trust is belief in the reliance, ability, and integrity of another.”* Gomez-Mejia, Balkin, and Cardy (2008:551), claimed that *“trust is the willingness of one person to increase his or her vulnerability to the action of another person whose behavior he or she cannot control.”* Rae Andre (2008:186), also exposed that *“trust is a foundation of effective communication. Both a psychological and sociological concept, trust characterizes individuals and can also be understood in the context of one-to-one relationships, groups, and organizations.”* Jerald Greenberg (2011: 409), exposed that *“trust reflects one person’s degree of confidence in the words and actions of another.”* Tony Gelsthor (2003: 25) claimed that *“before people are prepared to implement the partnership’s decisions in their own organization, they need a high level of trust in each other and hence confidence in the collective decisions they take.”* Gary Yulk (2010:342), claimed that: *“even a talented, well-organized team may fail in carrying out its missions unless there is a high level of cooperation and mutual trust among the members.”* Kreitner and Kinicki (2010:318) defined that *“trust is defined as reciprocal faith in others intentions and behavior.”* Stephen P. Robbins and Davis A. DeCenzo (2014:227) also defined that *“trust is defined as the belief in the integrity, character, and ability of a person.”* There is a psychological condition which also as important for teachers’ in their organization life at school. It is called trust in relation to external and internal condition within himself. How leadership and atmosphere between colleagues among the teachers’ will make them more comfortable to do positive things at school both

in and outside of the classroom. This also includes feelings toward themselves that there is trust to be able to do many best things for the school in relation to the duties in the class and activities outside of the classroom. Therefore, trust is a belief that will be accomplished wholeheartedly in relation to what individuals will have done toward the organization in accordance with positive hopes within themselves in relation the objectives of the organization.

In general, this research is aimed at finding description of whether or not inter-variable influence exist; (1) positive direct influence between person-organization fit and affective commitment, (2) positive direct influence between job satisfaction and affective commitment, (3) positive direct influence between trust and affective commitment, (4) positive direct influence between person-organization fit and job satisfaction, and (5) positive direct influence between person-organization fit and trust.

## METHOD

This quantitative research used a survey method with path analysis approach. Research instrument used in all variables was in a form of questionnaires. Before they were used in the research, a trial research instrument was conducted to test the validity and reliability of each items within the instrument so that they can be used in a research. A research was conducted toward 13 State Highschool in Depok with a number of teachers' with PNS status of 376 teachers' and the sampling was done using a Slovin formula. A sample of 194 teachers' with PNS status was obtained with simple random sampling from the population, which spread to all state schools in Depok and represented all teachers' with PNS status at 13 State Highschools in Depok.

This research analyzed direct and indirect influence from one variable to the other which called exogen and endogen. Endogen variable in this research is Affective Commitment (Y), whereas exogen variables are Person-Organization Fit ( $X_1$ ), Job Satisfaction ( $X_2$ ), and Trust ( $X_3$ ). In collecting the data, the researcher use a research instrument in a form of a questionnaire. This questionnaire is arranged based on the indicators of each variables. Moreover, questionnaire that was used in the research provided the answers of Always (A), Often (O), Sometimes (S), Rarely (R), Never (N) for variables of Affective Commitment, Person-Organization Fit, and Trust, by using an attitude scale with available choices of answers and provided a value of 5 to 1 for each instrument item. For job satisfactory variables, choices of answers were Very Satisfactory (VS), Satisfactory (S), Quite Satisfactory (QS), Less Satisfactory (LS), Not Satisfactory (NS). The alternative answers were provided a value of 5 to 1 for each instrument item. In filling the questionnaire for Affective Commitment, Person-Organizational Fit, Job Satisfaction, and Trust, the respondents are teachers' as analysis unit for this research.

The next step is to conduct empirical validation through instrument trial which will be followed up with testing. Testing the instrument was done through validity test and reliability calculations. The test revealed which instrument items are valid and invalid. Instrument items which are invalid will be extracted because they were not used in the research. Next, reliability calculation was done to show the validity of the instrument to be used in the research. The calculation was conducted with SPSS program Version 22.

**Table 1. The Result of Validity Test and Reliability Calculation of All Variables**

Variables	Number of Sample (N)	Number of Valid Items	Alpha Values	Remarks
Affective Commitment	30	26	0.915	Reliable
Persin-Organization Fit	30	27	0.995	Reliable
Job Satisfaction	30	27	0.910	Reliable
Trust	30	28	0.912	Reliable

## RESULT AND DISCUSSION

After the research was conducted, the early step which was conducted was conducting descriptive statistic calculation. Data description in this research was meant to provide information and general description concerning the collected data based on the variables which were being studied, then this description will explain how to measure four variables namely, person-organization fit ( $X_1$ ), job satisfaction ( $X_2$ ), trust ( $X_3$ ), and affective commitment ( $Y$ ). Data that was described was the result of descriptive statistical analysis concerning the distribution frequency, average values ( $\bar{X}$ ), standard deviation ( $s$ ), mode ( $Mo$ ), median ( $Me$ ), and distribution frequency which will be attached with a histogram.

**Table 2. Measurement of Central and Data Distribution**

Variable	Mean	Median	Mode	Variant	Standard Deviation
Affective Commitment	102.58	103	94	151.413	12.305
Person-Organization Fit	110.40	111	102	135.746	11.651
Job Satisfaction	110.46	111	105	141.681	11.903
Trust	108	110	107	171.584	13,099

Before the path analysis was conducted, the researcher determined regression equation between variables: (1)  $\hat{Y} = 6,151 + 0,873 X_1$ , (2)  $\hat{Y} = 14,410 + 0,797 X_2$ , (3)  $\hat{Y} = 19,582 + 0,769 X_3$ , (4)  $\hat{X}_2 = 19,643 + 0,822 X_1$ , and (5)  $\hat{X}_3 = 8,681 + 0,899 X_1$ . So that regression can be done, requirements test is a must. Data analysis to test research hypothesis was conducted by conducting statistical analysis or path analysis. Before hypothesis test was conducted, requirement analysis test was conducted which covered the following things: (1) error estimation normality test, and (2) significance and linearity regression test which is summarized in the following table:

**Table 3. Result of Error Estimation Normality Test of Variable Y toward  $X_i$**

Error Estimation	N	L count	$\alpha$	L table	Conclusion
Y over $X_1$	194	0.039	0.05	0.064	Normal
Y over $X_2$	194	0.036	0.05	0.064	Normal
Y over $X_3$	194	0.044	0.05	0.064	Normal
$X_1$ over $X_2$	194	0.028	0.05	0.064	Normal
$X_1$ over $X_3$	194	0.048	0.05	0.064	Normal

**Table 4. Result of Error Estimation Significance Test Variable Y toward  $X_i$**

Error Estimation	F count	F Table	Conclusion
Y over $X_1$	414.408	3.89	Significant
Y over $X_2$	283.499	3.89	Significant
Y over $X_3$	388.537	3.89	Significant
$X_1$ over $X_2$	353.056	3.89	Significant
$X_1$ over $X_3$	340.935	3.89	Significant

**Table 5. Result of Error Estimation Linearity Test Variable Y toward  $X_i$**

Error Estimation	F count	F Table	Conclusion
Y over $X_1$	1.236	1.46	Linear
Y over $X_2$	1.048	1.46	Linear
Y over $X_3$	0.893	1.46	Linear
$X_1$ over $X_2$	1.385	1.46	Linear
$X_1$ over $X_3$	0.999	1.46	Linear

After error estimation normality test, significance test and regression linearity test were conducted, the path analysis was conducted to test the research hypothesis. The following table explains the result of path coefficient calculation and test.

**Table 6. Result of Path Coefficient Calculation and Test**

Path	Path Coefficient	T <sub>count</sub>	t <sub>table</sub>	
			α=0.05	α=0.01
X <sub>1</sub> over Y	p <sub>YX1</sub> = 0.303	4.277	1.97	2.60
X <sub>2</sub> over Y	p <sub>YX2</sub> = 0.250	4.265	1.97	2.60
X <sub>3</sub> over Y	p <sub>YX3</sub> = 0.403	6.951	1.97	2.60
X <sub>1</sub> over X <sub>2</sub>	p <sub>X2X1</sub> = 0.805	18.790	1.97	2.60
X <sub>1</sub> over X <sub>3</sub>	p <sub>X3X1</sub> = 0.800	18.464	1.97	2,60

To prove person-organization fit is directly influence affective commitment positively, the statistical hypothesis was: H<sub>0</sub> : β<sub>Y1</sub> ≤ 0, H<sub>1</sub> : β<sub>Y1</sub> > 0. The result of calculation for the influence of organization fit toward affective commitment showed of a path coefficient of 0.303 and the value of t<sub>count</sub> from this path coefficient of 4.277, t<sub>count</sub>(4,277) > t<sub>table</sub>(1.97), then H<sub>0</sub> was rejected. It can be concluded that there is direct positive influence of person-organization fit toward affective commitment.

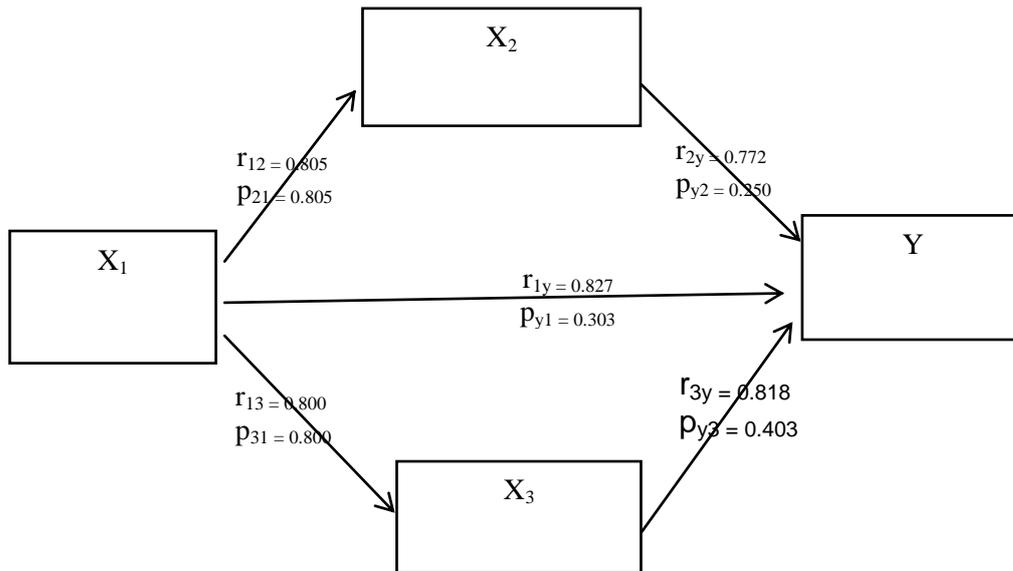
To prove that job satisfaction directly influence tha affective commitment positively, the statistical hypothesis was: H<sub>0</sub> : β<sub>Y2</sub> ≤ 0, H<sub>1</sub> : β<sub>Y2</sub> > 0. The result of calculation for the influence of job satisfaction toward the affective commitment showed a path coefficient of 0.250 and the value of t<sub>count</sub> from this path coefficient of 4.265, t<sub>count</sub> (4.265) > t<sub>table</sub> (1.97), then H<sub>0</sub> was rejected. Thus, it can be concluded that there is direct positive influence of job satisfaction toward affective commitment.

To prove that trust directly influence the affective commitment positively, the statistical hypothesis was: H<sub>0</sub> : β<sub>Y3</sub> ≤ 0, H<sub>1</sub> : β<sub>Y3</sub> > 0. The result of calculation for the influence of trust toward the affective commitment showed a path coefficient of 0.403 and the value of t<sub>count</sub> from this path coefficient of 6.951, t<sub>count</sub> (6.951) > t<sub>table</sub> (1.97), then H<sub>0</sub> was rejected. Thus, it can be concluded that there is direct positive influence of trust toward affective commitment.

To prove that person-organization fit directly influence the job satisfaction positively, the statistical hypothesis was: H<sub>0</sub> : β<sub>21</sub> ≤ 0, H<sub>1</sub> : β<sub>21</sub> > 0. The result of calculation for the influence of person-organization fit toward job satisfaction showed a path coefficient of 0.805 and the value of t<sub>count</sub> from this path coefficient of 18.790, t<sub>count</sub> (18.790) > t<sub>table</sub> (1.97), then H<sub>0</sub> was rejected. Thus, it can be concluded that there is direct positive influence of person-organization fit toward job satisfaction.

The result of calculation for the influence of person-organization fit toward trust showed a path coefficient of 0.800 and the value of t<sub>count</sub> from this path coefficient of 18.464, t<sub>count</sub> (18.464) > t<sub>table</sub>(1.97), then H<sub>0</sub> was rejected. Thus, it can be concluded that there is a direct positive influence of person-organization fit toward trust.

Based on the result of analysis and calculation on the attachment, the path coefficient for the empirical research is as follows:



Description:

X<sub>1</sub> : Person-Organization Fit

X<sub>2</sub> : Job Satisfaction

X<sub>3</sub> : Trust

Y : Affective Commitment

Thus, it can be concluded that the path between the variables of person-organization fit toward affective commitment, job satisfaction with affective commitment, trust with affective commitment, person-organization fit with job satisfaction, and person-organization fit with trust have a significant path coefficient because the value of  $t_{count}$  was greater than the value of  $t_{table}$ . The result of path coefficient test on the research showed that the path had form very well and was able to explain the influence of person-organization fit, job satisfaction and trust toward the affective commitment of the teachers' at State Highschool in Depok. Thus, it can explain the influence of exogen variable toward analyzed endogen variable. To be clear, a hypothesis test recapitulation can be clearly seen. Clearly, the result of the research path coefficient test is summarized in the following table:

**Table 7. Recapitulation of the Result of Hypothesis Test**

No	Hypothesis	Statistic Test	Decision	Conclusion
1	Person-organization fit directly influence affective commitment positively	$H_0 : \beta_{Y1} \leq 0$ $H_1 : \beta_{Y1} > 0$	$H_0$ was rejected	Direct positive influence
2	Job satisfaction directly influence affective commitment positively	$H_0 : \beta_{Y2} \leq 0$ $H_1 : \beta_{Y2} > 0$	$H_0$ was rejected	Direct positive influence
3	Trust directly influence affective commitment positively	$H_0 : \beta_{Y3} \leq 0$ $H_1 : \beta_{Y3} > 0$	$H_0$ was rejected	Direct positive influence
4	Person-organization fit directly influence job satisfaction positively	$H_0 : \beta_{21} \leq 0$ $H_1 : \beta_{21} > 0$	$H_0$ was rejected	Direct positive influence
5	Person-organization fit directly influence trust positively	$H_0 : \beta_{31} \leq 0$ $H_1 : \beta_{31} > 0$	$H_0$ was rejected	Direct positive influence

The result of research contains meanings that in general the teachers' of the State Highschool in Depok encountered direct positive influence: (1) Person-Organization Fit toward Affective

Commitment, (2) Job Satisfaction toward Affective Commitment, (3) Trust toward Affective Commitment, (4) Person-Organization Fit toward Job Satisfaction, (5) Person-Organization Fit toward Trust. In details, the discussion for the result of the research analysis and hypothesis test is elaborated as follows:

### **1. The Influence of Person-Organization Fit toward Affective Commitment**

As the theory stated by Colquitt (2011:577), that claimed that “*person-organization fit has a strong positive effect on commitment. Employees who fit with their organization tend to have higher levels of affective commitment.*” Colquitt delivered that teacher fit to school was caused by the harmony between the values and characteristics within the teacher with the values and characteristics of the school. Being fit to the school makes teachers’ feel comfortable to be around the school environment and always be involved with all activities within the school. The willingness to be at school and be involved at all existing activities shows high affective commitment which is very beneficial for the school in order to achieve stipulated mutual goals.

The result of the research showed that person-organization fit influence the affective commitment which can be interpreted that person-organization fit of the teachers’ cause the improvement of affective commitment of teachers’ at the State Highschool in Depok. Teachers’ fit to the school organization where they teach will improve emotional bonding between the teachers’ and school. A strong emotional bond within the teachers’ self toward the school will be shown by their maximum involvement in all activities the school has conducted wholeheartedly and with pleasure.

Based on this empirical prove, it can be stated that this findings showed that person-organization fit was one of the variables that had direct influence toward affective commitment variable. Person-organization fit will influence the improvement of affective commitment of the teachers’.

According to research conducted by Joan E. Finegan (2000) entitled *The impact of person and organizational values on organizational commitment*, that the values of organization owned by the employees of the petrochemical company were influencing their commitment. This strengthen the result of hypothesis test that person-organization fit had direct positive influence toward affective commitment.

### **2. Influence of Job Satisfaction toward Affective Commitment**

The result of the research concerning direct positive influence of job satisfaction toward teachers’ affective commitment that was being studied is in accordance with the theory stated by Colquitt (2011:125), who claimed that “*job satisfaction has a strong positive effect on organizational commitment. People who experience higher level of job satisfaction tend to feel higher levels of affective commitment.*” Teachers’ who get job satisfaction from a school will feel comfortable to be in the school. With self confidence that grows due to job satisfaction, teachers’ will be able to show a determination that they will do other things which are more beneficial to them and the schools where they teach.

Research result showed that job satisfaction influence the affective commitment which can be interpreted as the job satisfaction of the teachers’ will improve the affective commitment of the teachers’ of the State Highschool in Depok. Teachers’ job satisfaction in doing their duties at schools will make them more driven to do their daily duties at school and improve more emotional bond between teachers’. Strong emotional bonds within the teachers’ toward their school will be shown from their maximum involvement in all school activities which are done happily and wholeheartedly.

Based on this empirical prove, it can be said that this findings show job satisfaction is one of the variables that directly influence the affective commitment variable. High job satisfaction will influence the improvement of teachers’ affective commitment.

According to Randy K. Chiu (2003) in his journal entitled *Dispositional traits and turnover intention: Examining the mediating role of job satisfaction and affective commitment*, he claimed that

job satisfaction of the *Chinese Managers* was influenced by their affective commitment. It strengthens the result of hypothesis test that job satisfaction is directly influence affective commitment positively.

### **3. Influence of Trust toward Affective Commitment**

The result of the research concerning direct positive influence toward teachers' affective commitment that was being studied is in accordance with the theory stated by Colquitt (2011:242), who claimed that "*trust has a strong positive effect on commitment. Employees who are willing to be vulnerable to authorities tend to have higher levels of affective commitment.*" Teachers' trust toward the school will improve the teachers' affective commitment. With the existence of trust toward the school will motivate them to always feel to be an important part of the school. Therefore, teachers' will feel the need to be actively involved in all activities organized by the school.

The result of the research showed that trust influence affective commitment which can be interpreted that high trust of the teachers' will improve teachers' affective commitment at the State Highschool in Depok. Teachers' trust toward the leaders and school organization will cause determination, assurance, hope, and effective communication in doing daily duties at school and will improve emotional bond between the teachers' and the school. Strong emotional bond within the teachers' self toward the school will be shown with their maximum involvement in all activities at school which is done happily and wholeheartedly.

Based on this empirical prove, it can be concluded that this findings show trust as one of the variables that has direct influence toward affective commitment variable. High trust will affect the improvement of affective commitment of the teachers'.

According to Heather K. Spence Laschinger, Joan Finegan, and Judith Shamian (2006) in a journal entitled *The Impact of workplace empowerment, organizational trust on staff nurses' work satisfaction and organizational commitment*, explained that organization trust on the nurse staff in Canada influence the commitment. This strengthens the result of the hypothesis test that trust directly influence affective commitment positively.

### **4. Influence of Person-Organization Fit toward Job Satisfaction**

The result of the research concerning direct positive influence of person-organization fit toward teachers' job satisfaction that are being studied is in accordance with the theory stated by Colquitt (2011:575), who claimed that "*two recent meta-analyses illustrate the importance of person-organization fit to employees. When employees feel that their values and personality match those of the organization, they experience higher levels of job satisfaction and fell less stress about day-to-day tasks.*"

The result of the research concerning person-organization fit had direct positive influence toward trust was also in accordance with the theory stated by John M. Ivancevich (2014:46), who claimed that: "*person-organization (PO) fit, an analysis of 25 research studies on the topic found that employees who fit well with an organizational culture were more likely to be satisfied with their jobs, co-workers, and supervisors, be more committed to the organization, and be less likely to quit.*"

Person-organization fit is necessary in improving job satisfaction. With organization fit, teachers' will feel comfortable in doing their job at school. The comfort will improve the passion to always want to improve their work performance. The optimum result that occurs will create satisfaction toward everything that has been done.

The result of the research showed that person-organization fit influence job satisfaction which can be interpreted that person-organization fit of the teachers' will improve teachers' job satisfaction at the State Highschool in Depok. Teachers' fit toward the school organization where they teach will make the teachers' do many positive things related to the schools where they teach so that job satisfaction of all works done at school will be improved.

Based on this empirical prove, it can be concluded that this findings show organization fit is one of the variables that have direct influence toward job satisfaction variable. Organization fit will influence toward the improvement of job satisfaction of the teachers”.

According to Colin Silverthorne (2004) in his journal entitled *The impact of organizational culture and person-organization fit on organizational commitment and job satisfaction in Taiwan* claimed that person-organization fit in Taiwan was an essential thing toward the level of job satisfaction of the employees and also to the level of organization commitment that can be measured from the average number of employees who had work transferred. This strengthens the result of the hypothesis test that person-organization fit is directly influence job satisfaction positively.

## **5. Influence Person-Organization Fit toward Trust**

The result of the research concerning direct positive influence of person-organization fit toward teachers” trust is in accordance with the theory stated by Colcuitt (2011:575), who stated that: “*two recent meta-analyses illustrate the importance of person-organization fit to employees. When employees feel that their values and personality match those of the organization, they also feel higher levels of trust toward their managers.*”

When teachers” feel there is a fit between the values and personalities to the school, then they will always view the school especially the leaders of the school positively. The main positive view is trust toward the competence of the leaders within the school. Trust toward the leaders can motivate teachers” that they can contribute to the progress of the school. The existing trust will build a positive condition for each teacher in the school.

The result of the research showed that person-organization fit of the teachers” will cause the improvement of teachers’ trust at the State Highschool in Depok. Teachers’ fit toward the school organization where they teach will improve the trust between teachers’ and the school. Trust within the teachers’ of the school will be shown with positive hopes of the teachers’ toward the school.

Based on this empirical prove, it can be stated that this findings showed that person-organization fit is one of the variables that have direct influence toward trust variable. Person-organization fit will influence the improvement of teachers’ trust.

According to Bilal Afsar, Yusro Badir, and Muhammad Muddasar Khan (2015) in his journal entitled *Person–job fit, person–organization fit and innovative work behavior: The mediating role of innovation trust* claimed that the perception of the employees toward their fit to the job and organization positively influence innovative work behavior, and the relationship will be mediated by trust innovation. This strengthens the hypothesis test result that person-organization fit directly influence trust positively.

### **1. Effort to Improve Person-Organization Fit**

The result of the research shows that there is direct and indirect positive influence between teachers’ organization fit and affective commitment. Efforts that can be done in improving person-organization fit are: (1) involving teachers’ in education seminars with the purpose to get values on individuals to be aligned with the values at school, (2) schools should socialize as often as they can concerning school’s regulation that involve all elements of the school that can be comprehend by all of those elements including teachers’, (3) schools pay attention to teachers’ appreciation in a form of proper salary, and (4) schools should have teachers’ alliance by making routine events to create comfort for each teacher.

### **2. Efforts to Improve Job Satisfaction**

The result of the research shows that there is direct positive influence between job satisfaction and teachers’ affective commitment. Efforts that can be done to improve job satisfaction are: (1) meeting the needs of the teachers’ because by meeting teachers’ needs, teachers’ will be able

to work better and will be happy in doing their works at school, (2) the condition of the school environment should be supportive because teachers' care about a good school environment for personal comfort and to ease their works as an educator, (3) supportive working partners. Having good working partner, and being supportive to one another will improve strong emotional involvement toward the place they work so that they are willing to involve themselves in all school activities, (4) principals can pay attention to teachers individually because each teacher's satisfaction is not the same. A teacher may feel satisfy in an existing condition while the other teachers' do not, and (5) meeting teachers' expectation. By meeting all expectation such as promotion and extra income, it will improve teachers' job satisfaction.

### **3. Efforts to Improve Trust**

The result of the research showed that there is direct positive influence between trust and teachers' affective commitment. The efforts that can be done in improving trust are: (1) principals trust the teachers' in doing their jobs, namely by trusting honesty, skills, delegating assignment, assigning authorities, and accepting teachers' work performance, (2) principals create sincerity that lead to honesty and truth. Principals should be able to be trusted, honest, and consistent between their words and actions, (3) principals inspire wisdoms of the teachers' namely being able to care and be supportive in terms of emotional relationship between the principals and the teachers', (4) each teacher continues to improve faith that the school organization is the most appropriate place to accomplish all their positive hopes in the education world, and (5) each teacher improve their communication well and effectively in the school environment as one of the form of someone with trustworthy character in the organization.

## **CONCLUSION**

Based on the result of the research analysis which has been elaborated in the result of the research concerning the influence of the organization fit, job satisfaction, and trust toward the affective commitment can be concluded as follows: (1) person-organization fit has a direct positive influence toward the affective commitment of the teachers' at the State Highschool in Depok which means person-organization fit of the teachers' improve the affective commitment of the teachers' of the State Highschool in Depok, (2) Job satisfaction has a direct positive influence toward the affective commitment of the teachers' at the State Highschool in Depok which means the job satisfaction experienced by the teachers' will improve the affective commitment of the teachers' at the State Highschool in Depok, (3) trust has direct positive influence toward the affective commitment of the teachers' of the State Highschool in Depok which means high trust of the teachers' will improve the affective commitment of the teachers' at the State Highschool in Depok, (4) person-organization fit has direct positive influence toward the job satisfaction of the teachers' at the State Highschool in Depok which means that person-organization fit of the teachers' will improve the job satisfaction if the teachers' at the State Highschool in Depok, and (5) person-organization fit has direct positive influence toward teachers' trust at the State Highschool in Depok which means that the person-organization fit of the teachers' will improve the teachers' trust at the State Highschool in Depok.

Based on the findings of the research above, it can be concluded that affective commitment can be influenced by variables of person-organization fit, job satisfaction, and trust. However, other variables still needs to be paid attention to in the follow up research related to the affective commitment variable. Based on the conclusion of this research show that the improvement affective commitment of the teachers' can be done by fixing person-organization fit, job satisfaction, and trust within the teachers'. Efforts to improve person-organization fit, job satisfaction, and trust as the consequence of the research result that need to be done are as follow:

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