

THE INFLUENCE OF LEARNING ORGANIZATIONS ON TEACHERS' NORMATIVE COMMITMENT THROUGH WORK ENGAGEMENT: A STUDY IN JUNIOR HIGH SCHOOL

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Abstract –

This study aims to investigate the impact of learning organization and work engagement on teachers' normative commitment, with a focus on the mediating role of work engagement. The population was ... research teachers while the random sample was 343 teachers from state junior high schools in Bekasi, Indonesia. The results of data analysis through path analysis show that learning organizations have a significant and direct influence on normative commitment, work involvement has a direct and significant influence on normative commitment, positive direct influence, learning organizations have a positive direct influence, learning organizations have an indirect influence on work engagement, and learning organizations have an indirect influence on normative commitment through work involvement. The limitation of this research is that the sample taken is limited to one region so that the results of this research generally only explain conditions in Indonesia.

Keywords – Learning organization, work engagement, normative commitment, visionary leader

1. Introduction

The issue of the quality of education in Indonesia, characterized by the low quality of the teaching and learning processes and outcomes in schools, is one of the persistent problems within the framework of national educational development[1], [2]. Various issues contribute to the low learning outcomes, including the need for improvement in pedagogical aspects and the effectiveness of teaching conducted by teachers, as well as the low competence of teachers[3], [4]. In addition to teacher competence, the next aspect related to the quality of learning is teacher performance and teacher commitment [5], [6], [7]. According to Siri et al. [8], teacher commitment is a mediator between the influence of competence on performance, and both teacher competence and commitment favorably impact teacher performance. Therefore, teacher competence is necessary to equip teachers with knowledge and skills to facilitate facing task challenges[9]. Scholars found that job commitment is crucial regarding a teacher's attachment to

their job/profession and organizational commitment is essential concerning a teacher's psychological attachment to the school (including students, fellow teachers, and teaching tasks)[10], [11]. Teacher organizational commitment is one of the crucial factors determining the success of education[12].

The problem of normative commitment among teachers can encompass various aspects related to the engagement and dedication of teachers to their tasks, organization, and profession [13]. While normative commitment can be a positive force that keeps teachers dedicated to their profession, there are certain problems or challenges associated with it[14], [15]. Some issues that may arise in the context of normative commitment among teachers include job dissatisfaction, organizational goal ambiguity, professional uncertainty, lack of support and recognition, work-life imbalance, inequality and discrimination [16], [17],[18].

Some problems that can affect normative commitment among teachers involve specific aspects related to the education context and work environment. Scholars found that some issues that could be factors contributing to a decrease in normative commitment among teachers: physical conditions and facilities, high workload, policy uncertainty in education, salary, and rewards, lack of training and professional development[19],[20], [21]. Besides that, teachers also have problems such as participation in decision-making, social and cultural conditions, challenges in distance education, learning organization, and work engagement[22], [23], [24]. Therefore, this study were to ascertain how work engagement influences normative commitment among teachers, and how work engagement mediates the relationship between a learning structure and teachers' normative commitment. The study's focused on teachers employed by the government as junior high school administrators in Indonesia.

The aim of this study was to explore participants' opinions and perspectives regarding normative commitment, learning organization, and work engagement among randomly selected Public High School teachers in Bekasi, Indonesia. The questions in this research are: the influence of learning organizations on teachers' normative commitment? , The influence of work involvement on normative commitment, The influence of learning organizations on work engagement?, What is the indirect effect of learning organizations on normative commitment through work involvement?

2. Literature Review

2.1. Normative Commitment

Normative commitment is a component of organizational commitment, which is an employee's loyalty and attachment to the company's values [25], [26]. It is characterized by a sense of obligation or moral responsibility to stay with and support the organization[27], [28], [29]. The elements or influences that help a person grow and solidify their feeling of moral duty and allegiance to a group are referred to as normative commitment antecedents. Organizational support is one of the variables that can affect how normative commitment develops among workers' leadership behaviour, training and development opportunities, and organizational culture. job security, perceived equity and fairness, positive work relationships, learning organization, work engagement [30], [31], [32].

2.2. Learning Organization

Learning organizations prioritize employee development through training, education, and skill-enhancement programs [33]. When employees perceive that their organization is committed to investing in their professional growth, they may feel a moral obligation to reciprocate by

remaining loyal to the organization[34], [35]. Learning Organizations typically foster a positive organizational culture that values collaboration, open communication, and mutual respect. A positive work environment contributes to employees feeling a sense of loyalty and commitment based on their positive experiences within the organization [36]. Learning Organizations are often focused on long-term goals and relationships. When employees perceive that the organization is committed to their long-term success and well-being, they are more likely to reciprocate with a commitment to remain with the organization [37].

The concept of a learning organization can have a significant impact on normative commitment among its members[38]. An employee's sense of moral or ethical duty to stick with a company is known as normative commitment[39]. Learning Organizations can positively influence normative commitment by creating an environment that values employee development, shared ethical principles, continuous learning, positive culture, and organizational support. When workers feel that their employer genuinely cares about their advancement and well-being, they are more likely to develop a strong moral commitment to stay with the company over the long term[40].

2.3. Work Engagement

Work engagement and normative commitment are both concepts in organizational psychology that reflect different dimensions of an employee's relationship with their work and organization [41]. Normative commitment is the sense of moral or ethical duty to remain with an organization, whereas work engagement is the happy, contented, and active state of mind that people experience when working [42]. Work engagement is often associated with a high level of dedication and enthusiasm for one's work[43]. When employees are engaged, they may develop a strong sense of loyalty to the organization, contributing to normative commitment[13]. The positive experiences at work can lead employees to feel morally obligated to remain with the organization[39].

Engaged employees often find that their work aligns with their values and beliefs. This alignment can contribute to normative commitment, as employees feel a sense of duty to stay with an organization that shares their values. The congruence between personal values and organizational values strengthens the moral obligation to remain committed [44]. According to Nabhan and Munajat [45], work engagement is closely linked to positive organizational identification. And then, employees who are engaged tend to identify strongly with their organization[46]. This identification can lead to normative commitment, as individuals may feel morally obligated to remain with an organization to which they feel a strong sense of belonging. Engaged employees typically experience higher levels of job satisfaction[47].

Gangai and Agrawal [48] stated that job satisfaction is connected to normative commitment, as satisfied employees may develop a sense of moral duty to reciprocate positive experiences by remaining committed to the organization. Work engagement implies a mutual investment in the employee-organization relationship. Engaged employees invest time, effort, and emotions into their work [41], [49]. Therefore, this reciprocal investment can lead to normative commitment, as employees feel morally bound to honor the investment made by both parties in sustaining the relationship work[50]. Engaged employees are less likely to consider leaving their current jobs. This reduced intention to turnover aligns with normative commitment, as employees who are engaged may feel a moral obligation to resist the temptation to leave and instead remain committed to the organization[51].

3. Methodology Section

The researchers used quantitative methodology with a cross-sectional survey in their investigation [52]. The population of this study was 91,475 while the sample was 343 teachers from state junior high schools in Bekasi, Indonesia. This research uses SPSS 26 using path analysis.

4. Results.

In this research, we used the multicollinearity test. This test is used to determine whether there is a perfect or strong correlation between the independent variables in a model. Then, we used the SPSS application program, and the tolerance and Variance Inflation Factor (VIF) values were examined in order to conduct this test. If the tolerance value is less than 0.1, multicollinearity happens. Yet, multicollinearity does not happen if the tolerance value is greater than 0.1. If the VIF value is greater than 10, multicollinearity takes place. On the other hand, multicollinearity does not exist if the VIF number is less than 10. If the tolerance value calculation results are greater than 0.1 and the VIF value is less than 10, the multicollinearity assumption is satisfied. The following table displays the findings from the multicollinearity test's data analysis:

Table 1. Multicollinearity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	18.309	3.303		5.544	.000		
	visionary leader	.171	.056	.174	3.054	.002	.173	5.782
	Learning Organization	.486	.045	.473	10.835	.000	.293	3.410

Table 2. Heteroskedasticity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.340	1.286		-.264	.792
	visionary leader	-.027	.022	-.160	-1.240	.216
	Learning Organization	.005	.017	.030	.303	.762

a. Dependent Variable: Normative Commitment

The results of the multicollinearity test indicate that the tolerance values for each variable are greater than 0.1, namely: 0.177; 0.173; 0.293. The VIF values for each variable are less than 10, namely (5.665; 5.782; 3.410). The test results show that the assumption of multicollinearity is met; the analyzed structural model is free from multicollinearity issues.

After that, we used the heteroskedasticity test to identify the variance differences in residuals from one observation to another. If the variance of residuals remains the same from one observation to another, it is called homoskedasticity. If the variance of residuals varies from one observation to another, it is called heteroskedasticity. A good model is considered one without heteroskedasticity. Data analysis in the heteroskedasticity test is performed using the Park Test with the SPSS application. The testing criteria are established based on the calculated significance values (Sig.). Residual variances are considered homogeneous if the test result shows a significance value (Sig.) ≥ 0.05 . This means that there is no heteroskedasticity in the

analyzed model. The results of the data analysis for the heteroskedasticity test are presented in the following Table 2.

Based on Table 2., the heteroscedasticity test results in the table above show a sig value. for each variable greater than 0.05, namely 0.054; 0.216; and 0.762. This means that the heteroscedasticity assumption can be met. The structural equation model in this research is free from heteroscedasticity problems. The results of the classical assumption test show that all analysis requirements are met. Next, the research hypothesis was tested.

Path analysis techniques were used for hypothesis testing, and the AMOS application program was used for analysis. The estimated regression coefficients (Regression Weights) and estimated path coefficients (Standardized Regression Weights), which are derived from the data analysis results, are shown in the following table.

Table 3. Data Analysis Results of Path Analysis Model

			Estimate	S.E.	C.R.	P
Learning Organization	<---	visionary leader	,434	,063	6,836	***
Work engagement	<---	Learning Organization	,486	,045	10,883	***
Work engagement	<---	visionary leader	,171	,056	3,067	,002

Table 4. Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
Work engagement	<---	visionary leader	,461
Normative Commitment	<---	Learning Organization	,463
Normative Commitment	<---	Learning Organization	,173

The direct influence of learning organizations on teachers' normative commitment is explained through statistical hypothesis testing. The results of the estimated path coefficient calculation which shows the magnitude of the direct influence of learning organizations on teacher normative commitment are shown in the following table 5

Table 5. Path Coefficient of Direct Influence of Learning Organization on Teacher Normative Commitment

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	18.309	3.303		5.544	.000
	visionary leader	.171	.056	.174	3.054	.002
	Learning Organization	.486	.045	.473	10.835	.000

a. Dependent Variable: Work engagement

Based on the calculations in the table 5., a path coefficient of $p_{31} = 0.174$ is obtained. In testing the significance of the path coefficient, a t-value of 3.054 is obtained, which is smaller than the critical t-value of 1.96 at $\alpha = 0.05$. The test results indicate a highly significant path coefficient.

This means there is a significant positive direct influence of a learning organization on teachers' normative commitment.

The direct influence of work engagement on teachers' normative commitment is explained through a statistical hypothesis test. The formulation of the statistical hypothesis test for the direct influence of work engagement on teachers' normative commitment. The calculation results of the estimated path coefficient, which indicate the extent of the direct influence of work engagement on teachers' normative commitment, are shown in the following table:

Table 6. Path Coefficient of Direct Influence of Work Engagement on Teacher Normative Commitment

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	18.309	3.303		5.544	.000
	visionary leader	.171	.056	.174	3.054	.002
	Learning Organization	.486	.045	.473	10.835	.000

a. Dependent Variable: Work engagement

Based on the calculations in the table above, a path coefficient of $p_{32} = 0.473$ is obtained. In testing the significance of the path coefficient, a t-value of 10.835 is obtained, which is smaller than the critical t-value of 1.96 at $\alpha = 0.05$. The test results indicate a highly significant path coefficient. This means there is a significant positive direct influence of work engagement on teachers' normative commitment. The calculation results of the estimated path coefficient for the direct influence of the learning organization on teacher work engagement are presented in the following table:

Table 7. Path Coefficients of the Direct Influence of the Learning Organization on Teachers' Work Engagement

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	32.778	3.579		9.158	.000
	visionary leader	.381	.061	.412	6.217	.000
	Learning Organization	.434	.064	.451	6.816	.000

a. Dependent Variable: Work engagement

Based on the calculation results from the table above, the path coefficient p_{21} is obtained as 0.412. In the significance test of the path coefficient, the t-value is 6.816, which is smaller than the critical t-value of 1.96 at $\alpha = 0.05$. This testing indicates a highly significant path coefficient. In other words, there is a direct positive influence of the learning organization on teachers' work engagement. The indirect influence of learning organization on teachers' normative commitment through work engagement is explained through statistical hypothesis testing. The results of calculating the estimated path coefficient which shows the magnitude of the indirect influence of learning organizations on teachers' normative commitment through work engagement are presented in the following table:

Table 7 Path Coefficient of Indirect Influence of Learning Organization on Teacher Normative Commitment through Work Engagement

Variable	Path Coefficient				Sobel-test		
	p ₂₁	p ₃₂	p ₃₁	p _{31.2}	Z _{score}	Z _{critical}	p-value
visionary leader → Learning Organization → Work engagement	0,451	0,473	0,174	0,213	11,503	1,96	0,000
Total Influence X1,X2 → X3 = 0,377							

Based on the calculations in the above table, a path coefficient is obtained, indicating the strength of the indirect influence of the learning organization on teachers' normative commitment through work engagement ($p_{31.2} = 0.213$). The significance test results using the Sobel test yield z-score = 11.503, which is smaller than z-critical = 1.96 at $\alpha = 0.05$. This testing indicates a highly significant path coefficient. In other words, there is a positive indirect influence of the learning organization on teachers' normative commitment through work engagement. In further calculations, the total influence of the learning organization and work engagement on teachers' normative commitment is found to be 0.377. This analysis indicates that work engagement partially mediates the influence of the learning organization on teachers' normative commitment.

5. Discussion

Based on the research results, it shows that there is an influence of learning organizations, work involvement with normative commitment. Thus, the results of this research answer the concerns of the study of Osman et al. [22] that teachers have problems related to participation in decision making and work involvement. However, the direct influence that combines work with teachers' normative commitment makes them have an obligation to support the organization regardless of the problems. In other words, the research is in line with Maden (34) that teachers as employees feel a moral obligation to be loyal to the organization. In addition, it is not easy to become a junior high school teacher. In addition, teachers in public junior high schools often face administrative burdens. However, research shows that their work commitment also influences the normative commitment of teachers. Therefore, a teacher is directed to have the ability to adapt according to Maden [34] concept of learning organization.

As a learning organization, the school also shows its organizational commitment. This is shown by the results of the panelization carried out in Table 7. This direct influence is supported by three elements of organizational commitment Ghaderi et al. [53], namely describing a person's relationship, identification and participation in an organization is a normative commitment. Therefore, this normative commitment refers to a sense of obligation to remain loyal to the organization because of moral and ethical obligations. Therefore, various existing educational problems can be addressed with sustainable development and fostering a positive work culture. Apart from that, learning opportunities and a supportive environment are also supportive factors to create feelings of indebtedness and obligation to remain with the organization [54].

Apart from that, this research has implications for the professionalism of teachers and policymakers in formulating educational policies, especially labor policies. This is because this panel describes aspects of the learning organization and work interactions that influence normative teacher commitment. The inclusion of mediating variables is essential to strengthen

the relationship between different aspects of learning organizations and normative commitment. Gaining insight into the dynamics of this relationship will play an important role in addressing the problem of low normative commitment among teachers. By examining the role that learning organization and work engagement play in influencing teachers' normative commitment, this study seeks to fill this gap.

6. Recommendation

The results of this study indicate that the development of schools as learning organizations and the improvement of job engagement are integral parts of enhancing teachers' normative commitment. In practice, these efforts require active involvement from various parties. The following are several recommendations for improving teachers' normative commitment involving school principals, the government as education administrators, and the teachers themselves.

Firstly, recommendations for school principals. As leaders of the organization where teachers work, school principals are advised to take the following steps:

1. Develop the school as a learning organization. Steps that school principals can take include: (a) involving teachers in formulating and developing a shared vision; (b) providing facilities and offering extensive learning opportunities to all teachers; (c) supporting the implementation of collaborative learning processes among teachers until a learning community is formed at the school level; (d) fostering a scientific-innovative culture through activities such as experiments, diffusion of innovation, adaptation of new knowledge, and the development of teacher creativity; (e) facilitating the development of information systems for documentation and knowledge exchange among teachers; and (f) facilitating the development of learning models that can be applied in the teacher learning process.
2. Enhance teachers' job engagement, including vigor, dedication, absorption, and teachers' self-management skills at work. In this regard, school principals should recognize and appreciate teachers' competence and achievements; provide feedback; involve teachers in the preparation of the school work program, including facilitating career and professional development for teachers. School principals ensure that teachers work comfortably both physically and psychologically. An important step is to develop teachers' ability to manage their work, including the regulation of teachers' workload.
3. Recommendations for further research. In relation to the processes conducted and the results obtained through this research, suggestions for further research are proposed: (1) further research is needed to develop a model for enhancing normative commitment based on a learning organization and job engagement; (2) research is needed to identify other factors influencing normative commitment, such as self-efficacy, work attitudes, work experience, socialization experience, job satisfaction, organizational communication, organizational justice, organizational support, organizational resources, compensation, promotion, training, and leadership style.

7. Conclusion

A model outlining the causal linkages between a learning organization and work engagement that influence teachers' normative commitment at State Junior High Schools in West Java Province, Indonesia, has been clarified through the analysis of the research's data. Several significant conclusions are drawn from the outcomes of the hypothesis tests and the previous discussion: First off, a learning organization directly and favourably affects teachers' normative

commitment. Second, teachers' normative commitment is directly and favourably impacted by their work engagement. Thirdly, a learning organization directly and positively affects work engagement. Fourth, through the mediation of work engagement, a learning organization has a beneficial and indirect effect on teachers' normative commitment. In conclusion, the study highlights that instructors' normative commitment is directly and favourably impacted by both work engagement and organization. Additionally, there is a relationship between a learning organization and teachers' normative commitment in which work engagement acts as a partial mediator. As a result, strengthening learning organization and encouraging more teacher work can both help to raise normative commitment among teachers.

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