THE EFFECT OF ORGANIZATIONAL CLIMATE, REWARDS AND EMPLOYMENT MOTIVATION ON ORGANIZATIONAL COMMITMENT OF SMA AND SMK TEACHERS IN MANADO CITY, NORTH SULAWESI PROVINCE

by Sophia Pongoh

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Sophia Pongoh
Jerry R. H. Wuisang
Allen A.Ch. Manongko

Sophia Pongoh, *Lecturer in Economic Education Department Economic of Faculty Manado State University*

Jerry R. H. Wuisang, *Lecturer in Economic Education Department Economic of Faculty Manado State University*
Email: jerrywuisang@unima.ac.id

Allen A.Ch. Manongko, *Lecturer in Economic Education Department Economic of Faculty Manado State University*

ABSTRACT

This research was conducted in SMA/SMK Manado to analyze the effect of organizational climate, rewards, and work motivation on organizational commitment. A survey with a sample of 209 randomly selected teachers was conducted. The data analysis applied the path analysis.

Hasil penelitian menggambarkan bahwa peningkatan komitmen para guru terhadap organisasi yaitu sekolah yang menjadi tempat mereka mengajar tidak hanya dilakukan secara parsial. Tetapi secara simultan ketiga variable menunjukkan bahwa pengkondisian tentang iklim kerja atau suasana kerja atau lingkungan di mana para guru melakukan pekerjaan dan pemberian imbalan baik berupa uang maupun bukan uang yang dinilai berharga atau berarti oleh para guru, akan dapat memberikan motivasi kepada guru untuk melakukan pekerjaan mereka. Dengan imbalan yang memberikan kepuasan atau memuaskan kebutuhan para guru, akan menggerakkan dan mengarahkan perilaku para guru ke arah tujuan bersama yang telah ditetapkan.

Hal ini ternyata sesuai dengan kerangka konseptual yang telah dibangun melalui kerangka berpikir yang didasarkan pada teori yang digunakan. Hasil ini meyakinkan peneliti bahwa komitmen organisasi dipengaruhi baik langsung maupun tidak langsung oleh iklim organisasi, imbalan, dan motivasi kerja guru SMA/SMK di Kota Manado.

This study found that: (1) organizational climate has a direct effect on work motivation, (2) rewards have a direct effect on work motivation, (3) organizational climate has a direct effect on organizational commitment, (4) rewards directly affect organizational commitment, (5) organizational climate indirectly affect organizational commitment through work motivation, (6) rewards indirectly affect on organizational commitment through work motivation, (7) work motivation directly affect on

organizational commitment. The findings indicate that changes in organizational commitment are influenced by organizational climate, rewards, and work motivation. The higher the organizational climate, the rewards, and the work motivation, the higher the organizational commitment.

KEYWORDS: organizational climate, rewards, motivation, organizational commitment, senior/vocational school teachers, Manado City

Introduction

Teacher quality tends to decrease. This needs to be addressed wisely and responded positively to improve teaching ability. The National Education System Law article 39 paragraphs 1 and 2 stated that teachers are professions. As professionals, teachers must be experts in their fields. The Law on teacher and lecturers requires that teachers have four competencies: professional competence, personal competence, social competence, and pedagogic competence. It emphasizes that teachers are personnel with competence in their fields.

A high student learning outcomes are the longing of every teacher. The learning process largely determines the success of education at any institution or school. Teachers, students, and learning devices are inseparable elements in teaching and learning activities in schools. Teachers are professionals who serve as planners and implementers of learning programs. In this responsibility, teachers must commit to carrying out their duties, through which they can carry out their duties with satisfactory results. It is not enough for teachers to only master learning components in school learning activities. A teacher is essentially a guide for teaching and learning activities in schools, through whom students are given guidance to acquire knowledge, attitudes/values, and skills and transform them in everyday life. Teachers help students through a learning process that is designed to be systematic, continuous, and measurable.

Teachers in the learning process must master various learning strategies to manage the interaction between teachers and students and create a conducive atmosphere, making the learning process more effective. In order to create a conducive and fun learning atmosphere, teacher commitment is a determining factor.

According to [1], the learning process is a student's path to understanding something previously unknown. The learning process is a complex thing. It is called so because it occurs in a person who carries out learning activities without being seen outwardly. Therefore, teachers need to manage learning activities to facilitate the student learning process. Teachers can manage the learning activities if they have personal and other professional abilities and are highly committed to their job.

Skills in professional work are strongly supported by the theory they have learned. A professional must learn a lot, read, and explore the theory of the profession they are involved. A profession is not permanent; it is constantly changing according to human needs. Therefore, teachers are always required to carry out self-development in the context of professional development.

The pedagogical ability determines the success of the learning process in schools. Learning and teaching is complex phenomenon. Everything matters – every word, thought, action, and association – and to what extent teachers change the environment, presentation, and teaching design, so far is the learning process. Not infrequently, learning activities become scary, or a heavy burden for students, caused by a stressful learning environment to be followed.

In Manado City, there are private schools and public schools, in which not all of the teaching staff are teachers appointed by the government as Civil Servants (PNS). Some teachers are appointed by the foundation as honorary teachers in some private and public schools. The foundation or the organizing school makes the payment of salaries. In addition, there are also teachers whose status is civil servants but are not permanent teachers at the school. They are only temporary teachers who

teach in other schools with various motives. However, the most important thing is to find additional income for the teachers. It is necessary to explore teachers' organizational commitment who teach in SMA and SMK in Manado City. This is essential because they are also responsible for educating the nation's life as the goal of national education.

In the city of Manado, there are 53 senior high schools and 26 vocational schools with 1717 teachers. They are given the task and responsibility to educate students to become smart citizens. To achieve it, the Government pays earnest attention to allocating several funds. Various completeness of learning facilities continues to be pursued, enabling the learning process to occur according to the required educational standards. Teachers are also continuously provided with briefing or training, including in the use of information technology.

Although various efforts to achieve a maximum learning process have been made, not all quality schools can compete. Only certain schools have become excellent schools in the community, while the most have poor quality and need improvement.

It is common to find classes that do not carry out the learning process within certain hours as the teachers do not come. Learning activities are carried out with unqualified learning patterns, such as taking notes while teachers are not in the classroom. Teachers were likely to gather more in teacher's room and chat rather than entering classes. This is contradictory to the education program through the pillars of Indonesian education.

This illustrates the teachers' responsibility and organizational commitment. It is necessary to determine the factors of teachers' low organizational commitment. Theoretically, various factors that result in low organizational commitment can be studied, such as principal leadership, availability of facilities, salaries, incentives, organizational climate, division of tasks, workload, and professionalism.

Various limitations for efforts to solve or become breakthroughs for solutions become obstacles in efforts to solve problems of organizational commitment from teachers SMA/SMK in Manado City. The low organizational commitment will lead to low learning outcomes as students do not achieve the competencies they must have according to the curriculum targets.

There are so many factors that affect organizational commitment. They are principal leadership style, school organizational culture, teacher incentives, teacher job satisfaction, etc. Due to the wide range of factors, this research is limited to three dominant factors as variables: organizational climate, rewards, and work motivation.

Theoretical Study

Organizational Commitment

[2]stated that the real change in classical thinking about an organizational structure is generally recognized as the work of Chester Bernard. It is explained that formal organization is a system of consciously coordinated activities of two or more people. [3] explained that an organization is a system of people, not a mechanically engineered structure. Humans are not boxes on an organizational chart, forming a formal organization. It is different from [4], defining an organization as a machine to achieve goals or as a small society with a social and cultural structure or breaking through the resource environment. [5] stated that an organization is a tool used by people to coordinate their actions to get something they want or appreciate.

[6], organisasi merupakan kumpulan orang yang bekerja bersama untuk mencapai tujuan bersama (atau kelompok besar). Hal yang sama dikemukakan oleh Shafritz, Rissell dan [7]bahwa organisasi merupakan kumpulan orang yang bekerja bersama-sama untuk mencapai tujuan bersama.

[8] bahwa organisasi merupakan kelompok orang yang bekerja saling tergantung bagi tujuan tertentu. Sedangkan menurut [9], organisasi merupakan sistim sosial terstruktur yang terdiri atas kelompok dan individu yang bekerja bersama untuk memenuhi sasaran yang disepakati. Lebih dari itu, organisasi juga dipandang sebagai: alat yang digunakan oleh orang untuk mengkoordinasikan tindakan mereka guna memperoleh sesuatu yang mereka inginkan atau hargai yaitu untuk mencapai tujuan mereka [10]dan satuan sosial yang diarahkan pada tujuan, dirancang sebagai sistem aktivitas yang terstruktur dan sengaja dikoordinir, dan berkaitan dengan lingkungan ekstern.

[9] memandang komitmen sebagai hasil dari investasi atau kontribusi terhadap organisasi, atau suatu pendekatan psikologis yang menggambarkan suatu hal yang positif, keterlibatan yang tinggi, orientasi intensitas tinggi terhadap organisasi. [9]melihat komitmen sebagai derajat kepedulian karyawan dan kontribusinya terhadap keberhasilan organisasi.

[11]menyatakan bahwa komitmen organisasi adalah suatu tingkat atau derajat identifikasi diri pegawai dengan organisasi dan keinginan keinginannya untuk meneruskan partisipasi aktifnya dalam organisasi. [11] mendefinisikan komitmen organisasi sebagai kekuatan relatif dari identifikasi individu bersama dan keterlibatanya dengan organisasi. Sementara itu [12] memberikan batasan yang lebih luas dengan menyatakan bahwa komitmen organisasi adalah kekuatan pegawai dalam mengidentifikasikan keterlibatan dirinya ke dalam bagian organisasi, yang dapat ditandai: penerimaan terhadap nilai-nilai dan tujuan organisasi, kesiapan dan kesediaan untuk berusaha dengan sungguh-sungguh atas nama organisasi, dan keinginan untuk mempertahankan keanggotaan didalam organisasi (menjadi bagian dari organisasi).

[13]memandang komitmen organisasi dalam tataran yang sempit yang melibatkan tiga sikap yaitu: (1) suatu rasa identifikasi dengan tujuan-tujuan organisasi *(a sense of identfication with the organizations goals),* (2) suatu perasaan keterlibatan dalam kewajiban-kewajiban organisasi *(a feeling of involvement in organizational duties)*, dan (3) suatu perasaan loyalitas terhadap organisasi (a feeling of loyalty for the organization). Ada beberapa tingkat (level) komitmen organisasi yaitu organisasi, termasuk di atas. Komitmen tersebut diperlukan untuk membangun organisasi supaya solid dalam menghadapi tuntutan lingkungan, terutama dari para pelanggan dan

Organizational Climate

Organizational climate or work atmosphere can be visible/physical and invisible/emotional. According to [14], organizational climate is a working atmosphere experienced by members of the organization. It is one of the external factors that affect organizational commitment. The external factor referred to as Herzbert's theory is interpersonal relationships in the work environment. Climate is a metaphor, figuratively a form of speech in which a term or phrase with a clear meaning is applied to different situations to express a similarity.

[15]iklim organisasi merupakan gabungan persepsi-persepsi, mengenai peristiwa hubungan interpersonal, perilaku manusiawi, respon pegawai terhadap pegawai lain, harapan-harapan, konflik-konflik antarpesona, dan kesempatan bagi pertumbuhan dalam organisasi. [16] menerangkan bahwa iklim fisik mempengaruhi cara hidup manusia, pakaian yang digunakan, rumah yang kita bangun, alat angkutan yang digunakan, jenis tumbuhan dan hewan di tempat tersebut.

[17]bahwa iklim organisasi adalah lingkungan mana di dalam mana para pegawai organisasi melakukan pekerjaan mereka. Masing-masing organisasi memiliki budaya, tradisi, dan metode tindakannya sendiri yang secara keseluruhan menciptakan iklimnya.

Rewards

Organizations provide rewards for employees to motivate their performance and encourage their loyalty and retention. Organizational rewards take several forms, including monetary (bonus, incentive pay), rewards, and benefits. Penghargaan organisasi memiliki sejumlah bentuk yang berbeda meliputi uang (gaji, bonus, gaji insentif) penghargaan, dan benefit. [18] mengatakan bahwa penghargaan organisasi memiliki sejumlah bentuk yang berbeda meluputi uang (gaji, bonus, insentif) dan penghargaan. Salah satu penghargaan adalah pengakuan, dimana selain gaji dan kepuasan kerja, pengakuan atas kinerja merupakan hal penting. Bahkan di Los Angeles seorang petugas kebersihan diberi hadiah suatu simbol sapu emas untuk penghargaan atas kerja kerjanya.

Uang telah lama dipandang sebagai penghargaan dan untuk beberapa orang hal itu lebih penting daripada apa pun yang diberikan suatu organisasi termasuk sekolah. [19] menemukan melalui penelitian mereka bahwa pekerja telah menempatkan gaji bagus pada urutan paling atas pada daftar faktor pekerjaan yang penting. Hal ini sangat berkebalikan dengan pekerja industri, yang memosisikan pekerjaan yang menarik sebagai urutan pertama (dan gaji yang bagus di posisi lima). Jadi, peran uang sebagai penghargaan akan berbeda-beda menurut individu dan industri, tetapi satu hal yang pasti adalah uang merupakan penghargaan yang penting.

Reward also affects performance. Experts use different terms to represent rewards that apply in organizations including private educational organizations. [20]preferred to use 'compensation,' which refers to all forms of financial results and tangible benefits employees receive as part of an employment relationship. Likewise, [21] used the same term. According to Daft, compensation refers to (1) all monetary payments and (2) all goods or commodities used based on the value of money to reward employees. It differs from [22], who used the term reward with a broader meaning. According to him, a reward system includes various organizational activities aimed at allocating compensation and benefits to employees in return for efforts and contributions made to achieve organizational goals. We use the term reward with consideration that it includes a broad understanding, which in essence is a form of remuneration given to teachers for their efforts to achieve organizational goals.

[23] menguraikan bahwa sasaran utama imbalan adalah: (1) menarik orang yang berkualifikasi untuk bergabung dalam organisasi; (2) mempertahankan karyawan untuk tetap bekerja; (3) memotivasi karyawan mencapai prestasi tinggi.

Work Motivation

Every leader of an organization expects his/her organization members to do a good job. The job can be done well if the workers do the job with high motivation. According to [24], motivation exists within persons driving them to meet specific goals. The motivation process consists of several stages:

1) the emergence of an unmet need that causes an imbalance (tension) in a person trying to reduce it by behaving in a certain way

2) seeking ways to satisfy these needs/wants

3) directing behavior towards achieving goals or achievements in chosen ways, supported by one's abilities, skills, and experience

4) an achievement assessment carried out by oneself or another person (superiors)

5) rewards or punishments depending on achievement evaluation

6) assessing the extent to which behavior and rewards have satisfied his or her needs

If the motivation cycle has satisfied the needs, a balance or satisfaction of certain needs is obtained. However, if there are needs remain umet, there will be a repetition of the motivation cycle with the same or different behavior.

Teori motivasi pada dasarnya dapat digolongkan menjadi dua yaitu teori kepuasan *(content theories)* dan teori proses *(process theories)*. Teori kepuasan tentang motivasi berkaitan dengan faktor yang ada dalam diri seseorang yang memotivasinya [25]. Sedangkan teori proses berkaitan dengan bagaimana motivasi itu terjadi atau bagaimana perilaku itu digerakkan.
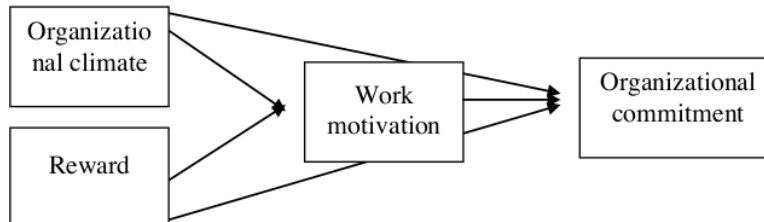
Framework of thinking

Figure 1: The theoretical model of research

Research Hypothesis

Based on this framework, we formulate the research hypothesis:
1. There is a direct effect of organizational climate on the work motivation of SMA/SMK in Manado City
2. There is a direct effect of reward on work motivation
3. There is a direct effect of organizational climate on organizational commitment
4. There is a direct effect of rewards on organizational commitment
5. There is a direct effect of work motivation on organizational commitment

Research Methodology

This study aims to analyze the direct and indirect effect of organizational climate, rewards, and work motivation on organizational commitment. This research was conducted at Senior High School (SMA) and Vocational High School (SMK) in Manado City from March to June 2021. This study used a survey research method by distributing questionnaires. The population of this research is 1717 private high school teachers in Manado City in over 79 schools. Due to the relatively large population size, we used a proportional random sampling technique with the Yamane formula to determine the sample size.

$$n = \frac{N}{Nd2 + 1} \qquad \text{(Rakhmat, 1998)}$$

By setting a precision of 10% a sample size of:

$$n = \frac{1717}{1717(0,1)2 + 1} = \frac{1717}{8.23} = 208.6$$

n = 209

Data analysis technique

Before explaining the data analysis used to test the research hypotheses, the relationship between research variables will be explained first. This relationship will clarify the data analysis used in hypothesis testing. The model of the relationship

between variables according to the framework that has been built is a functional relationship which can be described as follows:
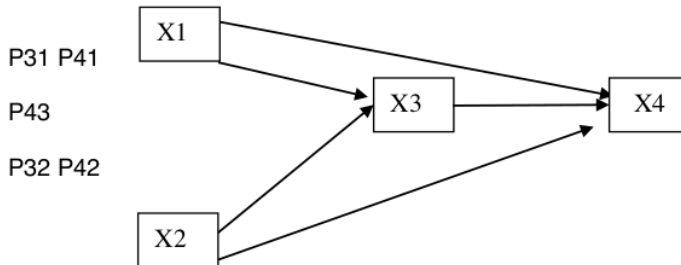
P31 P41

P43

P32 P42

Figure 2: Model of functional relationship between variables
Information:
X1 : Organizational Climate
X2 : Rewards
X3 : Work motivation
Y : Organizational Commitment

Statistical Hypothesis

To test the research hypothesis, it is necessary to formulate a statistical hypothesis. By paying attention to the image of the relationship between variables, the research data will be analyzed using path analysis techniques with the following hypothesis.

1. Dengan menggunakan analisis jalur untuk menguji hipótesis terdapat pengaruh positif iklim organisasi terhadap motivasi kerja guru SMA/SMK di Kota Manado. Hipotesis ini memberikan penegasan tentang bagaimana iklim organisasi sangat mempengaruhi motivasi guru di SMA/SMK di Kota Manado dalam pelaksanaan tugas dan pelayanan kepada peserta didik.

The statistical hypothesis is:

$H_0 : P31 = 0$
$H_1 : P31 > 0$

2. Uji Analisis jalur ini digunakan untuk memperkuat hipotesis tentang ada pengaruh positif pemberian imbalan terhadap motivasi kerja guru SMA/SMK di Kota Manado.

The statistical hypothesis is:

$H0 : P32 = 0$
$H_1 : P32 > 0$

3. Dengan menggunakan uji analisis jalur, maka hipótesis tentang ada pengaruh positif iklim organisasi terhadap komitmen organisasi guru SMA/SMK di Kota Manado dipertegas dengan hasil ini.

The statistical hypothesis is:

$H_0 : P41 = 0$
$H_1 : P41 > 0$

4. Penggunaan uji analisis jalur untuk menguji hipotesis tentang ada pengaruh posotif imbalan terhadap komitmen organisasi guru SMA/SMK di Kota Manado.

The statistical hypothesis is:

$H_0 : P42 = 0$
$H_1 : P42 > 0$

5. Pengujian dengan menggunakan analisis jalur adalah untuk memperkuat hipotesis tentang ada pengaruh positif motivasi kerja terhadap komitmen organisasi guru SMA/SMK di Kota Manado.

The statistical hypothesis is:

$H_0 : P43 = 0$
$H1 : P43 > 0$

Results And Discussion

Description of Research Result Data

This study consisted of four variables: two exogenous variables and two endogenous variables. The exogenous variables are organizational climate and rewards, while the endogenous variables are work motivation and organizational commitment. To get an overview of the research data from each variable, the following will present the research data through descriptive statistics, namely the frequency distribution of each variable.

Hypothesis Testing and Discussion

Direct Influence of Organizational Climate on Teacher Work Motivation

Based on the results of data analysis, it can be seen that the path coefficient of organizational climate on work motivation (p31) is 0.213 with t arithmetic at the real level = 0.05 of 1.671. This illustrates that organizational climate significantly affects work motivation with an error rate of less than 5% or more precisely 0.037 or 3.7%. By paying attention to the results of this analysis, Ha is accepted and Ho is rejected. For this reason, the hypothesis suggesting that organizational climate affects the work motivation of SMA/SMK teachers in Manado City is acceptable.

The results of this study indicate that a supportive organizational climate will affect teacher work motivation. Harmonious relationships among fellow teachers and between teachers and principals will encourage teachers to do a good job. This corroborates [26] that organizational climate is the human environment in organizations that carry out work with their respective cultures, traditions and methods to describe the organizational climate. [27]further stated that organizational climate affects work motivation and performance. He categorized organizational climates: pleasant, neutral, and unpleasant. A pleasant climate will positively affect teacher work motivation. This will apply the other way around if the organizational climate is perceived as unpleasant because it will have a negative effect.

The direct effect of rewards on teacher work motivation

The results of the path coefficient analysis show that the reward variable's path coefficient on teacher work motivation, is significant at 0.05 and 0.01. These results indicate that the rewards received by employees directly affect work motivation. The coefficient of the effect of rewards on work motivation is 0.425, with a probability of less than 0.001.

The results of this study illustrate that the rewards received by each teacher greatly affect work motivation. In doing teaching work and other additional work at school, the teachers expect rewards. The results of this study affirm [28] that one of the purposes of giving rewards is to motivate employees to achieve high performance. This explains how the teachers in Manado City increase their work motivation.

This analysis indicates that teacher work motivation is influenced by organizational climate and rewards. This influence can occur either directly or indirectly.

The direct influence of organizational climate on organizational commitment

The analysis results show that the path coefficient of organizational climate on organizational commitment of 0.409 is positive and cannot be ignored.

It can be seen in, that the level of error to say that organizational climate affects organizational commitment is p-value (sig) = 0.000. This error is so small that there is no reason to reject the research hypothesis. This suggests that organizational

climate has a positive effect on organizational commitment. A more supportive organizational climate will increase the organizational commitment of the teachers.

The results of this study are in line with Usman (2008) that organizational climate is the work atmosphere felt by teachers in the school environment. Even [29] argued that work atmosphere or organizational climate is an interpersonal relationship in the work environment. [30] explained that organizational climate is a combination of perceptions about interpersonal relationships, human behavior, employee or teacher responses to other teachers and interpersonal conflicts.

The direct effect of rewards on organizational commitment

The analysis results are only significant at 0.05, where ttable is 1.671 and not significant at 0.01. Thus the null hypothesis is rejected, both at the significance level of 0.05. This signifies that rewards positively affect organizational commitment. Also, the analysis show that the error rate for rejecting the null hypothesis or the hypothesis that states that there is no effect of organizational climate on organizational commitment has p-value (sig) of 0.039. Since this error is small, there is no reason to accept H0. The analysis results conclude that the organizational commitment of SMA/SMK teachers in Manado City is influenced by organizational climate.

The direct effect of work motivation on organizational commitment

The analysis results show that the effect of work motivation on organizational commitment is very strong, at 0.275. This result indicates that the effect of work motivation on organizational commitment is highly significant. As shown in the table 1, the null hypothesis is rejected and H1 is accepted, suggesting that work motivation affects the organizational commitment of SMA/SMK teachers in Manado City. However, as seen in the column sig, the possibility of error is very small, which is less than 0.001 (< 0.001). Therefore, there is no reason to accept H0. [31]Table 1

Summary of Path Coefficients and t-test of Effect of Organizational Climate, Rewards, and Teacher Work Motivation on Organizational Commitment

Table 1

Path coefficient in path diagram

Track	Path coefficient	t count	t table	
			= 0.05	= 0.01
P31	0.213*	2,117	1,671	2,390
P32	0.425**	4,220	1,671	2,390
P41	0.409**	4,628	1,671	2,390
P42	0.119*	2,102	1,671	2,390
P43	0.275**	2,949	1,671	2,390

Based on the analysis results, the quantities needed to calculate the direct and indirect effects can be included in the relationship diagram between the built variables contained in the framework of thought.

By paying attention to the amount of influence of the variables, as shown in table 2, the total direct and indirect effect is very large, of 0.40%. This illustrates that organizational commitment is strongly influenced by teacher work motivation. It also highlights that the higher the work motivation, the higher the organizational commitment.

Table 2

Direct and Indirect Effects of Organizational Climate, rewards And Work Motivation on Organizational Commitment

Variable Effect	Direct	Indirect via X3	Total
X1 against X3	P3 1= 0.213	-	-
X1 against X4	P4 1= 0.409	P41 x P43 = 0.409 X 0.275 = 0.1125	0.409 + 0.1125 = 0.5215
X2 against X3	P3 2 = 0.425		
X2 against X4	P4 2= 0.199	P 32 X P43 = 0.425 X 0.275 = 0.1169	0.425 + 0.1189 = 0.5419
X3 against X4	P4 3 = 0.275		P43 = 0.275

Satisfying rewards move and direct teacher behavior [32] towards the preset shared goals. The results of this study are in accordance with the conceptual framework built through a framework based on the theory used. These results convince researchers that organizational commitment is directly or indirectly influenced by organizational climate, rewards, and work motivation of high school teachers SMA/SMK in Manado City.

Conclusions and Implications

Conclusion

Our analysis leads to conclusions that there is a positive effect of organizational climate on organizational commitment. Teachers show a high organizational commitment if the school organizational climate is supportive. Vice versa, the organizational climate that tends to be defensive will result in a low organizational commitment. The indirect effect of organizational climate on organizational commitment is through teacher work motivation and rewards. The direct effect of organizational climate on organizational commitment is so significant that it cannot be ignored.

There is a positive effect of rewards on organizational commitment. The direct effect of rewards on organizational commitment cannot be ignored. The remuneration received by the teacher is a motivating factor in working at schools. The rewards lead to their high commitment. The effect of rewards on organizational commitment mas directly or indirectly occur through the organizational climate and teacher work motivation.

Additionally, our analysis underlines a positive effect of work motivation on organizational commitment. In principle, high work motivation has a positive effect on organizational commitment. Teachers' high work motivation will lead to high organizational commitment. This concludes that work motivation directly affects organizational commitment.

In the final analysis, changes in commitment are influenced by organizational climate, rewards, and work motivation. The higher the organizational climate, rewards, and work motivation, the higher the organizational commitment.

Implication

The findings provide several implications. Theoretically, a theoretical model is built through the relationship between research variables and indicators that support the characteristics of organizational climate, rewards, and work motivation, which affect organizational commitment. Also, the theories supporting the improvement of organizational climate, rewards, and work motivation are applicable to increase and explain teacher organizational commitment. Teachers with low organizational commitment can be explained from the point of view of the theory, namely organizational climate, rewards, and teacher work motivation.

Our findings also update the results of previous studies so that it is necessary to research aspects related to increasing organizational commitment. In addition, it is beneficial to reexamine the relevant research model by adding other variables theoretically impacting organizational commitment. Addedly, the finding highlights the need for leadership policies, either by the government, foundations, or school principals, to enhance organizational commitment by improving aspects of organizational climate, rewards, and work motivation. In addition to the importance of rewards, this also underlines the value of positive relationships among teachers, principals, and foundations.

Suggestion

Based on the aforementioned description,
1. Share Government and School Principals

a. It is hoped that the Government and school principals can provide guidance to teachers in order to increase organizational commitment for SMA/SMK teachers in Manado City,

b. Implementing an evaluation of the organizational commitment of each teacher in the foundation environment,

2. For Researchers

a. Exploring theoretical models that have been researched to be updated through relevant studies, especially on matters suspected of having an effect on organizational commitment.

b. Conduct research on relevant aspects that have not been studied through this research to increase organizational commitment.

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