



Job Autonomy and Teacher Career Commitment in Educational

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ABSTRACT

Study aims to determine the relationship between job autonomy and teacher career commitment in educational. This study used quantitative method and the study design is correlation study. The sampling technique used is accidental sampling to the population of teachers in an educational foundation with minimum a year work period. The participants of this study are 191 teachers from educational background. The data collection used job autonomy scale and teacher career commitment scale in a likert scale model and data analyzed using a statistical test of product moment correlation with SPSS program. The results of the study shown that there is a significant positive relationship between job autonomy and teacher career commitment. In other words, the higher the autonomy of the job for teacher, the higher their career commitment. Otherwise, the lower the teacher job autonomy, the lower the teacher's career commitment too. This study shows that job autonomy and career commitment have a significant relationship that can interconnect by each other in term of professional career as teacher.

INTRODUCTION

Education is an important component in terms of the development and progress of the nation in facing the challenges of an increasingly modern world. This is also inseparable from the role of teachers in educating and directing students in developing their abilities and potential. As an important component in the world of education, it is appropriate for teachers to get decent and guaranteed welfare for life, whether teachers have the status of civil servants or non-civil servants. Based on data from the Ministry of Education and Culture, of all active teachers currently, only 1,520,354 (52.3%) teachers have the status of Civil Servants (PNS). Meanwhile, the remaining 47.7% are honorary teachers consisting of 401,182 Foundation Permanent Teachers (GTY/PTY), 13,328 provincial Non-Permanent Teachers (GTT), 141,724 district/city GTTs, 3,770 central auxiliary teachers, 704,503 school honor teachers, and 121,378 teachers from other categories (Andina & Arifa, 2021). This data shows that the status of teachers who have not yet become civil servants is still very high in Indonesia.

Currently, the welfare of teachers is far from feasible, especially for most teachers who do not yet hold the title of the civil servant. This will impact reducing the number of professional teachers due to the fading of career commitments that have been built for a long time, and many teachers will leave their careers in search of a job that is not clear. This problem can make teachers and prospective teachers think twice about continuing their profession or staying with their career commitment to become a teacher. Career commitment is an attitude to achieve goals carried out by the individual in terms of self-development that reflects the individual's commitment regarding his goals (Vandenberghe & Ok, 2013). High career commitment will make the individual go all out to achieve the career he wants. In this case, the career commitment in teaching field

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