

## **The Challenge of Madura's Teacher Organization on The Commitment and Interpersonal Communication**

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### **Abstract**

This study plans to decide the impact of relational correspondence, authoritative culture, and accomplishment inspiration on hierarchical responsibility. This research uses a quantitative approach through strategic studies. The number of inhabitants in this review was generally educators coming from state secondary schools in Madura island. In the interim, the example was those one hundred and seventy-five educators taken by the complete testing method. The exploration instrument utilizing poll and the information was handled and investigated by way examination, beginning with the several prerequisites examination test. The investigation results show that: i) the immediate impact of relational correspondence on authoritative responsibility with a way coefficient is very critical; ii) The immediate impact of hierarchical culture on authoritative responsibility with a way coefficient is less huge; iii) relational correspondence additionally hierarchical culture impact authoritative responsibility are exceptionally huge impact; iv) the effect of relational correspondence

on accomplishment inspiration with a way coefficient is very huge; v) the authoritative culture and relational correspondence and hierarchical culture have a concurrent impact straightforwardly on accomplishment inspiration are solid critical; vi) the effect of accomplishment inspiration straightforwardly on authoritative responsibility with a way coefficient is not huge in any way; vii) relational correspondence, authoritative culture, and accomplishment inspiration at the same time influence the hierarchical responsibility are exceptionally critical. That information shows that relational correspondence, traditional culture, and accomplishment inspiration influence hierarchical responsibility. The impact was the more viable utilizing relational correspondence, with expectations of good hierarchical culture and accomplishment motivation, likewise the higher the authoritative responsibility. [Penelitian ini bertujuan untuk mengetahui dampak korespondensi relasional, budaya otoritatif, dan motivasi berprestasi pada tanggung jawab secara hierarkis. Riset ini menggunakan pendekatan kuantitatif melalui kajian strategis. Jumlah sampel ataupun responden di dalam kajian ini pada umumnya yaitu tenaga pendidik yang berasal dari sekolah menengah negeri di pulau Madura. Sampel dari kajian ini berjumlah seratus tujuh puluh lima pendidik yang diambil dengan metode pengujian lengkap. Instrumen eksplorasi yang memanfaatkan polling dan informasi tersebut ditangani dan diselidiki dengan cara pemeriksaan, dimulai dengan beberapa uji pemeriksaan prasyarat. Hasil penelitian menunjukkan bahwa: i) dampak langsung dari korespondensi relasional terhadap tanggung jawab otoritatif dengan koefisien menjadi signifikan; ii) dampak langsung dari budaya hierarkis terhadap tanggung jawab otoritatif memiliki koefisien yang kecil; iii) korespondensi relasional dan dampak budaya hierarkis terhadap tanggung jawab otoritatif yakni memiliki dampak signifikan; iv) pengaruh korespondensi relasional terhadap motivasi berprestasi dengan koefisien memiliki dampak signifikan; v) budaya otoritatif dan korespondensi relasional serta budaya hierarkis memiliki dampak langsung yang signifikan terhadap motivasi berprestasi; vi) pengaruh motivasi prestasi secara langsung terhadap tanggung jawab otoritatif memiliki koefisien yang tidak signifikan; vii) korespondensi relasional, budaya otoritatif, dan inspirasi pencapaian pada saat bersamaan sangat mempengaruhi tanggung jawab hierarkis. Informasi tersebut menunjukkan bahwa korespondensi relasional, budaya otoritatif, dan motivasi berprestasi mempengaruhi tanggung jawab hierarkis. Dampaknya yaitu semakin tinggi penggunaan korespondensi relasional, dengan harapan budaya hierarkis yang baik dan motivasi berprestasi, juga semakin tinggi tanggung jawab otoritatif.]

**Keywords:** Madura's teacher organization; commitment interpersonal communication

## Introduction

Persatuan Guru Republik Indonesia is an association for the solidarity and uprightness of all instructors all through Indonesia. PGRI has a way of life as a battle association, proficient association, and work association, and has the nature. This association has the soul of the acknowledgment of a free and dynamic association that is adored by individuals, regarded by accomplices, and perceived for its job by the local area and has a mission done to understand the standards of the decree, to progress the public turn of events, to propel public schooling, and to build the impressive skill of instructors.

We are expecting changes that are so quick and difficulties that are getting greater and more complicated. There could be no alternate way for PGRI but to attempt each method for expanding the intensity of instructors and other scholarly items and administrations, which is accomplished through working on the nature of training, among others. Just through legitimate instruction, this country can liberate itself from the shackles of a drawn-out multi-layered emergency. Through training, this country can liberate society from misfortune. The heads of ASEAN nations went to the 26<sup>th</sup> ASEAN Highest point 2015. This culmination has settled on an affirmation of reinforcing ASEAN collaboration and endeavors to fortify and carry out another local area called the ASEAN Economic Community group.<sup>1</sup> As a result of the execution of the MEA, there will be a free progression of work markets, merchandise, administrations, capital, and speculation among nations in the ASEAN district. This condition will be an open door as well as a test that the whole Indonesian country should confront, particularly the instructors of PGRI individuals who play a focal part in building the country.

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<sup>1</sup> Humas Wapres RI, "Menghadiri Penutupan KTT ke-26 ASEAN," April 27, 2015, *Kementerian Sekretariat Negara Republik Indonesia*. <https://www.wapresri.go.id/menghadiri-penutupan-ktt-ke-26-asean/>

<sup>2</sup>Supardi, *Kinerja Guru* (Jakarta: Raja Grafindo, 2013), 1.

building the nature of training is the instructor or teacher.<sup>3</sup> Supardi said that instructors decide the accomplishment of a nation's schooling. Hence, the presence of qualified instructors is a flat out necessity for the presence of qualified instructive frameworks and practices. The educator is an expert position, with the goal that an instructor should have the option to do his obligations expertly. Proficient instructors are the principle necessities that should be reached to prevail with regards to understanding the objectives of public schooling.<sup>4</sup>

As per Surya in Kunandar, proficient instructors will be reflected in carrying out assistance errands set apart by ability in both material and strategy.<sup>5</sup> It is likewise displayed through his obligation in completing every one of his administrations. Proficient educators ought to accept their obligations both by and by, socially, mentally, ethically, and profoundly. Moreover, Udin clarified the attributes of expert educators, in particular: (1) focusing on the association or a guarantee to the understudy learning process; (2) dominating top to bottom the topic and how to show it; (3) having the option to contemplate what he does and gain from his experience; and (4) are essential for the learning local area in their expert climate which permits them continually to work on their amazing skill.<sup>6</sup>

The clarification above proposes that proficient instructors should have high authoritative responsibility, which is set apart by a powerful urge to stay an individual from the association, acknowledgment of hierarchical qualities and objectives, and ability to endeavor as per the association's desires to acknowledge instructive purposes. Luthans express that hierarchical responsibility is a powerful urge to stay as an individual from the association, the longing to endeavor as per the association's desires, certain convictions, and acknowledgment of the association's qualities and objectives.<sup>7</sup> In other

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<sup>3</sup> Derrick Meador, "Strategies for Teachers to Develop Positive Relationships With Students," last modified July 5, 2019, <https://www.thoughtco.com/develop-positive-relationships-with-students-3194339>.

<sup>4</sup> Harry Brighthouse and Kailey Mullane, "Aims and Purposes of a State Schooling System: The Case of California," last modified September 2018, [https://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII\\_Report\\_Brighthouse.pdf](https://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Report_Brighthouse.pdf).

<sup>5</sup> Kunandar, *Guru Profesional* (Jakarta: RajaGrafindo Persada, 2014), 47.

<sup>6</sup> Udin Syaefudin Saud, *Pengembangan Profesi Guru* (Bandung: Alfabeta, 2013), 97.

<sup>7</sup> Fred Luthans, *Organizational Behavior* (New York: McGraw Hill, 2011), 147.

words, it is a demeanor that mirrors the steadfastness of individuals to the association and the most common way of proceeding with the elements of the association's individuals, communicating their anxiety for the association and its prosperity and consistent advancement. Colquitt, LePine, and Wesson set forward a more extensive investigation of authoritative responsibility hypothesis.<sup>8</sup> This hypothesis contends that hierarchical responsibility was characterized as the craving of representatives to turn into a piece of an association. It implies authoritative responsibility as a consolation or ability of a part to constantly join with his gathering or association.

Hackett and Guinon expressed that somebody who has a high authoritative responsibility would affect his work fulfillment and lessening his nonappearance.<sup>9</sup> Besides, as per Carsten and Spector, the effect of those is the representative will stay in the association.<sup>10</sup> Hence, the association needs to keep up with its individuals to possess high responsibility. To keep up with high hierarchical responsibility, the association should know the variables that impact the arrangement of responsibility.

A few things can influence responsibility. Kreitner and Kinicki express that authoritative responsibility vacillates as indicated by the variables that impact it, specifically: (1) mental and social, including self image protection, individual inspiration, and companion pressure; (2) association, including correspondence and interior hierarchical circumstance; (3) the qualities of the venture, in particular the deferral consequently on speculation; and (4) logical, specifically outside political strain.<sup>11</sup> In the meanwhile, Nobleman and Greenberg clarified that the variables that decide an individual's degree of responsibility are: (1) the higher of obligation and independence level given to an individual in completing his work, the more appealing a task is to an individual and the higher the responsibility; (2) the more open the valuable chance to work in different spots, it will bring about lower responsibility; (3) an individual's qualities, like the degree of fulfillment

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<sup>8</sup> Jason A. Colquitt, et al., *Organizational Behavior Improving Performance and Commitment in the Workplace* (USA: McGraw-Hill Education, 2015), 64.

<sup>9</sup> Sopiah, *Perilaku Organisasi* (Yogyakarta: CV. Andi Offset, 2008), 166.

<sup>10</sup> Sopiah, *Perilaku Organisasi*, 166.

<sup>11</sup> Robert Kreitner, and Angelo Kinicki, *Perilaku Organisasi*, trans. by Biro Bahasa Alkemis (Jakarta: Salemba Empat, 2014), 166.

with the present place of employment, additionally influence his responsibility; (4) the circumstance or hierarchical culture, for example, the closeness or consideration of the pioneers can submit of its representatives to be high, as well as the association's thoughtfulness regarding the degree of government assistance.<sup>12</sup>

In light of the clarification of Kreitner and Kinicki and Noble and Greenberg, it tends to be seen that inspiration, authoritative culture, and correspondence are factors that can influence hierarchical responsibility. Those are fitting to the instructor's job as a decent communicator relational abilities. As a model and good example, an instructor should have a brilliant authoritative culture, and as an inspiration, an educator should have high accomplishment inspiration.

What likewise influences the responsibility and the arrangement of good participation is great correspondence between the components in the association. Great correspondence will prompt common arrangement and solace at work. Indeed, even powerful correspondence is expected to move the association, the more persuasive the transmission that is encouraged, and the more useful the conduct of its individuals in completing their work.<sup>13</sup>

Numerous correspondence methods can be utilized in an association, yet contrasted with different types of correspondence, relational correspondence is viewed as the best in changing the communicant's mentalities, convictions, assessments, and conduct. Moreover, Littlejohn contends that relational correspondence is utilized as the reason for seeing all settings of human correspondence.<sup>14</sup> Littlejohn stressed his perspective that when an individual conveys, he does not depend a lot on his capacities on his neurophysiological limit yet consistently relates it to the "social guidelines" of correspondence. It intends that in the act of correspondence, each individual necessities someone else; for this situation, the first and nearest individual is someone else, then, at that point, relational correspondence stays the most significant. De Vito recommends that relational correspondence is

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<sup>12</sup> Robert A. Baron, and Jerald Greenberg, *Behavior in Organization: Understanding and Managing The Human Side of Work*, 9th Edition (Toronto: Allyn and Bacon, 2008), 173.

<sup>13</sup> Edy Sutrisno, *Budaya Organisasi* (Jakarta: Kencana, 2010), 41.

<sup>14</sup> Alo Liliweri, *Komunikasi Antarpersonal* (Jakarta: Kencana, 2015), 22.

the sending and getting messages between two individuals or among a little gathering, with the accompanying five attributes: (1) receptiveness; (2) compassion; (3) support; (4) good sentiments; and (5) balance. The normal ideal ramifications of relational correspondence is making great correspondence among individuals to frame a strong and useful hierarchical culture. This system for perceiving authoritative culture does not happen abruptly, however it needs a correspondence cycle through communications in all aspects of the association.<sup>15</sup>

Authoritative culture is characterized as the standards of values, presumptions, convictions, ways of thinking, hierarchical propensities, and so on. Authoritative culture is created throughout quite a while by the originators, pioneers, and association individuals that are mingled and instructed to new individuals and applied in association exercises. In this manner, it impacts authoritative individuals' mentality, perspectives, and conduct in affecting items, serving shoppers, and accomplishing hierarchical objectives.<sup>16</sup>

Hierarchical culture plays a basic part in an association in light of the fact that authoritative culture is demonstrated to fill a few roles, for example, making contrasts with different associations, making hierarchical character, and working with expansive responsibilities to shared interests. The course of work culture is a bringing together apparatus in joining its individuals in accomplishing authoritative objectives as arrangements or values that should be said and done by representatives. It can likewise fill in as command over the conduct of workers.<sup>17</sup>

Notwithstanding hierarchical culture, to impact the educator's authoritative responsibility, it additionally relies upon the instructor's accomplishment inspiration. High hierarchical responsibility can inspire somebody to accomplish something with truthfulness because of the suspicion that working without inspiration will rapidly get exhausted. There is no driving component to keep up with work assurance. As indicated by Hasibuan, motivation is critical because inspiration is what

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<sup>15</sup> Council of Europe, "The Common European Framework in its political and educational context," last modified November 17, 2019, <https://rm.coe.int/1680459f97>.

<sup>16</sup> Wirawan, *Budaya dan Iklim Organisasi: Teori Aplikasi dan Penelitian* (Jakarta: Salemba Empat, 2008), 9.

<sup>17</sup> Edy Sutrisno, *Budaya Organisasi*, 11.

causes, circulates, and upholds human conduct, so they will try sincerely and eagerly to accomplish ideal outcomes.<sup>18</sup>

Robert A. Baron contends that accomplishment inspiration is the craving to accomplish complex errands and fulfill guidelines of greatness. Kreitner and Kinicki clarify that the qualities of somebody who has accomplishment inspiration and reflected through 1) liking to take care of errands that are difficult; 2) leaning toward circumstances where execution is awesome and most advantageous exertion contrasted with different elements; 3) the craving of individuals with undeniable degrees of accomplishment inspiration to get however much accomplishment as could be expected and limit disappointment.<sup>19</sup>

Under the idea of responsibility, secondary teachers who have high hierarchical responsibility ought to emphatically want to stay an individual from the PGRI association. A longing to endeavor as per the association's desires to acknowledge authoritative objectives and explicit convictions and acknowledgment of the association's qualities and objectives.

Be that as it may, in light of the reality, the Indonesian public are as yet confronted with (the issue of rudimentary to secondary teachers who cannot complete their obligations expertly. Philip Suprastowo's exploration on educator nonattendance in 20 regions/urban communities spread across Indonesia additionally observed that the instructor nonappearance rate came to 6.6%. The profile of missing educators was prevailing in instructors with the situation with government official (PNS) and has been now affirmed.<sup>20</sup> The main source of nonattendance is because of true obligations and different interests with true consent. In any case, in the consequences of the review, it was as yet observed that the reason for the instructor was absent because of the discipline of 2.8%, educating at various times by 2.38%, assessed to show up later than expected by 2.38%, appointed to

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<sup>18</sup> Malayu SP Hasibuan, *Manajemen Sumber Daya Manusia* (Jakarta: Bumi Aksara, 2013), 141.

<sup>19</sup> Robert Kreitner and Angelo Kinicki, *Organizational Behavior* (Boston: McGraw Hill, 2007), 239.

<sup>20</sup> Philip Suprastowo, "Kajian Tentang Tingkat Ketidakhadiran Guru Ddn Dampaknya Terhadap Siswa," *Jurnal Pendidikan dan Kebudayaan* 19, no.1 (March 2013): 31-49, <https://doi.org/10.24832/jpnk.v19i1.106>.

do undertakings that were not connected with obligation 1.19%, and returning home too soon 1.19%. The different purposes behind the nonattendance show that the instructor on task has not focused on discipline towards the association. It demonstrates that the educator's hierarchical responsibility is still low.

The consequences of the scientists' discoveries which are the aftereffect of the SWOT investigation<sup>21</sup> PGRI in Madura Island shows shortcomings in the PGRI Madura association, specifically (1) a couple of directors who deal with the association expertly with somewhat profound concern. A portion of the chairmen are laborers who are not completely running the association and think of it as a side work and simply occupy their extra energy, (2) PGRI is thought of and seen as a rudimentary instructor association.<sup>22</sup> It happens on the grounds that there are for sure numerous dynamic individuals come from primary teachers. Its chiefs are fundamentally officials or resigned workers in the field of instruction. It feels slow, one-sided, and undecided (double), (3) There are as yet numerous individuals who believe that the government assistance get is not viewed as the aftereffect of PGRI's battle. Be that as it may, as a result of the legitimate outcomes as government officials, (4) the feeble reliability of hierarchical individuals in paying standard month to month expense levy by deducting pay.

In view of the portrayal, it very well may be seen that there are positive and negative markers connected with instructor obligation to the PGRI association on Madura Island. Hence, to analyze the authoritative responsibility of educators at PGRI, particularly the hierarchical responsibility of state secondary teachers on Madura Island, an investigation of the variables that can anticipate or control hierarchical responsibility is required.<sup>23</sup>

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<sup>21</sup> Sekretaris PGRI Pamekasan, documentation January 1, 2017.

<sup>22</sup> Nivedha Selvam, "Academics Flay 'Rudimentary' ICT Syllabus for Class VI, IX Students, " last modified June 3, 2018, <https://timesofindia.indiatimes.com/city/coimbatore/academics-flay-rudimentary-ict-syllabus-for-class-vi-ix-students/article-show/64432559.cms>.

<sup>23</sup> G. Lintern and P. N. Kugler, "Management by Hierarchical Control versus Mindfulness," 22nd International Congress on Modelling and Simulation, Hobart, Tasmania, Australia, 3-8 December 2017, <https://www.mssanz.org.au/modsim2017/D4/lintern.pdf>.

In light of the depiction over, the examination targets are to decide (1) the immediate impact of relational correspondence on instructor hierarchical responsibility; (2) the immediate impact of authoritative culture on educator hierarchical responsibility; (3) the immediate impact of relational correspondence, hierarchical culture all the while on educator authoritative responsibility; (4) the immediate impact of relational correspondence on instructor accomplishment inspiration; (5) direct impact of authoritative culture on instructor accomplishment inspiration; (6) direct impact of relational correspondence, hierarchical culture at the same time on educator accomplishment inspiration; (7) the immediate impact of accomplishment inspiration on instructor hierarchical responsibility; (8) the immediate impact of relational correspondence, authoritative culture, and accomplishment inspiration at the same time on instructor hierarchical responsibility; (9) The aberrant impact of relational correspondence on instructor authoritative responsibility through accomplishment inspiration; and (10) the circuitous impact of hierarchical culture on educator authoritative responsibility through accomplishment inspiration.

## **Methods**

This study utilizes a quantitative examination approach with a study technique. The exploration was led at a public secondary school on the island of Madura. The number of inhabitants in this study was all instructors of SMA Negeri 1 on Madura Island, adding up to 175 educators. The testing method in this review is a non-likelihood strategy, specifically an immersed test or regularly called absolute inspecting. Among 175 individuals, 30 individuals were utilized as the preliminary example and 145 as the exploration test.

The information assortment procedure utilized is a poll strategy (survey). It is given to respondents as a various decision agenda of Likert scale models in the wake of being tried. The speculation is tried by relapse investigation and way examination. Be that as it may, it should test the prerequisites ahead of time, to be specific ordinariness test with Chi-square, homogeneity test with Barlett test. Linearity test involved difference investigation for the relapse linearity test with importance level= 0.05. The multicollinearity test takes a gander at the

VIF esteem, the heteroscedasticity test with Glesjer test, and the last one is autocorrelation test utilize the Durbin-Watson test.

**Results**

The depiction of the information introduced in this part remembers information for factors of relational correspondence (X1), authoritative culture (X2), accomplishment inspiration (X3), and hierarchical Responsibility (X4). The information is the consequence of evaluating respondents’ solutions to the poll appropriated to secondary teachers as the exploration test. The quantity of polls conveyed was 145 sets as per the quantity of the examination test, and the information portrayal of each exploration variable displayed in synopsis in Table 1 (Research Variable Data).

	Interpersonal Communication (X1)	Culture Organization (X2)	Motivation Achievement (X3)	Organizational Commitment (X4)
N Valid	145	145	145	145
Missing	0	0	0	0
Mean	149,0069	152.0276	143.8483	139.7448
median	147.0000	153,0000	145.0000	141.00000
Mode	147.00	154.00	147.00	142.00
Std. Deviation	13.22692	12.30625	11.94218	10.42085
Variance	174.951	151.444	142,616	108,594
Range	54.00	52.00	51.00	43.00
Minimum	123.00	124.00	117.00	117.00
Maximum	177.00	176.00	168.00	160.00
Sum	21606.00	22044.00	20858.00	20263.00

Table 2. The Autocorrelation Test Results  
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin- Watson
1	.991a	.981	.981	1.43807	1970

In light of the information handling brings about Table 7, the factual worth of Durbin-Watson (DW) = 1.970. Consequently, subsequent to working out and contrasting it and the Durbin-Watson table, the Durbin-Watson esteem in table 7 is 1,970, which is more prominent than as far as possible (dU), which is 1.7710, and under 4-dU ( $4-1.7710 = 2.229$ ), i.e.,  $1.7710 < 1.970 < 2.229$ . So it very well may be reasoned that there is no autocorrelation, and afterward H0 is acknowledged in the relapse model in this review.

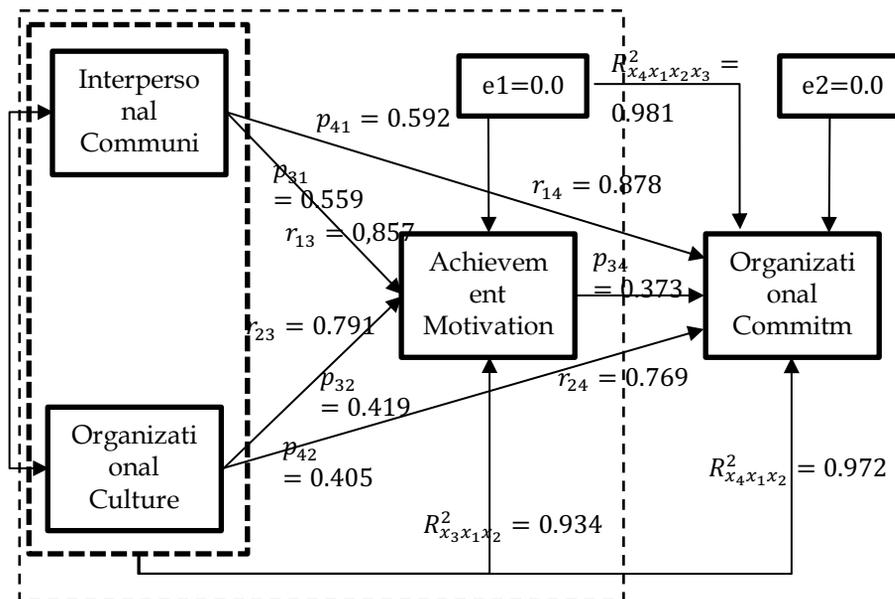
The outline of the disintegration of the way coefficients, immediate and backhanded impacts, the all out impact of X1, X2, and X3 on X4 are summed up in Table 2. Table 3. Outline of the decay of way coefficients, immediate and backhanded impact, complete impact of X1, X2, and X3 on X4.

No	Variable Effect	Causal Influence		Remainder e1 & e2
		Indirect		
		Direct	Via X3	
1	X1 against X4	0.592	-	-
2	X2 against X4	0.405	-	-
3	X1, X2 against X4	0.972	-	0.028
4	X1 against X3	0.559	-	-
5	X2 against X3	0.419	-	-
6	X1, X2 against X3	0.934	-	-
7	X3 against X4	0.373	-	-
8	X1, X2, X3 against X4	0.981	-	0.019
9	X1 against X4 through X3	-	$(0.559 \times 0.373) = 0.208$	-
10	X2 against X4 through X3	-	$(0.419 \times 0.373) = 0.156$	-

In view of the way coefficient values got from the computation, a way chart can be drawn, a fixed or hypothetical model that depicts the

causal connection between research factors that decide the authoritative responsibility of secondary teachers, as displayed in Figure 1.

Figure 1. Theoretical Model of Research Variables



### Discussion

In view of the information and theory testing above, it tends to be produced a few conversation. To start with, it acquired a huge way coefficient between relational correspondence and hierarchical responsibility, specifically  $p_{41}$  of 0.592. They show that the relational correspondence of educators in an association will make a superior authoritative responsibility. Correspondence makes transparency and trade of musings and sentiments into a mental stage. Thusly, it changes themselves and the psychological well-being of other people who speak with them. Through great relational correspondence, the association individuals can be approached to guarantee or be mindful to such an extent that they need to invest energy to arrive at authoritative objectives really and productively.

Speculations that help these discoveries incorporate exploration led by Hassan Zarei Martin, et al.<sup>24</sup> This examination shows that there is a huge connection between relational correspondence and hierarchical responsibility. Felicia Setyono's examination additionally shows an immediate impact on the nature of relational correspondence of pioneers on hierarchical responsibility of gathering individuals with an extent of 0.3.<sup>25</sup>

Another exploration that upholds this examination is the examination of Inge Hutagulung.<sup>26</sup> Inge's discoveries express that relational correspondence impacts authoritative responsibility. Correspondence connections in gathering, both at the individual and gathering levels, can influence an individual's responsibility. The strength of the impact of correspondence on duty is not entirely set in stone by how close the individual is and the particular requirements to keep in contact with the current gathering. The nearer and more required they are to one another, the more grounded the impact of correspondence on responsibility and the other way around.

Furthermore, it acquired a huge way coefficient between hierarchical culture and authoritative responsibility, in particular p42 of 0.405. This finding demonstrates that adjustments of hierarchical not entirely settled by authoritative culture. This finding demonstrates that

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<sup>24</sup> Hassan Zarei Martin, et al., "Relationship between Interpersonal Communication Skills and Organizational Commitment (Case Study: Jahad Keshavarzi and University of Qom, Iran)," *European Journal of Social Sciences* 13, no.3 (2010): 387-398, [https://www.researchgate.net/publication/286956568\\_Relationship\\_between\\_Interpersonal\\_Communication\\_Skills\\_and\\_Organizational\\_Commitment\\_Case\\_Study\\_Jahad\\_Keshavarzi\\_and\\_University\\_of\\_Qom\\_Iran](https://www.researchgate.net/publication/286956568_Relationship_between_Interpersonal_Communication_Skills_and_Organizational_Commitment_Case_Study_Jahad_Keshavarzi_and_University_of_Qom_Iran).

<sup>25</sup> Felicia Setyono, "Pengaruh Kualitas Komunikasi Interpersonal Pemimpin Kelompok Sel Terhadap Komitmen Organisasi Anggota Kelompok Sel di Satelit Holy Gereja Mawar Sharon Surabaya," *Jurnal E-Komunikasi* 1, no. 2 (2013): 190-199, <https://publication.petra.ac.id/index.php/ilmu-komunikasi/article/view/904>.

<sup>26</sup> Inge Hutagulung, "Pengaruh Kecerdasan Emosional, Komunikasi Interpersonal, Komitmen Organisasi terhadap Manajemen Stres Kerja," *Interaksi: Jurnal Ilmu Komunikasi* 3, no. 2 (Juli 2014): 103-111, <http://ejournal.undip.ac.id/index.php/interaksi/article/download/8776/7102>.

all arrangements (values, convictions, and guidelines) that individuals from the association should comply in acknowledging authoritative objectives will impact the hierarchical responsibility.<sup>27</sup>

In addition, the discoveries of this study are upheld by the exploration led by Johny Taroreh, which shows that hierarchical culture straightforwardly impacts authoritative responsibility with a complete impact of 0.18.<sup>28</sup> Furthermore, Tiur's exploration shows that hierarchical culture impacts authoritative responsibility with an impact of 0.32.<sup>29</sup> It shows that hierarchical culture can decide authoritative responsibility and supports the hypothesis portrayed by Nobleman and Greenberg, which clarifies that there is an immediate impact of hierarchical culture on hierarchical responsibility.

Significant exploration was additionally completed by Ms. Sabir, A. Razzaq, and M. Yameen. This exploration clarifies three degrees of authoritative culture by referring to Schein's viewpoint, to be specific, surface level, upheld worth, and fundamental supposition. This study analyzes the connection between authoritative culture and labor force responsibility. A positive authoritative culture expands representative obligation to achieve hierarchical objectives successfully. This exploration has a wide extension and supports

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<sup>27</sup> Christian Hofmann and Raffi J. Indjejikian, *Authority and Accountability in Hierarchies* (Hanover, MA: Now Publishers Inc., 2018), 39-60.

<sup>28</sup> Johny Taroreh, *Pengaruh Budaya Organisasi*, "Learning Organization, Pemberdayaan Masyarakat, Komitmen Organisasional Terhadap Kinerja UMKM Studi Kasus UMKM di Kabupaten Minahasa Selatan," (Phd. diss., Malang: Universitas Negeri Malang, 2015).

<sup>29</sup> Tiur Asi Siburian, "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 Sumatra, Indonesia," *International Journal of Humanities and Science* 3, no. 12 (2013): 247-264, <http://digilib.unimed.ac.id/780/1/The%20effect%20of%20interpersonal%20communication%2C%20organizational%20culture%2C%20job%20satisfaction%2C%20and%20achievement%20motivation%20to%20organizational%20commitment%20of%20state%20high%20school%20teacher%20in%20the%20district%20humbang%20hasundutan%2C.pdf>.

associations to assemble a superior hierarchical culture; hence, it can expand the representatives' authoritative responsibility.

Third, it got immediate impact estimation about relational correspondence and authoritative culture all the while on hierarchical responsibility with a twofold connection coefficient of  $R=0.972$ . One might say that relational correspondence and authoritative culture have an immediate beneficial outcome on hierarchical responsibility. It implies that relational correspondence can impact or convince others since we can utilize the faculties to improve the influential force of our message. The ideal ramifications of good correspondence between individuals in an association is framing a strong and useful authoritative culture. Authoritative culture influences the mentalities and conduct of individuals from the association. It then, at that point, decides the presentation of individuals and the association. In this way, it is mandatory to think about these two factors and become a major concern assuming that we need the hierarchical individuals to have high power and inclusion in an association.

Relational correspondence and authoritative culture are two factors that have a relationship, and both affect hierarchical responsibility. The consequences of this study are in accordance with the examination led by Benjamin Situmorang<sup>30</sup> which expresses that relational correspondence and hierarchical culture impact authoritative responsibility. Also, Nurjanah's examination infers that authoritative culture impacts hierarchical responsibility.<sup>31</sup>

Fourthly, there is a critical coefficient way between relational correspondence and accomplishment inspiration,  $p=0.559$ . It shows that relational correspondence is a significant component in laying out

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<sup>30</sup> Benjamin Situmorang, "Faktor-Faktor Penentu Komitmen Organisasi," *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan* 33, no.1 (February 2014): 39-49, <https://journal.uny.ac.id/index.php/cp/article/view/1860>.

<sup>31</sup> Nurjanah, "Pengaruh Gaya Kepemimpinan dan Budaya Organisasi terhadap Komitmen Organisasi dalam Meningkatkan Kinerja Karyawan," (Master thesis, Program Pascasarjana Universitas Diponegoro, Semarang, 2008).

connections among individuals and different gatherings to understand the collaboration expected to accomplish authoritative objectives. Whenever the relationship is grounded and agreeable, it will make a high accomplishment inspiration.

Paningkat Siburian's exploration upholds this examination.<sup>32</sup> The examination shows that relational correspondence impacts instructor accomplishment inspiration. Subsequently, it tends to be expressed that accomplishment in overseeing relational correspondence among instructors and educators with the head contributes a high effect on instructors' eagerness to expand their accomplishment inspiration. This observing backings the Newstroom hypothesis, which expresses that correspondence influences inspiration or motivation.<sup>33</sup> Moreover, Speed and Faules (2000), who observed that relational correspondence impacts accomplishment motivation, expressed so.

The aftereffects of this study are in accordance with the assessment of Siagian<sup>34</sup> which expresses that in hierarchical life, even at the singular level, work unit level, and authoritative level; there is no single assignment that can be finished simply by one individual without communicating with others. There will likewise be no work unit that can finish its jobs accurately in the event that it does not interface with other work units. Besides, there will not be an association that can accomplish authoritative objectives disregarding the significance of collaboration with its current circumstance, particularly with parties who are essential for the partners for the association concerned.

In view of testing the fifth theory, a critical coefficient way among culture and accomplishment inspiration was acquired,

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<sup>32</sup> Paningkat Siburian, "Pengaruh Komunikasi Interpersonal, dan Motivasi Berprestasi terhadap Kepuasan Kerja Guru," *Generasi Kampus* 5, no. 2 (September 2012): 67-81, <https://jurnal.unimed.ac.id/2012/index.php/gk/article/view/7261>.

<sup>33</sup> Laura G. Burgess et al., "The Influence of Social Contagion Within Education: A Motivational Perspective," *Special Issue IMBES: Mind, Brain, and Education* 12, no.4 (October, 2018): 164-174, <https://onlinelibrary.wiley.com/doi/full/10.1111/mbe.12178>.

<sup>34</sup> S.P. Siagian, *Teori Motivasi dan Aplikasinya* (Jakarta: Rineka Cipta, 2012), 16.

specifically p32 of 0.419. They show that hierarchical culture impacts accomplishment inspiration. This examination is upheld, also, by the consequences of Tiur Asi Siburian's exploration.<sup>35</sup> In his exploration, Tiur inferred that authoritative culture affects the accomplishment inspiration of senior secondary teachers in South Sumatra. The investigation discovered that 27% of changes in accomplishment not entirely settled by hierarchical culture, while different variables decided the leftover 73%. The discoveries of this study support the hypothesis utilized as the reason for presenting a hypothetical model of exploration factors, to be specific the hypothetical model of the Authoritative Conduct Coordination Model from Colquit, LePine, and Wesson. It clarifies that hierarchical culture straightforwardly impacts accomplishment inspiration or motivation.<sup>36</sup>

Sixth, it got a twofold relationship coefficient of  $R=0.934$ , showing the immediate impact of relational correspondence and authoritative culture on accomplishment inspiration. In view of that score, relational correspondence and authoritative culture affect accomplishment inspiration. This finding infers that relational correspondence and hierarchical culture assume a huge part in friendly communication in building accomplishment inspiration in an authoritative setting. One of the gatherings, who can help educators in acquiring inspiration, is their associates or hierarchical pioneers. It happens on the grounds that they have a focused energy to connect and live respectively in one association. Therefore, relational abilities and an astounding hierarchical culture are required by instructors as individuals from the association. Assuming that the instructor can get

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<sup>35</sup>Tiur Asi Siburian, "The Effect of Interpersonal Communicatioon, Organizational Culture, Job Satisfaction, and Achievement Motivation to Organizational Commitment of State High School Teacher in The District Humbang Hasundutan, North Sumatra, Indonesia," 247-264.

<sup>36</sup>Jason A. Colquit, *Organizational Behavior Improving Performance and Commitment in the Workplace*, 64.

and give the data required in hierarchical exercises following his assumptions, it will expand inspiration.

Seventhly, there is a huge coefficient way between accomplishment inspiration and hierarchical responsibility, in particular  $r = 0.373$ . It demonstrates that people with high accomplishment inspiration will quite often have a higher responsibility level than people with low accomplishment inspiration. We imply that the higher the accomplishment inspiration, the more dedicated to the association. Individuals who have high accomplishment inspiration generally have an undeniable degree of moral obligation, try to face challenges, have reasonable objectives; have an extensive work plan, and endeavor to understand the association's objectives. Somebody with high accomplishment inspiration will have a strong assurance to put forth a sincere attempt to accomplish authoritative objectives. The discoveries of this study support the hypothesis utilized by Kreitner and Knicki, as the reason for presenting a hypothetical model of exploration factors, which clarifies that hierarchical responsibility changes as indicated by individual inspirational variables. Moreover, it likewise upholds the reconciliation model of authoritative conduct from Colquitt, LePine, and Wesson, which clarifies that accomplishment inspiration straightforwardly influences hierarchical responsibility.

Eighthly, relational correspondence, authoritative culture, and accomplishment inspiration at the same time impact hierarchical responsibility with a various connection coefficient  $R = 0.981$ . It implies that relational correspondence as a gathering component factor, hierarchical culture as an authoritative system factor, accomplishment inspiration as a singular instrument factor impact authoritative responsibility.

This examination was additionally upheld by Hassan Zarei and Ooi Keng Boon<sup>37</sup> which clarifies that there is a critical connection between relational correspondence and authoritative responsibility, as well as Parallel Ambarita's exploration<sup>38</sup> which shows hierarchical

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<sup>37</sup> Hassan Zarei Matin, et al., "Relationship between Interpersonal Communication Skills and Organizational Commitment (Case Study: Jahad Keshavarzi and University of Qom, Iran)," 387-398

<sup>38</sup> Biner Ambarita, "Pengaruh kepemimpinan, Manajemen Personalia, Budaya Organisasi, Kepuasan Kerja, dan Komitmen Organisasi Terhadap Kinerja Dosen di

culture significantly affects authoritative responsibility. Laurensia's exploration results<sup>39</sup> likewise shows that there is a positive and critical connection between hierarchical culture and instructor accomplishment inspiration with educator work responsibility by a different relationship coefficient  $R = 0.732$ .

The discoveries of this study support the hypothesis utilized as the reason for presenting a hypothetical model of exploration factors, specifically the hypothesis of Kreitner and Knicki and Nobleman and Greenberg, which clarifies that correspondence, authoritative culture, and inspiration are factors that can impact the hierarchical responsibility. Plus, it additionally upholds the mix model of the hierarchical conduct from Colquit, LePine, and Wesson, who clarified that relational correspondence, authoritative culture, and accomplishment inspiration impact authoritative responsibility.

The 10<sup>th</sup> discoveries show that relational correspondence in a roundabout way impacts hierarchical responsibility through accomplishment inspiration of 0.208. It implies that the accomplishment inspiration variable can be an arbiter variable for the impact of relational correspondence on hierarchical responsibility. Accordingly, to enhance authoritative responsibility, it is important to have great relational correspondence. The significance of relational correspondence as a collaboration framed by the speaker and the audience will shape a shared arrangement, common regard in light of the mindfulness that people merit, have the right, and should be regarded and regarded as people. A decent correspondence framework and relational relationship will limit the hole between different hierarchical gatherings and limit shared doubt and doubt in the workplace. Great correspondence is a middle person in collaboration and data change in supporting the association's advancement. Great correspondence generally makes a culture of transparency, a majority rule government, a feeling of

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Universitas Negeri Medan," (Ph.D. dissertation, Universitas Negeri Medan, Sumatra Utara, 2010).

<sup>39</sup> Laurensia Masri Peranginangin, "Hubungan Budaya Organisasi dan Motivasi Berprestasi Guru Dengan Komitmen Kerja Guru SD Negeri di Kecamatan Binjai Barat," *Jurnal Handayani* 1, no.2 (2014): 27-39, <https://jurnal.unimed.ac.id/2012/index.php/handayani/article/view/1258>.

obligation, harmony, and (a feeling of) having a place with the association.

Benjamin Situmorang<sup>40</sup> additionally completed applicable examination says that there is a positive impact straightforwardly of relational correspondence on authoritative responsibility with a huge impact of 0.067. The discoveries of this study support the assessment of Sopiah which expresses that relational correspondence impacts hierarchical responsibility.<sup>41</sup> The 10th examination finding shows that authoritative culture by implication impacts hierarchical responsibility through accomplishment inspiration of 0.156. This shows that the accomplishment inspiration variable can be a mediating variable for the impact of authoritative culture on hierarchical responsibility. Along these lines, to deliver educator hierarchical responsibility, they have to possess high accomplishment inspiration. While to have high accomplishment inspiration, it is important to have a decent hierarchical culture.<sup>42</sup> A decent hierarchical culture will fortify social qualities at work; the other way around, a frail authoritative culture will just give little bearing and permit all types of improper activities to happen. Associations with a decent hierarchical culture inspire their individuals to make the important moves to accomplish superior execution and be creative in their work.

The aftereffects of this study support the hypothesis of the joining model of hierarchical conduct from Colquit, LePine, and Wesson, which clarifies that authoritative culture impact hierarchical responsibility through accomplishment inspiration. Accordingly, the discoveries of this review, specifically: authoritative culture by implication impacts the educator hierarchical responsibility through accomplishment inspiration, is following the examination results and the hypothesis alluded to in this review.

## Implications

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<sup>40</sup> Benjamin Situmorang, "Faktor-Faktor Penentu Komitmen Organisasi," 39-49.

<sup>41</sup> Sopiah, *Perilaku Organisasi*, 163.

<sup>42</sup> Owino O. Joseph and Francis Kibera, "Organizational Culture and Performance: Evidence From Microfinance Institutions in Kenya," *SAGE Open* January-March (2019): 1-11, <https://journals.sagepub.com/doi/pdf/10.1177/2158244019835934>.

The endeavors to work on relational correspondence to increment authoritative responsibility are to lay out great social connections to pass data about the objectives on to be accomplished and the assignments or jobs that can be performed by people engaged with a movement so they can work successfully and effectively. A disposition of regard for one another who is the objective of the message passed on by the instructor or teacher ought to ingrain while imparting. Assuming educators assemble correspondence with (a feeling of) common regard, they will construct participation that produces collaborations to increment authoritative responsibility.<sup>43</sup> Moreover, while imparting, we ought to have a demeanor of compassion. Compassion plays a fundamental part in correspondence, to be specific when an educator can place himself in a circumstance or condition looked by others. Whenever done constantly, it will cause individuals from the association to feel great, content with the association and increment the responsibility of its individuals to the association.

The endeavors to further develop authoritative culture incorporate the soul of *jihad*. This hierarchical culture underscores (the significance of) working and serving in Islamic instructive foundations as a component of the best *jihad* in Islam. With regards to current administration, the soul of *jihad* should be operationalized in more explicit viewpoints. A few authoritative chiefs actually view that the soul of *jihad* is as yet restricted to instructing and training. While different perspectives like quality confirmation, consumer loyalty, and it appears to be that there is still no extraordinary consideration. Consequently, the soul of *jihad* as one of the fundamental beliefs of hierarchical culture should keep on being kept up with and its execution created in different parts of dealing with the association. So it is suitable to make the soul of *jihad* is power, in particular the soul of *jihad* as the principle power to bring the association further developed and humanized. Besides, on the off chance that, the rule of *jihad* is developed and changed (sharing *ruhul jihad* is strong) in regular day to day existence that colors each administrative component of the

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<sup>43</sup> Aymen Elsheikh and Okon Effiong, "Teacher Development Through Language Teacher Associations: Lessons from Africa," last modified January 2, 2018, [https://www.researchgate.net/publication/329328960\\_Teacher\\_Development\\_Through\\_Language\\_Teacher\\_Associations\\_Lessons\\_from\\_Africa](https://www.researchgate.net/publication/329328960_Teacher_Development_Through_Language_Teacher_Associations_Lessons_from_Africa).

association, it will bring impressive useful changes for hierarchical improvement in creating prevalent authoritative quality.

The work to further develop accomplishment inspiration to influence the hierarchical responsibility is to carry out the idea of “trust and dread”. The improvement of the worth of trust in an individual can support positive and direct energy to a specific objective, including the elements of projective reasoning (biased and hopeful). This dread will urge people to control and change their conduct to cause pessimistic things that damage themselves or others. These endeavors can be completed with the accompanying jobs:

In the first place, the educator should battle while dynamic in the association. Instructors need to reconsider their endeavors in doing each hierarchical work action. Instructors need to ponder what and how the association has been fruitful up to this point. Second, instructors need to construct better accomplishment inspiration still up in the air to make splendid progress in doing any errand in their lives as individuals from the association. Educators should guarantee themselves to do each action or task and make progress or splendid work execution. Third, instructors ought to have the option to make hierarchical assignments a need, not a commitment. Assuming work is utilized as a need, the educator will constantly attempt to fill in as well as could be expected. The disposition of needing great outcomes without great work ought to be stayed away from in the instructor’s life. Then again, assuming the association’s undertaking is viewed as a commitment, it will make the instructor tortured on the grounds that he can connect every one of his exercises with exhaustion, weariness, absence of wages, and so forth. This can be acknowledged by making an individual work program that should be done each day. Fourth, instructors ought to do benchmarking on different associations that have made progress and greatness in different parts of the association, both as far as the executives and work projects of the association. In this way, instructors should regularly go to workshops or preparing. These preparation and courses will open the personalities of educators to consistently foster their quality so they have suggestions for expanding instructor authoritative responsibility.

The work to work on authoritative culture and accomplishment inspiration is to make a culture of accomplishment: 1) Situated to challenge or rivalry; 2) Taking a stab at flawlessness. In accordance with the endeavors to turn into a prevalent association, components inside the

association are additionally urged to accomplish magnificent execution; 3) Forceful. A culture of accomplishment prompts greatness, triumph, support, an undeniable degree of forcefulness is required; 4). Dynamic and industrious. Social accomplishment focuses on the liveliness of individuals and the association overall, inside the association and concerning the association; 5). Energize the development of part drives. The strength of an association with a culture of accomplishment is superior execution. One of the basic capitals is the drive of individuals.

The making of a culture of accomplishment is relied upon to lead the educator accomplishment inspiration. Accomplishment inspiration can be sought after by: 1) having high innovativeness in planning authoritative action programs, reacting to issues, and tackling the issues. 2) Educators should dare and challenge new things. As an association, trials can be done in an arranged and deliberate way. 3) Educators should be free in doing hierarchical errands. 4) Instructors should be responsive. Hierarchical issues are not restricted to the issues inside them. These days, the inverse can occur; issues outside the association are growing rapidly. Hence, instructors should be responsive with regards to issues outside themselves and the association.

### **Recommendation**

First, the administration of the PGRI association can think about this finding into thought in creating HR, particularly in expanding instructor hierarchical responsibility through working on relational correspondence, authoritative culture, and accomplishment inspiration of state secondary teachers on Madura Island.

Second, the PGRI hierarchical administration gives open doors to educators to partake in different projects and self-advancement exercises. These projects and exercises will be useful for instructors to build their obligation to the association later on.

Third, the chief ought to associate to instructors the significance of being dynamic in PGRI exercises as a battle association that battles for the destiny of educators and as an expert association by cultivating and fostering the mentalities, conduct, and ability of PGRI individuals instructors specifically. Subsequently, instructors can complete their

obligations appropriately, be capable, and depend on the public authority, nearby legislatures, and social orders.

Fourth, instructors ought to have high accomplishment inspiration so they will be urged to work on their quality. Plus, they are urged to lay out great connections through great and courteous relational correspondence and assemble a predominant culture, accomplishment culture, and strict culture (Qur'anic) by executing what is depicted in Islamic lessons. Subsequently, it can bring forth a feeling of affection and devotion to the PGRI association with high authoritative responsibility.

Fifth, the specialists in the field of schooling the executives and HR and hierarchical conduct. They can lead further investigations completely and top to bottom with regards to different factors that can, straightforwardly and by implication, impact the educator authoritative responsibility by coordinating and interconnecting Islamic lessons obtained from Al-Quran, Hadith, and fatwas of Muslim researchers.

## **Conclusion**

In view of the outcomes and past conversations, it tends to be closed as follows: (1) relational correspondence affects authoritative responsibility; (2) hierarchical culture impacts hierarchical responsibility; (3) Relational correspondence and hierarchical culture at the same time impact hierarchical responsibility; (4) interpersonal correspondence impacts accomplishment inspiration; (5) hierarchical culture impacts accomplishment inspiration; (6) relational correspondence and hierarchical culture at the same time impact accomplishment inspiration; (7) accomplishment inspiration affects hierarchical responsibility; (8) relational correspondence, hierarchical culture, and accomplishment inspiration at the same time impact authoritative responsibility; (9) interpersonal correspondence affects authoritative responsibility through accomplishment inspiration; (10) organizational culture affects hierarchical responsibility through accomplishment inspiration.

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