

The Effect of Interpersonal Communication, Organizational Culture, Job Satisfaction, and Achievement Motivation to Organizational Commitment of State High School Teacher in the District Humbang Hasundutan, North Sumatera, Indonesia

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Abstract

This study aims to answer the problems of the six hypotheses proposed, which include 1) the direct influence of interpersonal communication on job satisfaction of teachers, 2) the direct influence of interpersonal communication on the organizational commitment of teachers, 3) the direct influence of organizational culture on achievement motivation, 4) the direct influence of organizational culture on the organizational commitment of teacher, 5) direct influence of job satisfaction on the organizational commitment of teachers, and 6) the direct effect of achievement motivation on the organizational commitment of senior high school teachers in the District Humbang Hasundutan.

The study population was State high school teacher as many as 354 people. A sample of 150 people was taken by using proportional random sampling technique. The research instrument was a questionnaire with Likert scale developed by making synthetic variables of these theories to be measured, defining the construct of the variables, developing dimension and indicator variables, making lattice instrument grid, specifying the amount or the parameter range that moves in a continuum, and writing instrument items that can form a statement or question. Development of research instruments is done by carrying out trials to produce an instrument that meets the requirements of validity and reliability. The research data were processed and analyzed with path analysis. Analysis of this pathway begins with the test requirements analysis including tests of normality, homogeneity, and linearity and regression significance.

The analysis showed no direct influence of interpersonal communication on job satisfaction of teachers with path coefficients of 0,747, the direct influence of interpersonal communication on organizational commitment of teachers with path coefficients of 0,259, the direct influence of organizational culture on achievement motivation with path coefficients of 0,901, then, there is a direct effect of organizational culture on the organizational commitment of teachers with path coefficients of 0,233, the direct effect of job satisfaction on the organizational commitment of teachers with path coefficients of 0,213, and the direct influence of achievement motivation on the organizational commitment of teachers with the path coefficients for 0,251. With these findings, it can be concluded that the more effective interpersonal communication, organizational culture, job satisfaction and high achievement motivation, the higher the interpersonal communication teacher at senior high school (SMA) Humbang Hasundutan district. Therefore, to optimize the commitment of high school teachers' affective, there is necessity for increasing the effectiveness of interpersonal communication, organizational culture, job satisfaction and achievement motivation.

Key Words: interpersonal communication, organizational culture, job satisfaction, achievement motivation, organizational commitment

Introduction

Senior High School is an educational institution that is part of a national education system that aims to develop the potential of students to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable. In its activities, organizes continuing education for high school students graduated from junior high school in order to have sufficient knowledge, attitudes, and skills needed to be able to continue their education into college.

In accordance with the nature, the essence of education at the high school is a learning process, in which teachers are human resource which determines the success of the learning. Departemen Pendidikan Nasional (2007:1) explains that "teacher education is an element very close relationship with the students in the day-to-day education effort in school and many students define success in achieving its objectives. Teachers are educators who have a strategic role in the development of national education. In connection with the above description, based Mulyasa (2008:3) can proposed three main requirements that must be considered in the development of education in order to contribute to improving the quality of human resources, namely: (1) teachers and educational staff are professional, (2) the means building, and (3) quality books. Thus, professional teachers are the main conditions that must be met in order for education to successfully achieve national education goals.

In connection with a professional teacher, in Article 8 and Article 9 of the Law of the Republic of Indonesia Number 14 Year 2005 on Teachers and Lecturers determined that teachers are required to have a degree or diploma qualification of four, pedagogical competence, personal competence, social competence, professional competence, teaching certificate, physical and spiritual health, as well as the capability to achieve national education goals. Furthermore, in Article 7 of this Law explained that the teaching profession is a special work carried out on the basis of a commitment to improving the quality of education, faith, piety, and noble character. The third chapter asserts that professional teachers should have a commitment to the principles of organizational, academic qualifications, competence, and responsibility as a base to carry out their job effectively and efficiently. Accordingly, Sara Bubb and Peter Earley (2007:1) argues that "professional development is crucial for organizational growth and school improvement. The professional growth of teachers and other staff is a key component of developing children's learning. "Statement above explains that professional development is essential for organizational growth and school improvement. Professional growth of teachers and other staff is a key component of the development of children's learning.

With reference to the statement Udin (2009: 97) can be presented professional teacher characteristics, namely: (1) has a commitment to the organization or commitment to student learning, (2) in-depth mastering the subject matter and how to teach it, (3) capable of think systematically about what they do and learn from experience, and (4) is part of the learning community within the profession that allows them to always improve professionalism. Kreitner and Kinicki (2007:381) argues that organizational commitment fluctuate according to circumstances influencing factors, namely: (1) psychological and social, including ego defenses, individual motivation, and peer pressure, (2) organization, covering communication, and internal situation of the organization, (3) the characteristics of the project, which is delayed return on investment, and (4) contextual, external political pressure. Furthermore, Baron and Greenberg (1990:173) it can be argued that the factors that determine a person's level of commitment, namely: (1) the higher the level of responsibility and autonomy given to someone to do the job, the more attractive a job for someone and will the higher the commitment, (2) the open opportunity to work elsewhere, would result in the lack of commitment, (3) an individual's personal traits, such as the level of job satisfaction on the current effect on the level of commitment, (4) the situation or cultural organizations, such as proximity or good leaders are able to make high commitment to their employees, so with the organization's attention to the welfare level. Based on the explanation Kreitner and Kinicki and Baron and Greenberg can be seen that motivation, communication, organizational culture, and job satisfaction are the factors that can affect organizational commitment.

Explanation is consistent with the teacher's role as a communicator requires good communication skills; as a model and example must have a high job satisfaction; culture as a preservative needs to have good organizational culture, and as a motivator must have a high achievement motivation. In accordance with the nature of the commitment and the factors that influence it, can put forward the theory of "The Performance - Satisfaction - Effort Loop" from Newstrom (2007:208-209) explains that the commitment is directly influenced satisfaction or dissatisfaction, commitment directly affects the business, the business directly affect the benefits, rewards directly affect perceptions of fairness of rewards, and the subsequent perception of the fairness of remuneration directly affect satisfaction or dissatisfaction. Goal Setting Theory of Locke and Latham in Fred Luthans (2006:575) explains that satisfaction directly affects commitment, and further moderate the relationship between core commitment to performance goals. Organizational commitment is one important element for the teacher who needs to be improved through the factors that influence it. Professional teachers in high school are required to have a strong commitment to the code of conduct as a teacher Indonesia agreed norms and principles and received a guideline to act and behave in a professional duty as educators, community members, and citizens of Indonesia.

Luthans (2006:249) explains that as a gesture of commitment refers to a strong desire to remain as members of the organization, the desire to strive liking organizations, and certain beliefs and acceptance of organizational values and goals. In accordance with the nature of the commitment, should high school teachers who have high organizational commitment has a strong desire to remain as a teacher at the high school where he served, the desire to strive to realize the school liking school purposes, and certain belief and acceptance of the values and goals of the school. Accordingly, Sudawan Danim (2011: 262-264) suggests that: (a) teachers should behave in a professional manner in carrying out the task of educating, teaching, guiding, directing, train, assess, and evaluate the process and outcomes of learning, (b) teacher should guide students to understand, appreciate, and practice the rights and obligations as an individual, school community, and members of the community, (c) the teacher must recognize that every student has individual characteristics and each entitled to service learning; (d) the teacher should collect information about learners and use it for the benefit of educational process.

The role of the teacher is crucial in the achievement of organizational goals and the school covers a lot of things that need to get support from the principal as instructional leader. In connection with that, Christopher Rhodes and Mark Brundrett (2010: 157) argues that the advocate that successful instructional leaders talk to teachers about their instruction, Encourage collaboration between teachers and empower teachers to foster decision-making, professional growth, teacher leadership, status , autonomy, impact, and self-efficacy. Referring to the statement above can be explained that support instructional leaders who managed to talk with teachers about their teaching, encourages collaboration between teachers and empower teachers to drive decision-making, professional growth, teacher leadership, status, autonomy, impact, and self-efficacy (confidence). Corresponding statement of the Enco and Weinstein in Mulyasa (2008:37) can be explained several roles of teachers, the teacher as educator, teacher, coach, mentor, adviser, innovator, and models example, personal, research, creativity motivator, generating views, regular workers , shifting camp, actor, emansipator, preservatives culture, Kulminator, evaluator, or a communicator and storyteller.

Professionalism in carrying out the task, the teacher is obliged to plan learning, implementing quality learning, and evaluate the process and outcomes of learning. Furthermore, teachers who have high organizational commitment will make the evaluation of learning outcomes as input to the activities of self-reflection in order to improve the quality of their learning on an ongoing basis. Professional teacher should always try to improve their skills in accordance with the development of science and technology in order to conduct an effective and efficient learning. Teachers' efforts to improve its ability continuously is based on a high organizational commitment to achieve personal goals in line with the goals of the organization (school). Teaching profession as a special work carried out on the basis of having high organizational commitment to improve the quality of education is determined achievement motivation, organizational culture, interpersonal communication, and job satisfaction has.

Associated with professional teachers in Indonesia's efforts to improve the quality of teachers in order to implement the national education system and achieve national education goals. Educator certification program through Education and Training Professional Teacher and professional allowances, upgrading, training, seminars, and continuing education through the Bachelor of Education Program for Teachers or through the S₁ Program to some colleges are part of an effort which has been and is being done to make teachers become professional educators who have high organizational commitment, good organizational culture, communication, interpersonal skills, high achievement motivation, and job satisfaction is high. Thus, teachers are expected to carry out their tasks and functions well in achieving national education goals.

However, based on the fact that Indonesia still faced with the problem of elementary through high school teachers who are less able to carry out duties in a professional manner (Soedijarto, 2008:187). The results of 2007 Balitbang PDIP find a decent teacher presentation in accordance with the profession is as follows: high school teacher as much as 67.1%; teacher of junior high school 64.1% and 50.7% elementary school teacher. This shows the overall average teachers, ranging from elementary school teachers, middle school, and high school is worth as much as 60.6% and 39.4% have not been feasible or less professionals to become teachers (Research and Development, Jakarta, 2007). Based on data from the United Nations Development Programme (UNDP) issued on 2 November 2011 in the Human Development Index that ranks the Indonesian education declined from 2010 in the ranking of 108 to rank 124 in 2011, so it slipped from last year said the Minister of Education and Culture (201) during a press conference in his office.

Furthermore, the Chairman of the Indonesian Teachers Association (2011) in the International seminar entitled Developing Teachers and Character Towards ASEAN Community by 2015 in Jakarta on 25 November 2011 suggests a lack of teacher training by the government led to new teachers in Indonesia 60% that their profession well. Detailed explanation can be put forward Mulyasa (2008:20-31) suggests that common mistakes made teachers, namely: (1) taking shortcuts in learning, (2) wait for the negative behavior of students, (3) using a destructive discipline; (4) ignores differences of learners; (5) was the most clever, and (6) unfair. Mistakes mentioned above shows how low the desire of teachers to strive liking organization, so it can be stated that the organizational commitment of teachers is low. Accordingly, Saragih (2012:56) in his research suggests that the problems experienced by secondary school teachers today are the lack of organizational commitment.

Based on the above it can be seen that a gap between organizational commitment is expected of teachers with organizational commitment teachers have at the moment. Related to organizational commitment, research Ambarita (2010:183) found that job satisfaction directly influence organizational commitment lecturer Medan State University in 2010 with a path coefficient of 0.244. In addition, the research results Mahmudah (2012: 351) found that organizational culture affects employees' organization commitment Ibnu Sina Hospital Gresik at a price path coefficient of 0.43. Furthermore, the results Muhadi (2007:72) found that job satisfaction is a positive direct effect on organizational commitment Employee Administration, University of Diponegoro in Semarang with path coefficient of 0.36. Juniman (2009: 21) explains that the commitment to perform the research organizations affected by organizational culture, job satisfaction, opportunities for developing personal, organizational direction, and reward work. In connection with the problem of teachers' organizational commitment, Tambunan (2008: 175) in his research found that the average high school teacher interpersonal communication is relatively less. Based on the above results it can be seen some of the variables associated with teachers' organizations commitment issues, namely: organizational culture, interpersonal communication, job satisfaction, and motivation, where the relationship between the five variables can be used as a theoretical model of organizational commitment of teachers in Middle School above.

Therefore, in order to overcome the problems of organizational commitment of teachers in Indonesia, especially the organizational commitment of high school teachers in the District Humbang Hasundutan required a study of the factors that can predict or control the organization's commitment. Research organization committed high school teacher in the district Hasundutan Humbang required based on interviews with some of the teachers who explained that some of them are busy doing farming business, so it is less to maximize their efforts in achieving school goals. This shows that teachers' organizational commitment is not as expected because not liking school tries hard to achieve goals. Should, teachers must have high organizational commitment is characterized by the degree of attachment (loyalty) made strenuous efforts continuously to achieve school goals.

Commitment means an appointment, responsibility. Organizational commitment refers to the pledge or member organization's responsibility towards his organization doing business in earnest to achieve organizational goals effectively and efficiently. According to Colquitt, Lepine and Wesson (2009: 67) that organizational commitment is defined as desire on the part an employee to Remain a member of organization. In accordance with the explanation Colquitt, Lepine and Wesson can be stated that organizational commitment is defined as the desire an employee to remain a member of the organization. So, one teacher who has high organizational commitment to the organization where he served schools, not willing to leave the school, because he felt that the goals of the organization in accordance with its objectives.

Walker provides a broader explanation than the explanation Colquitt, Lepine, and Wesson because of the nature of the commitment he puts aside from having the willingness to remain a member of the organization, also contributed vigorously to achieve organizational goals. Thus, teachers who have high organizational commitment, have a strong desire to remain a member of the organization, has a high spirit, and strive to achieve organizational goals. Luthans (2006: 249) suggests the definition of organizational commitment as an attitude is: (1) a strong desire to remain a member of the organization, (2) the desire to strive for liking the organization, and (3) certain beliefs, and acceptance of the value and purpose of the organization. Based Luthans statement can be argued that teachers' organizational commitment as an attitude demonstrated by a strong desire to remain as a teacher at the school where he served, the desire to work hard in the execution of its duties and responsibilities, and acceptance of the values of the reference and objectives in school where he served.

The teacher promised himself and his organization to carry out its duties and responsibilities according to the rules and regulations, even going to try to give the best fit its ability to achieve school goals that have been set. Then, Newstrom (2007: 98) can be stated that the degree of commitment is a pleasure every employee to identify his organization and wants always actively participated continuously in the organization. Based on the explanation Newstrom can be argued that teachers who have high organizational commitment will have a high degree of pleasure to recognize all aspects of school and eager to actively participate continuously in school activities. In accordance with the statement Deporter and Henaki (2000: 299-300) can be stated that the commitment is strong determination, that drive to make it happen, in spite of some obstacles that may be encountered. Furthermore, according to the explanation Salancik (1988): 14) can be stated that the commitment is a condition in which the individual binding actions to beliefs that support their own activities and involvement. Based on these opinions can be stated that the belief and the commitment showed strong support for the values and the objectives to be achieved in order to realize the objectives of the organization man.

Commitment is an important aspect in the act by showing the stance as a basis for the involvement of a person. Thus it can be stated that a person who has a high commitment to the organization will work in earnest, passionate, and a good cooperation in order to achieve organizational goals effectively and efficiently. According to the explanation Minner (1992:134) it can be argued that organizational commitment refers to: (1) a strong belief and accept the goals and values of the organization, (2) willingness to make efforts for the benefit of the organization, (3) the a strong desire to maintain membership in the organization. One's commitment to the organization was formed through several stages. Referring to the statement of Steers and Porter (2003: 247) can be stated that the formation of commitment occurs through three stages, namely: (1) compliance, the stage at which a person receives the majority of influence to get something from others such payments, (2) identification, stage in which the individual receives the influence that may cause excitement and build relationships, this time people will feel proud to be part of the organization, and (3) Internalization, the stage in which individuals find the values of the organization that are intrinsically beneficial and valuable to the value the individual values.

After individual commitment to any organized form, it will be showed through several traits possessed commitments. According to the explanations Baker (2000: 89) can be expressed characteristics of a person who has committed, among others: (1) have a high level of acceptance of self and others, know yourself, open, tolerans and be objective, (2) be spontaneous receive something new and change without panicking and kept to themselves, (3) tend to be put together, (4) look at the issue (problem) as deviations from it should be, and accept changes to fix something, (5) establish their own thoughts, not easily influenced by propaganda, and (6) work hard for her growth.

According to the explanations Baron and Greenberg (1990: 173) noted four things that can determine a person's level of commitment, namely: (1) the higher the level of responsibility and autonomy given to someone to do the job, the more attractive a job for someone and will increasingly high commitment, (2) the open opportunity to work elsewhere, would result in the lack of commitment, (3) an individual's personal traits, such as the level of job satisfaction on the current effect on the level of commitment, (4) the situation or cultural organizations such as proximity or good leader is able to make a commitment to its employees to be high, so with attention to the organization's welfare level.

Thus, organizational commitment in this study is the attachment of a person to do something in a school organization where he served for achieving objectives with indicators: (1) emotional engagement of employees, (2) identification of the employees in the organization, (3) the involvement of employees in the organization, (4) the desire to continue to work or even leave the organization, and (5) a feeling of obligation to continue working in the organization. Communication is an important element in the organization to build relationships among its members and other parties in order to achieve the cooperation necessary for the achievement of objectives. Accordingly, Gibson and Hodgetts (1986: 4) argues that communication is a transfer of meaning or understanding from the sender to the receiver, which includes the sender, the recipient, and the successful delivery of meaning. Scott and Mitchell (1976: 56) argues that communication has four major functions within an organization, namely: the function of control, motivation, emotional expression, and information. Accordance with human nature as social beings, all human beings are involved in communication. Communication is the exchange of messages verbally and non-verbally between the sender and the receiver of the message to change behavior.

Sending and receiving messages can come from individuals, groups or organizations, members of the organization, and leadership (Muhammad, 2007: 4). Gibson, Ivancevich, and Donnelly (1996: 389) stated communication is the process of delivering or receiving a message from one person to another person, either directly or indirectly, in writing, verbal and non-verbal language. Furthermore, Barelson (1964: 125) stated communication as delivering information, ideas, emotions, and other skills through symbols, words, pictures, figures, graphs, and other marks. Based on this statement it can be concluded that humans are basically communicating with the goal to become know, judge directs the input and output something.

Understanding of interpersonal communication is more personal, the more meaning in communication priority giving and receiving suggestions / information, by involving the private element. Feinberg (1992:18) stated the same statement that means that interpersonal communication is defined as the process of direct communication of a person with others. In addition, interpersonal communication is defined as the process of a person communication with others directly. Furthermore, Pace and Faules (2006: 25) states interpersonal communication is a communication process that takes place between two or more people in person. Accordingly, the teacher explained that interpersonal communication is information sharing behavior by fellow teachers of teachers, students, and teachers within the community. Based on these opinions, it can be stated communication interpersonal communication is face-to-face interaction with the exchange of information is done between two people or more. Luthans (2006: 380) argues that interpersonal communication emphasizes the transfer of information from one person to another. Scott and Mitchell in Robbins (2006:392) argues that communication runs four major functions within a group or organization, namely: control, motivation, emotional expression, and information.

There are three conditions that must be owned by the communicator in interpersonal communication in order to perform effective delivery of information, namely: (1) the ability to create a message that will be conveyed easily understood, (2) to have credibility in the eyes of the recipient, and (3) is able to obtain the optimal feedback about the effect of the message within the communicant. With the fulfilment of the three conditions communicator to the above, the interpersonal communication to function as expected. Specifically explained that interpersonal communication within the school organization has three functions: a liaison function, mentation function, and regulation functions (Grant, 1996:135). Interpersonal communication serves as a liaison between teachers and principals, supervisors, students, parents, teachers, and other parties related to the duties of teachers. Interpersonal communication as a function of mentation associated with the planning, implementation, and evaluation of teacher assignments. Furthermore, interpersonal communication as a function of regulation refers to controlling behavior and the tasks that need to be done so as to minimize the error. Alo explained that the function of interpersonal communication consists of social functions, and decision-making functions. Furthermore, it is explained that interpersonal communication automatically has a social function because the communication process operates in a social context in which people interact with each other.

There are two aspects of the decision-making function if it is associated with interpersonal communication, namely: (1) human communication to share information is the key to effective decision making and (2) human communication to influence others, because through the communication and approval obtained collaboration with others which will determine success or failure of the decision-making. So, through interpersonal communication, teachers can encourage students to learn or affect seriously to attain high academic achievement. Alo (1994:33) argues that interpersonal communication contains several characteristics, namely: (1) interpersonal communication occurs where and at any time, (2) an ongoing process, (3) has a specific purpose, (4) generate relationships, creating and exchange of meaning; (5) learn something, (6) can predict things, and (7) interpersonal communication and can often start with making a mistake. Based on the above it can be argued that interpersonal communication is a teacher in the study of information sharing behavior of the teachers in their duties indicators: (1) receipt and delivery of information between teachers and students, (2) receipt and delivery of information between teachers and teachers; (3) receipt and delivery of information between teachers and education personnel, (4) receipt and delivery of information between teachers and parents of students, (5) acceptance and delivery of information between teachers and the community environment.

Culture is all the ideas and products of human endeavor that can be learned or passed down from one generation to the next for use in human life. Robbins and Judge (2009:585) argues that organizational culture Refers to a system of shared meaning held by members that distinguishes the organization from other Organization.

Statement above Robbins and Judge explained that organizational culture refers to a system of shared meaning held by organizational members that distinguishes the organization from other organizations. Organizational culture relates to values adopted by an organization, which can inspire each individual performs actions that the organization needed to achieve goals. Values that shape the culture of an organization is not taken for granted, but are the result of an attempt to compromise with the individuals in the organization. To transfer cultural values attribute is used as the language of communication. Organizational attributes used contains a message that can be understood by all members of the organization. Based on the definition given by Schein mentioned above can be stated that organizational culture is a pattern of basic assumptions that are built and studied by a group having proved that the assumptions are able to solve the problem of external adaptation and internal integration, and provides results that prove the validity of this assumption, so can be taught in the new group members as the correct way to provide a view of thinking and feeling on matters relating to the various issues. Referring to the explanation Newstrom (2007:14) can be argued that organizational culture is a set of assumptions, beliefs, values, norms that are shared by all members of the organization.

Referring to the statement of Yukl (2003: 36) it can be argued that organizational culture is the assumptions, basic beliefs that are shared by all members of the organization. Newstrom (2007:14) argues that "organizational culture is the set of Assumptions, beliefs, values, and norms that are shared by an organization's members." According to Newstrom, organizational culture is a set of assumptions, beliefs, values, and norms- norms held by members of the organization. Referring to the statement Gordon stated that organizational culture can help create values involving the workers and consumers in achieving organizational objectives.

Slocum and Hellriegel (2009: 458) argues that organizational culture and learned Reflects the shared values, beliefs, and attitudes of its members. According to Slocum and Hellriegel statement above it can be seen that the organizational culture reflects the values, beliefs, and attitudes that learned and shared by members of the organization. Accordingly, Davenport and Pearlson in Newstrom (2007: 87) argues that organizational culture is the set of Assumptions, beliefs, values, and norms that are shared by organization members. According to Davenport and Pearlson that organizational culture is a set of assumptions, beliefs, values, and norms shared by members of the organization. Furthermore, based on the explanation Yukl (2003: 45) can be stated that the function of culture is to help employees and managers understand the environment and to determine how to respond and thus reduce tension, uncertainty, and chaos.

Culture within an organization or company does not appear out of nowhere, but is formed by the founders, that is, those who have a dominant influence or charisma that demonstrate how the organization should work in carrying out the mission in order to achieve the organization's vision. Furthermore, through the selection of people who obtained knowledge, attitudes, and skills to continue the implementation of activities according to the rules and norms set by the founder. Sutanto (1997:20) argues that the emerging culture initiated by the founders of the organization or company. The founders have traditionally had a dominant influence and traditionally the founders have a major impact on the newly established culture within the organization.

Thus helped create the organizational culture that values employees and involving consumers in achieving organizational goals. Organizational culture is a crucial factor in the achievement of goals due to the assumption that organizations are made up of a collection of people who work together require that organizational culture can be used as standards of behavior that has been agreed on in the organization. Organizational culture is a reflection of the organization that distinguishes it from other organizations. Organizational culture is the values, which is used as a role model norma-norma/peraturan behave in organizations. Every organization has a particular culture which is believed to accelerate the achievement of organizational goals. Organizational culture that will either reinforce the values of behavior at work, while only a weak organizational culture that gives little direction or let any improper action occurred. Organizational culture has a significant impact for the members of the organization because it can provide guidance and direction in the act, so that made the behavior of individuals in accordance with the behavior of the organization in the achievement of organizational goals.

Based on the above it can be argued that the organizational culture of teachers in this study are the guidelines adopted by the teacher that contains the values, norms, and regulations within the school organization where he served with the indicators: (1) innovation and risk taking, (2) attention to detail, (3) results orientation, (4) the orientation, (5) team orientation, (6) aggression, and (7) stability.

Job satisfaction is the individual's attitude towards his work that describes a feeling satisfied and not satisfied or the difference between what is expected with what is obtained from the job. Newstrom (2007:204) argues that "job satisfaction is a set of favorable or unfavorable feelings and emotions with roomates employees view their work." Explanation Newstrom stated job satisfaction is a set of pleasant or unpleasant feelings with which employees view their work. Greenberg and Baron (2005:148) argues that job satisfaction as positive or negative attitudes held by individuals toward their job. According to Greenberg and Baron explanation can be stated that job satisfaction as a positive or negative attitudes held by individuals towards their work. In accordance with the statement Robbins (2009:94) can be argued that job satisfaction refers to an individual's general attitude toward his work. Husaini Usman (2008: 464) defines job satisfaction is the individual's attitude towards his work that reflects the experience pleasant and unpleasant in his job and his hopes for the future experiences. Someone who has a high job satisfaction showed a positive attitude towards work, while someone who is not satisfied with his work shows a negative attitude toward his work.

Mangkunagara (2005:75) argues that job satisfaction is a feeling associated with work involving aspects such as wages or salary received, career development opportunities, relationships with other workers, job placement, job type, organizational structure, quality control, age, health status, ability, and education. Based on these statements, it can be stated that job satisfaction is an expression of feeling pleasant or unpleasant to work. Job satisfaction appears in a positive attitude towards work facing workers and the environment. Robbins and Judge (2009: 117) defines job satisfaction as a positive feeling about one's job resulting from an evaluation of its characteristics. Definition above describes job satisfaction as a positive feeling about the work of someone who is an evaluation of work characteristics. Spector refers to Robbins (2006:103) concerning job satisfaction, can be explained that the common factor is the atmosphere of the work included, supervision, current wages, promotional opportunities, and relationships with partners.

Job satisfaction is related to a sense of justice, which is a function that describes the extent to which fairness is received by a person in performing a job. In accordance with the explanation Feldman and Hugh Lawler that job satisfaction is influenced by the difference between the expectations of individuals with what they have learned. Job satisfaction is high according to a statement if the actual state is larger than expected, and values individual as well as the evaluation of the current work. Based on the above it can be argued that the job satisfaction of teachers in this study is the expression of feelings of teachers to work with indicators (1) freedom of utilizing spare time, (2) the freedom to work independently, (3) the freedom to get along, (4) supervisor's leadership style directly, (5) regulatory competence, (6) task received; (7) the opportunity to act towards others; (8) preparatory work; (9) freedom leveraging the capabilities; (10) freedom of implementing regulations; (11) salary accepted; (12) the opportunity to develop a career; (13) freedom of decision, (14) the opportunity to use methods of work; (15) working conditions that support; (16) cooperation (17) awards of achievement, and (18) feelings teacher to his achievements.

Motivation is the desire to do something to achieve the goal. Lunenburg and Ornstein (2000: 88) argues that motivation is a critical determinant of performance in Organizations. Derived from the Latin word *movere* (which mean to move), this definition is far too narrow in scope, from on organizational perspective. According to Lunenburg and Ornstein that motivation is a determinant of performance in the organization. Derived from the Latin word *movere* (which means moving), this definition is too narrow in scope, from the perspective of the organization. Furthermore, according to the explanation Robbins (2006: 42) it can be argued that the motivation is the desire to do something and is conditioned by one's ability to act in the meet most needs. Of expert opinion in the above can be argued that the motivation is: (1) impulse arising from a person, consciously or unconsciously to perform an action with a specific purpose, or (2) the business that causes a person or group of people motivated to do something because want to achieve the desired goal or get satisfaction with the offense.

In Maslow's hierarchy of needs theory in Irawan, 2000: 240) that a person motivated by the desire to meet the needs that consist of: (1) physiological needs (physiological needs), (2) safety needs (security and safety needs), (3) social needs (belonging and affection needs), including dealing with others, give and receive love, affection and cooperation, (4) the need for prestige (esteem needs), including the desire to be respected, independent, considered and respected by others, (5) self-actualization needs (self-actualization), including the desire to grow, develop, realize the potential. Robbins (2006: 221) argues from Alderfer's ERG theory that explains there are three groups of core needs, namely: existence, connectedness, and growth.

Giving attention to the needs of the existence of basic human requirements of material existence, the characteristics included in the physiological needs and safety needs of Maslow identification results. Connectedness refers to the need of the human desire to maintain interpersonal relationships are important, the characteristics included in the social needs (love) the identification of Maslow. Furthermore, referring to the growing needs of the intrinsic desire for personal development, the characteristics included in the identification of needs Maslow's self-actualization. ERG theory explains when a certain level of demand at higher order is blocked, then the desire of individuals to meet the needs of lower level will take place. ERG Theory Maslow's Needs Theory denies that explains that the individual will remain at a certain level until the needs of those needs satisfied.

In accordance with the findings of McClelland can be argued that (1) need for achievement (need for achievement) was the impetus to excel, to excel based on a set of standards, to strive for success, (2) power needs (need for power) is the need to make others behave in such a way that they will not behave otherwise, and (3) the need for affiliation (need for affiliation) is the desire to establish an interpersonal relationship that is friendly and familiar. In accordance with the Luthans (2006:144-148), McClelland explained that achievement motivation may be expressed to the standard of excellence or be successful in a competitive situation. There are four aspects of achievement motivation, namely 1) dare to take risks, 2) require immediate feedback, 3) are satisfied with the achievement, 4) liked the job at hand. With that getting people motivated to achieve their best. People who have high achievement motivation manifested in the form of: 1) perform better than competitors, 2) selecting achieve difficult goals, 3) resolve complex problems, 4) associated with the achievement of a challenging success, 5) developing a better way to do something.

The characteristics of people who have high achievement motivation, namely: 1) have a high level of personal responsibility, 2) run a risk taker and, 3) have a realistic goal, 4) have a thorough work plan and striving to realize the goal, 5) utilizing concrete feedback in all activities performed, and 6) for the opportunity to realize the plan that has been programmed. Based on the above it can be argued that the achievement motivation of teachers in this study were the teacher wishes to do something to achieve good performance in a job with indicators: (1) to do something as well as possible, (2) doing something to achieve success; (3) completing tasks that require effort and skill, (4) desire to be known and mastered certain areas, (5) which is difficult to do with satisfactory results; (6) doing something that matters, and (7) to do something better than others.

Based on the descriptions above, the goal of this study was to identify and assess: (1) To determine whether interpersonal communication directly influence job satisfaction, (2) To determine whether interpersonal communication directly influence the organizational commitment of teachers, (3) To determine whether the organizational culture directly influence achievement motivation, (4) To determine whether the direct influence of organizational culture on organizational commitment of teachers, (5) To determine whether job satisfaction directly influence the organizational commitment of teachers, and (6) To determine whether the direct effect of achievement motivation on organizational commitment of teachers.

Methods

The method used in this study is a survey method with the approach path analysis (path analysis), which is held at high schools in the District Humbang Hasundutan from March 2012 until May 2012. In accordance with the research objectives, this study is explanatory. The study population was all teachers in the district high schools Humbang Hasundutan the number of 420 teachers. The samples are part of the population. The sampling technique used in this study is the Proportional random sampling, which is taken based nomogram Harry King, as many as 150 people. As a test instrument taken as many as 30 people.

Data collection techniques used in this study is a questionnaire technique has been developed to collect data variables, which include Organizational Commitment, Interpersonal Communication, Organizational Culture, Job Satisfaction, and Achievement Motivation. To analyze the data, which includes statistik analysis used descriptive analysis, analysis of test requirements, and test hypotheses. To describe data variables used descriptive statistics. Intended use of descriptive statistics to get an average score, median, mode, standard deviation, and variance of each variable, so it can be made frequency distribution histograms and graphs describing research variables. According to the research hypotheses and research objectives, hypothesis testing is done using path analysis (path analysis). In hypothesis testing used a significance level α of 0.05.

Results

Description of the data presented in this section include variable data Organizational Commitment (X₅), Interpersonal Communication (X₁), Cultural Organization (X₂), Job Satisfaction (X₃), Achievement Motivation (X₄), as follows:

Description	Interpersonal Communication (X ₁)	Cultural Organization (X ₂)	Job Satisfaction (X ₃)	Achievement Motivation (X ₄)	Organizational Commitment (X ₅)
N Valid	150	150	150	150	150
Missing	0	0	0	0	0
Mean	1.25832	1.19992	1.23282	1.23182	1.08922
Std. Error of Mean	.65841	.67883	.67218	.60313	.51392
Median	1.26002	1.20502	1.24002	1.23002	1.10002
Mode	128.00	115.00 ^a	120.00	123.00	110.00
Std. Deviation	8.06385	8.31389	8.23246	7.38679	6.29426
Variance	65.026	69.121	67.773	54.565	39.618
Range	53.00	47.00	43.00	45.00	41.00
Minimum	104.00	98.00	101.00	100.00	95.00
Maximum	157.00	145.00	144.00	145.00	136.00
Sum	1.894	1.804	1.854	1.854	1.634

Based on the data in table above it can be seen that the highest score was 123, the lowest score was 93, and the mean of 108.59 and standard deviation of 6.35 while the highest score of the ideal of 150, the lowest score of 30 is ideal, and the ideal mean score of 90 and a standard deviation ideal of 20. Overall it can be concluded that **interpersonal communication** of high school teachers in the district Humbang Hasundutan tend to be in **enough category**.

Based on the data in table above it can be seen that the highest score was 124, the lowest score was 93, and the mean of 110.15 and standard deviation of 6.75 while the highest score of the ideal of 160, the lowest score of 32 is ideal, and the ideal score of 91 mean and standard deviation Ideal for 21.33. Overall it can be concluded that the **organizational culture** of high school teachers in the district Humbang Hasundutan tend to be in **enough category**.

Based on the data in table above it can be seen that the highest score was 123, the lowest score was 93, and the mean of 108.81 and standard deviation of 6.73 while the highest score is ideal for 170, the lowest score of 34 is ideal, and the ideal mean score of 102 and a standard deviation Ideal for 22.67. Overall it can be concluded that **job satisfaction** of high school teachers in the district Humbang Hasundutan tend to be in **enough category**.

Based on the data in table above it can be seen that the highest score was 124, the lowest score is 95, and the mean of 109.07 and standard deviation of 6.24 while the highest score is ideal for 145, the lowest score of 29 is ideal, and the ideal score of 87 mean and standard deviation Ideal for 19.33. Overall it can be concluded that **achievement motivation** of high school teachers in the district Humbang Hasundutan tend to be in **enough category**.

Based on the data in table above it can be seen that the highest score is 120, the lowest score was 93, and the mean of 107.13 and standard deviation of 6.40 while the highest score of the ideal of 120, the lowest score of 24 is ideal, and the ideal mean score of 72 and a standard deviation ideal of 16. Overall it can be concluded that **organizational commitment** of high school teachers in the district Humbang Hasundutan tend to be in **high category**.

Summary Calculation Test Normality *Kolmogorov-Smirnov* shown in the following table.

		(X ₁)	(X ₂)	(X ₃)	(X ₄)	(X ₅)
N		150	150	150	150	150
Normal Parameters ^{a,b}	Mean	108,59	110,15	108,81	109,07	107,13
	Std. Deviation	6,35	6,75	6,73	6,24	6,40
Most Extreme Differences	Absolute	,07	,06	,07	,07	,06
	Positive	,07	,05	,07	,07	,06
	Negative	-,04	-,06	-,05	-,04	-,05
Kolmogorov-Smirnov Z		,83	,70	,91	,84	,77
Asymp. Sig. (2-tailed)		,50	,71	,38	,49	,59

a. Test distribution is normal

b. Calculated from data

From the summary of the results of the above calculations indicated that the value of significance (2-tailed) > α , thus it can be concluded that the data interpersonal communication, organizational culture, job satisfaction, achievement motivation, and organizational commitment are normally distributed. Summary results of the test calculations linearity relationship with the exogenous variables and endogenous variables are shown in the following table.

No	Exogenous Variables to Endogenous Variables	Linearity Test			Regression Test of Significance		
		F _h	Sig.	Status	F _h	Sig.	Status
1	X ₁ to X ₃	1,03	0,44	Linier	113,77	0,00	Significant
2	X ₂ to X ₄	1,26	0,20	Linier	54,95	0,00	Significant
3.	X ₁ to X ₅	1,21	0,24	Linier	101,79	0,00	Significant
4	X ₂ to X ₅	1,09	0,37	Linier	132,18	0,00	Significant
5	X ₃ to X ₅	1,11	0,34	Linier	169,38	0,00	Significant
6	X ₄ to X ₅	1,05	0,42	Linier	65,78	0,00	Significant

From the table above it can be seen that for the linearity test all F_h significance value > 0.05 and for the significance of regression test all F_b significance value < 0.05, means all forms of relationship with the exogenous variables on the endogenous variables is linear and mean, so that the assumption linearity and the significance of regression are met.

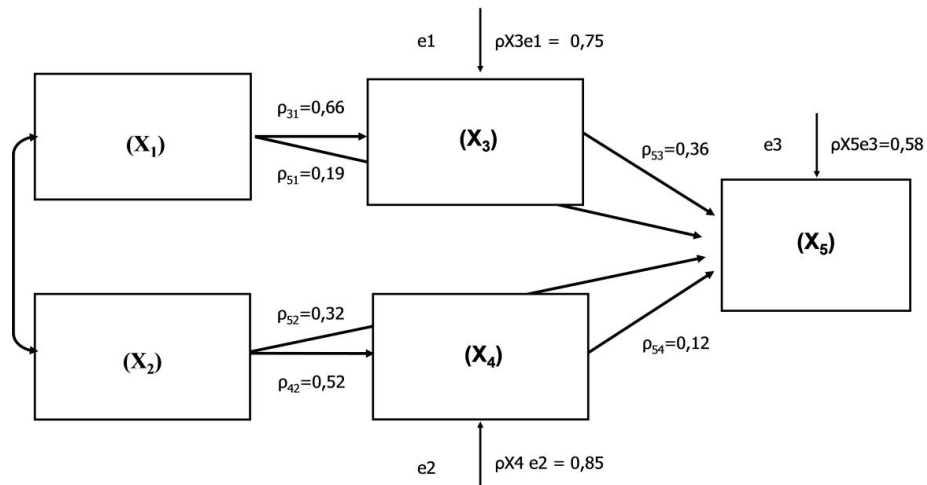
Statistical computation of correlation and path coefficients that following testing are summarized in the following table.

No. Hypothesis	The correlation coefficient	Path Coefficient	t observ.	Significant	Description
1	r ₁₃ = 0,66	0,66	10,84	0,00	Significant
2	r ₂₄ = 0,52	0,52	7,40	0,00	Significant
3	r ₁₅ = 0,64	0,19	2,92	0,00	Significant
4	r ₂₅ = 0,69	0,32	5,13	0,00	Significant
5	r ₃₅ = 0,73	0,36	5,03	0,00	Significant
6	r ₄₅ = 0,56	0,12	2,03	0,05	Significant

Based on the table above it can be concluded that (1) a positive direct effect of interpersonal communication on job satisfaction of teachers. (2) organizational culture positive direct effect on achievement motivation of teachers.

(3) a positive direct effect of interpersonal communication on organizational commitment of teachers. (4) a positive direct influence of organizational culture on organizational commitment of teachers. (5) a positive direct effect of job satisfaction on organizational commitment of teachers. (6) achievement motivation and positive direct effect on organizational commitment of teachers.

Based on the value of the correlation and path coefficients obtained from the calculation, the line can be drawn path diagram which is a *fixed model* or *theoretical model* that describes the relationship between the study variables causalistic determining organizational commitment of teachers as shown in below figure. .



Compliance Test Model

Suitability model (goodness of fit model) the intention is to test whether the proposed model is suitable (fit) with the data or not. Within the framework of path analysis, the proposed model is said to fit with the data if the sample correlation matrix is not much different from the correlation matrix estimation (Reproduced correlation matrix) or the expected correlation (expected correlation matrix). To test the suitability of the model used the formula:

$$Q = \frac{1 - R_m^2}{1 - M}$$

Which is: $R_m^2 = 1 - (1 - R_1^2)(1 - R_2^2)(1 - R_3^2)(1 - R_4^2)$

If all significant path coefficients, then $M = R_m^2$ so that $Q = 1$. If $Q = 1$ indicates indicates a perfect model fit. Based on the results of path analysis as described above, there is no path coefficient were not significant, mean $Q = 1$. Thus, it can be concluded that the proposed model fit perfectly (*the fit is perfect*) with data.

The Direct Effect and Indirect Effect

In the table below will show each of the direct and indirect effects of the five variables that interpersonal communication (X₁), organizational culture (X₂), job satisfaction (X₃), achievement motivation (X₄) and organizational commitment (X₅).

Table Summary of Direct and Indirect Effects

Variable	Direct Effect	Indirect Effect
$x_1 - x_3$	0,747	-
$x_1 - x_5$	-	0,159
$x_2 - x_4$	0,901	-
$x_2 - x_5$	-	0,226
$x_3 - x_5$	0,213	-
$x_4 - x_5$	0,251	-

From the above table it can be seen that interpersonal communication has a direct influence job satisfaction and have a positive influence which is equal to 0.747. While the direct influence of organizational culture and achievement motivation has a positive effect of 0.901. The direct effect is positive, there are also between job satisfaction and organizational commitment has a positive effect of 0.213 and achievement motivation with organizational commitment has the effect of 0.251 is also has a positive value.

From the above table, there are four that have a direct effect (can be seen in the path analysis model), while the indirect effect is two fold, ie between interpersonal communication and organizational commitment and organizational culture and organizational commitment. This is due to the interpersonal communication through the organization's commitment to the job satisfaction variable X_3 ,. And this has a positive effect of 0.159. As well as the organizational culture and organizational commitment variables X_4 pass so that achievement motivation has indirect influence that positive value of 0.226.

Discussion

First, based on the results of testing the first hypothesis gained significant path coefficient between interpersonal communication and job satisfaction, namely: $\rho_{31} = 0.66$ and based on the calculations, the direct effect of interpersonal communication on job satisfaction of 0.43. Thus, a positive direct effect of interpersonal communication on job satisfaction, which is 43% job satisfaction changes can be determined by interpersonal communication. The findings of this study in accordance with the statement of Edy (2009:82) who argues that communication is a factor affecting job satisfaction. The findings of this study are consistent with the research Situmorang (2012:182) who found that job satisfaction is directly influenced by interpersonal communication. The findings of this study support the theory that is used as the basis for filing a theoretical model of research variables, namely the theory of Pace and Faules (2000::203) who explains that interpersonal communication directly influence job satisfaction.

Second, based on the results of testing the second hypothesis obtained significant path coefficient between organizational culture and achievement motivation, namely: $\rho_{42} = 0.52$ and the calculation based on the direct influence of organizational culture on achievement motivation of 0.27. Thus, a positive direct influence of organizational culture on achievement motivation, which is 27% achievement motivation changes, can be determined by the organizational culture. The findings of this study are consistent with the research Teman (2005:175) who found that organizational culture directly influence motivation and job satisfaction. The findings of this study support the theory that is used as the basis for filing a theoretical model of research variables, namely the Integrated Model of Organizational Behavior Colquit, Lepine and Wesson (2009:9) explains that the culture of an organization that directly affect motivation and job satisfaction.

Third, based on the results of testing the third hypothesis gained significant path coefficient between interpersonal communication and organizational commitment, namely: $\rho_{51} = 0.19$. Furthermore, based on the calculation of proportional effect as in table above it can be seen that the direct effect of interpersonal communication on organizational commitment of 0.04 and its indirect effect through job satisfaction was 0.05 while the rest consists of components Unanalyzed (U) through the correlation of 0.03 with the culture of the organization and through its correlation with motivation achievement of 0.01. Thus, the power of interpersonal communication that directly and indirectly determine organizational commitment changes amounting to $0.09 = 9\%$, and the remainder in Unanalyzed component (U) through correlation with the culture of the organization by 3% and by correlation with achievement motivation by 1, 1%. Thus, the total effect of which consists of a direct effect and the indirect effect of interpersonal communication on organizational commitment is 0.09 which means 9% changes in organizational commitment can be determined interpersonal communication. The findings of this study are consistent with the research Situmorang (2012:183) who found that interpersonal communication a positive direct effect on organizational commitment. The findings of this study support the theory that is used as the basis for filing a theoretical model of research variables, namely the theory of Kreitner and Knicki (2007:381) who explains that communication directly influence organizational commitment.

Fourth, based on the test results obtained by the fourth hypothesis that a significant path coefficient between organizational culture and organizational commitment, namely: $\rho_{52} = 0.32$.

Furthermore, based on the calculation of proportional effect as in table above it can be seen that the direct influence of organizational culture on organizational commitment of 0.10 and indirect effects through achievement motivation was 0.02 while the rest consists of components Unanalyzed (U) through correlation of 0.030 with interpersonal communication and through correlation with job satisfaction for 0,067. Thus, the total effect of which consists of a direct influence and indirect influence of organizational culture on organizational commitment is 0.12, which means 12% of the changes can be determined organizational commitment organizational culture. The findings of this study are consistent with the research Mahmudah (2012:351) who found that organizational culture directly affects organizational commitment, and research results Situmorang (2012:186) who found that the positive direct effect of organizational culture on organizational commitment. The findings of this study support the theory that is used as the basis for filing a theoretical model of research variables, namely the theory of Baron and Greenberg (1990:173) who explains that the direct influence of organizational culture on organizational commitment.

Fifth, based on the results of testing the fifth hypothesis gained significant path coefficient between job satisfaction and organizational commitment, namely: $\rho_{53} = 0.36$. Furthermore, based on the calculation of proportional effect as in table above it can be seen that the direct effect of job satisfaction on organizational commitment of 0.13, while the rest consists of Spurious components (S) through interpersonal communication nonpath of 0.05 and Unanalyzed component (U) through correlation with organizational culture and through correlation of 0.067 the achievement motivation of 0.022. Thus, the strength of job satisfaction that only directly determine changes in organizational commitment of $0.13 = 13\%$, and the remainder in Spurious components (S) through interpersonal communication nonpath by 4.5%, and component Unanalyzed (U) through correlation with organizational culture by 6.7%, and by correlation with achievement motivation by 2.2%. Thus, the total effect of which only consists of the direct influence of job satisfaction on organizational commitment is at 0.13 which means that 13% of changes in organizational commitment can be determined by job satisfaction. The findings of this study are consistent with the research Muhadi (2007:72) research Ambarita (2010:183) and the results of research Situmorang (2012:183) who found that job satisfaction is a significant positive direct effect on organizational commitment. The findings of this study support the theory that is used as the basis for filing a theoretical model of research variables, namely the theory of Baron and Greenberg (1990:173) who explains that the direct effect of satisfaction on organizational commitment, and Integration Model of Organizational Behavior Colquit, Lepine and Wesson (2009; 9) who explains that job satisfaction directly affect organizational commitment.

Sixth, based on the results obtained by testing the hypothesis sixth significant path coefficient between achievement motivation and organizational commitment, namely: $\rho_{54} = 0.12$. Furthermore, based on the calculation of proportional effect as in table above it can be seen that the direct effect of achievement motivation on organizational commitment of 0.01, while the rest consists of Spurious components (S) through nonpath organizational cultural of 0.02 and Unanalyzed component (U) through the correlation of 0.01 with interpersonal communication and through correlation with job satisfaction was 0.02. Thus, the power of achievement motivation that only directly determine changes organizational commitment of $0.01 = 1\%$, and the remainder in Spurious components (S) through nonpath organizational culture at 2%, and component Unanalyzed (U) through correlation with interpersonal communication of 1.1%, and by correlation with job satisfaction by 2.2%. Thus, the total effect of which only consists of the direct influence of achievement motivation on organizational commitment is 0.01, which means that 1% changes in organizational commitment can be determined by achievement motivation. The findings of this study are consistent with the research of Agung (2004:63) who found that motivation positive direct effect on organizational commitment. The findings of this study support the theory that is used as the basis for filing a theoretical model of research variables, namely the theory of Kreitner and Kinicki (2007:381) who explains that organizational commitment fluctuate according to individual motivational factors, and the Integration Model of Organizational Behavior of Colquit, Lepine and Wesson explained that the motivation for directly affect organizational commitment.

Thus, the results of research by testing the hypothesis that received the sixth hypothesis proposed research has found a Theoretical Model High School Teacher Organizational Commitment that illustrates the structure of a causal relationship between the variables of interpersonal communication, organizational culture, job satisfaction, achievement motivation, and organizational commitment as a high school teacher filed in Figure *Theoretical Model Research Variables*.

Limitations of Research

This study has been designed and implemented based on the steps in the scientific research procedure, but no matter how well the methodology and the steps undertaken, a likelihood of confusion or weakness due to existing limitations. This study involved only four exogenous variables that theoretically affect organizational commitment, namely interpersonal communication, organizational culture, job satisfaction, and achievement motivation, so limited explanation in determining changes in organizational commitment. In addition, this study only took a sample of high school teachers in the District Humbang Hasundutan, so the conclusion of the study is limited to the range of generalizations.

Conclusions

Based on statistical analysis performed, the research findings obtained as follows:

First. Interpersonal communication directly affect teacher job satisfaction. In other words, the better the Interpersonal Communication, the higher the job satisfaction of teachers.

Second. Interpersonal communication directly affect teachers Organizational Commitment. In other words, the better the Interpersonal Communications, the higher teachers' Organizational Commitment.

Third. Organizational culture directly influence Achievement Motivation. In other words, the better the organizational culture, the higher the Achievement Motivation of teachers.

Fourth. Organizational culture directly influence teachers' Organizational Commitment. In other words, the better the Organizational Culture, Organizational Commitment of teacher is higher too.

Fifth. Job satisfaction directly influence teachers' Organizational Commitment. In other words, the better the Job Satisfaction, Organizational Commitment of teacher is higher too.

Sixth. Achievement motivation directly affects teachers' Organizational Commitment. In other words, the better the Achievement Motivation, Organizational Commitment of teacher is higher too.

Implications

Based on the findings of the study as described implies especially to the education authorities, principals and teachers in order to improve the quality of education in the District Humbang Hasundutan. Therefore, in order to improve organizational commitment among teachers in the district Hasundutan Humbang be a concerted effort in improving interpersonal communication, organizational culture, job satisfaction, and achievement motivation.

1. Implications for the Department of Education

Research findings showed that interpersonal communication, organizational culture, job satisfaction, and achievement motivation affect organizational commitment. This means that organizational commitment can be increased if the interpersonal communication, organizational culture, job satisfaction and improved achievement motivation. For that, the Head of the Department of Education to encourage and provide financial support activities that promote the importance of organizational commitment, organizational culture, job satisfaction, and achievement motivation in order to improve organizational commitment high school teacher.

2. Implications for School Principals

In connection with the research findings indicate that interpersonal communication, organizational culture, job satisfaction, and achievement motivation affect the organizational commitment, the principal can make efforts to improve the organizational commitment of teachers to effectively and efficiently as follows:

- a) To foster and guide the teachers on the importance of organizational commitment in an organization in order to realize the goal of educational institutions (high school).

- b) Increase the diffusion of organizational commitment through interpersonal communication between teachers and teachers, teachers with principals, teachers with supervisors, teachers and students, and teachers and other stakeholders.
- c) Provide opportunities for teachers to implement innovative ideas and implement them through the implementation of action research studies in order to improve the quality of learning in order to improve the quality of education.
- d) Improving teacher achievement motivation through rewards for teachers who excel.
- e) Capture the organizational culture of schools either through periodic and ongoing socialization.

3. Implications for Teachers

In connection with the research findings indicate that interpersonal communication, organizational culture, job satisfaction, and achievement motivation affect the organizational commitment, the teacher can make an effort to realize the organizational commitment of teachers who are expected to effectively and efficiently as follows:

- a) Following the education and training activities in the field of interpersonal communication, organizational culture, job satisfaction, achievement motivation, and organizational commitment.
 - b) To cooperate with the school principal, teachers, students, and other stakeholders to perpetuate the culture of the organization, and improve interpersonal communication, job satisfaction, achievement motivation, and organizational commitment.
4. The findings of this study indicate that interpersonal communication, organizational culture, job satisfaction, and achievement motivation affect organizational commitment. This means that enriches treasury education management to improve organizational commitment which can be done through improving interpersonal communication, organizational culture, job satisfaction, and achievement motivation high school teacher.

Advices

Based on the findings and implications of the study as described above, put forward suggestions for improving the high school teachers' organizational commitment as follows:

1. For Principal

Principals can make the study's findings into account in the development of human resources, particularly in the improvement of teachers' organizational commitment through the following activities:

- 1.1. Improved interpersonal communication between teachers and the school community and other stakeholders in order to improve teachers' organizational commitment. Appropriate description of the results of research that achievement scores in interpersonal communication research subjects were lowest in four indicators, namely: acceptance and delivery of information between teachers and parents. Therefore, efforts to improve interpersonal communication should be done with the priority aspects of receiving and giving of information between teachers and parents.
- 1.2. Increased efforts to perpetuate the culture of the organization through socialization, diffusion, and internalization. Appropriate description of the results of research that the achievement scores of research subjects in the lowest organizational culture on 2 indicators, namely: attention to detail. Therefore, efforts to increase organizational culture should be done with the priority aspects of attention to detail.
- 1.3. Improvement activities and services that can improve job satisfaction of teachers. Appropriate description of the results of research that the achievement scores of research subjects in the lowest job satisfaction of teachers on 17 indicators, namely: respect for the achievements. Therefore, efforts to increase the job satisfaction of teachers should be done with respect for the priorities in the aspect of achievement.
- 1.4. Increase in achievement motivation through rewards and additional incentives for teachers who excel. Appropriate description of the results of research that the achievement scores of research subjects in the lowest achievement motivation on one indicator, namely: do something with the best.

Therefore, efforts to increase achievement motivation should be done with the priority aspects of doing something as well as possible.

2. For Teachers

In accordance with the findings of the study, the teacher needs to do the following:

- 2.1. Improve interpersonal communication in order to establish good cooperation with principals, teachers, students, and other stakeholders.
- 2.2. Increased efforts to capture the culture of the organization through diffusion, and internalization.
- 2.3. Increase activities that can provide job satisfaction by communicating parties can hope to realize these expectations to match the reality.
- 2.4. Increase achievement motivation by increasing the will to do something with the best.

3. For Researchers

As a comparison of materials relevant to research in the future. For further research, it is necessary to study teachers' organizational commitment by involving other relevant variables in order to improve teachers' organizational commitment, and take a larger sample that could represent areas of North Sumatera province in order to reach a broader generalization of research results.

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