



## Determinants Factor of Competency of Elementary School Teachers of Education and Training of Teaching Professional Participants in North Sumatera

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**Abstract:** *This study aims to (1) reveal several primary determinants of teacher competency and (2) determine the fixed model or theoretical model that can describe the relationship between latent variables causalistic which determines the competency of elementary school teachers of Education and Training of Teaching Professional (ETTP) participants in North Sumatera. This type of research is called survey methods, which include research category "explanatory or confirmatory", ie research that explains the causal relationships and testing hypotheses by the number of respondents were 105 elementary school teachers of participants of ETTP in Medan North Sumatera, taken by random. The results of this study indicate that interpersonal communication and achievement motivation directly and indirectly affect the competency; interpersonal communication and achievement motivation directly affects organisational commitment, and organisational commitment directly affects competency. Based on the acceptance of the research hypothesis found a fixed model or a theoretical model that describes the structure of a causal relationship between the variables of interpersonal communication, achievement motivation, organisational commitment, and competency of elementary school teachers of participants of ETTP.*

**Keywords:** *interpersonal communication, achievement motivation, organisational commitment, competency, teacher*

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### I. INTRODUCTION

Law No. 14 of 2005 on Teachers and Lecturers mandates that teachers, as professionals, have accrued to basic education, secondary education, and early childhood education in formal education were appointed in accordance with laws and regulations; as well as academic qualifications obtained through higher education degree program or diploma four program (chapter 2 and chapter 9). Furthermore, teachers are professional educators with the primary task are educating, teaching, guiding, directing, train, assess, and evaluate students in formal education. As the implications of Law No. 14 of 2005, teachers must undergo a certification process to get a *certificate of educators*. The teacher who was appointed after the enactment of the Law No. 14 of 2005, take in-service teacher certification program, which is expected to be completed until 2015 [1]. Socialization period of this Law is ten years, so hopefully will be effective in 2015, meaning that by 2015 all teachers should have the academic qualifications obtained through higher education degree or diploma four programs and certificate educators.

In fact to day, still many people who doubt the competence of teachers in both the areas of study that are taught as well as other areas that support primarily didactic areas and instructional methodical, because there are many teachers who have not reached the standard of competence specified. That competency test also shows that there are many teachers who do not master the use of information and communication technology [1]. With education reforms mandated by Law No. 20 of 2003 on National Education System, Law No. 14 of 2005 on Teachers and Lecturers, and Government Regulation No. 19 of 2005 on National Education Standards, demanding reform of the teacher to have a higher level of competence, which includes pedagogic, personality, professional, and social competency. According to above statement, as a result of there are many teachers who have not mastered the required competencies coupled with a lack of ability to use information and communication technologies have an impact on students in at least two respects. *First*, students simply be equipped with competencies obsolete. As a result, product education and learning system is not ready to plunge into the world of real life are constantly changing. *Second*, instructional held by teachers are also less conducive to the achievement of objectives in active, creative, effective, and fun; because it is not supported by the use of modern and reliable instructional technologies. It was based on the fact that the substance of the subject matter to be learned by students continues to grow both volume and complexity. Meanwhile, what the characteristics of professional teachers was raised Syaefudin Udin, namely: (1) has a commitment to the organization or a commitment to student learning; (2) in-depth mastering the subject matter and how to teach it; (3) able to think systematically about what they do and learn from experience; and (4) is part of a professional learning community in an environment that allows them to constantly improve their professionalism [2].

Article 7 of Law No. 14 of 2005 explains that the teaching profession is a specialized work that is carried out on the basis of a commitment to improve the quality of education, faith, devotion, and noble character. Professional development of teachers is sometimes preceded by performance appraisal and competency tests [1]. Besides must undergo a performance assessment, the teachers need to know the level of competence through competency testing. Competency test is intended to obtain information about the real conditions of teachers in the education and learning process. Based on the above commitments are directly or indirectly affect the professionalism of teachers, teacher professional development which begins with the assessment of performance and competency tests. Based on the competency profile of teacher competence formulated according to a certain level, as well as determine its feasibility. Thus, the activities increase teacher competence has a rational and empirical considerations strongly, which is inseparable from the commitment of the teacher, the teacher wants to have a good competence backed by motivation, as well as the teacher's role as a communicator in the course of learning must have the ability to communicate as required in social competence.

### **1.1. Research Questions**

Based on preliminary description above, the following research questions formulated ie:

- (1) Is a positive direct effect of interpersonal communication on organizational commitment?
- (2) Is a positive direct effect of achievement motivation on organizational commitment?
- (3) Is a positive direct effect of interpersonal communication on competency?
- (4) Is a positive direct effect of achievement motivation on competency?
- (5) Is a positive direct effect of organizational commitment on competency?

### **1.2. Research Objectives**

Based on the descriptions above, the goal of this research is to identify and assess: (1) the effect of interpersonal communication on organizational commitment; (2) the effect of achievement motivation on organizational commitment; (3) the effect of interpersonal communication on competency; (4) the effect of achievement motivation on competency; and (5) the effect of organizational commitment on competency.

## **II. THEORETICAL STUDIES**

"Communication is the transfer of information and understanding from one person to another person" [3]. Communication is the process of transfer of understanding in the form of ideas or information from one person to another. Understanding the movement involves more than just words used in conversation, but also facial expressions, intonation, vocal breaking point, and so on. Communication is everywhere, because it's a lot of people feel have learned and mastered. In everyday life, especially in relationships with others, using communication to achieve the goal. In any kind of work there is always communication, because communication is a means to connect with others. Furthermore, De Vito argues that "communication Refers to the act, by one or more persons of sending and receiving messages that are distorted by noise, occur with in a context, have some effects, and provide opportunities for some feed back" [4]. Communication concerning the actions of a person or a few people who send and receive messages that disturbed by interference, occurs in a context, have some influence, and give some opportunities to get feedback. Furthermore Luthans suggested that interpersonal communication emphasizes the transfer of information from one person to another [5]. Based on these opinions, it can be stated interaction interpersonal communication is face to face communication is done by exchanging information between two or more people.

In connection with a communication function, Robbins and Judge states that communication runs four major functions within a group or organisation: control, motivation, emotional expression, and information. In performing his duties as teacher educators need the ability to communicate with students, especially in the learning process, both vertical and horizontal communication communication and social skills [6]. Social skills is the ability of teachers to maintain interpersonal relationships are used to encourage and encourage students in their duties. Discuss and do something on interpersonal communication variables can reveal differences between effective communication and ineffective. De Vito suggested that an interpersonal communication can be effective with regard indicators: (1) *openness*, (2) *empathy*, (3) *support*, (4) *positivity*, and (5) *equality* [7].

In particular, Grant explains that interpersonal communication within the school organisation has three functions: a bridge function, function mentation, and regulatory functions [8]. Interpersonal communication serves as a liaison between teachers and principals, supervisors, students, parents, teachers, and other parties related to the performance of duties of teachers. Mentation of interpersonal communication as a function associated with the planning, implementation, and evaluation of teacher assignments. Furthermore, interpersonal communication as a function of regulation refers to controlling behaviour and the tasks that need to be done so as to minimize the error. Alo explains that the function of interpersonal communication consists of social functions, and decision-making functions [9]. Furthermore, it is explained that interpersonal communication automatically have a social function because the communication process operates in a social context in which people interact with each other. It can be concluded that the interpersonal communication of information sharing behaviour of teachers is that teachers do in their duties.

*Motivation* is the desire to do something and is conditioned by one's ability to act in meeting most needs [10]. Furthermore Luthans states that motivation is a process within a person as having a psychological and physiological

needs that drive the behaviour or the drive to achieve a goal [5]. Based on the above opinion can be argued that the motivation is: (1) impulse generated from a person, consciously or unconsciously, to perform an action with a specific purpose, or (2) a business that causes a person or group of people motivated to do something because they want to achieve desired destination or get satisfaction with the offense. If someone has the motivation then he will be able to demonstrate a specific direction to take the steps that need to reach the goal. Every individual has the desire and ability to do something. It becomes the driving force of desire from within to perform certain activities in order to achieve a goal. Herzberg's research results find there is a group of conditions intrinsic (job content) which include achievement, recognition, responsibility, advancement, work itself, and the possibility of developing its presence causes satisfaction and establish a strong motivation that result in good performance. Factors included in the above condition is called intrinsic factor or a motivating factor satisfying (motivator) [6]. In detail, Robbins describes the basic motivational processes such as in Figure 1 below [6].

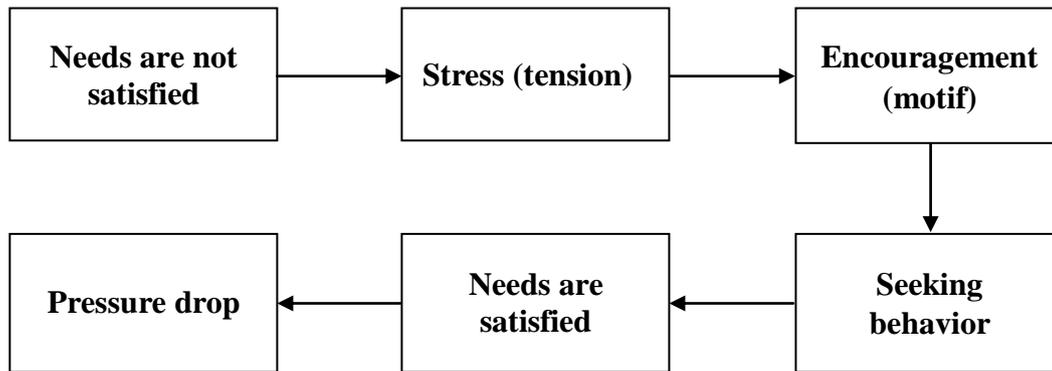


Figure 1 Basic Motivation Process of Robbins

According to the statement quoted by Franken Atkinson can be stated that the achievement motivation is one that is based on the need to remove the failure [11]. One can not expect the achievement without realizing the consequences of failure. This illustrates that achievement motivation is determined by two factors, namely the hope for success and fear of failure. Expectations for success consists of motifs success, probability of success and incentive value of success. Similarly, fear of failure consists of a fear of failure, the possibility of failure, and the value of incentives fail. Furthermore, referring to Edward Murray explanation can be argued that the characteristics of the people who have high achievement motivation is as follows: (1) to do something as well as possible, (2) do something to achieve success; (3) completing tasks that require effort and skill; (4) wants to be a famous person and master a particular field; (5) do the difficult with satisfactory results; (6) doing something really meaningful, and (7) do something better than other people [12]. The research of the Agung Siswo found that motivation positive direct effect on organisational commitment Employees with path coefficient  $\rho$  of 0.29 [13]. So the teachers who have high achievement motivation always strive to achieve satisfactory results in activities that will give birth to a sense of his profession proud and happy. Feeling proud and happy to add to the business and operations to perform better. It can be concluded that teacher achievement motivation is the desire to do something for the teachers achieve good performance on the job.

*Organisational commitment* illustrates the power of involvement in the organisation, as stated Stroh, Northcraft, and Neale "Organisation commitment is the relative strength of an individual's identification with and involvement in a particular organisation" [14]. Further stated: "Organisational commitment is not simply loyalty to an organisation, but an ongoing process through the which organisational actors express their concern for the continued succes and well-being of the organisation of the which they are a part". Thus not only the size of the organisational commitment of loyalty to the organisation, but as part of the organisation also expressed concern for the success and welfare of the organisation. This suggests that the involvement and loyalty in an organisation is not separated from the success and prosperity experienced in the organisation. Opinion was supported Cooper and Viswesvaran "*Organisational commitmen is the strength of an employee's involvement in the organisation and identification with it*" [15]. Organisational commitment is the power of employee engagement in an organisation. So, one teacher who has high organisational commitment to the school where he served the organisation, not willing to leave the school because they felt that the purpose of the organisation in accordance with its objectives. Furthermore, Walker explains that "commitment is the willingness of people to stay with the organisation and energetically Contribute to the achievement of shared objectives." [16] In accordance with the explanation Walker can be stated that the commitment is the willingness of people to stay with the organisation and contribute vigorously for goal achievement. Based on the above it can be seen that Walker gave a more extensive explanation of the nature of the commitment because the declaration that in addition to having the willingness to remain a member of the organisation, also contributes vigorously to achieve organisational goals. Thus, teachers who have high organisational commitment, have a strong desire to remain a member of his organisation, has a high spirit, and strive to achieve organisational goals. In accordance with the explanation Minner (1992) can be argued that organisational commitment refers to: (1) a strong belief and accept the goals and values of the organisation, (2) willingness to make efforts for the benefit of the organisation, (3) the existence of a desire strong to maintain membership in the organization [17]. One's commitment to the organisation is formed through several stages. Furthermore Spector explains that forms of organisational commitment and the factors shaping it in the form of a chart as shown in Figure 2 below.

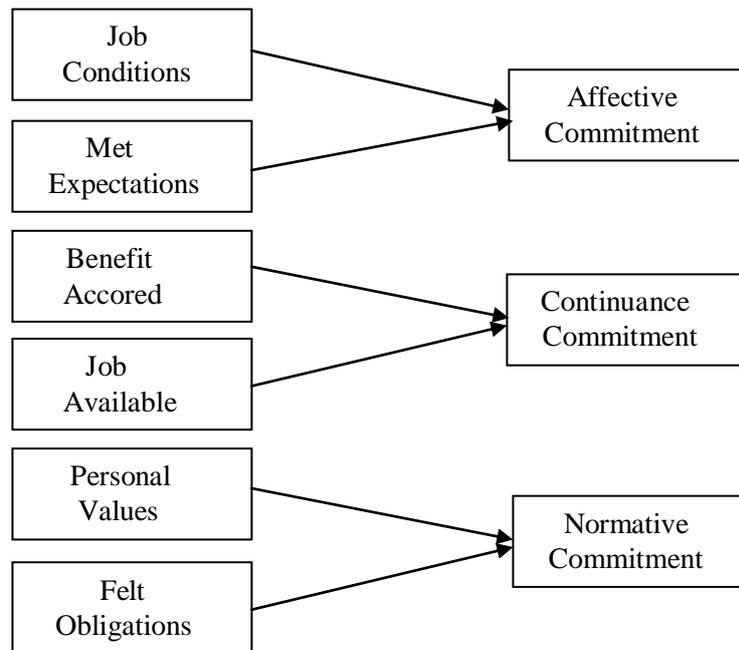


Figure 2. Factors Shaping Organisational Commitment of Spector

Source: Sopiah, 2008. *Organisational Behaviour*. Yogyakarta: Andi Offset Publishers, p.158.

Based on Figure 2 above, "affective commitment" shaped by the conditions of work and hope obtained. Psikologis level of attachment to the organisation based on how well the feeling about the organisation. "Cotinuanse commitment" formed by salary suitability and availability of jobs. Members of the organisation to survive in the organisation because it requires the salary and other benefits, or because the members did not find another job, "Normative commitment" shaped by personal values and feelings mandatory. Psychological attachment to the organisation's members because of the awareness that the commitment to the organisation is supposed to do, or a moral obligation to maintain a relationship with the organisation. It can be concluded that organisational commitment is an attachment someone doing something in school organisation where he served for achieving the goal.

Competency is a set of knowledge, skills, and behaviours that must be owned, lived, ruled, and actualized by the professionalism of teachers in performing the task. Linkages with teacher competency, Law no. 14 of 2005 mandates that the teaching profession is a specialized field of work carried out by the appropriate areas of their competency standards and the implementation of lifelong continuing professional development. While Finch and Crunkilton in Mulyasa defines competency as mastery of a task, skill, attitude, and appreciation necessary for the success [18]. Competency does not only contain the knowledge, skills and attitudes, but what is important is the application of knowledge, skills and attitudes that are required in the work. Furthermore, Robbins and Judge refer to competency as ability, ie the capacity of an individual to perform various tasks in a job [6]. That's assessment of what a person can do. The ability of individuals formed by two factors, namely intellectual abilities and physical abilities. Intellectual ability is the ability required to perform the mental activities. IQ tests, for example, is designed to ensure a person's general intellectual abilities. While the physical capabilities required is the ability to perform tasks that success demands stamina, dexterity, strength, and skill. Specific intellectual or physical ability required for an adequate job on a particular job. Competencies include doing something, not just passive knowledge. A teacher may be clever, but if they can not translate their versatility to the workplace conduct effective, intelligence is useless. So competency is not just knowing what to do.

Teacher performance assessment (*teacher performance appraisal*) is one step to formulate a program to improve teacher competencies effectively and efficiently. Beside must undergo a performance assessment, teachers-the teachers need to know the level of competency through competency testing. Competency test is intended to obtain information about the real conditions of teachers in the education and learning process. Based on the competency profile defined by a certain level of competency of teachers, as well as determine its feasibility. The Teacher Competency Test aims to map the competencies, as a basis for ongoing professional development activities (continuing professional development) as well as part of the performance appraisal process to get a complete picture of the implementation of all standards of competency. Activities to improve the competency of teachers have a rational and empirical considerations are strong, so it is accountable academically, morally, and professionalism. Thus, in addition to the results of performance appraisal, competency testing to be one of the main bases of teacher competency enhancement program design. Essence competency test focuses on four competencies that should be possessed by the teacher as described above, namely pedagogical, personality, social, and professional competency.

*Pedagogic competency* is the ability to be possessed of teachers regarding the characteristics of learners viewed from various aspects such as physical, moral, social, cultural, emotional, and intellectual. This implies that a teacher should be able to master the learning theories and principles of learning that educates as learners have the character, nature, and different interests. Teachers should be able to optimize the potential of learners to actualize his ability in the class, and must be able to conduct an assessment of the learning activities that have been carried out.

*Personality competency* namely the implementation of the task as a teacher is supported by a sense of pride to the task entrusted to him to prepare the nation's quality of future generations. Despite severe challenges and obstacles encountered in the implementation of the task, the teacher must remain steadfast in fulfilling their duties as an educator. Education is a process that is planned to have all progressed through the learning process. Teachers as educators must be able to influence the direction of the process in accordance with the values that are considered good and true in society. Teachers are required to be able to learn student about self-discipline, learning to read, love books, appreciate the time, learning how to learn, obey the rules, and learn how to do. Everything was going to be successful if teachers are also disciplined in carrying out their duties and obligations. Teachers must have the ability relating to the stability and integrity of the teacher's personality.

*Social Competency* that includes a teacher's ability to communicate, work together, get along sympathetic, and have a pleasant life. Teachers need to have the social skills to the community, in order to implement an effective learning process. Teachers in the public and is a role model that learners need to be replicated and is a role model in his life everyday.

*Professional competency* is a must-have capability of teachers in the planning and implementation of the learning process. Teachers have a duty to direct the activities of learners to achieve the learning objectives. The teachers are required to be able to convey the lesson material. Teachers should always update, and master the subject matter presented. Preparation of material self cultivated by seeking information through a variety of sources such as reading the latest books, access the internet, always follow the development and progress of the last of the material presented.

According to the opinion of Finch and Crunkilton above, that attitude is part of the competency, necessary for the success. While no real motivation other than one's attitude in working in the workplace, such as vibrant, diligent, tenacious, which can not be observed outside of the workplace. Basic motivation is human needs, which lead to a boost or not to behave in certain ways. This illustrates that a strong motivation will lead to a good attitude and finally produce a good competency as

Chapter 7 of Law No.14 of 2005 stated that the teaching profession and the profession of lecturer is a special field of work carried out by the following principles: (a) have the talent, interest, call the soul, and idealism; (b) is committed to improving the quality of education, faith, piety and noble character, and so on. Teaching profession is a specialized field of work carried out by the appropriate areas of their *competency standards*, which can be known through competency testing. This suggests that to seek a good teacher competency necessary to have a strong organisational commitment.

Social competency is a picture of a teacher's ability to communicate, work together, get along sympathetic, and have a pleasant life. This means that in order to seek a good teacher competency can also be done in the presence of communication (interpersonal) good. Based on the descriptions above can be concluded that competency is a set of knowledge and teaching skills of teachers in carrying out his professional duties as a teacher so that the purpose of education can be achieved with either.

Based on a theoretical foundation, then the hypothesis of this study are:

- (1) Interpersonal communication have a positive direct effect on organizational commitment;
- (2) Achievement motivation have a positive direct effect on organizational commitment;
- (3) Interpersonal communication have a positive direct effect on competency;
- (4) Achievement motivation have a positive direct effect on competency;
- (5) Organizational commitment have a positive direct effect on competency.

### III. METHODS

#### 3.1. Types of Research

This type of research is called the survey method, which belongs to the category of research "*explanatory or confirmatory*", ie research that explains the causal relationships and testing hypotheses.

#### 3.2. Population and Sample

The population in this study were elementary school teachers attendees Education and Training of Teaching Professional, at Junior High School Medan, which is numbering as many as 144 people. Furthermore, the determination of the sample based nomogram Herrera King by 105 people taken by random sampling.

#### 3.3. Data Collection Techniques

Data of interpersonal communication, achievement motivation and organizational commitment were collected by using a multiple-choice questionnaire Likert scale models, after first tested, namely to test validity and reliability. To test the validity is by formula Product Moment correlation, whereas for the reliability test is by Cronbach's Alpha formula. However special initial competency test data is the data documentation.

#### 3.4. Data Analysis Techniques

Hypothesis testing with path analysis after first tested the requirement analysis, the statistical of normality test with the One-Sample Kolmogorov-Smirnov Test and Variance Analysis linearity test is used to test the linearity of regression, with significance level  $\alpha = 0.05$ . To test the suitability of the theoretical models used to test the goodness of fit using Chi Square.

**IV. RESULTS**

Description of the data to be presented in this section include variable data Interpersonal Communication ( $X_1$ ), Achievement motivation ( $X_2$ ), Organisational Commitment ( $X_3$ ), and Competency ( $X_4$ ). The data is the result of quantification of respondents' answers to a questionnaire distributed to elementary teachers as the study sample. The number of questionnaires distributed were 105 sets according to the number of research samples. Description of data each variables are presented in summary in the following Table 1.

Based on the description of the data in Table 1 below can be concluded that: Overall it can be concluded that interpersonal communication of elementary school teachers tend to be in the *enough category*, achievement motivation of elementary school teachers tend to be in the *high category*, organisational commitment of elementary school teachers tend to be in the *enough category*, and the competency test of elementary school teachers tend to be in the *less category*.

Table 1. Description of Data Each Variable

		$X_1$	$X_2$	$X_3$	$X_4$
N	Valid	105	105	105	105
	Missing	0	0	0	0
Mean		97.8857	122.7714	94.3905	50.6262
Median		97.0000	122.0000	93.0000	50.0000
Mode		92.00 <sup>a</sup>	117.00	91.00	46.25
Std. Deviation		12.01627	8.64053	9.33510	5.13731
Variance		144.391	74.659	87.144	26.392
Range		66.00	43.00	42.00	24.25
Minimum		64.00	102.00	71.00	42.00
Maximum		130.00	145.00	113.00	66.25
Sum		10278.00	12891.00	9911.00	5315.75
Ideal Mean		90.00	87.00	72.00	50.00
Ideal Std. Deviation		20.00	19.33	16.00	16.67
Ideal Minimum		30.00	29.00	24.00	0.00
Ideal Maximum		150.00	145.00	120.00	100.00

Description:  $X_1$  = Interpersonal Communication  
 $X_2$  = Achievement Motivation  
 $X_3$  = Organisational Commitment  
 $X_4$  = Competency Test Results or Competency

Summary calculations of normality test with the *Kolmogorov-Smirnov Test* are shown in Table 2 below.

Table 2. Summary Calculation of Normality *Kolmogorov-Smirnov Test*

		$X_1$	$X_2$	$X_3$	$X_4$
N		105	105	105	105
Normal Parameters <sup>a,b</sup>	Mean	97.8857	122.7714	94.3905	50.6262
	Std. Deviation	12.01627	8.64053	9.33510	5.13731
	Absolute	.074	.067	.069	.119
Most Extreme Differences	Positive	.048	.050	.069	.119
	Negative	-.074	-.067	-.054	-.071
Kolmogorov-Smirnov Z		.759	.684	.708	1.220
Asymp. Sig. (2-tailed)		.613	.737	.698	.102

a. Test distribution is Normal.

b. Calculated from data.

Based on the summary of the results of calculations in Table 2 above indicated that Asymp. Sig (2-tailed) > 0.05, thus it can be concluded that the overall distribution of the data does not deviate from the normal distribution, means the assumption of normality was met

Summary of the results of linearity test and significance of the regression equation test for each pair of variables exogenous to endogenous variables are presented in Table 3 below.

Table 3. Summary of the Results of Linearity Test and Significance of the Regression Equation Test

No	Exogenous Variables to Endogenous Variables	Linearity Test			Regression Test of Significance		
		F <sub>h</sub>	Sig.	Status	F <sub>h</sub>	Sig.	Status
1	X <sub>1</sub> to X <sub>3</sub>	1.235	0.224	Linier	89.883	0.001	Significant
2	X <sub>2</sub> to X <sub>3</sub>	1.458	0.098	Linier	46.875	0.001	Significant
3	X <sub>1</sub> to X <sub>4</sub>	1.199	0.256	Linier	4.011	0.048	Significant
4	X <sub>2</sub> to X <sub>4</sub>	0.989	0.497	Linier	20.993	0.001	Significant
5	X <sub>3</sub> to X <sub>4</sub>	1.123	0.335	Linier	18.548	0.001	Significant

In Table 3 above linearity test indicated that for all significance values  $F_h > 0.05$  and to test the significance of regression all significance values  $F_h < 0.05$  means that the form of the relationship of exogenous variables with endogenous variables is linear so that the assumption of linearity was met.

Statistical computing of correlation and pathway coefficients with the follows testing are summarized in Table 4 below.

Based on Table 4 below it can be concluded that (1) a positive direct effect of interpersonal communication on organisational commitment, (2) achievement motivation have a positive direct effect on organisational commitment, (3) a positive direct effect of interpersonal communication to the competency, (4) the direct effect of achievement motivation positively to competency, and (5) a positive direct effect of organisational commitment on the competency of elementary school teachers of *Education and Training of Teaching Professional (ETTP)* participants.

Table 4. Summary of Statistics Computation of Correlation and Pathway Coefficient

No. Hypothesis	The correlation coefficient	Path Coefficient	t <sub>observ</sub>	significance	Description
1	$r_{13} = 0.683$	$\rho_{31} = 0.538$	6.475	0.000	Significant
2	$r_{23} = 0.559$	$\rho_{32} = 0.261$	3.136	0.002	Significant
3	$r_{14} = 0.194$	$\rho_{41} = 0.248$	2.001	0.048	Significant
4	$r_{24} = 0.411$	$\rho_{42} = 0.344$	3.139	0.002	Significant
5	$r_{34} = 0.391$	$\rho_{43} = 0.368$	2.955	0.004	Significant

Furthermore, based on the value of the correlation coefficient and path coefficient obtained from the calculation, the path diagram can be drawn fixed models or theoretical model that describe the relationship between variables causalistic research that determines the competency of elementary school teachers of *Education and Training of Teaching Professional (ETTP)* participants as in figure 3 below.

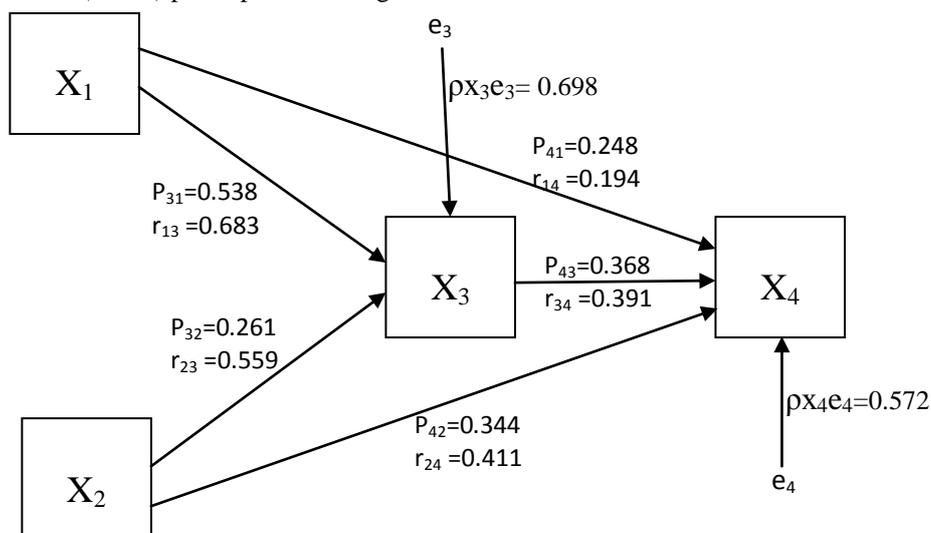


Figure 3. Theoretical Model of Research Variables

#### 4.1. Direct Effect and Indirect Effect

Shown in Table 5 below summarize the results of the direct effect of Interpersonal Communication (X<sub>1</sub>) and Achievement Motivation (X<sub>2</sub>) on Organisational Commitment (X<sub>3</sub>).

Table 5. Summary of Direct Effects of Interpersonal Communication ( $X_1$ ) and Achievement Motivation ( $X_2$ ) on Organisational Commitment ( $X_3$ ).

Variable	Direct Effect to	Total Effect
$X_1$	$X_3$	0.289
$X_2$	$X_3$	0.068
The amount of influence path throughly		0.357
The amount of influence that is not path throughly		0.643

Based on the data in Table 5 above it can be seen that the direct effect of Interpersonal Communication ( $X_1$ ) on Organisational Commitment ( $X_3$ ) is 0.289. Thus, the strength of Interpersonal Communication ( $X_1$ ) which directly determine changes of Organisational Commitment ( $X_3$ ) is 28.9%.

Based on the data in Table 5 above it can be seen that the direct effect of Achievement Motivation ( $X_2$ ) on Organisational Commitment ( $X_3$ ) is 0.068. Thus, the strength of Achievement Motivation ( $X_2$ ) which directly determine changes of Organisational Commitment ( $X_3$ ) is 6.8%.

Shown in Table 6 below summarize the results of the direct and indirect effect of Interpersonal Communication ( $X_1$ ), Achievement Motivation ( $X_2$ ), and Organisational Commitment ( $X_3$ ) on Competency ( $X_4$ ).

Table 6. Summary of Direct and Indirect Effects of Interpersonal Communication ( $X_1$ ), Achievement Motivation ( $X_2$ ), and Organisational Commitment ( $X_3$ ) on Competency ( $X_4$ )

Variable	Effect				Total Effect	Non Path	
	Direct to $X_4$	Indirect to $X_4$ through by				S	U
		$X_1$	$X_2$	$X_3$			
$X_1$	0.061	-	-	0.062	0.123	-	0.047
$X_2$	0.118	-	-	0.071	0.188	-	0.047
$X_3$	0.135	-	-	-	0.135	0.133	-
Total					0.446	0.133	0.094

Description: S = Spurious Component (Non Path)  
U = Unanalyzed Component

Based on the data in Table 6 above it can be seen that the total of direct and indirect effect of Interpersonal Communication ( $X_1$ ), Achievement Motivation ( $X_2$ ), and Organisational Commitment ( $X_3$ ) on Competency ( $X_4$ ) is 0.446. Thus, the strength of Interpersonal Communication ( $X_1$ ), Achievement Motivation ( $X_2$ ), and Organisational Commitment ( $X_3$ ) jointly determine changes of Competency ( $X_4$ ) is 0.446 or 44.6%, while the remaining in the Spurious components is 0.133 and Unanalyzed component is 0.094. So, total direct and indirect effect, Spurious, and Unanalyzed caused Interpersonal Communication ( $X_1$ ), Achievement Motivation ( $X_2$ ), and Organisational Commitment ( $X_3$ ) on Competency ( $X_4$ ) =  $0.446 + 0.133 + 0.094 = 0.673$  or 67.3%, while the effect of other factors outside of Interpersonal Communication ( $X_1$ ), Achievement Motivation ( $X_2$ ), and Organisational Commitment ( $X_3$ ) =  $1 - 0.673 = 0.327$  or 32.7% with path coefficient  $\rho_{x_4e_4} = \sqrt{1 - 0.673} = 0.572$ .

#### 4.2. Discussion

Based on the description of the data and testing hypotheses, so are the following discussions:

1. The *first finding* of study showed that the positive direct effect of interpersonal communication on organisational commitment with the path coefficient  $\rho_{31} = 0.538$  and based on the calculations, the direct effect of interpersonal communication on organisational commitment is 0.289. Thus, a positive direct effect of interpersonal communication on organisational commitment, which is 28.9% changes in organisational commitment can be determined by interpersonal communication.

The findings of this study support the notion Sopiah which states that interpersonal communication is a factor that affects the organisational commitment [19] and opinions Pertiwi which states that interpersonal communication affects organisational commitment [20]. To convey the intent and purpose of a lesson, then the teacher will try to communicate as best as possible so that students can understand. In foster organisational commitment, it is necessary to establish two-way communication within the organisation to communicate regardless of the opponent low.

2. The *second finding* of study showed that the positive direct effect of achievement motivation on organisational commitment with the path coefficient  $\rho_{32} = 0.261$  and based on the calculations, the direct effect of achievement motivation on organisational commitment is 0.068. Thus, a positive direct effect of achievement motivation on organisational commitment, which is 6.8% changes in organisational commitment can be determined by achievement motivation.

The findings of this study are consistent with the research of Agung who found that the positive direct effect of motivation on organisational commitment [13]. The findings of this study also supports the theory and Knicki

Kreitner who explains that the organisational commitment to fluctuate according to individual motivational factors [21], as well as *Integration Model of Organisational Behaviour* of Colquit, Lepine and Wesson who explains that motivation directly affects organisational commitment [22].

3. The *third finding* of research indicate that the positive direct effect of interpersonal communication on competency with the path coefficient  $\rho_{41} = 0.248$  and based on the calculation of the direct effect of interpersonal communication on competency is 0.061. Thus, a positive direct effect of interpersonal communication on competency, which is 6.1% changes in competency can be determined by the interpersonal communication. This is consistent with the meaning of social competency is a picture of a teacher's ability to communicate, work together, get along sympathetic, and have a pleasant life.
4. The *fourth finding* of research indicate that the positive direct effect of achievement motivation on competency with the path coefficient  $\rho_{42} = 0.344$  and based on the calculations, the direct effect of achievement motivation on the competency is 0.118. Thus, a positive direct effect of achievement motivation on competency, which 11.8% changes in competency can be determined by the achievement motivation. The findings of this study is accordance with the opinion of Finch and Crunkilton in Mulyasa which states that the real motivation of someone else is in working attitude in the workplace, such as passionate, diligent, tenacious, which can not be observed outside of the workplace [18]. While the attitude is part of the competency, necessary for the success. This illustrates that the direct effect of achievement motivation on competency.
5. The *fifth finding* of research indicate that the positive direct effect of organisational commitment on competency with the path coefficient  $\rho_{43} = 0.368$  and based on the calculations, the direct effect of organisational commitment on competency is 0.135. Thus, a positive direct effect of organisational commitment on the competencies, which 13.5% changes in competency can be determined by organisational commitment. The findings of this study in accordance with Chapter 7 of Law No. 14 of 2005 which states that the teaching profession and the profession of lecturer is a special field of work carried out by the following principles: (a) have the talent, interest, call the soul, and idealism; (b) is committed to improve the quality of education, faith, piety, and noble character, and so on. This illustrates that the presence of a strong organisational commitment will increase the competency of teachers.

Thus, the results of research by testing the hypothesis that receives the fifth hypothesis proposed research findings have discovered a new form of fixed models or theoretical models that describe the structure of a causal relationship between the variables of interpersonal communication, achievement motivation, organisational commitment, and competency of elementary school teachers of *Education and Training of Teaching Professional (ETTP)* participants as presented in Figure 3 Theoretical Model Research Variables.

## V. CONCLUSION

1. Interpersonal communication have a positive direct effect on organisational commitment of elementary school teachers.
2. Achievement motivation have a positive direct effect on organisational commitment of elementary school teachers.
3. Interpersonal communication have a positive direct effect on competency of elementary school teachers.
4. Achievement motivation have a positive direct effect on competency of elementary school teachers.
5. Organisational commitment have a positive direct effect on competency of elementary school teachers.

### 5.1. Implications

In connection with the research findings indicate that interpersonal communication, achievement motivation, and organisational commitment directly affect the competency of elementary school teachers of *Education and Training of Teaching Professional (ETTP)* participants, then:

1. Principals can make efforts to improve the competency of teachers to be effectively and efficiently as follows:
  - a. Fostering and guiding teacher of the importance of teacher competency as an effort to improve the quality of education.
  - b. Improve the competency of teachers through interpersonal communication between teachers and teachers, teachers with principals, teachers and supervisors, teachers and students, and teachers with other stakeholders.
  - c. Provide an opportunity for teachers to implement innovative ideas and implement them through the implementation of action research in order to improve the quality of learning in order to improve the quality of education.
  - d. Increasing achievement motivation of teachers through awards for outstanding teachers.
2. Teachers can make efforts to realize the expected increase in teacher competency effectively and efficiently as follows:
  - a. Following the education and training activities in the pedagogic, personality, social, and professional competency; regularly and scheduled.
  - b. Cooperating with the principal, teachers, students, and other stakeholders to improve interpersonal communication, achievement motivation, and organisational commitment.
3. The findings of this study indicate that interpersonal communication, achievement motivation and organisational commitment directly affect competency. This means that enrich the *educational management* to improve the

competency of teachers which can be done by improving interpersonal communication, achievement motivation and organisational commitment of elementary school teachers.

## RECOMMENDATIONS

1. As an effort to improve the teacher competency, should teachers and other education personnel receive an invitation of the principal to sit down by making decision and actions, are active in school work meetings, or informal discussions between principals and teachers, fellow teachers, and other school communities. The teachers are not waiting but proactive, and to develop an attitude that will do best in a sincere and true before others did so.
2. Principals can make the findings of this study for consideration in the development of human resources, particularly in improving the competency of teachers through the following activities:
  - a. Improved interpersonal communication between teachers and the school community and other stakeholders to improve the organisational commitment of teachers.
  - b. Increasing achievement motivation through rewards and additional incentives for teachers who excel.
  - c. Increased organisational commitment can be done with effort (a) provide opportunities and financial to teachers to participate in education and training related to learning tasks (b) provide an opportunity to increase their knowledge and ability for the teacher by giving permission to follow further education, and (c) give sympathetic attention to the problems faced by teachers, especially career advancement or promotion.
3. The results of this study can be used as a comparison to the relevant research in the future. For further research, it is necessary to study the competency of teachers by involving other relevant variables in order to improve the competency of teachers.

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