The Effect of Organizational Culture, Work Satisfaction, and Working Motivation to the Teacher Organization Commitment in MTs Sub Rayon Aek Natas District North Labuhanbatu

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Abstract: *The purpose of this research is to know: 1) Influence of organizational culture to MTs teachers job satisfaction in Sub Rayon Aek Natas of North Labuhanbatu Regency; 2) The influence of organizational culture on MTs teacher work motivation in Sub Rayon Aek Natas of North Labuhanbatu Regency; 3) The influence of organizational culture on MTs organizational commitment in Sub Rayon Aek Natas Kabupaten Labuhanbatu Utara; 3) The influence of job satisfaction on MTs teachers' organizational commitment in Sub Rayon Aek Natas of Labuhanbatu Utara Regency; 4) The influence of work motivation on MTs teachers' organizational commitment in Sub Rayon Aek Natas Kabupaten North Labuhanbatu. This research is done by using quantitative method of path analysis type (Path Analysis). The path analysis model used is the path analysis of the Decomposition Model. The population of this research is all MTs teachers in Sub Rayon MTs Negeri Aek Natas Kepupaten Labuhanbatu Utara. The population of this study is 270 people. Based on the discussion of research results that have been done, it can be obtained results; there is a positive direct influence between organizational cultures (X1) on job satisfaction (X2). There is a positive direct influence between organizational cultures (X1) on work motivation (X3). There is a positive direct influence between organizational cultures (X1) on organizational commitment (X4). There is a positive direct influence between job satisfactions (X2) on organizational commitment (X4). There is a positive direct influence between work motivations (X3) on organizational commitment (X4).*

Keywords: organizational culture, job satisfaction, work motivation

I. Introduction

School is an organization that is required to produce students who are able to live and compete in the community. To achieve this the school is required to provide supplies of knowledge and skills to students. The task of educating and teaching becomes an inseparable part and routine of a teacher as a school organization.

Teachers are part of school organization therefore, teachers are expected to have a commitment to the school organization. The organizational commitment is displayed when a teacher performs her teacher's tasks as well as her duties as part of the school organization. A teacher is said to be a professional must have high organizational commitment. In this case is characterized by a strong desire to remain a member of the organization, accept organizational goals, and strive to advance the organization.

Commitment is an effort to achieve goals within the organization with a willingness to direct all power to the interests of the organization and the attachment to remain a member of the organization. Furthermore author [1] noted that commitment means an enduring desire to nurture a valuable relationship. While Maye and Allen [2] define organizational commitment as a psychological state with the following characteristics: (1) believing and accepting the organization's goals and goals, (2) a willingness to strive for the organization , (3) has a strong desire to remain a member of the organization. From it can be seen that the commitment of the organization marked a sense of trust to the organization so have a strong desire to remain a member of the organization.

The above opinion illustrates the importance of a teacher to have a commitment to his work. Commitment to the task is shown by a person through the tendency and willingness to be actively involved in carrying out his duties and functions with high responsibilities. A teacher who has a good duty commitment, will try to carry out his duties and responsibilities well to the end. As a manifestation of his task commitment, a teacher is always involved in activities at school. If the teacher's commitment is low, then the process of learning achievement of learners will be disrupted.

The teacher's commitment is reflected in his or her behavior in the performance of his main duty as a teacher and involvement in school activities [3]. Is it proud, forced or only moral fulfillment only? If every

teacher has a strong commitment to the school then what happens in school is either a constraint, the challenge will not dampen the spirit to offer the best, realize the goals and values of the school that is believed.

While Newstroom [3] states conceptually that organizational commitment is characterized by three things: (1) a strong sense of trust and acceptance of a person to the goals and values of the organization, (2) a person's desire to do business earnestly for the sake of organization, (3) a strong desire to maintain membership in an organization. From the author [3] view of it is understood that organizational commitment includes three aspects, namely: a) Identification, which is tangible in the form of trust of members of the organization; b) the involvement or participation of members in important works that cause them to work together, whether with the leadership or co-workers, and; c) the loyalty of members to the organization, which means a person's willingness to perpetuate his / her relationship with the organization including sacrificing his / her personal interests without expecting anything.

Can be concluded organizational commitment is an effort to achieve goals in the organization with a willingness to direct all the power for the interests of the organization and the attachment to remain part of the organization. A person's commitment in performing the tasks assigned to him is not the same for everyone. The realization of commitment in an organization is dependent on how we build a responsibility to have a strong intention in implementing the goals within the organization. With the following indicators: (1) acceptance of organizational values (2) desire to work seriously in the organization (3) a strong desire to maintain the organization.

In fact the commitment of the teacher organization is far from expectations, based on a preliminary study conducted on 25 January of January 2017 against 139 teachers in ten Madrasah Tsanawiyah (MTs) in Aek Natas sub rayon that found the problem of low commitment of teacher organization as in table 1. where tteachers should have high organizational commitment, in this case marked by a strong desire to remain a member of the organization, accept organizational goals, and strive according to the desire of the organization to realize the goal of education. There are several things that can affect commitment. Authore [4] mentions there are four factors that affect commitment, namely (1) personal factors, such as education level, personality, etc., (2) occupational characteristics factors, e.g. position, challenge in work, (3) structural characteristic factors, such as organizational form, size of organization, etc., and (4) experience factors, e.g. employee duration, etc. While Stum (1998: 176) argues that factors that affect the commitment in an organization are: (1) culture of openness; (2) job satisfaction; (3) personal opportunities to develop; (4) organizational direction; and (5) work rewards that suit your needs.

II. Method

This research is done by using quantitative method of path analysis type (Path Analysis). Quantitative research methods can be interpreted as a research method based on the philosophy of positivism, used to examine the population or a particular sample, sampling techniques are generally done randomly, data collection using research instruments, data analysis that is quantitative / statistical with the aim to test predefined hypothesis. The path analysis model used is the path analysis of the Decomposition Model, a model that emphasizes the influence of exogenous variables on endogenous variables.

This model consists of three types, and which is used in this research is Direct Causal Effects (Direct Causal Effect) and Indirect Causal Effect (indirect influence). Direct Causal Effects measures the direct influence of exogenous variables on endogenous variables that occur without going through other endogenous variables. Indirect Causal Effect is measuring the indirect effect of exogenous variables on endogenous variables through the intervening variable.

Data analysis technique used is statistic inferential technique. According Sugiyono [5] in quantitative research to analyze the data used descriptive statistics and inferential statistics. Further described inferential statistics are statistical techniques used to analyze the sample data and the results are required for the population (generalization).

Techniques and instruments of data collection used to capture the data of each variable is by Likert scale model questionnaire technique. Each variable to be measured is translated into a variable indicator [7]. Then the indicator is used as a starting point to arrange the items of instruments that can be questions or statements. Research instruments used as a variable measuring tool developed by the researchers themselves in a way has indicators of each variable.

III. Discussion And Results

According to Stum as quoted by [6] there are five factors that influence organizational commitment, namely: (1) culture of openness, (2) job satisfaction, (3) personal opportunity to develop, (4) organizational direction, 5) work rewards that suit your needs. For more details Spector in [6] reveals the forms of organizational commitment and the factors that shape it in the form of a chart as shown in Figure 2.

Referring to the views of [8] develops organizational commitment indicators based on the above dimensions as follows: (1) Dimensions of affective commitment, the indicators are: (a) bind themselves to organizational values and norms, (b) , (c) loyal to the organization; and d) organizational norms and values equal to the value of individual employees (2) The dimensions of ongoing commitment, the indicators are: (a) more profitable by remaining members of the organization, (b) fear of losing something if leaving the organization, (c) social security better; d) the fear of losing a good coworker, (e) having worked for a long time and wanting to retire, and (f) finding another job. (3) Normative commitment, the indicator is: (a) the organization has contributed to the life of the employee; organizations work well than other organizations, and (c) experience working in a fun and happy organization.

The data collected in this study includes four variables, namely: Organization Culture (X_1), Job Satisfaction (X_2), Work Motivation (X_3), and Organizational Commitment (X_4) contained in appendix 5. Results of calculation Data from each variable, can be seen in Table 2. From the table we can see some explanation:

a. Organizational Commitment (X4)

Based on the calculation of research data with respondents as many as 152 teachers, obtained the lowest score of Organizational Commitment variable reached 56 and highest score 120 with range = 64; many classes = 8; and class length = 8; mean = 88,72; SD = 14.87; Mode = 86,50; and median = 87.77. Based on the data grouping above, the distribution of organizational commitment variable scores is depicted in histogram in Figure 3.

b. Organizational Culture (X1)

Based on the result of the research with 152 teachers, the lowest score is 62 and the highest score is 104 with range = 42; many classes 8 and class length = 6; mean = 87,16; SD = 11.41; Mode = 92.25; and median = 89.15. Based on the grouping of data above, the distribution of organizational culture variable is depicted in histogram in Figure 4.2 below.

c. Job Satisfaction (X2)

Based on the result of the research with 152 teachers, the lowest score is 53 and the highest score 116 with the range = 63; many classes 8 and class length = 8; mean = 81.35; SD = 14.59; Mode = 81.35; and median = 86.68. Based on the data grouping above, the distribution of job satisfaction variable scores is depicted in the form of histogram in Figure 4.3 below:

d. Work Motivation (X3)

Based on the results of the research with 152 teachers, the lowest score was obtained by 55 and the highest score 112 with range = 57; many classes = 8 and class length = 7; mean = 88,68; SD = 13,42; Mode = 810.88; and median = 98.47. Based on the grouping of data above, the distribution of Motivation Work variable scores is described in histogram in Figure 4.4 below.

1.1. Level of Variable Trend of Organizational Commitment

To be able to know the level of tendency of organizational commitment variable (X4), calculation is done to find ideal mean (Mi) and ideal deviation standard (SDi). From the calculation result (attachment 7) obtained Mi = 75 and SDi = 15. Level trend of organizational commitment data can be seen in Table 3.

Based on Table 3 obtained 0 respondents (0%) with low category, 22 respondents (11,84%) with less category, 95 respondents (68,42%) with enough category, and as many as 35 respondents (19,74%) with category high. So it can be concluded that the Commitment of Teacher Organization in Sub Rayon MTs Negeri Aek Natas North Labuhanbatu regency quite enough.

1.2. The Tendency of Organizational Culture Variables

To be able to know the level of tendency of organizational culture variable (X1), then calculate to find ideal mean (Mi) and ideal deviation standard (SDi). From the calculation results (attachment 7) obtained Mi = 65 and SDi = 13. The level of cultural trends of organizational data can be seen in Table 4. Based on Table 4, obtained 8 respondents (5.26%) with less category, 53 respondents (34, 87%) with enough category, and 91 respondents (59, 87%) with high category. So further it can be concluded that the Cultural Organization of Teachers in Sub Rayon MTs Negeri Aek Natas North Labuhanbatu regency is high.

1.3. Level of Job Satisfaction Variable Trend

To be able to know the level of tendency of job satisfaction variable (X2), calculation is done to find the ideal mean (Mi) and ideal deviation standard (SDi). From the calculation result (attachment 7) obtained Mi = 72, 5 and SDi = 14,5. Level of trends of job satisfaction data can be seen in Table 5.

Based on 4.8 above, it was obtained, 11 respondents (7.27%) with less category, 80 respondents (52.63%) with enough category and 61 respondents (40.13%) with high category. So it can be concluded that the work satisfaction of Teachers in Sub Rayon MTs Negeri Aek Natas North Labuhanbatu District is quite enough.

1.4. Level of Variable Motivation Tendency

To be able to know the level of tendency of Work Motivation variable (X3), then calculate to find ideal mean (Mi) and ideal deviation standard (SDi). From the results of the calculation on (attachment 7) obtained Mi = 70 and SDi = 14. Level of trends Motivation Work data can be seen in the following table 5.

Based on the above calculation, obtained 14 respondents (10.53%) with less category, 72 respondents (59.21%) with enough category, and 66 respondents (30.26%) with high category. So it can be concluded that Teacher Work Motivation in Sub Rayon MTs Negeri Aek Natas North Labuhanbatu regency quite enough.

IV. Figures And Tables

Table 1: Preliminary Observation Result Data Basic Teacher Organization Commitment in MTs Sub Rayon Aek Natas District North Labuhanbatu

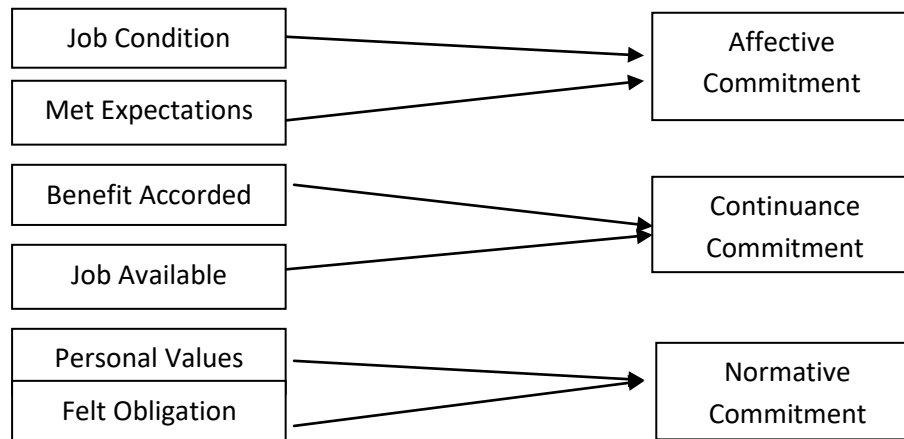| .Schools	Teachers
MTs Negeri Aek Natas	20
MTs Islamiyah Padang Maninjau	10
MTs Al-Amiin Kampung Pajak	12
MTs Al-washliyah Bandar Durian	14
MTs Al-washliyah Adian Torop	16
MTs Al Jamiyatul Amaliyah Bandar Selamat	10
MTs TPI Karang Anyar	12
MTs Al-washliyah Aek Kota Batu	15
MTs Al-washliyah Simpang Merbau	16
MTs Al-washliyah Marbau	14

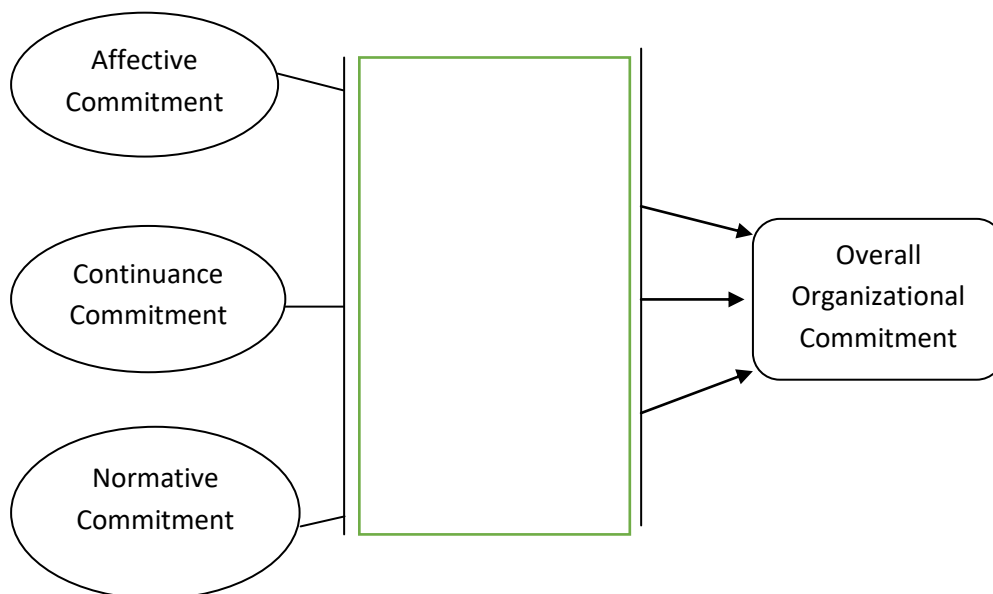**Figure 1 :** Factors Forming Organizational Commitment from Spector

Figure 2 : Drivers of Overall Organizational Commitment

Table 2: Summary of Data Characteristics of Each Research Variable

Analyses Descriptive	Variables			
	X_4	X_1	X_2	X_3
Number of Data (n)	152	152	152	152
Minimum Score (X min)	56	62	53	55
Maximum Score (X maks)	120	104	116	112
Range (J)	64	42	63	57
Class (k)	8	8	8	8
Class Length (c)	8	5	8	7
Average (Mean)	88,72	87,16	81,35	88,86
Modus (M_o)	86,50	92,25	81,35	108,88
Median (M_e)	87,77	89,15	86,68	98,47
Standard Deviation (s)	14,87	11,41	14,59	14,61

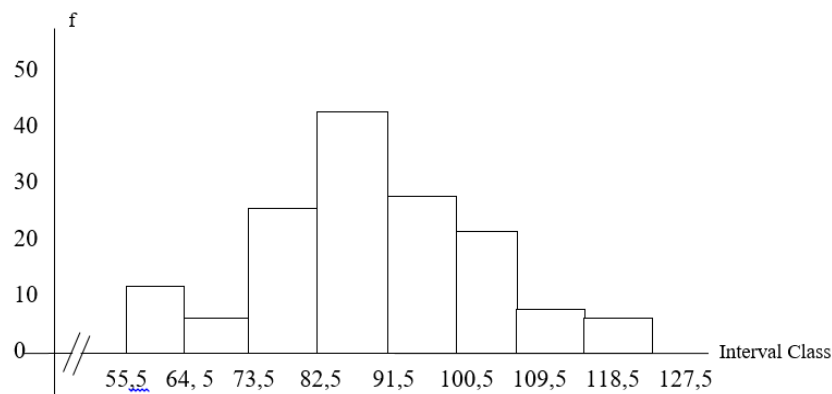**Figure 3 :** Histogram Score Organizational Commitment

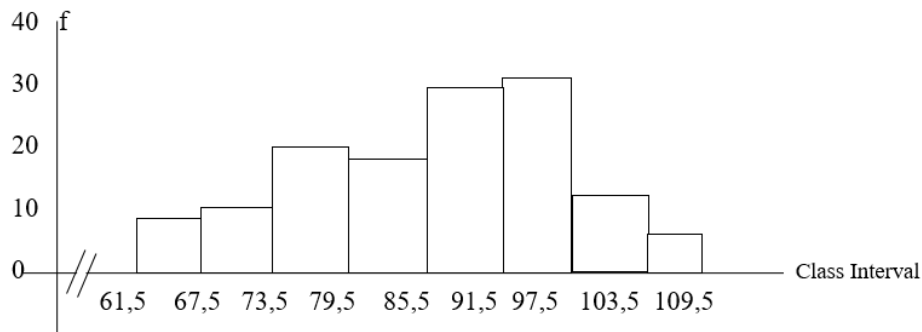**Figure 4 :** Histogram Score Culture Organization

Figure 5 : Histogram Job Satisfaction Score
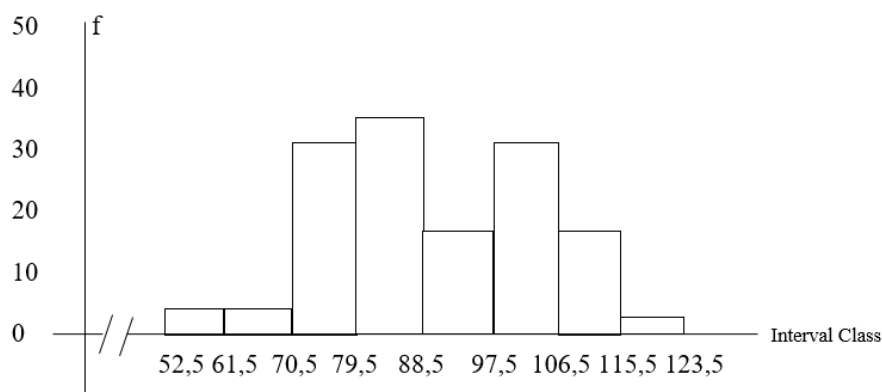
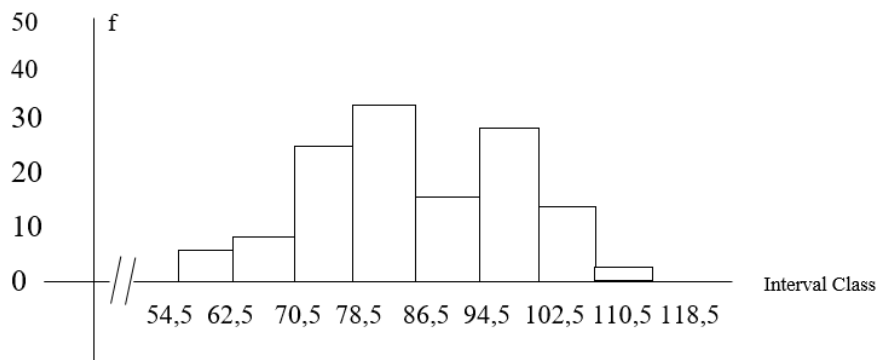**Figure 6 :** Histogram Job Working Motivation Score

Table 3: Frequency Distribution and Category Score Organizational commitment

Class	Interval	Frequencycy Observes	Frequencycy Relative	Category
1	> 99	35	19.74 %	High
2	76 – 98	95	68.42 %	Enough
3	54 – 75	22	11.84 %	Less
4	< 53	0	0	Bad
	Total	**152**	**100%**	

Table 4: Frequency Distribution and Category of Organization Culture Score

Class	Interval	Frequencycy Observes	Frequencycy Relative	Category
1	> 86	91	59,87 %	High
2	66 – 85	53	34,87 %	Enough
3	46 – 65	8	5,26 %	Less
4	< 45	0	0	Bad
	Total	**158**	**100%**	

Table 5: Frequency Distribution and Category Job Satisfaction Score

Class	Interval	Frequencycy Observes	Frequencycy Relative	Category
1	> 95	61	40,13 %	High
2	73 – 94	80	52,63 %	Enough
3	52 – 72	11	7,27 %	Less
4	< 51	0	0	Bad
	Total	**158**	**100%**	

Table 6: Frequency Distribution and Category Score Work Motivation

Class	Interval	Frequencycy Observes	Frequencycy Relative	Category
1	> 92	66	30.26 %	High
2	71 – 91	72	59.21 %	Enough
3	50 – 70	14	10.53 %	Less
4	<49	0	0	Bad
	Total	**158**	**100%**	

V. **Conclusion**

5.1 **Conclusion**

Based on the explanation and the results of data analysis and discussion of research results that have been done, it can be concluded that:

a. There is a positive direct influence between organizational cultures (X1) on job satisfaction (X2). This indicates that the improvement of school organizational culture resulted in increased teacher job satisfaction in MTs Sub Rayon Aek Natas of North Labuhanbatu Regency.

b. There is a positive direct influence between organizational cultures (X1) on work motivation (X3). This shows that the improvement of organizational culture resulted in an increase in teacher achievement motivation in MTs Sub Rayon Aek Natas of North Labuhanbatu Regency.

c. There is a positive direct influence between organizational cultures (X1) on organizational commitment (X4). This indicates that the improvement of organizational culture leads to an increase in teacher organizational commitment in MTs Sub Rayon Aek Natas Labuhanbatu Utara.

d. There is a positive direct influence between job satisfactions (X2) on organizational commitment (X4). This indicates that the increase of job satisfaction resulted in an increase in teacher organizational commitment in MTs Sub Rayon Aek Natas, North Labuhanbatu regency.

e. There is a positive direct influence between work motivations (X3) on organizational commitment (X4). This indicates that the improvement of achievement motivation resulted in an increase in teacher organizational commitment in MTs Sub Rayon Aek Natas of North Labuhanbatu Regency.

5.2 **Implications**

Based on the conclusions outlined above, the implications are as follows:

a. Efforts to increase organizational commitment through organizational culture

Organizational culture has been shown to have a direct positive influence with the teacher's organizational commitment. This means that teachers' organizational commitment will increase if supported by a conducive organizational culture.

b. Efforts to increase organizational commitment through job satisfaction

Satisfaction work has been shown to have a positive influence with the commitment of the teacher organization. Based on the test data tendency trends of job satisfaction variables obtained the majority of teachers data on enough category that is 80 respondents or 52.63%. Based on this, it is necessary to improve teacher job satisfaction in the future as a whole will be able to increase the commitment of teacher organization.

c. Efforts to increase organizational commitment through teacher work motivation

Achievement motivation has been shown to have a direct positive influence with the teacher's organizational commitment. Based on the result of the data tendency test of achievement motivation, the majority of teachers in the category are 72 respondents or 47,37%.

d. Efforts to increase organizational commitment through organizational culture, job satisfaction and work motivation

Organizational culture, job satisfaction and achievement motivation have an influence along with the commitment of the teacher organization. This means that the principal still needs to look at three important elements in increasing the commitment of the teacher organization in the school he leads.

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