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The Influence of Organizational Culture, Soft Skills and Leadership on Organizational Commitment and its Implication at Educator Performance (Empirical Research on Community Learning Center Karawang District, West Java Province)

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Abstract: The low performance of educators of Community Learning Center (CLC) in Karawang District was assumed caused by organizational culture, soft skills, leadership and organizational commitment which was still relatively low. The purpose of this research was to determine and analyze the influence of organizational culture, soft skills, and leadership partially or simultaneously on organizational commitment. To determine and analyze the influence of organizational culture, soft skills, leadership and organizational commitment partially or simultaneously on the performance of educators. The population in this research were 526 CLC educators from 70 CLC in Karawang District. The methods used in this research is descriptive survey and explanatory survey with a sample size 456 respondents, as well as data analysis method used was SEM (Structural Equation Modeling). Based on the research results, the research findings obtained that organizational culture, soft skills, and leadership partially or simultaneously had positive and significant effects on organizational commitment. Leadership, partially, was the most dominant variable that influence on organizational commitment. Organizational culture, soft skills, leadership and organizational commitment -partially or simultaneously- influenced positive and significant effect on the performance of educators. Partially, organizational commitment was the most dominant variable affect to the performance of educators. The results also showed that organizational commitment was full mediating variable to the influence of organizational culture, soft skills, and leadership on the performance of educators.

Keywords: Organizational Culture, Soft Skill, Leadership, Organizational Commitment, Educators Performance.

INTRODUCTION

Indonesia as the fourth biggest population country in the world, after China, India, and the United States certainly has enormous potential human resources, if the quality of human resources in Indonesia was equivalent to the quality of human resources of other developed countries in the world, because every development is always supported by Human Resources (HR), where human beings were positioned as development targets and as implementers of development (Horizon watcher, 2012).

Education is a strategic means to improve the quality of human resources, because the progress of a nation can be measured from the progress its education. The progress of some countries in this world can not be separated from the progress that began from education. Education in Indonesia still has not succeeded in creating reliable human resources (HR) especially up to the level of improving the quality of the nation. Based on United Nations Development Programs (2014) data, Indonesian Human Development Index in 2013 was ranked 108th in the world, still below Singapore with rank 9 world, while Brunei ranked 30th in the world and followed by Malaysia and Thailand respectively at 62nd And 89th worlds. Likewise, if seen by the rankings of global competitiveness index, shows Indonesia is in the 4th position among ASEAN member countries and the 34th in the world. Singapore is far ahead, even ranked 2nd in the world. Malaysia is ranked in 20th place while Thailand is ranked in 31st.

The size of the Indonesian workforce and the low level of education, as well as the high number of dropouts that impact on human development and global competitiveness, one of the measures that government officials employ is enacting Law No. 20 of 2003 about National Education. Law Number 20 of 2003 regarding National Education System which states PKBM as one of the non-formal education units. The existence of PKBM in the constitution is expected to accommodate the learning needs of the community that may not be fulfilled through other educational units. Non-formal education units, including PKBM, need a PKBM standard set out in Ministerial Regulations. Furthermore, to meet PKBM standard, it is stipulated Regulation of the Minister of National Education No. 49 of 2007 on Standard of Education Implementation by Non-formal Education Units.

Based on data from the Directorate of Education Development of Literacy and Equality of General Directorate of Early Childhood Education and Community Education Ministry of Education and Culture (2014), the number of PKBM in Indonesia is based on the number of PKBM Institution Number in Indonesia is 9252 PKBM. The highest number of PKBM is West Java Province with PKBM number reaching 1,653 PKBM institutions. Karawang District has the distribution of PKBM number of 70 PKBM which is still above the average number of distribution of PKBM in West Java Province which reaches an average of 64 PKBM. With the large number of PKBM in Karawang District above the average number of PKBM in West Java Province, it should be able to contribute in improving Human Development Index (HDI), Average School Length and Life Quality Index in Karawang District. But in fact Human Development Index (HDI), Average School Length (RLS) and Life Quality Index in Karawang District is still relatively low compared to other regencies in West Java Province. HDI in Karawang District ranked 14th out of 17 districts in West Java or just above Cirebon, Cianjur and Indramayu districts. Then the rank of Average School Length Karawang District is ranked 12th out of 17 districts, and ranking Life Quality Index Karawang District is only ranked 14th of 17 districts in West Java.

The presence of non-formal education (out of school education) is, of course, intended and expected to be able to provide the best quality services so that it can truly answer the learning needs of the community

(learners) that carry out (FK-PKBM Indonesia, 2014). For that, it is necessary academic qualifications and competence of educators and education personnel that can be relied upon. The demands of academic qualifications and the competence of educators and education personnel in fostering and developing learning outside the school system are also intended to optimize the utilization of possible resources and learning opportunities, of course, tailored to the needs, opportunities, and aspirations of learners..

Dayat Hidayat (2014) through the results of his research stated that the non-formal education program in PKBM in Karawang District, can be known that the competence of his tutor can not meet the established standards. Tutor in PKBM in Karawang District needs to be increased their capacity or ability. This condition has an impact on the PKBM program has not achieved optimal results because of the complexity of PKBM program in developing the learning community, hence the strengthening of PKBM assistance through the improvement of managers' capacity building and the tutor needs to be optimized so that it can run well.

Competence of PKBM tutors/educators who had not be able to meet the standards that have been set in Karawang District, impact on the results achieved not optimal, especially at the graduation level of learning (learners) PKBM. Based on the data member graduation of PKBMin Package A, B, and Package C at Education Departement in Karawang District (2014) shows still relatively low, where during year 2010-2013 graduation rate of citizens learn package A, package B and package C only reach the average Graduates by 75%. The highest graduation reached in 2011 reached 84%.

Based on the data above, the large number of PKBM distribution in Karawang District is less contributing to the increase of Human Development Index, Average School Length and Life Quality Index in Karawang District, and with the low capacity of PKBM tutors/educators and the low level member graduation of PKBMin Karawang District it is clear Shows the low performance of PKBM tutors/educators in Karawang District. The low performance of PKBM educators in Karawang District is indicated by the low level of graduation of PKBM learners, this is also indicated based on the data of the preliminary survey of researcher (2014) on 50 PKBM learners in Karawang District. The survey results show that eight measures of PKBM educator performance in Karawang District are mostly still below the standard score. The performance measure of PKBM educators who have been relatively high only on the size of the educator's work quantity reached a score of 590 from the standard score of 525 and on the performance measure dependability which reached the score 530 above from the standard score 525. While the performance measures of educators based on the above data appear is still below the standard score set at each size, such as work quality and job knowledge that only reaches the respective score of 480 and 500 below from the standard score of 525 of the two performance measures. Similarly, performance measures on work collaboration only reached a score of 325 below the standard score of 350. Measurements of performance on work creativity, work initiatives and personalities are still below the standard score of 700 settled, *i.e.* each of them only reaches a score of 535, 560 and 670.

Many factors can cause low performance PKBM educators in Karawang District. According to Negin, Omid, and Ahmad (2013) through the results of his research stated that strong organizational commitment can improve employee performance. Then Nurdjazifah *et. al.* (2005) through the results of his research stated that there are a number of internal problems faced PKBM seen from the level of achievement of the minimum quality standards that need to be achieved include:

1. the lack of the ability of PKBM educators to develop programs outside school education in accordance with local needs, All PKBM implement learning programs offered by the government;

2. some guidelines for the implementation and implementation of the out of school education programs that have been provided are rarely implemented as they should be;
3. the level of achievement of education and learning programs, information service provision, and network expansion.

Based on the results of the research above, the low performance of educators in Karawang District allegedly caused by the still relatively low organizational commitment on PKBM educators. This is indicated based on data from the results of the initial survey of researcher (2014) on 50 educators at PKBM in Karawang District which shows that the organization's commitment to PKBM educators in Karawang District is still below the standard score set, such as affective commitment PKBM educators only reached a score of 775 Still below the standard score of 875. Similarly, the level of continuous commitment of PKBM educators who only achieved a score of 560 from the standard score set by 700 and the commitment of educator normatf only reached a score of 1040 below the standard score 1050. Then the low commitment of the organization to educators PKBM in Karawang District is also indicated based on data of PKBM educators turnover level in District Education Office Karawang (2014), which shows that during 2010-2013 the level of PKBM educators turnover in Karawang District has a relatively high turnover rate with an average turnover of 23% every year.

Awadh and Saad (2013) based on the results of his research concluded that organizational culture helps in the internalization of mutual relationships that lead to managing effective organizational processes. Still according to Awadh and Saad (2013) that productivity and organizational culture helps in improving performance. Then Meijen (2007) explains based on the results of his research, that a strong organizational commitment can grow if supported by a good organizational culture.

Based on the research results above, the low organizational commitment and low performance in PKBM educators in Karawang District allegedly caused by the still low organizational culture. This is based on the findings of direct observation of researcher (2014) in PKBM in Karawang Districk, among others:

1. PKBM establishment, strongly suspected, is not based on consideration of the needs or awareness of the initiator of the expansion of community education rights, but in response to how to make a container to accommodate the block grant from the government;
2. Low community ownership, according to data, PKBM is dominated by civil servants, people whose main job is TLD, inspectors and teachers dominate the management both at the chairman level (53.68%) and secretary (56.5%);
3. Low relevance program to community needs.

Rafiah, Sariah and Ahmad Nik (2012) explains that good personality and soft skills can enhance organizational commitment. While Elfindri *et. al.*, (2009), through social psychology research shows that successful people in the world is determined by the role of science by 18%. The remaining 82% is explained by emotional skill and soft skill. Based on these two research results, the low organizational commitment and performance of PKBM educators in Karawang District allegedly also caused by the relatively low soft skill educators. The low soft skills that educators have on PKBM in Karawang Districk are seen from some of the challenges faced by PKBM. Internally, PKBM faces the challenge of low soft skills of PKBM

educators in general to develop PKBM as PLS institution caused by different educational background and geographical as well as differences in social and economic background. This resulted in PKBM facing obstacles in producing various out school education programs based on the needs of learners and their communities, while the ability to plan and develop that self-developed PLS programs has not been equally owned by educators and other stakeholders at the PKBM level (PKBM Karawang, 2014).

3
Ling and Sani (2013) through the results of his research stated that good leadership can increase the organization's strong commitment. Similarly, the results of research Sri Rahardjo (2014) stating that leadership and work environment significantly influence performance. Based on these two statements, the low organizational commitment and performance of PKBM educators in Karawang District is allegedly caused by the lack of precisely the leadership of PKBM. The low PKBM leadership in Karawang District is also indicated based on Yoyon Suryono (2007) statement regarding the issues of managerial capability (leader) of PKBM in improving the quality of PKBM. Yoyon Suryono (2007: 34) states that PKBM faces issues that include;

1. learning programs developed are not fully directed to the interests of the learning community or other customers (stakeholders),
2. all PKBM stakeholders are not fully involved in the management and development of PKBM,
3. in managing PKBM and conducting a lesson evaluation (evaluation) program has not been fully implemented properly, the PKBM is unlikely to meet the quality standards set by the community without having a measuring tool to assess the progress of the outcomes;
4. all interested parties with PKBM have not fully committed to Improve quality and
5. efforts to improve and improve the quality of PKBM management and implementation of learning programs have not been done continuously and continuously.

7 **Formulation of the Problem**

Based on the identification of the above problems, the formulation of the problem is as follows:

1. Is there any influence of organizational culture on organizational commitment to PKBM in Karawang District West Java Province?
2. Is there any influence of soft skills on organizational commitment to PKBM in Karawang District West Java Province?
3. Is there any influence of leadership on organizational commitment to PKBM in Karawang District West Java Province?
4. Is there any influence of organizational culture, soft skills and leadership simultaneously towards organizational commitment in PKBM in Karawang District West Java Province?
5. Is there any influence of organizational culture on PKBM educator's performance in Karawang District West Java Province?
6. Is there any influence of soft skills on PKBM educator's performance in Karawang District West Java Province?

7. Is there any influence of leadership on the performance of PKBM educators in Karawang District West Java Province?
8. Is there any influence of organizational commitment to PKBM educator performance in Karawang District West Java Province?
9. Is there an influence of organizational culture, soft skills and leadership simultaneously to the performance of PKBM educators in Karawang District West Java Province?

Objective of the Research

Based on the identification and formulation of the problem above, the purpose of this dissertation research was conducted to determine and analyze:

1. The influence of organizational culture on organizational commitment to PKBM in Karawang District West Java Province.
2. The influence of soft skills on organizational commitment to PKBM in Karawang District West Java Province.
3. The influence of leadership on organizational commitment to PKBM in Karawang District West Java Province.
4. The influence of organizational culture, soft skills and leadership simultaneously towards organizational commitment in PKBM in Karawang District, West Java Province.
5. The influence of organizational culture on the performance of PKBM educators in Karawang District, West Java Province.
6. The influence of soft skills on the performance of PKBM educators in Karawang District, West Java Province.
7. The influence of leadership on the performance of PKBM educators in Karawang District West Java Province.
8. The influence of organizational commitment to the performance of PKBM educators in Karawang District, West Java Province.
9. The influence of organizational culture, soft skills and leadership simultaneously on the performance of PKBM educators in Karawang District, West Java Province.

LITERATURE REVIEW

Organizational Culture

Arnold (2005: 625) states that organizational culture is the typical norms, beliefs, principles and ways of behaving that combine to give each character a different organization. Schein (2005: 9) describes organizational culture as a basic assumption pattern created, discovered, or developed by a particular group because it learns to overcome the problems of external adaptation and internal integration that have worked

well enough to be considered legitimate, and to be taught to new members As the correct way to understand, think, and feel in relation to the problem. Hellriegel *et. al.* (2004: 357) suggests that organizational culture is a distinctive pattern of shared assumptions, values and norms that constitute socialization activities, language, symbols, rituals and ceremonies of a group of people. This definition (Hellriegel *et. al.*, 2004: 357) emphasizes a number of important aspects of organizational culture such as shared assumptions, shared values, socialization and common norms, and common symbols, languages, narrations and practices, How organizational culture helps employees be introduced and disseminated to new organizations. Hellriegel *et. al.* (2004: 365) states that the cultural elements and their relationships within an organization create patterns that are a unique part of the organization, creating an organizational culture. Some elements of organizational culture according to Hellriegel *et. al.* (2004: 365) consists of bureaucratic culture, clan culture) and entrepreneurial culture.

Soft Skills

Joubert *et. al.* (2006: 28) states that soft skills are skills possessed by a person, such as ethics, attitude, interpersonal skills, communication and become lifelong learners. Still according to Joubert *et. al.* (2006: 29) that soft skills are doing the right thing at the right time, and doing it well. While Fan *et. al.* (2005), soft skills are skills that include coordination, persuasion, negotiation, communication with supervisors, peers, or subordinates, communication with people outside the organization, building and maintaining interpersonal relationships.

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Widhiarso (2009: 17) defines soft skills as a set of capabilities that affect how people interact with others. Soft skills include effective communication, creative and critical thinking, team building, and other skills related to individual personality capacities. Wicaksana (2010) divides soft skill into two categories, namely intrapersonal skill which is a person's skill in self-regulating for optimal work development; And interpersonal skills that are a person's skill in relationships with others for optimal job development.

Leadership

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Northouse (2004: 4), leadership is defined as a process by which an individual influences a group of individuals to achieve common goals. Leadership is defined as a process whereby an individual influences a group of individuals to achieve common goals. Nel *et. al.* (2004) in Chipunza *et. al.* (2011: 8339) leadership is a process whereby an individual influences others to willingly and enthusiastically direct their efforts and abilities in achieving group or organizational goals.

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Leadership is characterized by the quality of interaction rather than hierarchical level, team problem solving, conversation rather than instruction, shared values, trust, and honesty and desire for the common good (Gill, 2006: 30). Likewise a leader must have enough superior and superior superiority over any subordinate or follower, the less the strengths, the weaker his or her leadership, the more the nature and ability of his superior habits the stronger his leadership (Duric, 2011: 192). According to Packard (2004: 143) based on the history of the development of theories and models of leadership, one of the most influential is path-goal theory. The path-goal model (House and Mitchell in Yukl, 2006: 219), suggests that leaders assess the duties and characteristics of followers and then show followers how to work towards organizational goals will meet their needs. Leadership in path-goal theory consists of supportive and directive leadership,

participative leadership, involving subordinate consultation, and leadership-oriented leadership that involves setting challenging goals and seeking performance improvement, emphasizing excellence in performance, and demonstrating the belief that subordinates will achieve standards Work high.

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Organizational Commitment

O'Reilly (2005: 17), the organizational commitment is the individual's psychological bond to the organization, the organization's commitment, the loyalty and belief in the values of the organization. While Meyer and Allen (2005: 67), the organizational commitment is a psychological state that characterizes employee relationships with organizations, and has implications for the decision to continue membership in the organization.

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Meyer and Allen (2005: 67) organizational commitment model consists of three dimensions, namely affective commitment, continuous commitment and normative commitment. Meyer and Allen define affective commitment as a positive feeling of identification with attachment and involvement in work organization. A continuous commitment is defined as the extent to which employees feel committed to their organization based on the value they feel associated with if leaving the organization and normative commitment is defined as the employee's sense of duty to remain with the organization.

Educator Performance

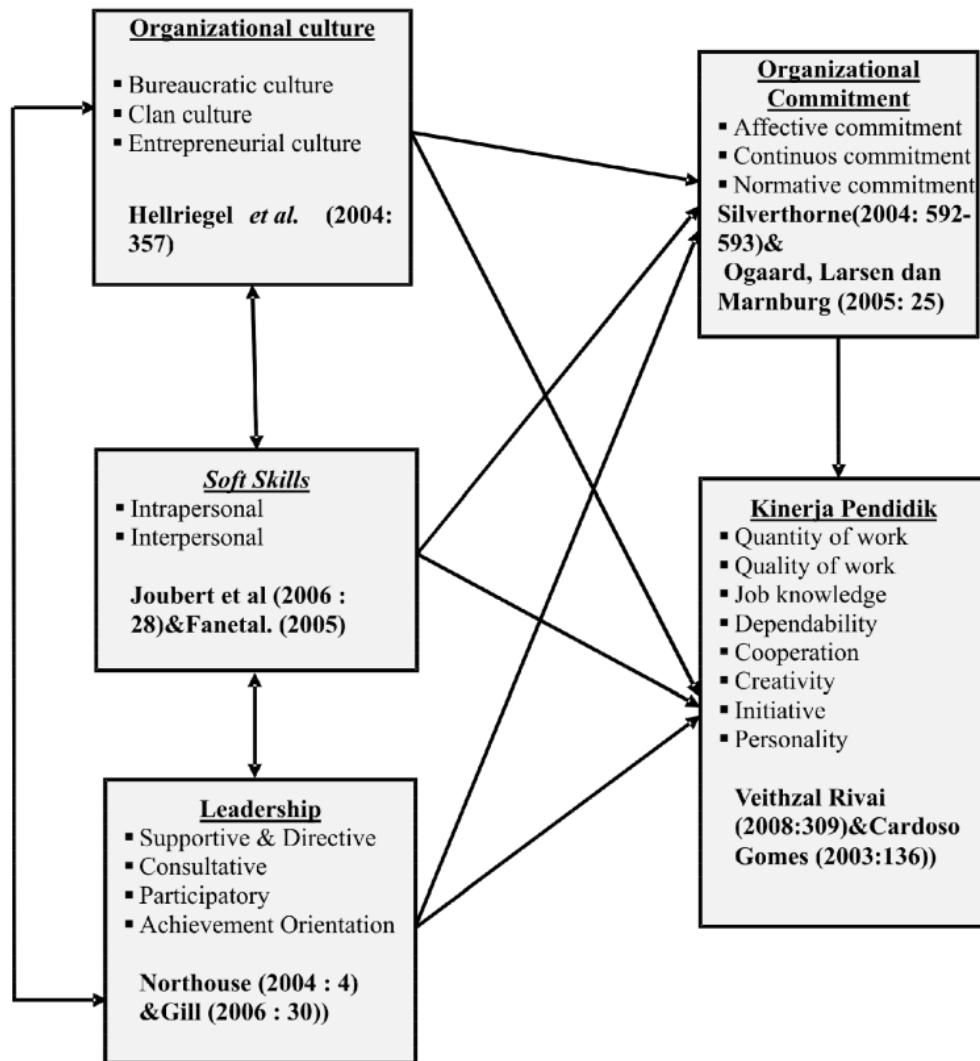
Mangkunegara (2007: 67) suggests the definition of employee performance as follows: job performance or actual performance, which can be interpreted freely with the performance of work, or achievement actually achieved by someone. So understanding the performance of employees is the result of work in quantity and quality achieved by an employee in performing their duties in accordance with responsibilities. While Mathis and Jackson (2006: 378) performance is basically what is done or not done by employees. Still according to Mathis and Jackson (2006: 378), general employee performance for most jobs includes several elements such as quantity of results, quality of results, timeliness of outcomes, attendance, and ability to work together.

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Gomes (2003: 135) proposes the definition of performance as an outcome record generated from a particular job function or activity over a given period of time. Further Gomes (2003: 136) states the performance aspects assessed by an employee include:

- 24 Quantity of work is the amount of work done within a predetermined time period.
- Quality of work is the quality of work achieved based on the requirements kesesuaian and preparedness.
- Job knowledge is the breadth of knowledge about work and skills.
- 9 Creativity is the authenticity of ideas raised and action skills.
- Cooperation is the willingness to cooperate with others.
- 8 Dependability is awareness and can be entrusted in terms of attendance and work completion.
- Initiative is the spirit to complete new tasks in enlarging the responsibility.
- Personal quality is related to personality, leadership, hospitality, and personal integrity.

Theoretical Framework



Picture 1: Research paradigm

Hipotesys of the Research

Based on the description of the frame of thought and refers to the research paradigm above, the research hypothesis can be described as follows:

1. There is an influence Organizational Culture on Organizational Commitment on Educators PKBM in Karawang District, West Java Province.
2. There is an influence Soft Skill on Organizational Commitment on the Teachers of PKBM in Karawang District, West Java Province.

3. There is an influence Leadership on Organizational Commitment on Educators PKBM in Karawang District, West Java Province.
4. There is an influence of Organizational Culture, Soft Skill, and Leadership simultaneously to the Organizational Commitment to the Teachers of PKBM in Karawang District, West Java Province.
5. There is an influence of Organizational Culture on Educator Performance on Educators PKBM in Karawang District, West Java Province.
6. There is an influence Soft Skill on the Performance of Educators on Teachers PKBM in Karawang District, West Java Province.
7. There is an influence of Leadership on Education Performance on Educators PKBM in Karawang District, West Java Province.
8. There is an influence of Organizational Commitment to Educator's Performance on Educators PKBM in Karawang District, West Java Province.
9. There is an influence of Organizational Culture, Soft Skill, Leadership and Organizational Commitment simultaneously to the Performance of Educators on Teachers PKBM in Karawang District, West Java Province.

RESEARCH METHOD

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The research method used is descriptive and verificative research. Descriptive research is a research that aims to give a description of the variables studied. Research verifikative is to know the relationship between variables through hypothesis testing based on data collected in the field. This type of empirical research is survey research. Survey research is a field research conducted on sample members of a population using a questionnaire as a primary data collection tool (Sekaran, 2003: 121). The unit of analysis in this research is the center of community learning activities (PKBM) in Karawang District, West Java Province, with the observation unit is the educators. The time horizon in this research is cross-sectional, where the research is conducted simultaneously.

To get the perception of respondents associated with variables research, each structured variable dimensions, which are then operated on indicators. As for the operational variables of the research are as follows:

1. Organizational Culture (ξ_1) as independent variable, measured by three dimensions and 14 indicators.
2. Soft Skill (ξ_2) as independent variable, measured with two dimensions and 14 indicators.
3. Leadership (ξ_3) as independent variables, measured by four dimensions and 21 indicators.
4. Organizational Commitment (η_1) as intervening variables, measured by three dimensions and 15 indicators.
5. Educator Performance (η_2) as dependent variable, measured by eight dimensions and 26 indicators

Population in this research is PKBM educator in Karawang District West Java Province. The amount population of PKBM educators in Karawang Districk West Java Province is 526 educators from 70 PKBM,

with details consisting of 490 teacher package B and 36 teachers package C. Sample size is determined by the analysis techniques that used in the hypothesis test that is the structural equation model (SEM). In this research there are 5 variables so that required minimum sample size of 200 employees. Considering the existence of data outliers (Hair *et. al.*, 2003: 603) and the principle the larger the sample size the better, then in determining the number of research samples performed using the ratio of 1: 5, *i.e.* 5 respondents for each parameter in the research (Hair *et. al.*, 2006: 605). This research has 90 parameters then obtained the minimum sample size of 450 respondents.

The sample selection from population was conducted by multistage random sampling technique. According to Supranto and Nandan Limakrisna (2013: 42) the meaning of multistage random sampling is a sampling where the selection of sample elements is done by stages. The sample selection was done by stages:

1. The sample was selected into two groups, there are sample of teachers Package B and teachers package C;
2. The sample of teacher packet C is conducted by census technique, since the number of populations is much smaller than the teacher packet population B, that is 36 teachers are all taken as respondents;
3. The sample of teacher package B is conducted by simple random sampling technique proportional, that is 414 educators as respondents with the proportion of each PKBM is as much as 6 educators as respondents.

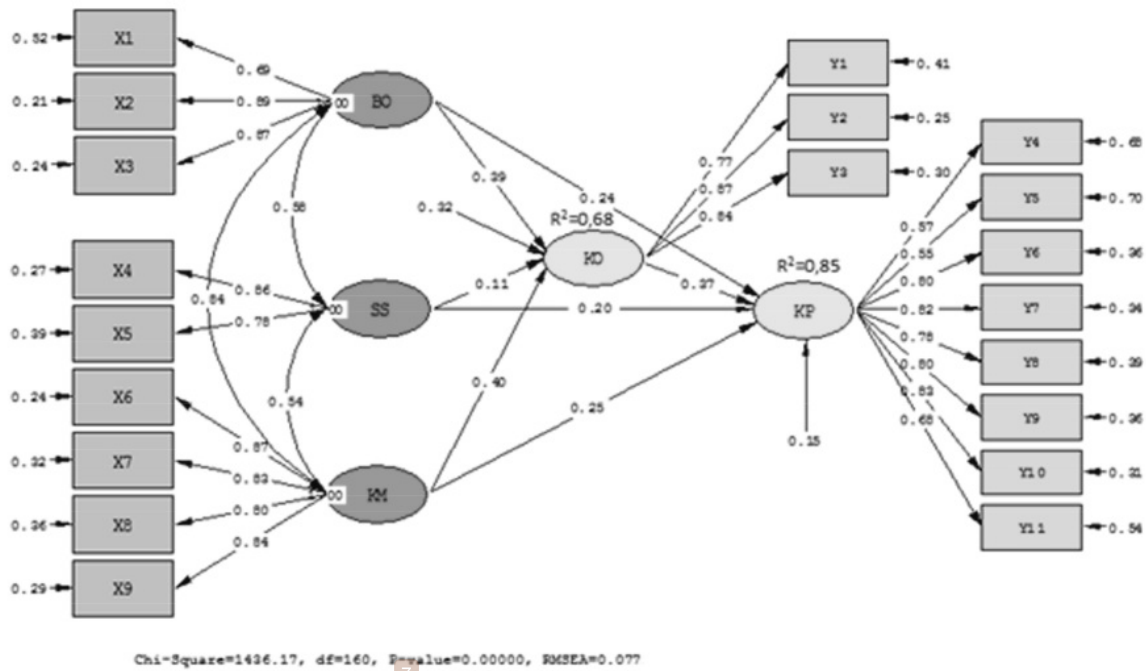
Discussion

Table 1 ⁵⁵
Suitability Index Model

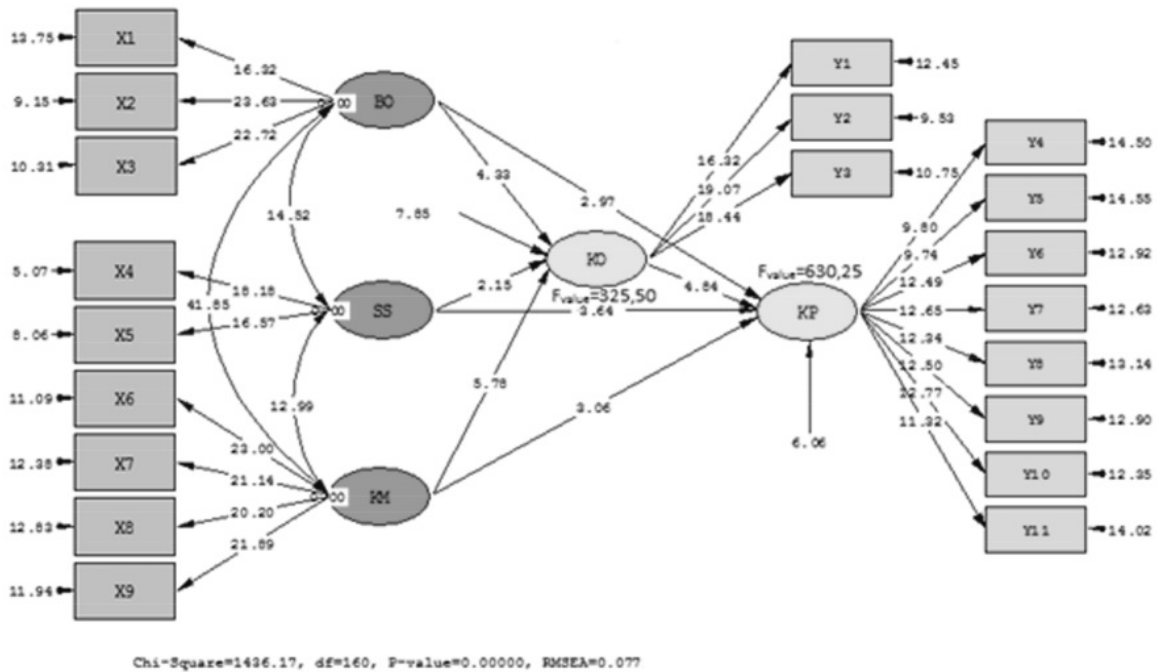
<i>Goodness of Fit Statistics(GOF)</i>	<i>Expected Measure</i>	<i>Estimation Result</i>	<i>Conclusion</i>
<i>Measurement Absolute Fit</i>			
GFI	GFI > 0,90	0,86	<i>Marginal Fit</i>
RMSEA	RMSEA < 0,08	0,077	<i>Good Fit</i>
<i>Measurement Incremental Fit</i>			
NNFI	NNFI > 0,90	0,93	<i>Good Fit</i>
NFI	NFI > 0,90	0,94	<i>Good Fit</i>
AGFI	AGFI > 0,90	0,79	<i>Marginal Fit</i>
RFI	RFI > 0,90	0,92	<i>Good Fit</i>
IFI	IFI > 0,90	0,94	<i>Good Fit</i>
CFI	CFI > 0,90	0,94	<i>Good Fit</i>

Source: Results of Treatment with LISREL 8.80, 2016.

Based on Table 1 above, the six conformity measurements obtained have a good fit conformity index (RMSEA, NNFI, NFI, RFI, IFI, and CFI). While the two conformity indexes of the model are well below conformity, but are still within the marginal fit (GFI and AGFI). So that it has met the requirements of analysis and data analysis can be continued on the next analysis.



Picture 2: Basic Model SEM (Standardized Model)



Picture 3: Basic Model SEM (t-Model)

Table 2
Structural Equation Model

<i>Structural Equations</i>						
KO =	0.39 × BO +	0.11 × SS +	0.40 × KM,	Errorvar. =	0.32,	R ² = 0.68
	(0.090)	(0.052)	(0.069)		(0.041)	(0.002)
	4.33	2.15	5.78		7.85	325.00
KP =	0.37 × KO +	0.24 × BO +	0.20 × SS +	0.25 × KM,	Errorvar. =	0.15, R ² = 0.85
	(0.077)	(0.081)	(0.054)	(0.082)		(0.025) (0.001)
	4.84	2.97	3.64	3.06		6.06 630.25
<i>Correlation Matrix of Independent Variables</i>						
	BO	SS	KM			
BO	1.00					
SS	0.58 (0.04)	1.00				
	14.52					
KM	0.84 (0.02)	0.54 (0.04)	1.00			
	41.85	12.99				

Source: Data Processing LISREL 8.80, 2016.

Based on Picture 2 and Picture 3 above, all sub variables (dimensions) in the formation of exogenous latent variables Organizational Culture (BO), Soft Skill (SS), and Leadership (KM) as well as endogenous latent variables Organizational Commitment (KO) and Educator Performance (KP) has good validity, this is indicated by all sub-variables having Standardized Loading Factor (SLF) ≥ 0.5 and the value of $|t_{crit}| \geq 1,96$ at $\alpha = 0.05$ (Wijanto, 2008). Similarly both endogenous and endogenous latent variables have good model reliability, as indicated by all variables having a construct reliability value greater than 0.70 (CR ≥ 0.70) and a variance extract value greater than 0.50 (VE ≥ 0.50).

Based on Picture 2, Picture 3 and the structural equation model (Table 2) above, the hypothesis testing is as follows.

Table 3
Test Statistics Structural Model

<i>Hypothesis</i>	<i>Hypothesis Description</i>	<i>SLF/R²</i>	<i>t_{value}/F_{value}</i>	<i>t_{criteria}/F_{criteria}</i>	<i>Statistics Conclusion</i>
H1 H ₀ : $\gamma_{11} = 0$	Organizational Culture has no effect on Organizational Commitment	0,39	4,33	1,96	H ₀ rejected and H _a accepted
H _a : $\gamma_{11} \neq 0$	Organizational Culture Affects Organizational Commitment				organizational culture have a positive and significant impact on organizational commitment

Contd. table 3

Hypothesis	Hypothesis Description	SLF/R ²	t _{value} /F _{value}	t _{criteria} /F _{criteria}	Statistics Conclusion
H2	H ₀ : $\gamma_{12} = 0$ Soft Skill has no effect on Organizational Commitment H _a : $\gamma_{12} \neq 0$ Soft Skill affects Organizational Commitment	0,11	2,15	1,96	H0 rejected and Ha received soft skill have positive and significant impact to organizational commitment
H3	H ₀ : $\gamma_{13} = 0$ Leadership has no effect on Organizational Commitment H _a : $\gamma_{13} \neq 0$ Leadership Affects Organizational Commitment	0,40	5,78	1,96	H0 rejected and Ha accepted leadership has a positive and significant impact on organizational commitment
H4	H ₀ : $\gamma_{11} = \gamma_{12} = \gamma_{13} = 0$ Organizational Culture, Soft Skill and Leadership simultaneously have no effect on Organizational Commitment H _a : $\gamma_{11} = \gamma_{12} = \gamma_{13} \neq 0$ Organizational Culture, Soft Skill and Leadership simultaneously affect the Organizational Commitment	0,68	325,50	3,84	H0 rejected and Ha accepted organizational culture, soft skills and leadership simultaneously have a positive and significant impact on organizational commitment
H5	H ₀ : $\gamma_{21} = 0$ Organizational Culture has no effect on Educator Performance H _a : $\gamma_{21} \neq 0$ Organizational Culture Affects Educator Performance	0,24	2,97	1,96	H0 rejected and Ha accepted organizational culture have a positive and significant impact on the performance of educators
H6	H ₀ : $\gamma_{22} = 0$ Soft Skill has no effect on Educator Performance H _a : $\gamma_{22} \neq 0$ Soft Skill affects Educator Performance	0,20	3,64	1,96	H0 rejected and Ha received soft skill have positive and significant effect to educator performance
H7	H ₀ : $\gamma_{23} = 0$ Leadership has no effect on Educator Performance H _a : $\gamma_{23} \neq 0$ Leadership Affects Educator Performance	0,25	3,06	1,96	H0 rejected and Ha accepted leadership has a positive and significant impact on the performance of educators
H8	H ₀ : $\beta_{21} = 0$ Organizational Commitment has no effect on Education Performance H _a : $\beta_{21} \neq 0$ Organizational Commitment Affects the Performance of Educators	0,39	4,33	1,96	H0 rejected and Ha accepted organizational commitment have a positive and significant impact on the performance of educators
H9	H ₀ : $\beta_{21} = \gamma_{21} = \gamma_{22} = \gamma_{23} = 0$ Organizational Culture, Soft Skill, Leadership and Organizational Commitment simultaneously have no effect on Education Performance H _a : $\beta_{21} = \gamma_{21} = \gamma_{22} = \gamma_{23} \neq 0$ Organizational Culture, Soft Skill, Leadership and Organizational Commitment simultaneously affect the Performance of Educators	0,85	630,25	3,84	H0 rejected and Ha accepted organizational culture, soft skills, leadership and organizational commitment simultaneously have a positive and significant impact on the performance of educators

Source: Data Processing, 2016.

2
From the results of hypothesis testing above, the major direct and indirect influence of organizational culture, soft skills, and leadership of the performance of educators through organizational commitment on PKBM Educators in Karawang District are as follows:

2
Table 4
Direct and Indirect Effect on Performance business

Effect	Direct (D)	Indirect (ID) through Organizational Commitment	Conclusion
Organizational culture → Educators performance	$(0,24)^2 \times 100\% = 5,76\%$	$(0,39 \times 0,37) \times 100\% = 14,43\%$	L < TL
Soft Skill → Educators performance	$(0,20)^2 \times 100\% = 4,00\%$	$(0,11 \times 0,37) \times 100\% = 4,07\%$	L < TL
Leadership → Educators performance	$(0,25)^2 \times 100\% = 6,25\%$	$(0,40 \times 0,37) \times 100\% = 14,80\%$	L < TL

Source: Data Processing, 2016.

2
1. The direct and indirect effect of Organizational culture on Educators performance through Organizational Commitment

2
The direct influence of organizational culture on the performance of educators is 5.76%, while the indirect influence of organizational culture on educator performance through organizational commitment is 14.43%. This shows that the organizational culture conducted by PKBM in Karawang District can improve the performance of educators either directly or indirectly through organizational commitment, but indirect influence is greater than its direct influence. So the performance of educators in PKBM in Karawang District will be increased if PKBM in Karawang District has organizational culture that can increase organizational commitment. These results indicate that the organizational commitment variable on the influence of organizational culture on the performance of educators is a mediating variable.

2. The direct and indirect effect of Soft Skill on Educators performance through Organizational Commitment

The direct effect of soft skill on educator performance is 4.00%, while indirect effect of soft skill on educator performance through organizational commitment is equal to or 4.07%. This shows that the soft skills owned by PKBM educators in Karawang District can improve the performance of educators either directly or indirectly through organizational commitment, but the indirect effect is greater than the direct influence. So the performance of educators in PKBM in Karawang District will increase if PKBM educators in Karawang District have soft skills that can increase organizational commitment. These results indicate that the organizational commitment variable on the effect of soft skill on the performance of educators is a mediating variable.

12
3. The direct and indirect effect of Leadership to Educators performance through Organizational Commitment

1
The direct influence of leadership on the performance of educators is 6.25%, while the indirect influence of leadership on the performance of educators through organizational commitment is 14.8%. This shows that PKBM's leadership in District Karawang can improve the performance of educators either directly or

indirectly through organizational commitment, but indirect influence is greater than its direct influence. So the performance of educators in PKBM in Karawang District will be more increased if PKBM in Karawang District has leadership that can increase organizational commitment. These results indicate that the organizational commitment variable on the influence of leadership on the performance of educators is a mediating variabel.

Based on the three analysis above, it can be concluded that the organizational commitment in this research serves as full mediating, this is because both directly or indirectly organizational culture, soft skills, and leadership have a positive and significant impact on the performance of educators through organizational commitment.

So based on the hypotheses testing above, the findings of this research is to improve the performance of educators PKBM in Karawang District, especially on the dimensions of initiative (Y10) will be improved if PKBM in Karawang District able to increase organizational commitment, especially on continuous commitment (Y2), where the commitment of PKBM organization in Karawang District will be able to improve if PKBM in Karawang District can improve leadership owned by PKBM in Karawang District especially in supportive and directive capability (X6) and supported by improving organizational culture in clan culture (X2) owned PKBM in Karawang District and improve soft skills especially in intrapersonal skills (X4).

The findings of the research above show that the main problem in this research is the low PKBM educator's initiative in Karawang District, especially the initiative in partnership and initiative in seeking information. So to improve it is:

1. Improve leadership on PKBM with improvement in supportive and directive leadership, *i.e.* to develop the quality of educators.
2. Increasing organizational commitment to PKBM educators especially on increasing continuous commitment, especially at the level of difficulty/competition in getting a job.

CONCLUSIONS

1. Organizational culture, especially on the dimensions of clan culture has a positive and significant impact on organizational commitment on PKBM in Karawang District, especially on the dimension of continuous commitment.
2. Soft skill especially intrapersonal skills dimension have positive and significant effect to organizational commitment at PKBM in Karawang District, especially on continual commitment dimension.
3. Leadership especially on the dimensions of supportive and directive have a positive and significant impact on organizational commitment on PKBM in Karawang District, especially on the dimension of continuous commitment.
4. Organizational culture, especially on the dimensions of clan culture, soft skills in intrapersonal skills dimension, and leadership with supportive and directive dimensions simultaneously have a positive and significant effect on organizational commitment of PKBM in Karawang District, especially on the dimension of continuous commitment with Value of coefficient of determination

- (R²) equal to 68%. The leadership variable with supportive and directive dimension is the most dominant variable influencing the organizational commitment on PKBM in Karawang District.
5. Organizational culture, especially the dimension of clan culture has a positive and significant impact on the performance of educators, especially the initiative dimension on PKBM in Karawang District.
 6. Soft skill, especially intrapersonal skills dimension have positive and significant effect to educator's performance, especially on initiative dimension of PKBM in Karawang District.
 7. Leadership especially supportive and directive dimensions have a positive and significant impact on the performance of educators, especially on the initiative dimension on PKBM in Karawang District.
 8. Organizational commitment, especially the dimension of continuous commitment has a positive and significant influence on the performance of educators, especially on the initiative dimension on PKBM in Karawang District.
 9. Organizational culture especially the dimensions of clan culture, soft skill, especially in the dimensions of intrapersonal skills, leadership especially in the dimensions of supportive and directive and organizational commitment, especially in the continuous commitment demands simultaneously have a positive and significant impact on the performance of educators, especially on the dimensions of initiative on PKBM on Karawang District, with coefficient of determination (R²) equal to 85%. Organizational commitment with the dimension of continuous commitment is the most dominant variable affecting the performance of PKBM educators in Karawang District and is a full mediating variable on the influence of organizational culture, soft skill and leadership on the performance of educators.

Empirical Implication

Based on the research, the implication empirically educator performance reached by PKBM in Karawang District will be able improved especially on initiative dimension (Y10) if PKBM in Karawang District can improve organization commitment on commitment continuou (Y2), where the organizational commitment PKBM in Karawang District will be able improved if PKBM in Karawang District can improve its leadership capabilities especially supportive and directive capabilitive and supported by improving organization culture in clan culture (X2) that possessed by PKBM in Karawang District and mproving soft skillespecially in intrapersonal skill (X4).

Managerial Implication

The results showed that if organizational culture in tribe culture, soft skill in intrapersonal skills and leadership in supportive and directive able to synergize in activity at PKBM in Karawang District then this will able to give positive and significant influence to organizational commitment of PKBM in Karawang District especially in terms of continuous commitment. Based on these findings, managerial implications can be applied to increase organizational commitment through leadership enhancement by taking into the most dominant dimension of supportive and directive, so that PKBM in Karawang District should attent and improve indicators such as the level of leadership support for educators, The leader of the educator, the

level of confidence of the leader of the educator, the level of clear assignment to the educator, the level of spur the development of educators, the level of developing quality educators, the level of leadership skills in conducive working conditions, the level of decisiveness in decision making educator.

The result of the research also shows that if organizational culture in clan culture, soft skill in intrapersonal skills and leadership in supportive and directive able to synergize through organizational commitment especially in continuous commitment continuity hence will be able to give positive and significant influence to educator performance, especially in initiative on PKBM in Karawang District . Based on these findings, managerial implications that can be applied to improve the performance of educators through organizational commitment with attention to the most dominant dimension of continuous commitment, so that PKBM in Karawang District should attention and increase the level of value/benefit of the organization, the level of difficulty get a job, Time work on the organization, and level of need.

Managerial Suggest

1. Organizational culture conducted by PKBM in Karawang District has shown a relatively high organizational culture. The high organizational culture in PKBM in Karawang District that must be maintained is include indicators such as team level of cooperation, degree of freedom in promotion, level of awareness to others, decision-making level, creativity level, organizational tradition level, and flexibility level. However, there are several indicators of organizational culture that must be considered and enhanced by PKBM in Karawang District as indicator of participation level, level of commitment and self-management, level of loyalty in organization, level of risk taking, clarity of standard operating procedure, clarity level of coordination, and Level of clarity of organizational rules.
2. Soft skills on PKBM educators in Karawang District have shown relatively high soft skills. Soft skills in PKBM educators in Karawang District that must be maintained include indicators such as the level of utilizing diversity, empathy, service orientation, confidence level, cooperation, proactive, emotional awareness level, feasibility, and trust. Nevertheless, there are still some soft skill indicators that must be considered and enhanced by PKBM in Karawang District such as level of developing others, level of self-assessment, communication, self control, nature and preferences.
3. Leadership owned PKBM in Karawang District in running its business has had a relatively high leadership. The leadership of PKBM in Karawang District in carrying out its activities to be maintained is to include indicators such as the level of leadership support for the educators, the level of respect for the success of the educators, the level of responsibility for the success of the program participants, the level of program planning activities with educators, Routine evaluation on each activity program, level of monitoring on each activity program, level of communication with educator, level of program realization, level of involvement in implementation of activity program, level of leader's attention on educator, level of reporting result of activity program with transparency, Involvement as an educator. However, there are still some indicators of leadership that have PKBM in Karawang District that must be considered and upgraded such as the level of assertiveness indicator in decision making, the level of leadership in helping solve problems faced by educators, the level of developing the quality of educators, the level of responsibility on education programs, The ability to govern educators, the level of leadership ability in mengkondukipkan working conditions, the level of spur the development of educators, the level of confidence of leaders in educators, and the level of a clear assignment to educators.

4. Organizational commitment owned by PKBM educators in Karawang District has shown a relatively high organizational commitment. The high commitment of organizations owned by PKBM educators in Karawang District that must be maintained is to include indicators such as the level of attitudes and actions in accordance with the interests and objectives of the organization, the level of confidence work tasks to survive the organization, the level of liability for work. The degree of emotional attachment of the officer, the level of value/benefit of the organization, and the level of moral judgment to reside in the organization. However, there are some indicators of organizational commitment that PKBM educators have in Karawang District that must be considered and improved, such as the level of conformity of the rights and obligations, the difficulty level of employment, the level of staff involvement, the level of need, the level of employee satisfaction, The level of conformity of officials with organizational values, and the level of time spent working on the organization
5. Top of Form
6. Bottom of Form

Suggestions for Further Research

1. In this research variable soft skill is the relatively smallest variable influence both on organizational commitment and performance of PKBM educators in Karawang District , so that variable soft skill is suggested to be included into the next research on different research object.
2. Variables that affect the performance of educators in PKBM in Karawang District is still relatively small influence is the organizational culture and leadership, so in the next research there are still some other variables, such as competence, compensation, discipline, job satisfaction and others, because it may be These variables have a dominant influence to improve the performance of PKBM educators in Karawang District.
3. In this research the variation of mediation (intervening) used is organizational commitment, while there are other mediation variables that can improve the performance of educators such as discipline and job satisfaction. So if done further research using the mediation then the possibility of the results will be different.
4. This research can also be done on different research object not limited only to PKBM in Karawang District, for further research can be done at other companies such as manufacturing industry, national banking, hospital, college, so the possibility of research result will be different.
5. This research can also be done not limited only to PKBM in District Karawang, but can be on a wider scope or Nationally.

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