Teachers Career Development: From Work Climate, Commitment And Job Accountability Of Madrasah Teachers In Indonesia

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Abstract : *Teacher career development (TCD) was an effort that must be done by teachers in improving their position through career path that has been established educational institution individually and organizational. The aim of this study was to find empirical evidence of the correlation between work climate, commitment, and job accountability with TCD. To measure TCD, researchers used a questionnaire that has been developed and validated by expert teams. This study uses the total sampling method of civil servant teachers in Jambi. Data analysis was done by using Product Moment Karl Pearson and multiple regression. The results showed that work climate, commitment, and job accountability correlated significantly with TCD. Therefore, by improving work climate, commitment, and job accountability then TCD will improve for the better.*
Keyword: *Teacher Career Development, Work Climate, Commitment, Job Accountability*

I. Introduction

Career development is the lifelong series of activities that contribute to a person's career exploration, establishment, success, and fulfillment [1]. Islam has encouraged people to be disperse on the land seeking bounty of Allah as Al-Jum'ah: 10 [2]. Changes in educational demands require teachers to develop themselves, as in Law No. 14 of 2005 teacher development includes career development [3]. TCD explains the concepts and practices of organizational and individual mechanisms in madrasah. Career development study is able to improve the position and the ability of teachers that impact the quality of madrasah, so that teachers are able to compete internationally. The teacher's major challenge in career development is to publish scientific work, conduct classroom action research, and a long assessment mechanism. Performance of teachers related to knowledge, perception of education and training, and career development [4].

II. Literature Review

1.1 Career Development

Career development is an organized and planned business [5]. Career development includes decision-making activities about a position and participation in activities to achieve career goals [6]. Bud Bilanich states there are five keys to success in one's career path of self-confidence, personality, high performance, dynamic communication skills, and interpersonal skills [7]. The Holland theory predicts that the superior potential of positive career-related outcomes, including satisfaction, persistence, and achievement [8]. There are four stages of career development that is apprenticeship, advancement, maintenance, and strategic thinking [9]. Career development is an individual effort to improve its position with organizational support based on the stages set by the organization.

1.2 Work Climate

School climate is a broad requirement that refers to the perception of school personnel for school main working environment [10]. The work climate shows the relationships of various outcomes that are important to the organization, such as security, justice, and service [11]. The school climate has seven categories: compatibility, responsibility, standards, rewards, organizational clarity, warmth and encouragement, and leadership [12]. Owens and Supardi stated that 4 dimensions of work climate are ecology / physical, social aspects, social system in organization, and school culture [13]. Effective educational environment is always

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characterized by the conducive atmosphere and habit for implementation of learning activities physically, social, mental, psychological, and spiritual [14].

1.3 Commitment

Organizational commitment is the degree or level to which people identify themselves with the organizations that employ them. This implies a willingness of employees to pursue a great effort for organization interest and their intention to remain in the organization for a long period of time [15]. To generate a high commitment there are 3 organizational pillars developed namely performance alignment, psychological alignment, learning and change [16]. Meyer and Alley's commitment model identifies three components, namely affective commitment, continuance commitment, normative commitment [17].

1.4 Job Accountability

Accountability is a relationship based on the obligation to demonstrate and take responsibility for performance in light of agreed expectations. It starts not from without but from within [18]. Personal accountability indicates a person's responsibility for his work [19]. Responsibility will improve self-managed [20]. Erdogan's accountability concepts focus on work behavior and changing impact that occur on interpersonal aspects and changes in individual orientation. Relationship Dimensions of LMX and Accountability Perceptions Endorgan describes 4 dimensions Extrinsically motivated, contingent performer, relationship manager, intrinsically motivated [21]. From the perspective of school environment, accountability includes: External accountability that accepts demands from school boards and internal accountability that has three levels of individual responsibility, shared feelings, organizational rules [22].

Some studies that has relevant with this research described following:

Figure 1. Concept Map of Relevant Studies
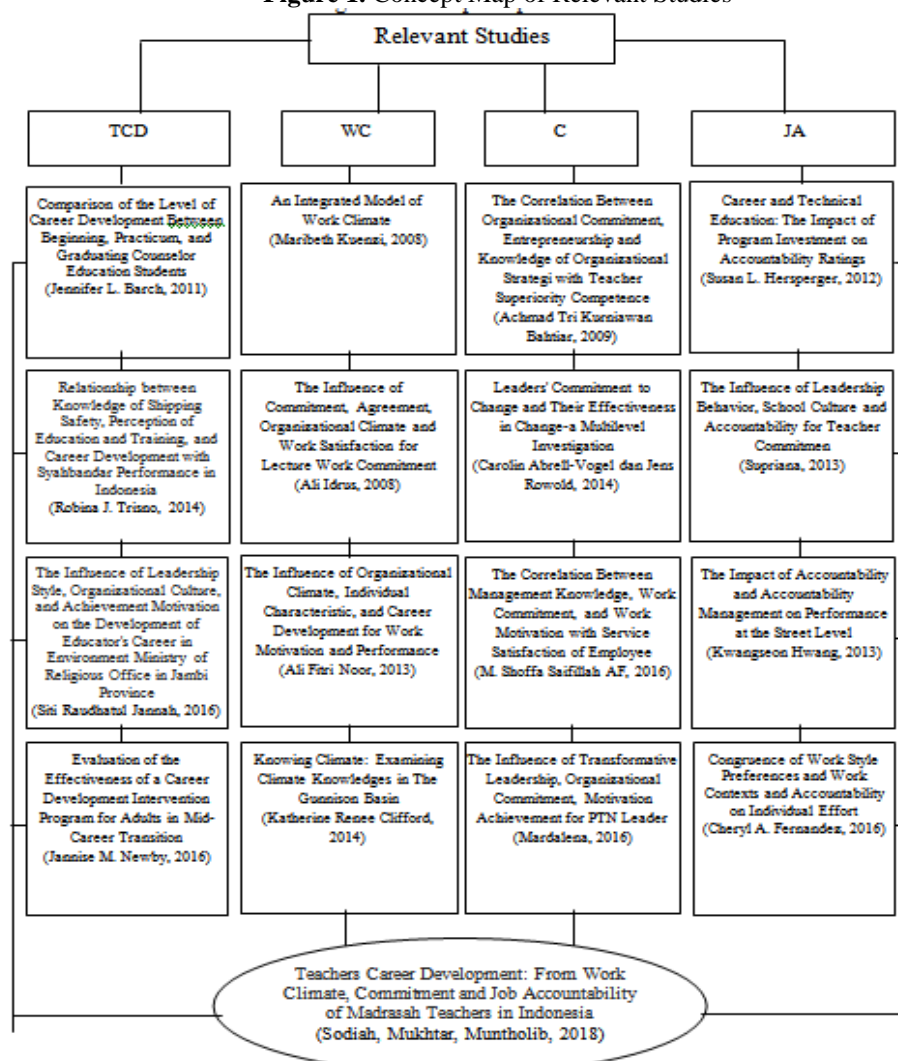
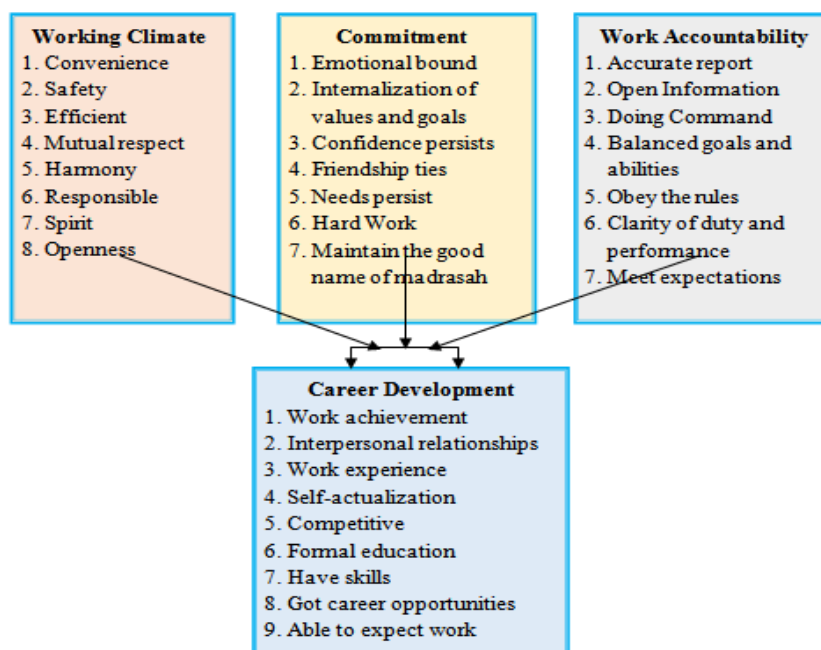Based on the theory and relevant studies, indicators that formulated to developed in data collecting instrument are:

Figure 2. Design of TCD Research Indicators

III. Framework And Hypothesis

3.1 Framework

TCD is an improving activity of the teacher status in a planned manner accordance with the career path established by the educational organization and accompanied by changes in attitude, ability, and environment. Career development is influenced by organizational and individual factors. Organizationally, teachers are part of work climate who identifies an institution. Individually, teacher has a personality that is manifested through commitment and job accountability. Work climate is a work atmosphere created positively from the interaction of organization members with others and the work environment. Commitment is the teacher loyalty psychologically, emotionally, intellectually, and physically to continue a career in Madrasah. Job accountability of teachers is a responsibility form and obligation to explain the teachers work to superiors in carrying out their duties in accordance with the authority and tasks. Figure 3 illustrates the theoretical framework that correlates four variables, factors contributing to CDT are:
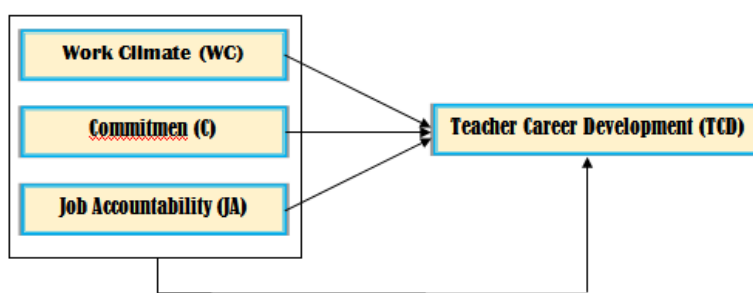

Figure 3. The Conceptual Framework

3.2 Hypothesis

3.2.1 WC and TCD

Holbeche and Jane Yarnall explained that a career development strategy related to organizational climate. Individual and organizational needs should be considered in a career management strategy. Many organizations have believed that they are responsible for moral formation. The current working climate helps employees to develop their careers [23]. Organizational climate positively affects the development of financial managers' careers [24]. Katherine found that the community has a climate that affects people and establishes a good working relationship. Climate is shaped by interactions between people that result changing productive and competitive attitudes [25].

Based on the theories and empirical evidence of the research, the following hypothesis is formulated:
H$_1$: There is a significant correlation between work climate and teacher career development (TCD)

3.2.2 C and TCD

Lila contributed to a better career development activities by identifying relationships that provide a framework for individuals to align individual career goals with organizational goals in an effort to continuously evaluate career success within organizational environments [26]. Vogel found a significant positive impact on individual behavior contributing to workers' affective commitment when a person is committed to change [27]. Thomas found career commitment accurately the psychological and behavioral factors associated with the time in which individuals commit to a career in law enforcement [28].
H$_2$: There is a significant correlation between commitment and teacher career development (TCD)

3.2.3 JA and TCD

Susan L. Hersperger Show an accountability assessment in 5 years able to improve one's career and technical education [29]. Cheryl points out that in teams when individuals are given the responsibility of each outcome and set on a teamwork option, they believe in their performance rather than showing individual work [30]. Kwangseon indicate accountability should be emphasized to produce better performance and look at the need to design accountability mechanisms in social services [31].
H$_3$: There is a significant correlation between job accountability and teacher career development (TCD)

3.2.4 WC, C, JA, and TCD

Siti found that organizational factors and self-motivation affect career development of educators [32]. Jennifer points out that at the exploration stage, career development tends to be higher than in new people entering the early stages of career development. Individual progress appears in career decision and job mastery of each stage that allows developing at a later stage and finds career success [33] Jannise found challenges in career development programs including lack of program participation and frequency. And personal experience is related to motivation and training benefits [34].
H$_3$: There is a significant correlation between work climate, commitment and job accountability simultaneous with teacher career development (TCD)

IV. Methodology

1.5 Data collection, population, and sample

This study belongs to quantitative research approach. Data collection of research uses questionnaires, interviews, and documentation. The study population includes teachers of civil servants in Jambi province of Indonesia. The sample in this research is the teacher of civil servant who teaches at Madrasah Aliyah Negeri Jambi in the last three years.

1.6 Data analysis

The stages in data analysis consist of: Descriptive analysis (Presentation of mean, mode, median, and standard deviation); Testing requirements analysis (normality test, homogeneity test, and linearity test); Inferential analysis (Karl Pearson Product Moment correlation, multiple regression, t test and F test)

V. Findings And Discussions

Descriptive statistical analysis of four research variables are presented in the following table:

Statistics

		Teacher Career Development (Y)	Work Climate (X$_1$)	Commitment (X$_2$)	Job Accountability (X$_3$)
N	Valid	64	64	64	64
	Missing	0	0	0	0
Mean		147,69	146,25	144,42	144,92
Median		148,50	145,00	144,00	144,00
Mode		150	144	144	143
Std. Deviation		10,165	10,269	10,124	10,095
Variance		103,329	105,460	102,502	101,914
Range		46	45	47	48
Minimum		124	123	118	120
Maximum		170	168	165	168
Sum		9452	9360	9243	9275

Table 1. The Result of Descriptive statistical research

Based on the results of statistical analysis, calculation of analysis requirements shows that teacher career development, work climate, commitment, and job accountability data are normally distributed and have homogeneous variants with $X^2_{value} < X^2_{tabel}$. Linearity test showed that the regression equation obtained has a linear data pattern and very significant at the significance level α = 0.05.

The results of hypothesis test calculation summarized in the table as follows:

No	Variable	r	KD	t	F	t_{tabel} 0,05%	F_{tabel} 0,05%	Conclusion
1	WC – CDT	0,879	77,2%	14,511		1,670		Accepted
2	C – CDT	0,729	53,1%	8,386		1,670		Accepted
3	WA – CDT	0,835	69,7%	11,949		1,670		Accepted
4	WC, C, WA – CDT	0,914	83,5%		101,337		2,76	Accepted

Table 2. The Result of Hypothesis Calculation

The analysis results above indicate that hypotheses (H1, H2, H3, H4) are accepted. A teacher will experience improvement when making a serious and responsible effort. Another thing that is not less important is the support of people and workplace environment that always provide convenience facilities for a teacher and provide a working atmosphere every day. Islam teaches career concept as an activity done by human to fulfill the life necessity by way of work, strive and earnestly sought. Thus, TCD will increase if supported by good work climate, commitment, and Job accountability. The findings support Emile Durkheim's theory, John L. Holland, Albert Bandura, and Raymond A. Noe who demonstrate the quality of social and individual structure gives one's strength to strive [35]. Debra L. Nelson at.all and Maribeth Keunzi at.all argue that the environment will affect a person's change. Work climate is important because it affects an individual and the organization output [36]. Meyer and Alley [37], and Linda Duke's research show an individual to get a desirable career must do something with sincerity and confidence [38]. B. Endorgan and Koppell declare any liability done by the individual will produce results in accordance with the responsibilities of his career. Gerald A. Krines [39] in his theory that accountability contributions value to employees is the improvement of career and job security or employee position in the work institution.

VI. Conclusion

This study aims to examine the correlation between work climate, commitment, and Job accountability with TCD partially and simultaneously. Based on the results of study, it was concluded that: 1There is a strong significant correlation between work climate and TCD 2) There is a medium significant correlation between the commitment with TCD 3) There is a strong significant correlation between job accountability with TCD 4) There is very strong significant correlation between work climate, commitment, and job accountability simultaneously with TCD.

VII.   Recommendation

Research recommendations are following:
1. TCD should be supported by educational organizations. Teachers need expert tutors in the career field who can directly guide teachers in madrasah. The Ministry of Religious Affairs is expected to send envoys to madrasah located in districts to train teachers to make scientific work in accordance with established national standards and rank.
2. Career development activities that can be followed by teachers should be facilitated by the head of the Madrasah such as training, workshops, training, seminars, further education, and working groups.
3. Madrasah teachers should conduct a national seminar collaboration for the scientific papers publication supported by the Ministry of Religion and the head of Madrasah. The presence of further teachers on magister and doctoral studies, opened the teacher friendship network between institutions and also provinces. So, it supports teachers to conduct seminars of scientific works nationally and improve their ability for developing their career.

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