

The Influence of Competence, Organizational Commitment and Organizational Culture on the Motivation and Productivity Ofeducators in Schools Integrated Pattern in South Sulawesi

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Abstract: This study aims to analyze the influence of competency development, organizational commitment, organizational culture, directly and indirectly through motivation on the productivity of educators / teachers in integrated education schools in South Sulawesi. The population of this research is all educators / teachers in integrated school-based education as many as 2,778 educators / teachers who are within the scope of integrated schools in the city of Makassar. Sampling techniques based on nonrandom sampling, the size of samples in this study also follow the appropriate sample size provisions used in SEM (Structural Equation Modeling) analysis. So this study used a sample size of 200 respondents spread across 14 integrated schools in Makassar The results showed competence, organizational commitment, and organizational culture influenced the motivation of educators / teachers because each educator / teacher sharp mastery of competence in an integrated pattern, sharing knowledge, and updating the latest subject matter, as well as monitoring student development. Organizational commitment, organizational culture, and educator/teacher motivation affect educator/teacher productivity because it motivates each other between educators/teachers, teaching participants, and integrated school management, educators/teachers take corrective actions, and motivate educators/teachers to increase the value of teaching participants. Competence has no effect on the productivity of educators/teachers because competencies are only used for teaching, while teachers in integrated schools are required to improve their academic copyright work. There is motivational mediation on the influence of organizational commitment to the productivity of educators / teachers because there is a moral bond to educate students as teaching participants, but there is no motivational mediation on the influence of competence and organizational culture on the productivity of educators / teachers because the motivation is only to improve the teaching ability of educators / teachers. It is recommended to increase the productivity of integrated school educators/teachers by increasing the operational competence of educators with professionalism, knowledge level, ability to understand work, integrated study management ability, and help fellow educators / teachers, strengthen the culture in integrated schools by building togetherness in development and achievement, strengthen the commitment of fellow educators / teachers by sharing the latest information related to science, and increase the motivation of educators / teachers to make achievements periodically.

Keywords: Competence, Organizational Commitment, Organizational Culture, Motivation. Educator/Teacher Productivity, Integrated Schools

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I. Introduction

Based on Law No. 20 of 2003 on The National Education System Chapter I Article 1 and Government Regulation of the Republic of Indonesia number 17 of 2010 concerning the management and implementation of education it is said that education is a conscious and planned effort for self-control, personality, intelligence, noble character, as well as the necessary skills of himself, society, nation and country. Learning in education can be done through formal, non-formal, and informal education that can complement each other and enrich each other. Thus, the concept of integrated penddikan has been included in it. This includes integrated formal education, and a structured and tiered education pathway consisting of primary education, secondary education, and higher education. Furthermore, in Law No. 20 of 2003 on Article 18 Paragraphs 2 and 3 it is explained that secondary education consists of public education and integrated secondary education. Thus, the pattern of education and the tiering of education can be carried out in an integrated manner

Eastern Indonesia has a huge potential for natural resources, but according to Raharto and Romdiati (2008) that the eastern region of Indonesia does not yet have the quality of human resources that can develop the potential of natural resources, therefore it is necessary to mobilize potential residents from more developed areas in more needy areas. Human resources are strategic assets in an organization, because human resources are the driving force that runs the organization. Therefore, human resources are always considered, maintained, and

improved. Human resource development is basically an effort to improve employee performance, by assessing, and measuring based on predetermined criteria. The improvement of individual achievements is a guarantee for the organization to continue its efforts, because it is considered capable of answering every challenge of change today, and the future. Thus, organizational achievements are largely determined by the achievements of human resources.

This study is to examine the productivity of educators / teachers based on Government Regulation No. 74 of 2008 on Educators / teachers and Supervisors (Director General of PMPTK. 2009), in the analysis unit in schools with integrated patterns of education, with the basic productivity of educators / teachers, namely the planning and implementation of learning, with rpp indikator, semester programs and annual programs, academic achievement, with indicators of academic work, and monumental works in the field of education, professional development work, with indicators of articles, media, learning tools, and research carried out, and participation in scientific forums with indicators including the role of speakers or participants (Mulyasa, 2008, Ministry of Education, 2009, Suparlan, 1997). The integration concept development initiative according to Kuntowijoyo (2006) was motivated by a dichotomy between religious sciences and general sciences. To avoid the condition of conflict that protracted both views, it is necessary to be a serious concern so as not to cause negative stigma for the survival and progress of human civilization that has knowledge and religion. Atmadi (2001) revealed that integration methods are taken to achieve the educational objectives of science and religious values, so that the relationship between science and religion needs to be reunited to build a new phenomenon in the world of Islamic education, more specifically in public education and integrated with religious science. Knowledge and religion are inseparable and seem to run in their own territory. This is triggered by the separation between the Islamic education system and the modern education system which has a latent impact on Muslims. It also implies the development of the slogan "science for science", which often achieves ethical values in its implementation. Science and religion as if two entities are different and separate from each other, have their own territory, both formal objects-scientific materials, research methods, criteria of truth, the role played by scientists, even to the level of the organizing institution.

The substance of teaching materials applied to integrated primary and secondary education is presented in the form of various competencies that are considered important and necessary for learners in living life according to their times. Integrated education aims to equip students to have behavioral competencies in the fields of science and religion so that the students concerned have achievements (Schippers, 1994). In integrated education, students are equipped with theoretical knowledge and practical skills, as well as social patterns and behaviors and religious-based insights. Integrated education, especially integrated primary and secondary schools, is an investment to improve the quality of human resources, which is the main requirement to increase the pace of economic growth, equal opportunity and social change (Schippers, 1994). Integrated education policies include: (1) economic policy, (2) employment policy, and (3) cultural and religious policies. In terms of economic policy, integrated education is seen as more expensive which is balanced with contributions to the quality of students. Employment policy in integrated education is implemented through the provision of educators with religious sciences, science, technology, and arts, as well as certain competencies, in order to be able to develop value in learners. This employment policy emphasizes the ability of self-reliance of educators. In terms of cultural policy, integrated education is one element of the nation's culture and its existence is properly accepted by the community (Schippers, 1994). Integrated policy is an integral part of the formal education system with a transparent curriculum so that through integrated education pathways open opportunities to achieve higher further education with better religious and language values when compared to public schools.

Handoko (1999) said that the productivity of the organization depends largely on the motivation of its members where the actions of members are aimed at achieving the organization's goals. In line with that, Winardi (2000) said productivity is one of the functions of motivation. Motivation according to Winardi can be positive or negative, this indicates that if motivation is positive it can encourage increased work productivity. Conversely, if motivation decreases it can decrease work productivity. The productivity of school organizations is largely influenced by the work productivity of educators/teachers. Therefore, the work productivity of educators/teachers is of concern to the principal as the manager of the organization because the high low productivity of teachers' work can affect the achievement of the school organization's overall goals. The headmaster continues to increase the motivation of educators/teachers to increase the work productivity of these educators/teachers. Tolla Research (1991) reported that educator/teacher work productivity can increase between 35 - 40% through the influence or encouragement of the principal, and about 60 - 65% is determined by the personal ability of the educator / teacher. Tolla Research (1991) reported that the work productivity of educators / teachers is a combination of the leadership of the principal and utilizing the potential of educators / teachers optimally and the ability of educators / teachers themselves. The work productivity of educators / teachers is the work of educators / teachers who are reflected in planning, implementing, and assessing the teaching and learning process (PBM) whose intensity is based on work ethic, as well as professional discipline

pendidik / teacher in the learning process (Uno, 2007). Thus, the task of educators / teachers is not only teaching, but starting from the planning process up to the assessment. The task is not easy to do, if the educator / teacher does not have good competence and motivation to work.

The work productivity of educators / teachers is a function of the tasks of educators / teachers contained in the main tasks and functions of educators / teachers (Ministry of Education, 2009). The main task and function of educators / teachers is to help and be responsible to the principal in teaching and learning activities, productivity of the work of educators / teachers is a manifestation of the understanding and application of the competence of educators / teachers, including professional competencies (Mulyasa, 2008). The professional competencies of educators/teachers include developing the curriculum, and assessing learning outcomes, mastering standard materials, managing learning programs, managing classes, skillfully using media and learning resources, understanding and implementing student development, understanding and organizing school administration, understanding research in learning, displaying accuracy and leadership in learning, developing basic theories and concepts of education, and understanding and implementing individual learning concepts. Based on Mulyasa's opinion, it is clear that an educator /teacher not only plans and implements learning, but also designs and conducts research, creates media and applies it in learning, as well as designing, implementing and applying research in the teaching and learning process.

Arikunto (1996) expressed professional competence to educators / teachers have a broad and deep knowledge of subject matter (field of study) taught, as well as mastery of methodology that is mastering theoretical concepts, as well as choosing the right method and able to use it in the teaching and learning process. Indicators of professional competence of educators / teachers according to Arikunto (1996) namely mastery of subject matter, research and preparation of scientific work, professional development, and utilizing communication technology for the benefit of learning. Suparlan (1997) stated that the role and duties of educators/teachers are as managers in the management role, knowing the background, socioeconomic, and academic intellectuals of students, and knowing the individual differences of students, potentials, and weaknesses of students, including their learning. In terms of teaching, each teacher acts as a teacher (the instructional role), which is to convey knowledge and skills, understand students about responsibility, discipline, and productive, respect and compassion for students, convey moral and humanitarian values in all steps, encourage students to be innovative, creative, and understand the differences in individuality, set an example for students, both words and behaviors, and teach to care for the environment and understand the development and application of science and technology in modern life.

Education is a basic human right whose fulfillment is mandatory for the government as a manifestation of Article 31, Chapter XIII of the Constitution of 1945 i.e. every citizen has the right to teaching, and the government seeks and organizes a national teaching system, which is regulated by law. One of the patterns of education that develops is education with an integrated pattern. Integrated schools are basically schools that implement the concept of Islamic education based on AlQur'an and As Sunnah. Operational concept applied is the accumulation of the process of cultivation, devolution and development of Islamic teachings, Islamic culture and civilization from generation to generation. The term "Integrated" is intended as a taukid of Islam itself. The point is a whole Islam thoroughly, Integral, not partial, syumuliah not juz'iyah. This became the main spirit in the da'wah movement in the field of education as a "resistance" to secular understanding, dichotomy, juz'iyah. In its application as a school that applies an implementation approach by combining public education and religious education into a curriculum. With this approach, all subjects and all school activities can not be separated from the pattern of teachings and messages of Islamic values. There is no dichotomy and inseparable between general lessons, all subjects can not be separated from the values and teachings of Islam, where Islam is taught inseparable from the context of the benefit of daily life. General lessons, such as mathematics, science, social sciences, language, physical/health, skills framed with basic, guidelines, and islamic teaching guidelines. While religiously educated, the curriculum is enriched with current context approaches and benefits, and benefits.

Every educator/teacher who teaches in an integrated school has the ability to create an organizational value and culture that upholds achievement and togetherness. Kanok-orn Somprach,et.al. (2015) An organizational culture reinforced by behavior can motivate every teacher to improve his/her achievements. Ramlanto,et.al. (2017) the motivation and productivity of educators/teachers is determined by the organizational culture that is built as a symbol of togetherness to form values. Nasrun and Dody (2017) directly determine the productivity of educators/teachers, and can indirectly be strengthened by the motivation given by the principal to improve his/her achievements. Organizational cultural implications in integrated schools emphasize integration in learning methods so as to optimize the realm of cognitive, affective and connotative abilities. The implications of this integration require teachers to develop a varied approach and use a wide and flexible media and learning resources. Learning methods emphasize the use and approach that triggers and spurs optimization of the empowerment of the left brain and right brain. With this understanding, an integrated education approach based on problem solving that trains students to think critically, systematically, logically and solutifly, then based on creativity that trains learners to think orsinal, flexible and imaginative. The skills of educators /

teachers in teaching do a variety of activities that are useful and beneficial for themselves and their environment. Therefore, integrated education patterns require educators / teachers to conduct education in higher competencies and personalities. If an employee studies higher in order to improve the quality of work, then the government is able to provide education and human resources are more qualified. Therefore, the government opens the opportunity for public participation to organize education, especially higher education through the government budget.

The establishment of quality educators / teachers in integrated schools starts from the process of recruitment and continues in the development process. According to Schein (1985) that leaders can form motivations if human resources are managed professionally. In the process of recruitment of educators / teachers, school management requires various qualifications such as education, work experience, motivation, creativity, and so on, with the intention to know the level of compatibility of employees with the work to be carried out. The process of developing educators' human resources, among others, by providing technical guidance, technical and non-technical training on improving individual competencies is a continuation of the recruitment process, the continuation of which is to know the flexibility of employees about job recognition, and changes in work methods. That means to get qualified employees, the management continues to provide continuous guidance and training.

The productivity of educators/teachers can increase if the organization's leadership is not only a motivator, and stimulator, but also serves as a partner for its subordinates. Not all employees have the same potential and motivation of work, but by providing treatment in a very conducive work climate, all subordinates will behave uniformly according to ethics and norms in the organization. According to Wijono (2001) that there is an influence between work motivation, affiliate motives and power with personality on work achievement. The leadership serves as a giver and creator of a conducive work atmosphere, such as harmonization of relationships between employees, relationships between superiors and men, the existence of a clear career system and does not give different treatment to subordinates, and remuneration and provision of benefits / rewards that are balanced with work achievement. Many factors can affect work productivity such as motivation, fair treatment, attention, promotion of positions, fulfilling their wants and needs, and responding to employee complaints. Gibson (1996) in Ermayanti (2001) and Brahmasari (2004) stated that employee performance is a result of employee development, such as motivating, rewarding, and paying attention. Employee performance according to Drago et.al. (1992) that compensation payments can increase employee satisfaction and motivation, but according to Porter and Steers in Mobley (1982) that there is a negative relationship between absence and satisfaction with work compensation. So with increased job satisfaction it will increase work motivation.

Employee performance assessment for organizational management is a work program to evaluate the human resource management system and its contribution to the organization. Delery and Doty (1996) said that employee performance is the result of a series of actions and treatments that have been given to employees. Mangkunegara (2000) said that employee performance is the result of work in quality and quantity that can be achieved. To conduct a performance assessment, first set a model or desire to be achieved such as the determination of work targets, employee attendance targets, employee creativity, and adherence to norms or rules of work in the organization. Therefore, employee performance needs to be evaluated to know the extent of the effectiveness of the treatment that has been given by the organization.

Motivator leaders provide understanding and instill the right science and technical work in the face of environmental changes and developments. Behling and McFillen's research (1996) that leadership behavior in empowering and motivating employees by using indicators convince subordinates of competence is very successful. Good organizational leadership if it can produce subordinates' ability to lead themselves, take responsibility for their own actions, and earn rewards through strong independence. In Ogbonna and Harris research (2000) that there is a relationship between motivation and employee productivity performance and doing work motivation continuously.

There are gaps in work competencies and knowledge among employees, as evidenced by the presence of some employees who are very skilled in completing their duties, but there are also employees who lack knowledge and weak basic competencies such as not being able to conceptualize letters, not skillfully using computers, nervous in speeches, and not able to direct meetings. Berger and Luckmann (1966) to build knowledge in the organization required externalization, objectification and internalization. Externalization of knowledge is the process by which a personal knowledge exchange occurs, so that knowledge is communicated among members. Objectification of knowledge is the process by which knowledge becomes an objective reality, so that knowledge is recognized by the organization (community). Internalization of knowledge is the process by which the knowledge is used by the personal in order to socialize them. Internalization of knowledge is carried out through search activities and rediscovering knowledge stored in the organization. Innovation is generated from a combination of personal knowledge, knowledge shared by groups, and organizational knowledge. The process also illustrates knowledge sharing. The same thing proposed by Marleen Huysman and

Dirk de Wit in Husyman (2003) should be done knowledge exchange, knowledge retrieval, and knowledge creation.

Building personality according to Forbis (2012) is the best solution to complete the work formed by team work, because one of the important indicators of building a personality is a responsible person or personal accountability. More about the importance of building homework in an organization according to Richardson (2008) because each individual can do personal learning or the ability to learn alone or learn independently.

The competence of educators / teachers in integrated learning is absolutely possessed in some educators / teachers who teach science and other general sciences. Every educational institution in the form of a public school is required to be able to bring out the characteristics of religious education that runs in an integrated manner with public science, well and has added value compared to equivalent public schools. Based on the results of a temporary poll of several public schools that implemented a pattern of integration, the authors saw that the implementation of the integration of religious education, language with general subjects showed added value to the outside of the students. It is also done applied to educators / teachers of general subjects that are only limited to their ability that is very minimal religious knowledge, so that the phenomenon of development of special competencies based on value. This means that in integrated education in schools, coordination is applied to the implementation of the integrated education pattern. However, education experts concrete integration patterns are also influenced by other factors. And this for writers is very important to research, in every school education integrated pattern. Research Gap or empirical phenomenon in this research is why the productivity of educators / teachers is not the same increase, but school leaders as managers have motivated, with cultural awareness and strengthening competencies through training, briefings, and technical guidance of the classroom.

Theoritiacal Gap or the theory and findings in this study are based on Mohamad Syarif and Prayuningtyas (2017), Jusuf Sunya.et.al., (2017). Kunter,et.al (2013) Ilanlou and Zand (2011) Shashi (2014) Harahap (2017) teacher competence can increase motivation and productivity, although competence according to Jusuf Sunya.et.al.(2017) does not determine productivity. But according to Lum et.al (1998), Anoraga (1993), Tika (2006), Yasin (2001) Nur Laily and Dewi (2017), Mong and Kao (2012), and Yuen-Onn Choong et.al. (2011) the organizational commitment of secondary school educators/teachers can increase their motivation and productivity. Then Mintzberg (1985), Nurharani Selamat et.al (2013), Amir Sohail.et.al. (2014), Shashi (2014), Isaac Runi et.al (2017), Luthans(2002), andSutton(2000) presented him with a role competence in organizational management is very important to increase the productivity of educators / teachers. While the findings kanok-orn Somprach,et.al. (2015), Ramlanto,et.al. (2017), Nasrun and Dody (2017), Anra (2017), and Viseu,João,et.al. (2016) An organizational culture reinforced by behavior can motivate every educator/teacher to improve their achievements.

II. Rivew Literature

The role of employees as contributors in achieving the objectives of the organization by Pace and Don (2005) that employees as "living machines" are in the organization. This means that the organization will run fast if it is motorized by educated, disciplined, and creative employees. Karno (2001) views staff as an extension of manager's work. The tighter the communication between managers and employees, the stronger the reach of managers.

Behling and McFillen (1996) that the function of human resources in an organization is empowered in balance with other resources. Unbalanced management of resources will result in losses on the one hand. Waldman (1993) human resource management became part of the strategy as the basis for influencing decisions against employees in terms of law

The theory of human resources put forward by Herzberg et.al in Luthans (2002) that a person's high attitude and experience determines the quality of his work. Factors identified as work context are hygiene (preventive) factors, namely: supervision, interpersonal relationships, physical working conditions, salaries, organizational policies, administration, occupational benefits and safety. If these factors decline below what workers see to a certain point, it will lead to dissatisfaction. Conversely, if factors increase, job satisfaction will be achieved, so that it grows as a "motivator" namely factors such as achievement, recognition of challenging work achievement, increased responsibility, and opportunities to grow and develop.

Herzberg's hygiene-motivation theory has received support and criticism. Criticism because there is no evidence of a positive relationship between job satisfaction and productivity. However, wijono research (2001) that there is an influence of interaction between work motivation, affiliate motives and power with personality to work achievement. On the contrary, there is no influence of interaction between the motives of existence and motives of achievement with personality to work achievement. Human resource management system is much better than human resource management practices, and is very influential on employee productivity because it relates to many stakeholders and related to the environment (Huselid, 1995) employment, employee recruitment, retirement plans, occupational safety and health.

Employees also want job satisfaction if they have contributed to their organization. Employee satisfaction is a condition of meeting the needs of employees. Employees who are satisfied with the compensation and work facilities obtained are indicators of appropriate human resource management practices. Workers basically need physical and non-physical fulfillment, physically we know that related to the material or money paid, while non-material fulfillment in the form of positive interactions with the work environment, such as appreciation, trust, and sharing with fellow employees, or between employees and superiors. Many important factors or indicators that must be assessed in human resource management practices

In the study of strategy management, how organizations gain a sustainable competitive advantage is by developing the capabilities of the organization's human resources (Teece et. Al.,1997). Capability management is the ability to improve actions. To be able to perfect the action, it should be promised with comprehensive (Priono and Radhi 2005; Raharso, 2009). Innovative mungkin is the key to successful capability development, but a highly skilled workforce is an important factor for innovation (Baldwin, 1999). Training programs are the main methods used to improve the skills of the workforce. Baldwin's survey (1999) found that skill labour is the most important contributor to organizational growth, his research found, that about 52% of small and medium-sized organizations studied carried out training programs to improve their human resources, 36% of which used formal training programs. Dynamic capability is the capacity to extract resource capabilities now into future resource capabilities through the development of new competencies, so those dynamic capabilities will include two elements, (1) capabilities to exploit new things (capability exploitation) and (2) capabilities to build new things (capability building) (Priono and Radhi, 2005). Exploitation capability is related to the ability to

The concept of building capabilities according to Rahab and Sudjono (2012) in 153 multinational organizations in China, shows that exploitation capabilities and building capabilities are influenced by the external environment and organizational dynamics. Dynamic capabilities will be easier to develop if the organization's environment is friendly. Building capabilities depends on the competencies developed by the organization. Co-ordination of organization owners, internalization awareness, and location factors that determine the level of capability development. Kasmawati (2012) capability is the most important resource for an organization because everyone who gives work, talent, creativity, and spirit to the organization. Therefore, the difficulty of human resources is the source of problems in the organization due to low resource capabilities. The consequence of this is the availability of human resources that have the capacity and capability as the planning and implementation of program activities. Hasna (2005) human resource capability oriented knowledge (knowledge) and skills (skills) that will determine the success of a person to complete the work charged to him optimally. The problem of human resources is still in the spotlight and tumpuhan for organizations to remain able to survive in the era of globalization. Human resources play a leading role in every organizational activity. Although supported by facilities and infrastructure and a source of funds that berlebihan, but without the support of reliable human resources organizational activities will not be resolved properly. This shows that human resources are the main key that must be considered with all their needs.

III. Research Method

The design of this research is descriptive and associative, beginning with an overview of several phenomena about the productivity of educators in education based on integrated Islamic schools within the scope of Makassar city. This study used Structural Equation Model (SEM) analysis to measure the degree of influence, and tested the realities, validity, and goodness and fit of the model and against the data that had been compiled within the conceptual framework of this research. According to Hair, et.al (2) and Kuncoro (2004) that this associative descriptive research aims to answer several research hypotheses arising from the main problem of research, then take the theory and findings as the basis of comparison as a reference to prove the truth to existing phenomena. The location of this research is several integrated schools within the administrative area of Makassar city. The number of samples to be used in this study when following the sample size developed by Ferdinand (2005) the required sample size is between 10-25 times the number of independent variables. Because this research model uses 5 independent variables, the required number of samples is 40-100 samples. But according to Ghozali and Fuad (2005) advocated a minimum sample is 5 times the number of manifest variables. Based on Hair et al. (1998) recommends a minimum sample is 5 times the number of manifest variables, where the manifest variable amounts to 20 so the number of samples is 100. Boomsma (1987) in Ghozali and Fuad (2005) advocated that estimating structural equations through the Maximum Likelihood method would be effective if the number of samples was at least 200, research using less than 100 samples would result in incorrect inference. Based on the exposure, this study used a sample size of 200 samples distributed in several integrated Islamic schools in Makassar, the most appropriate data analysis method to analyze the data is path analysis with technical equation structure model or Structural Equation Model (SEM) using PLS (Partial Least Square).

IV. Results And Analysis

In this study, validity and reliability will be tested on each latent variable, namely Competency variables, Organizational Commitment, Organizational Culture, Motivation of educators / Teachers, and Productivity of educators / teachers in integrated education services in Makassar using the help of AMOS V.22 software. To find out the amount of contribution of each indicator, further testing is carried out to determine the degree of conformity of each indicator based on the construct reliability and variance extracted approach at alpha 0.05 with a t-critical value of 1.96. The construct value of the indicator has a reliable degree of conformity in building a variable, if it has a degree of conformity value greater than recommended, namely: 0.7 and the calculated t value of each indicator is greater than the t-critical value (1.96). Furthermore it is said that each indicator has a represented opportunity in explaining a variable if it has an extracted variance value greater than the recommended value, which is 0.5.

The construct reliability and variance values extracted for each indicator of business competency variables can be seen in the following table. Construct Reliability values from knowledge, skill, ability, responsiveness, and improvisation indicators that form competency variables. Furthermore, the Construct Reliability Value of the Organizational Commitment indicator consists of affective components, normative components, and continuance components. Construct Reliability value of the indicators that make up the organizational culture consisting of Group Culture, Development Culture, and Rational Culture. Construct Reliability value of the indicators that make up the Teacher Motivation consisting of Need of achievement, Need of affiliation, Need of power, Compensation, and Atmosphere and work environment. Lastly, the indicators that make up the teacher productivity variables are based on the level of quality of work results, the level of quantity of work results, the level of ability to cooperate, and productivity growth. The value is more than recommended is 0.7. In this study will show the overall model testing between exogenous variables consisting of Competence, Organizational Commitment, Organizational Culture, Teacher Motivation, and Teacher Productivity in education

with an integrated pattern in Makassar. A good model indication is that there has been a test between models supported by the theory and then proven by empirical data, or statistically done in a t-test that is comparing between t-counts with tables at $\alpha = 5\%$ and $n = 200$.

Construction in SEM technique is called latent variable and indicator is observed variable. After the construction structure and its indicators are stated in the model, then by using SEM procedures are carried out validity and reliability tests. A validity test was conducted to see which questions were worthy (representative) to be used to represent the free variables in this study. This test was conducted using confirmatori factor analysis in each latent variable using AMOS V.22 program. If the loading factor value on the indicator is greater than 0.5; then the indicator can be used to measure variables (Chin, in Ghozali, 2005). The second measuring instrument test is reliability, which is an index that shows the extent to which the measuring instrument is reliable or trustworthy. Reliability is a measure of the internal consistency of the indicators, which indicates the degree to which each indicator identifies a common form variable or latent factor. Reliability in this study was calculated by using composite (construct) reliability with a minimum cut off value of 0.6 (Maholtra, in Solimun, 2002).

Standard Loading is obtained directly from the standardized loading for each indicator, namely the lambda value generated by each indicator. e_j is the measurement error of each indicator. Measurement error is equal to $1 -$ the reliability of the indicator i.e. the rank of two of the standardized loading of each indicator analyzed. The limit value used to assess an acceptable level of reliability is 0.60 (Maholtra, in Solimun, 2002: 71). If the research conducted is exploratory then the value below 0.60 can still be accepted as long as it is accompanied by empirical reasons seen in the exploratory process.

Competency Variable Reliability Testing Table

Variable			Estimate	Σ	t-test	Q	Description
Indicators		Latent	(λ)				
X1.1	<---	X1	0,777	0,166	4,688	0,000	Significant
X1.2	<---	X1	0,832	0,160	5,210	0,000	Significant
X1.3	<---	X1	0,646	0,170	3,789	0,000	Significant
X1.4	<---	X1	1,000			0,000	Significant
X1.5	<---	X1	0,929	0,177	5,245	0,000	Significant

1. Knowledge (X11) has a loading value of 0.777 means statistically significant Knowledge measuring Competency of 4,688; this can also be seen from the value $p = 0.000$ which is less than $\alpha = 0.05$ in regression weights.

2. Skill (X12) has a loading value of 0.832. This value explains statistically that the second indicator significantly measures the Competency variable. This can be seen from the value $p = 5,210$ less than $\alpha = 0.05$ in regression weights.
3. Ability (X13) has a loading value of 0.646. This value means that the Ability indicator is statistically significant in measuring the Competency variable, it can also be seen the value $p = 0.000$ which is less than $\alpha = 0.05$ padaregression weights.
4. Responsiveness (X14) has a loading value of 1,000. This value means that responsiveness indicators are statistically significant in measuring Competency variables, this can also be seen $p = 0.000$ values smaller than $\alpha = 0.05$ in regression weights.
5. Improvisation (X15) has a loading value of 0.929. This value means that the Improvisation indicator is statistically significant in measuring the Competency variable, it can also be seen the value of $p = 0.000$ which is less than $\alpha = 0.05$ in regression weights.

Of the four indicators that measure resource content variables, there is one dominant indicator, namely Improvisation because it has the highest t-test value of 5,245, this can also be seen from the estimated value of 0.929 in regression weights. The following reliability and validity tests for competency variables will be presented that the construct reliability value for the competency variable is 0.932 above the limit value used to assess the level of reliability, while the validity value measured by the Variance Extracted indicator is 4,184. Thus all indicators of competency variables are reliable and valid significantly and can be further analyzed.

Reliability and Validity Testing Table of Competency Variables

Variable Indicators	Estimation (Loading= λ)	λ^2	Measurement Error (1 - λ^2)	Cr	Variance Extracted
X11	0,777	0,604	0,396	0,932	4,184
X12	0,832	0,692	0,308		
X13	0,646	0,417	0,583		
X14	1,000	1,000	0,000		
X15	0,929	0,863	0,137		
Amount	4,184	3,576	1,287		

It is a latent variable measured by three indicators namely X2.1 = Affective component, X2.2 = Normative component, and X2.3 = Continuance Component. Test results with confirmation analysis

Testing Of Organizational Commitment Variable Reliabilitas

Variable			Estimate	Σ	t-test	Q	Description
Indicators		Latent	(λ)				
X2.1	<---	X2	0,827	0,132	6,257	0,000	Significant
X2.2	<---	X2	1,000			0,000	Significant
X2.3	<---	X2	0,844	0,141	5,979	0,000	Significant

1. Affective components (X21) have a loading value of 0.827 meaning statistically significant affective components measure organizational commitment of 4,688; this can also be seen from the value $p = 0.000$ which is less than $\alpha = 0.05$ in regression weights
2. Normative components (X22) have a loading value of 0.832. This value explains statistically that the second indicator significantly measures the organizational commitment variable. This can be seen from the value $p = 5,210$ less than $\alpha = 0.05$ in regression weights.
3. The continuance component (X23) has a loading value of 0.646. This value means that the Continuance Component indicator is statistically significant in measuring organizational commitment variables, it can also be seen $p = 0.000$ values smaller than $\alpha = 0.05$ in regression weights.

Of the three indicators that measure organizational commitment variables, there is one dominant indicator, the Continuance Component because it has the highest t-test value of 5,979, this can also be seen from the estimated value of 0.929 in regression weights.

The following reliability and validity tests for competency variables will be presented in the table It is known that the construct reliability value for the organizational commitment variable is 0.932 above the limit value used to assess the level of reliability, while the validity value measured by the Variance Extracted indicator is 2,671. Thus all indicators of organizational commitment variables are reliable and valid significantly and can be further analyzed.

Testing the Reliabilas and Validity of Organizational Commitment Variables

Variable Indicators	Estimation (Loading= λ)	λ^2	Error Measurements (1 - λ^2)	Cr	Variance Extracted
X21	0,827	0,684	0,316	0,922	2,671
X22	1,000	1,000	0,000		
X23	0,844	0,712	0,288		
Amount	2,671	2,396	0,604		

It is a latent variable measured by three indicators namely X3.1= Group Culture, X 3.2= Development Culture, and X 3.3= Rational Culture.

Testing the Reality of Organizational Cultural Variables

Variable			Estimate	Σ	t-test	Q	Description
Indicators		Latent	(λ)				
X3.1	<---	X3	0,574	0,146	3,919	0,000	Significant
X3.2	<---	X3	0,996	0,174	5,736	0,000	Significant
X3.3	<---	X3	1,000			0,000	Significant

1. Group culture (X31) has a loading value of 0.547 meaning statistically significant group culture measures organizational culture of 3,919; this can also be seen from the value $p = 0.000$ which is less than $\alpha = 0.05$ in regression weights.
2. Culture Development (X32) has a loading value of 0.966. This value explains statistically that the second indicator significantly measures organizational cultural variables. This can be seen from the value $p = 0.000$ less than $\alpha = 0.05$ in regression weights.
3. Rational Culture (X33) has a loading value of 1,000. This value means that rational cultural indicators are statistically significant in measuring organizational cultural variables, this can also be seen $p = 0.000$ values smaller than $\alpha = 0.05$ in regression weights.

Of the three indicators that measure organizational cultural variables, there is one dominant indicator, namely Development Culture because it has the highest t-test value of 5,736, it can also be seen from the estimated value of 0.996 in regression weights.

Here's a test of reliability and validity for organizational culture variables to be presented in the Table

It can be noted that the construct reliability value for the organizational culture variable is 0.922 above the limit value used to assess the level of reliability, while the validity value measured by the Variance Extracted indicator is 2,671. Thus all indicators of competency variables are reliable and valid significantly and can be further analyzed.

Relia Testingbitas and Validity over Organizational Cultural Variables

Variable Indicators	Estimation (Loading= λ)	λ^2	Measurement Error (1 - λ^2)	Cr	Variance Extracted
X21	0,827	0,684	0,316	0,922	2,671
X22	1,000	1,000	0,000		
X23	0,844	0,712	0,288		
Amount	2,671	2,396	0,604		

It is a latent variable measured by three indicators namely Y1= Need of achievement, Y2= Need of affiliation, Y3= Need of power, Y4= Compensation, and Y5= Atmosphere and work environment.

Motivational Variable Reliability Testing

Variable			Estimate (λ)	Σ	t-test	Q	Description
Indicators		Latent					
Y1	<---	Y	0,981	0,072	13,660	0,000	Significant
Y2	<---	Y	1,000			0,000	Significant
Y3	<---	Y	0,845	0,084	10,069	0,000	Significant
Y4	<---	Y	0,872	0,076	11,439	0,000	Significant
Y5	<---	Y	0,652	0,080	8,195	0,000	Significant

1. Need of achievement (Y1) has a loading value of 0.981 meaning statistically need of significant achievement measures motivation by 13,660; this can also be seen from the value p = 0.000 which is less than $\alpha = 0.05$ in regression weights.
2. Need of affiliation (Y2) has a loading value of 1,000. This value explains statistically that the second indicator significantly measures motivational variables. This can be seen from the value p = 0.000 less than $\alpha = 0.05$ in regression weights.
3. Need of power (Y3) has a loading value of 0.845. This value means that the Need of power indicator is statistically significant in measuring motivation variables, it can also be seen the value p = 0.000 which is less than $\alpha = 0.05$ in regression weights .
4. Compensation (Y4) has a loading value of 0.872. This value explains statistically that the Compensation indicator significantly measures motivation variables. This can be seen from the value p = 0.000 less than $\alpha = 0.05$ in regression weights.
5. The atmosphere and work environment (Y5) has a loading value of 0.652. This value means that the Atmosphere and work environment indicators are statistically significant in measuring motivation variables, this can also be seen p= 0.000 values smaller than $\alpha=0.05$ in regression weights.

Of the three indicators that measure motivation variables, there is one dominant indicator that is Need of achievement because it has the highest t-test value of 13,660, this can also be seen from the estimated value of 0.981 in regression weights.

Here's a test of reliability and validity for the motivation variables to be delivered on. It can be noted that the construct reliability value for the motivation variable is 0.971 above the limit value used to assess the reliability level, while the validity value measured by the Variance Extracted indicator is 4,350. Thus all indicators of competency variables are reliable and valid significantly and can be further analyzed.

Testing The Reliabilas and Validity of Motivation Variables

Variable Indicators	Estimation (Loading=λ)	λ ²	Measurement Error (1 - λ ²)	Cr	Variance Extracted
Y1	0,981	0,962	0,038	0,971	4,350
Y2	1,000	1,000	0,000		
Y3	0,845	0,714	0,286		
Y4	0,872	0,760	0,240		
Y5	0,652	0,425	0,575		
Amount	4,350	3,862	0,563		

Is a latent variable measured by three indicators namely Z1=Quality Level of work, Z2= Quantity level of work, Z3= Level of ability to cooperate, and Z4=Productivity Growth

Testing Reliabilas Variable Organizational Commitment

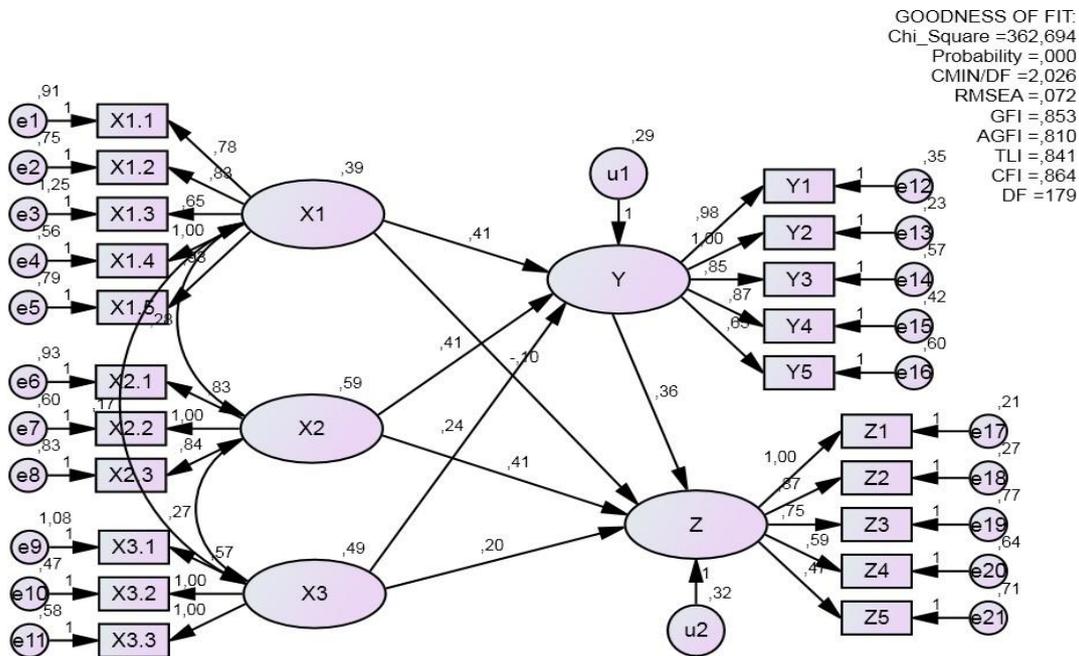
Variable			Estimate (λ)	Σ	t-test	Q	Description
Indicators		Latent					
X2.1	<---	X2	0,827	0,132	6,257	0,000	Significant
X2.2	<---	X2	1,000			0,000	Significant

X2.3	<---	X2	0,844	0,141	5,979	0,000	Significant
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1. Affective components (X21) have a loading value of 0.827 meaning statistically significant affective components measure organizational commitment of 4,688; this can also be seen from the value $p = 0.000$ which is less than $\alpha = 0.05$ in regression weights.
2. Normative components (X22) have a loading value of 0.832. This value explains statistically that the second indicator significantly measures the organizational commitment variable. This can be seen from the value $p = 5,210$ less than $\alpha = 0.05$ in regression weights.
3. The continuance component (X23) has a loading value of 0.646. This value means that the Continuance Component indicator is statistically significant in measuring organizational commitment variables, it can also be seen $p=0.000$ values smaller than $\alpha=0.05$ in regression weights.

Of the three indicators that measure organizational commitment variables, there is one dominant indicator, the Continuance Component because it has the highest t-test value of 5,979, this can also be seen from the estimated value of 0.929 in regression weights. The following reliability and validity tests for competency variables will be presented in the Table It is known that the construct reliability value for the organizational commitment variable is 0.932 above the limit value used to assess the level of reliability, while the validity value measured by the Variance Extracted50 ndicator is 2,671. Thus all 50 ndicators of organizational commitment variables are reliable and valid significantly and can be further analyzed.

Initial Test Model



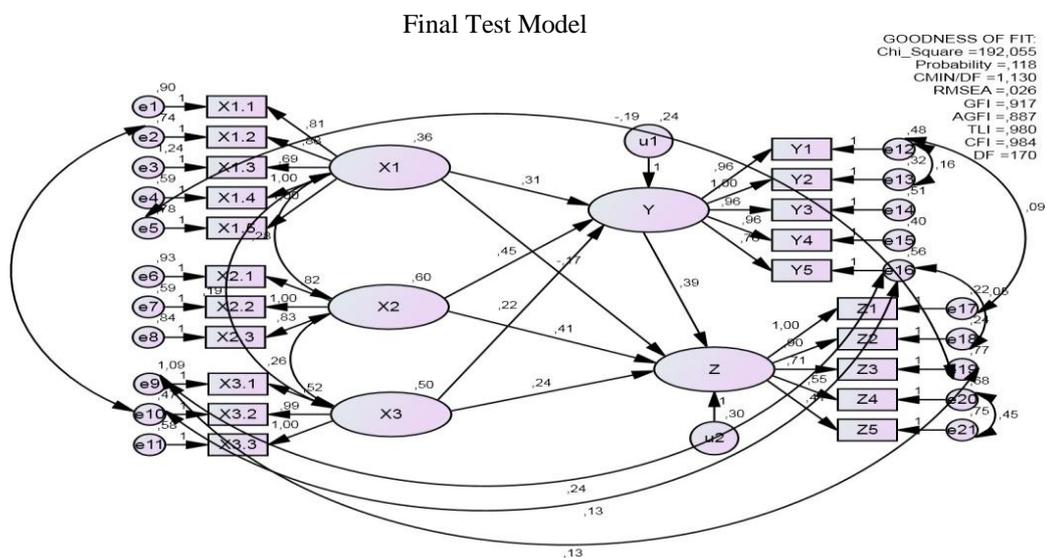
The test results of model match in SEM analysis can be explained in the picture above 1 5.21. as follows:

- a. Chi Square statistics (s2) of 362,694 static tests related to significant requirements, the smaller the better
- b. Judging from the RMSEA (Root mean square error of approximation) value for the model studied at 0.72 indicates a marginal model for model literature, where the expected RMSEA value is less than 0.08.
- c. In the table above, the GFI (Goodness of Fit Index) value for the model studied at 0.853 indicates that the model obtained meets the criteria, where it is expected that the GFI value is close to 0-1, with a higher value is better. $GFI \geq 0.90$ is good fit, while $0.80 \leq GFI \leq 0.90$ is marginal fit.
- d. CFI (Comparative Fit Index = close to 1) obtained a value of 0.364 Values ranging from 0-1, with a higher value is better. $CFI \geq 0.90$ is good fit, while $0.80 \leq CFI \leq 0.90$ is marginal fit.
- e. Tucker Lewis Index (TLI), is an incremental conformity index that compares the model tested with the baseline model, where recommended ≥ 0.9 , while the data results get a value of 0.841, the value is still marginal and is close to the standard value of data testing.
- f. AGFI (Adjusted Good of Fit Index = close to 1) obtained by 0.853, while the size range between 0 to 1, considered satisfactory if > 0.90

Based on model conformity test, RMSEA, GFI, , CFI, and GFI values have fulfilled the model conformity test, while for AGFI and TLI values do not exceed the average value, so it is necessary to running the second data after covariance between variables to further perform the model conformity test.

Criteria	Cut Off	Results Testers	Description
Chi-square	≤2.00	362.694	Marginal
Significance probability	≤0.05	0,000	Fit
Relative Chi-square	≤2.00	2,026	Fit
RMSEA	≤0.08	0,072	Fit
Cfi	≥0.90	0,864	Fit
Gfi	≥0.90	0,853	Fit
AGFI	≥0.90	0,810	Marginal
TLI	≥0.90	0,841	Marginal

Based on the final test results in Figure 5.2 of this research model shows several indicators that are fit except for marginal GFI, TLI, and Chi-Square values but generally are close to the suitability of the model so it is necessary to run the second data. Based on the results of the second data test showed Competence (X1), Organizational Commitment (X2), and Organizational Culture (X3) positively and significantly influenced the Motivation of Educators / Teachers (Y). Organizational Commitment (X2), Organizational Culture (X3), Teacher Motivation (Y), and Educator/Teacher Productivity (Z). While Competency (X1) remains negative and does not significantly affect the productivity of educators / teachers (Z)



V. Discussion

1. Competence affects educator motivation

Based on empirical findings in the field that every educator / teacher must have competence in the field of science and competition in the mastery of integrated science between religion and general science and related to other sciences. If compared with the generality of each teacher, it is basically the same human rights but in an integrated education pattern, each educator / teacher is asked to more sharply mastery of his competence teaching him in an integrated pattern, especially if referred to the dominant indicator is the indicator of copyright (Improvisation). So every educator / teacher should improve their competence by strengthening their copyright in making learning manouver and creating teaching materials. This research is in line with the findings of Mohamad Syarif and Prayuningtyas (2017), Jusuf Sunya.et.al. (2017), Mareike Kunter,et.al (2013), Ilanlou and Zand (2011), Shashi (2014) Harahap (2017), and Cydis (2014). But not in line with jusuf's Sunya.et.al. (2017) competency does not determine the motivation and performance of employees because the division of tasks limits the area and classification of work, so the work motivation is limited to the job description specified.

The competence of an integrated school educator/teacher demonstrates the quality of an educator's behavior. Competence is the capacity to do something resulting from the learning process (Lefrancois, 1995). Each individual integrated school is competent in learning the methods and procedures for performing one consecutive work in its implementation. Competency enhancement has nothing to do with interests or opportunities but a planned step. Thus, competence causes individuals to be able to perform certain performances. Competencies according to Cowell (1988) as active skills or skills, ranging from simple to more difficult or complex levels related to the process of preparation of materials or learning experience, which usually consists of: (1) minimal mastery of basic competencies, (2) basic competency practices, and (3) addition of improvement or development to competencies or skills. Thus, competence is a unity that describes the potential, knowledge, skills, and attitudes assessed, related to a particular profession with regard to the parts that can be actualized and addressed in the form of actions or performance to carry out a particular profession.

This change in education trend is interesting to be observed because so far the government is still looking for an education formula that is able to answer the needs of today's society and the future. On the other hand, there is a kind of dissatisfaction began to flourish in the community who want their daughters to study at a school that they refer to as a school that is able to equip their daughters not only with general knowledge and general skills but also with adequate religious knowledge. The pattern of education provided by madrasahs has not been considered enough to give a complex life. Thus the model of boarding school and Integrated Islamic School is seen as an alternative to meet these expectations. In Indonesia, there is now an organization that accommodates integrated Islamic schools called the Network of Integrated Islamic Schools (JSIT). The presence of Integrated Islamic Schools (SIT) as a new innovation in the national education system becomes interesting and important to learn because of the growing number of schools, the number of students, even their achievements that are able to compete with public schools. SIT consists of two models.

Teacher competence is strengthened in connection with the Law of the Republic of Indonesia Number 14 of 2005 concerning Educators / Teachers and Lecturers, Article 1 paragraph (1) explains that Educators / teachers are professionals who have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students on the education of school-age children in formal education, primary education and secondary education. The same is true of The Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System article 39 paragraph 2 which explains that educators are professionals with their duties to plan and implement the learning process, conduct assessments during the learning process, provide guidance and conduct training and conduct research and community service.

2. Organizational commitment affects educator/teacher motivation

Based on empirical findings in the field that every educator / teacher must have a commitment to give each other and receive mutual benefits between teachers, school management, and teaching participants. The commitment of educators / teachers in integrated pattern learning is basically a commitment to share knowledge and give each other between parties during the learning process. If seen from the dominant indicators that form the motivation variables that are affective components, then the motivation of educators / teachers in integrated pattern learning schools need to influence each other among educators / teachers and remind each other that there is a push to increase the value as educators / teachers in integrated schools. This finding is in line with the findings of research by Werang and Gede Agung (2017), Nurharani Selamat et.al (2013), Amir Sohail.et.al. (2014), Nur Laily and Dewi (2017), Mong and Kao (2012), and Yuen-Onn Choong et.al. (2011).

Organizational commitment is one of the behaviors in the organization. This is partly because the organization needs educators / teachers who have a high organizational commitment so that the organization can continue to survive and improve the services and products it produces. Steers (1977) stated that the commitment relates to the intention to stay in the organization, but not directly related to the performance because the performance is also related to motivation, clarity of role, and employee safety (Mowday et.al, 1982). According to Greenberg and Baron (1993), educators/teachers who have a high organizational commitment are more productive so that ultimately it is also more profitable for the organization. Mowday, Porter, and Steers (1982) said that people who have a high organizational commitment will be more motivated to be present in the organization and strive to achieve the goals of the organization.

3. Organizational culture affects the motivation of educators / teachers

Based on the empirical findings in the field that every educator / teacher must have a value that characterizes the school, where the value is a different culture between integrated schools compared to schools that are general. One of the efforts to improve organizational culture by developing teaching patterns, updating the latest subject matter, monitoring student development, and introducing students to the conditions that occur in relation to the prevailing theories, religious advice, and ethics. The dominant indicator in shaping organizational culture is the culture of development, meaning motivation in doing and competition in the mastery of the subject matter. The findings of this study are in line with the findings of Kanok-orn

Somprach,et.al. (2015), Ramlanto,et.al. (2017), Nasrun and Dody (2017), Anra (2017), Pirzada,et.al (2011), and Viseu,João,et.al. (2016).

Organizational culture is a system of mutually accepted understanding, which applies the presence of certain dimensions and characteristics that are closely related and interdependent. Organizational culture has been widely defined by organizational and management experts among others as a group of people who work together to achieve a common goal. Organization is the cooperation of two or more people, a system of consciously coordinated individual activities or forces. Organization is a personnel arrangement to facilitate the achievement of several goals that have been set through the allocation of functions and responsibilities. Organizational culture is expressed by some experts, among others as the subject of solving external and internal problems whose implementation is carried out consistently by a group that then bequeaths to new members as an appropriate way to understand, think and feel about related problems as above. Robbin (2002) sees the existence of dominant values supported by the organization, which can describe the ways of doing a job as well as the assumptions of basic beliefs that exist among members of the organization.

A culture that has evolved over the years through a number of entrenched learning processes, it may be difficult to change. Old habits will be hard to break. However, there are four alternative approaches to organizational cultural management according to Bambang Tri Cahyono (1996), namely: (1) forget about culture; (2) control the surroundings; (3) strive to change the elements of culture to fit the strategy; and (4) change strategies. Furthermore Bambang (1996) cites Alan Kennedy's thinking that there are five reasons to justify a massive cultural change: (1) If the organization has strong values but does not fit the changing environment; (2) If the organization is very competitive and moves at lightning speed; (3) If the organization is medium-sized or worse; (4) If the organization begins to enter a very large ranking; and (5) If the organization is small but growing rapidly.

4. Competence has no effect on the productivity of educators/teachers

Based on empirical findings in the field that basically competence in the field of science can affect its productivity, but factually shows competence can not increase productivity as long as it does not have the copyright and innovation power to improve quality. Competencies are also only used for teaching, while educators/teachers in integrated schools are required to improve their academic copyright work, such as writing, designing lessons, engineering integrated learning methods that adapt to changing environmental conditions. When viewed from the results of processed data that shows the dominant indicators form latent variables then the indicator of copyright (Improvisation). Competencies that do not strengthen copyright will not affect productivity. Thus, every teacher in as if integrated needs to develop their productivity continuously.

In strengthening the competence of teachers in carrying out their duties, as educators / teachers in integrated schools are required to have basic skills in order to present learning that attracts the attention of learners. Ability is the same as competence which is all kinds of knowledge, skills and behaviors that must be owned and mastered by educators / teachers in carrying out their duties. In addition, to achieve the maximum educational objectives also requires the ability or competencies of basic educators / teachers which include pedagogical competencies, social competencies, professional competencies and personality competencies. Talking about professional competencies means talking about how educators/teachers can provide learning services to their students. Because professional competence is the ability to master the learning material broadly and deeply that connects the content of learning materials by utilizing the use of communication and information technology and providing guidance to learners in accordance with national standards of education. Therefore, educators / teachers are required to have a way to transfer ideas or practices communicating ideas to their working relationships, usually by inviting, such actions will cause others to act or respond and cause positive changes. The strength of competence for a worker is an important dynamic force that motivates and coordinates the organization in order to achieve goals, while also being able to create confidence and support its working relationships.

Competence of people working in an organization related to the role of leaders or leadership in the organization according to Siagian (2002) there are three forms, namely interpersonal roles, informational roles, and decision-making roles. What is meant by an interpersonal role in the organization is that a leader in a company or organization is a symbol of the existence of the organization, a leader is responsible for motivating and giving direction to subordinates, and a leader has a role as a liaison that evokes the competence of people in the organization. The role of informational leadership means that a leader in the organization has a role as a giver, recipient and analyzer of information. While the role of the leader in decision making means that the leader has

5. Organizational Commitment affects educator/teacher productivity

Based on empirical findings in the field that every teacher must have a commitment to build cooperation and increase their productivity towards the educational institutions where they teach. The

commitment of teachers in integrated pattern learning is basically a commitment to support each other and motivate each other between teachers, teaching participants, and integrated school management. The implications of this commitment are by sharing the latest information related to developing science, and motivating each other to increase their creativity, motivate each other to help teachers who do less in their scientific fields. When viewed from the dominant indicators that form the motivation variables that are affective components, the indications show that the commitment between teachers is very determined integrated learning patterns, and the commitment is contained in the form of mutually motivating to create, together in science, interactions between fields of science that show perfect integration.

The organizational commitment of Werang and Gede Agung (2017) will motivate teachers to increase their productivity. The role of competence in organizational management by Mintzberg (1985), Luthans (2002), and Sutton (2000) is to organize vision achievement, become amotivator to all stakeholders, conduct analysts, and make all functions within the organization to master the work. Organizational commitment by Nurharani Selamat et.al (2013) influences the productivity and motivation of educators. Yasin (2001) stated that productivity, largely determined by the quality of its managers and commitment to the organization. Anoraga (1993) and Tika (2006) stated that there are nine roles of management competence in organizational operations, namely planning, quickly taking decisions and actions, mastering their fields, organizing the implementation of functions, strengthening the controlling functions, and strengthening and controlling centers.

This attitude approach views organizational commitment as an affective commitment (Allen & Meyer, 1990) and focuses on the process of how one thinks about its relationship with the organization (Mowday et.al, 1982). The typology of organizational commitment has begun to be introduced by Etzioni in 1961, the term is increasingly popular since 1977 after being discussed by Staw & Salancik, who proposed two forms of commitment, namely attitudinal commitment and behavioral commitment. Attitude commitment is a state where an individual considers the extent to which his or her own values and objectives are in accordance with the values and objectives of the organization, as well as the extent of its desire to maintain its membership in the organization.

Teacher commitment is a strength that comes from the heart of a teacher and strength from outside itself about his duties that can have a big influence on the teacher's attitude in the form of responsibility and responsiveness (innovative) to the development of science and technology. Teacher responsibilities born from the commitment of professional teachers are responsibilities that are not only addressed to people, but also before God. The profession of teachers in religious view is not only horizontal-formal fellow human beings, but also vertical-moral, strengthening commitment in the form of responsibility to God who gives trust.

6. Organizational Culture affects educator/teacher productivity

Based on empirical findings in the field that every educator / teacher in an integrated school has a culture characterized by integrated learning patterns that are more productive. Each educator/teacher creates integrated learning materials, feedback learning methods, monitors fellow teachers, and evaluates the behavior of teaching participants, examines answer results, strikes, and provides value based on the integrated ability of the learner. The culture of educators / teachers in integrated learning patterns sees teaching participants as part of the system, so that if there are students who experience a decrease in grades then a group of educators / teachers take corrective actions. This condition shows the characteristics of integrated schools, where the pattern has also shown its own value which is a different culture between integrated schools compared to public schools. Efforts to maintain and improve organizational culture by developing teaching patterns, updating the latest subject materials, monitoring student development, and introducing students with conditions that occur in relation to the prevailing theory, religious advice, and ethics, thus it is also necessary to strengthen motivation in doing and improve the mastery of lesson materials integrated patterns.

Organizational culture for educators / teachers developed in integrated schools according to Edy Sutrisno (2011) is a work culture and is confident in its learning faced with children who have a varied IQ in the academic field. Therefore, the work culture is considered as a trigger for the growing commitment of an educator / teacher, because the culture is in line with the values that will be embraced by educators / teachers. Work culture aims at an integrated school to realize the objectives of an institution where the work culture in an educational institution is always closely related to the commitment of a teacher from each member by directing all power for the benefit of an educational institution and an interest to be part of the educational institution or an organization. Every integrated educational institution always applies a work culture in the form of rules and regulations have been set and established. Including for every teacher who is in the institution, because it will support to do the tasks, which are in the institution well. The commitment of educators /teachers is an absolute state of an educator / teacher.

Educators or new employees adopt these values very quickly. A new executive could have been corrected by his subordinates, if he violated organizational norms. Organizations that have a strong culture are characterized by the tendency of almost all managers to adhere together with a set of values and methods of

running the organization's business. The style and value of a culture that tends not to change much and its roots are already deep, despite the change of manager. In organizations with a strong culture, educators tend to march following the same rules. Shared values and behaviors make teachers or educators feel comfortable at work, a sense of commitment and loyalty makes people try even harder.

In a strong culture it provides the necessary structure and control, without having to rely on a suffocating formal bureaucracy that can suppress the growth of motivation and innovation. A strategically fit culture explicitly states that cultural direction must align and motivate members, if it wants to improve organizational performance. The main concept used here is "match". So, a culture is considered good when it fits the context. The context can be an objective condition of the organization or its business strategy..

7. Educator/teacher motivation affects educator/teacher productivity

Based on empirical findings in the field that every educator / teacher has motivation in mastering teaching materials and motivation to increase the value of teaching participants. Based on the results of data on the dominant variable indicators forming latent variables, the need of achievement indicator is the dominant indicator, the indicator shows that every educator / teacher is required to make achievements periodically, with these achievements the educator / teacher will do the maximum in the form of scientific papers, student action reports, improving student achievement, and encouraging each other among teachers to commit to improving their achievements. The motivation to determine the productivity of this research is supported by Viseu, João, et.al. (2016,) Nasrun and Dody (2017), Davidoft (1987), Ermaya (1997), Rahab dan Sudjono (2012), Calantone and Zhao (2002), Liliweri (1997) Kasmawati (2012) Hasna (2005), Wexley dan Yukl (2000), Robbins (1997), Timpe (2000), Steers (1985), Mulyadi (2001), Mwangi and McCaslin (1994), Rayadi (2012), Yossa, and Zunaidah (2013) Steers (1977).

The strength motivates every educator /teacher to increase their creativity according to Viseu, João, et.al. (2016) and Nasrun and Dody (2017) directly determine the productivity of educators/ teachers, such as creating curriculum, and other scientific work.and indirectly can be strengthened by the motivation given by the principal to improve his achievements. Employee productivity according to Davidoft (1987) is also influenced by employee work motivation. Motivation is something that comes from within a person in order to meet his needs. While the motivation according to Ermaya (1997), refers to the encouragement and effort to meet and satisfy a need or to achieve a goal. Motivation on workers by Rahab and Sudjono (2012) as a learning orientation for gain success by empowering employees, managers motivate employees to do a better job, organizations provide opportunities for employees to work in other specialties for employee learning and adding skills, in the work of certain tasks, organizations feel no need to connect directly with employees, organizational partnerships provide a means of extracting broader information, organizations can learn from consumers, distributors, suppliers, partners , universities and others, managers have guidelines to run the organization, although incomplete, can improve the innovation and productivity of employees.

Organization is an impersonal and highly rational integration of a number of specialists working together to achieve agreed goals (Liliweri, 1997). Calantone and Zhao (2002) stated that employees' creative achievements are supported by three prerequisites, namely adequate intellectual ability, motivation and commitment to achieve excellence. These three prerequisites are an internal push to increase employee productivity. The successful achievement of the organization's objectives is strongly influenced by the role and productivity of its employees. The motivation given by Liliweri (1997) is a sustainable system of human activities that are diverse and coordinated in the form of utilization, change, and unification of all human resources, capital materials, ideas, motivations, and natural resources. Bernard and Simon with his Balance Theory Model state that the organization as a coordinated activity or system that moves two, three people or more. To increase organizational activities, all members of the organization (employees) need to be motivated to participate in improving productivity (Liliweri, 1997).

8. No motivational mediation on the influence of competence on educator/teacher productivity

This condition occurs because the competence of educators / teachers in integrated schools is a static condition of science and the skills of educators / teachers themselves in their knowledge, while strengthening motivation related to the ability of educators / teachers to create and do based on their achievements periodically. The motivation of teachers does not mediate competencies to increase their productivity because the motivation is only to improve their competence, skills, and teaching ability. This condition shows internal motivation that is personal and self-affairs in each integrated school teacher. What is seen as external motivation is shown for teaching, improving academic copyright work, such as writing, designing learning, engineering integrated learning methods, and increasing student grades is an external motivation that adapts to changing environmental conditions.

9. There is motivational mediation on the influence of organizational commitment to educator/teacher productivity

This condition occurs because the commitment of educators / teachers in integrated schools is what encourages to improve their achievements. The motivation of integrated school educators/teachers to create and do based on their achievements periodically is a commitment between educators/ teachers, students, and the management of the school itself. The motivation of educators / teachers mediates their commitment to increase their productivity because of the motivation carried out both externally and internally to strengthen their work commitment in integrated schools and teaching facilities. The internal motivation is strengthened by integrated school educators/teachers because there is a moral bond to educate students as learners, while external motivations are shown for teaching, improving academic copyright work, such as writing, designing learning, engineering integrated learning methods, and improving student grades.

10. No motivational mediation on the influence of organizational culture on educator/teacher productivity

This condition occurs because the culture of education / teachers in integrated schools is the culture of educators / teachers as a whole for example in creating integrated learning materials, learning methods in feedback, monitoring fellow educators / teachers, and conducting evaluations with observations of the behavior of teaching participants, checking the results of answers, conducting strikes, and providing value based on the integrated ability of teaching participants. The culture of integrated school organization no longer needs external motivation or encouragement, because the culture of educators / teachers in an integrated learning pattern sees the teaching participants as part of the system, so that automatically if there are students who experience a decrease in grades then the educator / teacher is morally responsible to take corrective actions, so it is not the necessary motivation but the culture of the organization itself is a productive culture although it does not require external motivation.

The motivation of educators / teachers does not mediate the culture of the organization to increase its productivity because the culture of educators / teachers selokah is already motivated to improve their competence, skills, and teaching ability. These conditions show that the culture is an entity in the implementation of teaching, academic copyright ability, designing learning, engineering integrated learning methods, and improving student grades. This condition occurs because of the organizational culture carried out by the management of integrated education services in Makassar, and all teaching staff become stakeholders, and will automatically motivate themselves.

VI. Conclusions And Sugestions

Competency affects the motivation of educators / teachers because every educator / teacher is asked to more sharply master the competency of teaching in an integrated pattern. . Organizational commitment affects the motivation of educators / teachers because the commitment of educators / teachers in integrated pattern learning is basically a commitment to share knowledge and give each other between parties during the learning process. . Organizational culture affects the motivation of educators / teachers because every educator / school teacher is committed in the development of teaching patterns, updating the latest subject materials, monitoring the development of siswa. Competence has no effect on the productivity of educators / teachers because there are educators / teachers who do not have the copyright and innovation power to improve the quality. Competencies are also only used for teaching, while educators/teachers in integrated schools are required to improve their academic copyright. Organizational commitment affects the productivity of educators / teachers because the commitment of educators / teachers in integrated pattern learning is basically a commitment to support each other and motivate each other between educators / teachers, learners, and integrated school management.

Organizational culture affects the productivity of educators / teachers because the culture of educators / teachers in integrated learning patterns view the teaching participants as part of the system, so that if there are students who experience a decrease in grades then a group of educators / teachers take correctiveactions. Educator/teacher motivation affects the productivity of educators/teachers because every educator/teacher in an integrated school has motivation in mastering teaching materials and motivation to increase the value of teaching participants. There is no motivational mediation on the influence of competence on the productivity of educators / teachers because the motivation is only to improve their competence, skills, and teaching ability. There is motivational mediation on the influence of organizational commitment to the productivity of educators / teachers because there is a moral bond to educate students as learners, while external motivation is shown for teaching, improving academic copyright work, such as writing, making learning plans, engineering integrated learning methods, and improving student grades. There is no mediation of motivation on the influence of organizational culture on the productivity of educators / teachers because the culture of educators / teachers selokah last selokah already motivated to improve their competence, skills, and teaching ability.

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