

# The Effect of Organizational Culture, Job Satisfaction and Achievement Motivation on Teacher Work Commitments in Junior High School of Teladan Timur in Medan

Rosmay Indah Sinaga<sup>\*1</sup>, Paningkat Siburian<sup>2</sup>, Wildansyah Lubis<sup>3</sup>

Educational Administration, UNIMED, Medan, Indonesia

## ABSTRACT

This study aims to describe and know: (1) the influence of organizational culture on job satisfaction; (2) the influence of organizational culture on achievement motivation; (3) the influence of organizational culture to organizational commitment; (4) the influence of job satisfaction to organizational commitment; and (5) the influence of achievement motivation to the organizational commitment of Junior High School of Teladan Timur in Medan. The research method used is survey method that is exploratory. The research method used is quantitative method with path analysis model. The number of respondents as many as 143 people taken with Random Proportional Sampling. Research instrument in the form of questionnaire, is data analysis through path analysis and previously there is data normality test with Kolmogorof-Smirnov Test (Z), linearity test and regression significance with Variance Analysis at significance level  $\alpha$  equal to 0,05. The results of this study were found: (1) there was a positive direct effect of organizational culture on job satisfaction with path coefficient  $\rho_{21} = 0,83$ , with influence of 69%; (2) there is a direct positive influence of organizational culture on achievement motivation with path coefficient  $\rho_{31} = 0,79$  with influence of 62%; (3) there is a positive direct influence of organizational culture on organizational commitment with path coefficient  $\rho_{41} = 0,27$  with influence 7%; (4) there is a positive direct effect of job satisfaction on organizational commitment with path coefficient  $\rho_{42} = 0,43$  with its influence equal to 18%; (5) there is a positive direct influence of achievement motivation toward organizational commitment with path coefficient  $\rho_{43} = 0,24$  with influence 5,8%. The higher the influence of organizational culture, job satisfaction, and achievement motivation of teachers, the higher also in affecting the commitment of teacher organization SMP Negeri Teladan Timur in Medan.

**Keywords :** Organizational Commitment, Organizational Culture, Job Satisfaction, Achievement Motivation

## I. INTRODUCTION

The Teacher is an educator professional with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education in formal education, basic education, and secondary education. The teacher is the main actor of learning activities that interact directly with students in the process of teaching and

learning activities. The success or failure of efforts to improve the quality of education is largely determined by the ability available to the teacher in carrying out the main tasks as manager of learning activities in the classroom.

The success of students in achieving their goals cannot be separated from the roles and responsibilities of teachers in the classroom. Because

the teacher is the highest leader for students in the class, then in managing the class, the teacher must be able to create conducive social-emotional conditions and try to do good coaching with students in the classroom when the learning process takes place. Therefore, teachers must have certain personal quality standards, which include responsibility, authority, independence, and discipline.

Alma (2008: 3) explains that teaching activities are a skill which by itself can be studied as a science which is also an art. In this case, a teacher must be an artist and a scientist. As an artist, the teacher must be able to play in front of the class, as an artist plays on a stage that is always favored by the audience. The teacher must be favored by his students, not otherwise hated and shunned. As a scientist, the teacher is seen as the most knowledgeable person. He is not only obliged to convey knowledge to his students but is also obliged to develop that knowledge and continuously cultivate the knowledge he already has. Teachers must always follow and adapt to the development of science and technology. The combination of the teacher's role as an artist and scientist can determine the success of learning in the classroom.

The Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers Article 7 explains that the teaching profession is a special job carried out based on the principle of having the commitment to improve the quality of education, faith, piety, and noble character. Professional teachers must have work commitments, academic qualifications, competencies, and responsibilities that are required as a basis for being able to carry out their work effectively and efficiently. In connection with that, Saud (2009: 76) argues that the characteristics of professional teachers are having commitment to the organization or commitment to the learning process of students, mastering the subject matter and how to teach it, being able to think systematically about things done and learn from their experiences, and

become part of the learning community in the profession, and always increase their professionalism. Furthermore, Rusman (2009: 370) suggests the characteristics of professional teachers, namely: (1) commitment to the interests of students and the implementation of learning; (2) mastering in depth the material and use of learning strategies; (3) able to think systematically and always learn from experience, want self reflection, and correct; (4) the teaching and learning process becomes better, and (5) is responsible for monitoring and observing the behavior of students through evaluation activities and being able to make an evaluation, remedial evaluation program, and implement guidance.

In line with the above, Arifin (2000: 105) explains that there are a number of conditions that must be met by someone who has a professional duty, namely: (1) the profession must be able to fulfill social needs based on scientific principles that can be accepted by society and principles the principle is truly well-established; (2) must be obtained through sufficient cultural and professional training; (3) mastering systematic and specific science tools; (4) must be able to prove the skills needed by the community; (5) fulfill the requirements for evaluating performance in the performance of tasks in terms of time and work method; (6) must be able to develop scientific techniques from the results of proven experience; (7) is a type of work that provides benefits whose results are not standardized based on appearance and time elements; (8) is the awareness of groups who are patterned to expand scientific knowledge according to their technical language; (9) must have his own ability to remain in the profession for the rest of his life, and not make his profession a stepping stone to other professions; (10) must show the community that their professional members uphold and accept their professional code of ethics.

Based on the explanation above, it can be concluded that professional teachers must have a high work commitment, in this case, marked by a strong desire

to remain a member of the organization, accept organizational goals, and strive to advance the organization. A teacher in carrying out learning activities is not only able to master the subject matter, strategies, and teaching methods, but the teacher is also required to be able to carry out his professional duties by providing or creating conducive learning situations and learning conditions which are active, innovative, creative, effective, and fun. This will enable teaching and learning activities to run well in accordance with the planning and learning objectives.

With regard to professional teachers in Indonesia, various efforts have been made to improve the quality of teachers so that they have a high work commitment so that they are able and willing to implement education to realize national education goals. However, according to Soedijarto (2008: 14), the Indonesian nation is still faced with the problem of teachers ranging from elementary to high school levels who are less able to carry out their duties professionally. Saragih (2012: 117) in his research suggested that the problems experienced by secondary school teachers today are weak work commitments.

Work commitment refers to the responsibility of organizational members to their organization by making serious efforts to achieve organizational goals effectively and efficiently. Colquitt et al. (2009: 67) define that work commitment is the desire to remain a member of the organization. So, a teacher who has a high work commitment to the school where he works does not want to leave school, because he feels that the organization's goals are in accordance with their goals. As Walker (1992: 87) views, commitment is the willingness of people to stay with the organization and contribute passionately to achieving goals.

Commitment is the degree of willingness of individuals to identify themselves with the organization and have the intention to actively participate continuously in the organization

(Newstrom & Davis, 2007: 18). In the SMP context, it can be stated that teachers who have high work commitments will have a high willingness to recognize all aspects of the school and wish to always involve themselves in school activities. Luthans (2006: 249) argues that as a form of attitude, work commitment is a strong desire to remain a citizen of the organization, the desire to strive according to organizational goals, and the willingness to accept the values that apply in the organization.

Commitment to working as a form of individual attitudes are influenced by internal factors like external matter. In accordance with the nature of commitment and the factors that influence it. Newstrom & Davis (2007: 21) explain the relationship between commitment and satisfaction or dissatisfaction that directly affects the level of performance and benefits received, as well as perceptions of the fairness of rewards. Furthermore, Irfan and Marzuki (2018: 137) explained that organizational culture is influential in increasing work motivation which in turn will increase work commitment in academics. Kreitner and Kinicki (2007) explain that work commitment fluctuates according to the conditions of the factors that influence it, namely psychological and social factors which include ego defense, individual motivation, and peer pressure, as well as organizational factors which include communication and the internal situation of the organization.

Furthermore, according to David (in Sopiah, 2008: 163) states there are four factors that influence commitment, namely (1) personal factors, such as education level, personality; (2) job characteristics factors, such as positions, challenges in work; (3) structural characteristic factors, for example the form of the organization, the size of the organization, etc., and (4) experience factors, such as the employee's tenure. While Stum (1998: 176) argues that the factors that influence commitment in an organization are: (1) a culture of openness; (2) job satisfaction; (3)

personal opportunities to develop; (4) direction of the organization; and (5) work awards that are in accordance with needs.

Referring to the explanation of Kreitner and Kinicki (2007: 381) it can be stated that organizational commitment fluctuates according to the conditions of the factors that influence it, namely: (1) psychological and social, including ego defense, individual motivation, and peer pressure; (2) organization, including communication and internal situation of the organization; (3) project characteristics, namely delaying return on investment; and (4) contextual, namely external political pressure. Based on the explanation of Baron and Greenberg (1990: 173) it can be argued that the factors that determine the level of one's commitment, namely: (1) the higher the level of responsibility and autonomy given to someone in carrying out his work, the more interesting a job is for someone and will the higher the commitment, (2) the more open opportunities to work in other places, will result in lower commitment, (3) personal traits of a person, such as the level of satisfaction at work that currently affects their commitment, (4) situation or organizational culture, such as the closeness or kindness of the leadership, is able to make the commitment of employees to be high, as well as the attention of the organization to the level of welfare. Based on Kreitner and Kinicki's explanation and Baron and Greenberg, it can be seen that motivation, organizational culture, and job satisfaction are factors that can influence work commitment. Colquitt (2009: 34) further explains the things that affect work commitment are individual mechanisms, namely in the form of variables: Job Satisfaction (job satisfaction), Stress (workload), Motivation (motivation), Truste Justice & ethics (belief in justice), and Learning & Decision Making (ability in decision making). Furthermore explained the variables that affect individual mechanisms are: (1) Organizational Mechanisms (mechanisms in organizations, namely organizational culture) and organizational structure (organizational structure); (2) group mechanisms

(group mechanisms), namely: leadership styles and behaviors (leader style and behavior), Leadership Power & Influence, (leader strength and influence) Teams Processes, (process of team) Characteristic Teams (character of the team); (3) individual characteristics (or individual characters), namely: Personality & Cultural Values (personality and cultural values of a person), and (4) Ability (ability of a person) . From this description, it can be explained that satisfaction and achievement motivation can influence work commitments. In relation to job satisfaction, Robbins (2006: 448) argues that the factor leadership, environmental contingency factors, and subordinate contingency factors can influence one's satisfaction in work, that whether someone is satisfied or not can be influenced by leaders, environment, or cultural factors in the organization and the influence of employee behavior. While Gibson (1997: 334) describes the partisipator satisfaction is influenced by the source of power leader, the perception of the type of power, style and experience Of leader, combined situations or organizational culture, needs, experiences and goals followers. This description explains that culture in an organization can also affect one's satisfaction in work. Furthermore, Keith Davis in Mangkunegara (2009: 13) suggests that the factors that influence performance achievement are factors of ability and motivation factors, which formulated  $Performance = Ability \times Motivation$ . Furthermore, it is said that motivation is  $Attitude \times situation$  while Ability is  $Knowledge \times skill$ . This description provides an explanation that the situation that occurs in the organization or habits that occur in other words the culture in an organization, members' expertise and member motivation can affect the quality of one's work in the workplace.

Based on the results of the interview, the Medan City Middle School supervisor coordinator explained that the junior high school teacher's work commitment was still low. This can be seen from the level of teacher attendance both at school and in class. Furthermore, based on the results of preliminary

observations at the Middle School Principal Working Meeting (MKKS) in Medan City conducted on January 9, 2018 data obtained various problems related to the condition of the teacher, including: (1) the diversity of teachers' abilities in the learning and mastery process knowledge; (2) the guidance carried out does not reflect needs, (3) teacher welfare is inadequate, (4) low achievement motivation possessed by teachers, (5) awareness of commitment in teachers is still lacking, (6) organizational culture that is not conducive in the school environment. Furthermore, the results of the supervision carried out by Medan City Middle School supervisors show the following:

**Tabel 1.1.** Results of Supervision of Teachers of Junior High Schools in Teladan Timur Village

No.	Monitoring aspects	Persentase
1.	Having a complete learning device	56
2.	Implement innovative learning in accordance with the development of education science.	45
3.	Evaluation of learning outcomes according to standards and openness.	60
4.	Reflection on learning outcomes with Classroom Action Assessment (CAR).	50
Rata-rata		52,75

Source: Junior High School Supervisor Report. TP 2017/2018

If this is not immediately addressed, it will have an impact on the low quality of education. The results of international studies conducted by the International Education Achievement organization (2007) explain that the low quality of education in question includes: (1) students' ability to absorb the subjects taught by teachers is not optimal; (2) lack of perfect character formation which is reflected in the attitudes and life skills possessed by each student; (3) Low ability to read, write and count students, especially at the elementary level.

Based on Wahyuning's research (2016) that organizational culture has a significant effect on

teacher professionalism, the commitment has a significant effect on teacher professionalism, achievement motivation has a significant effect on teacher professionalism. organizational culture, commitment, achievement motivation together has a significant effect. Based on the results of the research above, it can be seen several variables related to organizational commitment problems, namely: organizational culture, job satisfaction, and achievement motivation, where the relationship between variables can be used as a theoretical model the commitment of teacher work in junior high school. Therefore, in order to overcome the problem of the work commitment of junior high school teachers in Medan, a study of the factors that control work commitment is needed.

Based on the background of the above problems, researchers need to limit the problem in order to avoid misinterpretation and adjust to ability, knowledge, time, and research material. The limitations of the problem of this study are as follows, namely: work commitment is influenced by many factors, but in this study will be expressed work commitment that is influenced by organizational culture, job satisfaction, and achievement motivation. This study does not reveal other factors that might influence work commitment. Furthermore, based on the background of the problem, operationally the problems to be examined can be formulated as follows: 1) whether the organizational culture has an effect on the job satisfaction of the teachers of the Teladan Timur Middle School in Medan City; 2) whether the organizational culture has an effect on teacher achievement motivation in the Middle East Teladan Urban Middle School in Medan; 3) whether organizational culture influences the commitment of teacher work in the Teladan Timur Middle School in Medan City; 4) whether job satisfaction has an effect on the work commitment of the teachers of the Teladan Timur Middle School in Medan City; 5) whether achievement motivation influences the work commitment of teachers of the Teladan Timur Middle

School in Medan City. Whereas this study aims as follows: 1) to determine the effect of organizational culture on the job satisfaction of teachers of the Teladan Timur Middle School in Medan City; 2) to find out the effect of organizational culture on teacher achievement motivation in the Middle East Teladan Urban Middle School in Medan; 3) to find out the influence of organizational culture on the commitment of teacher work at the State Middle East Urban Middle School in Medan; 4) to find out the effect of job satisfaction on the work commitment of teachers of the Middle East Teladan Urban Middle School in Medan City; 5) to determine the effect of achievement motivation on the work commitment of teachers of the Teladan Timur Middle School in Medan City.

## II. METHODS AND MATERIAL

This research was conducted at the State Junior High School (SMP) of Teladan Timur Village. The research was conducted from June to August 2018. The population in this study were all teachers of Public Middle Schools in the Teladan Timur Village in the 2017/2018 school year, totaling 193 teachers. Sampling is done by technique proportional random sampling. While the sample size determination for teachers is done by using the formula Slovin, namely:  $n = N / (Nd^2 + 1)$  so that the number of sample in this study were 130 teachers.

Data collection techniques using a questionnaire. The questionnaire was compiled and designed in such a way and used to measure teacher work commitment, organizational culture, job satisfaction, and achievement motivation that contained positive statements and negative statements. How to score positive statements are given a score: Always (SL) = 5, Often (SR) = 4, Sometimes (KK) = 3, Rarely (JR) = 2, Never (TP) = 1. As for each negative statement answers are given a score: Always (SL) = 1, Often (SR) = 2, Sometimes (KK) = 3, Rarely (JR) = 4, Never (TP) = 5.

Before using the instrument first conducted a trial to get a valid and reliable instrument. The instruments tested were analyzed using correlation techniques Product Moment. While the reliability of the questionnaire was determined using the formula coefficient formula Cronbach Alpha. Respondents who were used as trials were taken from outside the sample which is equivalent to the study sample. The method taken is to provide questionnaires to teachers who were selected as a trial as many as 30 teachers of Public Middle Schools in Teladan Timur Village, Medan City.

Data that has been obtained from the results of measurement analysis with the descriptive analysis is done to find the highest, lowest, average prices, standard deviation, variance, frequency distribution, mode and median and histogram of each variable. The average Ideal Score (Mi) and ideal Standard Deviation (Sdi) are used to determine the trend level of each variable. Furthermore, the normality test, this test was carried out using the technique Kolmogorov-Smirnov Test (Z). This testing criterion is if the significance is obtained  $> \alpha$ , then the sample comes from a population with the normal distribution. If the significance is obtained  $< \alpha$ , then the sample is not from a population with the normal distribution. The significance level of the test is = 0.05.

Testing the hypothesis by using path analysis with the help of the SPSS Version 25 computer program. Before path analysis is carried out, the path diagram is first described as shown in Figure 1. below:

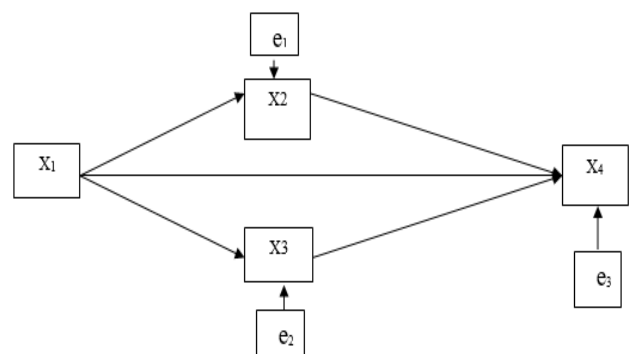


Figure 1 : Research Path Diagram

Description:

- X<sub>1</sub> = Organizational Culture
- X<sub>2</sub> = Job Satisfaction
- X<sub>3</sub> = Achievement Motivation
- X<sub>4</sub> = Work Commitment
- e<sub>1</sub> = Other Influence on X<sub>3</sub>
- e<sub>2</sub> = Other Influence on X<sub>2</sub>
- e<sub>3</sub> = Other Influence on X<sub>4</sub>

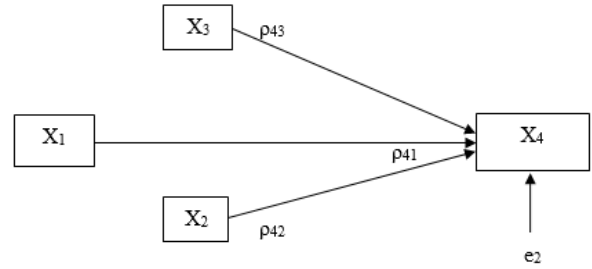


Figure 4: Equation sub structure 3

Next, based on figure 1. The diagram of the research variable follows this sub-structure will be indicated

**Sub struktur 1**

Effect of organizational culture (X<sub>1</sub>) on job satisfaction (X<sub>2</sub>) as shown in the following figure 2:

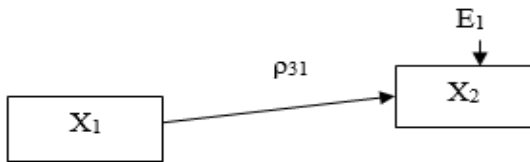


Figure 2 : Substructure 1

Equation The structural equation for the path diagram above is:

$$r_{12} = \rho_{21}$$

**Sub struktur 2**

Effect of organizational culture (X<sub>1</sub>) on achievement motivation (X<sub>3</sub>) as shown in figure 3. The following:



Figure 3 : Substructure 2

Equation The structural equation for the path diagram above is:

$$r_{13} = \rho_{31}$$

**Substruktur 3**

Cultural influences organization (X<sub>1</sub>) and job satisfaction (X<sub>2</sub>) and achievement motivation (X<sub>3</sub>) on organizational commitment (X<sub>4</sub>) as shown in figure 4. The following:

Structure equation 1 for the path diagram above is:

1.  $r_{14} = \rho_{41} + \rho_{42} r_{12} + \rho_{43} r_{13}$
2.  $r_{24} = \rho_{41} r_{12} + \rho_{42} + \rho_{43} r_{23}$
3.  $r_{34} = \rho_{41} r_{13} + \rho_{42} r_{23} + \rho_{43}$

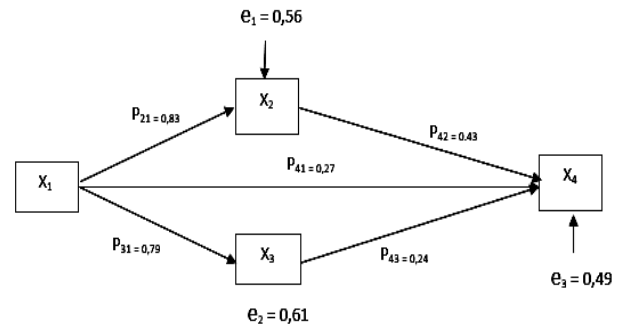
Next, to find out the significance of path analysis compare between the probability value of 0.05 with the probability value sig with the basis of decision making as follows:

- a. If the probability value of 0.01 is smaller or equal to the probability value Sig or ( $0.01 \leq Sig$ ), then H<sub>0</sub> is accepted and H<sub>a</sub> rejected, it means insignificant.
- b. If the probability value of 0.01 is greater than or equal to the probability Sig or ( $\geq 0.01 Sig$ ), then H<sub>0</sub> is rejected and H<sub>a</sub> received significant meaning.

Based on the results of Path Analysis obtained path coefficients which state the amount of numeric direct effect (relative) of an exogenous variable on the variable endogenous, where the coefficient cannot be interpreted in determining the effective contribution. To get a direct effect and proportionally effective indirect influence, which is interpreted as variable changes determined by the independent variable, the proportional influence formula developed by Al-Rasjid is used. In connection with the determination of effective influence, it can be guided that the number of large algebra is effective and the direct effect of ineffective one or several independent variables on one dependent variable must be equal to the price of its determination coefficient Riduwan, (2011: 127).

The statistical hypotheses in this study are as follows:

- H<sub>0</sub> : ρ<sub>31</sub> = 0
- H<sub>1</sub> : ρ<sub>31</sub> > 0
- H<sub>0</sub> : ρ<sub>32</sub> = 0
- H<sub>1</sub> : ρ<sub>32</sub> > 0
- H<sub>0</sub> : ρ<sub>41</sub> = 0
- H<sub>1</sub> : ρ<sub>41</sub> > 0
- H<sub>0</sub> : ρ<sub>42</sub> = 0
- H<sub>1</sub> : ρ<sub>42</sub> > 0
- H<sub>0</sub> : ρ<sub>43</sub> = 0
- H<sub>1</sub> : ρ<sub>43</sub> > 0



**Figure 5 : Research Variable Path Diagram Hypothesis Testing Results**

**Description:**

- H<sub>0</sub> = Null hypothesis (which always states there is no effect)
- H<sub>1</sub> = Alternative hypothesis (which always states there is an effect)
- ρ<sub>21</sub> = organizational culture path coefficient on job satisfaction
- ρ<sub>31</sub> = organizational culture path coefficient on motivation achievement
- ρ<sub>41</sub> = organizational culture path coefficient on teacher commitment
- ρ<sub>42</sub> = job satisfaction path coefficient on teacher commitment
- ρ<sub>43</sub> = coefficient track achievement motivation on teachers' commitment

**III. RESULTS AND DISCUSSION**

In accordance with the theoretical model developed in this study, there are six hypotheses tested with Path Analysis. Based on the results of testing obtained path diagrams that describe the structure of causal relationships between exogenous variables with endogenous variables as shown in Figure 2. Below

Regarding the path diagram of the research findings, the discussion is as follows:

1. Based on the results of the first hypothesis testing a significant path coefficient is obtained between organizational culture and job satisfaction, namely: ρ<sub>21</sub> of 0.83 and based on the calculation results obtained the direct effect of organizational culture on job satisfaction by 0.69. So, organizational culture has a positive direct effect on job satisfaction, of which 69% changes in job satisfaction, can be determined by organizational culture. The findings of this study are in accordance with the results of the study of Friends who found that organizational culture has a direct effect on work motivation and satisfaction, and the results of Siburian's research found that work motivation is directly influenced by organizational culture. The findings of this study support the theory used as the basis for submitting the theoretical variables of the research variables, namely the Organizational Behavior Integration Model from Colquit, LePine, and Wesson which explains that organizational culture directly influences motivation and job satisfaction. Thus, the findings of this study, namely: organizational culture directly has a significant positive effect on junior high school teacher job satisfaction is in accordance with the results of research and theory referenced in this study.
2. Based on the results of testing the second hypothesis obtained a significant path coefficient



between organizational culture and achievement motivation, namely:  $\rho_{31}$  of 0.79. Furthermore, based on the results of the calculation of proportional influence it can be seen that the direct effect of organizational culture on job satisfaction is 0.62. So, organizational culture has a positive direct effect on achievement motivation, of which 62% changes in job satisfaction, can be determined by organizational culture. The findings of this study are in accordance with the results of the study of Friends who found that organizational culture has a direct effect on work motivation and satisfaction, and the results of Siburian's research found that work motivation is directly influenced by organizational culture. The findings of this study support the theory used as the basis for submitting the theoretical variables of the research variables, namely the Organizational Behavior Integration Model from Colquit, LePine, and Wesson which explains that organizational culture directly influences motivation and job satisfaction. Thus, the findings of this study, namely: organizational culture directly has a significant positive effect on junior high school teacher achievement motivation in accordance with the results of research and theory referenced in this study.

3. Based on the results of testing the third hypothesis obtained a significant path coefficient between organizational culture and organizational commitment, namely:  $\rho_{41}$  of 0.27. Furthermore, based on the results of the proportional influence calculation, it can be seen that the direct effect of organizational culture on organizational commitment is 0.07 and the indirect effect through job satisfaction is 0.03 while the rest consists of components Unanalyzed (U) through correlation with job satisfaction of 0.36. So, the strength of organizational culture that directly and indirectly determines changes in work commitment by  $0.46 = 46\%$ , and the rest in the component Unanalyzed (U) through its correlation with job satisfaction by 46%. In accordance with

the causal relationship between the variables in the model Teoritis variables proposed there is an asymmetrical relationship between organizational culture and job satisfaction and work commitment of teachers, namely organizational culture directly affects job satisfaction and commitment of teachers' work, followed by an asymmetrical relationship between job satisfaction teacher work commitment, namely job satisfaction directly affects the teacher's work commitment, so that the component Unanalyzed as if describing the indirect influence of organizational culture on organizational commitment through job satisfaction is a non-analytic influence because theoretically the underlying path diagram is proposed this study has no pathway that describes organizational culture directly influencing teacher work commitment. Thus, the total effect consisting of direct influence and indirect influence of organizational culture on work commitment is equal to 0.46, which means that 46% of changes in teacher work commitment can be determined by organizational culture. The findings of this study are in accordance with the results of the Easy Study which found that organizational culture directly influences teacher work commitment and the results of Situmorang's research which found that organizational culture has a positive direct effect on teacher work commitment. The study's findings support the theory that is used as the basis for asserting a model Teoritis research variables, namely the theory of Baron and Greenberg explains that organizational culture directly influences the teachers' work commitment. Thus, the findings of this study, namely: organizational culture directly has a significant positive effect on the work commitment of junior high school teachers is in accordance with the results of research and theory referenced in this study.

4. Based on the results of testing the fourth hypothesis obtained a significant path coefficient

between job satisfaction and organizational commitment, namely:  $\rho_{42}$  of 0.43. Furthermore, based on the results of the calculation of proportional influence as in Table 4.18. above it can be seen that the direct effect of job satisfaction on organizational commitment is 0.43, while the indirect effect (Indirect Effect) through Organizational Culture (X1), and Achievement Motivation (X3) is 0.18, the rest of the components are Unanalyzed (U) through the correlation with job satisfaction is 0.22. So, the strength of job satisfaction which only directly determines organizational commitment changes is  $0.43 = 43\%$ , indirect influence through organizational culture and achievement motivation is 18% and the remainder is in and Unanalyzed component (U) through correlation with job satisfaction by 22%. In accordance with the causal relationship between the variables in the theoretical model the variables proposed are asymmetrical relationships between organizational culture and job satisfaction and teacher work commitment, namely organizational culture directly influences job satisfaction and teacher work commitment, followed by an asymmetrical relationship between job satisfaction and work commitment teachers, namely job satisfaction directly affects the teacher's work commitment. The Unanalyzed component which seems to illustrate the indirect influence of job satisfaction on teacher work commitment through organizational culture and through achievement motivation is a non-analytic influence because theoretically, the underlying path diagram of this research theory is no pathway that directly describes job satisfaction. organizational culture and influence achievement motivation. Thus, the total effect which only consists of the direct influence of job satisfaction on teacher work commitment is equal to 0.43 which means 43% changes in teacher work commitment can be determined by job satisfaction. The findings of this study are

consistent with the results of Muhadi's research, the results of Ambarita's research, and the results of the Situmorang study which found that job satisfaction had a significant positive direct effect on organizational commitment. The findings of this study support the theory used as the basis for submitting the theoretical variables of research variables, namely the Theory of Baron and Greenberg which explains that satisfaction directly influences organizational commitment, and the Organizational Behavior Integration Model from Colquit, LePine, and Wesson which explains job satisfaction directly affect the work commitment of the teacher. Thus, the findings of this study, namely: direct job satisfaction has a significant positive effect on junior high school teacher work commitment is in accordance with the results of research and theory referenced in this study.

5. Based on the results of testing the fifth hypothesis obtained a significant path coefficient between achievement motivation and organizational commitment, namely:  $\rho_{43}$  of 0.24. Furthermore, based on the results of the calculation of the effect, it is known that the direct effect of achievement motivation on teacher work commitment is 0.24, while the rest consists of the Spurious (S) component through non-organizational culture paths of 0.53. So, the strength of achievement motivation that only directly determines changes in teacher work commitments is  $0.24 = 24\%$ , and the remainder in the component Spurious (S) through non-organizational culture paths of 53%. In accordance with the causal relationship between the variables in the theoretical model the variables proposed there is an asymmetrical relationship between organizational culture and achievement motivation and teacher work commitment, namely organizational culture directly influences achievement motivation and teacher work commitment, followed by an asymmetrical relationship between achievement

motivation and work commitment the teacher, namely achievement motivation directly influences the teacher's work commitment, so that there is a Spurious (S) component which seems to illustrate the indirect influence of achievement motivation on teacher work commitment through organizational culture is false (Spurious) because theoretically the underlying path diagram is proposed this study that achievement motivation does not affect organizational culture, precisely achievement motivation is influenced by organizational culture. Unanalyzed component which seems to illustrate the indirect influence of achievement motivation on organizational commitment through job satisfaction is a non-analytic influence because theoretically proposed underlying the path diagram of this study there is no pathway that describes achievement motivation directly influencing culture and influencing satisfaction work. Thus, the total influence which only consists of the direct effect of achievement motivation on teacher work commitment is equal to 0.24, which means that 24% of changes in teacher work commitment can be determined by achievement motivation. The findings of this study are in accordance with the results of Novi's research which found a positive direct effect of motivation on teacher work commitment, and the results of Agung's research which found that motivation has a direct positive effect on teacher work commitment. The findings of this study support the theory used as the basis for submitting the theoretical variables of the research variable, namely Theory from Kreitner and Knicki which explains that teacher work commitments fluctuate according to individual motivation factors, and the Organizational Behavior Integration Model from Colquit, LePine, and Wesson which explains that motivation directly affect the teacher's work commitment. Thus, the findings of this study, namely: Motivation for direct achievement has a

significant positive effect on the work commitment of high school teacher teachers in accordance with the results of research and theory referenced in this study.

Thus, the results of the study through hypothesis testing that received the five research hypotheses proposed have found a Theoretical Model of Middle School Teacher Work Commitment which describes the structure of causal relationships between variables of teacher work culture, job satisfaction, achievement motivation, and a work commitment of junior high school teachers.

#### IV. CONCLUSION

Based on the results of research and discussion, the conclusions of this study are as follows:

1. The Organizational culture has a positive direct effect on job satisfaction for junior high school teachers in Teladan Timur Village, Medan City. In other words, the stronger the organizational culture, the greater the job satisfaction of junior high school teachers in Teladan Timur Village, Medan City.
2. The Organizational culture has a positive direct effect on junior high school teacher achievement motivation in Teladan Timur Village, Medan City. In other words, the stronger the organizational culture, the higher the achievement motivation of junior high school teachers in Teladan Timur Village, Medan City.
3. The Organizational culture has a positive direct effect on the commitment of junior high school teacher work in the Teladan Timur Village, Medan City. In other words, the stronger the organizational culture, the higher the commitment of junior high school teacher work in the Teladan Timur Village, Medan City.
4. The Job satisfaction has a positive direct effect on the commitment of junior high school teacher work in the Teladan Timur Village, Medan City. In other words, the higher job satisfaction, the

stronger the commitment of junior high school teacher work in the Teladan Timur Village, Medan City.

5. The Motivation for achievement has a direct positive effect on the commitment of junior high school teacher work in Teladan Timur Village, Medan City. In other words, the higher the achievement motivation, the stronger the commitment of junior high school teacher work in Teladan Timur Village, Medan City.

## V. REFERENCES

- [1] Allen, N.J. & J.P. Meyer. 1997. "The measurement and antecedents of affective, continuance, and normative commitment to organization". *Journal of Occupational Psychology*, pp. 1-18
- [2] Alma, Buchari. 2008. *Guru Profesional Menguasai Metode dan Terampil Mengajar*. Bandung: Alfabeta.
- [3] Alwi, Syafarudin, 2001. *Manajemen Sumber Daya Manusia Strategi Keunggulan Kompetitif*. Yogyakarta: Edisi Pertama
- [4] Andres, Loko. 2004. *Kepemimpinan dan Kinerja Organisasi*. Yogyakarta: Penerbit Amara Books.
- [5] Aqib Zainal. 2002. *Profesionalisme Guru dalam Pembelajaran*. Surabaya:
- [6] Arifin, Mulyati. 2000. *Strategi Belajar Mengajar Kimia*. Bandung: JICA IMSTEP UPI Bandung.
- [7] Arikunto, Suharsimi. 2002. *Dasar – Dasar Evaluasi Pendidikan (edisi revisi)*. Jakarta: Bumi Aksara
- [8] As'ad. 1991. *Psikologi Industri*. Yogyakarta: Liberty
- [9] Asnawi, Sahlan. 2002. *Teori Motivasi dalam Pendekatan Psikologi Industri dan Organisasi*: Jakarta: Studia Press.
- [10] Attwood, Margareth and Stuard Dimmock.1989. *Personel Management*. London: Mc. Millan
- [11] Bafadal, Ibrahim. 1992. *Supervisi Pengajaran Teori dan Aplikasinya dalam Membina Profesional Guru*. Jakarta: Bumi Aksara
- [12] Bogler, Ronit. Anit Somach. 2004. *Influence of Teacher Empowerment on Teachers' Organizational Commitment, Professional Commitment and Organizational Citizenship Behavior in Schools*. *Journal Teaching and Teacher Education*. Vol. 20 No. 2, pp: 277-287
- [13] Brown, U.J. and Gaylor, K. (2002). *Organizational Commitment in Higher Education*. Jackson State University: Mississippi.
- [14] Caruana, Albert. 1998. "The Effect of Internal Marketing on Organizational Commitment Among Retail Bank Managers", *International Journal of Bank Marketing*, Vol. 16, No. 3, pp. 108-116
- [15] Colquitt, LePine, Wesson, 2009, *Organizational Behavior Improving Performance and Commitment in The Workplace*, Mc Graw Hill International Edition
- [16] Danim, Sudarwan. 2003. *Menjadi Komunitas Pembelajar*. Jakarta: Bumi Aksara
- [17] Dantes, Nyoman, 2005. *Penelitian Layanan Konseling*. Singaraja
- [18] Desianty, Sovya. 2010. "Pengaruh Gaya Kepemimpinan terhadap Komitmen Organisasi pada PT Pos Indonesia (Persero) Semarang". *Jurnal Studi Manajemen dan Organisasi*, 2 (1) Januari. p.126.
- [19] Dessler, Gary. 2003. *Human Resource Management*, New Jersey: Prentice Hall
- [20] Gibson, J. L, et al, (1997). *Organisasi, Perilaku, Struktur, dan Proses*. Alih Bahasa oleh Nunuk Andiarni, jilid 1 dan 2. Jakarta: Binarupa aksara.
- [21] Goleman, Daniel. 2005. *Kecerdasan Emosi: Untuk Mencapai Puncak Prestasi*. Terjemahan Alex Tri Kantjono. 2005. Jakarta: PT. Gramedia Pustaka Utama.
- [22] Greenberg, Jerald dan Robert. A. Baron. 1995. *Behavior in Organizations: Understanding and Managing the Human Side of Work*, Englewood Clift: Prentice-Hall. Inc.

- [23] Hamalik Umar. 2003. Pendidikan Guru Berdasarkan Pendekatan Kompetensi. Jakarta: Bumi Aksara
- [24] Hamzah B. Uno. Dkk. 2001. Pengembangan Instrumen Untuk Penelitian. Jakarta: Dilema Press
- [25] Hersey, Paul dan Kenneth H. Blanchard. 1998. Management of Organizational Behavior: Utilizing Human Resources, New York: Printice-Hall International, Inc.
- [26] Hoy, Wayne K. & Miskel, Cecil G. 2008. Education Administration. New York
- [27] Insan. Anaroga, Panji. 1992. Psikologi Kerja. Jakarta: Rineka Cipta.
- [28] Ivancevich, John M, James H. Donnelly and James L. Gibson. 1989. Management Principle and Function, Homewood Illinois: Richard D. Irwin
- [29] Ivancevich, John M. Robert M. Kanopaske, and Michael T. Matteson. 2004. Organization Behavior and Management. Seven Edition, Boston: McGraw-Hill.
- [30] Fujianti, Lailah. 2012. pengaruh profesionalisme terhadap komitmen organisasi dan kepuasan kerja terhadap kinerja pendidik
- [31] Kalbers, Lawrence P. dan UjFogarty, Timothy J. 1995. "Professionalism and Its Consequences: A Study of Internal Auditors", *Auditing: A Journal of Practice and Theory*, 14: 64-86. Ohio.
- [32] Kunandar. 2007. Guru Profesional. Jakarta: P Raja Grafindo Persada
- [33] Luthans, Fred. 2006. Perilaku Organisasi. Terjemahan Vivin Andhika Yuwono, et. al. Yogyakarta: Andi.
- [34] Malinda. 2004. Hubungan Antara Manajemen Berbasis Sekolah Dan Motivasi Kerja Dengan Kinerja Guru SMA Negeri Di Kabupaten Jembrana. Tesis. Singaraja: IKIP Negeri Singaraja
- [35] Mangkunegara, Anwar Prabu. 2005. Evaluasi Kinerja. Bandung: Reflika Cipta.
- [36] Manullang, Belferik. 2006. Kepemimpinan Pedagogis (Membangun Karakter Sumber Daya Manusia, Medan: Program Pascasarjana Universitas Negeri Medan
- [37] Martoyo, Susilo. 2000. Manajemen Sumber Daya Manusia. Yogyakarta: BPFE Yogyakarta
- [38] Miner, John B. 1992. Industrial Organizational Psycholosi, New York: McGraw-Hill, Inc.
- [39] Mowday, Porter & Steers. 1982. Employee Organization Linkages: The Psikology Commitment, Absentees and Turnover. New York: Academi Press.
- [40] Muchlas, Samani. 2006. Mengenal Stratifikasi Guru di Indonesia. Surabaya: SIC dan Asosiasi Peneliti Pendidikan Indonesia
- [41] Mulyasa, E. 2003. Menjadi Guru Profesional. Bandung: Rosdakarya
- [42] Ndraha, Taliziduhu. 1997. Budaya Organisasi, Jakarta: Rineka Cipta
- [43] Newstrom, John W and Keith Davis. 1997. Organizational Behavior: Human Behavior at Work, Eight Edition, New York: McGraw-Hill.
- [44] Notoatmodjo, Soekidjo, 2003. Pengembangan Sumber daya Manusia. Jakarta: PT. Rineka Cipta
- [45] Ondi Saondi, Aris Suherman, 2010, Etika Profesi Keguruan, Bandung: Refika Aditama.
- [46] O'Malley, Michael. 2000. Creating Commitment: How to Attract and Retain talented Employeeed by Building Relationship That Last, New York: John Willey
- [47] Pudjijogyanti C.R. 1988. Konsep Diri Dalam Pendidikan. Jakarta: Arcan
- [48] Purba, Sukarman. 2010. Kinerja Pimpinan Jurusan di Perguruan Tinggi. Yogyakarta: LaksBang Pressindo,
- [49] Rifa'i. 2010. Hubungan antara gaya kepemimpinan, budaya Organisasi, motivasi berprestasi, dan komitmen pada organisasi, dengan kinerja Dosen
- [50] Rifa'i, Muhammad. 1997. Administrasi dan Supervisi Pendidikan. Bandung: Rosdakarya
- [51] Robbins, Stephen. P. 1998. Organizational Behavior: Concept, Controvercies, and Aplicatios. New Jersey: Printice Hall.

- [52] Robbins, Stephen P. 2006. *Perilaku Organisasi*. Edisi kesepuluh. Jakarta: PT Indeks Kelompok Gramedia
- [53] Robbins, Stephen P dan Timothy A. Judge. 2009. *Organizational Behavior*. New Jersey: Prantice - Hall
- [54] Rusman, 2009, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*, Jakarta: PT RajaGrafindo Persada
- [55] Saleh, Abbas (2006). *Pembelajaran Bahasa Indonesia yang Efektif di Sekolah Dasar*. Jakarta: Departemen Pendidikan Nasional.
- [56] Saragih, R. 2012. *Pengaruh Persepsi Guru tentang Kepemimpinan Kepala Sekolah, Tim Kerja dan Kepuasan Kerja terhadap Komitmen Organisasi*. Tesis tidak diterbitkan. Medan: Program Pascasarjana Universitas Negeri Medan.
- [57] Saud, U.S. 2009. *Pengembangan Profesi Guru*. Bandung: Alfabeta.
- [58] Siagian, Sondang P. (2002), *Kiat Meningkatkan Produktivitas Kerja*, Jakarta: Rineka Jaya.
- [59] Siburian, Tiurasi. *Pengaruh Komunikasi Interpersonal, Budaya Organisasi, Kepuasan Kerja, Dan Motivasi Berprestasi Terhadap Komitmen Organisasi Guru Sma Negeri Di Kabupaten Humbang Hasundutan*. Disertasi. Medan: Program Pascasarjana Universitas Negeri Medan, p.116.
- [60] Situmorang, Benyamin. 2012. *Pengaruh Budaya Organisasi, Kepemimpinan, Komunikasi Interpersonal, dan Kepuasan Kerja terhadap Komitmen Organisasi Kepala Sekolah (Sebuah Studi Kasus pada SMK di Kota Medan)*. Disertasi. Medan: Program Pascasarjana Unimed.
- [61] Soedijarto, 2008. *Landasan dan Arah Pendidikan Nasional Kita*. Jakarta: Kompas
- [62] Sopiah, 2008, "Budaya Organisasi, Komitmen Organisasional Pimpinan dan Pengaruhnya Terhadap Kepuasan Kerja dan Kinerja Karyawan Bank", *Jurnal Keuangan dan Perbankan* Vol. 12 No. 2 Mei 2008, Hal 3008-31, Terakreditasi SK. No. 167/DIKTI/Kep/2007.
- [63] Steers, Richard M and Lyman W. Porter. 2003. *Motivation and Work Behavior*, New York: Mc Graw-Hill.
- [64] Stum, D. L. (1998). *Five Ingredients for an Employee Retention Formula*. HR Focus.
- [65] Sudarwan Danim, 2010, *Profesionalisasi dan Etika Profesi Guru*, Bandung: Alfabeta
- [66] Sudiatmi, Titik. 2012. *Pengaruh Komitmen pada Profesi dan Dukungan Organisasional Terhadap Motivasi Berprestasi*.
- [67] Utama, Nyoman. 2006. *Hubungan Motivasi Kerja Guru, Lingkungan Kerja Terhadap Kepuasan Kerja dan Prestasi Kerja Dosen Politeknik Negeri Bali*. Tesis. Singaraja: IKIP Negeri Singaraja
- [68] Sugiyono. 2009. *Statistik Untuk Penelitian*. Bandung: Alfabeta
- [69] Supriadi, D. 1999. *Mengangkat Citra dan Martabat Guru*. Yogyakarta: Adicipta Karya Nusa
- [70] Sweeney, P.D., & McFarlin, D.B. (2002). *Organizational Behavior: Solution for Management*. New York: McGraw Hill
- [71] Sagala, Syaiful 2009, *Kemampuan Profesional Guru dan Tenaga Kependidikan*, Bandung: Alfabeta
- [72] Triwidiastuti, Ambar. 2015. *Profesionalisme guru di tinjau dari motivasi dan pemenuhan jam mengajar guru SMP di Kabupaten Karanganyar*.
- [73] Umara, 2006, *Motivasi Kerja*, Yogyakarta: Amara Books.
- [74] Usman. 2009. *Menjadi Guru Profesional*. Bandung: Remaja Rosada Karya
- [75] Walker, James W. 1992. *Human Resources Strategy*, Singapore: McGraw-Hill, Inc.
- [76] Wijaya, Cece. 1991. *Kemampuan Dasar Guru Dalam Proses Belajar Mengajar*. Bandung: Rosdakarya
- [77] Winardi. 2002. *Motivasi Permotivasi Dalam Manajemen*. Jakarta: Grafindo
- [78] Zainal, Aqib. 2002, *Profesionalisme Guru dalam Pembelajaran*, Surabaya: Insan Candikia.