

Influence of Motivation, Organizational, Culture and Working Environmet Organizational Commitment

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Submission date: 27-Aug-2020 10:41AM (UTC+0700)

Submission ID: 1374706113

File name: ducator_Performance_Kusworo,_Armanu,_Mintarti_Rahayu,Sumiati.pdf (453.28K)

Word count: 7739

Character count: 46116



INFLUENCE OF MOTIVATION, ORGANIZATIONAL CULTURE AND WORKING ENVIRONMENT WITH ORGANIZATIONAL COMMITMENT AS MEDIATOR TO EDUCATOR PERFORMANCE

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ABSTRACT

Kusworo, Influence of Motivation, Organizational Culture and Working Environment With Organizational Commitment As Mediator To Educators Performance (Studies in D-IV Education Program of Institute of Home Affairs Government (IPDN) Jatinangor West Java province).

Educator Human resources have a strategic role in shaping the quality of graduates and the quality of higher education. As a logical consequence of these demands, this research directing it studies how to improve the performance of educators through motivation, organizational culture, work environment mediated by organizational commitment.

This study aims to prove and explain the influence of motivation, organizational culture and working environment with organizational commitment as a mediator to the educators' performance in D-IV education program IPDN Jatinangor West Java.

The study population was all educators consisting of lecturers, trainers and D-IV education program caretakers as much as 409 respondents. The sample in this study were selected using Proportionate stratified random sampling method as many as 165 respondents. Collecting data were through the questionnaire using Likert scale with statistical analysis using the Partial Least Square (PLS).

The results showed that: (1) More stronger the motivation is increasing the performance of educators, (2) more stronger the organization culture are increasing the performance of educators, (3) more better the working environment is increasing the performance of educators, (4) motivation and organizational culture does not affect organizational commitment, while organizational commitment only influenced by the work environment and proven effected on the performance of educators.

Keywords: Motivation, Organizational Culture, Work Environment, Organizational Commitment and Performance.

I. INTRODUCTION

Education institutions organized by both government and communities need to be prepared in a focused as early as possible, integrated and sustainable by using advances in science and technology and with regard to the challenges of global development. However, despite the development of educational institutions nowadays are in an era of advanced technology, the role of human resources in determining the success of an organization can not be ignored.

Seeing the tendency of the globalization phenomenon effects to demands for reform in all

aspects of society, nation and state, then the demand for professional human resources, reliable, effective and efficient has become an urgent need. This is similar with what Siagian stated (2012), that one of the challenges to be faced by humanity in the future is to create an organization that is increasingly diverse, but at the same time demand management more efficient, effective and productive, also must be accepted that an organization's dependence on more high quality human resource management will be greater.





An important factor to be considered related to human resources is that the man is one of the main contributing factors in the achievement of organizational goals. Humans behave as driven by a series of requirements, as well as sometimes a person's behavior is often influenced by other factors, besides every human being develops certain patterns of motivation as a result of a cultural environment in which it exists, in other words the emergence of motivation as a result of the interaction, the individual itself and influence of the situation.

Behavior or activities that exist in individual or organism that does not arise by itself, but as a result of the stimulus received by the related organism both external and internal stimulus (Walgito, 2003). From these explanations indicate that the desires, needs, goals, and satisfaction and stimulation arising from inner self (internal) and outside (external) environment, this stimulus will create a "motive" and "motivation" to encourage someone to move to acquire the needs and satisfaction from their work..

Organizational culture is very important for the survival of the organization, especially when associated with the organization's efforts to overcome various issues in adapts on various development and external changes and the integration of the internal forces (Hatch1997). If the organization culture is able to optimize the ability of employees continuously, then the survival of the organization will last a long time, otherwise, culture can also bring a bad influence on the organization, which is becoming *counterproductive* to the management effort in improving achievements. Organizations that hire employees with values that are not in line with the value of the organization will result with employees who lack motivation and commitment, and not satisfied with the level of satisfaction felt by customers of the organization or company.

In line with the demands of the education quality, the demands are also made by the public on the government to carry out the implementation of a good and qualified education, of course, old patterns of the education provider and government who no longer appropriate for the society needs repairs adapt to the development of science and technology without ignoring demands and needs of *stakeholders* and be able to satisfy the customer. One's of the oriented colleges to the demands in Indonesia is that the Institute and the School which management and

operations guaranteed by the government through the Ministry and non Ministry institute outside the Ministry of Education and Culture, namely officials Higher Education (PTK).

Official Special education accordance to Law N0 14 of 2003 article 29 paragraph (1) and (2), defined that official education are the profession education organized by the Department or non department Government Institutions (LPND). Official's education implementation function is to improve the ability, skill in performing official duties for the public servants and the public servants candidates of a department or non departmental government institution organized through formal and non-formal education, in order to meet the applicable requirements in the institution or agency they enters, also educate employees who have worked so their competency are accordance with the tasks field and positions it occupies.

Institute of Home Affairs Government (IPDN) is an official educational institution directly under the Ministry of Home Affairs as the establishment stipulated in Presidential Regulation of the Republic of Indonesia Number 1 of 2009 on the amendment of Presidential Decree Number 87 Year 2004 concerning College Merger of School of Home Affairs Government in the Institute of Government became the Institute of Home Affairs Government. As one of the official educational institutions in Indonesia IPDN established goals is to prepare a cadre of leaders in the country that have a national vision, not fragmented in regional patterns and have an awareness of self-esteem, sense of responsibility, high discipline, as well as having the ability and scientific technical skills that support the smooth implementation of the tasks in accordance with the career development goals. This bureaucratic leadership cadre is also prepared to be ready on duty and ready to be developed in the framework of the good governance implementation and development tasks in the region (the Provincial, District / City Government) and in the Central Government are efficient and effective.

Institute of Home Affairs Government (IPDN) has a fundamental duty to produce bureaucracy leader cadres that have exemplary in attitudes, words and deeds that reflect noble values, customs, and culture as well as referring to the progress of time. Substantially IPDN carry out duty in organizing education that includes teaching, training and care





directed for the formation and development of intellectual, mental and physical for the leadership cadre of government officials in the Ministry of home Affairs that are professional, statesmanship and has the scientific insights ability.

Typical characteristics as set out in the IPDN Statute as one of officials education is realized through the efforts and activities oriented to the IPDN education system namely Trinity Centralized Systems, which integrality between Teaching, Care and Training (*Cognitive, Affective, Psychomotoric*). These systems carry out the principle of growth, development and main potential resources development namely the educational provision to the intellectual, someone physical and mental in a balanced, integrated and simultaneous. Trinity Centralized education system is teaching, training and care can work well if the Praja (designation to the educated participants / students) would have the motivation to learn because it is associated with the learning effectiveness, besides the institutions create a learning climate and conducive academic atmosphere in line with programs and activities that already exist in the teaching curriculum, training and care that have been implemented during all this time. Performance System using these indicators has a weakness, including that the measurement is only carried out on the basis of internal organization assessment; there are no indicators of community participation / standardization prevailing in the assessment process. As a result, the Ministry of RI and public desire in the quality of education and educational services in accordance to the institution Vision Mission still received less attention. Because the evaluation system is static, which the measurement results obtained in a given period only a description of the work in that period, and became a reference targets for the next period.

Organizations can function as a management tool need a process to achieve the objectives that have been defined. This really illustrates that the organization obviously be very important when individuals were personally not able to carry out its activities and require the help of others who happen to have the same desires and intentions causing a sense to integrate mind, conception, action and skills possessed by each individuals congregate. Organization is a group of people working to achieve the vision, mission and goals of the

organization in whose work there is motivation, organizational culture, working environment, organizational commitment has been carried out during the period of the organization that was formed in order to achieve organizational performance.

Research relating to the measurement of the variables motivation, organizational culture, working environment, organizational commitment and performance of employees more studied partially or together, and the result is different (inconsistency).

This study shows that research related to the measurement of motivation variables on performance using different concepts so that are inconsistency results found in previous studies. This study uses two-factor theory of Herzberg that will test whether intrinsic or extrinsic factors that influence strongly in the work. Testing this theory has not been found in the field of education that uses a system of Teaching, Training and Care (JARLATSUH). This study examines organizational commitment mediates on three variables: motivation, organizational culture and work environment affect the performance of educators.

Chosen organizational commitment variable mediates motivation, organizational culture and work environment influence on the educator performance, shows the original of this study because on previous research has not been found that examines the same issue, and the latest to capture locus on official service education D-IV Program at the Institute of home affairs goverment (IPDN) Jatinangor West Java Province. In particular, the problem of this research is focused on (a) whether the motivation positively affected on the performance of educators? (B) Whether the organizational culture has positive influence on the performance of educators? (C) Whether the working environment positively affected on the performance of educators? (D) Whether the organizational commitment mediates the effect of motivation on the performance of educators? (E) Whether the organizational commitment mediates the influence of organizational culture on the performance of educators? (F) Whether the organizational commitment mediates the effect of the work environment on the performance of educators?





II. LITERATURE REVIEW AND CONCEPTUAL MODEL

Motivation as a hidden forces that causes or encourages us to behave or act in a certain way. Sometimes motivation are instinctive (influenced instinct) and sometimes arise from rational decisions (Walgito, 2003) 1. Motivation impact on four things: motivation to generate energy to be active, attentive, and engaged in groups, motivation directing the goal, which is associated with the task execution to achieve the expected goals. Motivation pushed to choose the activities that should be done, motivation also determines how a task to be done. Motivation to make someone behavioral patterns is planning something with planned. Frederick Herzberg (1959), a theory known as "two-factor model" of motivation, namely motivational factors and hygiene factors or "maintenance". on two-factor theory, namely the concept of extrinsic factors of ten Herzberg characteristics (company policy and administration, supervision, interpersonal relationships with supervisors, interpersonal relationships with subordinates, relationships with co-workers, wages, job security, personal life, working conditions and status), drawn seven considered appropriate application in the context of public organizations. Herzberg characteristics which is a motivational factor and the intrinsic nature (achievements, awards, promotions, work itself, personal growth and responsibility), there is one characteristic of a promotion that is not used in this study on the grounds that the promotion is one of respect for the employee on performance to be achieved. On the other hand in the context of educators IPDN there are two groups of positions, coaches and caregivers that their nature assignment has no effect on promotion.

Organizational culture refers to a shared meaning system held by members that distinguishes the organization from other organizations. This shared meaning system, if observed more closely, is the main set of characteristics that are valued by the organization (Robbins, 2006). Operationally organizational culture (bureaucracy) has a high or low impact on employee performance and employee satisfaction. Organizational culture and organizational success aligned. It is based on the organizational culture becomes a basic sense of shared understanding that owned by the members

about the organization, how the affair settled in it, and how the members are expected to behave. Description of the main characteristics (primary) which together capture the essence of the culture of an organization, namely innovation and risk-taking, attention to details, results orientation, people orientation, team orientation, aggressiveness and stability.

Organizations working environment can be analyzed using a variety of analysis tools such as SWOT (Strengths, Weaknesses, opportunities, Treats) even Suradinata (2013) complete SWOT analysis with ASOCA term that stands for: ability (ability), strength (strength), opportunities (opportunities), culture (culture) and agility (intelligence) as an important element in finding the decision-making problem-solving strategies, and can be developed in following the changes, the times, and needs. ASOCA elements synergy very important that can be grouped into the internal organization environment is the ability, strength and intelligence. While grouping in the external environment include: opportunities and culture. Sims and Kroeck (1994), stating that the working environment factors Consist of: a) *Working Environment*, b) *Work Tranquility*, c) *Pressure in the work*, d) *Relationships between colleagues*. The working environment can be measured based on the perception of the people who are working and are shown to influence their motivation and behavior. Pleasant working environment will be incentive for every employee to produce peak performance. The working environment can be measured by a variety of factors: organizational structure, centralized decentralization, ways of decision-making, system openness, superior and subordinate relationships, relationships between employees, compensation, reward systems and others.

Organizational commitment as stated by Steers (1985) defines as "a sense of identification (confidence in the values of the organization), engagement (the willingness to do the best for the sake of the organization) and loyalty (desire to remain a member of the organization concerned) which is expressed by a an employee of the organization." Organizational commitment and





comprehensive view of looking at organizational commitment, it can produce a multidimensional construct of organizational commitment. This view is reflected in the opinion of the Allen and Meyer (1990), which classifies organizational commitment in three dimensions, namely: affective commitment (*affective commitment*), continuance commitment (*continuance commitment*), and normative commitment (*normative commitment*). Further developed measurement scale of organizational commitment, called *the Organizational Commitment Questionnaire* (OCQ) in 20 items of questions that are each 7 items for each dimension affective commitment and continuance commitment, and 6 items for the dimensions of normative commitment. Organizational commitment is employee engagement towards the organization and its objectives. Definitions used for the definition of the most appropriate and suitable to the context of this research. While the indicators used to measure affective organizational commitment is affective commitment, continuance commitment, and normative commitment. This indicator is used because it has many proven and tested reliability in previous empirical studies.

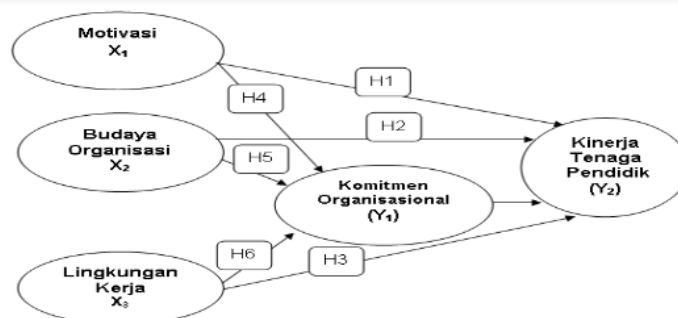
The performance of educators in this case functional lecturer has been set in the Guidelines of Lecturer Workload and Evaluation of Higher Education Tridarma (Directorate General of Higher Education, Ministry of National Education, 2000), but in the IPDN official education institutions that are classified as educators including trainers and caretakers are not used as guidelines as an performance indicator, for it in this study, the performance indicators used are taken in general. The performance of educators in this case functional lecturer has been set in the Guidelines of Lecturer Workload and Evaluation of Higher Education Tridarma (Directorate General of Higher Education, Ministry of National Education, 2000), but in the IPDN official education institutions that are classified as educators including trainers and caretakers are not used as guidelines as an performance indicator. Therefore in this study, the performance indicators used are: 1) The quantity of the work, 2) The quality of the work, and (3) Effectiveness of work, based on the LAN and the BPKP (2000), Cleveland Murphy (1995) and Rue and Byars (1981).

Based on theoretical arguments and the results of previous studies, the hypothesis proposed in this study as follows:

- H1 : More higher the motivation more increasing the performance of educators
- H2 : More stronger the organization culture are increasing the performance of educators
- H3 : More better the working environment increasing the performance of educators
- H4 : Motivation through the mediation of organizational commitment will be able to improve the performance of educators
- H5 : Cultural organizations through organizational commitment mediation will be able to improve the performance of educators
- H6 : Working environment through the organizational commitment mediation will be able to improve the performance of educators

Based on theoretical and empirical studies, conceptual model and research hypothesis can be presented in summary in Picture 1.





Picture 1. Conceptual Model and Research Hypothesis

III. RESEARCH METHODS

This research is a quantitative study with explanatory survey research design. This design is intended to test the research hypotheses and made an interpretation of the independent variables on the dependent variable, through testing (verification) factual propositions, propositions in the form of deduction (hypothesis) is tested empirically in the deduction form results of deductive reasoning (logical construct) that called a hypothesis. Population of this study is Teachers at two faculties, namely: Faculty of Political Governance and Governance Management Faculty in D-IV education program Institute of home affairs government (IPDN) Jatinangor West Java, amounting to 409 people consisting of lecturers, trainers and caretakers. Samples were taken in the study were 165 educators include lecturers, trainers, and Caregiver in the study program of the Diploma IV Program IPDN Jatinangor campus by using the technique of "Proportionate stratified random sampling". The answer of each item instrument that uses *Likert scale*

of five variants that have a gradation from very positive to very negative with the weighted values for each answer a. Strongly agree given skor5, b. Agree given skor4 c. Hesitant given skor3, c. Disagree given skor2 d. Strongly disagree given skor1. Data analysis in this study is the *structure equation modeling (SEM)* with variance approach based or component-based with *Partial Least Square (PLS)*. Partial Least Square Statistics has a model that can accommodate between variables influence (in the inner model) and conduct the measurement variable (in the outer model). The test results in the form of a inner model are *inner weight* coefficients, and the *results of outer models*. Structural models and the *inner weight* was evaluated by looking at the percentage of variants is to see R2 for dependent latent constructs using stone-geisser size Q Square test and also see the coefficient of structural lines. Furthermore, the stability of these estimates was evaluated using t-test statistics.

IV. ANALYSIS AND RESULTS

The use of PLS if the assumptions must be met before the model is interpreted assumed to be linear. ¹¹It linearity is seen from the p-value linear models less than 0.05 or a significant linear model, so that the PLS can be used. Goodness of Fit models structural on the inner model using predictive value-relevance (Q2). The calculation result shows the

predictive ¹¹ relevance value (Q2) of 0,6314atau 63.14%. Relevance predictive value of 63.14% indicates that the diversity of data that can be explained by the n ¹¹el amounted to 63.14%. While the rest 36.86% is explained by other variables (which are not contained in the model) and error, as described in Table 1.





Endogenous Variables	R ²	Q ²
Organizational Commitment	0.298074	0,6314
Performance	0.474861	

Table1. Goodness of Fit Model (R² dan Q²)

Outer loading can be used to determine the indicators contribution as a measure of latent variables. Based on the Smart PLS outputs, indicator of motivation variable (X1) has a p-value less than 0.05. This indicates that the variable construct Motivation (X1) significant. Intrinsic Condition Indicator (X1.2) has the greatest *Outer loading* so that the intrinsic conditions have the greatest contribution in reflecting the motivation variable (X1) than extrinsic condition. Organization culture (X2) can explain that all the items making up the Cultural Organization variable (X2) has a p-value less than 0.05 so that all indicators significant. Innovation Indicators and Risk Taking (X2.1) has a greater value of *outer loading*. This indicates that the greatest contribution to the Cultural Organization Variable (X2) is measured by indicators of Innovation and Risk Taking (X2.1). Working Environment Variables (X3), can be explained that all the items making up the Working Environment variable (X3) has had a p-value less than 0.05. So that can be told that all indicators are significant. Pressure Indicators in the work (X3.3) has a greater

value of *outer loading*. This indicates that the greatest contribution to the Working Environment Variables (X3) is measured by indicators of pressures in the job (X3.3). Organizational Commitment variable (Y1), can be explained that all the items making up variable organizational commitment (Y1) has had a p-value less than 0.05. Thus, it can be said that all indicators significant. Normative Commitment Indicators (Y1.2) has a greatest *outer loading*. This indicates that the greatest contribution to the organizational commitment variables (Y1) is measured by Normative Commitment indicators (Y1.2). educators performances variable (Y2) can be explained that all the constituent indicators of organizational commitment variables (Y1) has had a p-value of less from 0:05. Thus, it can be said that all significant indicators. Quality of Work Indicators (Y2.1) has the greatest *outer loading*. This shows that the quality of the work has the greatest contribution in the variable reflects the performance of educators (Y2) than other indicators, as described in Table 2.

Latent Variable	Variable indicators	Outer Loading	Average (Mean) Indicators Variables	
Motivation (X ₁)	X _{1.1} Extrinsic Conditions	0,866	3,55	3,78
	X_{1.2} intrinsic Conditions	0,876	4,10	
Organizational Culture (X ₂)	X_{2.1} Innovation and Risk Taking	0,839	3,78	3,65
	X _{2.2} Attention To Details	0,823	3,69	
	X _{2.3} Results Orientation	0,626	3,67	
	X _{2.4} People Orientation	0,752	3,84	
	X _{2.5} Team Orientation	0,726	3,31	
	X _{2.6} aggressiveness	0,744	3,84	
	X _{2.7} Consistency / Stability	0,710	3,67	
Working Environment (X ₃)	X _{3.1} Working Environment	0,694	3,46	3,86
	X _{3.2} Working Tranquility	0,747	3,58	
	X_{3.3} Pressure in work	0,840	3,98	
	X _{3.4} Relations between partners	0,760	4,23	
Organizational Commitment (Y ₁)	Y _{1.1} Affective Commitment	0,854	4,40	4,26
	Y_{1.2} Normative Commitment	0,917	4,31	
	Y _{1.3} Commitment Continuity	0,840	4,06	
Educators Performance (Y ₂)	Y_{2.1} Work ing performance quality	0,863	4,09	3,98
	Y _{2.2} Working performance quatity	0,826	3,76	
	Y _{2.3} Working Effectiveness	0,839	4,08	

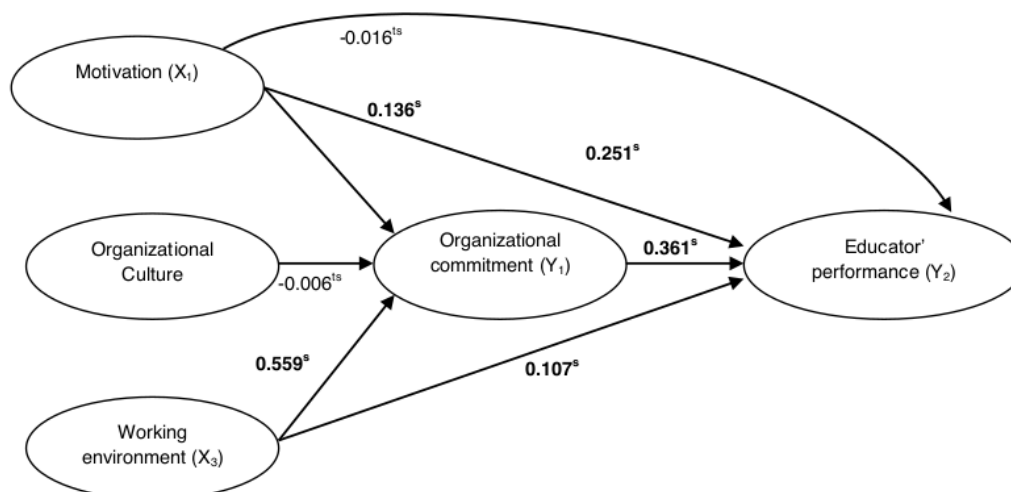
Table 2. Outer Model Structural and Average Indicators





Motivation variable (X_1) has a total effect of 0.130, Cultural Organization Variable (X_2) has a total effect of 0.248, and the Working Environment Variables (X_3) have a total effect of 0.311. Total effect Working Environment Variable (X_3) is larger than

the other exogenous variables. This indicates that the Working Environment Variables (X_3) has the strongest influence (dominant) against Educator Performance (Y_2), is described in Picture 2.



Picture 2. Coefficient Testing Results Line charts Direct Impact Line

Based on the picture 2. Obtained the research hypothesis testing results as follows.

- Hypothesis 1 :** The higher the motivation more increasing the performance of educators. PLS analysis results gained direct influence of path coefficient = 0.136, with $p = 0.0489$ (significant), so the hypothesis is accepted. Path coefficient is positive indicates that the higher work motivation of the teachers, then their performance will directly increase.
- Hypothesis 2 :** The stronger the organization culture has increased the performance of educators. PLS analysis results gained direct influence of path coefficient = 0.251, with $p = 0.0003$ (significant), so the hypothesis is accepted. Path coefficient is positive shows that the stronger the organizational culture which is owned by the educator, then directly their performance will increase
- Hypothesis 3 :** The better the working environment is increasing the performance of educators. PLS analysis results gained direct influence of path coefficient = 0.107, with $p = 0.0482$ (significant), so the hypothesis is accepted. Path coefficient is positive indicates that the better working environment perceived by the educator, so their performance will directly increase.
- Hypothesis 4 :** Motivation through the mediation of organizational commitment will be able to improve the performance of educators. Based on Sobel test (Table 5.12) is obtained indirectly influence the path coefficient = -0.0056, with $p = 0.771$ (not significant) so the hypothesis is rejected. This shows that organizational commitment is not as mediating influence of motivation on the educators performance.
- Hypothesis 5 :** Organizational culture through the mediation of organizational commitment will be able to improve the performance of educators. Based on Sobel test (Table 5.12) is obtained indirectly influence the path coefficient = -0.0023, with $p = 0.927$ (not significant) so the hypothesis is rejected. This shows that organizational commitment is not as mediating effect of organizational culture on the educator performance.



Hypothesis 6 : Work environment through the mediation of organizational commitment will be able to improve educator performance. Based on Sobel test (Table 5.12) is obtained indirectly influence the path coefficient = 0.201 with $p = 0.000$ (significant) so the hypothesis is accepted. This shows that organizational commitment as mediating variables influence the work environment on the performance of educators. This means that the better the work environment will encourage educators to become more committed to the organization (IPDN) and then accompanied by their increasing performance.

V. DISCUSSION

The test results directly demonstrate the significant positive influence between motivations on the educator performance. The first hypothesis proved it in this study indicate where the higher work motivation of IPDN educators, it is directly performance will increase. The results of this study are reinforcing the Gibson et al research. (1997), Baron and Greenberg (1990), Rizwan Salem (2010) and support the views expressed by experts / researchers in the field of organizational behavior (Lawler III, 1973, Steers and Porter, 1987, Staw, 1991, Anstrong, 1996). The test results directly demonstrate the significant positive effect between organizational cultures on the educator performance. The second hypothesis proved it in this study shows that the stronger the culture of the organization, it will directly improve the performance of educators. Results of the data analysis resulted in findings against the significant influence of organizational culture on the educators performance, indicates that the argument of the hypothesis being tested theory as has been described in previous chapters proven true in the context in IPDN, produced significant positive relationship proves that organizational culture has the effect on the performance of educators. This means that the higher the innovation and risk taking, attention to details, results orientation, people orientation, team orientation, aggressiveness and steadiness / stability increasing the educator performance in other words the values of the seventh aspect shape organizational culture internalized in which subsequently became operational IPDN guidelines for each member of the organization, the results of this study reinforce the research Gibson (Robbins, 2006). Direct testing of this study showed a significant positive influence among the working environment on the educator performance. The third hypothesis proved it in this study shows that the better the work environment, it will directly improve the performance of educators. Results of the data

analysis yielded significant findings of the influence of the work environment on the educator performance, show that the argument theory of the tested hypothesis like has been described in previous chapters proven true in the context in IPDN; significant positive relationship produced proves that the work environment has an influence the to educator performance. This means that the better institutions pay attention to the indicators used in this study include: the working atmosphere, the tranquility of work, stress in work and relationships among partners, (Sims and Kroeck, 1994), more increasing the performance of educators in other words the values of the four aspects form a conducive working environment internalized in operational IPDN hereinafter felt by every organization members. Motivation through mediation organizational commitments will be able to improve the performance of educators showed no positive effect and not significant, so the hypothesis is rejected. This shows that organizational commitment is not as mediating influence of motivation on the educator performance. This study is not in line with the results Irvan Trang et al. (2013) which showed that working motivation has a significant influence on employee performance through organizational commitment variable. This is when linked with the research locus can be understood as the locus of this research in the public sector, while Irvan Trang et al. (2013) research locus in the private sector.

Work culture through the mediation of organizational commitment will be able to improve the teachers performance does not show a significant and positive influence. This shows that organizational commitment is not as mediating effect of organizational culture on the educator performance. Empirically demonstrate that organizational commitment is not capable of mediating influence of organizational culture on the educators performance, it reinforces Stoner opinion (Winardi (2006), that a





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strong organizational culture is the reason of the organization success. Otherwise strong culture completely difficult to be change mentioned to be the cause of the organization problem.

Working environment through the mediation of organizational commitment will be able to improve the educator performance. Based on the hypothesis test results indicate significant or received. Theoretically, this research reinforces the Sims and Kroeck opinion (1994), a pleasant working environment will be incentive for every employee to

produce peak performance as well as Razak et al. research, (2007), that a good working environment will improve performance. Thus, if the work atmosphere, the tranquility of work pressure can be created in the work that has been getting better and better the relationship between colleagues is maintained and enhanced the work environment better will increase, so will encourage educators to become more committed to the organization (IPDN) and then accompanied by increasing their performance.

VI. CONCLUSION AND SUGGESTIONS

Motivation positive and significant directly effect on the performance of educators, research result shows intrinsic indicators as a more motivating factors indicate that job satisfaction educators encourage the educator performance improvement, compared to the extrinsic indicator as *hygiene* factors that indicate the category has not been high in preventing dissatisfaction, so institution need to pay attention to improve the educator performance. Organizational culture positive and significant directly effect on the educators performance, but institutions still need to be created to strengthen the organizational culture to improve the performance of educators better. Working environment positive and significant directly effect on the performance of educators, but institutions still need to create a better working environment to support improved performance of educators. Organizational commitment not proven mediates motivation on the

performance of educators, despite organizational commitment research results showed a high average, but organizational commitment not as mediating the effect of motivation on the performance of educators. Organizational commitment not proven mediates the organizational culture of the educator performance, even though the results showed a high average on organizational commitment, but not as an organizational commitment to mediating effect of organizational culture on the educator performance. Organizational commitment Proven mediates the working environment on the educator performance. However, institutions need to improve the working environment better direction again, because it will encourage educator to increasingly commit to the organization (IPDN) and then accompanied by the increasing of educators is performance





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