

THE RELATIONSHIP BETWEEN PSYCHOLOGICAL EMPOWERMENT AND CAREER COMMITMENT OF CATHOLIC RELIGIOUS EDUCATION TEACHERS POST THE COVID-19 PANDEMIC

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Abstract. This research describes the relationship between psychological differentiation and career commitment of Catholic Religious Education teachers after the Covid-19 pandemic. The research uses a quantitative approach and the sampling technique used is Purposive sampling with the criteria of Catholic Religious Teachers who are in the Palangka Raya Diocese and have worked for a maximum of 5 years so that as many as 30 teachers were obtained as resource persons.. The research instruments used were the Psychological Empowerment scale with a reliability coefficient of 0.899 with 22 valid items, and the Career Commitment scale had a reliability coefficient of 0.935 with 22 valid items which were distributed via Google Form media. Data were analyzed using the Pearson Product Moment correlation analysis technique through the IBM SPSS 25 program. The results of data analysis were a value of $r = 0.592$ with $p = 0.001$ ($p < 0.01$), so it can be concluded that there is a significant relationship between psychological empowerment and teacher career commitment Catholicism after the Covid 19 pandemic.

Keywords: internal communication; COVID-19 pandemic crisis; business continuity

I. INTRODUCTION

A teaching career is a good and noble choice because teachers are mentors who provide knowledge and shape students into successful and moral human beings. Regarding teacher quality, Indonesia adheres to the principle of professionalism as regulated in Article 7 of the Teacher and Lecturer Law Number 14 of the Republic of Indonesia, which states that a teacher or lecturer must be committed to their profession. This is in accordance with the opinion of Weick and Mc Daniel in [1] which emphasizes that being a teacher requires a great commitment, more than just the desire to obtain money or materials and awareness of certain values. Therefore, dedication is one of the most important things a teacher must have in carrying out their duties. People who commit to something usually love what they do. When a teacher's needs are met, their commitment to their career is usually greater. However, it should be noted that a lack of commitment to a teacher's career can have negative impacts such as thoughts of changing careers, dishonest behavior and a lack of resilience in facing challenges [2]. This challenge is increasingly complicated because Indonesia's geographical conditions also contribute to problems in supporting and providing educational services. Indonesia still has many areas that are quite remote. In various fields of education there is a lack of total functioning, especially in terms of teacher staff. In remote areas the number of teachers is quite minimal. This makes it difficult for educators to teach and carry out other tasks. It is not easy to find professional teachers who are

willing to be placed in remote areas where the infrastructure does not yet support it and travel access is difficult. So a high spirit of dedication is needed to move in that direction[3]. There was a case that researchers encountered in the field where a teacher in a remote area received a third summons because he had not been present at school for several months without notice. The school conducted a search and gave a summons letter to the teacher concerned to ask about the reason for his absence from carrying out his duties and responsibilities as a teacher at the school, but the three teachers were not present until the summons letter was given. The absence of teachers at school is a serious problem, because it means that students are not guided properly and the transfer of knowledge does not even occur. Survey results by[4]to schools it was found that 17% of teachers were not present at school and as many as 25% of classrooms did not have teachers. This shows that the level of teacher absenteeism is greatly influenced by the remoteness of the region. The absenteeism rate in rural/district teacher areas is higher than the teacher absenteeism rate in relatively more developed or urban areas [5].

Many factors influence a teacher's absence from committing to his duties and responsibilities as a teacher. Nujhan [6] believes that the welfare of teachers in remote areas should receive greater allowances than teachers in cities, so that teachers who teach in remote areas can survive and not have to move to the city. Current teacher salaries are still not commensurate with the dedication given. Teachers working in remote areas receive less than enough monthly salaries so

they have difficulty supporting themselves. In fact, honorary teachers are the backbone of education who help educate children in remote areas of the country[7]. Highly committed teachers spend more effort to help their school achieve its academic goals. The COVID-19 pandemic has had a devastating impact on education worldwide. Schools around the world have been forced to provide online education due to the COVID-19 pandemic. However, after several semesters, teachers were asked to return to school to teach directly. This transition is quite influential on a teacher's commitment. The level of teacher commitment appears to have decreased after the implementation of the COVID-19 pandemic policy in schools[8]. The pressures faced by educational staff greatly influence their professional commitment. They find themselves facing many professional and financial problems and stress[9], which can make them want to leave their jobs and feel job frustration. Given the specific requirements required by this profession which are related to the nature of the educational process as a whole, and this is reflected negatively in employees' feelings of job satisfaction, poor effort, low productivity, or job burnout[10].

One of the factors that influences a teacher's career commitment is internal factors originating from the teacher himself, such as interest in the profession and personal characteristics (age, gender, marital status, etc.). An important internal factor is psychological empowerment, which represents the growth of an individual's internal work motivation[11]. Teachers with high psychological empowerment overcome feelings of inadequacy and gain self-control in their teaching tasks[12]. In this way, teachers can act according to the demands of the profession and achieve a high level of professional commitment. A study conducted by[13]found that three of the six dimensions of psychological empowerment (self-efficacy, professional growth, and status) were factors that influenced teacher professional commitment by 40%. Recent studies by[14] found that employee empowerment increased extra-role behavior, such as taking over responsibilities, under conditions of high organizational support. Psychological empowerment of employees has recently gained increasing interest among researchers and those interested in the educational process in its various contexts[15], because there is a positive correlation between psychological empowerment and various work-related outcomes, such as: job satisfaction, professional commitment, quality of performance and innovation, and employee leadership, and of course all this is reflected in greater influence and effectiveness on the educational process in Ministry of Education[16]. The importance of empowering teachers in school reform efforts to influence positive change at both the classroom and school levels has received increasing empirical attention in recent years. In particular, academics and practitioners have observed that the use of teacher empowerment as a management strategy can increase teachers' authority through increasing their level of autonomy and professional authority to better use their professional skills and judgment in their work roles [17]–[21]. At the same time, when school leaders empower teachers, they also encourage teacher psychological empowerment in terms of

teachers' sense of meaningfulness, competence, autonomy, and impact, which are important elements for teachers feeling more engaged and committed to the work they do [16], [22], [23].

Empowered teachers participate in important decisions that directly affect teaching and learning. An empowering work environment can increase professionalism, facilitate teacher leadership, improve the quality of work life, and enable the implementation of effective school reforms. A process-based view of empowerment suggests a relationship between school organizational structure and teacher empowerment, while a psychological perspective on empowerment suggests a potential relationship between this phenomenon and cognitive and affective outcomes. Empowerment is considered in terms of teams and teamwork in schools, and the relationship between empowerment and commitment to school is also examined[23]. Based on the problems above and the results of previous research, researchers want to see whether there is a relationship between psychological empowerment and career commitment in teachers, especially Catholic Religious Education after the Covid-19 pandemic in the Palangka Raya District.

II. RESEARCH METHODS

This study uses a quantitative approach. The population in this study were Catholic Religious Education (PAK) teachers in the Palangka Raya Diocese. Determining the sample in this study used purposive sampling with the criteria of Catholic Religious Teachers who are in the Palangka Raya Diocese and have worked for a maximum of 5 years so that as many as 30 PAK Teachers were obtained as sources. This research instrument uses the Psychological Empowerment Scale and Scalecareer commitment which is distributed using Google Form media. The Psychological Empowerment Scale consists of 22 valid items with a reliability coefficient of 0.899 arranged based on aspects of Psychological Empowerment[11] meaning, self-determination, impact, and competence. The Career Commitment Scale consists of 22 valid items with a reliability coefficient of 0.935 arranged based on the Career Commitment aspect according to [24] namely Career Identity, Career Resilience, and Career Planning. The data analysis technique in this research is Pearson's product moment correlation using the IBM SPSS version 25 program.

Career Commitment

The term career commitment is often referred to as occupational commitment or professional commitment. These terms have subtle differences in meaning so they are often interchanged in their use. Organizational commitment is different from career commitment. An employee may be committed to where he works but not to his career. Career-involved employees focus on their careers rather than working conditions, coworkers, and even the organization they work for. Career commitment according to [25] is an important factor that helps individuals to stay in a particular job long enough to develop special skills. Career commitment is a person's attitude towards achieving the goals of personal

progress and development, which reflects a person's commitment to their personal goals[26], [27]. Career commitment consists of three main dimensions, namely career identity which describes an individual's emotional relationship with the career they choose; career planning which includes the process by which individuals determine career development needs and set career goals; and career resilience, which measures the extent to which a person remains persistent in achieving career goals[24].

Psychological Empowerment

Psychological empowerment is a state of giving power and control to a person, which results in increased self-confidence in completing a task and fosters a situation where intrinsic motivation towards the task increases[12]. This concept has received considerable attention due to the increasing interest in the issue of psychological empowerment, which encourages organizational members to become more proactive and innovative amidst global competition and change [11]. Psychological empowerment is a motivational concept related to self-realization and can be more precisely defined as increasing internal motivation towards a task, which is reflected in four dimensions: meaning, competence, self-definition, and influence Conger & Kanungo in[11]. This concept is important for a variety of organizational performance and outcomes, including innovative behavior, motivation and organizational commitment. Conceptualization of psychological empowerment as a multidimensional construct consisting of four dimensions (meaning, self-determination, impact, and competence)[11], [28]. The meaning dimension reflects the alignment between an individual's work role and their values and standards. Empowered people feel meaningful. They value the goals and activities they undertake and their actions and efforts are based on their ideals and standards. Empowered people are careful about what they produce and believe in them. The dimension of self-determination refers to the power to initiate and organize actions. When people voluntarily engage in work instead of doing the work forcefully, they will have a feeling of self-determination. The impact dimension involves individuals' beliefs that they can influence organizational activities and work outcomes. Empowered people feel that they have personal control over work outcomes[29]. Finally, the competency dimension includes beliefs about one's ability to perform tasks at work, which can be seen as a sense of self-efficacy. Empowered people not only feel competent but also believe that they can do the job efficiently[30].

III. RESULTS AND DISCUSSION

Statistical test resultsshow that there is a relationship between Psychological Empowerment and Career Commitment in Catholic Religious Education High School Teachers. The correlation coefficient obtained was $r = 0.592$ with a significance level of 0.001 ($p < 0.05$). Positive results on the correlation coefficient indicate that the higher the psychological empowerment, the higher the career

commitment of Catholic Religious Education Teachers. Conversely, the lower the psychological empowerment, the lower the career commitment of Catholic Religious Education Teachers. The results of the research above are in line with the research conducted[31]shows that there is a significant relationship between Psychological Empowerment and Career Commitment. Psychological empowerment according to[32] Ypositively influence an individual's career self-management. Individual career self-management is a significant antecedent to commitment. Another correlation between psychological empowerment and commitment shows a significant positive relationship indicating that psychological empowerment is an important attribute in relation to commitment[33], [34]. Based on the results of the psychological empowerment categorization, the majority of PAK teachers have a very high level of psychological empowerment of 40%, PAK teachers have a high level of psychological empowerment of 56.7% and PAK teachers have a medium level of psychological empowerment of 3.3%. There are no PAK teachers with low or very low levels of psychological empowerment. The psychological empowerment of PAK teachers in the Palangka Raya Diocese is relatively high. This shows that PAK teachers feel empowered while carrying out their duties and responsibilities as teachers.

Empowered employees proactively carry out their responsibilities, and that is the reason why they tend to be seen as effective. Such employees view themselves as capable and competent enough to influence their work environment and their work in meaningful ways[35]. When employees lack competence when they doubt their abilities and skills to perform a particular task even though they really want to make an impact, they will not have a feeling of empowerment. On the other hand, if individuals lack self-determination such as the freedom to make decisions but lack a sense of meaningfulness they will be less concerned with the types of decisions they might be able to make, they will feel less empowered[12]. Employees when given the autonomy to make decisions regarding their work effort, pace, and methods, their organizational commitment is bound to increase. They added that if they believe they can have an influence on operational, administrative or strategic results, they can give their loyalty to the organization, and they also agreed that their commitment is likely to increase if the type of task assigned to them inherently has those qualities. intrinsically motivating, feedback, task significance, and great variety of skills[35]. In the results of the career commitment categorythere are 36.7% of PAK teachers who have very high career commitment, 43.3% of PAK teachers have high career commitment, 20% of PAK teachers have moderate career commitment. So it can be concluded that the majority of PAK teachers in the Palangka Raya Diocese have quite high career commitment.

Several research findings show the positive influence of career commitment on performance. Study[36]found that employees with high career commitment spend time and resources improving their skills and are less likely to abandon their careers. Employees who have a strong commitment to

their careers will try to understand the needs of the organization and proactively align their personal goals with organizational goals. Backed by research [37] states that employees with high career commitment are involved in work and achieve higher performance than employees with low career commitment. Career-committed employees are much more prone to turnover than organizationally committed workers because of a greater focus on internal drivers of satisfaction rather than organizationally determined drivers. So poor management in the work environment can cause employees to leave for other jobs that are concerned with advancing their careers. In general, psychological empowerment can be an important means or element to increase employee commitment, thereby, reducing absenteeism and burnout. Teachers must have psychological empowerment because the stronger their identity, the more they are able to make decisions and be consistent in carrying out their duties and responsibilities and increase their career growth. Based on the research results above, it is known that Catholic Religious Education teachers after Covid-19 in the Palangka Raya Diocese have high psychological empowerment and high career commitment. This indicates that PAK teachers, even though they are experiencing a transition from the learning process from online to offline, are located in remote areas, have limited facilities and infrastructure, but in carrying out their duties they feel meaningful, have competence, have an impact and can make their own decisions, making them more committed to their careers as Teacher.

IV. CONCLUSION

The study employed the PLS-SEM method and the SmartPLS 3 software to analyze the impact of investor psychology on investment decisions. The findings revealed that, according to the number of respondents who completed the research questionnaire, three variables emotion, illusion of control, and overconfidence have an influence on investment decisions. In contrast, the two additional variables that were assessed, specifically herding and cognitive dissonance, were discarded due to their final p-values failing to satisfy the path coefficient model test criteria or surpassing the 5% alpha value. The utilization of SmartPLS 3 software to analyze the impact of investor psychology on investment decisions through the PLS-SEM method yields a pre-dispositive relevance test value exceeding 0. This value signifies that the variables and data employed in the research effectively forecast the model's behavior in accordance with real-world occurrences.

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