

The Influence of Organizational Culture, Work Motivation, and Stress Management Against Affective Commitment of Junior High School Teachers in GunungMeriah Sub-district, Aceh Singkil District

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Abstract: *This study aims to Determine the influence of organizational culture on teachers' work motivation, organizational culture influence on teacher stress management, organizational culture influence to teacher affective commitment, influence of work motivation to affective commitment of teacher, and influence of stress management to affective commitment of Junior High School teacher in Mount Sub- Meriah, Aceh Singkil District. This research uses quantitative methods, the models used is path analysis. The population is all teachers of State Junior High School in GunungMeriah Sub-district, Aceh Singkil Regency, the which amounts to 140 people with 100 samples. Determination of the number of samples with krecji table, and sampling with proportional random sampling technique so that the sample is evenly distributed each school. To Obtain Data from the fields of research used the data collection techniques using instruments or questionnaires consisting of instruments of organizational culture, work motivation, stress management, and affective commitment of teachers. Based on hypothesis testing, it can be concluded that organizational culture has a direct effect on teachers 'work motivation, organizational culture has a direct effect on teacher stress management, organizational culture direct influence on teacher affective commitment, work motivation directly Affects teachers' affective commitment Affective and stress management teacher of State Junior High School in GunungMeriah District, Aceh Singkil Regency.*

Keywords: *Organizational Culture, Work Motivation, Stress Management, Affective Commitment*

I. Introduction

Educational institution is a place to provide knowledge, develop skills and form attitudes of a person. School is a place of the process of education and so-called process of learning and teaching, which it is expected to achieve the goal of education, among others equip learners to have three domains (cognitive, affective and psychomotor), so that the learners will become a resource human being reliable and responsible in the midst of the community, state and nation. Where the role of the school became an important institution for the growth and development of individuals and communities. To achieve the goal of national education in schools affected by many components, among others: the principal, administrative staff, teachers, students, management, finance, society and infrastructure. All of these components and interconnection greatly affect the success of education. Schools as an educational institution requires adequate infrastructure, discipline, motivation, and the climate of cooperation to achieve quality education quality.

In teacher education institutions as educators are the main actors in the implementation of education always deal directly with students crucial to the achievement of educational success in order to produce quality human resources. In the process of learning is not only seen as a transfer of science and technology, but also as a process of development of human potential. Basically everyone can learn without a teacher, but they were able to learn from what they did not know before and could not develop his personality. Guru is one component that can determine the success of an education, because teachers are the spearhead of education that relates directly to students as subjects and objects of study. No matter how good and ideally curriculum, however full of educational facilities and howsoever enthusiastic learners being offset by the ability of teachers, then everything will be less meaningful. The most dominant aspect in relation to education is teachers (educators), which is specifically designed to support and even spearhead the achievement of educational goals.

Teachers as executive education plays an important role in determining the strategic and achievement of learning goals. Teachers are not only responsible for delivering lessons, but he must also be able to create a fun learning environment. Thus the effort to improve the quality of the learning process is very necessary through large performance improvements. Because of the ability and motivation to work in the learning process is a core indicator in assessing the quality of a school.

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A teacher in his duties should be able to give a maximum contribution to the achievement of the goals of education in schools so as to produce *output*. quality everyone is convinced that the teacher has contributed greatly to the success of learning in schools. Guru was instrumental in helping the development of learners to realize the goal of optimal life (1). As a professional teacher should have sufficient teacher competence. Teacher competence it looked in its ability to apply a range of concepts, the principle of work as a teacher, able to demonstrate a number of strategies and approaches are interesting and interactive teaching, discipline, honest, and consistent. (2) In order to achieve maximum educational purposes then the teacher must have morale and a high affective commitment in upholding the values keguruannya, so that teachers are able to carry out learning tasks responsibly, with integrity, serious, energetic and dedicated. With this attitude the teacher will easily carry out their duties in improving education with the times.

Organizational commitment is a state where an employee favoring particular organization and its goals and wishes to maintain membership in the organization. Mayer and Allen formulating a three-dimensional organizational commitment are: *affective*, *continuance* and *normative*. Affective commitment (*affective commitment*) related to emotional attachment member, identification with the organization and the involvement of members with activities in the organization. Members of the organization with a high affective commitment will continue to be a member of the organization since it does have a craving for it. Ongoing commitment(*continuancecommitment*) related to the awareness of the organization will incur a loss if left the organization. Members of the organization with an ongoing commitment that will continue to be members in the organization because they have a need to become a member in the organization. Normative commitment (*normative commitment*) describe the feeling of attachment to continue in the organization, this means that members of organizations that have a high normative commitment feel that they are obliged to stay in an organization. (3)

Commitments affective rated higher than normative commitment and continuant, while the normative commitment is rated higher than the commitment continuant (rational commitment). Therefore, in the context of this study can be said that teachers who have affective commitment would be more valuable to the school than the two types of commitment because it involves emotional factors that teachers with affective commitment will be tasked with feeling happy and enjoying his role and is responsible for job ,

To increase affective commitment of teachers in schools, it is some factor that greatly in this respect, such as creating a good culture that will increase tosenangan as a teacher, is proud of the school, care about the school, and is responsible for the task of teaching. Organizational culture affects organizational commitment. PCauses of commitment afekif more related to the experience in a job that can satisfy the needs of individuals psychologically so that they feel comfortable and competent in their role in the work. (4)

The commitment is influenced by factors that include: organizational culture (*organizationalculture*),organizational structure (*organizationalstructure*),style and leadership behavior(*leadershipstyleandbehavior*),the power and influence of leadership (*leadership power andinfluence*),process and team characteristics (*processes and characterisricsteam*),personal and cultural values (*personaity and culturalvalues*),ability (*ability*),as factors that indirectly influence on commitment. Other factors such as job satisfaction (*jobsatisfaction*),stress(*stress*),motivation (*motivation*),trust, fairness, and ethics (*trust, justice, andethics*),and decision-making(*learningand decision making*) as factors that directly affect commitment. (5)

In some studies also noted that organizational culture, motivation and stress management affects commitment. research is conducted arifin argued that the direct effect of indirect variables among the variables with performance culture through Commitment It can be concluded that the commitment of an intervening variable for the relationship between the Performance Culture. (6) Hackim and Dasmasele, also argued that the results of his research work motivation has a positive and significant impact on job satisfaction, and also has a positive and significant impact on Affective Commitment. While job satisfaction has a positive effect but not significant to Commitment Affective, so that job satisfaction proved to be not an intermediary variable between Work Motivation and Commitment Affective. (7)

Based on expert opinion and keeping the above study can be seen a variety of factors that can determine the level of commitment of both related the organizational mechanism, the mechanism of group, individual characteristics and mechanisms of individuals with each of the variables that surrounded him. Opinions on the determinants of these commitments have prompted researchers to conduct research on affective commitment of teachers are seen from some of the variables that affect organizational culture, motivation and stress penelolaan, these variables can influence the affective commitment of teachers. These variables can be used to understand the problems and find alternative teacher affective commitment, so that the problem of teachers in teaching will be reduced and result in quality education.

If teachers have the affective commitment is high, then the teacher with simplicity will show a sense of dedication and responsibility, a sense of sincere, concentration and care, passion and a sense of love for the students and to work as a teacher, she will take time, enough energy and without complaints to help students

later become useful for the generation of the nation. Individuals with a high affective commitment has emotional close proximity to the organization. This means that the individual will have the motivation and desire to contribute useful to the organization as compared to individuals who have lower affective commitment. Affective commitment has a very close relationship with how often a member is present or absent in the organization. (8)

Teachers who have affective commitment can be seen from the attitude shown towards school institutions be happy attitude as a teacher, is proud of the school, care about the school, and is responsible for the task of teaching, able to involve themselves fully to the activities of the school, prepared and willing to defend the good name of the school and be able to demonstrate a high loyalty to the school.

Affective commitment related to the emotional aspects of identification and involvement of teachers in the school organization. Affective commitment is the manner in which a teacher thinks about his relationship with the school to consider the suitability of the value and purpose with the values and goals of the organization. Teachers who have affective commitment in the work can be seen on the ability to make himself as an integral part of school life. This means that the teacher is willing and able to accept the values and objectives of school organization, able to engage fully in the activities of the school is ready and willing to defend the good name of the school, and be able to demonstrate high loyalty to the school. Affective commitment of teachers is a teacher attitudes shown towards school institutions who are happy as a teacher, is proud of the school, care about the school; and is responsible for the task of teaching.

Based on Preliminary observations conducted by researchers in January 2017 along with several principals Junior High School in the District of Mount Merian Singkil district with interviews about the commitment of the teachers, and from the interview note illustrates that the commitment of teachers is low as evidenced by a teacher lacking the discipline of teachers like to come still not timely in accordance with the provisions of the school, morale is low, many teachers in teaching still use traditional ways and not fully focused on the curriculum and learning activities are effective and efficient. Responsibility as a teacher is still low because not all teachers prepare lesson plans at the time of teaching so that learning objectives to be achieved is less clear.

The problems that occurred in the Junior High School in the district of Gunung Meriah Singkil district may affect the achievement of educational goals, whether that be the purpose of education in their respective schools and national educational goals set forth in the Act No. 20 of 2003 on the System of National Education "Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have spiritual powers, religious, self-control, personality, intelligence, character, and skills required him, community, nation, and the State".

Based on the problems that occurred in the Junior High School in the district of Singkil district Gunung Meriah The above is in need of a better cultural creation and motivate the teacher and guide in controlling the stress of work that will enhance the affective commitment of teachers better.

Based on the observation of the study in January 2017 in SMP In District Gunung Meriah and Aceh Singkil As described above, the variable allegedly school organizational culture, motivation and stress management of teachers affect the commitment of teachers. If the allegation is proven, then the concept of the relationship these three variables can be used to explain, predict, and find alternatives to overcome the problem of affective commitment of teachers in these schools. Moving on from this idea, the researchers plan a study entitled "The influence of organizational culture, work motivation of teachers and stress management to affective commitment of teachers in Secondary Schools In District Gunung Meriah Singkil district"

II. Methods

Place and Time Research

This research will be carried out in SMPS District of Gunung Meriah State in Singkil district, with teachers as a subject of research. Whereas in the implementation of this study conducted in January s / to May 2017.

Research Methods

This research method is quantitative research methods. Mechanical analysis of the relationship between variables is the path analysis (*path analysis*). Path analysis is useful to delineate and test the model-shaped relationship of cause and effect between the variables. Analyzes were performed using correlation and regression so it can be to get the dependent variable last, should be through a direct line or through variable. *an intervening* (9)

Population and Sample

In this study, the population is all teachers Junior High School in the district of GunungMeriah regency of Aceh Singkil spread over five (5) schools amounted to 140 teachers. Sampling using Krecji table selected in proportion to the 95% confidence level. From the table, the krecjipopulation if the population of 140 teachers that the sample of 100 people. (10)

Data Collection Techniques

Data collection for all variables in this study conducted by spreading the instruments in the form of a questionnaire to the respondent. Instruments prepared using ascale *Likert* to provide five alternative answers, ie SL (always), SR (often), KK (sometimes), JR (rarely), and TP (never). Scores for positive statements (*favorable*) is SL = 5, SS = 4, KK = 3, JR = 2, and TP = 1. Conversely score for negative statements (*non favorable*) worth SL = 1, SR = 2, KK = 3 JR = 4, and TP = 5.

testing Instrument

Before using the instrument will first be tested instrument to obtain valid and reliable instrument (valid and reliable). The test validity (validity) point instruments held to determine the level of accuracy of instruments executed. To determine the validity of an item questionnaire used in this study formula *Product Moment Correlation* with a significance level of 5%. The criteria used to test the validity of is the significance level $\alpha = 0:05$. This means that the grain is declared invalid, if $r_{count} > r_{table}$. Conversely, if the $r_{count} < r_{table}$ is declared invalid. Invalid grains are not used in undertaking research data.

Questionnaire used must be valid and reliable. The items tested reliability only valid point only, therefore the reliability of the questionnaire will be analyzed by *AlphaCranbach*.

Data Analysis Techniques

To menganalisiis the data, use statistical analysis which includes descriptive analysis, test requirements analysis, and hypothesis testing.

Descriptive analysis of

the study variables for describing data used descriptive statistics. The use of descriptive statistics included to get the average score (*mean*), median, mode, standard deviation, and the variance of each variable, so it can be made of frequency distribution and histogram graphics describing the study variables. Furthermore, to determine the category score achievements of the variables used tables are based on the degree of inclination ideal mean and standard deviation of the ideal.

Test Requirements Analysis

Data analysis techniques used in this research is to analyze the data Analysis lane (*PathAnalysis*) is a development regression statistics, so that regression analysis can be considered as a special form of path analysis. Path analysis used to delineate and test the causal form, if the data is not normal, the parametric statistical techniques can not be used for analysis tools. To test the normality of the data is calculated by the formula Liliefors. To test the linearity of the relationship between endogenous variables exogenous variables used for the Analysis of Variance.

Research Hypothesis Testing

To test the hypothesis used Path Analysis with the manual system and computer assistance program SPSS for Windows version 23. In hipotsis testing used a significance level α of 0.05.

III. Results And Discussion Of Research

Research

Data Description

This research data includes variables that four variables Organizational culture (X_{-1}), a variable work motivation (X_2), the variable Stress Management (X_3), and variable commitment Affective Teacher (X_4). From the examination has been conducted on the data, with summaries as follows:

		Cultural Organiza tion	Work Motivation	Stress Management	Commitment Affective teacher
N	Valid	100 100 100			100
	Missing				
Mean		131.15	127.04	132.8	143.69
Median		130.5	125.14	137.93	150.5
mode		125.8	118, 88	147.36	152.78

Std. Deviation	13.99	14.81	19.04	20.46
Range	59	67	72	86
Minimum	101	91	90	85
Maximum	160	158	162	171

Test Trends Research Variables

Testing the tendency of data each study variable used an average score of ideal and standard deviation of the ideal of each variable were then categorized to 4 (four) categories: high, simply, less and low. Cultural organizations 71% higher category, the category is quite equal to 29%, less than 0% and 0% lower categories. Thereby it can be concluded that the organizational culture in this study tend to be in the high category. Work motivation high category by 56%, sufficient by 44% category, the category of less than 0% and lower by 00% category. It can be concluded that motivation in this study tend to be in the high category. High stress management category 53%, 47% kucup category, kstegori less 0% and 0% lower categories. It can be concluded that management of stress in this study tend to be in the high category. And affective commitment of 74% of high category, medium category by 25%, the category of less than 1% and low category of 0%. It can be concluded that affective commitment in this study tended to the high category.

Test Requirements Analysis

Requirements to be met in using statistical parametric namely: (1) test for normality, (2) linearity test and the significance of regression, (3) test the independence between variables Exogenous, and (4) Calculation of correlation coefficient (r) and the coefficient of Line(ρ)Between Variables Research. After the test requirements analysis turns all the conditions are met to continue testing the hypothesis.

Research Hypothesis Testing

Testing Results Sub Structure 1

Based on the analysis, as in Figure 4.6 Sub-Structure 1 obtained by the path coefficient between X_1 X_2 is $\rho_{21} = 0.237$ with the price $t_{count} = 5.526 > t_{table} = 1.984$. Thus H_0 rejected and H_a accepted, so as to put forward the conclusion that organizational culture (X_1)a direct effect on work motivation(X_2).

Testing Results Sub Structure 2

Based on the analysis, as in Figure 4.7 Sub-Structure 2 obtained by the path coefficient between X_1 X_3 is $\rho_{31} = 0.161$ with the price $t_{count} = 4.344 > t_{table} = 1.984$. Thus H_0 rejected and H_a accepted, so as to put forward the conclusion that organizational culture (X_1)a direct effect on Stress Management (X_3).

3 Structure Sub Testing Results

Based on the analysis, as in Figure 4.8 Sub-Structure 3 is the path coefficient between X_1 to X_4 is $\rho_{41} = 0.205$ with the price $t_{count} = 5,030 > t_{table} = 1.984$. Thus H_0 rejected and H_a accepted, so as to put forward the conclusion that organizational culture (X_1) directly influence the affective commitment of teachers (X_4). Based on the analysis, as in Figure 4.8 Sub-Structure 3 is the path coefficient between X_2 and X_4 is $\rho_{42} = 0.206$ with the price $t_{count} = 5.038 > t_{table} = 1.984$. Thus H_0 rejected and H_a accepted, so as to put forward the conclusion that the work motivation (X_2) directly influence the Affective Commitment of Teachers (X_4). Based on the analysis, as in Figure 4.8 Sub-Structure 3 is the path coefficient between X_3 X_4 is $\rho_{43} = 0.271$ with the price $t_{count} = 6.047 > t_{table} = 1.984$. Thus H_0 rejected and H_a accepted, so as to put forward the conclusion that stress management (X_3) directly influence the Affective Commitment of Teachers (X_4).

IV. Discussion of Results

Influence of Work Motivation Against Organizational Culture

Organizational culture of this research affect the work motivation of teachers in SMP Aceh Singkil. Organizational culture associated with policy the organization's for employees, setting the way to work and so that certainly will affect the work motivation of teachers in teaching. Strong organizational culture will more affect employees of the weak organizational culture, if cultures are stronger and encourages high ethical standards, he would have a strong and positive influence on the behavior of employees. strong organizational culture is reflected in the level of consistency of the principal or a member of another organization, uphold the values and methods of work that they build. (11)

Motivation is the process whereby a person is energized, directed and sustained towards the achievement of organizational goals. willingness to issue a high level of effort toward organizational goals, conditioned by the ability to meet an individual need. Motivation is an impulse that arises in a person to behave in achieving the goals set. Motivation is an individual urge to perform an intended or desired. Cultural organizations from time to time more and more attention among experts and practitioners, especially after empirically proven organizational culture significantly affect the work motivation. Organizational culture with

regard to values, attitudes and beliefs held teachers in performing their professional duties everyday. Teachers who believe in the value of the organization as a personal value, in turn, will try to adapt itself to the prevailing values of these. If schools implement high working culture on its citizens both principals, teachers, employees and students it will in turn encourage its citizens industrious and always will demonstrate achievement in work. Based on the above, it appears that the culture of the organization is expected to directly affect the work motivation of teachers.

From the path coefficient analysis found a significant direct influence of organizational culture on work motivation. It can be seen from the value of $\rho_{21} = 0,2372$ with the price $t_{count} = 5.526 > t_{table} = 1.984$. Thus the research hypothesis proposed that there is influence of organizational culture on work motivation of teachers in SMP Aceh Singkil can be received and verified. The magnitude of the direct influence of the variables of organizational culture on work motivation of teachers 23.72% so if the teachers in Secondary Schools in the district of Gunung Meriah has a good cultural penerapakan such as loyalty to the norms of the organization, have a high sense of togetherness, compliance, and understanding of the a task which it is responsible, then it certainly will increase the motivation of teachers in Secondary Schools in the district of Gunung

Meriah. This is also supported by the results of the calculation results of research Nita Rahayudengan average propensity organizational culture of 4.22 which indicates that the variable is in the very good category and the results of calculation of employee motivation rat of 4.30 which indicates that these variables are in the very good category. Analysis using the correlation coefficient Rho pearman Nonparametric correlation coefficient of 0.693 was obtained influence of organizational culture on work motivation of employees included in the strong category. Coefficient of determination variable X (cultural organizations) to variabel Y (employee motivation) obtained yield was 48.02% while the remaining 51.98% influenced by other factors. (12)

Effect of Stress Management Of Organizational Culture

Organizational culture of this research affect the Stress Management teacher at SMP Negeri Aceh Singkil. Good organizational culture is certainly related to the support of its members in understanding the work environment as she responded. So he is not burdened and not feel anxious and confused again to work. This means that a good organizational culture will make it more convenient organization members to work and have a good stress management. Sources of stress on teachers, students negative behaviors, excessive workloads, conflicts with superiors, role conflict, role ambiguity labor, inadequate teaching facilities, the working environment is not comfortable, and low performance awards. (13)

The stress that results in negative and destructive response (damage) is called *distress*, whereas stress response that produces a healthy, positive, and constructive (building) is called *eustress*. How people describe the definition of stress is influenced by how he feels and assess stress. Individual assessment that determines whether the stress will be *distress* or *eustress*. By creating a culture of good and convenient for the teachers lead towards teacher towards stress management *eustress* is to make the teachers thought patterns towards constructive, healthy and positive. (14)

Each organization must have a culture that supports the achievement of organizational goals. Likewise, school organization, has a culture that help to achieve the objectives of the school. School culture is a set system value (*value*), beliefs (*beliefs*) and norms (*norms*) are instilled in every citizen a new school pervasive and powerful in every school community, which serves as an adhesive, a motivator, and identity for the school community, which is manifested as breath and basic organization in relation to outside parties in an effort to achieve the goals of the school. Stress management is the effort made by teachers to minimize the negative impact of stressors they face, such as the difficulties that come from students, workload, low pay, profession undervalued in society, and opportunities fail to be achieved (eg, failed in the certification), so the stress is formed is eustress, not distress school culture that has been embedded and pervasive strong in themselves teachers make teachers are able to withstand any problems encountered in school. School culture became a handbook for teachers to address the problems it faces, so that the negative result of the problem can be suppressed or even eliminated. Thus, it is estimated that there is a direct influence of organizational culture in schools to stress management.

From the path coefficient analysis found a significant direct influence of organizational culture on stress management. It can be seen from the value of $\rho_{31} = 0,1616$ with the price $t_{count} = 4.344 > t_{table} = 1.984$. Thus the research hypothesis proposed that there is an influence of organizational culture on stress management teacher at Junior High School Singkil district can be received and verified. The magnitude of the direct influence of the variables of organizational culture on stress management by 16.16% so if the organizational culture in SMP District of Gunung Meriah well, such as loyalty to the norms of the organization, have a high sense of togetherness, compliance, and understand the tasks they are responsible, then it certainly will improve the management of these teachers to the problems faced with the stress management means getting better.

Cultural Influence Organizational Commitment Against Teacher Affective

organizational culture of these results influence the affective commitment of teachers in SMP Aceh Singkil. Teacher Affective commitment is an event where people are very interested or an individual interest for the purpose, values, and goals of the organization. So affective commitment is more than just membership, but it also includes a willingness to seek all the best for the organization, seeking the best interests of the organization and to achieve organizational goals. Individuals with a high affective commitment has a strong emotional attachment to the organization. This means that the individual will have the motivation and desire to contribute useful to the organization as compared to individuals who have lower affective commitment. Affective commitment has a very close relationship with how often a member is present or absent in the organization. From the path coefficient analysis found a significant direct influence of organizational culture on the affective commitment of teachers. It can be seen from the value of $\rho_{41} = 0,2052$ with the price $t_{count} = 5,030 > t_{table} = 1.984$. Thus the research hypothesis proposed that there is an influence of organizational culture on the affective commitment of teachers in SMP Aceh Singkil can be received and verified. The magnitude of the direct influence of the variables of organizational culture on the affective commitment of teachers amounted to 20.52% so if the organizational culture in SMP District of GunungMeriah well, such as loyalty to the norms of the organization, have a high sense of togetherness, compliance, and understand the tasks they are responsible, it would also increase affective commitment of a teacher, like making yourself become an integral part of the school, full involvement in school activities, willingness to maintain the good name of the school, and the high loyalty towards the organization of the school.

This finding is also supported by the results of research Sumanto and Hermaningsih with research results Based on the results of the t test, the organizational culture is partially significant effect on organizational commitment with t amounted to 3,740, while the calculated working motivation partially no significant effect on organizational commitment with t calculate equal to 1.852. Simultaneously, organizational culture and work motivation significantly influence the organizational commitment with significant value 0,000. The results of multiple linear regression analysis showed the equation $Y = 10.057 + 0,870X + 0,444X$. (15)

Effect of Affective Commitment To Work Motivation Master

Motivation of the results of this study influence the affective commitment of teachers in SMP Aceh Singkil. Work motivation is a state of mental and human mental attitude that energizes, directs, distribute, maintain and continue the action and behavior. Motivation as driving forces within oneself to act. To be able to carry out tasks and work well requires motivation. Someone who has a high motivation will be able to perform the job better, compared with those not motivated. Motivation is an important factor affecting the performance and achievement of good performance.

The concept of motivation from various literature often focused on the stimuli arising from someone either from itself (*intrinsic motivation*), or from outside himself (*extrinsic motivation*). Intrinsic factor is a factor - a factor of in dealing with satisfaction, among other successes achieved something in your career, confessions obtained from institutions, the nature of the work performed, in career advancement, as well as professional and intellectual growth experienced by a person.

From the path coefficient analysis found a direct positive influence and significant correlation between work motivation on affective commitment of teachers. It can be seen from the value of $\rho_{42} = 0,2061$ with the price $t_{count} = 5.038 > t_{table} = 1.984$. Thus the research hypothesis proposed that there are significant motivation to work on affective commitment of teachers in Aceh Singkil SMP can be received and verified. The magnitude of the direct influence of the variable work motivation on affective commitment of teachers amounted to 20.61% so if the teacher Junior High School in the district of GunungMeriah has a high motivation as a desire to succeed, mastery of work, seriousness in work, and a high sense of responsibility then it will certainly increase affective commitment of these teachers as to make itself into an integral part of the school, full involvement in school activities, willingness to maintain the good name of the school, and the high loyalty towards the organization of the school. This finding is supported by the results of research conducted by Monica Christella Hackim and Lany Marlin Darmasela With enunjujkan research results that work motivation has a positive and significant impact on job satisfaction, and also has a positive and significant impact on Affective Commitment. While job satisfaction is positive but not significant effect on Affective Commitment, Job Satisfaction proven that is not a variable intermediary between Work Motivation and Affective Commitment. (16)

Effects of Stress Management Commitment Against Teacher Affective

Affective commitment is a fundamental thing to an individual in executing a job so he can do his job properly and responsibly. When a person has committed in his job, then he will realize, is willing to accept, and be responsible for any risks posed job. commitment of teachers is an awareness of inner teachers to accept

beliefs, goals, ethics, rules, and values that grows and develops in the teacher as a result of the study it and also his involvement in the teaching profession.

Stress management is the effort made by teachers to minimize the negative impact of *stressors* they face, such as the difficulties that come from students, workload, low pay, profession undervalued in society, and opportunities fail to be achieved (eg, failed in the certification), so the stress is formed is *eustress*, not *distress*..

From the path coefficient analysis found a significant direct effect of stress management to affective commitment. It can be seen from the value of $\rho_{43} = 0,2714$ with the price $t_{count} = 6.047 > t_{table} = 1.984$. Thus the research hypothesis proposed that there are significant Stress management to affective commitment of teachers in Aceh Singkil SMP can be received and verified. The magnitude of the direct influence of the variable stress management to affective commitment Teacher of 27.14% thus it can be concluded that if teachers SMP District of GunungMeriah who have skills in managing stress, such as steady as time management, improve the perception or way of assessing the *stressor*, the willingness to forgive, socialize, improve the spiritual, and maintaining a healthy lifestyle, it will certainly enhance the affective commitment of these teachers as to make itself into an integral part of the school, full involvement in school activities, willingness to defend the good name of the school, and high loyalty to school organization.

V. Conclusion

Based on the results of data analysis and submission of the hypothesis, it can be concluded as follows:

1. The organizational culture positive direct effect on work motivation of teachers in Secondary Schools GunungMeriah District of Aceh Singkil.
2. Organizational culture positive direct effect on stress management in SMP GunungMeriah District of Aceh Singkil.
3. Organizational culture positive direct effect on affective commitment of teachers in Secondary Schools GunungMeriah District of Aceh Singkil.
4. Work motivation positive direct effect on affective commitment of teachers in Secondary Schools GunungMeriah District of Aceh Singkil.
5. Manage stress positive direct effect on affective commitment of teachers in Secondary Schools GunungMeriah District of Aceh Singkil.

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