
The Influence of Organizational Culture and Work Motivation on the Work Commitment of State High School Teachers in the Mentawai Islands Regency

Rafikah Bestri¹⁾, Nellitawati²⁾, Jasrial³⁾, Sufyarma M⁴⁾
^{1,2,3,4)}Padang State University

*Corresponding Author

Email : giimiroviqah@gmail.com

Abstract

Based on the results of pre-survey observations in the field, it shows that the teacher's work commitment is still low in carrying out his duties. Low teacher work commitment automatically affects teacher discipline in carrying out their duties. The results of the recapitulation of attendance data for the even semester of the 2021/2022 school year Branch Office of Education Region VIII West Sumatra Province shows that 7 out of 14 public schools have a teacher attendance rate in carrying out assignments at school below 97% of active working days for 131 days in six months, the number the lowest was in SMA Negeri 1 Siberut Barat, namely 87%. This means that 50% of Mentawai Islands State Middle School teachers have low work commitment. This is thought to be related to unfavorable organizational culture and low work motivation. Therefore it is necessary to conduct more in-depth research to test the existence of this problem. This study aims to find and reveal the influence of organizational culture and work motivation on the work commitment of public high school teachers in Mentawai Islands District. The population in this study was all teachers of SMA Negeri Kabupaten Kepulauan Mentawai 209. The research sample was 55 people taken using the Stratified proportional random sampling technique based on strata of group and length of service. The research instruments used are assessment scales and questionnaires of Likert Scale models that have been tested for validity and reliability. The research data were analyzed by correlation and regression techniques. The results of data analysis show that: (1) organizational culture affects work commitment as much as 23%, (2) work motivation affects work commitment as much as 71.0%, (3) organizational culture and work motivation together affect work commitment as much as 86.6%. The achievement level of organizational culture score of 78.26% is in the sufficient category, the level of achievement of the work motivation score of 78.68% is in the sufficient category and the achievement of the teacher's work commitment score of 79.65% of the ideal score is also in the sufficient category. The findings above imply that teachers' work commitment is significantly influenced by organizational culture and work motivation. Beyond other factors. Therefore it can be concluded that improving organizational culture in a better direction and increasing work motivation becomes high, it will increase the teacher's work commitment also becomes higher

Keywords: Organizational Culture, Work Commitment, Work Motivation

INTRODUCTION

Work commitment is very important and needed in an organization as well as schools that need work commitment and the important role of the teacher. High teacher work commitment is an aspect that must exist in a school, because the creation of high work commitment will affect professional work situations and in accordance with what is expected, (Collie in Mustaghfiroh 2020). Glasser (1967) explained that someone who has a high commitment to the task will show loyalty and professional ability. High loyalty to superiors or their institution will show: (1) obedience, (2) respect, (3) loyalty, and (4) high discipline. Teachers who have a high work commitment will work optimally at school, be responsible for their work, be disciplined in complying with school rules, provide the best service to students, be proud of their profession as teachers, maintain the good name of teachers and remain loyal to their profession, but Teachers with low work commitment will behave the other way around. Teachers with high work commitment will feel enthusiastic, passionate about doing work and

feel attached to work, love their work and are directly motivated by their work, tend to work harder, feel their work is an important part of their organization. Teachers who have a commitment will improve the quality of their work, which in turn determines the quality of education. On the other hand, teachers who have low work commitment will hinder improving the quality of education. The problem that occurs in schools today is that there are still many teachers who neglect their responsibilities in carrying out their duties, are undisciplined, tend to sacrifice school interests for personal gain for various reasons. Supriadi (2001: 178) states that among the various inputs that determine the quality of education (as indicated by student achievement), one third is determined by the teacher. The teacher factor is the most dominant factor and influences learning outcomes. How can school goals and the quality of education be achieved if the resources that are their assets cannot empower themselves to the fullest.

The results of observations at schools, interviews with the Head of the Education Office Branch, Education Unit Supervision Supervisors, Principals and Teachers in several Public High Schools and observations of GTK attendance recapitulation data at the Region VIII Education Office Branch of the Mentawai Islands District revealed that the work commitment of teachers, both civil servants or not, in carrying out their duties is still very low, this is indicated by the following problems: (1) There are still teachers who lack a sense of responsibility for their duties and have many activities outside of school, handing over assignments more to picket teachers. This can be seen from the frequent teachers asking permission to leave assignments during active working days; (2) There are still teachers who have a low level of discipline, this can be seen from the low level of teacher attendance at school, leaving teaching assignments for various reasons, often being late to class, often leaving class when learning is in progress; (3) There are still teachers who do not provide the best service to students, it can be seen that during the learning process the teacher tends to give notes by being recorded on the blackboard and even dictated directly; (4) There are still teachers who have not carried out their duties professionally, this can be seen from the delay in preparing learning tools, not being skilled at managing classes and not mastering the material, and evaluation skills; (5) There are still teachers who lack the desire to improve their quality as seen from the teacher's non-participation in various competency improvement activities carried out by various parties; (6) There are still teachers who do not participate in school activities, such as holiday activities, mutual cooperation activities, and other activities that require cooperation; (7) There are still teachers who have low loyalty to the school as seen by teachers sacrificing the interests of the school for their personal interests even though various material compensations have been given.

This problem shows that the teacher's work commitment is still low in carrying out their duties and developing themselves even though the teacher's attention has been increased through teacher certification so that they are called professional teachers. Low teacher work commitment automatically affects teacher discipline in carrying out their duties. The results of the recapitulation of attendance data for the even semester of the 2021/2022 school year Branch Office of Education Region VIII West Sumatra Province shows that 7 out of 14 public schools have a teacher attendance rate carrying out assignments at school below 97% of active working days for 131 days in six months, the lowest number is in SMA Negeri 1 Siberut Barat, namely 87%. This means that 50% of State Middle Schools in the Mentawai Islands Regency have a low level of teacher attendance in carrying out their duties. Low attendance rates are an indication of low work commitment. Low commitment reflects a person's lack of responsibility in carrying out their duties and is also a symptom of low organizational commitment and the school's lack of stability. This proves that the teacher's commitment to his teaching duties is not

working as it should, weak work commitment within the individual causes weak organizational commitment.

This problem needs immediate improvement so that the quality of schools can be improved so that educational goals can be realized. To improve the teacher's work commitment to the maximum, it is necessary to explore further the problems that affect it, what factors influence it so that it hinders the teacher's work commitment from being carried out as it should. One of the factors that influence teacher work commitment is organizational culture.

Argyris in Marliza (2015) states that the factors that are thought to influence commitment in general can be divided into two, namely internal factors and external factors. Internal factors come from oneself to complete tasks and responsibilities and authorities based on their motivational reasons, while external factors are driving factors to complete responsibilities and tasks that come from outside themselves.

Colquitt, LePine, & Wesson, (2009) also believes that commitment can be influenced by factors outside the individual such as organizational culture, organizational climate, job satisfaction, leadership, and teamwork. Armstrong (2001; 83) also states that there are two factors that affect commitment: 1) the environment, namely organizational climate and values, will encourage or inhibit achievement people, 2) the individual, namely the level of one's attachment will be influenced by how directed and motivated. This is in line with the results of Ama'ul Husnah's research (2021) which describes that teacher commitment in carrying out tasks is influenced by organizational culture by 50.6%. This means that organizational culture has a significant effect on teacher commitment in carrying out tasks. The better the organizational culture, the better the work commitment of teachers in the organization. The impact of organizational culture on work commitment can be seen in the results of teacher activities that occur in schools. The teacher will produce the best results if he gets support from the surrounding environment, both from superiors and from his colleagues in the educational unit organization or school.

Apart from Asma'ul Husnah, Lidia Afriani L. Tobing (2017) in her research also states that there is an influence of organizational culture on work commitment where the influence is 2%. The results of the research that have been put forward show that the organizational culture variable with work commitment shows a positive direct effect. If conclusions are drawn based on the results of these studies, it can be said that school organizational culture has a direct and positive effect on the teacher's work commitment in the school where he works.

According to Sutrisno (2010: 2), organizational culture can be defined as a system of values, beliefs, assumptions, or norms that have long been in force, agreed upon and followed by the members of an organization as a guide to behavior and solving organizational problems. Based on this opinion, it can be stated that every organization has a culture that is characteristic, as well as a differentiator from other organizations.

In addition to organizational culture, another factor that influences work commitment is motivation. Mar'at (2000:87) states that a person's work commitment is influenced by factors 1) motivation, 2) compensation, 3) training, 4) leader function, 5) climate of cooperation, 6) morale and 7) conflict. Work motivation is the seriousness or effort of individuals to do their work in order to achieve organizational goals in addition to their own goals, (Saragih, 2018). In addition, Triguno (2006:66) states that motivation is an important component in achieving the success of a work process. This is in line with the results of Siti Choiriah's research (2017) where work motivation has a positive effect on teacher work commitment by as much as 43.6%. I Dewa Nyoman Sidan (2018) in his research also states that work motivation has a positive and significant effect on organizational commitment. This means that if work motivation increases, organizational commitment will increase.

Based on the phenomena and findings of problems in the field, the authors are interested in examining the factors that influence teacher work commitment, namely organizational culture and motivation, so the authors decide to conduct research with the title "The Influence of Organizational Culture and Work Motivation on Work Commitment of State High School Teachers in the Mentawai Islands District."

RESEARCH METHODS

This study uses a correlational quantitative method with the type of "associative" research in which associative research is an attempt to determine the effect of the independent variables (organizational culture and work motivation) on the dependent variable (teacher's work commitment). With this method is intended to investigate and analyze the factors that are suspected to be the cause of the incident. The population in this study were all teachers of SMA Negeri Mentawai Islands Regency 209. The research sample consisted of 55 people who were taken using the Stratified Proportional Random Sampling technique based on class strata and years of service. The research instrument used is the rating scale and the Likert Scale model questionnaire which has been tested for its validity and reliability. The research data were analyzed using correlation and regression techniques.

RESULT AND DISCUSSION

Results

Data Description of Teacher Work Commitment

The Teacher Work Commitment Variable has 37 statement items in the form of a questionnaire with a minimum score of 37 and a maximum score of 185. From the results of the research based on the questionnaire filled out by respondents, there is a lowest score of 118 and the highest score of 179.

The results of data processing obtained an average score (mean) of 147.35, mode (mode) of 166, median of 152, standard deviation (standard deviation) of 16.68. Prices for the average score, mode and median are not much different and does not exceed the standard deviation, this means that the distribution of work commitments tends to be normal. An overview of the frequency distribution of teacher work commitment scores can be seen in Table 1 and the histogram graph in Figure 1.

Table1. Frequency Distribution of Teacher Work Commitment Scores

Number	Interval Class	Fo	%Fo	Fk	%fk
1.	118-124	6	10.91	6	10.91
2.	125-131	8	14.55	14	25.45
3.	131-138	7	12.73	21	38,18
4.	139-145	3	5.45	24	43,64
5.	146-152	4	7,27	28	50,91
6.	153-159	9	16,36	37	67,27
7.	160-166	12	21.82	49	89.09
8.	167-173	5	9.09	54	98,18
9.	174-180	1	1.82	55	100.00
	Amount	55	100.00		

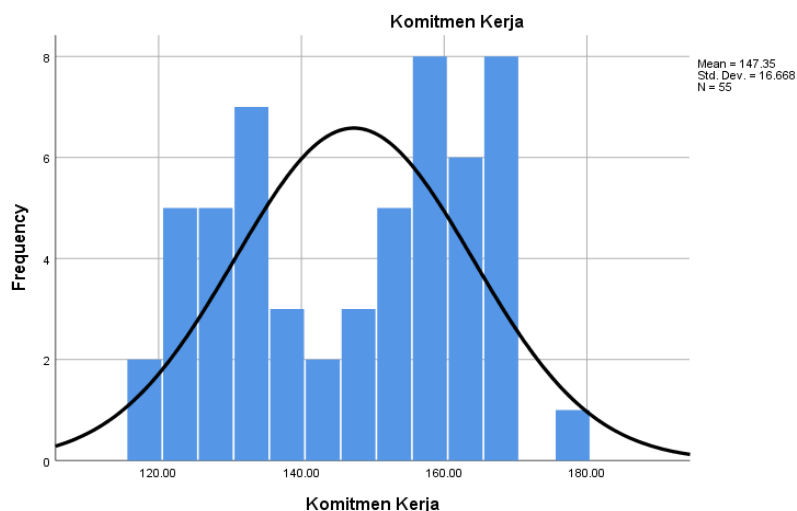


Figure 1. Histogram of Teacher Work Commitment

Furthermore, based on the results of processing the teacher's work commitment data by comparing the average score with the highest score multiplied by 100%, namely 147.35 divided by 185 and multiplied by 100, a score of 79.65 is obtained. From the acquisition of this score, it can be interpreted that the teacher's work commitment variable is in the "Enough" interpretation of the ideal score. This means that the teacher's work commitment at Mentawai Islands District Public High School is in the "Enough" category. Furthermore, the results of the analysis of the level of achievement of respondents for each indicator of teacher work commitment can be seen in table 2.

Table 2 Level of Achievement of Responses for each indicator of Teacher Work Commitment

Indicator	Number of Items	Total Ideal Score	Average Score	% Achievement Rate	Category
Loyalty	13	65	51.53	79.27	Enough
Discipline	12	60	48.53	80.88	Well
Involvement	12	60	47.29	78.82	Enough
Overall Teacher Work Commitment Response	37	185	147.35	79.65	Enough

In table 2 above, it can be seen that the score for the highest level of achievement indicators (80.88%) in the good category is found in the discipline indicator. Furthermore, the score with the lowest level of achievement (78.82%) is found in the involvement indicator in the sufficient category. Meanwhile, if seen as a whole, the achievement of the teacher's work commitment score is 79.65% in the sufficient category. This explains that the work commitment of teachers at SMA Negeri Mentawai Islands Regency seen from 1) loyalty, 2) discipline and 3) involvement is still in the sufficient category.

Organizational Culture Variable Data Description

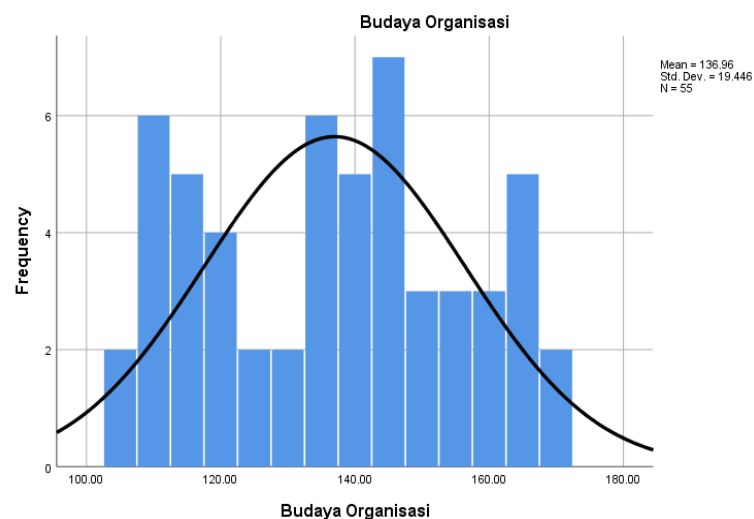
Organizational Culture Variable has 35 statement items in the form of a questionnaire with a minimum score of 35 and a maximum score of 175. From the results of the research based on the questionnaire filled out by respondents, there is a lowest score of 105 and the highest score of 169. The results of data processing obtained an average score (mean) of

136.96, mode (mode) of 147, median of 140, standard deviation (standard deviation) of 19.45.

The average, mode and median scores are not much different and do not exceed the standard deviation, this means that the distribution of organizational culture tends to be normal. An overview of the frequency distribution of organizational culture scores can be seen in Table 3 and the histogram graph in Figure 2.

Table 3 Frequency Distribution of Organizational Culture Scores

No.	Interval Class	Fo	%Fo	Fk	%fk
1.	105-111	7	12.73	7	12.73
2.	112-118	7	12.73	14	25.45
3.	119-125	3	5.45	17	30.91
4.	126-132	4	7.27	21	38.18
5.	133-139	6	10.91	27	49.09
6.	140-146	8	14.55	35	63.64
7.	147-153	7	12.73	42	76.36
8.	154-160	3	5.45	45	81.82
9.	161-167	8	14.55	53	96.36
10.	168-174	2	3.64	55	100.00
	Amount	55	100.00		



Source: SPSS version 25.0 and primary data is processed

Figure 2 Organizational Culture Histogram

Furthermore, based on the results of organizational culture data processing by comparing the average score with the highest score multiplied by 100%, namely 139.96 divided by 175 and multiplied by 100, a score of 78.26 is obtained. From the acquisition of this score, it can be interpreted that the organizational culture variable is in the "Enough" interpretation of the ideal score. This means that Organizational Culture in Mentawai Islands District Public High School is in the "Enough" category. Furthermore, the results of the analysis of the level of achievement of respondents for each indicator of organizational culture can be seen in table 4.

Table 4. Level of Response Achievement for each Organizational Culture Indicator

Indicator	Number of Items	Total Ideal Score	Average Score	% Achievement Rate	Category
Implementation of Norms	15	75	58.64	78.18	Enough
Beliefs and Philosophy	12	60	46.91	78.18	Enough
Implementation of Values	8	40	31.42	78.55	Enough
Overall Organizational Culture Response	35	175	136.96	78.26	Enough

In table 4.4 above it can be seen that, the score of the highest level of achievement indicators (78.55%) with the sufficient category is found in the indicators of implementing values. Furthermore, the score with the lowest level of achievement (78.18%) is found in indicators of implementation of norms and beliefs and philosophy in the sufficient category. Meanwhile, if seen as a whole, the achievement of organizational culture scores is 78.26% in the sufficient category. This explains that the organizational culture of SMA Negeri Mentawai Islands Regency, seen from 1) implementation of norms, 2) beliefs and philosophy, and 3) implementation of values, is still in the sufficient category.

Work Motivation Variable Data Description

The work motivation variable has 35 statement items in the form of a questionnaire with a minimum score of 35 and a maximum score of 175. From the results of the research based on the questionnaire filled out by the respondents, the lowest score was 100 and the highest score was 172. The results of data processing obtained an average score (mean) of 137.69, mode (mode) of 157, median of 137, standard deviation (standard deviation) of 17.93. The mean, mode and median scores are not much different and do not exceed the standard deviation, which means that the distribution of work motivation tends to be normal. An overview of the frequency distribution of work motivation scores can be seen in Table 5 and the histogram graph in Figure 3.

Table 4 Frequency Distribution of Organizational Culture Scores

Interval Class	Fo	%Fo	Fk	%fk
100-106	3	5.45	3	5.45
107-113	4	7.27	7	12.73
114-120	4	7.27	11	20.00
121-127	6	10.91	17	30.91
128-134	8	14.55	25	45.45
135-141	7	12.73	32	58.18
142-148	5	9.09	37	67.27
149-155	5	9.09	42	76.36
156-162	11	20.00	53	96.36
163-169	0	0.00	53	96.36
170-176	2	3.64	55	100.00
Amount	55	100.00		

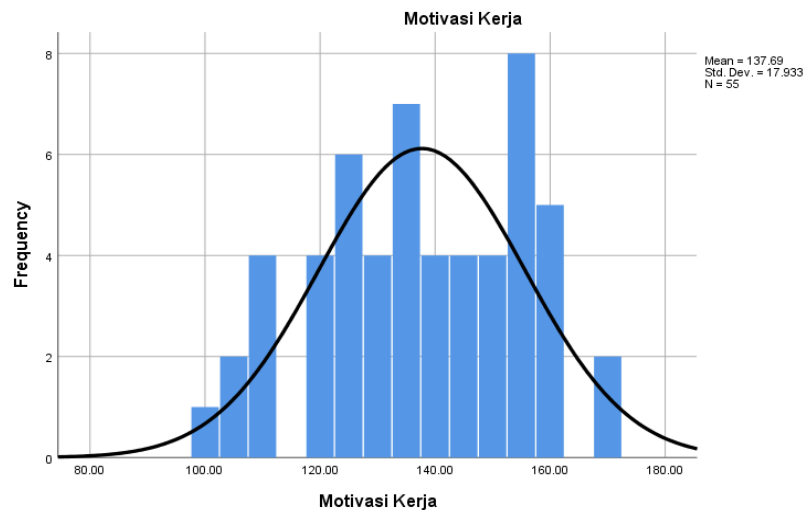


Figure 3 Work Motivation Histogram

Furthermore, based on the results of organizational culture data processing by comparing the average score with the highest score multiplied by 100%, namely 137.69 divided by 175 and multiplied by 100, a score of 78.68 is obtained. From the acquisition of this score, it can be interpreted that the variable of work motivation is in the "Enough" interpretation of the ideal score. This means that the motivation to work at SMA Negeri Mentawai Islands is in the "Enough" category. Furthermore, the results of the analysis of the level of achievement of respondents for each indicator of teacher work motivation can be seen in table 6.

Table5 Level of Response Achievement for each Work Commitment

Indicator	Number of Items	Total Ideal Score	Average Score	% Achievement Rate	Category
Responsibility	15	75	59.07	78.64	Enough
Spirit at work	12	60	47.07	78.48	Enough
Initiative and creativity	8	40	31.53	78.82	Enough
Overall Work Motivation	35	175	137.69	78.68	Enough

In table 6 above, it can be seen that the score for the highest level of achievement indicators (78.82%) in the sufficient category is found in the Initiative and Creativity indicators. Furthermore, the score with the lowest level of achievement (78.48%) is found in the morale indicator in the sufficient category. Meanwhile, if seen as a whole, the achievement of the work motivation score is 78.68% in the sufficient category. This explains that the organizational culture of SMA Negeri Mentawai Islands Regency seen from 1) a sense of responsibility, 2) enthusiasm for work, and 3) initiative and creativity are still in the sufficient category. The following is a summary of the research results for each variable.

Table6.Level of Attainment of Responses for Each In Summary of Research Results

Variable	Means	% Achievement Rate	Interpretation
Teacher Work Commitment	147.35	79.65	Enough
Organizational culture	136.96	78.26	Enough

Work motivation	137,69	78,68	Enough
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Discussion

The results of data analysis and hypothesis testing show that the three hypotheses tested in this study are acceptable. The results of data analysis show that organizational culture and work motivation both individually and collectively have a significant influence and role in increasing the work commitment of public high school teachers in Mentawai Islands District.

The Influence of Organizational Culture on Teacher Work Commitment

Based on table 4.16 it shows that the organizational culture variable (X1) has a significant value of $0.001 > 0.050$ and the tcount value is smaller than table $3.436 < 2.004$, so it can be concluded that H_0 is rejected and H_a is accepted. The results of the analysis of the relationship data in table 4.16 can also be interpreted that organizational culture (X1) has a partial and significant effect on teacher work commitment (Y). Colquitt, LePine, & Wesson, (2009) also believes that commitment can be influenced by factors outside the individual such as organizational culture, organizational climate, job satisfaction, leadership, and group cooperation. Armstrong (2001; 83) also states that there are two factors that affect commitment: 1) the environment, namely the climate and organizational values will encourage or discourage high achievers, 2) individual, namely the level of one's attachment will be influenced by the way it is directed and motivated. Organizational culture can influence the way people behave in carrying out work and must become a benchmark in every organizational development program. This is what explains that culture influences the organization and how a culture can be managed by the organization. This is in line with the results of Tobing's research (2017) entitled "The Influence of Organizational Culture, Organizational Cultural Style, and Teacher Work Motivation on Teacher Work Commitment in Tebing Tinggi City Public High Schools" where the results show that there is a significant positive influence between culture organization towards teacher work commitment with a correlation coefficient of 0.684 or 68.40%.

Effect of Work Motivation on Teacher Work Commitment

Based on table 4.15, it shows that the variable Work Motivation (X2) with a significant value of $0.000 > 0.050$ and the tcount value is smaller than Table $9.765 < 2.004$, it can be concluded that H_0 is rejected and H_a is accepted. The results of data analysis in table 4.15 also explain that work motivation (X2) has a partial and significant effect on teacher work commitment (Y) of 84.7%. Mowday (1982) in Sopiah (2008:155) stated that work commitment is another term for organizational commitment. Mar'at (2000:87) states that a person's work commitment is influenced by factors of motivation, compensation, training, leader function, climate of cooperation, morale and conflict. This is in line with the research conducted by Choiriyah (2017) with the title "The Influence of Work Motivation and Work Motivation on the Work Commitment of Public Elementary School Teachers in East Semarang District". Which results show that there is a positive and significant influence between motivation and teacher work commitment of 43.6%.

The Effect of Organizational Culture and Work Motivation on Teacher Work Commitment

Based on table 4.15 it shows that the significant value level is $0.000 < 0.050$ and with an fcount value of 175,567. it can be concluded that H_0 is rejected and H_a is accepted. Based on data analysis in table 4.15, it can be interpreted that all dependent variables simultaneously have a positive and significant effect on the dependent variable as much as 86.6%. Organizational culture is a form of assumption that is owned, implicitly accepted by a group and determines how the group feels, thinks, and reacts to its diverse environment. Organizational culture is a pattern of beliefs, values, and learned ways of dealing with experiences that have been developed throughout the history of the organization which manifests in the material setting of the behavior of members of the organization. Work motivation as a whole process of providing work motives so that teachers want to work sincerely in order to achieve organizational goals efficiently and economically. Work motivation is a condition that influences arousing, directing and maintaining behavior related to the work environment. Based on the explanation above it seems clear that organizational culture and work motivation can strongly influence work commitment.

Based on the research results, it can be concluded that the better the organizational culture and work motivation, the better the work commitment of teachers in public high schools in the Mentawai Islands Regency.

The results of Ajwan's research (2020) entitled "The Influence of Organizational Culture and Work Motivation on Work Commitment at Madrasah Aliyah Negeri 2 Medan Model" show that there is a significant positive influence between organizational culture and work motivation on teacher work commitment with a correlation coefficient of 63,4 %.

CONCLUSION

Based on the results of the analysis in CHAPTER IV, it can be concluded as follows: (1) The results showed that organizational culture had a positive and significant effect on the work commitment of public high school teachers in Mentawai Islands District 23.0%. This shows that the better the organizational culture which is shown to cause an increase in teacher work commitment. The results of the achievement level of organizational culture are in the sufficient category, namely 78.26%. If the organizational culture increases, the teacher's work commitment will also increase; (2) The results of the study show that work motivation has a positive and significant effect on the work commitment of public high school teachers in the Mentawai Islands Regency by 71.0%. This shows that the higher the teacher's work motivation, the higher the teacher's work commitment. The results of the achievement level of teacher work motivation are in the sufficient category of 78.68%. If the teacher's work motivation increases, then the teacher's work commitment will also increase; (3) The results of the study stated that organizational culture and work motivation together had a positive and significant effect on the work commitment of state senior high school teachers in Mentawai Islands District 86.6%. This shows that the better the organizational culture and work motivation lead to an increase in teacher work commitment.

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