

The Influence Of Entrepreneur Ability, Work Climate, And Work Motivation On Organizational Commitment Of Private Madrasah Aliyah Teachers In North Sumatra Province

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ABSTRACT

This research aims to determine the influence of teacher Entrepreneurial Capabilities and work climate on teacher organizational commitment and work motivation of MAS teachers in North Sumatra Province. Study This was carried out in Private Madrasah Aliyah (MA S) in North Sumatra Province with a population of 162 people and technical taking sample done with technique total sampling.

The research results show that, there is positive and significant influence between teachers' entrepreneurial abilities to teacher work climate, namely equal to 0.72 , there is a positive and significant influence between entrepreneurial ability direct to Teacher organizational commitment is 0.27 , there is a positive and significant influence between work motivation to The organizational commitment of MAS teachers who have entrepreneurship is 0.287 or 28.7% , there is a positive and significant influence between work motivation in a way direct to personal work climate of 0.26 , and there is a positive and significant influence between teacher work climate and Teacher organizational commitment is 0.27 or by 27%

Keywords: Entrepreneurial Ability, Work Climate, Work Motivation, Organizational Commitment

A. INTRODUCTION

Education is a very important and fundamental issue in supporting the development of human resources (HR). It cannot be denied that there are many educational institutions in Indonesia that want to produce the best graduates with high morality. This requires an agency to have quality human resources to support the sustainability of the agency (Kusumaputri, 2018). This aim is to guarantee the quality of national education which leads to intelligent life of the Indonesian nation, has a dignified national civilization and forms character traits that are in accordance with the nation itself (Darmadi, 2018). Madrasas are considered as an organizational system to facilitate the achievement of educational goals. Madrasas as formal organizations are required to produce competent graduates whose success is based on national education goals (S, 2020). In Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, the aim of national education is to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

One of the goals of good education is to create high commitment from all components in the organization. (Ningsih, 2019) Therefore, madrasas as formal organizations that have goals based on national education goals are expected to be able to create high organizational commitment. A teacher who has high commitment will be seen from his behavior in carrying out his duties as a teacher in everyday life, especially if being a teacher is a calling and not a last resort, this will be seen from the teacher's commitment to prioritizing his duties at the madrasah rather than looking for additional income. outside the madrasah and continue to maintain his professionalism as a teacher (B. Miner, 2021)

Madrasah Aliyah is an educational unit characterized by Islam, Madrasah, linguistically comes from the word darasa, namely learning, while madrasah means a place of study or formal madrasa. Madrasas have developed into madrasas in general, the difference is only in the content of the curriculum. While general education has a general curriculum content, madrasahs have additional content of Islamic religious education in them. The problem is, it turns out that studies and analyzes of madrasas are still minimal and not many can be found, so there are few references to draw conclusions about the quality or quality of madrasas.

Based on the results of observations obtained by researchers when conducting preliminary observations in November at one of the madrasahs in the cities of Medan and Langkat, it was found that the organizational commitment of madrasah teachers was still low, this was proven by: (1) teachers were less responsible for their main tasks, such as being often

late, not being disciplined in attending and go home, leave the classroom, there are even some teachers who are more concerned with outside activities than educating their students. This is proven by the low level of finger print absenteeism in the form of coming late, going home early, not finger printing, coming only to do finger print and so on, even though the characteristics -characteristics of teachers who have organizational commitment are having loyalty and responsibility, carrying out the vision, mission and goals of the organization, (2) not caring enough about attending briefings, teacher service meetings and flag ceremonies on Mondays.

There are two types of work abilities (Robbins and Judge 2008), namely: (1) Intellectual abilities, are the abilities needed to carry out various mental activities, think, reason and solve problems. (2) Physical Ability, is the ability to perform tasks that require stamina, skill, strength and similar characteristics.

Motivation When we talk about motivation or more precisely about motivated behavior, then we question behavior as something that has three special characteristics. First: motivated behavior is sustainable, meaning that it persists for a relatively long period of time. Second: motivated behavior is directed towards achieving a goal, and Third: it is behavior that arises because of a felt need.

Commitment is defined as the teacher's attitude to remain in the organization and be involved in efforts to achieve the mission, values and goals of the organization. Mathis and Jackson in Sopiah (2008) define organizational commitment as the degree to which teachers believe and accept the organization's goals and will stay or not leave the organization. The success of managing an organization is determined by the success of managing human resources. The level of commitment of teachers to the organization where they work really determines the performance that the organization will achieve.

Employees who have high commitment will make maximum effort and have a strong desire to achieve organizational goals. On the other hand, employees who have low commitment will make less than optimal efforts under forced circumstances. Furthermore, Gomes also explained that the factors that influence performance are: (1) knowledge, (2) skills, (3) ability, (4) attitude, and (5) behavior. There are several things -Things that influence organizational commitment are divided into two parts, namely internal factors and environmental (external) factors (Askarany, 2020).

In this research, the description of organizational commitment will be analyzed from personal life environmental factors, namely factors from the teacher's perspective which include the teacher's entrepreneurial abilities, work climate and work motivation.

Organizational commitment is one of the behaviors in organizations that is widely discussed and researched, both as a dependent variable, independent variable and mediator variable. This is partly because organizations need teachers who have high organizational commitment so that the organization can continue to survive and improve the services and products it produces.

Referring to Colquitt's theory and enriched by Steers' theory which states that organizational commitment is related to motivation and competence, the researcher looks at the entrepreneurial abilities that teachers have so that they are motivated to have a good commitment to the madrasah and what organizational climate is created in the madrasah, so that can increase organizational commitment to improve. This is in accordance with one of the missions of the Ministry of Religion in accordance with Minister of Religion Regulation no. 90 of 2013 to improve access, quality and competitiveness as well as the relevance of education, madrasas need to regulate the implementation of madrasa education.

Based on this, the Ministry of Religion created the Let's Build Madrasah Movement (GERAMM) in order to develop madrasas by optimizing the potential of madrasas and improving the quality of education. The implementation of this Geramm program certainly requires collaboration between madrasah residents by utilizing the resources and potential of the madrasah. For this reason, all madrasah residents are expected to support and participate in each other for the implementation of this program. Geramm has several goals, including: realizing a religious culture in madrasas, developing innovation programs in madrasas, developing a literacy culture in madrasas, creating a healthy madrasa environment, increasing the competence of supervisors, madrasa heads and teachers.

Entrepreneurship education is implemented into the curriculum by identifying types of activities in madrasas that can realize entrepreneurship education and be realized by students in everyday life. Entrepreneurship in education is continuous hard work carried out by madrasahs, especially madrasah heads, in making their madrasahs of higher quality. This entrepreneurial concept includes efforts to carefully read opportunities, see in every element of the madrasah institution that there is something new or innovative, explore resources in a realistic and usable way, control risks, create prosperity (benefit) and bring financial gain (profit).

Entrepreneurship or entrepreneurship comes from the term Entrepreneur which means an ability to think creatively and behave innovatively which is used as a basis, resource, goal driver, strategy and tips in facing life's challenges. From these problems, this article will discuss how teacher commitment is formed if the formation of that commitment is from the teacher's

entrepreneurial abilities, work motivation and the work climate that exists in private madrassas which have entrepreneurial concepts that are applied in their madrassas.

B. LITERATURE REVIEW

Entrepreneurial Ability

Terminologically, entrepreneurship is the ability to create, seek and exploit opportunities to achieve what is desired according to ideals. An entrepreneur may be an entrepreneur, but an entrepreneur is not necessarily an entrepreneur. In French, the word entrepreneur is entrepreneur. Entre means between, prendre means to take. This word is basically used to describe people who dare to take risks and start something new.

An entrepreneur is required to carry out basic managerial functions such as direction and supervision. An entrepreneur is a person who buys goods at a certain price, even though that person does not yet know at what price the goods (or economic benefits) will be sold later. Furthermore, Steinhoff and Burgess, as quoted by Suryana, explained that entrepreneurs are people who organize, manage/run and dare to take risks to create new businesses and business opportunities (Suryana, 2003).

Entrepreneurship is a process of creativity and innovation that has high risks to produce added value for products that are beneficial to society and bring prosperity to entrepreneurs. Entrepreneurship is the right choice for individuals and groups who are challenged to create work, not look for work. 1. According to William Danko: "An entrepreneur has a 4 times greater chance of becoming a millionaire." 2. According to FORBES magazine: "75 % of the 400 richest people in America work as entrepreneurs. 3. Facts prove that many successful entrepreneurs started with small businesses (Siswoyo, 2009).

Entrepreneurs are those who dare to turn ideas into reality. According to Joseph Schumpeter, an entrepreneur is a person who perceives opportunity and creates an organization to pursue (Bygrave, 1994). An entrepreneur is a person who sees an opportunity, then creates an organization to take advantage of that opportunity. Based on this understanding, the personality of an entrepreneur is identified by several researchers as follows: 1. Desire for responsibility, namely having a great sense of responsibility for the business he has just started. 2. Preference for moderate risk. Entrepreneurs take risks more seriously. Entrepreneurs see business opportunities based on their knowledge, background and experience. 3. Confidence in their ability to succeed. Entrepreneurs often have high self-confidence. A study conducted by the National Federation of Independent Business (NFIB) stated that one third of entrepreneurs feel they have a 100% chance of success. 4. Desire for immediate feedback. Entrepreneurs

want to know how other people think about the method they are implementing, and for this reason they are very happy to get input from other people. 5. High level of energy. Entrepreneurs seem to have greater energy than most people. 6. Future orientation. Entrepreneurs are blessed with good abilities in seeing opportunities. 7. Skill at organizing. Entrepreneurs have the ability to place people according to their fields and abilities. 8. Value of achievement over money.

According to Zimmerer (1996:51), added value can be created in the following ways: a. Development of new technology (developing new technology), b. Discovery of new knowledge (discovering new knowledge), c. Improvement of existing products (goods and services) , d. Finding different ways of providing more goods and services with fewer resources (finding different ways of providing more goods and services with fewer resources).

Creative abilities and This innovation is actually reflected in ability and willingness to start a business (start up), the ability to do something new (creative), willingness and ability to look for opportunities (opportunity), ability And courage to bear risk (risk bearing) and the ability to develop ideas and mix things up source Power.

When seen from side entrepreneurship, ability entrepreneurship is the capability to calculate risks or a person who take the initiative to capitalize on business opportunities using strategy and a certain way. Entrepreneurial ability is a skill that required for para entrepreneurship with classification in the form of:

1. Technical skills; Writing, orally communication, monitoring environment, technical business management, technology, interpersonal, listening, abilities to organize, networks building, management style, coaching, being a team player.
2. Business Management Skills; Planning and goal settings, decision making, humans' relations, marketing, finance, accounting management, control, negotiation, venture launch, managing growth.
3. Personal entrepreneurial skills; inner control/discipline, risk taker, innovative, change oriented, persistent, visionary leader.

It is also stated that there are at least three field ability Which required for carry out process management, namely technical skills and social abilities (social skills), And ability conceptual (conceptual skills). Unlike physical assets, capabilities never become obsolete, although it may lose value. In general, the more frequent something is ability used, precisely will the more worth. Ability Also refer on something capacity individual for do various internal tasks something work.

When see things as stated that in entrepreneurship needed ability to calculate risk Which Possible arise as well as capable utilise every opportunity with ways certain Which all of them That need knowledge, skill including experience. A number of abilities Which must owned by entrepreneurs can be in the form of: Self knowledge, namely having knowledge about business Which will done or pursued it. Imagination, namely having imagination, ideas and perspectives or not depend on on success in Century Then. Practical knowledge, that is own knowledge practical for example knowledge technique, design, processing, bookkeeping, administration and marketing. Search skills, that is the ability to discover, create, and imagine. Foresight, that is, looking far ahead. Computation skills, namely abilities counting, and ability predict circumstances period Which will come. Communication skills, namely the ability to communicate, get along, and relate with people other.

Entrepreneurship is essentially the nature, characteristics and character of someone who has the will to realize innovative ideas creatively into the real world. In essence, an entrepreneur is a person who has an entrepreneurial spirit and applies the essence of entrepreneurship in his life. Entrepreneurship covers all aspects of work, both private and government teachers (Soeparman Soemahamidjaja, 1980).

There are six important essences of entrepreneurship, namely:

- a. Entrepreneurship is a value that is manifested in behavior that is used as a resource, driving force, goals, strategies, tips, processes and business results
- b. Entrepreneurship is a value needed to start a business and develop a business
- c. Entrepreneurship is a process of doing something new (creative) and different (innovative) which is useful in providing added value.
- d. Entrepreneurship is the ability to create something new and different
- e. Entrepreneurship is a process of applying creativity and innovation in solving problems and finding opportunities to improve business life
- f. Entrepreneurship is an effort to create added value by combining resources in new and different ways to win the competition.

Entrepreneurship is essentially the nature, characteristics and character of a person who has the will to creatively realize innovative ideas into the real world. The essence of entrepreneurship is the ability to create something new and different.

An entrepreneur is a person who sees an opportunity and then creates an organization to take advantage of that opportunity. Meanwhile, entrepreneurship can be seen as a process that includes all functional activities and actions to pursue and exploit opportunities by creating an organization (Dutta, 2019). Lounsbury stated that the main concern of entrepreneurship is

how opportunities to produce goods and services in the future can be discovered, created and exploited, by whom and with what consequences (Lounsbury, 2018).

The indicators of entrepreneurship are: Innovation (Innovativeness), Proactivity (Proactiveness), and Taking Risks (Risk Taking) are 3 indicators of entrepreneurship proposed by Miller (Miller, 2018). Until now, the basic indicators of entrepreneurship that are commonly used include Innovation, Proactivity, Risk Taking, Competitive Aggressiveness and Autonomy.

For implement innovation needed room for see impact from something innovation. No A little in its implementation experienced failure, and failure in its implementation itself can be caused by several things; 1) Not considering stage design in the creation process. 2) There is no match between the visions company with implementation in field. 3) Management No notice the whole process.

Furthermore, the management of an innovation can be determined by variables attitude Which characterized by: 1) Element characteristics work Which covers profit, suitability or compatibility, completeness, ability finance, And HR, as well as support from Which have interests. 2) Communication which includes methods, user involvement. 3) Organization Which covers objective, structure form specialization work, taking communicated decisions, and leadership. 4) Employees Which covers age, status economy and social, convenience will knowledge.

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Innovation for businessman more nature for utilise change from on created it. Look for innovation done with exploit the changes in the discovery that caused it to occur change. If you look at innovation organizationally, it will also be related to behavior innovative, where innovation is in accordance with innovative behavior innovation incremental. In matter This, which do innovation No only para expert just but all Teacher Which involved in process innovation the. By therefore system empowerment Teacher very required in innovative behavior.

Work Motivation

The term motivation comes from the word motive which can be interpreted as the power contained within an individual, which causes the individual to act or act. Motive is the driving force within a person to carry out certain activities, in order to achieve certain goals. Thus, motivation is the drive that exists within a person to try to make changes in behavior to better meet their needs.

According to Danim, motivation is a strength, drive, need, enthusiasm, pressure, or psychological mechanism that encourages a person or group of people to achieve certain achievements in accordance with what they want (Danim Sudarmawan, 2010). In connection with the definition of motivation, some psychologists refer to motivation as a hypothetical construct used to explain the desire, direction, intensity and consistency of goal-directed behavior.

There are two types of motives, namely intrinsic motives and extrinsic motives. Intrinsic motives do not require external stimulation because they already exist within the individual, namely in accordance with or in line with their needs. Meanwhile, extrinsic motives arise due to stimulation from outside the individual, for example in the field of education there is a positive interest in educational activities arising from seeing the benefits. Intrinsic motives are stronger than extrinsic motives.

Education must try to generate intrinsic motives by growing and developing their interest in relevant fields of study. The following are several things that can give rise to extrinsic motives, including: (a) educators need their students, as individual human beings, to respect their opinions, thoughts, feelings and beliefs, (b) educators use various methods in carrying out their educational activities, (c) educators always provide guidance and direction to their students and help, if they experience difficulties, both personal and academic, (d) educators must have extensive knowledge and mastery of the field of study or material being taught to their students, (e) educators must have a sense of love and devotion to his profession as an educator.

Motivation is a psychological process that can explain a person's behavior. Behavior is essentially an orientation towards the goal. In other words, a person's behavior is designed to achieve goals. To achieve this goal requires an interaction process of several elements.

Maslow, as a motivational figure in the flow of humanism, stated that hierarchical human needs are all latent within humans. These needs include physiological needs (food and clothing), security needs (free from danger), love needs, the need to be appreciated and respected, and the need for self-actualization. Maslow's theory can be applied in various aspects

of human life. In the world of education, this theory is carried out by meeting the needs of students, so that they can achieve maximum and best possible learning outcomes.

This theory has the meaning and role of cognition in relation to a person's behavior, explaining that there are internal events that are formed as intermediaries between task stimuli and subsequent behavior. This theory changes the basic motivational construct, namely the conception of drive as a complex cause, which is hereinafter called attribution. Motivation related to meaning and the role of cognition is more intrinsic motivation, namely motivation that arises from within, such as interest or curiosity, so that a person is no longer motivated by forms of incentives or punishment. While extrinsic motivation is motivation caused by the desire to receive rewards or avoid punishment, motivation is formed by external factors in the form of rewards and/or punishment.

According to several psychologists, within a person there is a determination of behavior, which works to influence that behavior. The determining factor is motivation or the driving force of human behavior. The expert's statement can be interpreted to mean that what is meant by goal is something that is outside of humans so that human activities are more focused because someone will try to be more enthusiastic and active in doing something.

Callahan and Clark in Mulyasa (2003: 120) state that motivation is a driving or pulling force that causes behavior towards a certain goal. Meanwhile, Hamzah (2012: 1) states that motivation is the basic impulse that moves a person to behave. Referring to the opinion above, it can be stated that motivation is a very important thing in an institution or organization

A school as an educational institution will certainly be successful and advanced if it has teachers who have high motivation in carrying out their activities as a teacher or educator. Hamzah (2012: 71) stated that teacher work motivation is nothing more than a process carried out to mobilize teachers so that their behavior can be directed towards real efforts to achieve the goals that have been set.

This explains the important role of teachers in increasing student potential. Work motivation must be developed in such a way by the teacher concerned. The concept of motivation related to a person's behavior can be classified as follows: (1) a person is happy about something, if he can maintain his feeling of joy then he will be motivated to carry out that activity, and (2) if a person feels confident that he is able to face challenges then usually that person encouraged to carry out these activities.

Based on the motivation theories stated above, it can be concluded that motivation is an impulse that arises from internal and external stimulation so that a person desires to make changes in behavior in certain activities to be better than the previous situation. With the

following targets: (a) encouraging people to carry out activities based on fulfilling needs. (b) determine the direction of the goal to be achieved, and (c) determine the actions that must be carried out.

According to Robbins (2008:222) motivation is a process that explains the intensity, direction and persistence of an individual to achieve goals. Based on this opinion, it can be concluded that work motivation is an urgent part of an organization which functions as a tool to achieve the goals or targets to be achieved.

Motivation is of course influenced by factors that encourage someone to do something. According to Chung and Megginson, the factors that influence a person's motivation are as follows: a) Individual (internal), which is classified as individual factors including: needs, goals, attitudes (attitudes), and abilities (abilities). b) Organizational (external), which is classified as factors originating from the organization including: payment or salary (pay), job security, fellow workers (co-workers), supervision (supervision), praise (praise), and the job itself (Zainun, 2007).

Abraham Maslow, a psychologist has developed a theory of motivation. The theoretical concept explains the existence of a hierarchy of needs which shows the existence of five levels of human desires and needs, namely 1) physiological (basic), 2) security (emotional and physical), 3) social (group equality), 4) esteem (self and others), 5) self-realization (fulfillment, maturity, wisdom).

Maslow's theory consists of two basic assumptions, namely: 1) humans always have the desire to develop and progress, 2) humans always try to fulfill more basic things first before trying to fulfill others, meaning that more basic things must be fulfilled first before higher additions. begin to control oneself (Sutikno, 2012).

Factors that influence work motivation come from within the individual (internal) and the organization (external). Likewise, with teacher work motivation, factors from within the individual include needs, goals, attitudes and abilities. Factors from the organization (external) include: payment or salary (pay), job security, fellow workers (co-workers), supervision (supervision), praise (praise), and the job itself (job itself).

C. METHODS

The approach to this research is quantitative research, namely research that focuses on studying objective phenomena to be studied quantitatively. In this research, data collection was carried out using questionnaires, observation and documentation then data analysis was carried out quantitatively. This type of research is ex post facto research, namely research that aims to

investigate events that have occurred and then trace them backwards to find out the factors that caused the event to occur (Sugiyono, 2008).

D. RESULTS AND DISCUSSION

Entrepreneurial Ability (X₁) has a direct effect on work motivation (X₃)

The findings of this research show that the influence of Entrepreneurial Ability is large directly on work motivation is 82 %. This illustrates that Entrepreneurial Ability influences teacher work motivation. If we look at the trend level of Entrepreneurial Ability, it is still classified as moderate, namely 29.83%.

Even though the magnitude of the influence given is relatively moderate, these findings have empirically shown and proven that the hypothesis put forward is that the higher the teacher's entrepreneurial ability, the higher his work motivation. Vernon A. Musselman, Wasty Sumanto and Geoffrey Meredith, briefly stated the characteristics of entrepreneurship as follows: 1. A strong desire to stand alone. 2. Willingness to take risks. 3. Ability to learn from experience 4. Self-motivated 5. Passion for competition 6. Orientation towards hard work 7. Confidence in yourself 8. Drive for achievement 9. High energy level 10. Decisive 11. Confidence in one's abilities. 12. Doesn't like the government's helping hand. 13. Doesn't depend on nature and tries not to give up on nature. 14. Leadership 15. Originality 16. Future oriented and full of ideas.

The development of a teacher's entrepreneurial spirit essentially occurs naturally. In everyday life, every individual will act rationally. This rational action is realized in the form of alternative choices which lead to a calculation of profit and loss. Calculating profit and loss is an economic action that is oriented towards the application of economic principles. So, every individual basically has developed an entrepreneurial spirit. However, if you want to portray yourself as an entrepreneurial coach, it is not enough to rely on natural behavior.

However, a teacher and madrasa leader must equip himself with various knowledge and skills in the field of entrepreneurship. Teacher entrepreneurship is built on the knowledge or discipline that they have taught so far. The scientific background of those taught is not marginalized, in fact the two are one unit that synergizes with each other

An entrepreneur is often described as someone who is tough, brave enough to run an independent business by organizing all the resources they have, which means also bearing the risk of failure with the ultimate goal of gaining income/prosperity. In the Schumpeterian view, entrepreneurship is an activity known as creative destruction, where basically this activity is

an attempt to create an imbalance through various new discoveries which will then become a new balance point.

Entrepreneurship is also often seen as an activity to realize opportunities that have been identified with the ultimate goal of maximizing prosperity. However, failure is an important phenomenon in entrepreneurship, including its causes and consequences for individuals, organizations and society (Cardon, 2020).

Dutta defines the desire to grow (growth intention) as the entrepreneur's goals or aspirations regarding the level/rate of growth (growth trajectory) desired by the entrepreneur. Thus, an entrepreneur is a person who sees an opportunity and then creates an organization to take advantage of that opportunity. Meanwhile, entrepreneurship can be seen as a process that includes all functional activities and actions to pursue and exploit opportunities by creating an organization (Dutta, 2019).

Lounsbury stated that the main concern of entrepreneurship is how opportunities to produce goods and services in the future can be discovered, created and exploited, by whom and with what consequences (Lounsbury, 2018). Ahuja and Lampert went on to say that efforts to determine the determining factors for breakthrough inventions are also considered important from the point of view of technology strategy and organizational learning (Ahuja, 2019).

However, with the development of the business environment, often the competitive advantages created only last for a short period of time, so that these advantages are not sustainable but rather temporary.

Work Climate (X₂) has a direct effect on work motivation (X₃)

The results of this research show that the influence of work climate is large directly on work motivation is 86 %. This illustrates that the Work Climate influencing teacher work motivation. If seen from the level of Work Climate tendencies still classified as moderate, namely 38.89 %.

Then the madrasah work climate is also related to the traits or characteristics that are felt in a madrasah work environment, and arises due to activities carried out consciously or not, and is considered to influence behavior then in other words the climate can be seen as the personality of the organization as seen its members. Madrasah climate can be a positive influence on the health of the learning environment or a significant obstacle to learning. The importance of madrasah climate for various parties is as follows:

- a. The madrasa climate can affect many people in the madrasa. For example, a positive madrasa climate has been linked to problematic student emotions and behavior.
- b. The climate of madrasahs in urban areas is at high risk, indicating that a positive, supportive environment and cultural awareness of the madrasah climate can significantly shape the success of urban students in obtaining academic degrees.
- c. Positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement and reduce maladaptive behavior.
- d. A positive madrasah climate is related to increased job satisfaction for madrasah personnel.
- e. Madrasah climate can play an important role in providing a healthy and positive madrasah atmosphere.
- f. The interaction of various madrasahs and classroom climate factors can provide support that allows all members of the madrasah community to teach and learn optimally.
- g. The madrasa climate, including “trust, respect, mutual understanding, obligation, and concern for the well-being of others, has a strong influence on educators and students, relationships between students, as well as participants' academic and overall progress of the madrasa. A positive madrasah climate is a rich environment for personal growth and academic success.

In the madrasa there is clear evidence of high morals and enthusiasm for learning, in front of teachers and students they show their pride in the madrasa, the classroom and madrasa atmosphere are very conducive to learning. In effective madrasahs, special attention is paid to the creation and maintenance of a work climate that is conducive to learning. Climate is a system concept that reflects the overall lifestyle of an organization. If this lifestyle can be improved, there is a high possibility of increasing work performance. Climate can also influence motivation, achievement and job satisfaction (Fauzan, 2018).

According to Siver in Komariah and Triatna, the social climate is formed by the reciprocal relationship between leader behavior and teacher behavior as a group. According to Siver in Komariah and Triatna, the social climate is formed by the reciprocal relationship between leader behavior and teacher behavior as a group. The interaction between teacher behavior and leadership behavior will determine what work climate is created, a work climate that is good and conducive to achieving goals will run well. The working climate in detail includes teacher work facilities, communication with colleagues, leadership of the madrasa

head, incentives and rewards. Incentives or rewards can be given in various forms, they don't always have to be expressed in monetary terms.

Work facilities include a workplace, teaching equipment, equipment needed by teachers to develop processes and funds. A working atmosphere with the head of the madrasah that creates professionalism between teachers and their colleagues in the same madrasah or in other madrasahs will give teachers the opportunity to give their best abilities.

So, here what is meant by work climate is an environment that is safe, peaceful, orderly and comfortable for teachers, educational administration staff and students as students who are professional in establishing good cooperation so that the implementation of the teaching and learning process can run smoothly. effective in achieving the goals of madrasa education. The work climate can be classified into six (6) conditions, namely open climate, free climate, controlled climate, familiar (familial) climate, internal climate and closed climate. Apart from that, a conducive work climate encourages every personnel involved in the organization to act and do what they want. best that leads to high performance achievements.

According to Hillrieger and Slocum, work climate is a set of attributes of an organization and its subsystems that can be felt by members of an organization, which may be caused by the way the organization or subsystem treats its members and their environment (Sittinur, 2018).

One of the theories that underlies the work climate is environmental theory/model. Environmental theory was put forward by Tagiuri and Litwin. This theory states that the climate that exists in an organization, including in madrasahs or in madrasahs that form the work climate, consists of: a. Ecology, refers to physical and material aspects as madrasa/learning climate factors (input), b. Miliu, refers to the social dimension in the organization (process), c. The social system in the organization refers to aspects of the administrative structure, how to make decisions, communication patterns among members of the organization (who talks to whom about what). d. Madrasah culture, refers to the values, belief systems, norms and ways of thinking of members of the organization (the way we do things around here)

It is important to create a conducive work climate because it is a person's perception of what is provided by the organization and is used as a basis for determining member behavior. Furthermore, Robert Stringer stated that there are five factors that cause a work climate:

1. External environment, economic uncertainty and market influence on climate
2. Organizational Strategy, the performance of an organization depends on strategy (what it tries to do), the energy possessed by members to carry out the work required

by the strategy (motivation) and environmental factors that determine the level of that energy.

3. Leadership Practices, leader behavior influences the work climate which then encourages teacher motivation. Teacher motivation is the main driver of performance.
4. Organizational Settings, organizational settings have the strongest influence on work climate.
5. Organizational History, the older the organization, the stronger the influence of its history (Devianti, 2020).

According to experts, the factors that influence the work climate are as follows:

- a. Stringer in Wirawan stated that there are five factors that cause the climate of an organization, the essence of which is as follows: External environment, organizational strategy, organizational regulations, historical strength, leadership.
- b. Steers in Idrus explains that there are five components that determine organizational climate, the essence of which is as follows: Organizational policy structure, Technology, External environment, Policies and practices, Management.
- c. Mondy in Idrus reveals 4 (four) main factors that influence organizational climate, the essence of which is as follows: work groups consisting of agreement, work morale, employee supervision. Manager supervision, in the form of emphasis on results and level of trust.

Keith Davis and John W. Newstrom in their book entitled *Human Behavior at Work*, argue that human behavior at work is influenced by organizational climate as the environment in which organizational teachers carry out their work. The work climate is unique, meaning that the work climate in one work unit will be different from the work climate in other work units. Even the work climate in one work sub-unit can be different from other work subunits even though they are in the same work unit.

If work climate is described as an atmosphere, condition or situation, then differences in work climate are defined as a continuum. Continuum here means that the regional climate is not polar or extreme in nature. The work climate scale moves from a work climate that is very unfavorable or very unpleasant to a work climate that is very favorable or very pleasant.

There are ten elements that influence the work climate of an organization or institution in a work unit, these ten elements are: 1) leadership quality; 2) level of trust; 3) bottom up, top down, and relationship communication; 4) feeling of doing work; 5) responsibility; 6) fair

rewards; 7) emphasis on rational (rational) work; 8) opportunity; 9) reasonable control, structure and bureaucracy; and 10) teacher involvement or participation.

Entrepreneurial Ability (X₁) has a direct effect on Organizational Commitment (X₄)

The results of this research show that the direct influence of Entrepreneurial Ability on Organizational Commitment is 29.6 %. If we look at the trend level of Entrepreneurial Ability, it is still classified as moderate, namely 36.42%.

These findings have empirically shown and proven that the hypothesis proposed that Entrepreneurial Ability has a direct effect on Organizational Commitment has been proven. The entrepreneurial ability of teachers who are positive about themselves is also an influencing factor in forming teachers' positive perceptions of the personality of the madrasa head as their leader in addition to their performance.

According to Zimmerer (1996:51), added value can be created in the following ways: a. Development of new technology (developing new technology), b. Discovery of new knowledge (discovering new knowledge), c. Improvement of existing products (goods and services) , d. Finding different ways of providing more goods and services with fewer resources (finding different ways of providing more goods and services with fewer resources).

Ability resulting from knowledge (quick response to information, techniques and fact). Skill (skill on basically task Which important for achievement behavior Which more complex) And talent (ability potential that has not yet been fully developed and/or implemented). With this, in fact general matter the covers elements: knowledge (knowledge), skill (skills), and behavior (personal attitudes).

This is driven by the opinion of Benardin and Russel (2008) who state that the size of a person's commitment is driven by In the world of work, teacher commitment has a very important influence, there are even several organizations that dare to include an element of commitment as one of the conditions for holding a position/position. offered in job advertisements.

Each teacher has different principles and behaviors depending on the organizational commitment they have. Teachers who have high commitment will make maximum effort and have a strong desire to achieve organizational goals. On the other hand, teachers who have low commitment will make less than optimal efforts under forced circumstances.

Benardin and Russel (2008) explain that the determining factors for the size of organizational commitment are knowledge, skills, competencies (abilities), attitudes and

behavior. Furthermore, Gomes also explained that the factors that influence performance are: (1) knowledge, (2) skill, (3) ability, (4) attitude, and (5) behavior.

There are several things that influence organizational commitment, divided into two parts, namely internal factors and environmental (external) factors (Askarany, 2020). Internal factors include 1) Training and Development, 2) Leadership, 3) Mentoring, 4) Job Autonomy, 5) Organizational Support while environmental factors are Organizational life and personal life.

One of the competencies that teachers must have is entrepreneurial competency. It is hoped that this ability will motivate someone to further increase their organizational commitment, as in this research. In this research, it turns out that entrepreneurial ability greatly influences a teacher's commitment to be better at their madrasah.

Work Climate (X₂) has a direct effect on Organizational Commitment (X₄)

The results of this research show that work climate has a direct effect of 36 % on organizational commitment. If seen from the trend level, the Work Climate is still classified as moderate, namely 36.120%. These findings have empirically shown and proven that the hypothesis proposed that Work Climate has a direct influence on Organizational Commitment has been proven.

From this research we can see that the work climate greatly influences the teacher's organizational commitment to the foundation where he works, the better the work climate of the madrasah, the better the teacher's organizational commitment to the foundation where he works.

Work Climate (X₃) has a direct effect on Organizational Commitment (X₄)

The results of this research show that work motivation has a direct effect of 52 % on Organizational Commitment. If seen from the level of work motivation tendencies, it is still classified as moderate, namely 30.25%.

The findings of this research further confirm that there is a link and mutual support between motivation and organizational commitment. Teachers who have high work motivation will always work hard to overcome all types of problems faced in the hope of achieving satisfactory results.

This is in line with Hamalik's view which states that the function of motivation is as follows: 1) encouraging behavior or an action; 2) motivation as a director, meaning directing actions to achieve the desired goals, and 3) motivation functions as a driver (Hamalik, 2001).

Motivation is the will to do, namely the ability or impulse in humans that causes them to act, think and speak in a certain way for certain targets (Steers, 1995).

Meanwhile, the total influence exerted by Entrepreneurial Ability, Work Climate, Work Motivation together on Organizational Commitment of private Madrasah Aliyah in North Sumatra Province is 35.5% while the remaining 64.5% comes from the influence of other variables outside the variables used in this research. The novelty of this research is that work climate has a greater influence on organizational commitment through work motivation, followed by entrepreneurial ability towards organizational commitment through work motivation.

E. CONCLUSION

Based on results study This can concluded as following:

1. There is influence direct and positive entrepreneurial abilities on teacher motivation ie as big as 0.305. And there is a direct influence of motivation on organizational commitment of 0.341. Can explained that There is influence direct entrepreneurial abilities towards the commitment of MAS teacher organizations throughout North Sumatra Province.
2. There is influence work climate directly on motivation is 0.226. And there is a direct and positive influence of motivation on teacher organizational commitment of 0.341 explained that There is influence work climate directly towards the organizational commitment of MAS teachers throughout North Sumatra Province.
3. By simultaneous influence entrepreneurial abilities and motivation Work to the working climate of MAS teachers throughout North Sumatra Province was 17.1%. Whereas influence variable other 82.9%. With meaning that influence variable entrepreneurial abilities head school and motivation teacher's work towards teacher work climate was 17.1%, meanwhile the remaining 82.9% is affected by variable others outside the research model.
4. There is influence direct and positive entrepreneurial abilities to Teacher organizational commitment is 0.186. Findings This describe that entrepreneurial abilities very influential to enhancement commitment of MAS teacher organizations throughout North Sumatra Province.
5. There is influence direct and postive motivation Work to Teacher organizational commitment is 0.125. Findings This describe that motivation Work very influential to work climate for MAS teachers throughout North Sumatra Province.

6. There is influence direct and positive teacher work climate towards Teacher organizational commitment is 0.341. Findings This describe that climate Work very influential to organizational commitment MAS teachers throughout North Sumatra Province.
7. By simultaneous entrepreneurial ability, motivation Work And work climate influential to the commitment of MAS teacher organizations throughout North Sumatra Province is 24.5%. Whereas the rest 75.5% affected by variable others outside the research model.

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