



The Role of Tenure on The Relationship Between Job Autonomy and Job Involvement Among Senior High School Teachers in Private Schools

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ABSTRACT

Objective: Teachers have a crucial role in the context of education. Teacher productivity relates to the extent of teacher involvement in their work. This study aimed to determine the role of tenure in the relationship between job autonomy and work involvement of high school teachers. **Method:** This study uses quantitative research with cross-sectional methods. The subjects in this study amounted to 75 high school teachers in private schools. The research instrument uses two forms of scale, namely, the scale of job autonomy and the scale of work involvement. Data collection using SPSS process Moderation Model 1. **Results:** Results show the role of tenure moderation in job autonomy and work engagement. The correlation of positive research shows that the longer the working period, the more strengthening the relationship between job autonomy and work engagement. **Novelty:** This study shows the role of tenure as a moderator on the relationship between job autonomy and job engagement in high school teachers in private schools.

INTRODUCTION

Education improves the quality of human resources and increases the nation's competitiveness. Human resources have a significant role in advancing the effectiveness and existence of schools. Humans are the key to all activities carried out by the school. Teachers strategically educate students as the nation's next generation (Bodolica & Spraggon, 2021; Kumar et al., 2021; Trung & Van, 2020). Human resource management is concerned with how an organization designs a formal system that ensures the efficient and effective use of human resources to support achieving the organization's strategic plans and objectives.

Teachers play a huge role in achieving the goals of a school. Teachers help a school to run productivity effectively. Performance will affect their contribution to the organization's quantity and quality of service, time, and cooperation attitude (Aziti, 2019). Teachers work for others by selling their services, time, energy, and thoughts to the school and receive compensation from the school. A school's success or failure and operational goals must be distinct from the role of competent teachers. Organizational goals can be achieved by improving performance. Improving teacher performance in a school is not easy, so it requires supportive behavior. Improving teacher performance in a school is difficult, so supportive behavior is needed. Job involvement has a huge role in a school. A high level of job involvement can improve the quality and quantity of work results and increase school efficiency. In addition, in job involvement, each teacher must deeply understand school goals and know the specific plan for achieving these goals.

Job involvement has a significant impact on the improvement or efficiency of a school. However, teachers' job involvement differs, influenced by many factors such as

age, gender, and work experience (Sari & Meilani, 2021). As the main factor, job involvement encourages the formation of advanced and quality education to produce quality students (Sholehati & Hadijah, 2019). With high job involvement, teachers perform better and feel more satisfied. Job involvement can also benefit schools by, for example, growing innovative work behavior (Putri & Rini, 2021), improved performance, a comfortable work environment, and job satisfaction (Sari & Meilani, 2021).

Job involvement is an attitude towards work through individuals' cognitive abilities and beliefs in psychologically identifying with their work, which is driven by the perception that work can fulfill their every need. Job involvement is the extent to which a person's attitude can be formed through psychological identification with their work. Robbins & Judge (2008) define job involvement as an individual's attitude or behavior because he can psychologically side with his job and feel that work is essential and is a form of self-esteem. Based on the understanding of some of these figures, work involvement is the attitude of workers towards work through the existence of cognitive abilities and beliefs in terms of psychologically identifying with work due to the potential to fulfill life needs.

Job involvement has three aspects, namely: 1) Identification, as an attitude formed due to the belief that work is the primary source of meeting life needs; 2) Emotional attachment, an attitude towards work due to positive affection and strong feelings; 3) Participation in work, the level of attention to the work that he has. Characteristics of teachers with high levels of job involvement include caring about work conditions or agencies, being optimal at work, minimizing absenteeism, committing, and maximizing time at work. Likewise, teachers with low levels of job involvement will appear indifferent to work conditions or agencies, not optimal at work, have no desire to minimize absenteeism, have no commitment, and do not want to work more (Anggraini & Mulyana, 2020).

Several factors influence job involvement, including Personal factors consisting of 1) Demographics, gender differences, latest education level, age, marital status, position, and tenure; 2) Psychological, including each individual's needs both intrinsically and extrinsically. Situational factors consist of 1) Job, including job characteristics, status or level of position, amount of salary, working conditions, job security, supervision, and interpersonal climate; 2) Organization, including organizational structure, climate, control system, and size; 3) Socio-Cultural Environment, including environmental conditions around the company's operations, such as the number of communities in the neighborhood, the company's location, culture, ethnicity, and religion (Anggraini & Mulyana, 2020).

Job autonomy is the ability of employees to make decisions and act independently in carrying out their work tasks. Job autonomy is the freedom given to employees to choose and take actions that are considered appropriate in carrying out their work tasks. Furthermore, job autonomy is the ability of employees to make decisions and act independently in carrying out their work tasks, taking into account organizational goals and personal needs. Job autonomy refers to a person's control over how to carry out their duties. There are four dimensions of job autonomy, namely 1) work method autonomy, which refers to employee discretion on how to perform job tasks in terms of work procedures and methods; 2) work scheduling autonomy refers to a person's flexibility in determining a suitable work schedule; 3) work time autonomy refers to flexibility in determining when to work and when to stop working; 4) locational

autonomy refers to flexibility in determining where to do work (Anggraini & Mulyana, 2020).

Previous research on occupational autonomy was conducted by Volmer et al. (2012), and the results showed a positive relationship between LMX and creative work engagement, which was more substantial when employees gained greater work autonomy. Aiswarya (2014) shows a correlation between job autonomy and work involvement variables in line with research. In addition, Safitri & Suharnomo's (2022) research shows that work autonomy, work involvement, and job satisfaction have a negative relationship with turnover intention. Based on these studies, it is known that research related to job autonomy and work involvement is generally carried out on employees in companies, and there are still few studies focusing on job autonomy in teachers in schools.

The role of moderator variables in the relationship between work autonomy and work engagement is a critical aspect of organizational psychology research. The moderator variable affects the strength or direction of the relationship between the other two variables. In the context of work autonomy and work involvement, moderator variables can influence the relationship between the degree of autonomy an employee has and the level of involvement or attachment in his work. Previous research has explored moderator variables on the relationship between job autonomy and other variables, namely work engagement, by developing the application of job-demands-resources (JD-R) work attachment models to examine the effect of quantitative workload moderation on the relationship between work autonomy and work attachment in the millennial generation (Manuaba & Hidayat, 2019). However, there has yet to be research on the role of tenure as a moderator in the relationship between job autonomy and job involvement.

Tenure is a period or length of labor working in a place. According to Saputra (2020), tenure can be interpreted as a period or the length of time the workforce works in a place, starting from the beginning of work until a specific time limit. Tenure is when someone contributes energy to a particular agency (Nofianti & Koesyanto, 2019). The extent to which personnel can achieve satisfactory results depends on specific abilities and skills to carry out their work correctly (Sugito et al., 2019). The period of work can have a positive influence or negative influence on the workforce's performance. A positive influence will occur on a person's performance due to increased experience at work. Conversely, a negative influence will lead to monotonous work movement habits (Saputra, 2020).

The role of tenure in the relationship between job autonomy and job involvement has yet to be specifically identified. However, there are several studies related to tenure. Syarkawi's research (2022) shows that work commitment is influenced by work involvement, tenure, and job satisfaction. In addition, Safitri's research (2022) shows that job autonomy has a negative and significant effect on turnover intention, the second hypothesis that job involvement has a negative and significant effect on turnover intention and the third hypothesis that job satisfaction has a negative and significant effect on turnover intention. The placement of teachers in a field of work that is following their expertise can also affect teacher performance and work results. Years of service can affect a teacher's skills and work experience, impacting their job involvement and autonomy.

Based on previous studies, some factors can influence work engagement, such as job autonomy, organizational culture, performance, and organizational commitment. This

research is interesting because there are differences with previous research in the focus and subject of research. Previous research has studied many factors influencing work engagement in the industrial sector. In contrast, this study will focus on the role of tenure in the relationship between job autonomy and work engagement, focusing on private school teachers. The urgency of this study is to increase the role of school management to pay attention to tenure in the relationship between job autonomy and work involvement in teachers in private schools. The contribution of this article is expected to provide specific information about tenure factors that can affect the level of work involvement and work autonomy in teachers in private schools.

RESEARCH METHOD

General Background of Research

This type and design of research uses quantitative methods with a correlational design. According to Abdullah (2015), quantitative research has the aim of exploration, development, and verification. This is the purpose of this study, which aims to verify the truth of a previous study and conclude something that can be used as the basis for further research development. Analysis of the results of this research data is processed using statistics and in the form of numbers. This study uses a cross-sectional research time design. In cross-sectional research, researchers collect data at one specific point in time (Creswell, 2015). Cross-sectional research is conducted in exploratory, descriptive, or explanatory research.

This research procedure starts with a needs analysis in the context of research preparation by conducting related literature studies, formulating problems, and determining research samples. The next stage is to formulate and prepare research instruments consisting of job autonomy and job engagement scales, conducting trials on both research scales. After getting the scale trial results, the next stage is conducting research by providing a scale to the respondents. The data obtained from the data collection is then analyzed for research results. The flowchart in this study can be seen in Figure 1.

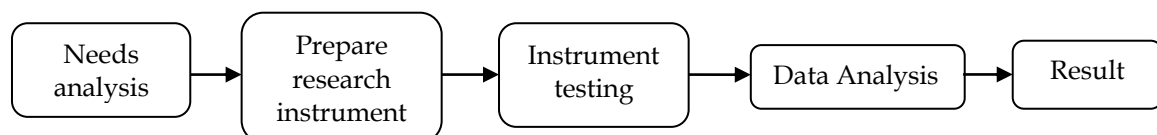


Figure 1. Flowchart of research.

Population and Sample

The population of this study was high school teachers in private schools in Surabaya with at least one year of service. The sampling technique in this study used accidental sampling. Accidental sampling is a technique based on chance; anyone who meets the researcher and is willing to become a research subject can be sampled (Sugiyono, 2015). Based on this sampling technique, a total of 75 teachers were obtained.

Instrument and Procedures

The research instrument used a questionnaire distributed to participants to obtain information in this study. This research instrument uses the Likert scaling mode that consists of five alternative answers, including Very Suitable (VS), Suitable (S), Quite

Suitable (QS), Not Suitable (NS), and Very Not Suitable (VNS) (Prahani et al., 2020; Rizki et al., 2022; Saphira & Prahani, 2022).

The data collection instruments in this study used two forms of scales, namely the job autonomy scale and the job involvement scale. The job autonomy scale consists of four dimensions, namely 1) work method autonomy, which refers to employee discretion on how to perform job tasks in terms of work procedures and methods; 2) work scheduling autonomy, which refers to one's flexibility in determining the appropriate work schedule; 3) work time autonomy, refers to one's flexibility in determining the time to work and the time to stop working; and 4) locational autonomy, refers to one's flexibility in determining the place to do work. The job involvement scale consists of three dimensions, namely, 1) identification, as an attitude formed due to the belief that work is the primary source of meeting life needs; 2) emotional attachment, attitude towards work due to positive affection and strong feelings; and 3) participation in work, the level of attention to the work he has.

The validity test in this study used the corrected item-total correlation method with the criteria for item scores ≥ 0.300 . The trial results on the work involvement scale showed the correlation of the item scores, which moved between 0.300 and 0.706 from 36 items, and four items were declared invalid. At the same time, the job autonomy scale trial results showed the correlation of item scores moving between 0.638 and 0.813 with a total of 24 items. The reliability test in this study used Cronbach's alpha method with the criteria said to be reliable if the value ≥ 0.6 . The reliability test coefficient on the work involvement scale shows a Cronbach's alpha score of 0.946. At the same time, the reliability test coefficient on the job autonomy scale shows a Cronbach's alpha score of 0.962.

Data Analysis

Data analysis techniques will use the SPSS software program. To see the relationship between variables using Perason's correlation analysis technique and calculate the tenure between job autonomy and job involvement using the SPSS process Moderation Model 1. This method was chosen because it uses bootstrapping techniques. In addition, this technique is easy to use compared to the Structural Equation Modeling (SEM) method, but the results are the same as when using a more complex SEM.

RESULTS AND DISCUSSION

Results

Respondent Profile

The respondents in this study were senior high school teachers in private schools. The total number of respondents who participated was 75 teachers, consisting of 30 male teachers (40.000%) and 45 female teachers (60.000%). Most respondents are teachers aged 21-30 years and 41-50 years, with the last education being bachelor and married status. Table 1 shows details of the research respondents' profiles.

Table 1. Demographic of sampling in respondents.

Classification	Total	Percentage
Gender		
Male	30	40.000
Female	45	60.000
Marital status		

Classification	Total	Percentage
Married	57	76.000
Single	18	24.000
Education		
Bachelor	65	86.700
Master	10	13.300
Age		
21-30 years	23	34.700
31-40 years	19	25.300
41-50 years	23	30.700
51-60 years	7	9.300

Moderation Test Results Using Process Moderation Model 1 SPSS

The moderation test results in Figure 2 show that the role of tenure significantly moderates the relationship between job autonomy and job involvement. This refers to the resulting significance value of 0.042, less than 0.050.

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OUTCOME VARIABLE:
  involve

Model Summary
      R      R-sq      MSE      F      df1      df2      p
,8456  ,7151  106,0886  59,3920  3,0000  71,0000  ,0000

Model
      coeff      se      t      p      LLCI      ULCI
constant  54,0393  11,2574  4,8003  ,0000  31,5925  76,4860
autonomy  ,7689    ,1219    6,3057  ,0000  ,5257    1,0120
tenure    -2,0450    ,9156   -2,2335  ,0287  -3,8706  -,2194
Int_1     ,0200     ,0097    2,0618  ,0429  ,0007    ,0393

Product terms key:
Int_1 :      autonomy x      tenure

Test(s) of highest order unconditional interaction(s):
      R2-chng      F      df1      df2      p
X*W  ,0171      4,2511  1,0000  71,0000  ,0429
-----
      Focal predict: autonomy (X)
      Mod var: tenure (W)

Conditional effects of the focmoderationmhhhal predictor at values of the
moderator(s):

      tenure      Effect      se      t      p      LLCI      ULCI
1,8132  ,8051    ,1085    7,4238  ,0000  ,5889    1,0214
9,7867  ,9645    ,0737   13,0810  ,0000  ,8175    1,1115
17,7601 1,1239    ,1052   10,6853  ,0000  ,9142    1,3336
    
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Figure 2. Results of the moderation test of tenure on the relationship between job autonomy and job involvement.

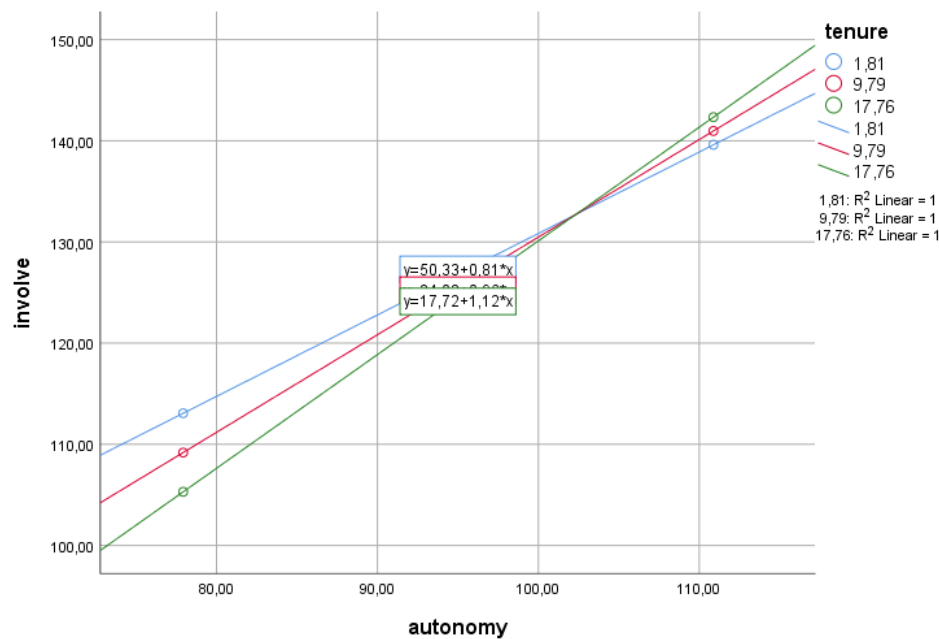


Figure 3. The role of tenure in the relationship between job autonomy and job involvement.

Figure 3 shows that the direction of this research is positive, meaning that the longer the working period, the stronger the relationship between job autonomy and work involvement in teachers.

Discussion

This study aims to determine the relationship between job autonomy and job involvement in teachers. Data analysis done with Process Moderation Model 1 pada Figure 2 shows that the role of tenure significantly moderates the relationship between job autonomy and job involvement. This refers to the resulting significance value of 0.042, less than 0.050. While this research direction is positive, the longer the working period, the stronger the relationship between job autonomy and work involvement in teachers, as in Figure 3.

Job involvement is essential for teachers in carrying out their work, including 1) Improving teacher performance; teachers with high work involvement can improve teacher performance, such as being more enthusiastic and dedicated to carrying out their duties, and vice versa; 2) Increasing Teacher Organizational Citizenship Behavior (OCB): teachers with high work involvement can increase OCB, such as being involved in work, caring about school interests, and actively participating in school activities (Sholikha & Izzati, 2021); 3) Improve professional development; teachers with high job involvement will feel involved, satisfied with their work, and eager to participate in training and professional development to improve teaching quality (Rosyanti, 2019).

There are two explanations of tenure, namely tenure as a commitment from employees who have provided evidence of their work abilities so that they can maintain a longer relationship with their leaders (Mardikaningsih, 2020) and tenure as a period involved in a company actively and continuously (Mardikaningsih, 2020). There are three indicators underlying tenure, namely the constraints that occur while completing work (constraints on the amount of time), suitability while completing work, and

suitability for new work (used to support work over a more extended period) (Mardikaningsih, 2020).

Several studies have shown that job autonomy has a positive relationship with job involvement, directly or indirectly. Work autonomy, which shows employees' flexibility in managing and carrying out their work, has negatively and significantly influenced turnover intention. Work autonomy is also positively related to employee performance. Meanwhile, work engagement, which refers to the extent to which employees feel engaged and care about their work, is also significantly related to various aspects of work. Research shows that work engagement has a positive and significant relationship with the quality of work life (Pramesti & Izzati, 2021; Safitri, 2022; Saragih et al., 2021). Thus, teachers with high job autonomy tend to be more involved in their work at school. Job autonomy can give teachers a sense of control and flexibility in managing work to increase motivation and job satisfaction, leading to job involvement.

This study shows a relationship between job autonomy and job involvement by using working time as a moderator to strengthen the relationship between the two variables. Nurdiyanto et al.'s (2022) research entitled "The Role of Loneliness as a Moderator between Psychological Stress and Students' Psychological Well-being during the COVID-19 Pandemic" has similarities with this study, which uses moderator variables. In this study, the role of loneliness as a moderator between psychological distress variables and psychological well-being. In this study, the role of the working period as a moderator between job autonomy and work involvement variables.

All work groups have experienced the relationship between tenure and engagement in the workplace. While people with lower tenure try to maintain their strong position in the organization, people with longer tenure enjoy trust, credibility, and certain advantages over people with lower tenure. This difference in behavior is related to two dimensions of tenure, namely longer employee tenure and lower tenure, which has implications for employee engagement in their workplace (Dongrey, 2019)

However, several studies of teacher job involvement include organizational support, innovative work behavior, and job satisfaction (Kananlua, 2022). In addition, the placement of teachers in task areas that match their expertise can also affect teacher performance and work outcomes. Tenure can affect a teacher's skills, work experience, and job involvement and autonomy. The coefficient of determination is 0.618, which indicates that the job autonomy variable can explain 61.800% of the variation in job involvement data. This can be said if, in this study, teacher job autonomy can increase job involvement in teachers, but there are still other factors that need to be considered by teachers. Other factors of 38.200% that can affect job involvement in teachers that are not examined in this study include work stress, work environment, work ethics (Pranitasari & Kusumawardani, 2021), innovative behavior, performance (Hadi et al., 2020), organizational commitment (Marmin & Santoso, 2020), organizational climate, OCB (Pudjimo & Sarah, 2019), and organizational culture (Amalia & Novie, 2023). These factors are not the focus of this study.

CONCLUSION

Fundamental Finding: This study concluded that (1) the role of tenure significantly moderates the relationship between job autonomy and job involvement in high school teachers in private schools, and (2) the direction of the relationship is positive where the longer tenure strengthens the relationship between job autonomy and job involvement, and vice versa. **Implication:** Tenure has a direct role that can affect the relationship

between job autonomy and job involvement in high school teachers in private schools. **Limitation:** The subjects in this study were limited to high school teachers in private schools, and the population is expected to increase. **Future Research:** Additional variables such as work environment, organizational culture, and organizational commitment are needed.

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