The effect of organizational structure, personality and work motivation on teacher organization commitments on International Islamic Education Council Foundation in Jakarta and Bekasi

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ABSTRACT

This research aims to analyze the influence of organizational structure, personality and work motivation on teacher organizational commitment to the International Islamic Education Council Foundation in Jakarta and Bekasi. This research uses a quantitative approach with a survey method. The sample used in this study were 84 teachers who determined simple random. The research data was obtained from questionnaires and analyzed using path analysis supported by descriptive statistical analysis. The results of this study indicate organizational structure, personality and work motivation had direct effect on organizational commitment; organizational structure and personality had direct effect on work motivation; organizational structure and personality had indirect effect on organizational commitment mediating by work motivation. Therefore, improving organizational structure, personality and work motivation can improve organizational commitment. The novelty of this research is in the form of a research model of the influence of organizational structure and personality on organizational commitment with work motivation mediation developed from previous relevant studies with research locations at the International Islamic Education Council (YIIEC) Foundation in Jakarta and Bekasi, 2019.

Keywords: organizational commitment, organizational structure, personality, work motivation

1. Introduction

The basic capital of national development is human resources (HR). In an organization, human is an element of work that has a central role which is very important for the development of the organization in order to make treatment of HR cannot be equated with other organizational resources. This is especially related to the existence of human resources who live full of dynamics, have feelings and a sense of responsibility as well as develop themselves. Given the very important role of HR, it is necessary to do all efforts optimally to maintain the commitment of HR organizations to be more effective and efficient for achieving organizational goals.
Commitment to the organization as the attitude of employees in identifying themselves with a particular organization and its objectives, and willing to maintain membership in the organization (Robbins, 2006). Commitment to the organization is more than a formal membership, because it includes the attitude of liking the organization and the willingness to seek a high level of effort for the interests of the organization for the achievement of goals.

In the context of education, especially schools, the teacher’s commitment to school is very important because generally teachers who have high organizational commitment will continue to strive for organizational progress. In this case, organizational commitment relates to main factors such as self-identification of organizational values, goals and objectives; involvement and self-willingness to try optimally for the benefit of the organization; and a strong desire to remain a member of the organization. All elements of the organizational commitment are very much needed, including the school organization as a learning center, especially to answer the challenges of local, national, regional and global civilizations.

However, in reality, the condition of teacher organizational commitment is not always high, so it cannot be relied upon to develop schools in response to the challenges of civilization and time. Teachers who work in schools under the auspices of the International Islamic Education Council in Jakarta and Bekasi, for example, do not all have high commitments, even some are classified as low. The results of the pre-research interviews with the Principal showed that the teacher’s commitment was insufficient to support the implementation of quality education, with indications: there were still teachers working in other places (schools or tutoring), using work hours for personal gain, were reluctant to check students homework, not caring about the progress of the school as a learning organization, unable to make new breakthroughs that support the progress of the school and improve the quality of education; being undisciplined, late in teaching and moving to another place (turnover). Documents at the International Islamic Education Council (YIIEC) Foundation in schools also show data on teacher and teacher turnover working elsewhere as in Table 1.

<table>
<thead>
<tr>
<th>Year</th>
<th>Moved work by self-desire</th>
<th>Year working part time</th>
<th>In other number of teachers moving work and working part time</th>
<th>Percentage of teachers moving work and working part time, to number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>39</td>
<td>9</td>
<td>48</td>
<td>106</td>
</tr>
<tr>
<td>2017</td>
<td>31</td>
<td>10</td>
<td>41</td>
<td>108</td>
</tr>
<tr>
<td>2018</td>
<td>28</td>
<td>12</td>
<td>40</td>
<td>107</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>31</td>
<td>129</td>
<td></td>
</tr>
</tbody>
</table>


Table 1 shows that many teachers have low organizational commitment. The condition is certainly not without reason, but at least influenced by a number of factors, including: organizational structure, personality, and work motivation.

First, the organizational structure is related to the teacher’s perception of aligning and connecting parts of an organization, so that the teacher can achieve maximum performance and influence the success of the organization in carrying out its strategies and objectives through the role of
professional human resources in evaluating and implementing organizational structures that include indicators: work specialization, chain of command, span of control, centralization, formalization. Teachers who can play a role in the constellation of organizational structures can be united and become part of a solid and still organizational structure to encourage an increase of organizational commitment. This is in accordance with the results of research conducted by Al-Qatawneh (2014), Holagh et al. (2014), and Oyinlade (2018) which show that organizational structure influences organizational commitment. However, the results of the pre-research orientation originating from interviews with teachers and principals and field observations showed that many teachers had a negative perception of the school’s organizational structure, so that it could disrupt the organization’s commitment to the school. For example, there are teachers who play a role and teach not in accordance with their educational background. That makes the person feel uncomfortable in working then try to find work in somewhere else. This condition shows that there is a problem of teachers’ negative perceptions of the organizational structure of schools that have the potential to reduce their organizational commitment so that it is important to be studied and researched scientifically.

Second, personality is the teacher’s assessment of his physical, mental, moral, and social qualities dynamically and integratedly manifested in a unique and stable way of thinking, feeling, and acting which characterize one’s response to a living situation, which is seen in conscientiousness, extraversion, agreeableness, emotional stability (openness to experience), emotional stability (openness to experience). If a teacher has a number of dimensions that are in good condition, stable and mature then it can support the improvement of organizational commitment. This is similar to the results of research by Abdullah et al. (2013), Farrukh et al. (2017), Erdheim et al. (2006), Herath & Shamila (2018), and Saufi et al. (2017) who prove that personality influences organizational commitment. However, the results of the pre-research orientation that came from interviews with teachers and principals and field observations showed that there were still many teachers who had ways of thinking and behaving that were not in accordance with educational needs and pursuits so that they could disrupt the organization’s commitment to school. For example, there are a number of teachers who is easily angered by students who have difficulty in understanding a lesson without considering that the problem comes from the teachers themselves such as the use of inappropriate teaching methods. This condition can be triggered by the actual conditions of teachers who have a diversity of ages, sexes, length of work, and educational and cultural backgrounds. These behaviors imply that the teachers have limit to their commitment to the attainment of school and education. This shows the existence of teacher personality problems that can have implications for organizational commitment so that it is important to be studied and researched scientifically.

Third, work motivation is the psychological power in a person who determines the direction of his behavior and the level of effort and perseverance in facing obstacles in the organization that manifest in the nature of work, responsibility for tasks, feedback and recognition, opportunities for growth and personal learning, and feelings achievement resulting from completing assignments. If the teacher has these dimensions then it can support an increase in organizational commitment. This is in accordance with the results of the study of Naquin & Holton (2002) and Koesmono (2015) which prove that work motivation influences work commitment. However, the results of the pre-research orientation stemmed from interviews with teachers and principals as wellField observations show that there are still many teachers who are less motivated in working among others because they teach subject that is not in accordance with their educational background, not getting feedback and recognition of the achievements, and having the lack of self-development opportunities provided by the school. This condition then reduces the motivation of teacher work so that it reduces the intensity of advancing school and education as a manifestation of the

Organization’s commitment to school and education. This condition shows that there are problems with teacher motivation that can lead to organizational commitment so it is important and urgent to be studied and researched scientifically.

On the other hand, some researches gap were found, which among others were shown in Panaccio & Vandenberghe’s (2012) study that personality influenced negatively toward organizational commitment, Chen et al. (2010) research which proved that motivation influenced personality, and Kamal & Ahluwalia’s (2017) research which proved that organizational commitment affects motivation. This shows the inconsistency of the results of previous studies that require a follow-up response through new research to find new confirmation that guarantees the consistency of the results of the study.

On the basis of the phenomenon on the background of the problem and the research gap above, it is interesting to examine the influence of organizational structure, personality, and work motivation on teacher organizational commitment to the International Education Council Foundation in Jakarta and Bekasi.

This research was conducted with the aim of obtaining valid and reliable data and information regarding the influence of organizational structure, personality, and work motivation on organizational commitment to the International Islamic Education Council Foundation in Jakarta and Bekasi.

2. Theoretical Review

Organizational structure is the perception of aligning and connecting parts of an organization, so that it can achieve maximum performance and influence the success of the organization in carrying out its strategy and objectives through the role of professional human resources in evaluating and implementing organizational structures (X1) (Colquitt et al., 2013).

Personality is an assessment of the physical, mental, moral, and social qualities dynamically and integrated which is manifested in a unique and stable way of thinking, feeling, and acting which characterizes one's response to a living situation (Variable X2), see Greenberg & Baron (2008).

Work motivation is a psychological power in a person who determines the direction of his behavior and the level of effort and perseverance in facing obstacles in the organization (Variable Y1), see Herzberg in Gomez-Meija et al. (2008).

Organizational commitment is the active participation of individuals as a form of involvement in the organization (Variable Y2), see Mowday et al. in Armstrong (2009).

3. Research Method

This study uses a quantitative approach. According to Neuman (2006), the purpose of quantitative research is to measure objective facts by focusing on research variables. Therefore reliability or consistency is the key to quantitative research, besides having to be value free or objective and free from situational contexts. While the method used is a survey, namely research that seeks to study large and small populations by selecting and reviewing selected samples from the population to find incidence, distribution, and relative interrelation of variables (Kerlinger, 2006).
The population of this study were all teachers at the International Islamic Education Council (YIIEC) Foundation in Jakarta and Bekasi, totaling 107 teachers (48 teachers in Jakarta and 59 teachers in Cikarang, Bekasi). For population 107, according to Slovin formula (Umar, 2006) with a 5% margin error a research sample is required with the following calculations:

\[ n = \frac{N}{1 + Ne^2} \]

where \( n \) is number of samples, \( N \) is total population, and \( e \) is error margin. We obtain

\[ n = \frac{107}{1 + 107 \times 0.05^2} = 84.42. \]

Referring to these calculations, the total sample of this study was 84 teachers. Sampling was carried out using the proportionate random sampling technique from two school locations as in Table 2.

<table>
<thead>
<tr>
<th>No</th>
<th>Branch / School Location</th>
<th>Population</th>
<th>Sampel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jakarta</td>
<td>48</td>
<td>( \frac{48}{107} \times 84 \approx 37 )</td>
</tr>
<tr>
<td>2</td>
<td>Bekasi</td>
<td>59</td>
<td>( \frac{59}{107} \times 84 \approx 47 )</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>107</td>
<td>84</td>
</tr>
</tbody>
</table>

Sampling is done in simple cak from two locations by lottery through random numbers. According to McMillan & Schumacher (2006), surveys are intended to study attitudes, beliefs, values, demographics, behavior, opinions, habits, desires, ideas and other types of information, which this study include: organizational structure, personality, work motivation and organizational commitment. Thus based on data, facts or information obtained through surveys can be described the condition of each research variable and known the influence of one variable on the other variables. With these conditions, this study uses a causal design. As exogenous variables are organizational structure and personality, while as endogenous variables are work motivation and organizational commitment.

4. Result and Discussion

The results of the calculation of path coefficients and t test of the influence of organizational structure and personality on work motivation and organizational commitment are as in Figure 1. The results of hypothesis testing are obtained with the following details.

![Figure 1. Path coefficient and T count effect of organizational structure and personality on work motivation and organizational commitment.](image)
4.1 Result

1. Direct effect of organizational structure on organizational commitments

Summary of results of calculation of path coefficients and t test to test the hypothesis of the direct effect of organizational structure on organizational commitment are as in Table 3. Based on the calculation results obtained path coefficients direct effect of organizational structure on organizational commitment = 0.17. The path coefficient obtained is positive so that the effect is directly proportional, meaning that a good organizational structure will increase organizational commitment. The calculated t count = 2.37, while the t table value for dk = 84 at α = 0.05 is 1.663. 

\[ t_{\text{count}} > t_{\text{table}} \]

so H0 is rejected and H1 is accepted. This means that the organizational structure has a positive and significant direct effect on organizational commitment.

<table>
<thead>
<tr>
<th>Sampel size (n)</th>
<th>Path coefficient</th>
<th>( t_{\text{count}} )</th>
<th>( t_{\text{table}} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>0.17</td>
<td>2.37*</td>
<td>1.663</td>
</tr>
</tbody>
</table>

* Significant path coefficient (\( t_{\text{count}} = 2.37 > t_{\text{table}} = 1.663 \) at \( \alpha = 0.05 \))

2. Direct effect of personality on organizational commitment

A summary of the results of the calculation of the path coefficient and t test to test the hypothesis of the direct effect of personality on organizational commitment is shown in Table 4. Based on the calculation of the path coefficient for the direct effect of personality on organizational commitment, the path coefficient is obtained = 0.26. Positive path coefficient shows that personality enhancement will be followed by increased organizational commitment. The \( t_{\text{count}} \) obtained is 3.84 and the t-value for dk = 84 at \( \alpha = 0.01 \) is 2.337. The \( t_{\text{count}} > t_{\text{table}} \) gives the meaning that H0 is rejected and H1 is accepted. This means that personality has a positive and very significant direct effect on organizational commitment.

<table>
<thead>
<tr>
<th>Sampel size (n)</th>
<th>Path coefficient</th>
<th>( t_{\text{count}} )</th>
<th>( t_{\text{table}} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>0.26</td>
<td>3.84**</td>
<td>1.663</td>
</tr>
</tbody>
</table>

** The path coefficient is very significant (\( t_{\text{count}} = 3.84 > t_{\text{table}} = 2.371 \) at \( \alpha = 0.01 \))

3. Direct effect of work motivation on organizational commitment

The results of the calculation of path coefficients and t-test of the direct effect of work motivation on organizational commitment are presented in Table 5. Path coefficient direct effect of work motivation on organizational commitment = 0.60. Positive path coefficient means increased work motivation will be followed by increased organizational commitment. While the value of \( t_{\text{count}} \) obtained is 10.42, and the value of \( t_{\text{table}} \) for dk = 84 at \( \alpha = 0.01 \) is 2.371. \( t_{\text{count}} > t_{\text{table}} \), so H0 is rejected and H1 is accepted. This implies that work motivation has a positive and very significant direct effect on organizational commitment.

<table>
<thead>
<tr>
<th>Sampel size (n)</th>
<th>Path coefficient</th>
<th>( t_{\text{count}} )</th>
<th>( t_{\text{table}} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>0.60</td>
<td>10.42</td>
<td>2.371</td>
</tr>
</tbody>
</table>

** The path coefficient is very significant (\( t_{\text{count}} = 10.42 > t_{\text{table}} = 2.371 \) at \( \alpha = 0.01 \))

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**Table 3.** Path and \( t_{\text{count}} \) coefficients direct effect of organizational structure on organizational commitments.

**Table 4.** Path and \( t_{\text{count}} \) coefficients direct effect of personality on organizational commitment.

**Table 5.** Path and \( t_{\text{count}} \) coefficients direct effect of work motivation on organizational commitment.
Table 5. Path and $t_{count}$ coefficients direct effect of work motivation on organizational commitment.

<table>
<thead>
<tr>
<th>Sampel size (n)</th>
<th>Path coefficient</th>
<th>$t_{count}$</th>
<th>$t_{table}$</th>
<th>$\alpha = 0.05$</th>
<th>$\alpha = 0.01$</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>0.60</td>
<td>10.42**</td>
<td>1.663</td>
<td>2.371</td>
<td></td>
</tr>
</tbody>
</table>

** The path coefficient is very significant ($t_{count} = 10.42 > t_{table} = 2.371$ at $\alpha = 0.01$)

4. Direct effect of organizational structure on work motivation

Summary of the results of the calculation of path coefficients and t-test of the direct effect of organizational structure on work motivation are as in Table 6. The calculation results show the path coefficient of the influence of organizational structure on work motivation = 0.48. Positive path coefficients prove that improving organizational structure will lead to increased work motivation. While the value of $t_{count}$ obtained is 3.85, and the value of $t_{table}$ for $dk = 84$ at $\alpha = 0.01$ is 2.337. $t_{count} > t_{table}$ which means H0 is rejected and H1 is accepted. This means that the organizational structure has a positive and very significant direct effect on work motivation.

Table 6. Path and $t_{count}$ coefficients direct effects of organizational structure on work motivation.

<table>
<thead>
<tr>
<th>Sampel size (n)</th>
<th>Path coefficient</th>
<th>$t_{count}$</th>
<th>$t_{table}$</th>
<th>$\alpha = 0.05$</th>
<th>$\alpha = 0.01$</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>0.48</td>
<td>3.85**</td>
<td>1.663</td>
<td>2.371</td>
<td></td>
</tr>
</tbody>
</table>

** Significant path coefficient ($t_{count} = 3.85 > t_{table} = 2.371$ at $\alpha = 0.01$)

5. Direct effect of personality on work motivation

The results of the calculation of path coefficients and t-tests of the direct influence of personality on work motivation are seen in Table 7. The calculation of the path coefficient for the direct effect of personality on work motivation is obtained by the path coefficient = 0.28. Positive path coefficient indicates that personality enhancement will be followed by increased work motivation. Meanwhile value the $t_{count}$ obtained is 2.27 and the $t_{value}$ for $dk = 84$ at $\alpha = 0.05$ is 1.663. The value of $t_{count} > t_{table}$ means that H0 is rejected and H1 is accepted. This means that personality has a positive and significant direct effect on work motivation.

Table 7. Path and $t_{count}$ coefficients direct effect of personality on work motivation.

<table>
<thead>
<tr>
<th>Sampel size (n)</th>
<th>Path coefficient</th>
<th>$t_{count}$</th>
<th>$t_{table}$</th>
<th>$\alpha = 0.05$</th>
<th>$\alpha = 0.01$</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>0.28</td>
<td>2.27*</td>
<td>1.663</td>
<td>2.371</td>
<td></td>
</tr>
</tbody>
</table>

* Significant path coefficient ($t_{count} = 2.27 > t_{table} = 1.663$ at $\alpha = 0.05$)

6. Indirect effects of organizational structure on organizational commitment with mediation of work motivation

The summary of the results of the calculation of path coefficients and t tests of the indirect effect of organizational structure on organizational commitment with work motivation mediation are as in Table 8. The path coefficient of the indirect influences of organizational structure on organizational commitment by mediating work motivation = 0.29. The path coefficient is positive which means that the improvement of the organizational structure supported by work motivation will have an impact on increasing organizational commitment. The $t_{count}$ obtained is 3.61, and the $t_{table}$ value for $dk = 84$ at $\alpha = 0.01$ is 2.337. $t_{count} > t_{table}$ which means H0 is rejected and H1 is accepted.
This means that the organizational structure has a positive and very significant indirect effect on organizational commitment by mediating work motivation.

**Table 8. Path and tcount coefficients indirect effects of organizational structure against organizational commitment with mediation of work motivation.**

<table>
<thead>
<tr>
<th>Sampel size (n)</th>
<th>Path coefficient</th>
<th>tcount</th>
<th>ttable α = 0.05</th>
<th>α = 0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>0.29</td>
<td>3.61**</td>
<td>1.663</td>
<td>2.371</td>
</tr>
</tbody>
</table>

**The path coefficient is very significant (tcount = 3.61 > ttable = 1.663 at α = 0.05)**

7. **Indirect effects of personality on organizational commitment with mediation of work motivation**

The summary of the results of the calculation of path coefficients and t tests of personality indirect effects on organizational commitment with work motivation mediation are as in Table 9. The path coefficient of personality indirect influence on organizational commitment by mediating work motivation = 0.17. The path coefficient is positive which means that personality improvements supported by work motivation will have an impact on increasing organizational commitment. The tcount obtained is 2.22, and the t-value for dk = 84 at α = 0.05 is 1.663. tcount > ttable which means H0 is rejected and H1 is accepted. This implies that the personality has a positive and significant indirect effect on organizational commitment by mediating work motivation.

**Table 9. Path coefficients and tcount indirect personality influences against organizational commitment with mediation of work motivation.**

<table>
<thead>
<tr>
<th>Sampel size (n)</th>
<th>Path coefficient</th>
<th>tcount</th>
<th>ttable α = 0.05</th>
<th>α = 0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>0.17</td>
<td>2.22*</td>
<td>1.663</td>
<td>2.371</td>
</tr>
</tbody>
</table>

Significant path coefficient (tcount = 2.22> ttable = 1.663 at α = 0.05)

4.2 **Discussion**

1. **Direct effect of organizational structure on organizational commitments**

The results of this study indicate that the organizational structure has a positive and significant direct effect on organizational commitment. This indicates that the high and low commitment of employees to the organization is determined or influenced by the organizational structure. Organizational structure is aligning and connecting parts of an organization, so that it can achieve maximum performance and influence the success of the organization in carrying out its strategies and objectives through the role of professional human resources in evaluating and implementing organizational structures, as seen in: job specialization), chain of command (chain of command), span of control (span of control), centralization (centralization), formalization (formalization). When the organizational structure is well conditioned and contains aspects of work specialization, chain of command, range of control, centralization, and formalization, then this can increase organizational commitment, namely identification and attachment of someone to the organization, which is reflected in the acceptance of values and goals of the organization, readiness, and willingness to work seriously on behalf of the organization, and the desire to maintain membership in the organization (Griffin & Moorhead, 2014). The results of Al-Qatawneh (2014) and Holagh et al. (2014) research also show that organizational structure influences organizational commitment. Thus, the findings of this study are appropriate, support and confirm the results of previous studies that the organizational structure has a positive and significant effect on organizational commitment with teacher settings at the International Islamic Education Council (YIIEC) Foundation in Jakarta and Bekasi.
2. Direct effect of personality on organizational commitment
The results of this study also show that personality has a positive and very significant direct effect on organizational commitment. Every employee has a different work behavior depending on his personality, which is a dynamic and integrated physical, mental, moral and social quality that is reflected in a unique and stable way of thinking, feeling, and acting that characterizes a person’s response to life situations based on indicators: prudence, extraversion, hospitality, emotional stability, openness to experience (Greenberg & Baron, 2008). If the personality manifested in prudence, extraversion, hospitality, emotional stability, openness to experience are in good condition, then it can affect organizational commitment, namely the active participation of individuals as a form of involvement in the organization, which is seen in the acceptance of values organizational values and objectives, readiness, and willingness to strive seriously on behalf of the organization, and the desire to maintain membership in the organization (Griffin & Moorhead, 2014). The results of Erdheim et al. (2006), Abdullah et al. (2013), Kappagoda (2013), Ziapour et al. (2017) and Herath & Shamila (2018) also show that personality influences organizational commitment. Thus, the findings of this study are appropriate, supportive and confirm the results of previous studies that personality has a positive and significant effect on organizational commitment with teacher settings at the International Islamic Education Council (YIIEC) Foundation in Jakarta and Bekasi.

3. Direct effect of work motivation on organizational commitment
The results of this study also show that work motivation has a positive and very significant direct effect on organizational commitment. One of the factors that can determine organizational commitment is work motivation. Motivation is very important because motivation can encourage the achievement of organizational goals. Work motivation is a psychological force in a person who determines the direction of his behavior and the level of effort and perseverance in dealing with obstacles in the organization manifested in the nature of work, responsibility for tasks, feedback and recognition, opportunities for personal growth and learning, and feelings of achievement resulting from the completion of the task (Herzberg in Gomez-Meija et al., 2008). When the employee motivation that is manifested in the indicators is well conditioned, it can encourage an increase in organizational commitment, namely the identification and attachment of someone to the organization with indicators of acceptance of the values and goals of the organization, readiness, and willingness to try with seriously on behalf of the organization, and the desire to maintain membership in the organization (Griffin & Moorhead, 2014). The results of the study of Naquin & Holton (2002) and Koesmono (2015) also show that work motivation influences organizational commitment. Thus, the findings of this study are appropriate, support and confirm the results of previous studies that work motivation has a positive and significant effect on organizational commitment with teacher settings at the International Islamic Education Council (YIIEC) Foundation in Jakarta and Bekasi.

4. Direct effect of organizational structure on work motivation
The results of this study also indicate that the organizational structure has a positive and significant direct effect on work motivation. In the context of work, motivation is one of the important factors that drives an employee to work diligently. Work motivation can be realized well if it is influenced by the organizational structure, namely aligning and connecting parts of an organization, so that it can achieve maximum performance and influence the success of the organization in carrying out its strategy and objectives through the role of professional human resources in evaluating and implementing organizational structures. measured by indicators: specialization of work (work specialization), chain of command (chain of command), span of control (span of control), centralization (centralization), formalization (formalization) (Colquitt et al., 2013). If the school
organization can condition the organizational structure well through its indicators, then it can have an impact on increasing work motivation, namely the psychological strength in a person who determines the direction of his behavior and the level of effort and perseverance in facing obstacles in the organization, manifested in the nature natural work, responsibility for tasks, feedback and recognition, opportunities for personal growth and learning, and feelings achievement resulting from the completion of the task (Herzberg in Gomez-Meija et al., 2008). The results of the research by Hutabarat (2015) and Sagala et al. (2018) also show that organizational structure influences work motivation. Thus, the findings of this study are appropriate, support and confirm the results of previous studies that the organizational structure has a positive and significant effect on work motivation with teacher settings at the International Islamic Education Council (YIIEC) Foundation in Jakarta and Bekasi.

5. Direct effect of personality on work motivation
The results of this study also show that personality has a positive and significant direct effect on work motivation. One of the factors that can influence employee / employee work motivation is personality. Personality is a dynamic and integrated physical, mental, moral and social quality that is manifested in a unique and stable way of thinking, feeling, and acting which characterizes one’s response to life situations, based on indicators: prudence, extraversion, hospitality, stability emotional, openness to experience (Greenberg & Baron, 2008). When the personality of each employee such as prudence, extraversion, hospitality, emotional stability, openness to experience can be well conditioned then it can stimulate work motivation, namely psychological strength in a person who determines the direction of behavior and the level of effort and perseverance in facing obstacles in the organization which includes the nature of work, responsibility for tasks, feedback and recognition, opportunities for personal growth and learning, and feelings of achievement resulting from the completion of tasks (Herzberg in Gomez-Meija et al., 2008). The results of Furnham et al. (1999) and Judge & Ilies (2002) research also show that personality influences work motivation. Thus, the findings of this study are appropriate, support and confirm the results of previous studies that personality has a positive and significant effect on work motivation with teacher settings at the International Islamic Education Council (YIIEC) Foundation in Jakarta and Bekasi.

6. Indirect effects of organizational structure on organizational commitment with mediation of work motivation
The results of this study also indicate that the organizational structure has a positive and very significant indirect effect on organizational commitment by mediating work motivation. This shows the vital existence of work motivation in mediating the influence of organizational structure on organizational commitment. This gives a strong indication that when the organizational structure is manifested in aligning and connecting parts of an organization so as to achieve maximum performance and influence the success of the organization in carrying out its strategy and objectives through the role of professional human resources in evaluating and implementing the organizational structure reflected in job specialization, chain of command, range of control, centralization, formalization (Colquitt et al., 2013), and at the same time work motivation is also in high conditions that are reflected in the psychological strength in someone who determines the direction of behavior and level of effort and perseverance in dealing with obstacles in the organization which include the nature of work, responsibility for tasks, feedback and recognition, opportunities for personal growth and learning, and feelings of achievement resulting from the completion of tasks (Herzberg in Gomez-Meija et al., 2008), then it can trigger an increase in teacher organizational commitment that surfaces in the form of identification and attachment of a person to the organization with indicators of acceptance of the values and goals of the organization,
readiness, and willingness to try seriously on behalf of the organization, and the desire to maintain membership in the organization (Griffin & Moorhead, 2014). This finding is in line and in line with and confirms the results of research on the influence of organizational structure on organizational commitment carried out by Al-Qatawneh (2014), Holagh et al. (2014) and the influence of organizational structure on work motivation carried out by Hutabarat (2015) and Sagala et al. (2018), and the results of research on the effect of work motivation on organizational commitment carried out by Naquin & Holton (2002) and Koesmono (2015) with teacher settings at the International Islamic Education Council (YIIEC) Foundation in Jakarta and Bekasi.

7. Indirect effects of personality on organizational commitment with mediation of work motivation
The results of this study also show that personality has a positive and very significant indirect effect on organizational commitment by mediating work motivation. This shows the vitality of work motivation in mediating the influence of personality on organizational commitment. This provides a strong indication that when a personality manifests in a dynamic and integrated individual physical, mental, moral and social quality manifested in a unique and stable way of thinking, feeling, and acting that characterizes a person’s response to a living situation, based on indicators: prudence, extraversion, hospitality, emotional stability, openness to experience (Greenberg & Baron, 2008), and at the same time work motivation is also in high conditions that are reflected in the psychological strength in a person who determines the direction of his behavior and the level of effort and perseverance in facing obstacles in the organization which include the nature of work, responsibility for tasks, feedback and recognition, opportunities for personal growth and learning, and feelings of achievement resulting from the completion of tasks (Herzberg in Gomez-Meija et al., 2008), then it can mimic increase teacher organizational commitment that surfaces in the form of identifying and attaching someone to the organization with indicators of acceptance of organizational values and objectives, readiness, and willingness to strive seriously in the name of the organization, and the desire to maintain membership in the organization (Griffin & Moorhead, 2014). This finding is appropriate and in line and confirms the results of research on the influence of personality on organizational commitment carried out by Erdheim et al. (2006), Abdullah et al. (2013), Kappagoda (2013), Ziapour et al. (2017), Herath & Shamila (2018) and the influence of personality on work motivation carried out by Furnham et al. (1999), and Judge & Ilies (2002), and the results of research on the effect of work motivation on organizational commitment carried out by Naquin & Holton (2002) and Koesmono (2015) with teacher settings at the International Islamic Education Council (YIIEC) Foundation in Jakarta and Bekasi.

However, compared to the results of previous studies, the findings of this study have a number of differences that represent the novelty of this study. First, the model. The research model of the influence of organizational structure and personality on organizational commitment with mediation of work motivation is proven to be fit and significant for all causal influences, both direct influence, indirect influence and total influence, so that it is a new finding that is different from the results of previous studies that are used as references in this study. In this context, the results of this study are the development of a model from previous relevant studies. Second, location. This research was conducted in Indonesia, by taking the object of research at educational organizations managed by the community, namely the International Islamic Education Council (YIIEC) Foundation in Jakarta and Bekasi. Third, time. This research was conducted in 2019, so it has a different time dimension compared to previous studies.

With these three different powers, the results of this study have novelty, especially the model of the influence of organizational structure and personality on organizational commitment with work motivation mediation which can theoretically enrich the research and literature in the field of
management, especially education management, and practically reliable as a model for increasing teacher organizational commitment through organizational structure, personality and work motivation.

5. Conclusion

Based on the data, analysis and discussion described, the conclusions obtained in this study are as follows:

1. Organizational structure has a positive and significant direct effect on organizational commitment. This finding shows that improving organizational structure can increase the commitment of teacher organizations of the International Islamic Education Council Jakarta and Bekasi Foundation.

2. Personality has a positive and very significant direct effect on organizational commitment. This finding shows that personality improvement can increase the commitment of teacher organizations of the International Islamic Education Council Jakarta and Bekasi Foundation.

3. Work motivation has a positive and very significant direct effect on organizational commitment. These findings indicate that improving work motivation can increase the commitment of teacher organizations of the International Islamic Education Council Jakarta and Bekasi Foundation.

4. Organizational structure has a positive and significant direct effect on work motivation. These findings indicate that improving organizational structure can increase the motivation of teacher work at the Foundation for International Islamic Education Council Jakarta and Bekasi.

5. Personality has a positive and significant direct effect on work motivation. These findings indicate that personality improvements can increase the motivation of teacher work at the International Islamic Education Council Jakarta and Bekasi Foundation.

6. Organizational structure has a positive and very significant indirect effect on organizational commitment by mediating work motivation. This finding shows that improving organizational structure can increase the commitment of teacher organizations of the International Islamic Education Council Jakarta and Bekasi Foundation with the support of work motivation.

6. Personality has a positive and significant indirect effect on organizational commitment by mediating work motivation. This finding shows that improvement of personality can increase the commitment of teacher organizations of the International Islamic Education Council Jakarta and Bekasi with the support of work motivation.

References


