THE IMPACT OF ORGANIZATIONAL CULTURE AND WORK MOTIVATION ON WORKING PERFORMANCE WITH COMMITMENT AS A MEDIATING VARIABLES: A Brief Study at Yasmu Vocational School Gresik, East Java, Indonesia

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Abstract

Teacher commitment is an important factor affecting teacher performance, the purpose of this study is to determine the effect of Organizational Culture and Work Motivation on Teacher Performance with Commitment as a mediating variable in SMK Yasmu Gresik. This study used a quantitative approach with descriptive methods. The population and sample were 43 Yasmu Vocational High School teachers. The data analysis technique used in this study is Path Analysis by IBM SPSS Statistics 22. The results showed that: (1) There is a significant impact between organizational culture and teacher commitment. (2) There is a significant impact between work motivation and teacher commitment. 3) There is a significant impact between organizational culture on teacher performance. (4) There is a significant impact between work motivation on teacher performance. (5) There is a significant impact between teacher commitment to teacher performance. (6) Organizational culture has a positive and significant effect on teacher performance indirectly through commitment as a mediating variable. (7) Work motivation has a positive and significant effect on teacher performance indirectly through commitment as a mediating variable. From these results states that commitment as a mediating variable and has a greater impact on improving teacher performance than the direct impact of the relationship of these variables.

Keywords: Culture, Work Motivation, Teacher Performance

1. Introduction

By the time this research was carried out, the world was shocked by the outbreak of a disease caused by a virus called corona or known as Covid19 (corona virus diseases-19). The virus that first plagued Wuhan China has also spread throughout the world, as well as Indonesia. Thousands of people exposed to the virus and even thousands of people who have died from the virus. This pandemic also has an impact in all areas of life including education, to break the chain of spread of the virus starting in March 2020 face-to-face education is stopped, in exchange for which the government imposes home learning. This technology-based online systems certainly require educational institutions, teachers, students and even parents to be tech-

savvy. Learning facilities that can be used include Zoom application, google classroom and whatsapp social media.

The generation faced by educators at Yasmu Vocational High School s currently known as the Millennial Generation. They are bonded with technology, their use of social media are very intense, they seek everything from them like entertainment, political, and sports. Their other demographic characteristics are creative, spoiled, selfish, smart, innovative, and literate in technology. Looking for anything that is not boring. In dealing with this generation, a new approach is needed that is in accordance with their characteristics. The figure needed for the millennial generation is a teacher who is able to exemplify attitudes, behavior and technology literacy.

The teacher is the dominant factor in relation to improving the quality of education because an integral part of the education system as a whole is directly involved in the teaching and learning process. The professionalism of a teacher is reflected in the suitability of the teacher in teaching. In this connection, it is necessary to improve the quality of teacher performance in developing the quality of education and learning.

The impact of covid-19, the government also imposes social distancing and physical distancing so that there is a cultural shift in educational institutions like there are no more hand shaking with others and replacing them with cupping hands on chest while bending over and all the residents are also required to follow health protocols while in the school.

Teachers who are highly motivated, they will understand what is being done, enthusiastic at work, work happily without any pressure and are able to give the best results. Providing encouragement in the form of motivation from superiors to subordinates that is carried out continuously will create good relationships between superiors and subordinates.

Teachers who are given encouragement will feel cared for, valued, and feel involved in organizational activities, then will grow commitment to the organization. Of course, the process of commitment takes a long time, and there are many factors that impact it, for example motivation. According to Mar'at (2000: 87), the commitment of an employee is influenced by several factors such as motivation, compensation, training, the function of a leader, a climate of cooperation, morale, and conflicts that occur in an office. The commitment of teachers to school institutions as an organization is a condition felt by teachers that can lead to strong positive behavior towards the work organization that is owned and is related to identification and loyalty to the organization.

2. Theoretical Background

2.1. Human Resource Management

Human Resource Management, is an important asset in an organization that is not only included in the company philosophy but also the strategic planning process. The definition of human resource management according to Mondy (2010: 4-5) is the utilization of individuals to achieve organizational goals, therefore managers from each level must pay attention to human resources. Basically all managers get things done by delegating tasks to employees that requires effective human resources.

According to Hasibuan (2011:89) management is the science and art of managing the process of utilizing human resources and other sources effectively and efficiently to achieve certain tasks. Resource management is the utilization of appraisal development, provision of remuneration and management of individual members of organizations or groups or workers. Resource management human beings include the design and implementation of planning systems, employee arrangement, career management, performance evaluation, and employee relations.

Based on the opinions of several experts above, human resource management can be defined as a process of utilization or the process of handling problems faced by employees, workers, managers or other workers to increase organizational activities to achieve the goals the organization/institution wants to achieve.

2.2. Organization Culture

Organizational culture is a philosophy based on a life virtues that is made up of shared values, beliefs and assumptions about how people should behave and interact, how decisions should be made and how work activities should be carried out. Implementing an organizational culture in an institution or organization is meaningfull job, because this will change the attitudes and behavior of human resources in order to achieve high work productivity. In addition (Taliziduhu Ndraha, 2005: 208) defines organizational culture as a group of basic thoughts or mental programs that can be used to improve work efficiency and human cooperation owned by a group of people.

Based on the above opinion, can be concluded that teacher's organizational culture is a habit, values, traditions, which are carried out by teachers in carrying out their duties or obligations. These habits, values and traditions can be seen from the way teachers understand their work, attitudes and behaviors at work.

The values and beliefs in the implementation of organizational culture have a very important role in influencing performance patterns, because these values and beliefs are used as a basis or reference in the process of implementing work in an organization or institution.

2.3. Working Performance

Working performance is a learning process that could develop better regulair employees activities or teachers in this case. In carrying out their duties, the teacher must be guided by the existing curriculum and adapted to school conditions, the teacher also provides manners that can be applied in everyday life, because the current curriculum must be able to provide changes in student behavior attitudes. Teachers are also required to always develop their abilities that support learning activities.

According to Martinis Yamin and Maisah (2010:36) teacher performance is a behavior or response that produce outcome refer to what they have in their assignments. In addition, performance can also be interpreted as the result of teacher achievement in carrying out based tasks skills, experience, time, output which is reflected both in quality and quantity. Professional teachers should have all the basic competencies before they carry out their duties and responsibilities. Teacher competencies, which include pedagogical, personal, social, and professional competencies, should be understood by all teachers so that learning objectives can be maximally realized. A teacher should also be able to provide an example of life in a school

setting and community environment. In this digital era of the Industrial Revolution 4.0, teachers are also required to have competence and mastery of digital literacy so that they can carry out learning that uses ICT (Information and Communication Technology). Mastery of on-line learning resources recognizes various kinds of program applications in computers to support learning activities, so that teachers must develop their abilities according to the developments of science and technology. From these various opinions it can be concluded that teacher performance is teacher achievement in an educational institution in accordance with their duties and responsibilities in achieving educational goals based on competence, skills, experience, and sincerity in carrying out teaching and learning activities.

2.4. Motivation

According to Hasibuan (2005:48) there are two methods of motivation, namely direct motivation, which is motivation given directly to each individual or employee to meet their needs or satisfaction, for example giving praise, bonuses and services. Indirect motivation is motivation provided in the form of facilities that support the smooth running of tasks so that employees feel at home or excited in carrying out their duties.

Work motivation aims to foster a strong will in carrying out the tasks assigned by the principal. Through motivation so that teachers can work well so as to encourage teachers to take initiative and be innovative and improve their performance. Work motivation indicators developed from Mc. Cleland's, Hasibuan (2000: 149-167) are as follows:

1. Motive consisting of:
   a) Fair and fair wages
   b) Opportunities for advancement and promotion
   c) Recognition as an individual
   d) Security at work.
   e) Good workplace
   f) Acceptance in groups
   g) Fair treatment
   h) Awards in achievement.
2. Expectations consisting of:
   a) Good working conditions
   b) Feelings of being involved
   c) Discipline is wise
   d) Full appreciation for the completion of work
   e) Loyalty of leaders to teachers
   f) A sympathetic understanding of personal matters.
3. Incentives consisting of:
   a) Instrinsic, namely the completion of achievement achievements
   b) Extrinsic, namely financial between personal and promotion

From the above opinion it can be concluded that motivation is an impulse from within or from outside a person to do a task as well as possible because of the need, or, willingness, encouragement and effort of a person who directs his behavior to carry out his duties and

responsibilities properly because he wants get rewarded, establish cooperation, reward, self-actualize and get satisfaction in the work environment.

2.5. Definition of Commitment

Commitment is an attitude that reflects the extent to which an individual knows and is tied to the organization. Commitment is a high promise that someone will devote himself to education seriously under any circumstances. Commitment reflects a bond or promise to himself to always serve and be loyal to the organization or school where he works so that he will feel comfortable in carrying out tasks so that the desired goals can be achieved properly. According to Meyer, Allen and Smith (Setiawati 2007) organizational commitment is a strong willingness of organizational members to stay, work and have a sense of belonging to the organization. Commitments can be voluntary and forced, depending on the situation of each individual, carrying out a commitment is a form of responsibility towards oneself and others. There are three organizational components, namely:

 a) Affective component, is to stay attached and loyal both emotionally and psychologically to the organization with the following indicators: feeling happy in the organization and loyalty to the organization.

 b) Continuous Component, is the desire to be part of the organization based on profit and loss considerations with the following indicators: considering continuing to work in the organization and calculating losses if leaving the organization.

 c) Normative component, is a reflection of a person's responsibility to be part of the organization with the following indicators: Willingness to work and responsibility to advance the organization.

Factors Affecting Commitment

Commitment of employees in the organization does not just happen but through a long process and through stages. Employee commitment in the organization is also determined by several factors. According to Steers, there are three factors that affect employee commitment in the organization, namely;

 a) Personal characteristics of performance including tenure in the organization and a variety of different needs and wants of each employee.

 b) Job characteristics such as job identity and opportunities to interact with colleagues in the organization.

 c) Work experience such as past reliability of the organization and the way employees express and discuss their feelings about the organization.

According to Alien and Meyer (1990:63) there are three factors that impact organizational commitment:

 a) Personal characteristics are divided into two variables, namely demographic variables and dispositional variables. Demographic variables are gender, age, marital status, education level and length of time a person has worked in the company. While the dispositional variables of personality and values given by members of the organization,

the dispositional variables must be stronger with organizational commitment because of differences in opinion of each member in the organization.

b) Organizational characteristics are organizational structure, discussion design within the organization and how the organizational conversation is socialized.

c) Organizational experience which includes the satisfaction and motivation of organizational members during the organization, the role in the organization and the relationship between the organization and its supervisors.

Characteristics of Teacher Commitment

Glickman (Burhanudin, et al 1997: 124) describes the characteristics of professional teacher commitment there are four:

a) The high level of attention to students and students
b) The amount of time and energy expended
c) Work as much as possible for others.

Teachers have a professional duty in carrying out the mandate, teachers must be able to place their abilities according to the field being handled, teachers have humanitarian tasks as well as sociability. Based on the description above, it can be concluded that teacher commitment is the desire of teachers to maintain membership in school organizations and strive to work hard and spend time also paying attention to the condition of students to achieve school organizational goals and achieve goals and improve the quality of educators.

2.6. Organizational Culture Relationship with Commitment

Organizational culture is also closely related to employee commitment. According to Sopiah (2008: 155) employee commitment is a dimension of behavior that can be used to assess the tendency of employees to stay as members of the organization. A good organizational culture will increase the sense of belonging and commitment of organizational members to the organization and its workgroup (Robbins and Judge, 2009: 36). The results that have been done also show that there is a positive impact between organizational culture and teacher performance. This is as Bernardin and John (2007) state that a good organizational culture will create optimal performance, just as performance is a record of output on certain work functions or activities over a certain period of time. It can be concluded that the implementation of a good and optimal organizational culture will lead to commitment to educators and it is expected to increase loyalty and a sense of belonging to the institution so as to make every effort to improve the quality of the institution.

2.7. Relationship between Motivation and Commitment

According to Mar'at (2000: 87), that a person's work commitment is influenced by several factors such as motivation, compensation, training, the function of a leader, a climate of cooperation, morale and conflicts that occur in an office. According to Mar'at (2000:41), teacher morale is an indication of teacher commitment. Mar'at states that teachers with high commitment are those who have high morale, and vice versa. High morale is characterized by high discipline, work interest, enthusiasm and high motivation to work, motivated to think creatively and imaginatively, consequently and always trying to find alternatives in teaching methods. Teachers

with low morale will show disciplinary behavior, are only fixated on one teaching method, are less creative, have less effort, and lack motivation.

According to Hasibuan (2014: 219), motivation is the provision of a driving force that creates a person's enthusiasm for work, so that they are willing to cooperate, work effectively and integrate with all their efforts to achieve satisfaction and create commitment to an organization/institution. Motivation is one of the factors that determine a person's commitment, with high motivation it will lead to teacher creativity and can create interesting teaching as well as doing innovative things for the progress of the institution so as to increase teacher commitment to the institution.

2.8. Relationship between Organizational Culture and Performance

Husaini (2009) explains that teachers have a very important role in determining the quantity and quality of learning. The principles of work in good performance are to uphold honesty, to carry out the maximum learning process, to have a high sense of responsibility, to have a clear goal, to concentrate on results and to work together, to have a continuous work pattern, and always make continuous improvements. Sutrisno (2010) defines organizational culture as a set of systems of values, beliefs, assumptions, or norms that have long been valid, agreed upon, and followed by members of an organization as code of conduct and solving organizational problems. This is as Bernardin and John (2007) state that a good organizational culture will create optimal performance, just as performance is a record of output on certain work functions or activities over a certain period of time.

2.11. Relationship between Motivation and Performance

Mulyasa's opinion (2004: 120) "Employees (teachers) will work seriously if they have high motivation. If he has positive motivation, he will show interest in having attention, and want to participate in a task or activity. In accordance with this opinion, teachers who are successful in teaching are because they are less motivated to teach so that they have an impact on decreasing teacher productivity or performance. For this reason, the role of the principal is needed to motivate teachers to improve their performance. Many factors affect performance, including environment, management behavior, job design, performance appraisal, feedback on wage administration funds (Supardi, 2014: 50). A person's performance is greatly influenced by the ability, motivation, and opportunity factors, meaning that performance is a function of ability, motivation and opportunity (Robbins & Judge, 2012: 281). Teacher performance can be shown from the teacher's ability to master the required competencies, namely pedagogical competence, personality competence, social competence, and professional competence (Law Number 14 of 2005).

2.12. The Relationship between Commitment and Teacher Performance

The commitment of the teacher to the school institution as an organization is basically a condition that is felt by the teacher that can lead to strong positive behavior towards the work organization that is owned and is related to identification and loyalty to the organization and its goals. Commitment to work is a multidimensional perspective in the form of the development of organizational commitment theory. The results that have been done also show that there is a

positive impact between commitment and teacher performance. Organizational commitment according to Gibson, et. Al in (Adrianti, 2015) is an identification of the feeling, involvement, and loyalty shown by workers to the organization or organizational unit. Organizational commitment is shown in an attitude of acceptance, a strong belief in the values and goals of an organization for the achievement of organizational goals. Organizational commitment according to Meyer and Allen in (Fajar, 2012).

2.13. Conceptual Framework
Based on the previous literature review, a theoretical framework can be made about the factors that affect teacher performance. The research framework is presented in Figure 1
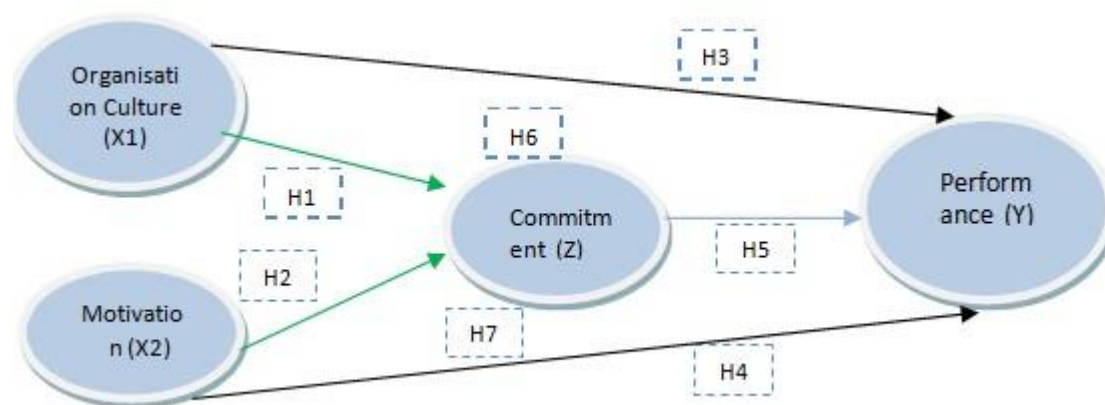
3. Hypothesis
Based on the previous conceptual framework and theoretical background, the research are as follows:
H1: Organizational culture has impact on commitment
H2: Working motivation has impact on commitment
H3: Organizational culture has impact on working performance
H4: Working motivation has impact on working performance
H5: Commitment has impact on working performance
H6: Organizational culture has impact on working performance
   through commitment as a mediating variable
H7: Work motivation has impact on working performance through commitment as a mediating variable

4. Research Method
Research desisgn use In this study is a quantitative approach, which is using saturated sample namely the Yasmu Vocational School located in Gresik area within East Java Province in Indonesia. This research using all 43 teachers in Yasmu Vocational School. Data analysis techniques use fpor this study is path analysis. Path analysis is one of multivariate statistic

measurement to determine the causal relationship, with the aim of explaining the direct or indirect effect between the independent variables and the dependent variable.

5. Result
5.1. Hypothesis Test
The results of testing the hypotheses proposed in this study are briefly shown in Table 1 below :

Tabel 1
Hasil Pengujian Hipotesis

NO	Variabel Tested	B	t	Sig	Remarks
1	Organisation Culture -> Comitment	0.579	4.064	0.000	Significant
2	Working Motivation -> Comitment	0.457	3.512	0.001	Significant
3	Organisation Culture -> Working Performance	0.446	2.885	0.006	Significant
4	Working Motivation -> Working Performance	0.508	4.030	0.000	Significant
5	Comitment -> Working Performance	0.645	5.361	0.000	Significant
6	Organisation Culture -> Comitment -> Working Performance	0.594	4.143	0.000	Significant
7	Working Motivation -> Comitment -> Working Performance	0.504	3.849	0.000	Significant

The result on direct impact coefficient between research variables can be seen from the value of the path coefficient and critical point (CR) which is significant at α = 0.05. The results of model testing as shown in the table above indicate that all path coefficients have a significant effect. When compared between mediating variables, it appears that the impact of Organizational Culture on Performance has the highest path coefficient of 0.594 compared to the work motivation variable on the teacher performance variable. From these results, it can be concluded that commitment will be able to act as a mediating variable on performance.

The Impact of Organizational Culture on Teacher Commitment
The results of the research that has been carried out in the previous chapter indicate that organizational culture has an impact on teacher commitment, this is indicated by testing the hypothesis that has been stated to be significant. This result means that the better the implementation of organizational culture, the more the teacher's commitment increases. The implementation of a low organizational culture will lead to low teacher commitment. Based on

the calculated mean value as presented in the sub-chapter of the respondent's responses, it appears that the implementation of Organizational Culture gets high scores, where the statement of mutual respect for fellow colleagues is the highest point among other items.

The Effect of Work Motivation on Teacher Commitment

The results of the research that has been done in the previous chapter show that work motivation has an impact on teacher commitment, this is indicated by testing the hypothesis that has been stated to be significant. This result means that the higher the work motivation value, the higher the teacher's commitment. Low levels of assessment of motivation also reduce teacher commitment. Based on the calculated mean value as presented in the sub-chapter of the respondent's response, it appears that the level of work motivation gets a high score from the respondent.

In terms of teacher commitment, the researcher also found the same thing based on the mean calculated teacher performance in the research respondents that was high and the score had exceeded the mean value of the calculated work motivation. This means that good motivation will increase teacher commitment so that the goals and targets of the institution are achieved because teachers know their duties and obligations.

The Impact of Organizational Culture on Teacher Performance

The results of research that have been carried out in the previous chapter indicate that organizational culture has an impact on teacher performance where it is shown by testing hypotheses that have been stated to be significant. This result means that the higher the level of organizational culture values, the higher the teacher's performance. The low level of organizational culture assessment will automatically the level of teacher performance appraisal is also low because every behavior that is done while in school will reflect good or bad performance. Based on the calculated mean value as presented in the sub-chapter of the respondent's responses, it appears that the level of Organizational Culture has received a very high score, where the statement of mutual respect for fellow colleagues is the highest point among other items. Overall items forming Organizational Culture get a high assessment.

In terms of teacher performance, researchers also found the same thing that happened to organizational culture, where based on the calculated mean teacher performance in the research respondents was very high even though in value it had exceeded the calculated mean value.

Effect of work motivation on working performance

The results of research that have been carried out in the previous chapter indicate that work motivation has an impact on teacher's working performance where it is shown by testing the hypothesis that has been stated to be significant. This result means that the higher the level of work motivation scores, the higher the teacher's performance. A low level of motivation assessment will automatically assess the level of teacher performance because every action taken during school will reflect good or bad performance. Based on the calculated mean value as presented in the sub-chapter of the respondent's responses, it appears that the level of work motivation has received a very high score where the statement of obtaining the appropriate incentive they receive is the highest point among other items.

The Effect of Commitment on Teacher Performance

The results of research that have been carried out in the previous chapter indicate that commitment has an impact on teacher's working performance. This means that the higher the commitment of the teacher, the higher the teacher's performance. Low commitment will automatically result in low teacher's working performance because every behavior carried out during school will reflect good or bad performance. Based on the mean value calculated as presented in the sub-chapter of the respondents' responses, it appears that the level of commitment has received very high scores where the statement is continuous and always support the long term goals of the school among the other items. Overall items forming teacher commitment can improve teacher's working performance.

The findings above illustrate that teacher commitment has a significant effect on teacher's working performance, especially if that commitment is carried out continuously. This is in line with the opinion of Sopiah (2008: 156), arguing that employees have a high commitment if, have confidence and accept the goals and values of the organization, desire to strive towards achieving organizational goals, and have a strong desire to remain as a member of the organization.

The Impact of Organizational Culture on working performance with commitment as a mediating variable

The results of research that have been conducted in the previous chapter indicate that organizational culture has an impact on teacher performance with commitment as a mediating variable where it is shown by testing hypotheses that have been stated to be significant. This result means that the higher the level of Organizational Culture values, the higher the teacher's performance will be and is also accompanied by a growing commitment from a teacher himself. The low level of organizational culture assessment will automatically the level of teacher performance appraisal is also low because every behavior carried out during school will reflect good or bad performance and also there is no strong commitment in a teacher. Based on the average value count as presented in sub The respondent's chapter shows that the level of commitment has received very high scores where the statement is continuous and always supports the long-term goals of the school among other items.

The results of research that have been carried out in the previous chapter indicate that work motivation has an impact on teacher performance with commitment as a mediating variable where this is indicated by testing the hypothesis that has been stated to be significant. This result means that the higher the level of work motivation scores, the higher the teacher's performance is and is also accompanied by a growing commitment from a teacher himself. The low level of organizational culture assessment will automatically the level of teacher performance appraisal is also low because every behavior that is carried out while in school reflects good or bad performance and there is also no strong commitment in a teacher. Based on the average value count as presented in sub The respondent's chapter shows that the level of commitment has received very high scores where the statement is continuous and always supports the long-term goals of the school among other items.

6. Conclusions and Implications

The results of the present study have several and important implications for theory and further research. First, since limited studies had been conducted focusing on the impact of organizational culture to teachers' organizational behaviors (Huey Yiing & Zaman Bin Ahmad, 2009; Sarros, Cooper, & Santora, 2008; Hartnell, Ou, & Kinicki, 2011), the present study, therefore extends this line of inquiry by examining the impact of organizational culture to specific important teachers' organizational behaviors such as organizational commitment and working performance. The result confirms previous studies on organizational culture that indeed, this important indicator plays a very vital role in the sustainability and development of private schools (Zheng Yang, & McLean, 2010), employee retention (Chew & Chan, 2008), and organizational cultural values (Naranjo-Valencia, Jimenez-Jimenez, & Sanz-Valle, 2011; Ravasi & Schultz, 2006). Second, since most empirical evidence on the impact of organizational culture to teachers' organizational behavior had been conducted mostly in Indonesia, this study gave very important information since it also extends its inquiry in developing countries by taking Yasmu vocational high school here in Gresik, in East Java Province as a case study.

With these results, it is then suggested that more research be conducted focusing on other types of Higher Educational institutions in Indonesia such as government owned and private schools in order to confirm the claim of the present study and previous studies of the universality of clan as the dominant organizational culture of Higher Education institutions across different nations. Third, one of the major contributions of this study is that it addresses major gaps in literature since no research studies have systematically examined the impact of organizational culture on teachers' organizational commitment and working performance in a single study in educational settings. Most studies conducted in education had studies the impact of organizational culture on either of these two organizational behaviors (Lund, 2003; Huey Yiing, & Zaman Bin Ahmad, 2009). And based on the findings of this present study, one can already see the high impact of organizational culture to teachers' organizational commitment and also a slight effect of organizational culture to teachers' working performance in school setting taking Vocational Higher Education institutions in the Indonesia as a case study.

From this perspective, educational managers and administrators can use the information arising out of the findings of the present study to come up with strategies and initiatives to further improve programs and activities focusing on enhancing and developing teachers' organizational commitment and more importantly their working motivation. Furthermore, in terms of theoretical perspective, the study gave insights on how organizational culture affects and influences teachers' organizational commitment and working motivation. However, organizational culture explains and accounts only for some portion of these two teachers' organizational behaviors. It can then be stressed that other in addition to organizational culture, other factors and indicators may impact teachers' organizational commitment and working motivation. It is then highly recommended that future research try to explore the impact of other organizational variables such as supervisory support, communicated vision and mission, schools and community relations, and other school-related variables to teachers' organizational commitment and working motivation.

Furthermore, the findings of the study also have important implications for educational administrators and policy-makers. The results clearly stressed how organizational culture foster high level of organizational commitment and even a positive relationship to working motivation of teachers. These findings have an important implication in terms of teachers' training and development of school administrators in Indonesia. Furthermore, the results of the study can also serve as a guide for educational human resource managers in coming up with frameworks, evaluation and assessment sheets, and initiatives that will further enhance the organizational culture of institutions that will eventually lead to a higher level of commitment and eventually even a higher level of working motivation.

And finally, the study will also serve as a mirror to see the status of their teachers along their commitment especially along their working motivation since many studies had been concluding that working motivation plays an important role in enhancing student learning and in the delivery of quality instructions (Ololube, 2006; Houston, Meyer, & Paewai, 2006). In summary, it is hope that this study has made a vital contribution in understanding the impact of organizational culture to teachers' organizational commitment and working motivation in Indonesia educational context especially among Vocational Higher Education institutions. Thus, this study serves as a basis in stimulating further research and studies on the exploration of organizational culture on teachers' organizational behaviors and outcomes in the Indonesia and elsewhere.

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