

EFFECT OF TRAINING, PEDAGOGIC COMPETENCY AND SELF DETERMINATION OF ORGANIZATIONAL COMMITMENT IN TEACHER ADMINISTRATION PROFESSION OF VOCATIONAL HIGH SCHOOL BUSINESS MANAGEMENT

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Abstract

The goal of the organization is to improve teachers on Teachers Professional Commitment Vocational High School Business Management Group Special Province of Jakarta, which is already running. In practice, the commitment of Profession in Vocational High School Teacher Business Group Management Special Province of Jakarta influenced Training, Competency Pedagogic and Self Determination. Issues to be addressed in this study is the effect of training, Pedagogic Competence and Self Determination of the Commitment to Profession in Vocational High School Teacher Business Group Management Special Province of Jakarta. The methodology used is survey research that tries to create a picture of systematic, factual and accurate information on the facts and the properties on a specific object. The sample used 109 teachers. In conclusion, the effect of training, Pedagogic Competence and Self Determination strong, it will create a Commitment to Profession in Vocational High School Teacher Business Group Management Special Province of Jakarta good. While the implications of their training, Pedagogic Competence and Self Determination is good, then it will create a Commitment to organization in Vocational High School Teacher Business Group Management Special Province of Jakarta reliable. Recommendations need to increase training, Pedagogic Competence and Self Determination that commitment Teachers organization in Vocational High School Business Management Group Special Province of Jakarta will be Optimized.

Keywords : *Training, Pedagogic Competency and Self Determination Of Organizational Commitment In Teacher Administration Profession.*

Becoming an educator teacher is more than just a position. A person becoming an educator teacher must be willing to follow the teacher's education. A professional teacher educator must be built from time to time. Teachers should be able to develop identity and practice as an educator teacher and understand their educational process. Although the work as a teacher has much in common with the work of other educational teachers. Teachers are authorized and accountable to students' lessons and reports of educational success, both individually and classically, both at school and outside the school. Therefore some countries wish to have professional teachers in their field of work, and the spirit of the corps is high. The National Education Law No. 20 of 2003 states that education is a conscious and planned effort to realize the learning strata and learning process so that learners actively develop the potential.

Therefore, there is a need for commitment between all parties involved in education, such as teachers and learners in the relationship of sincerity and dialogue between parents and children, so that learners are able to actualize themselves. Besides, the purpose of education is conscious effort to ignite the creative potential of children to be able to integrate themselves with what is lived. The educating teacher means unifying what is in itself into a unity to achieve creative potentials sourced

from the deepest experience, also mentioned in the educational objectives of trying to create students and students who are faithful, productive and innovative, and effective and able to contribute with society, The state and civilization of the world, while we know that along with the advancement of the era of personal and exemplary students will change in accordance with figures that students know. It is said in the objective of the Curriculum 2013 that so heavy the responsibility of a teacher so required to be committed to the task and profession. Besides that in teaching and learning activities is required to have high pedagogic ability and professional ability, although it is known that teacher competence in Indonesia generally not yet describe the superior competence seen in teacher competence test scores (UKG) which is still considered below standard.

In the delivery of materials it takes a method or strategy and the process of thinking and decision-making of teachers who will bring impact to bright learners of the future it will not be obtained without good training for teachers. It is expected that each training can change the way teachers think and act in the performance (performance) as a teacher, it can start with the commitment of the organization as a teacher. The more heavy the tasks are, the more teachers are required to be able to commit to their profession, while the number of teachers problems that have not been resolved properly such as the salary gap between public and private teachers, the number of teacher placements between regions and cities are not balanced, The quality of education in schools is the training of teachers who are still impressed only to spend the educational budget visible from the data that teachers who have attended training and who have not attended training between the school and the school have not been in sync. This is due to the absence of data of teachers who have attended the training continuously training given until today has not been well ordered there are still teachers who have not received increased training on pedagogic competence, it is useful for teachers to deliver the subject matter. In the delivery of materials it takes a method or strategy and the process of thinking and decision-making of teachers who will bring impact to bright learners of the future it will not be obtained without good training for teachers. It is expected that each training can change the way teachers think and act in the performance (performance) as a teacher, it can start with the commitment of the organization as a teacher.

To observe the impact of the organization's climate on job satisfaction and organizational commitment using 179 teachers from various universities and universities in Punjab, Pakistan. Descriptive statistics and regression analysis are used to explain variations in job satisfaction and organizational climate. The results show that organizational climate has a considerable impact on job satisfaction as well as organizational commitment. From the results of this study, organizational commitment is a demand for teachers in which they work, commitment is part of one's attitude. It is necessary to support the success of an organization. Mentioned that one of the characteristics of teachers who have the commitment and self-determination to provide an overview of the activities in learning, teaching one of the organizations at school and provide lessons, can interact with colleagues in order to bring responsibility as educators so that the role of the school becomes important for every person. Judging from the organizational commitment, based on the results of observations of authors during this time in school, there are problems that often faced by teachers, namely: 1) teachers' trust on organizational values decreased. 2) the willingness of teachers to do their best for the benefit of the organization has not increased. 3) teachers' desire to remain an organization member is not yet high.

If a teacher has high self-determination in the work of course this will also affect the progress of a school organization, and for the teacher itself. Through good personal determination will create a teacher who has the initiator in the field of education, expecting success in the process of teaching and learning in school. This study aims to determine the quality and training in the area of special education teacher education programs in France and Norway to examine how special education

teachers are prepared to implement the four components of the administration, teaching, student evaluation and inclusive classroom assignments daily. Seen from the training, based on observations of the authors of the problems that often arise in training human resources, especially teachers in schools, among other things: 1) systems development knowledge (knowledge) to the teacher in the school is still lacking. 2) the provision of skill / skills to teachers in schools is often given to people with experience. 3) the provision of attitude / behavior that is appropriate and expected of every teacher is not in accordance with the specifications of the task that has been determined.

In improving quality of education and learning will not be achieved without performance enhancement coupled with classroom teachers who teach in other words, quality education will not be obtained without having to implement the ideas in education with the development of technology. The change of mindset in teaching and learning directly or indirectly will create the quality of learning and teaching, one of which provides opportunities for teachers to follow education and training (diklat-diklat), both organized by the education service as well. The result of cooperation with several organizations or companies (publishers and printers of global books), which is good in developing the world of education. Increased professionalism of teachers can also be done through four factors that influence each other is the improvement of teacher commitment, provision of continuous training, pedagogic competence improvement, and self-determination of teachers high. It is expected that these four factors can improve the quality of education.

Pedagogical learning is, ongoing learning of pedagogical teachers together about pre-entry learning and ongoing on-the-job learning issues. In the process of teaching and learning, the pedagogical ability of a teacher should continue to develop according to existing conditions, so that this can illustrate the self-determination that can improve their competence in the work. Judging from the competence, based on the author's observation of teachers in improving their competence: 1) professional duties which is the job of his profession to educate, teach and the task of training teachers not yet optimal. 2) the task of educating to develop the values of life in learning from teachers has not been achieved optimally. 3) the development of science and technology of the teacher has not been developed in accordance with his professional education.

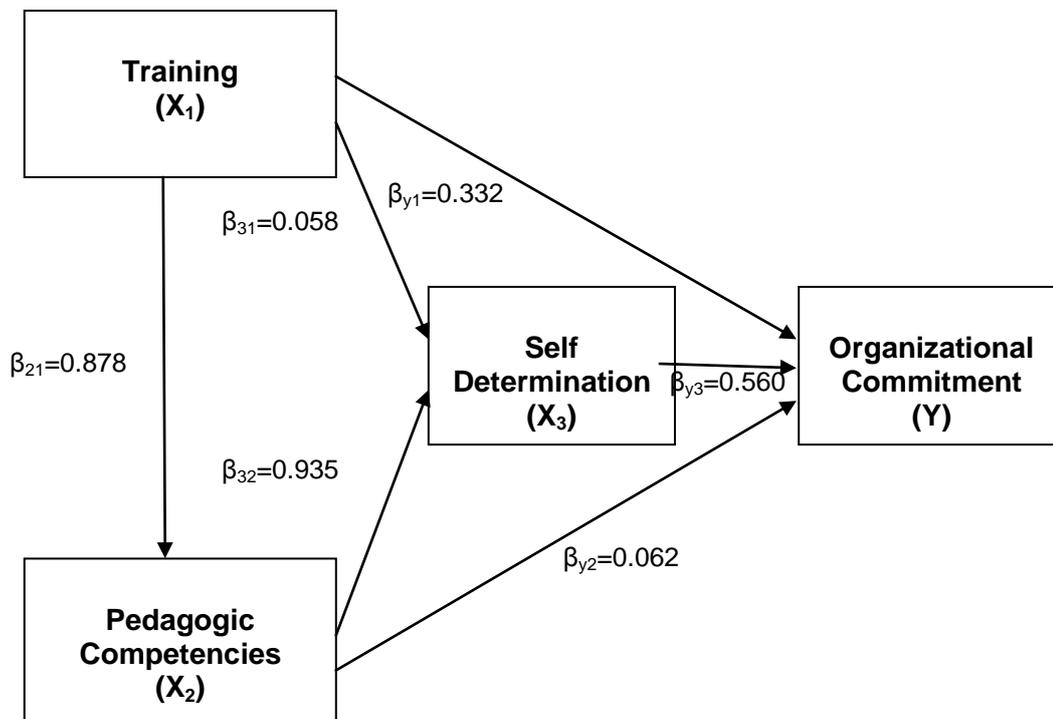
Multilevel analysis shows that students' individual perceptions of teacher autonomy support and teacher care predict students' intrinsic motivation. Autonomy support perceived by teachers at the classroom level proves to be another predictor. On the other hand, intrinsic motivation to teach alongside the autonomous support and care that teachers report does not have an impact on students' intrinsic motivation. Implications for pedagogical practice are addressed, with a focus on the importance of autonomous support in the classroom environment. Each dimension of self-determination can ultimately increase its organizational commitment independently meaning a teacher if he has high self-determination he will have a commitment in completing his duties with full responsibility, will certainly have a positive impact for his students, by showing determination. A high student will know through the actions of the teacher.

Judging from the determination of self, based on the results of observations of authors over the years, the problem of self-determination that often faced by teachers in providing learning materials to students, among others: 1) lack of determination to determine his own fate of teachers so that influence the capture of learners. 2) too resigned to the conditions faced by the profession of an administrative office teacher so as to interfere with his competence to develop. 3) the lack of courage of teachers in taking decisions and actions to move forward solve educational problems so that the competence is less increased. We know that self-determination is a positive action that must be developed to achieve the goal. A positive action must be possessed by a teacher because through positive action will appear committed teachers who are not committed, as teachers do to create a conducive culture in school. So with high self-determination is expected teachers can role as a role

model for learners and is expected also with this research can know how the influence of each variable to organizational commitment so as to improve the quality of education in Indonesia.

METHOD

This research was conducted by using survey method with path analysis approach (path analysis). The way to collect the necessary data in this study is done through questionnaires and tests that have been prepared first. This study will examine the interrelationship between research variables, and measure the influence of variables that one with other variables. In this study there are four variables that will be studied, namely organizational commitment, training, pedagogic competence, self-determination. The unit of analysis is a teacher of the Vocational School Administration of the State of the Business Management Business of the Special Capital Province of Jakarta. So in this research the unit of analysis is the randomly selected sample members, the subject teachers of the Vocational School Administration of the State of Jakarta Business Management as respondents, consisting of 35 (thirty five) schools totaling 150 teachers, As shown in the following table. The sample is part of an affordable population that has the same properties as the population (Nana Sujana and Ibrahim, 2004: 85). In other words the sample portion of the population is representative or represents all the components of the population. So as to produce conclusions that are used for all populations. The sampling technique used in this research is through simple random sampling technique. In simple random sampling this is a random sampling without regard to the strata in the population and every member of the population has equal opportunity to be sampled. The population in this research is 150 people. Precision taken about 5 to 10%. However, in this study, 5% sampling precision was taken to maintain the representative of the research sample. So obtained: Based on the Slovin formula above from 150 affordable populations with error rate of 5%, the number of research samples taken from the number of affordable population is 109 teachers, while for the trial set 30 teachers outside the research sample.



Coefficient Correlation	Path Coefficient	t_{hitung}	t_{tabel}		Information
			$\alpha = 0.05$	$\alpha = 0.01$	
$r_{y1} = 0.332$	$\beta_{y1} = 0,332$	2,846	1,66	2,36	Track if means
$r_{y2} = 0.062$	$\beta_{y2} = 0,062$	1,678	1,66	2,36	Track if means
$r_{y3} = 0.560$	$\beta_{y3} = 0,560$	1,715	1,66	2,36	Track if means
$r_{12} = 0,878$	$\beta_{12} = 0,878$	19,020	1,66	2,36	Track if means
$r_{13} = 0.058$	$\beta_{13} = 0.058$	1,686	1,66	2,36	Track if means (Most Low)
$r_{23} = 0.985$	$\beta_{32} = 0.935$	27,269	1,66	2,36	Path if means (Most High)

Summary of Calculation and Testing of Path Coefficients

RESULT

Based on the results of the first hypothesis testing using t test to obtain $t_{count} = 2.846$ received at the level of significance 5% ($t_{arithmetic} = 2.846 > t_{table} 1.66$). This means that training has a positive direct effect on organizational commitment. The more training the teacher provides, the organizational commitment will increase. Conversely, the less training given to teachers, the organizational commitment will also decrease. Training is a systematic process of changing the behavior of teachers in a direction to improve organizational goals. Increased organizational commitment of teachers can be done through training (Traning) to improve skills in carrying out certain work and education to improve general knowledge and understanding with the overall environment it is said by Filiffo in CHR Jimmy Gaol (2008) that Training provides skills for new employees or current employees according to the skills they need to carry out the work it says Gary Dessler (1988; 27), in other words that training focuses on the skills needed To carry out the current job. While Employee and management development is a long-term exercise. The goal is to develop current or future employees. Based on the results of statistical calculations, then obtained the results of training (X1) directly affect the organizational commitment (Y) for $\beta_{y1} = 0.332$. These results indicate that the higher the training given to the teachers the stronger the organization's commitment will be.

The results of this study succeeded in supporting H1 hypothesis that the training had a positive direct effect on organizational commitment. Consistent with previous research results by Utami (2006; 23) which proved the training had a positive effect on organizational commitment. Results of testing the second hypothesis with t test obtained t value = 1.678 received at the level of significance 5% ($t_{arithmetic} = 1.678 > t_{table} 1.66$). This means that pedagogic competence has a direct positive effect on organizational commitment. The better the teacher's pedagogic competence, the organizational commitment will increase. Conversely, the less the pedagogic competence of a teacher, the organizational commitment will also decrease.

According to Government Regulation No. 19/2005 on National Education Standards (Depdiknas, 2005, 27), which are formulated in the competencies that must be possessed by a teacher are: 1. pedagogic competence, 2. personality competence, 3. social competence and 4. professional competence. To be able to develop themselves then teachers are required to master the four competencies, according to the MC. Load Raymond (2001: 36) competence as a rational behavior to achieve the required objectives in accordance with the conditions expected. The competence of the teacher itself is the ability of a teacher in carrying out obligations in a responsible and appropriate in the eyes of stakeholders.

As teachers teachers are required to have teaching authority based on their qualifications as teachers, each teacher must have a professional ability in the field of learning, with the ability of the teacher can perform its role as a) Facilitator, which provides easiness for learners in the learning process. B) counselors who help students deal with the difficulties in teaching and learning c) Environmental providers, who seek to create a challenging learning environment for students to engage in exciting learning activities. D) As a model capable of providing good examples to learners to behave in accordance with existing norms and applicable in the world of education, e) Motivators who participated in disseminating efforts to renewal efforts to the community especially to the students ie subjects f) As an agent of cognitive development, Which disseminates science and technology to learners and society g) As managers, who lead the group of students in the classroom so that the success of teaching and learning process is achieved.

Based on the results of statistical calculations, the results obtained pedagogic competence (X2) directly affect the organizational commitment (Y) for $\beta_2 = 0.062$. These results indicate that the higher the pedagogic competence of a teacher, the stronger the organizational commitment will be. The results of this study succeeded in supporting H1 hypothesis that pedagogic competence has a direct positive effect on organizational commitment. Consistent with previous research results by Tridjoko (2008: 31) which proves pedagogic competence has a positive effect on organizational commitment.

Based on the results of the third hypothesis statistical test with t test obtained t value = 1.715 received at the level of significance 5% ($t_{\text{arithmetic}} = 1.715 > t_{\text{table}} 1.66$). This means that self-determination has a direct positive effect on organizational commitment. The better the self-determination the teacher has, the organizational commitment will increase. Conversely, the less self-determination a teacher has, the organizational commitment will also decrease. Teachers who have high determination will have high organizational commitment as well. The commitment is to devote great attention to teaching as a career, which means the teacher must be ready to work hard in the classroom. According to Soewarno (2002: 10), Teachers with low organizational commitment seem less concerned about the determinants of their self-determining effectiveness and effectiveness in the education process.

Based on the results of statistical calculations, then obtained the results of self-determination (X3) directly affect the organizational commitment (Y) for $\beta_3 = 0.560$. These results indicate that the higher the self-determination of a teacher, the stronger the organization's commitment will be. Based on the results of the fourth hypothesis testing with t test obtained t value = 19.020 received at the level of significance 5% ($t_{\text{arithmetic}} = 19.020 > t_{\text{table}} 1.66$). This means that the training has a positive direct effect on pedagogic competence. The more training the teacher provides, the pedagogic competence will be high. Conversely, the less training the teacher provides, the pedagogic competence will also decrease.

Based on the result of research indicate that the training variables show good criterion in relation to influence pedagogic competence which equal to 33.09%. This is in line with Nadler's assertion that if training is not based on pedagogic competence and basic needs assessment of a teacher, it will result in a waste of resources. The same affirmation made by Stewart is that it is of no use to train teachers with low pedagogic competence. Based on the results of statistical counts, the training results obtained (X1) directly affect pedagogic competence (X2) of $\beta_{21} = 0.878$. These results indicate that the higher a teacher's training will be the stronger the pedagogic competence. The strong statistical results show that the higher the training positively influences the strong pedagogic competence, the higher the training the stronger the pedagogic competence, which can be realized by:

1. A person's high organizational commitment is an organizational commitment that is a person's intensity to identify himself, as well as his level of involvement in the profession. This identification requires some degree of agreement with goals and values in organizations and professions, including in moral or ethical values. Even organizational commitment affects the ethical sensitivity of government auditors either directly or indirectly with organizational commitment.
2. Smooth coordination is the result of activities undertaken by various parties who are equal to give each other information and together organize or agree on something, so on the one hand the task implementation process and the success of one party does not interfere with the implementation process tasks and the success of the other party. On the other hand, one directly or indirectly supports the other. An orderly synchronization in an effort to provide the right amount of time and direct the implementation resulting in harmonious and concerted action for other purposes. This view of coordination draws the distinction between coordination and cooperation. Cooperation is defined as the collective action of one person with another or another toward a common goal.
3. The effectiveness of higher learning will bring the activity, the usefulness, the suitability in an activity of the people who carry out their duties with the intended target. The more plans that can be achieved, the more effective the activity, so the word effectiveness can also be interpreted as the level of success that can be achieved from a certain way or business in accordance with the objectives to be achieved. It can be concluded also that a learning medium can be said to be effective when it meets the criteria, such as able to give influence, change or can bring result. When we formulate instructional goals, then the effectiveness can be seen from how far the goal is achieved. The more goals are achieved, the more effective the learning medium.
4. Variation of high learning method will make the effectiveness of learning become educational activity that has characteristic, that is (1) systemic (systemic), done through planning, development, implementation, appraisal, and improvement phase. (2) sensitive to the need for learning tasks and learner needs. (3) clarity of purpose and therefore can be collected effort to achieve it. (4) depart from the ability or strength of learners, educators, the public, and the government. In this case the effectiveness of effective learning or learning is a fruitful endeavor or produce a useful and purposeful learning for the students.
5. Being role model for participants and colleagues is very difficult for teachers who are not dilatore with high social life. Many will make counts on their activities. Starting from the existence of funds (fee back) from the training provider, to the training materials that make the participants so saturated. But for a teacher who is accustomed to provide examples or good role models for learners, will be his own motivation to increase his capacity as a professional educator. Similarly, the association with fellow teachers who are in one organization or outside the organization, will provide its own assessment of its existence in each training. Here a new teacher realizes, if the training that initially less useful but at some point will be useful, not only felt by the students but also the colleagues of one profession.
6. The quality of the mentor influences his or her pedagogical competence, meaning that someone who is an expert or more senior in the field of knowledge and insight, should have more experience in his field who has good criteria for learning, in order to balance the settlement of a condition that does not allow a mistake in the learning process Done when you experience it. In this case a mentor is a scope for the achievement of knowledge that will be discussed in the process of workmanship that has been tested in the field is done in the experience and can be your guide objectively.

CONCLUSION

Based on the result of statistical calculation it can be seen that Positive Positive Training on Pedagogic Competence (Highest).

The results of the fifth hypothesis testing with t test obtained t value = 1.686 received at the level of significance 5% ($t_{\text{arithmetic}} = 1.686 > t_{\text{table}} 1.66$). This means that training has a direct positive effect on self-determination. The more training the teacher provides, the self-determination will be high. Conversely, the less the teacher training, the more self-determination will decrease. In an effort to increase good self-determination is strongly influenced by the frequency of training conducted by teachers in carrying out their duties, so that self-determination becomes an important demand for the achievement of educational success. Training is an activity undertaken by teachers in order to increase self-determination, so that the teacher will work with full dedication. This means that if the teacher often attends training, then self-determination will also be better and improved. This result is in accordance with Smith's theory or opinion that training is an activity that can encourage teachers to continually improve their self-determination. Based on the results of statistical calculations, then obtained the results of Training (X1) direct effect on self-determination (X3) of $\beta_3 = 0.058$. These results indicate that the less training a teacher will decrease his determination.

The low statistical count results show that the less training has a positive effect on the decrease of self determination, the lower the training will decrease the self determination, which can be realized by:

1. Transfer (knowledge) is low, it is intended that an educational expert should be able to make a classification (taxonomy) questions that can be used to stimulate the thinking process in humans, which can be divided into 6 categories: 1) Knowledge (knowledge) Which includes recall skills of factors studied. 2) Understanding (comprehension), which includes an understanding of existing information. 3) Application (application), which includes the skills of applying information or knowledge that has been learned into the new situation. 4) Analysis (analysis), which includes sorting information into parts or researching and trying to understand the structure of information. 5) Synthesis (synthesis), which includes applying existing knowledge and skills to combine elements into a pattern that did not exist before. 6) Evaluation, which involves making decisions or summarizing based on existing criteria is usually the question of using the word: consider, how the conclusion.
2. The apathy that generates a negative perception of each training, in this case can be described as an indifferent, or indifferent, or ignorant attitude. There are several causes of apathy appearing in each individual, including the death of the values in society, the death of caring, the loss of respect or conscience, and the view of justice that blinds society to the law. This apathetic action often appears in the life of society, political life, and also state life.
3. Low motivation describes as an internal and external impulse in a person indicated by existence; Desires and interests; Encouragement and need; Hope and aspiration; Respect and respect that has no good values in life. In learning activities, motivation is the driving force that ensures the continuity of learning activities and provide direction on learning activities so that the desired goals can be fulfilled. Thus the motivation is very influential on the results of one's learning. If a person does not have the motivation to learn, then the person will not achieve optimal learning outcomes. To be able to learn well in need process and good motivation, provide motivation to the learner, means to move someone to want or want to do something.
4. The minimal skill possessed by a teacher during this time is due to the ability to use reason, thought, ideas and creativity in doing, changing or making things become more meaningful resulting in a value from the work, less utilized as possible by himself. Supposedly the skill /

ability of the teacher will basically be better if continuously honed and trained to increase ability so that will become expert or master from one of the existing skill field.

5. The existence of the pattern of teaching in the less qualified class of a teacher, generally less understood by himself especially the lay teachers in the fields of special education studies. Though teaching is a delivery of knowledge and culture to learners. Thus, the goal also only revolves around the achievement of student mastery over a number of knowledge and culture. The low pattern of teaching also describes as a series of lesson learning activities to less optimal students. A teacher should be able to accept, respond, master, and develop the lesson material, before it is given to the learners. Good mastery of material needs to equally emphasize the mastery of knowledge (learning materials) alone. The nuance (slight difference) contained in this definition is the development of student mastery over the subject matter. However, teacher-centered teaching images are also clearly illustrated. Thus, students as learners in the definition of Arifin above, remain not or less active.
6. The low communication of a teacher shows communication is not made as a social process that is very basic and vital in human life. On the contrary, the closedness of the self that does not want to advance, causing communication with students and colleagues to be less attention. Though communication is fundamental because every teacher, whether backward in the field of technology and modern, certainly want to maintain an agreement on various social rules through communication.

Improving the quality of basic and intermediate level training, meaning that here every training to primary and secondary school teachers should be inserted in new materials and methods on the primary and secondary education process. Hopefully, the increased level of education is considered as the most important foundation in the world of education before stepping to high levels. This is where a teacher must realize that its function is to build and raise education at the elementary and secondary levels. So that its performance so far is able to bring students able to enter to a higher level, and students are ready to receive such high learning. This is where the problem arises, it turns out the results of observations of researchers so far, many students are not ready to receive higher materials, especially those living in disadvantaged areas. For those in big cities, students do not have problems accepting changes or the latest education system method, but those in disadvantaged areas still use the old learning system so that less balance among students who are in big cities. And it turns out that the key is in elementary school teachers and secondary schools that do not provide a good foundation of education. Should be in primary and secondary education, every teacher must make a huge contribution. To obtain this high teaching contribution, a teacher must be willing to follow basic to medium training in real time (continuously) so that it can have high self-determination. It can not be denied, however, that the high self-determination of a teacher comes from his readiness and willingness to follow a never-ending training. This training can be continued, tiered and real time. If a teacher is willing to take primary and secondary education courses without real time, it will automatically provide a good foundation of basic and secondary education to their students.

Conclusion: Based on the results of statistical calculation it can be seen that Positive Positive Training Against Self Determination (Lowest)

Based on the results of the discussion in the previous chapter, it can be stated some of the findings of research results as follows: 1) Training directly positive effect on organizational commitment. This means that the more frequent the training is, the more it increases the organization's commitment. 2) Pedagogic competence has a direct positive effect on organizational commitment, This means the better the pedagogic competence improvement will increase organizational commitment. 3) Self determination has a direct positive effect on organizational commitment. This means that higher self-determination will increase organizatio - nal commitment.

4) Training has a positive direct effect on pedagogic competence. This means that the more frequent the training will be to improve pedagogic competence. 5) Training has a direct positive effect on the determination of this meaning means more often training will be done will increase self-determination.

The findings of this study indicate that there is an influence of training, pedagogical competence and self-determination either directly or indirectly to professional commitments. The findings of this study also reinforce theories relating to research variables, in which organizational commitment is influenced by variations of exogenous variables such as training, pedagogical competence and self-determination so as to be consistent with the proposed theoretical model. These findings are expected to be in addition or referral to research related to organizational commitment, particularly research with exogenous variables of training, pedagogical competence and self-determination or relevant research. Based on these findings, to improve and improve the organization's commitment to note the three variables, namely training, pedagogic competence and self-determination. Professionally owned by each teacher is expected to be a characteristic that can describe the quality as a professional teacher for the advancement of education in school. For that we need a policy that can alert the commitment of the teacher organization so that education in school can run well. With a clear and good policy, schools can improve their quality, through human or teacher resources. Human resources (Teachers) need to have an involvement in professional organizations (MGMP) so that they can work optimally for the achievement of educational goals.

The findings of this study indicate that to increase organizational commitment can be done by improving regular and scheduled training, improve good pedagogic competence, and increase teacher's determination. Thus, the results of this research need to be followed up by conducting an integrated program in determining the planning related to organizational commitment. Practically the results of this study provide a reference to the Head of DKI Jakarta to reevaluate organizational commitment as a benchmark of educational success in school. In addition, the results of this study can also be used as a reference to increase organizational commitment by looking at the factors that influence it and the indicators that exist in it, so that organizational goals can be achieved in accordance with the work program.

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