

Effect of Interpersonal Communication, the Concept Of Self And Achievement Motivation, Affective Commitment Teachers in Smp State Sub Medan Tembung

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Abstract: This study aimed to describe and determine: (1) Effect on Achievement Motivation Interpersonal Communication; (2) Effect of Achievement Motivation of self-concept; (3) Effect of Affective Commitment Against Interpersonal Communication; (4) Effect of Affective Commitment Against Self Concept; and (5) Effect of Affective Commitment Achievement Motivation Against the Medan District Junior High School Teacher Tembung. The method used is survey method exploratori. The number of respondents as many as 164 people were taken by proportional random sampling. The research instrument in the form of questionnaires, while data analysis through the analysis of the previous line and no data normality test with Liliefors, linearity test and the significance of regression Variance Analysis at significance level α of 0.05. The results showed that interpersonal communication directly and indirectly influence affective commitment, while the self-concept and achievement motivation only have direct effects on affective commitment of teachers. The magnitude of changes in affective commitment that is directly determined interpersonal communication, self-concept and achievement motivation in a row is 19.50%, 23.04%, 7.39%, 2.1% and 33.1%.

Keywords: Affective Commitment, Interpersonal Communication, Self-Concept, Achievement Motivation.

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I. Introduction

In connection with professional teachers in Indonesia, various attempts have been made to improve the quality of teachers in order to implement the national education system and achieve national education goals. The certification program educators through Education and Training Professional Teacher (PLPG) and the provision of professional allowance, upgrading, training, seminars, and continuing education through Graduate Program Education for Gurudalam Position (PSKGJ) or via S1 to several universities are some of the efforts that has been and is being done to bring teachers into professional educators but in fact the efforts made have not been up to achieve the expected results. Great responsibility lies with teachers to continuously improve the quality of education and produce the next generation in order to improve the quality of education, teachers are expected to have a strong commitment in the implementation of their duties and responsibilities.

Chriss research Preyer as mentioned in the journal Management Reserch Review Vol 3 in 2010 to present the data that the organization's commitment to give effect to changes in the attitude of an employee at work. In the study also noted that employees who have a high organizational commitment, indicating a better work ethic than employees who do not have good organizational commitment [1].

Allen and Meyer (1996: 252-257) proposes three concepts as models in the commitment of the organization, namely (1) the affective commitment (affective commitment) is feeling the love in the organization that led to the willingness to stay on and develop social relationships and appreciate the value of the relationship with the organization because now a member of the organization. (2). Commitment to continuous (continuance commitment) is a heavy feeling to leave the organization due to the need to survive in consideration of costs and rewards when leaving the organization with regard to participation in the organization. (3). Normative commitment (normative commitment) is a feeling that requires you to stay in an organization because of the obligations and responsibilities of the organization based on considerations of norms, values and beliefs of employees [2].

Boon, et al (2006) in Kusumastuti and Nurtjahjanti (2013: 14) adding that affective commitment is 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 employees who have affective commitment would be more valuable to the company than the two types of

commitment because it involves emotional factors so that an employee with affective commitment will work with a sense of fun and enjoy their role in the company [3] ,

Meyer and Allen (1990) in the Shore (1993) Affective commitment is denned as "an affective or emotional attachment to the organization such that the strongly committed individual Identifies with, is Involved in, and enjoys membership in, the organization '. That means commitment a person's affective emotional attachment to the organization, and employee involvement in a particular organization, where employees are settled in the organization because they want it [4]. Robbin (2009: 153) affective commitment is the attitude of identifying with the organization, and received the organization's goals and values and are willing to do the extra mile on behalf of the organization. As well as affective commitment is formed through the influence of factors and organizational characteristics, the characteristics of the individual, and the individual processes [5].

Allen & Meyer (1990: 374), outlines three aspects related to the affective commitment to the organization. These aspects are aspects of commitment to the organization, these three aspects are: 1) Confidence and acceptance of the goals and values of the organization 2) The desire to strive earnestly in the interest of the organization (participation). 3) A strong desire to maintain membership in the organization (loyalty) [6]. While Wirawan (2013: 715) reveals there are four indicators of affective commitment of teachers including: (1) bind himself to the values and norms of the organization; (2) like the purpose of the organization; (3) loyal to the organization; (4) the norms and values of the organization equal to the value of individual employees. From the opinion of Allen & Meyer and Wirawan diatasdapat understandable that teachers who have affective commitment can be characterized by (a) the acceptance of the values of the organization, (b) like the purpose of the organization, (c) involvement, (d) loyalty [7]. Affective commitment refers to the emotional attachment, identification, and employee involvement to the organization. Employees with a strong affective commitment, continued membership in an organization because they want to do, or in other words the organization's members like Meyer and Allen, (1991). They said also that there are three causes or factors that lead to affective commitment of members of the organization, the individual characteristics, organizational structure, and work experience.

But in fact it is far from expectation, based on a preliminary study carried out by the observations of researchers, conducted in June 2017 at the Junior High School in the district of Medan Tembung problems encountered with low level of commitment Affective teacher, as evidenced by several problems, among others: teachers are not faithful in school organization, job responsibilities low teacher, the teacher is not proud of his profession, there are also some teachers apparently still chatting at the office and sebahagian dikantin learning hour when the bells have started and return prematurely.

To correct that affective commitment is very important in improving the quality of education in schools, especially at the Junior High School in the district of Medan Tembung order to create a process of formation of qualified human resources.

THEORY FRAMEWORK

Tacher Affective Commitment

Spector in Sopiah (2008: 158) echoed that affective commitment will arise with the state of the job(jobconditions)and awards(methexpectation) [8]. While Luthans (2008: 248) describes the affective commitment is emosionla employee involvement, identification, and involvement in the organization [9]. Affective commitment of teachers is keinginana, determination and ability of teachers to accept the existence of the school as her own life by doing activities, volunteer, proud of his work, were full, full of responsibility and loyalty.

Interpersonal communication

Mulyana (2005: 73) states, interpersonal communication (Interpersonal Communicatin) is the communication between people face to face that allows each participant capture reactions of others directly, both verbally and nonverbally [10].Arni (2014: 160-161) revealed that interpersonal communication is the process of exchanging information between a person with at least another individual or baisanya between two people who can immediately known behind it [11].

Interpersonal communication is the process penyampian a message from a teacher to other teachers so that between the giver and the recipient's messages have the same perception.

Self Concept

Fadilla (1999: 10) expresses the concept of self is assumptions about the personal qualities of physical meliputipenampilan (tall, fat, white, short, heavy,) and psychological conditions (shy, confident, anxious) [12].Spencer in Uno (2006: 129) said that one of the characteristics of competency in performing an action is

the concept of self. The concept of self that is the attitude, values and image of oneself, such as self-confidence [13].

The concept of self is the view of itself refers to the hope to keep getting better direction changes again in achieving a success.

Achievement Motivation

Usman (2008: 259) adalah dorongan achievement motivation from within themselves to overcome all tantangan and obstacles in an effort to achieve the goal [14]. Robbins (2007: 222) achievement motivation is the urge to excel, to excel by seperangat standards, to strive for success [15].

Achievement motivation is the desire and need teachers who are in themselves teachers to take action or something that becomes the basis for a permanent teacher achievement and learn better.

II. Methods

This study was conducted for 3 months at Junior High School in the district of Medan Tembung. This research was conducted using quantitative research methods. The model used is a model of path analysis (path analysis). The data analysis technique used is techniques. inferential statistical The population in this study were teachers Junior High School in the district of Medan Tembung with a total population of 4 school teachers are 249 teachers, the number of samples in this study determined based nomogram Harry King with standard error varied, ranging from 0.3% up to 15 % and adjusted with the multiplication factor specified error level. The number of samples in this study was 164 people.

Data collection techniques used in this study is a questionnaire developed techniques to collect data research variables, which include communication interersonal, self-concept, achievement motivation and affective commitment of teachers.

III. Results And Discussion

1. Results

From the analysis of the data found sebaaran description of each research data as Table 1 below.

Table 1. Summary of Descriptive Statistical Calculation

Statistics Variable	Interpersonal Communication	Self Concept	Achievement Motivation	Affective Commitment
N	164	164	164	164
Mean	126.37	184.82	123.75	123.22
Median	126.3	123.6	121.1	122.4
Modus	125.34	120, 3	122.62	117.5
Std.Deviation	5.01	6.65	5.83	5.45
Range	28	42	36	33
Score Lowest	112	104	106	109
Score Highest	143	146	146	142

Test calculation results of the tendency to the conclusion that: (1) Interpersonal communication in SMP Negeri Medan District Tembung normally located the medium category; (2) concept of self in SMP district of Medan Tembung generally middle category; (3) motivation of achievement at SMP Negeri Medan District Tembung generally middle category; and (4) affective commitment of teachers in SMP district of Medan Tembung in general middle category; The test results using simple regression analysis requirements Linearity and significance test is based on exogenous variables endiogen concluded as Table 2 below.

Table 2. summary of regression analysis

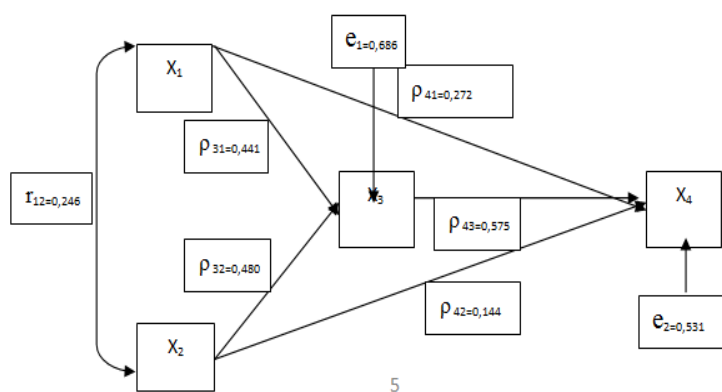
No.	variable	regression Equations	Results
1	Achievement Motivation (X ₃) on interpersonal communication (X ₄)	$\hat{X}_3 = 0.650 X_4$	Linear
2	achievement motivation (X ₃) on the concept of self (X ₂)	$\hat{X}_3 = 59.882 + 0.516 X_2$	Linear
3	affective commitment (X ₄) on interpersonal communication (X ₃)	$\hat{X}_4 = 0.683 X_3$	linear
4	Affective commitment (X ₄) on the self-concept (X ₂)	$\hat{X}_4 = 67.465 + 0.450 X_2$	linear
5	Affective commitment (X ₄) on the achievement motivation (X ₃)	$\hat{X}_4 = 29.290 + 0.759 X_3$	Linear

Path coefficient estimation results of the research variables are presented in Table 3 below which shows that all the significant path coefficients.

Table 3. Summary of Estimated Path Coefficient

Variable	Coefficient	t	t _{table}	Results
ρ_{31}	0.441	7909	1.645	Mean
ρ_{41}	0.272	5.315	1.645	Mean
ρ_{32}	0.480	8610	1.645	Mean
ρ_{42}	0.144	2753	1.645	Mean
ρ_{43}	0.575	9.368	1.645	Mean

Based on the prices of the path coefficient obtained from the calculation, it can be described as the path diagram Figure 1 below.



Information

- X₁ = Interpersonal Communication
- X₂ = Self Concept
- X₃ = Achievement Motivation
- X₄ = Commitment Affective Teacher
- e₁, e₂ = variable, residual
- ρ_{31} = Influence of X₁ to X₃
- ρ_{32} = Influence of X₁ to X₂
- ρ_{41} = Influence of X₁ to X₄
- ρ_{42} = Influence of X₂ to X₄
- ρ_{43} = Influence of X₃ to X₄

IV. Discussion

Influence Achievement Motivation Interpersonal Communication

Retrieved path coefficient between X₁ X₃ is $\rho_{31} = 0.441$ with the price $t_{count} = 7909 > t_{table} = 1.645$. Thus Ho rejected and Ha accepted, so that it can be argued that the conclusion of Interpersonal Communication (X₁) a direct effect on Achievement Motivation (X₃). The direct effect of the variable proportional Interpersonal Communication (X₁) of the Achievement Motivation (X₃) equal to 19.50%. This implies that 19.50% of the variation score Achievement Motivation (X₃) can be affected by Interpersonal Communication (X₁), while the remaining 80.50% is determined by other variables outside of Interpersonal Communication (X₁).

Interpersonal communication is the process of delivering a message from a teacher to other teachers so that between the giver and the recipient's messages have the same perception. Interpersonal communication or interpersonal communication is oriented to behavior, so the emphasis on the process of delivering information from one person to another. In this case the communication is seen as a basic way to influence behavior change, and which unites psychological processes such as same perception, understanding and motivation on the one hand with the language on the other. Interpersonal communication is actually the same as the understanding of communication that is already known in general. Formally can be interpreted as meaning the transfer process in the form of ideas or information from one person to another oarng, and will produce a result and rapid feedback. Achievement motivation is encouragement from within themselves to overcome all the challenges and obstacles in an effort to achieve the goal. In this case is a boost psychologically inside of a teacher to be able to carry out activities principally as teachers as well as educators, teachers, coaches, counselors characterized by having high morale, self-confidence is great, oriented to the future, like to the task which has a high degree of difficulty, do not waste time, have a friend who has a good and strong ability in tasks. Motivation berprstasi efforts of teachers are those teachers to be able to do something because they want to achieve the goals it wants or gets satisfaction with his actions.

Thus it can be seen interpersonal communication linkages with achievement motivation of teachers. The better the interpersonal communication teacher at the school will give the chance to become outstanding teachers, outstanding teachers can not be separated because of bagimana him build relationships with peers and teachers in other schools. Exchanging opinions with other teachers. Provide opportunities achieve maximum performance.

Influence Achievement Motivation Self Concept

Retrieved path coefficient between X_2 and X_3 is $\rho_{32} = 0.480$ at a price $t = 8610 > t_{table} = 1.645$. Thus H_0 rejected and H_a accepted, so as to put forward the conclusion that the concept of Self (X_2) directly influence the Achievement Motivation (X_3). The direct effect of the variable proportional Interpersonal Communication (X_1) of the Achievement Motivation (X_3) equal to 23.04%. This means that 23.04% of the variation score Achievement Motivation (X_3) can be affected by Interpersonal Communication (X_1), while the remaining 76.96% is determined by other variables outside of Interpersonal Communication (X_1). In carrying out his profession a teacher sued always directed toward a positive self concept confident of coping skills, feel equal to others, receiving praise without embarrassment, realizing that everyone has feelings, desires and behaviors that are not entirely approved of society, able to fix himself because he could reveal aspects of personality that is not his favorite and try to change it, which in turn reflected by a teacher who is able to work professionally and have optimal performance. Motivation is berprstasi teacher wants and needs are in themselves teachers to take action or something that becomes the basis for a permanent teacher achievement and learn better. Thus, the concept of self-owned teacher would affect the desire for high achievement.

Effect of Affective Commitment Against Interpersonal Communication

Retrieved path coefficient between X_1 to X_4 is $\rho_{41} = 0.272$ with the price $t_{count} = 5.315 > t_{table} = 1.645$. Thus H_0 rejected and H_a accepted, so that it can be argued that the conclusion of Interpersonal Communication (X_1) directly influence the Affective Commitment (X_4). The direct effect of the variable proportional Interpersonal Communication (X_1) of the Affective Commitment (X_4) amounted to 7.39%. This means that 7.39% variation Affective Commitment score (X_4) can be affected by Interpersonal Communication (X_1), while the remaining 92.61% is determined by other variables outside of Interpersonal Communication (X_1). Communication is a very important influence on the affective commitment of teachers. Because afektif commitment was strongly influenced by interpersonal communication or communication that occurs between some personal face which allows maupn nonverbal verbal response may be direct. In operation, the communication takes place on a reciprocal basis and produce feed back directly in response to a message. Communication is done with two-way and will directly feed back very memungkinan for effective communication.

Interpersonal communication is the process of delivering a message from a teacher to other teachers so that between the giver and the recipient's messages have the same perception. Interpersonal communication will also create linkages among the teacher, who can give you a sense of excitement in their duties. With good communication is interpersonal communication process work diharakan attainment will be achieved and the work can be maximized. Communication takes place on a reciprocal basis and to produce direct feedback in response to a message. If the communication is done with two-way and feed back directly would allow for effective communication occurs.

Schools are going well, characterized by adana cooperation in synergy and harmony of the various components. Good schools constructed and maintained communication, meaning that when the process komunikasi between these components can be implemented in harmony, then a school will be more sturdy and affective commitment will increase. Increased commitment of a teacher can be very aesthetically individually whether a teacher would keep each to work in the school or even vice versa. So if a teacher has a high memiliki affective commitment is expected to increase as well Suber performance entirely human.

Effect of Affective Commitment Against Self Concept

Retrieved path coefficient between X_2 and X_4 is $\rho_{42} = 0.144$ with the price $t_{count} = 2,753 > t_{table} = 1.645$. Thus H_0 rejected and H_a accepted, so as to put forward the conclusion that the concept of Self (X_2) directly influence the Affective Commitment (X_4). The direct effect of the variable proportional Self Concept (X_2) of the Affective Commitment (X_4) at 2.10%. This means that 2.10% variation Affective Commitment score (X_4) can be influenced by the concept of Self (X_2), while the remaining 97.90% is determined by other variables outside Self Concept (X_2)

The concept itself is an image of someone about himself. The concept of a person closely associated with her acceptance, the assessment itself, the image of him, a picture of himself and of his pride. While affective commitment is the conviction of a teacher that arise from each individual that will emerge and evolve with the encouragement of comfort, safety, and other perceived benefits in an organization that is not obtained

from a place or an organization that is run. When a teacher own affective commitment in the organization will have an attitude of confidence in the profession as a teacher and will identify itself with the schools that have personal goals consistent with the goals of the school. A teacher who has a positive self-concept will most likely be able to achieve the results of the performance as a teacher can be maximized compared with teachers who have negative self-concepts are always pessimistic about the competence, reluctant to compete with others in making achievements, assume there would be defenseless against the competition harming him.

Influence Achievement Motivation Affective Commitment Against

Obtained the path coefficient between X_3 X_4 is $\rho_{43} = 0.575$ with the price $t_{count} = 9.368 > t_{table} = 1.645$. Thus H_0 rejected and H_a accepted, so as to put forward the conclusion that the Achievement Motivation (X_3) directly influence the Affective Commitment (X_4). The direct effect of the variable proportional Achievement Motivation (X_3) of the Affective Commitment (X_4) amounted to 33.10%. This means that 33.10% of the variation score Commitment Affective (X_4) can be influenced by the Achievement Motivation (X_3), while the remaining 67.90% is determined by other variables outside Achievement Motivation (X_3).

Motivation berprstasi efforts of teachers are those teachers to be able to do something because they want to achieve the goals it wants or gets satisfaction with his actions. In undergo a task that has been given to our established we have to have the motivation, so that what is expected from the results of our work can be achieved with the maximum. Because motivation is an impulse that arises passion to continue to work or in other words the desire of someone that prompted him to act better and resolute in achieving its goals. Achievement motivation is keinginana someone to complete a challenging job and continue to work hard to get good success in achieving it are challenges and obstacles but keep the spirit into practice in order to achieve its objectives.

Affective commitment is the embodiment of the attitude, behavior of teachers to the school organizational alignments in order to achieve the goals, vision, mission set, which is indicated by normative commitment is loyalty to the school and affective or behavioral commitments in devotion to the task. Motivation is centered on the factors that cause or encourage the activities of the individual, so as to achieve the set goals are highly committed. These factors include the need for comfort in work, happiness place of work, and get rewarded or compensated for the work.

Thus, teachers who already have a high motivation to be more aware of and understand their duties as excavation. Teachers who already have a high motivation and achievement will have a high awareness of responsibility as seorang teachers to achieve its objectives. Awareness teachers to see themselves as teachers will be visible from the range in which the behavior in the work that was responsible, daring to create new things and not monotone, his achievements are also progressively increasing, remains sportsmanship towards his job, and appreciate the importance of a job. Teachers who are committed will be pushed more passion in working to achieve the goals ditentkan, by trying to do something with the new ways, more creative, and responsible and want to advance.

From the description it can be said berprstasi teacher motivation is the desire and necessity contained within the teacher to take action or something that becomes the basis for a permanent teacher achievement and learn better. This means that the higher the achievement motivation of teachers in the school, the higher the teacher affective commitment.

V. Conclusions And Recommendations

Conclusion

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

Interpersonal Communication (X_1) has direct influence positively to the achievement motivation (X_3) teacher at SMP Negeri Medan District Tembung, means the better communication interpersonal teacher then the better the achievement motivation of teachers in the district of Medan Tembung SMP. The concept of self (X_2) positive direct effect on achievement motivation (X_3) teacher at SMP Negeri Medan District Tembung, means the better self concept, the better teacher achievement motivation also a teacher at SMP Negeri Medan District Tembung.

Interpersonal communication (X_1) a positive direct effect on affective commitment (X_4) teacher at SMP Negeri Medan District Tembung, means the better interpersonal communication, the better teacher also affective commitment of teachers in the district of Medan Tembung SMP. The concept of self (X_2) positive direct effect on affective commitment (X_4) teacher at SMP Negeri Medan District Tembung, means the better self concept, the better teacher also affective commitment of teachers in the district of Medan Tembung. Achievement motivation (X_3) positive direct effect on affective commitment (X_4) teacher at SMP Negeri Medan District Tembung, achievement motivation means the better the teacher, the better the affective commitment is also a teacher at SMP Negeri Medan District Tembung.

Suggestions

Based on the efforts outlined in the implications, then put forward the following suggestions to improve teacher Affective Commitment, namely:

1. The Department of Education should:
 - a. Routine activities aimed to improve the ability of teachers.
 - b. Give rewards to teachers who excel in their work as a motivation for the teacher concerned and for the other teachers.
2. Principals should:
 - a. Able to create the values of obedience, compliance, tranquility, order and discipline among teachers, between teachers and principals, the teachers and the school community and be able to create a sense of belonging to the school, to create security in performing the task, encouraging teachers in teaching.
 - b. Involving teachers in finding solutions to the problems being faced by the school.
3. Teachers should:
 - a. Build teamwork, open communication, and harmony for fellow teachers, so that when one of the teachers faced difficulties can be discussed and resolved together and always think positively to criticism and advice given principals and other teachers ,
 - b. Teachers should improve their knowledge and understanding of the motivation is essentially an internal state of a teacher who encouraged her to achieve success in work.
4. For other researchers, there should be more research on this study with different variables that also gives effect to the commitment Affective teachers, given the limitations in the implementation of the research and the results obtained have not been maximized.

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