

The Influence of Organizational Culture, Job Satisfaction, and Professional Commitment on Innovative Behavior of Flight Instructors at The Civil Flight School in Indonesia

Afen Sena

Ministry of Transportation, Jakarta, Indonesia.
afensena@mail.com

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ABSTRACT / ABSTRAK

In a dynamic and rapidly changing environment, innovation is the crucial factor for organizational success. Innovations that are needed primarily are innovations at the individual level or innovative behavior, which is a source of innovation at the organization level. This study aims to investigate the factors that influence the flight instructor's innovative behavior at flight schools in Indonesia, mainly based on organizational culture, job satisfaction, and professional commitment. The study used a quantitative approach with a survey method with a sample of 98 flight instructors taken through simple random sampling. Data collection is using a questionnaire with a five-point Likert scale and data analysis using path analysis. The findings in the study indicate that organizational culture, job satisfaction, and professional commitment have a positive direct effect on innovative behavior. Organizational culture is also indicating to have a positive direct effect on job satisfaction and professional commitment. Other findings show that job satisfaction does not directly affect professional commitment. Based on the results of this study, the factors of organizational culture, job satisfaction, and professional commitment must be positioned as a strategic factor in the process of organizational management at flight schools to obtain sufficient attention. These three factors must also be continuously improved to strengthen innovative behavior among flight instructors.

INTRODUCTION

In very dynamic and rapidly changing environmental conditions, one of the essential capitals that every organization must have is the ability to innovate, especially innovation on an individual or commonly called with innovative behaviors. Innovation is the principal capital for the organization to be able to develop, because the organization that failed to innovate will lose competitiveness (Tidd, Bessant, & Pavitt, 2005), so the significant risk cannot establish a life in the long term. In this case innovation behavior is a crucial factor for organizations to innovate (Park & Jo, 2018; Hon & Lui, 2016), increased the effectiveness of the Organization (Asurakkody & Shin, 2018) and the impetus of organizational competitiveness (Acar & Acar, 2012; Carmeli & Spreiter, 2009).

Especially in the context of flight schools, innovations are a little harder to develop because they are "stunted" with strict regulations. Centralized regulation is also not very friendly with the possibility of the flexibility of the cultural components of the organization of the Flight School, the culture of safety. However, in reality, there is a paradoxical safety and safety culture which is very crucial (Table 1).

Some of the problems that have been outlined above can explain that innovation is essential to do, such as the Wetmore, Lu, and

Bos (2008, p. 39) found that the losses that will be gained due to the weakness of innovation in flight schools are:

- a. Failure to achieve program goals; (a) loss of flight training students to competitor flight schools; and (b) substandard flight training efficiency. A model describing the balance between standardization and innovation is proposed: (a) too much standardization mires a flight school in stagnation; (b) too little standardization results in a lack of professionalism; (c) too much innovation creates a chaotic training program; (d) too little innovation produces unmotivated students; and (e) too many resisters to change at the management level results in stagnation and a lack of innovation.

Also, Wetmore et al. (2008, p. 40) also proved the benefit of the imbalance of standardization and innovation in flight schools, namely:

Flight schools that can achieve a good balance between standardization and innovation would enjoy two main benefits: (a) positive and imaginative learning atmosphere that encourages instructors to train their students above and beyond the minimum standards without sacrificing safety; and (b) exciting and creative training environment that motivates students to achieve their goals without sacrificing professionalism.

Table 1. Safety Paradoxes and Safety Culture

The dimension of paradoxical management	Definition	Correlation
The Trade-Off Problem (Hemostatic/ Compensation Risk)	Production and protection are not proportionately balanced, i.e., information or pressure in production is higher than the protection that can be.	The disproportionate ratio of a competent agent with the number of pilots and flying hours.
	Production (UP) + protection (down) = Disaster	
	Production (down) + protection (UP) = Bankrupt	
<i>The Control Problem</i>	Dependence is often disproportionate to the prescriptive procedure.	Centralized rules and instructions make safety culture rigid. So that agents have little opportunity to innovate.

Source: Reason (2010, pp. 4–8)

The innovative conduct of the flight instructor can develop when there is the support of the organization in the emergence of innovations from flight instructors as well as the quality of good relations between leaders and flight instructors. The innovative behavior of the flight instructor provides a positive outcome for the organization to be stimulated with the creative climate as well as the creative thinking of members of the organization. A working climate within an organization can affect organizational members in raising innovative behaviors. Positive perceived climate by members of the organization will elicit the innovative behavior of flight instructors.

Organizational support for innovation is realized with organizational support on the change process by always being open and responsive to change. The organization will significantly appreciate the creativity of its members and provide support for new ideas to be implemented in work. The relationship between leaders with qualified pilot instructors can develop when the leadership understands the problems of the members of the Organization, the recognition of potential owned by the instructor, and flight instructor trust that leaders have the capability of leading the organization. The organizational support for innovation and relationships with qualified leaders will foster positive expectations from flight instructors is the belief that innovative behavior will bring improvements to performance. Such positive expectations will be realized with innovative behaviors.

The individual innovative behavior in an organization is determined by many factors, both inside and outside of the individual. One external factor that plays a vital role in influencing innovative behavior is organizational culture. With the organization's culture, the instructor makes it easier for the pilot to adapt to the work environment and help him to know what the values should do action within the organization. Every organization, as well as a flight school, has an organizational culture that can affect its members' attitudes

and behaviors for the flight instructor who does not know the organizational culture, thus potentially disrupting the value of, beliefs, and norms that are already running. In the context of an educational environment, the organizational culture determines the development of the Organization as a whole and depends on the values and symbols it has built (Tsiring & Sizova, 2018). The existence of organizational culture is also a source of competitiveness and employee Code of Ethics (Lee, 2019). Previous research demonstrates the cultural linkage of organizations with innovative behaviors that generally results in showing that organizational culture affects innovation (Ali Taha, Sirková, & Ferencová, 2016; Hogan & Coote, 2014; Liao, Chang, Hu, & Yueh, 2012).

While the internal factors of potential individuals influencing the innovative behavior of flight instructors are job satisfaction and professional commitment, job satisfaction as a representation of the emotional condition that is perceived by the individual is related to the aspects of his work, so, that if the flight instructor can gain satisfaction will cause a sense of pleasure in work. The feeling of pleasure in working is an essential driving factor for who breeds positive behaviors, such as a willingness to provide positive ideas that are beneficial to the advancement of the Organization. Past research has proved that job satisfaction is a determinant of innovative behaviors (Bysted, 2013; Taghipour & Dezfuli, 2013; Tarigh & Nezhad, 2016). Professional commitments are also internal factors necessary to encourage innovative behavior. Professional commitment is a form of sincerity and dedication to one's profession so that people who have a strong commitment to the profession will strive to make the most of their duties in the profession. Commitment will also encourage individuals to do their best, so they will be more creative and innovative in their work. Early studies confirm that it is a commitment to one of the innovative behavioral predictors (Ahamed & Mahmood, 2015; Battistelli, Odoardi, Vandenberghe, Di Napoli, & Piccione, 2019;

Hakimian, Farid, Ismail, & Nair, 2016).

The job satisfaction factor and commitment are also closely adjacent to the organizational culture, which is the main topic in every organization management discussion today. The organizational culture of the previous research proved to be associated with job satisfaction (Ahamed & Mahmood, 2015; Habib, Aslam, Hussain, Yasmeen, & Ibrahim, 2014; Qazi & Kaur, 2017) dan also influenced the commitment (Abid Alvi et al., 2014; Dwivedi, Kaushik, & Luxmi, 2014; Inanlou & Ahn, 2017; Niguse & Hirpesa, 2018). Thus, research that positions the organizational culture as a predictor of job satisfaction, commitment, and innovative behavior has a significant meaning to do. The impact of the behavior posed by the organizational commitments in this study is focused on the consequences of certain individual positive behaviors. Elements of the innovative behavior established by this organizational commitment are in line with expectations for an organization, requiring positive behavior

from individuals.

AIM OF THE STUDY

The study aims to ascertain the influence of organizational culture, job satisfaction, and professional commitment to the innovative behavior of flight instructors at the local flight school in Indonesia. The study was conducted over 90 days at Akademi Penerbang Indonesia (API) Banyuwangi and Politeknik Penerbangan Indonesia (PPI) Curug - Indonesia.

RESEARCH METHOD

This study is a quantitative approach to the survey method. The procedure in quantitative research is where the researcher conducts a sample survey of the entire population to describe the attitudes, opinions, behavior, or characteristics of the population (Creswell, 2012). Data collection techniques used in the study will be structured questionnaires with closed answers.

There are four variables involved in the study, i.e. organizational culture (X_1), job

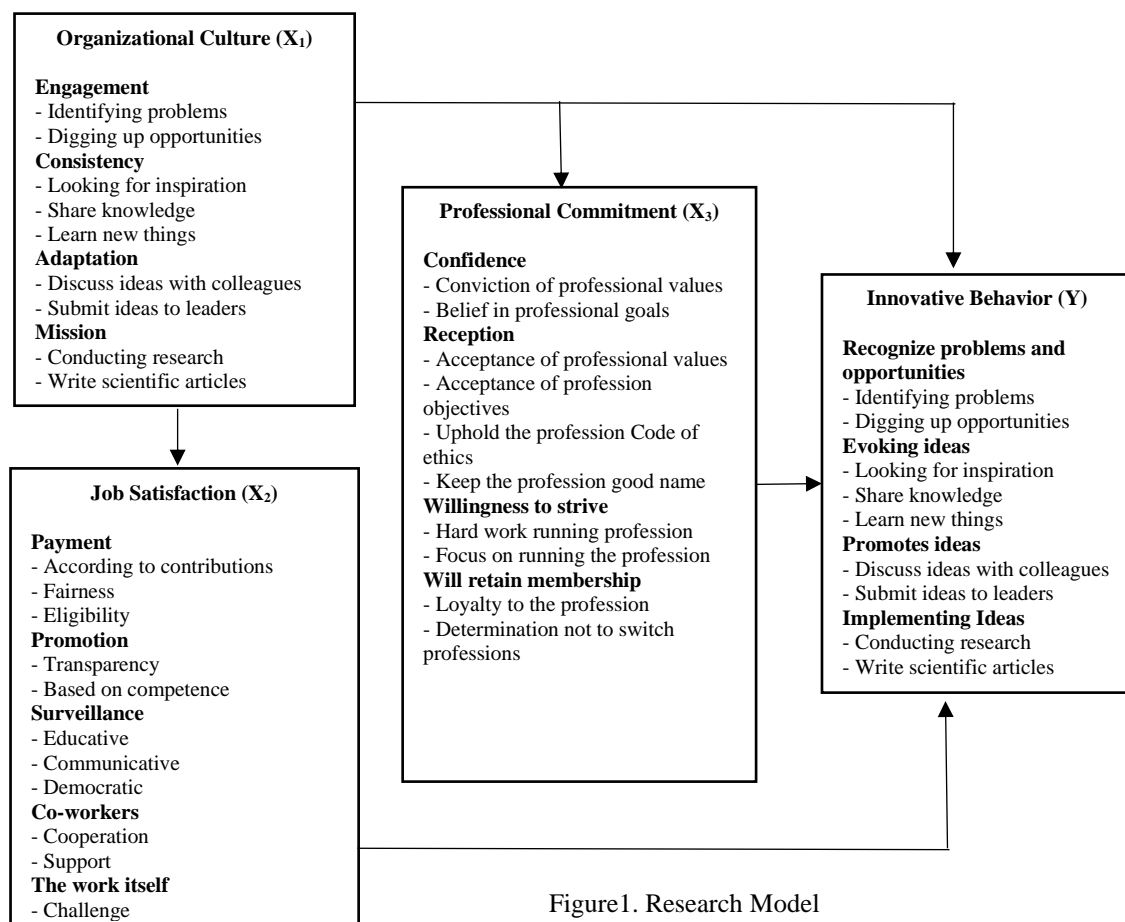


Figure1. Research Model

satisfaction (X_2), professional commitment (X_3), and the innovative behavior of flight Instructors (Y). Organizational culture variables (X_1) in research are functioning as independent variables, while job satisfaction variables (X_2), professional commitments (X_3), and the innovative behavior of flight Instructors (Y) in this study respectively as intervening variables and dependent variables.

The method in this study is a quantitative approach with a survey method. Data collection technique using a 5-point Likert scale questionnaire: Strongly Agree/Always, Agree/Often, Hesitant/Sometimes, Disagree/Rarely, and Strongly Disagree/Never.

For data analysis techniques, researcher used Descriptive Statistics (average, median, mode, standard deviation, variance, maximum, minimum), Analysis Requirements with normality and linearity testing and hypothesis testing using path analysis. For the purpose of computational calculation, researcher used Statistical Package for the Social Sciences (SPSS) version 26.0 and LISREL 8.8.

Table 2. Profile Respondents Research (n= 98)

No.	Respondents profile		n	%
1.	Gender	a. Men	92	93,88
		b. Women	6	6,12
2.	Age	a. 20 – 30 years old	49	50,00
		b. 31 – 40 years old	29	29,59
		c. 41 – 50 years old	17	17,35
		d. > 50 years old	3	3,06
3.	Working Period	a. ≤ 5 years old	40	40,82
		b. 6 - 10 years old	27	27,55
		c. 11 - 15 years old	11	11,22
		d. 16 - 20 years old	12	12,24
		e. > 20 years old	8	8,16
4.	Degree	a. Non-Diploma	40	40,82
		b. Diploma	25	25,51
		c. Undergraduate (S1)	16	16,33
		d. Master Degree	17	17,35
5.	Employment	a. Non-Permanent	60	61,22
		b. Permanent	38	38,78
6.	Grade level	a. Grade 1/Assistant	18	18,37
		b. Grade 2/Junior	24	24,49
		c. Grade 3/Associate	19	19,39
		d. Grade 4/Senior	37	37,76

This study involved the number of samples or respondents as many as 98 people. Respondents' profiles based on gender, age, employment, education, employee status, and position level are shown in the Table 2.

RESULTS

Research Data Description

The description of the research data is intended to provide an overview of each variable based on the respondent's response score. Data descriptions use descriptive statistics as follows Table 3.

Hypothesis Testing

First for the equation of structure 1, namely the influence of cultural organization (X_1), job satisfaction (X_2), and professional commitment (X_3) to the innovative behavior (Y) shown in Table 4. Second to the equation of structure 2, namely the influence of organizational culture (X_1) and job satisfaction (X_2) on the commitment of Profession (X_3) presented in Table 5. Third for the equation of structure 3, namely the influence of organizational culture (X_1) to job satisfaction (X_2) presented in Table 6.

From the above calculation results, can then be created a line chart showing the influence of the organization culture (X_1), job satisfaction (X_2), and professional commitment (X_3) to the innovative behavior (Y) as shown in Figure 2.

By using the program LISREL 8.8 also obtained results of the index accuracy model (*goodness of fit index*), namely value of the *Root Mean Square Error of Approximation* (RMSEA) of 0.000 and p-value Chi-Square = 1.000.

The results show that the RMSEA value is < 0.08 and the *P-value of Chi-Square* > 0.05. With such results, it can be concluded that in general, the theoretical model tested in the study corresponds to the empirical model. Based on the path coefficient obtained is a known variable that has the strongest influence on the innovative behavior of the pilot instructor is a professional commitment, followed by the job satisfaction variables.

Table 3. Descriptive statistical variables of innovative behaviors

No	Descriptive Statistics	Innovative Behavior	Organization Culture	Job satisfaction	Professional Commitment
1.	Lowest	66	77	82	79
2.	Highest	168	163	167	162
3.	Rate	102	86	85	83
4.	Average	121	128,21	123,71	132,17
5.	Median	120	132	124	134
6.	Mode	119	132	106	142
7.	Standard Deviation	23,73	21,27	20,51	19,90
8.	Variance	563,	452,48	420,58	396,12

Table 4. Line coefficient of structure equation 1 **Coefficients (a)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-12,191	10,955		-1,113	0,269
	Organizational Culture (X ₁)	0,274	0,121	0,246	2,271	0,025
	Job satisfaction (X ₂)	0,376	0,111	0,325	3,398	0,001
	Professional Commitment (X ₃)	0,395	0,103	0,332	3,856	0,000

Dependent Variable: Innovative Behavior (Y)

Table 5. Line coefficient of structure equation 2 **Coefficients (a)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	48,096	9,788		4,914	0,000
	Organizational Culture (X ₁)	0,560	0,106	0,599	5,265	0,000
	Job Satisfaction (X ₂)	0,099	0,110	0,102	0,899	0,371

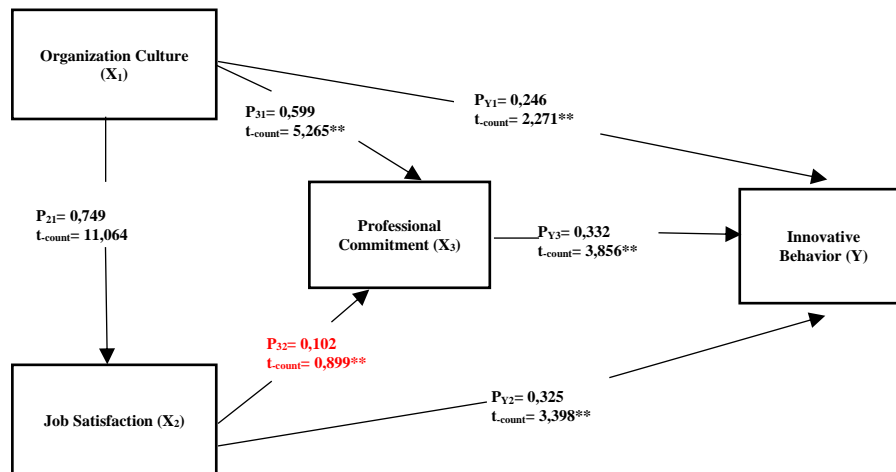
Dependent Variable: Professional Commitment (X₃)**Table 6.** Line coefficient of structure equation 3 **Coefficients (a)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31,173	8,477		3,677	0,000
	Organizational Culture (X ₁)	0,722	0,065	0,749	11,064	0,000

Dependent Variable: Job Satisfaction (X₂)

The calculation results show the path coefficient of the cultural influence of the organization against the innovative behavior of the Flight Instructor (p_{v1}) = 0.246. The path coefficient obtained positively value that there is an influence directly proportional between the organizational culture to the innovative behavior so that increasing the organizational

culture score will be followed by increasing the score of innovative behavior. Meanwhile, the *t-count* value obtained is 2.271, while the *t-table* value for *freedom degree* (DK) = 96 and *error rate* (α = 0.05) is 1.645. The results show that *t-count* > *t-table*, which means reject H_0 or accept H_1 . Thus, it can be concluded that there is a direct influence of positive organizational



** significant at $\alpha=0,01$, ^{ns} not significant

Figure 2. Path Diagram of the influence organizational culture, job satisfaction, and professional commitment to innovative behavior.

cultures on the innovative conduct of flight instructors.

The line coefficient that demonstrates the organizational culture influence on the innovative behavior of the flight instructor (p_{y2}) is positively valued at 0.325. The positive line coefficient shows that the influence of job satisfaction on innovative behaviors is directly proportional, so if job satisfaction increases will be followed by increasing innovative behavior. To test its significance is used *t-count* obtained by a value of 3.398, while the *t-table* value of 1.645. From the calculation, the result is known that *t-count* > *t-table*, which means reject H_0 or receive H_1 . With such results, it can be concluded that there is a direct positive influence of job satisfaction on the innovative behavior of the flight instructor.

The result of the calculation of the path coefficient of professional commitment to the innovative behavior of flight Instructors (p_{y3}) has a positive value of 0.332. The positive line coefficient value indicates that the influence of the professional commitment to innovative behavior is unidirectional or directly proportional, which means increased professional commitment will lead to increased innovative behavior. The results of the significance test were acquired *t-count* = 3.856 with an *at-table value* = 1.645. The result is *at-count* > *t-table*, thus rejecting H_0 or receiving H_1 . In conclusion, there is a direct

positive influence of professional commitment to the innovative conduct of flight instructors.

The path coefficient of organizational culture influence on the professional commitment of flight instructor (p_{31}) is positively valued at 0.599. The line coefficient gained positive value indicating the direct influence between the organization's culture on the profession commitment, so that if the organizational culture increases it will be followed by increasing professional commitment. T-count test result obtained *t-count* = 5.265, while *t-table* = 1.645. The *t-count* > *t-table*, which means reject H_0 or receive H_1 . With such results can be concluded that there is a direct influence of the positive culture of the Organization to the professional commitment of flight instructor.

The path coefficient of job satisfaction influences the profession of professional flight instructor (p_{32}) positive value of 0.102 so that increased job satisfaction will be followed by increasing professional commitment. To test whether the improvement is significant or not used *t-count* = 0.899, while the *t-table* = 1.645. *t-count* < *t-table*, which means to accept H_0 or reject H_1 . With such results, it can be concluded that there is no direct influence of positive job satisfaction on the professional commitment of flight instructors.

Calculation results for the path of the cultural influence of organization to job

satisfaction instructor (p_{21}) is a positive value of 0.749. The positive path coefficient illustrates that the organizational culture influence on job satisfaction has a linear or proportional pattern, so an increase in organizational culture will lead to increased job satisfaction. Based on the results of the significance test with t-test obtained $t\text{-count} = 11.064$, while $t\text{-table} =$ of 1.645. The result is $at\text{-count} > t\text{-table}$, which means reject H_0 or accept H_1 . In conclusion, there is a direct influence of positive organizational culture on the job satisfaction of flight instructors.

DISCUSSION

The results of this study showed that the organizational culture at the flight school is dominated by the value of adaptation, giving the idea that at the pilot formation, the school is more likely to prioritize members of the organization to Sensitivity to change. However, it has a priority on the adaptation value; the average value obtained is still not the maximum, which is 3.94 on a scale of 1 to 5. It means that the adaptation value has not been optimally implemented in the flight school. Instead, the cultural value is considered weak, namely consistency.

It gives a picture that the flight school is still lacking in terms of consistently implementing the core values of the organization, in carrying out the agreement, and also in conducting coordination and integration. The values of adaptation are worthy of being a priority in facing the modern era that has very dynamic environmental characteristics so that the change is easy. Therefore, it is necessary for the ability to conform to the environment so that an organization can still compensate for environmental demands. Especially in the context of flight school is also faced with rapid changes, particularly with the advancement of technology in the aviation industry. The flight school must have the ability to rapidly fast-shift the changes happening in the aviation world so that students do not miss the information and can obtain the latest knowledge and skills. Thus, after graduating, students can quickly adapt to the working

environment and can fulfill the demands of the user because it has a provision of skills and knowledge up to date.

While associated with innovative behaviors, it is known that the innovative conduct of flight instructors tends to be more dominant in the early stages of innovation, namely digging into problems and opportunities with a score of 3.98. The value obtained is also not optimal if it refers to a scale of 1-5, thus indicating that the ability of the flight instructors to explore the problems and opportunities also has not been done optimally. This is an initial step in the innovation, so it should be done intensively to find inspiration to innovate while the weakest of the innovative behavioral dimensions are implementing ideas. This condition is undoubtedly unfortunate considering that as good as any idea to innovate, without the courage to implement it, it also does not give many benefits. Innovative ideas should be implemented to provide benefits for the instructor personally, as well as for the flight school.

The outcome of the hypothesis testing suggests that the organizational culture has a direct positive influence on the innovative behavior of flight instructors. These findings suggest that organizational cultural conditions are supportive and conducive; it will have an impact on increasing the innovative behavior of flight instructors. This gives the idea that developing an innovative behavior; flight instructors are required to strengthen the organizational culture values that align with the development and demands of the environment. The critical role of organizational culture in influencing innovation is because culture can lead individuals to behave and instruct organizational members on what to follow and learn. In the organization, the interactions of individuals by their roles and functions to achieve a common goal are. Each organization has a different culture, so the organization is always unique and wants to appear distinctive. Culture dramatically affects the working atmosphere within the organization.

Organizational culture is the daily embodiment of the values and traditions underlying the organization that will look at how employees behave, employee expectations of the organization, and vice versa. Organizational culture is very influential in the behavior of individual members of the organization. For an innovative employee, all the main rules of the organization where he or she will always be followed and become guidelines when doing all things. When the culture is active in the organization, it will support the behavior of employees in conducting innovations that support the improvement of organizational performance. Thus, a high organizational culture will allow an innovative employee to do so by the organizational rules that are in the interest of the organization.

Theoretically, the critical role of organizational culture in influencing the innovative behavior described by Kotter and Hasket (2010) that essential variables that affect the advancement and productivity of the organization are cultural aspects. This explanation shows that culture is an essential aspect of the organization to improve the productivity of work both individually and organically, which among other things, is also manifested in the innovative behavior of the organization. While Herzog (2011) also explains that organizational culture has a substantial impact on innovation and the success of innovations that take place within the organization. Several past studies have also proved that organizational culture is a determinant of innovative behaviors (Ali Taha et al., 2016; Hock et al., 2016; Liao et al., 2012; Naranjo-Valencia et al., 2017; Zheng et al., 2019). Thus, the position of research results is strengthening or supporting the theory and results of previous research that demonstrates the organizational culture as one of the most innovative predictors of behavior.

The conditions of the instructor's job satisfaction are generally in moderate condition, with the dimensions having the highest average score is the job itself, and the lowest one is the promotion. These findings suggest that the primary source of job

satisfaction perceived by flight instructors is derived from the characteristics of the work, as in the form of work that has challenges, provides autonomy in its implementation, and significant tasks or jobs that have benefits. However, when referring to an average value of 3.92 (on a 1-5 scale), this suggests that the characteristics of the work in the form of challenges, autonomy, and the significance of the task have not been felt maximally by the instructors. While the lowest dimension of job satisfaction is the promotion that is indicated by transparency, and implementation is based on competence. This means that transparency in the promotion process of the Department is still being described less, and also in its implementation is still felt less based on the competence of flight instructors. This should certainly be an evaluation of the school management to strive for a transparent promotion system based on competencies owned by flight instructors.

Furthermore, based on hypothesized testing results, job satisfaction has a direct positive influence on the innovative behavior of flight instructors. Such results suggest that increased job satisfaction will lead to an increase in the innovative behavior of flight instructors. Job satisfaction is an internal factor of the individual who concerns the psychological condition of pleasant or unpleasant feelings in the perception of the aspects of the work. Pleasurable feelings arise when individuals feel satisfaction in working. Otherwise, feelings of displeased arise when feeling a situation dissatisfied with the work. The feeling of pleasure in working is a necessary situation for the individual to feel comfortable so that they can bring creative ideas to work. Theoretically, the influence of job satisfaction on innovative behavior is expressed by Wicker (2011) that a satisfied individual in work will demonstrate creativity, be flexible, and innovative. Hult, Hurley, and Knight (2004) also explained that innovative behavior is a consequence of several individual perceptions and attitudes, and job satisfaction in this regard is one form of an individual's perception of its work. In another theory, the

explanation is stated that innovative behavior is directly influenced by job satisfaction (Gibson & Donnelly, 1996). In addition to these theories, previous research also proves that job satisfaction is one of the factors that significantly affect innovative behavior (Bysted, 2013; Tarigh & Nezhad, 2016; Wijayati, 2014). This illustrates that job satisfaction in the Organization will encourage members to create creative and innovative ideas. Thus, the research position is to support previous theories and research on the influence of job satisfaction on innovative behaviors.

The results of descriptive statistical analysis in this study showed that, in general, the commitment of the professional flight instructor in the high category. The most active dimension of professional commitment is acceptance of professional goals and values, while the least is the will or desire to retain its membership in the profession as a flight instructor. This result gives an idea that in general, the flight instructor does not dispute with the values and objectives set in the profession as a flight instructor, so it is willing to accept it well. As for the loyalty instructor to his profession is still prone to doubt considering the will to retain his membership as a weak aspect. In other words, the totality of the profession has not been demonstrated by the flight instructor. This condition allows flight instructors easier to switch professions when other professions are considered better and have the opportunity to choose the profession it wants.

Based on the results of the hypothesis testing, obtained that professional commitments have a direct positive influence on the innovative conduct of the flight instructor. These results indicate that variations or changes in professional commitments will result in a change in the innovative behavior of flight instructors. Thus the existence of professional commitments is needed to help maximize the innovative behavior of flight instructors. The concept of professional commitment is based on the premise that individuals form an attachment to

their profession during the socialization process, and the profession has instilled the values and professional norms. Professional commitment is built during the socialization process when the profession emphasizes understanding the values and norms required by the profession. Innovative behavior essentially requires a strong commitment from within a person, so it can bring out positive and creative efforts to complete the task. Without a strong commitment, the employee will work as a person and only follow the routine without going to try harder to get the job done better.

Commitment plays an essential role in enhancing innovative behavior from Lee's explanation (2008) that commitments have natural qualities as a key to improving innovative behaviors, where the important aspect of commitment is in enhancing innovative behaviors is primarily an affective commitment and a continuity commitment. The theory is also supported by several research outcomes that demonstrate a significant influence on the commitment to innovative behaviors (Ahmed et al., 2018; Battistelli et al., 2019; Hakimian et al., 2016; Hrnjic et al., 2018; Marques et al., 2014). Thus, the position of the study results in supporting the theories and results of previous research on the influence of commitment to innovative behavior. The results of this study showed that organizational culture is also known to influence significant striations on professional commitments flight instructors. These results indicate that the organizational culture contributed to the increasing professional commitment among flight instructors. The better and conducive culture of the organization and applied earnestly, and it will implicate the increasing commitment of the professional flight instructor.

Organizational culture is influential when the core of the organization is increasingly active and firmly held and increasingly embraced by members of the organization. Thus, the stronger the organizational culture, the stronger its effects or influence on the environment and human behavior, the more members receive the core value and the higher

the value of the organization. Cultural values that constitute the perception of organizational members about shared meaning systems can provide different organizational traits and identities to other organizations. The identity of an organization makes members of the organization active in maintaining its distinctive values and will be a higher commitment. If this is attributed to a professional organization, the values of the organization are healthy and conducive; then, it will contribute to strengthening its commitment to the profession.

The organizational culture that empirically proved to influence commitment is also by the theory presented by Colquitt et al. (2019) that the suitability between organizational members and organizational values will have an impact on commitment, Especially against sufficient commitments. Vecchio (2006) also reveals that workers who have the same values as organizational values then the commitment of their organization is more significant. Robbins (2008) also asserted that the organizational culture is a variable predictor of commitment so that organizational culture impacts a commitment to increase. Another theory was presented by Krajcsák (2018) that the organizational culture has positive contributions to high commitments. It was also strengthened by previous research indicating clearly that the culture of an organization significantly affects commitment (Dwivedi et al., 2014; Raharjo et al., 2018; Taghipour & Dezfuli, 2013). The position of this research means supporting or strengthening theories and the results of earlier research on organizational cultural significance in influencing professional commitment.

The results of the hypothesis testing show that job satisfaction significantly affects the professional commitment of the instructor. From the analysis of the pathway through which the value is positive, the influence is not significant. These findings have the meaning that high low job satisfaction does not have a significant impact on increasing professional commitments. This study means that it does not support previous research such as Pandey

and Khare (2012), Niguse and Hirpesa (2018), Shamina (2014), and Basu (2016), whose results indicate the influence of job satisfaction on the Organization's commitments. However, previous studies that test in detail the per dimensionality also show that the payment dimensions do not affect the continuity commitment, co-workers/colleagues have no effect on the continuity commitments and normative commitments, supervision has no effect on the affective commitment and continuity commitment, communication has no effect on the continuity commitments and normative commitments, and the characteristics of the work have no effect on the continuity commitment (Rezaei, 2016).

Job satisfaction is also a subjective factor, thus giving different effects and assessments to the same situation. It will be much more related to one's characteristics. For example, related to the compensation problem, there is an employee who takes priority, so it has high demands on the magnitude of compensation received. If the compensation is not by expectations, it will be easy to cause dissatisfaction. On the other party, some employees can accept the number of compensations received, so there is not much demand. This condition is undoubtedly more comfortable for a person to feel satisfaction in working. The situation further will have different implications or impacts on its commitment. In addition to the problem of subjectivity, findings that show that job satisfaction does not affect the professional commitment can be caused because the profession as a pilot instructor is more focused on professionalism in work, so tend to ignore personal interests, such as seeking satisfaction in work. Satisfaction in working is no longer measured by material things, but more on how to achieve as much as possible in his profession. This achievement can provide a significant source of satisfaction in working for a flight instructor. This can be understood for the professional workforce, such as the instructor, who has more orientation on the intrinsic aspect, especially on matters related to achievement in his work. With such a flow of

thought, it is a commitment that can be a source of work satisfaction. It has also been demonstrated in a number of the previous research which results show that commitment is precisely significantly affecting satisfaction (Atif, Kashif ur Rehman, Ijaz Ur Rehman, Muhammad, & Asad, 2011; Bailey, Albassami, & Al-Meshal, 2016; Carmeli & Freund, 2004; Saha & Kumar, 2018; Spagnoli & Caetano, 2012; Yiing & Ahmad, 2009). It is, therefore, understood if job satisfaction does not have a significant impact on the profession of flight instructor professions.

The results of the hypothesis testing showed that in addition to the direct impact on innovative behaviors and professional commitments, organizational culture also directly and positively affects the job satisfaction of flight instructors. This means that the existence of an organization culture contributes significantly to the improvement of the job satisfaction of flight instructors. A culture of a conducive and robust organization will have an impact on increasing satisfaction of flight instructor work. The results of such research give the idea that job satisfaction is not only determined by the nature of extractions and materials but also the internal factor in the form of values that apply in an organization. The value in an organization is critical energy for an employee to work to give encouragement and a strong passion for completing the task. When work can be interrupted with good results, then this is what can ultimately create a sense of contentment in work.

These findings are relevant to the Nagelkerk (2005) explanation that organizational culture affects one's perception of the interpersonal environment and work environment. Personal suitability with the organizational culture affects positive job satisfaction, and conversely, the inconsistency of organizational members with organizational culture will negatively affect job satisfaction. Another explanation is proposed by Liberman (2013) that the organizational culture positively affects one of them to job satisfaction, as well as the impact on

commitment. Several previous studies have also provided evidence that organizational culture is one of the factors that positively and significantly affect job satisfaction (Ahamed & Mahmood, 2015; Al-Abdullat & Dababneh, 2018; Al-Sada et al., 2017; Chang & Lee, 2007; Pawirosumarto et al., 2017). Therefore, the position of this research is to support previous theories and studies on the presence of organizational culture influences on job satisfaction.

CONCLUSION / RECOMMENDATION

Organizational culture has a direct influence on the innovative behaviors of flight instructors. This means that the cultural conditions of the organization that are supportive and conducive will have an impact on increasing the innovative behavior of flight instructors. The organizational cultural dimension at the flight school of the most dominant is an adaptation, while the most substantial dimensions of innovative behavior are digging into problems and opportunities. Job satisfaction has a direct positive effect on the innovative conduct of flight instructors. These results suggest that increased job satisfaction will be followed by increasing the innovative behavior of flight instructors. The primary job satisfaction source perceived by the instructor comes from the dimensions of the work itself or the characteristics of the work. The professional commitment directly affects positively on the innovative conduct of flight instructors. These findings have the meaning that increasing professional commitment will be the leader in enhancing the innovative behavior of flight instructors. Professional commitments have the most substantial influence on innovative behaviors that are well-endowed with organizational culture and job satisfaction. The most active dimension of professional commitment is the acceptance of professional goals and values. Organizational culture has a direct positive influence on the professional commitment of flight instructors. These findings suggest that the organizational cultural conditions that are supportive and conducive and well-

implemented will have an impact on the increasing commitment of the professional pilot instructor. Job satisfaction has no direct effect on the professional commitment of flight instructors. Although the direction of influence is positive, its influence is not significant. These results indicate that the job satisfaction factor does not significantly affect the increase or decrease of the professional pilot instructor's commitment. Organizational culture has a direct positive influence on the job satisfaction of flight instructors. This means that the organizational cultural condition that supports and is conducive will affect the increased satisfaction of the instructor's work.

The cultural dimension of the organization that is judged weakest from the results of this study is consistency. Therefore, this aspect of consistency should be the material of attention of the school management for repair. The consistency dimension has at least three key indicators, namely, core values, agreements, coordination, and integration. About core values, the school management of flight school must develop core values that are the primary reference for the instructor in acting, behaving, and resolving problems. The core values developed should be discussed jointly and, once established, must be socialized to be understood by all members of the organization. About the agreement, the management of the flight pilots should prioritize the deliberation consensus in resolving each problem, promoting a win-win solution in the event of a deadlock in resolving the problem, and make an explicit agreement in the organization about the right and wrong way of doing things. The ways of arrogance and authoritarian should be avoided in managing every problem within the organization to create an atmosphere that is conducive to work. While concerning coordination and integration, the school management must develop a balanced and proportional communication model on each unit of work, allowing employees from different working units shared views on resolving organizational issues and enabling ease of coordinating work between work units. In addition to the

management must ensure the existence of the objectives of various levels of the organization to avoid ambiguity and conflict of the role and to ensure that each of the employees has a clear and well-defined purpose to realize organizational objectives. The most dimensional job satisfaction of the results of this research is promotion, so this aspect should be a priority in the effort to improve job satisfaction. There are at least two important indicators of this aspect of the promotion, which are transparent and implemented based on competence. Therefore, the management in the running of promotion programs should be run transparently, especially by upholding objectivity, establishing clear promotion criteria, and providing the same opportunity for all flight instructors to join the promotion. The action of discrimination and collusion should be kept in the execution of the promotion of the position to ensure transparency in the promotion process. Besides, the thing that is not less important is the promotion of the position should refer to the size of the competency, so the promotion aims to find the right person to fill the required office. The highest dimension of professional commitment of the results is a willingness to maintain membership in the profession as a flight instructor, so this aspect should take precedence in strengthening the commitment of the profession. To strengthen, it takes effort both by the management and the flight instructor himself. Management can be done by conducting a personal approach by the leadership, which is to actively provide advice and inspire inspiration that can strengthen its dedication in running the profession as a flight instructor. Also, that is by increasing the welfare of flight instructors to be able to focus on devoting himself as a professional. Appreciation of an achievement instructor is also worth noting, so that the instructor feels priced and has more considerable pride in the profession, so, that it can prevent the thoughts from getting out of the profession. While the flight instructor needs to reinforce its consciousness that the profession as an instructor is a noble profession because it

performs assignments as an educator who is beneficial to his students.

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