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The Effect between Organizational Culture, and Work Motivation toward Teacher Commitments in Madrasah Aliyah State 2 Medan

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Abstract.

This study aims to reveal: 1. The Influence of Organizational Culture on Teacher Work Commitments; 2. The influence of Work Motivation on Teacher Work Commitment and; 3. The influence of Organizational Culture and Work Motivation together on MAN Commitment Work Teacher 2 Model Medan. This study uses a quantitative approach to the correlational model. The population of this research is all of MAN 2 Model Medan teachers, amounting to 160 people. Samples were taken by using random sampling and obtained a sample of 60 people. The research data were collected using a Likert scale model questionnaire that had been analyzed for validity and reliability. Data collected through questionnaires were then analyzed using correlation and multiple regression techniques with the help of SPSS version 20. The results of the study showed that: 1. Organizational Culture significantly influences the Work Commitment of MAN 2 Model Medan by 61.5%. This means that the better teacher professionalism, the better the performance; 2. Work Motivation has a significant effect on MAN 2 Model Medan Teachers' Work Commitments by 14.8%. This means that if the teacher's work motivation is sincerely followed, it will increase the Teacher's work commitment; 3 Organizational Culture and Work Motivation together significantly influence the Work Commitment of MAN 2 Model Medan teachers by 63.4%. This means that both of these factors determine whether or not the Teacher's Work Commitment is good; if both of these factors are good, the Teacher's Work Commitment will get better too.

Keywords: Organizational Culture, Work Motivation, Teachers' Work Commitment

I. INTRODUCTION

School education as a component of planned, directed, and integrated education in fostering the potential of students to master science, values, and skills greatly determines the pattern of the nation's future. The Teacher is one component in education, which is an important role and strategy in guiding students and students towards maturity and independence, so teachers are often said to be the spearhead of education.

Facing the challenges of the globalization era requires educated, trained, and skilled human resources. So the demand for quality education needs is very high. For this reason, schools must be able to fulfill the wishes of the community. Many schools were once useful but the sea will lag slowly. Quality education has now become an essential part of the needs of the community as users of community services in education.

Madrasah is an educational institution, and an organization must always follow the development of the world of science, technology, science and culture, strong religion, and the demands of society as service users and services. To get these results to be in line with expectations, we need schools that have reliable resources.

According to Fattah (2003: 1) that a school is a place where the educational process has a complex and dynamic system. This shows that the school is an organization that plays a role in the delivery of education. The school as a formal educational institution consists of several components that are closely

related, namely the principal, teachers, counselors, students, and school committees, classified as human resources who work together to achieve predetermined organizational goals.

The Teacher is the most dominant factor that is most crucial informal education in general because students are often made as role models and even as self-identification figures. In school, the Teacher is an element that significantly influences the attainment of educational goals besides the elements of students and other facilities. The success of the implementation is very much determined by the readiness of the Teacher in preparing students through teaching and learning activities. The Teacher is the spearhead of education because it directly seeks to influence, foster, and develops students; as for the spearhead, teachers are required to have the necessary skills needed as educators, mentors, and instructors, and these abilities are reflected in teacher competence.

According to Luthans (2006: 249), commitment is an attitude that reflects the employees' loyalty to the organization expressing its concern for the organization and its continued success and progress. This explains that someone who has a commitment that demonstrates the effort might be at work in order to achieve his vision and mission.

According to David in Miner (1997: 342) four factors affect commitment, namely (1) personal factors, such as level of education, work experience, and personality, (2) job characteristics, such as the scope of position, and challenges in work, (3) characteristics of the structure, for example, the size of the organization, the shape of the organization and the level of control exercised by the organization, and (4) work experience or professionalism of members in the organization.

Steers in Sopiah (2008: 164) states that three things can affect commitment, namely (1) personal factors which include: job expectations, psychological contracts, job choices, (2) organizational factors including initial work experience, job scope, supervision, goals organizational consistency, and (3) non-organizational factors including availability of alternative jobs.

Colquitt, LePine, Wasson (2009: 34) explains things that affect organizational commitment is the way a person works in the form of variables: work decisions, workload/pressure, motivation, belief in fairness, and decision-making ability. Next explained variables that affect the workings of a person (an individual mechanism) are (1) the mechanism of one's work that is organizational culture and organizational structure: (2) the group mechanism that is the style and behavior of the leader. Leader's strength and influence, teamwork, character of the team, (3) individual character in the form of personality and cultural values of a person, and (4) ability of a person.

Based on the description above, the researcher is interested in knowing in-depth and comprehensively through scientific studies on the influence of organizational culture, and work motivation, on the teacher's work commitments of Madrasah Aliyah Negeri 2 Model Medan.

II. LITERATURE REVIEW

1. Work Commitment

Commitment can create someone determined to do something better than before. Glasser (1967: 23) states that people who are committed to big tasks usually show loyalty and professional abilities. High loyalty to superiors or institutions usually shows (1) compliance, (2) respect, (3) loyalty, (4) high discipline. Colquitt, LePine, Wasson (2009: 34) explains the things that affect organizational commitment is the way a person works in the form of variables: job satisfaction, workload/pressure, motivation, trust in fairness, and decision-making ability.

Furthermore, the variables that influence the way someone works (specific mechanisms) are further explained: (1) the mechanism of one's work, namely organizational culture, and organizational structure: (2) the group mechanism namely the style and behavior of the leader, the strength of the leader and its influence, the work team, the character of the team: (3) individual character that is in the form of one's personality and cultural values: and (4) one's ability.

The above description is in the opinion of experts that commitment must be done well, both the mechanism at school. The leader also mobilizes the resources of the organization and its teaching staff. A good leader can handle various problems in the school system.

Anoraga (1998: 15) explains the notion of work is (1) work is the most fundamental part of human life because he gives status to humans because he gives status to society, can also bind other individuals whether working or not, (2) both men and women like work because of the social and psychological factors of the job. (3) the morale of the work has a direct relationship with the material conditions which constitute the work, (4) the incentives of the work take many forms, not only in the form of money.

2. Organizational culture.

Etymologically culture comes from the Latin word, *colere*, which means to plow or cultivate the land, while in terms of culture is a way of life that exudes an individual identity of a nation. According to Owens (in Gibson, Ivancevich and Donnely (2006) organizational culture is the way work is done, by linking a powerful influence on the development of the organization's climate, as well as a means of understanding the understanding and fundamental character of the organization which is often explained as the dominant values supported by the organization.

The importance of studying organizational culture is due to the assumption that an organization consisting of a group of people working together requires an organizational culture that can be used as a benchmark for behavior that has been mutually agreed upon within the organization. This organizational culture is a mirror of the organization that distinguishes it from other organizations.

According to Kreitner and Kinicki in Ambarita et al. (2014) that organizational culture is a form of an assumption that is owned, implicitly accepted by the group, and determines how the group feels thoughts, and reacts to its diverse environment. George, JM, (1999) revealed that organizational culture is a pattern of beliefs, values, and ways learned to deal with experiences that have been developed throughout organizational history that manifest in the material arrangements of organizational member behavior. Gibson et al. (2006), too, put forward organizational culture is the study of sources where the values and characteristics of an organization emerge.

Greenberg (1995: 313) views that organizational culture is a framework for thinking about attitudes, values, norms for behavior, and giving hope to members of the organization. Furthermore, Greenberg & Baron (2008) states that organizational culture refers to the shared intentions of trust and understanding, holding to specific organizations or groups about problems, practices, and goals. Culture generally includes six terms (1) organizational behavior (2) ideology and organizational philosophy, (3) group / organizational norms, (4) values displayed by the organization, (5) policies, procedures and, (6) rules social.

Robbins (2001-213) states that organizational culture is a shared perception adopted by members of the organization, and is a system of shared meanings. This shared understanding in closer scrutiny is the most important thing being a value for an organization, namely: innovation and making risk, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability.

3. Work motivation.

The word motivation comes from the Latin "*movere*," which means "to move," which is meant as "to move forward." Motivation in the organizational context is explained by Hasibuan (1991: 183) as one of the skills in directing employees and organizations to want to work successfully so that employees' desires are achieved as well as the achievement of organizational goals. In this sense, it appears the role of leadership that encourages subordinates to want to work successfully by applying effective motivational techniques as said Giri, EE et al. (2014) "Motivation relates to personal energy directed towards achieving certain goals."

Siagian (1980: 128) defines motivation as the whole process of giving work motives to subordinates in such a way that they are willing to work sincerely for the achievement of organizational goals efficiently and economically.

Motivation theory developed by Abraham H. Maslow revolves around the opinion that humans have five levels or hierarchy of needs, namely: (1) physiological needs (physiological needs), such as hunger, thirst, rest and sex, (2) needs safety (safety needs), not only in the physical sense, but also mental, psychological and intellectual, (3) the need for love (love needs), (4) the need for self-esteem (esteem needs), which is generally reflected in various status symbols, and (5) self-actualization, in the sense of the availability of opportunities for someone to develop the potential contained in him so that it turns into

real abilities. Work motivation is a condition that influences awakening, directing, and maintaining behavior related to the work environment (McCormick, 1985: 268 in Mangku Negara; 2005: 94). This work motivation variable is operationally measured using 3 (three) indicators, namely: the need for achievement (need for achievement, physical needs (psychological need), and need for safety (safety need).

III. RESEARCH METHODOLOGY

This research was conducted at Madrasah Aliyah Negeri 2 Model Medan, with teachers as the research subjects. This research is quantitative with ex post facto research design that is the variables studied are not controlled and manipulated by researchers, but the facts are revealed based on the measurement of symptoms that have been held or test what will happen. Hajar (1996) started the research aims to expose ongoing events; this is called ex-post facto research. The population in this study were all Medan Aliyah Madrasah Teachers, amounting to 150 people. Samples were taken using a random sampling of 60 teachers. Data were collected using a Likert scale model questionnaire and tested for validity and reliability. The data collected were analyzed using correlation and multiple regression techniques with the help of SPSS, which had also previously been tested for analysis requirements.

IV. RESULTS AND DISCUSSION

1. Data Description

a. Organizational culture

From the research data, it is known that the distribution of answer scores spreads from the lowest score of 102 and the highest 188. Based on the distribution of the scores obtained, an average (mean) of 108.73, middle score (median) 109.00, scores that appear a lot (mode) 102, and standard deviation (standard deviation) 8,608. According to Agus Irianto (1998), if the average score, middle score, and numbers that often appear the same or not much different and are still within a range of standard deviations, the distribution of data are considered normal. Because the average calculation, middle score, and numbers that often arise from the data are not much different, it can be understood that the score of Organizational Culture tends to be normally distributed. From the data obtained, the average level of achievement of Organizational Culture score of 74.2% of the ideal score, and into the category enough.

b. Work motivation

From the research data, it is known that the distribution of answer scores spreads from the lowest score of 99 to the highest score of 163. Based on the distribution of the scores obtained, an average score (mean) of 130.42, middle score (median) 129, score scores that appear a lot (mode) 122, and standard deviation (standard deviation) 13.96. The calculation results also show that between the average score, the score that often appears, and the median is not much different. It means that the variable score of Teacher's Work Motivation tends to be normally distributed. Based on the level of achievement obtained by the Teacher for the variable, Work Motivation obtained 76.7%. This means that the acquisition of a MAN 2 Model Teacher score on the Work Motivation variable, in general, is still in the moderate category.

c. Work Commitment

Teacher's Commitment Work Score is in the range of 112 as the lowest score and 161 the highest score. Based on the data distribution, it is also known that the mean (mean) of 135.97, middle score (median) 136, scores that emerge (mode) 135, and standard deviation (standard deviation) 11.11. This calculation shows that between the average score, the score that often appears, and the middle score is not much different. This indicates that the score of the variable Teacher's Work Commitment tends to be normally distributed. From the calculation of the level of achievement of respondents in the variable obtained

Teacher Work Commitment score of 77.8%. This shows that MAN 2 Teacher's Work Commitment Model, in general, is in a sufficient category.

2. Research Hypothesis

a. The first hypothesis is that Organizational Culture contributes to teacher performance

From the analysis results obtained by the correlation coefficient between Organizational Culture and Teacher Work Commitments (r_{y1}) of 0.784 and the coefficient of determination of 0.609 with Sig. 0.000 $\alpha 0.05$. This shows that the relationship between Organizational Culture (X1) and Teacher Work Commitment (Y) correlates significantly at the 95% level of trust.

From the calculation results obtained by the regression line equation $\hat{Y} = 67.59 + 0.45X1$. Further analysis of the formation of this regression equation can be seen based on the analysis of the t statistical test which is also to prove whether the coefficient of the regression line equation contained in the Organizational Culture variable (X1) can be accepted as a prediction tool to identify the symptoms that occur, such as the symptoms of the relationship and the contribution of the variable Organizational Culture (X1) of Teacher's Work Commitment (Y).

Based on the above analysis, it can be concluded that the variable Organizational Culture (X1) influences Teacher's Work Commitment (Y). Thus the first hypothesis stating Organizational Culture influences Teacher's Work Commitment has been empirically tested and can be accepted at a 95% confidence level. The contribution amount is 60.9%.

b. The second hypothesis is that work motivation contributes to teacher performance.

From the analysis results obtained by the correlation coefficient between Work Motivation with Teacher Performance (r_{y1}) of 0.385 and the coefficient of determination of 0.148 with Sig. 0.002 $\alpha 0.05$. This shows that the relationship between Work Motivation (X2) and Teacher Performance (Y) correlates significantly at the 95% confidence level.

The processed data shows that the regression equation model formed $\hat{Y} = 95.988 + 0.307X2$ is significant at the 95% confidence level. Based on the above analysis, it can be concluded that Work Motivation (X2) influences Teacher's Work Commitment (Y). Thus the second hypothesis stating Work Motivation has an effect on Teacher's Work Commitment has been empirically tested and can be accepted at a 95% confidence level. The amount of contribution is 14.8%.

3. The third hypothesis is Organizational Culture, and Work Motivation jointly contribute to teacher performance

From the analysis results obtained by the correlation coefficient between Organizational Culture and Work Motivation with Teacher Performance (r_{y12}) of 0.796, during the determination coefficient of 0.634 with Sig. 0.000 $\alpha 0.05$. This shows that the relationship between Organizational Culture (X1) and Work Motivation (X2) with Teacher Performance is significantly correlated at 95% confidence level.

From the calculation of the data obtained the regression line equation $\hat{Y} = 56.714 + 0.423X1 + 0.115X2$. Further analysis of the formation of this regression equation can be seen based on the analysis of the t-test statistic which is also to prove whether the coefficient of the regression line equation contained in the Organizational Culture (X1) and Work Motivation (X2) variables can be accepted as a prediction tool to identify the symptoms that occur, such as the related symptoms or the contribution of the variable Work Motivation (X2) to the Teacher's Work Commitment (Y).

Based on the above analysis, it can be concluded that Organizational Culture (X1) and Work Motivation (X2) together influence the Teacher's Work Commitment (Y). Thus the third hypothesis stating Organizational Culture and Work Motivation jointly influencing Teacher's Work Commitment has been empirically tested and can be accepted with a 95% confidence level. The contribution amount is 63.4%.

Hypothesis testing results indicate that all three H1 hypotheses in this study received the truth, both individually and together. That is, from the process of simple regression analysis or multiple regression analysis, it is evident that there is a significant influence of Organizational Culture and Work

Motivation both individually and collectively on the commitment of the Teacher's WorkMAN 2 Medan Model. The series of findings in the research process can be described by the authors as follows.

The Teacher's organizational culture very much determines the Teacher's work commitment. Although the results of the survey show that teacher work commitments have not been maximized, with this study, it is evident that the cause of the lack of teacher work commitments is not due to their low organizational culture but is thought to be caused by other factors not revealed in this study. Because so many factors that cause their work commitment is lacking. The study of theory expressly states that Organizational Culture determines whether or not the implementation of one's work assignments or work commitments, including the work commitment of the MAN 2 Teacher Model

Usman (2000) says that a professional teacher will do his job according to the theoretical foundation of the profession he is engaged in and always develops his competencies, so he has great work commitments. Work commitment can be said to be good if the goals that have been outlined can be achieved to the maximum.

Research conducted by Darmizon (2004) also corroborates this research. His findings show that the organizational culture of teachers contributes significantly to the quality of learning as one of the commitments of the Teacher's task to improve learning.

The results of the subsequent analysis show that there is a significant influence between work motivation on teacher work commitment. This finding was obtained based on a series of data analyzes, which showed that the contribution of Work Motivation to Teacher's Work Commitment. However, the results of the further analysis revealed that the influence of Work Motivation on Teacher Work Commitments is still not maximal.

The results of the analysis prove that the Work Motivation Variable to the Teacher's work commitment empirically has a relationship of 0.385, and the closeness of the relationship that occurs between the variable (X2) with the variable (Y) obtained by 0.134. This illustrates that the Teacher's work commitment is 13.4% determined by factors Teacher Work Motivation.

However, from the results of further analysis, namely partial correlation, shows that the correlation of Work Motivation variables to the variable Teacher's Work Commitment by controlling the organizational culture variable is only 0.22. At the same time, its contribution is 4.8%, and this contribution is not significant because the probability number (p) is higher than 0.05. The results of this calculation illustrate that there is a problem with the variable teacher motivation. This means that there is contamination from other variables when the contribution of Work Motivation is tested by simple and multiple correlation and regression techniques.

The results of the analysis prove that there is a significant influence of Organizational Culture and Work Motivation together on learning outcomes. The results of the third hypothesis analysis showed a significant influence of Organizational Culture (X1) and Work Motivation (X2) together on learning outcomes of 62.1% with a correlation coefficient of 0.796. at the same time, the remaining 37.9% comes from other factors.

The results of the multiple regression analysis show that Organizational Culture and Work Motivation when combined will have a significant influence on Teacher Work Commitments. Thus it can be said that the higher the level of Organizational Culture in schools, and the better the Teacher's Work Motivation at work, the MAN 2 Teacher's Work Commitment Model will be better.

Soetjipto (1999) said that to become a professional teacher must be supported by a pleasant school atmosphere or a supportive school organizational culture and high teacher work motivation so that their performance commitments can be increased or increased.

Therefore, teachers as professional positions must always contribute in creating a conducive school organization culture and can increase maximum work motivation so that they can carry out their duties as a teacher with high work commitments that come from the bottom of their hearts as a calling of the soul in improving quality or the quality of education in schools, especially in MAN 2 Medan model as a madrasah which is a pilot in developing good quality in the unique Medan city or northern Sumatra in general.

V. CONCLUSIONS AND IMPLICATIONS

Based on the data and analysis results that have been presented, the following conclusions can be drawn:

1. Organizational Culture has a significant effect on MAN 2 Teacher Commitment in Medan Model by 61.5%. This means that the better the organizational culture of the Teacher, the better the work commitment.
2. Work Motivation has a significant effect on MAN 2 Teachers' Work Commitments in Medan Model by 14.8%. This means that if teacher work motivation is thoughtfully developed, it will increase the Teacher's work commitment.
3. Organizational Culture and Work Motivation together significantly influence the Work Commitment of MAN 2 Medan Model Teachers by 63.4%. This means that both of these factors determine whether or not the Teacher's Work Commitment is good; if both of these factors are good, the Teacher's Work Commitment will get better too.
4. If the Work Motivation variable is controlled, then the Organizational Culture variable influences the Work Commitment of MAN 2 Medan Model teachers by 57%.

This study found that all predictor variables studied, Organizational Culture and Work Motivation, both individually and jointly, made a significant contribution to the MAN 2 Teachers' Work Commitment in Medan Model. Therefore it is necessary to pay more attention to these predictor variables to be improved so that teachers can work optimally for the implementation of the educational goals outlined.

The small contribution made by the Work Motivation variable implies that in carrying out their duties, teachers do not make use of the knowledge and skills they have gained from the Work Motivation that is followed. This implies that the Teacher is not optimal in designing, implementing, and evaluating learning, which in turn will affect the achievement of learning, or it can be said that learning is not sufficient because it does not achieve the desired goals. Another implication if this continues is that the products produced will be low or not a quality which in turn will degrade the quality of education in the Medan City area.

Likewise, with the Teacher's Organizational Culture, although in general, the Teacher's Organizational Culture is better affected than Work Motivation, the Organizational Culture in schools must still be improved. Because if the Organizational Culture in a school decreases, it will have implications for the non-maximum performance of teachers in carrying out their tasks, which will ultimately hurt the quality of education.

The findings of this study also have implications that if related parties do not adequately address organizational Culture and Work Motivation, it is feared that the roles, responsibilities, and functions of the Teacher cannot be carried out well as well. This will have an impact on the quality of graduates to be produced. The further implication is that if one of the education sub-systems that is not running optimally will cause disruption of other sub-systems.

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