

Measuring the Effects of Adversity Quotient, Organizational Culture and Job Satisfaction on Special School Teachers' Organizational Commitment

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Abstract

High teacher commitment affects the maximum achievement of schools' teaching and learning process. In this premise, this study aims to specify the direct and indirect effects of adversity quotient, organizational culture, and job satisfaction on teachers' organizational commitment in state special schools in Jakarta, Indonesia. A quantitative research approach survey with data analysis using path analysis with the Smart Partial Least Square. Using qualified data $r > 0.70$ continued for analysis, the results showed a direct effect of adversity quotient and organizational culture on job satisfaction; adversity quotient, organizational culture, and job satisfaction on teachers' organizational commitment. Furthermore, there was an indirect effect of adversity quotient and organizational culture through job satisfaction on teachers' organizational commitment. Based on the findings, increasing adversity quotient, culture, and job satisfaction in organization will also increase special school teachers' organizational commitment. The research findings recommends the government that recruiting new teachers should be equipped with an employment contract as a starting point of increasing job satisfaction.

Keywords: *adversity quotient; organizational culture; job satisfaction; organizational commitment*

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1. Introduction

Education for students with special needs is still a debatable issue in Indonesia. The government carried out special education through public and private schools such as school for blind children, school for a mute-deaf, special school for the mentally disabled, special school for physically handicapped, school for emotionally disturbed, special school for multi-handicapped, special school for gifted children, and inclusion schools. In fact, there are 489 special public schools and 1372 special private schools in Indonesia (Kemendikbud, 2019). While the government is promoting inclusive education, there were identified violations to the real aim of individual development and human dignity (Bektiningsih et al., 2020). For instance, the data on school-age children with special needs showed relatively low registration. There were identified reasons for the non-enrolment of children specially in the private schools. The primary reason is the relatively high fees. The school fees in the private schools is expensive that parents with low incomes cannot afford (Cakranegara, 2021). In addition, some parents disregard enrollment of children in schools because of social reasons (Muhammad et al., 2017).

While inclusive education comes with the demand of children with special needs to obtain their rights (Anjarsari et al., 2018; Odo et al., 2021), it is unfortunate that the 9-year Compulsory Education Program in Indonesia does not increase school participation among students with special needs. According to Daroni et al. (2018), the number of school participation for children with special needs is still deficient compared to regular school participation due to the lack of competent and committed special needs teachers. The trend shows that newly-graduated teachers from higher education are not interested teaching in special schools. Siswara (2017) attributed teachers' commitment to the lack of special allowance while Siahaan et al. (2020) identified some teachers moving to different assignments due to the lack of commitment to special needs programs. Organizational commitment of employees is essential to the sustainability of the organization (Hanaysha, 2016b). With the different approach, teaching pedagogy and system, teaching in special schools demands more teacher engagement than in traditional schools (Paris et al., 2018). For instance, in some particular schools with higher number of students, the full day work-week requires teachers to work in two shifts (Mariana et al., 2018). This scenario premises that teachers' commitment towards teaching in special needs programs is crucial.

There are several suggestions to increase teachers' commitment. For example, Fryer (2013) suggests financial incentives based on the teacher's performance and measured by student achievement. However, there are more non-monetary links to commitment than purely monetary motivation. Sudiarditha et al. (2019) assumed compensation affects job satisfaction, which relatively affects commitment. The level of organizational commitment increases if job satisfaction is achieved while job satisfaction relates to the results of employee expectations. Similarly, several studies tested the influence of work culture on organizational commitment which showed positive relationship between the two variables (Acar, 2012; Nikpour, 2017; Dwivedi et al., 2014; Fejoh et al., 2018) and no statistical relations between the two variables (Nongo & Ikyanyon, 2012; Giri et al., 2011). While the same principles can be applied in the educational setting, organizational commitment in the academe has various dimensions. The teacher involvement in conducting work programs is essential in school organizations (Ahmed et al., 2020). Similarly, good relationship between teachers and students creates good environment that improves commitment and the learning process (Dietrich et al., 2020). In the context of schools for special needs children, majority of them require teachers with the adversity quotient so that special school activities operate smoothly. Moreover, teachers are also expected to have high adversity quotient (AQ) to behave in difficult situations (Phoolka & Kaur, 2012).

Given the three major elements such as adversity quotient, organizational culture and job satisfaction required for teachers in the special needs program, this study posits the potential influence of these elements to the commitment of the teachers. While most of the studies mainly focused on the organizational commitment of the teachers in regular schools, this study focuses on the nature and condition of the teachers in the special needs schools. By analyzing adversity quotient, organizational culture, and job satisfaction of the teachers in a special school, we can enhance the teachers' commitment. Particularly, this study aims to test if:

1. Teachers' adversity quotient and organizational culture directly affect job satisfaction.
2. Teachers' adversity quotient, organizational culture, and job satisfaction directly affect organizational commitment.
3. Teachers' adversity quotient and organizational culture indirectly influence organizational commitment through job satisfaction.

2. Literature review

This part evaluates the three main variables measured in this study namely adversity quotient, organizational culture and job satisfaction as linked to the context of organizational commitment. The main goal is to formulate potential relationships among the variables as fundamental to the statistical testing.

2.1. Adversity Quotient (AQ)

Most people understand AQ as a person's endurance in facing a complicated and enjoyable situation in life. The AQ describes how a person reacts to facing difficulties while working (Sigit et al., 2019; Wolor et al., 2020). The higher the persons' AQ, the faster they succeed (Biswas, 2018). Singh and Sharma (2017) identify AQ as a problematic situation that explains the basic pattern if someone can survive organizational challenges with control, origin, ownership, reach, and endurance. According to Singh & Sharma (2017), a person's challenges are classified into three groups: quitters, campers, and climbers. In the school setting, failure to deal with adversities can be a barrier to accomplishing school administrators' personal and organizational goals (Calles & Besoyo, 2015). Furthermore, teacher in school needs high AQ (Firmansyah & Widuri, 2014) as a survival ability to solve the difficulties in the work and not easily surrender to the challenges (Sigit et al., 2019).

2.2. Organizational culture (OC)

Culture becomes a frame of reference for people to organize their daily lives, make decisions, find solutions, and pass them on to their members (Ghanad et al., 2020). OC is a particular value system developed in an institution to distinguish one organization from another. Gibson et al. (2012) defines OC as employees' feelings and how these perceptions create patterns of beliefs, values, and expectations. According to Janićijević et al. (2018), OC becomes part of the organizational context in which one works, and these organizational cultures and norms create the quality of the relationships and processes within an organization. In the academic setting, Pourrajab and Ghani (2015) affirm that the school's OC relates to school principals, teachers, students, and parents to the teaching and learning process and the school climate. They influence how organizational culture creates a favorable or unfavorable

environment for achieving work outcomes and employee values. Moreover, OC as a coherent and interdependent whole of common values systematically determines organizational behavior and norms used to solve problems and achieve higher success levels (Saad & Abbas, 2018). Other researchers believe two organizations that make up the new organization will form a new habit (Nam & Kim, 2016). Therefore, OC is the basic pattern of values in solving problems indicated by shared values, solving the issues, working together, receiving a new deal, convenient communication, and the seriousness of reaching common goals.

2.3. Job Satisfaction (JS)

Akdol and Arikboga (2015) define job satisfaction as the key to aligning employee creativity with organizational interests driven by human resources. It is a meaningful results of evaluating employee performance in an organization (Langton et al., 2016). The employee motivation is the inner force continually associated with job satisfaction (Shrestha, 2019). In the school setting, JS is a topic that always gets attention because when teachers are not comfortable with their job, it is hard to achieve optimum results (Sembiring & Purba, 2019). It becomes a severe problem in most schools in enhancing the quality of education since every school has developed habits that have been running for years (Virgana, 2021). However, JS may protect workers from stressors (Hoboubi et al., 2017). Therefore, JS is the assessment of one's work that gives a feeling of pleasure in carrying out work with indicators such as joy of working, a sense of being appreciated, suitability at work, the purpose of belonging, harmonious cooperation, career opportunities, and the presence of social security.

2.4. Teachers' Organizational Commitment (TOC)

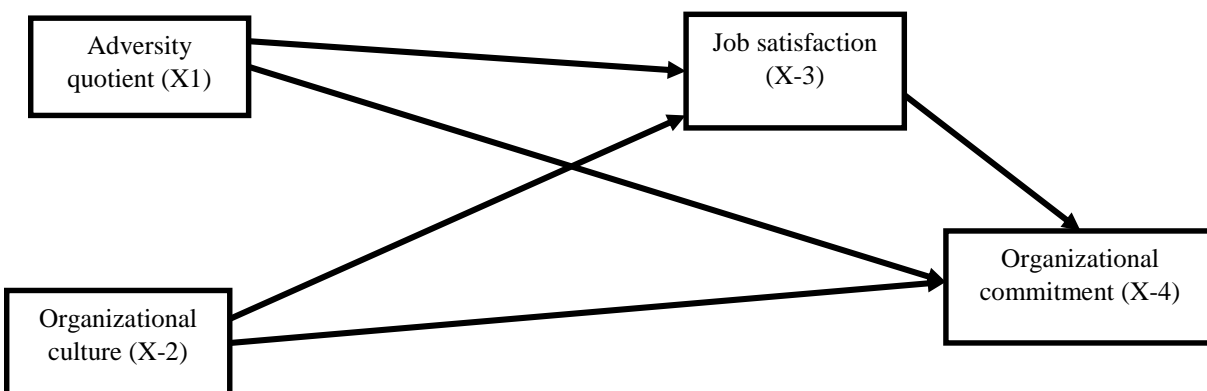
Building an organizational commitment is critical to all organizations because the employee's commitment is vital for the organization's success and sustainable performance (Hanaysha, 2016a). According to Mugizi et al. (2019), organizational commitment is the sense of belonging, engagement, and loyalty given by workers. It relates to the passionate sense of belonging and proactive bonding of employees while working in the organization (McShane & Von Glinow, 2018). Employee commitment is needed; company with motivated employees work vigorously to achieve organizational goals leading to organizational success (Imamoglu et al., 2019). An organization's commitment equates to a worker's determination to a particular

organization and has the purpose of maintaining its membership in that organization (Robbins & Judge, 2013). This is also to affective commitments, which are based on the large and small emotional employees with a positive psychological current and contributions or employee sacrifice (Cao et al., 2019). Gibson et al. (2012) emphasize that organizational commitment involves three attitudes: a sense of identification with the goals of the organization; a sense of involvement in organizational tasks; and a sense of loyalty to the organization. Its alignments and participation in the company, the organizational commitment must contain an emotional bond between employees and their organizations. Salahudin et al. (2016) confirm that an organization with a high organizational commitment level has stable human capital and competitive advantage. Meanwhile, Eliyana et al. (2019) guarantee that organizational engagement reflects employees' loyalty to the organization. The next phase involves organization members express their concern for the organization, success, and further development. Therefore, organizational commitment sees a person as a member of the organization with an active role in achieving the objectives and his desire to remain a member. These are characterized by loyalty to the organization, regulatory compliance, active participation in organizations, working hard for the organization's sake, and avoiding moving to other organizations.

Given the links and probable effects among the variables, this study generates the following as the research framework. Figure 1 shows the interconnectedness of the study variables such as adversity quotient, job satisfaction, organizational culture and organizational commitment.

Figure 1

Conceptual framework



McShane and Von Glinow (2018) identified organizational performance and organizational commitment are affected by various factors such as job satisfaction and motivation and influenced by organizational culture and cultural values. Meanwhile, Song and Woo (2015) found that adversity quotient positively impacts employee job satisfaction while Subagyo et al. (2019) confirm a significant direct effect of adversity quotient on organizational commitment. From these previous findings, this study postulates on the following hypotheses:

H-1: AQ has direct positive influence on JS.

H-2: OC has positive impact on JS.

H-3: AQ has direct positive influence on TOC

H-4: OC has a positive impact on TOC

H-5: JS has direct positive influence on TOC

H-6: There is an indirect positive influence of AQ on TOC through JS

H-7: There is an indirect positive influence of OC on TOC through JS

3. Methodology

This study used quantitative research design using structural equation modeling (SEM), with the technique of partial least squares (PLS). According to Romo-González et al. (2018), it is used for exploratory and predictive evaluations of the causal relationships and impact among variables postulated in theoretical models. Since the current study postulates on the probable relationships and effects among the different variables, the design used is the most appropriate. This study was carried out from August 2020 until July 2021.

The population in this study includes 87 special schools with 352 special school teachers of civil servants' status. The study used proportional simple random sampling technique with 140 special needs teachers from five municipalities in the capital city of Jakarta. In this technique, the population members tend to be homogeneous with the same characteristics thus a small number of samples can represent the population (Chambers & Clark, 2012). The minimum

number of research samples with multivariate analysis is ten times the number of variables studied (Marina et al., 2015). Instruments distributed to respondents were 150 copies, but only 140 copies were valid for analysis from 33% (46) male, and 67% (94) female teachers. They have different teaching experiences: 37 have been teaching for four years; 25 with 5-9 years teaching experience, 29 with 10-14 years, 15 with 1-3 years, 14 teachers with 14-17 years, and 20 teachers have 24 years of teaching experience.

The study consisted of four variables: adversity quotient, organizational culture, job satisfaction, and organizational commitment. The researcher-made questionnaire used Likert Scale to gather data. According to Joshi et al. (2015), to obtain research data using the Likert scale, respondents must adjust statements indicating their consent from a highly agreeable level to disagree with views given on a material scale. There are five levels of response options: (a) mostly agree, (b) agree, (c) seldom, (d) disagree, and (e) mostly disagree. Alternative answers correlated with a score of 5 to 1 for a positive statement and 1 to 5 for a negative opinion. The development of the research instrument is being driven forward in three ways: (a) establishing the definition of concepts, (b) developing an indicator for research variables, and (c) creation of the instrument grid (Salvador, 2016). All items in the instrument were tested for validity and reliability using Smart-PLS. If the statements are valid, then the instrument is ready for further analysis. The test of instrument's validity using Smart PLS shows that a valid instrument achieves the criteria $r > .70$. Validation test results is shown in table 1.

Table 1

The Results of the Combined Validation of the Research Instruments

Item coding	Statements	R > .70	Description
X111	I was able to solve difficulties without the help of others.	.733	Accepted
X112	I can live on my own.	.806	Accepted
X113	I always solves its problems.	.786	Accepted
X121	I feel uncomfortable making mistakes.	.702	Accepted
X122	I feel shunned by friends because of the mistakes I made.	.718	Accepted
X123	I feel like no colleague is defending mine when I make a mistake.	.846	Accepted
X131	I is responsible for the errors I made.	.692	drop

X132	We acknowledge this difficulty due to our mistakes.	.855	Accepted
X133	We once failed a test because of our mistakes, and we will try to succeed.	.869	Accepted
X141	We were solving the focus on the scope of the problem.	.840	Accepted
X142	We discussed the background focus of the issue.	.839	Accepted
X143	I will not solve the problem associated with other fields.	.709	Accepted
X144	Problems are arising today due to past issues that did not resolve.	.808	Accepted
X151	I was able to change the difficulty into an opportunity.	.720	Accepted
X152	I was able to compose strength in the problem.	.750	Accepted
X153	I was able to create ideas to overcome adversity.	.733	Accepted
X154	I do not give up on challenges.	.742	Accepted
X211	When I get into trouble working, I always get help from colleagues.	.714	Accepted
X212	I visit an unhealthy colleague.	.808	Accepted
X213	I always give my hands to others.	.720	Accepted
X214	I always give an opinion in the meetings at school.	.800	Accepted
X221	Teachers' problems are solved by deliberation.	.832	Accepted
X222	Tutors provide solutions to student problems.	.847	Accepted
X223	School problem solving is resolved by deliberation.	.745	Accepted
X231	The preparation of the learning plan is done with teamwork.	.773	Accepted
X232	The preparation of school programs for students' needs is carried out through teacher and parent meetings.	.775	Accepted
X233	Parent-teacher association always contributes funds to school needs.	.721	Accepted
X241	We always accept the agreement of the meeting results.	.831	Accepted
X242	We always obey the meeting results.	.860	Accepted
X251	We strive to cooperate with other members of the working unit to get the best results for the school.	.779	Accepted
X252	We always help other teachers and employees from different working units achieve the goal.	.796	Accepted
X253	We always ask the supervisor for advice on school progress	.758	Accepted
X261	We feel comfortable discussing it with their parents.	.780	Accepted
X262	We feel comfortable discussing with colleagues.	.860	Accepted

X311	We feel confident that we will be promoted.	.775	Accepted
X312	We feel confident that our devotion will get attention.	.821	Accepted
X313	We are optimistic that we will occupy a higher position.	.820	Accepted
X321	We feel fit to work with colleagues.	.734	Accepted
X322	We have good relationships with other teachers.	.781	Accepted
X323	We have hormonal relationships with staff.	.761	Accepted
X331	We feel happy working in this school.	.693	drop
X332	We feel happy working with the students.	.776	Accepted
X333	We feel delighted to join the conversation with other teachers.	.812	Accepted
X341	We feel appreciated by the students.	.808	Accepted
X342	We feel appreciated by other teachers.	.826	Accepted
X351	We feel the need to care for office tools.	.816	Accepted
X352	We feel the need to keep the integrity of friendship with colleagues.	.719	Accepted
X353	The teachers feel that the office is our second home.	.709	Accepted
X361	The teachers feel that our salary was adequate.	.783	Accepted
X362	We feel that the issue of prosperity gets the attention of the head.	.717	Accepted
X371	We feel there is conformity between work and the background of education.	.719	Accepted
X372	We enjoy working in this school.	.746	Accepted
X373	We feel happy to teach students	.851	Accepted
X411	We do not want to teach at another school	.722	Accepted
X412	We want to stay in this school until our retirement	.821	Accepted
X413	We like this school to be successful	.714	Accepted
X421	We always attend school meetings	.775	Accepted
X422	We always make student work achievement reports	.815	Accepted
X423	We always participate in national independence ceremonies	.838	Accepted
X431	We always take good care of this school	.842	Accepted
X432	We always promote the school where I work	.842	Accepted
X433	We have always defended the interests of schools organizations	.871	Accepted
X441	We have always worked with the rules	.809	Accepted

X442	We always come to school on time	.728	Accepted
X443	We always wear a work uniform.	.794	Accepted
X451	We always help friends to get their work done	.786	Accepted
X452	We always finish our work on time	.799	Accepted
X453	We always make semester program planning	.704	Accepted

After obtaining valid latent variable data (Table 2), the calculation of Bootstrapping Smart PLS gets the reliability instrument results as shown in Table 3. Using Bootstrapping on smart-PLS will generate data reliability.

Table 2

Three types of reliability statistics calculation results

Variables	N	Average Variance Extracted	Composite Reliability	Cronbach's Alpha	P-Value	Result
AQ	16	.611	.961	.957	.000	reliable
OC	17	.633	.967	.963	.000	reliable
JS	18	.605	.965	.961	.000	reliable
STC	15	.628	.962	.957	.000	reliable

Table 2 states that all four latent variables have the Average Variance Extracted (AVE) $r > .50$, the composite reliability is $r > .70$, and Cronbach's alpha is $r > .70$. The result implies that the indicators used to analyze adversity quotient, organizational culture, job satisfaction, and teachers' organizational commitment already met discriminant validity criteria to continue data analysis.

4. Findings and Discussions

Path analysis involves several steps, including determining the correlation coefficient between variables, determining and verifying the meaning of the path coefficient for each subtree in the structural model, and determining the size of variables that directly and indirectly affect the structural model. The results of the bootstrap calculation in Table 3 show that all the

correlation values of the variables meet the requirements because p-values = .000. The path coefficient of the torque variables was p-value < .05. That shows that there is a positive influence on the structural model. The result of bootstrapping to the Smart PLS software, as shown in Table 3, is directly between two variables.

Table 3

Analysis result of the direct influence

Hypotheses	Path Coefficient	P-Value	T statistics	Result
1. AQ has a significant direct influence on JS.	$p_{31} = .845$	.000	12.486	Accepted
2. OC has a significant direct influence on JS.	$p_{32} = .147$	.036	2.136	Accepted
3. AQ has a significant direct influence on STC	$p_{41} = .199$	.046	2.114	Accepted
4. OC has a significant direct influence on STC	$p_{42} = .311$	.000	5.381	Accepted
5. JS has a significant direct influence on STC	$p_{43} = .485$	.000	5.013	Accepted

As seen in Table 4, the Bootstrapping of software Smart-PLS results in the indirect influence of exogenous variables on endogenous variables.

Table 4

Analysis result of the indirect influence

Hypotheses	Path Coefficient	P-Value	T statistics	Result
1. AQ has a significant indirect influence on STC through JS.	$p_{431} = .410$	.000	4.486	Accepted
2. OC has a significant indirect influence on STC through JS.	$p_{432} = .071$	.042	2.037	Accepted

Table 4 shows all the values of p-value < .05. Thus, the statistics calculation results prove a significant influence directly and indirectly of exogenous on endogenous. Therefore, the H1 and H2 analysis results answer the study's first question that teachers' AQ and OC directly impact JS. The dimension of the influence p_{31} was .7140 or 71.40%. It indicates that the effect of adversity quotient on job satisfaction is relatively high. The finding corresponds with

regression analysis research presented by Vandana and Chaganti (2019) and Suryanti (2016) that found a significant correlation between the adversity quotient and the job satisfaction of entrepreneurial self-employment among entrepreneur women in Medan. The research used 155 samples with a 12% dimension of influence.

Furthermore, the dimension p_{42} was .0216 or 2.16 %, indicating that the effect of OC on JS is low. Another study found that organizational culture positively affected teacher's job satisfaction (Supriyati et al., 2021). The finding corresponds with the analysis presented by Azanza et al. (2013). They found culture related to job satisfaction $\beta = 0.35$. The research sample was 571 employees, and the data was analyzed using double linear regression techniques. Compared to the dimension of influence adversity quotient and organizational culture on job satisfaction based on the statistical calculation in this research, the organizational culture has a minimal influence. Therefore, organizational culture in special schools in Jakarta requires some improvements. Organizational culture is essential in developing organizational tasks (Ahmed & Saima, 2014; Nikpour, 2017).

The analysis of H3, H4, and H5 answers the second research question that teachers' AQ, OC, and JS directly impact TOC. The third result indicates a significant direct influence of AC on TOC. The influence dimension p_{41} was .0396 or 3.96 %, indicating that the effect of adversity quotient on teachers' commitment is shallow. The finding corresponds with the evidence presented by Subagyo et al. (2019) that OC was directly affected positively by the AQ. He assumed an increased AQ would increase OC with research sample 204, $\beta = .045$. Technique analysis data used was a double linear regression of three variables. The influence dimension p_{42} was .0967 or 9.67 %, indicating that the effect of OC on teachers' commitment is swallowing. The finding corresponds with the evidence presented by Dwivedi et al. (2014) that there were positively related cultural variables to the employee's OC with the influence of 31.5 %. The study took place in the Indian public sector with 524 research samples, and data analysis was multiple analyses of culture.

Moreover, the dimension of the influence p_{42} was .2352 or 23.52 %. Furthermore, the evidence presented by Imam et al. (2013) that there was a substantial direct effect on JS's particular school teacher organizational commitment of 48.8%. Analysis used double linear regression. The fifth result was that job satisfaction significantly affects commitment to a particular school. The dimension of the influence p_{42} was .2352 or 23.52%. The finding corresponds with the evidence presented by Imam et al. (2013) that there was a substantial direct

effect of job satisfaction towards special school teacher organizational commitment of 48.8%. Analysis used double linear regression. Job satisfaction had a positive effect on teachers' commitment (Halim et al., 2021; Kedir et al., 2021).

This study found that job satisfaction has the most significant influence on teachers' commitment to special schools compared to the dimension of adversity quotient, organizational culture, and job satisfaction. In this case, the adversity quotient and organizational culture increase the teachers' commitment to special schools in Jakarta. The adversity quotient is an essential component of organizational commitment to achieving a career (Kurniawan et al., 2020). Organizational culture will always exist in organizations, especially in organizational commitment (Kumar, 2016), and job satisfaction has a positive effect on teachers' commitment (Halim et al., 2021; Kedir et al., 2021).

The analysis of H6 and H7 answers the third research question. The H6 result indicates that the adversity quotient had a positive indirect effect through JS on TOC with coefficient path $=.410$, which was significant because $p < .05$. The seventh statistical result proved that the organizational culture has a significant indirect influence through job satisfaction on organizational commitment because $p < .05$, with coefficient path $p_{432} = .071$. Compared to the dimension of the effect of adversity quotient on teachers' special school commitment (p_{41}) with the dimension of the indirect effect of adversity quotient through job satisfaction on teachers' special school commitment (p_{431}), the influence (p_{41}) $= .199 \times .199 = .0396$ or 3.96% while the amount of influence (p_{431}) $= .845 \times .485 = .4098$ or 40.98% because $40.98\% > 3.96\%$. Therefore, job satisfaction as an intervening variable effectively affects TOC.

The H7 result showed the extent of the influence of OC on the engagement of special education teachers (p_{42}) with the extent of the indirect influence on the OC through JS on the engagement of TOC (p_{432}). The extent of the influence (p_{42}) $= .311 \times .311 = .0396 = 0.0396$ or 3.96%, while the extent of the influence (p_{431}) $= .845 \times .485 = .4098$ or 40.98%. Thus, it can be concluded that job satisfaction as an intervening variable effectively affects the TOC.

This study emphasizes that the data analysis method used were different than the previous studies. Earlier studies on adversity quotient, organizational culture, job satisfaction, and organizational commitment used multiple linear regression to analyze data. This research used Smart PLS with a path analysis as a research design. Data analysis using smart PLS produces more accurate data validity and reliability because the testing is carried out on all

sample members. In contrast, data analysis with multiple linear regression only tests a few respondents outside the sample members.

This research finding can be a beneficial guideline for the Ministry of Education and Culture, district leadership, school leaders, high school principals, school supervisors, teachers, and practitioners. These findings indicate that the teachers' adversity quotient and cultural values in special schools require improvement to achieve maximum organizational commitment. That can be a basic policy for policymakers to plan teachers' coaching programs to make strategies at the national and school levels.

5. Conclusion

This study analyzes the variables that affect teachers' organizational commitment to special schools in based on organizational behavior (Langton et al., 2016) and frame-worked and adversity quotient theory (Stoltz, 2017). At the theoretical stage, the study posits that teachers in special schools must have a high organizational commitment to continue working in the school. This organizational commitment is closely related to the adversity quotient because special schools need teachers with excellent adversity quotient to not give up easily in facing challenges. The results showed that the adversity quotient, directly and indirectly, affects organizational commitment.

Based on the analysis of the four variables, the study concludes that adversity quotient, organizational culture, and job satisfaction influenced teacher organizational commitment in special schools. The study showed that employee job satisfaction would demonstrate the organization's commitment because an employee who has achieved job satisfaction will get a pleasant feeling in the organization. More critical in a particular school's organizational life is the adversity quotient. With the adversity quotient, a teacher can withstand the difficulties and challenges caused by organizational culture. There was an indirect influence on adversity quotient and corporate culture through job satisfaction towards organizational commitment. Job satisfaction was seen as a variable intervening with a significant impact on special school teachers' organizational commitment. The research results need to be followed up through a priority program to increase the teacher quotient of teachers in a particular school. Hence, the teachers keep working professionally to provide services to children with special needs and improve teachers' cultural values in a particular school, which can create harmony in the organizational environment.

The findings of this study have some policy implications. Firstly, local governments should develop relevant policies to monitor teacher migration, creating employment contracts with a minimum of five years to maintain organizational commitment. The organizational commitment will determine the quality of education of an institution. If the special schoolteacher does not have high laziness, he will quickly leave and move to another school. That is not good for the education system and the organization. Secondly, the local government should prioritize coaching teachers to improve the school environment's adversity quotient and organizational culture. Based on the results of this study, it is clear that the adversity quotient and organizational culture have little influence on organizational commitment. Organizational culture is essential because it can create a conducive work environment to feel comfortable at work. Employees who have high adversity quotient will maintain their organizational commitment. Improved organizational learning will increase employees' organizational commitment to the organization. Thirdly, the government should reward teachers who have worked well, increasing teachers' job satisfaction. With the fulfillment of teacher job satisfaction, the commitment of teachers will also increase. There is direct effect of job satisfaction on organizational commitment. Thus, the government must make periodic work contracts for teachers who want to teach in schools to maintain the stability of the staff.

The weakness of an educator certificate is its lifetime validity that there is no evaluation of the teacher's professional suitability after a certain period. Being an experienced teacher is an absolute requirement to get an educator certificate. Therefore, this study's sample does not require whether the teacher already has an educator certificate, but the study included teachers with a civil servant status. The second limitation of the study is using a relatively tiny sample that does not represent every province in Indonesia. In addition, this study does not address all the variables affecting organizational commitment. The three organizational commitments (practical commitment, sustainable commitment, and normative commitment) are associated with different variables according to psychological state. The effects of variables affecting three parts are only partially analyzed. Thus, future research may consider all three complementary organization commitments to uncover potential existing variables. Lastly, the results of this research can not be generalized because it was conducted at one institution for special needs.

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