



Commitment to the Profession and the Learning Organization the Study of Innovation Tutor Package C Equivalent High School

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Abstract

This study describes the influence of commitment to the profession and the learning organization towards innovation tutor package c equivalent of high SCHOOL. The research method using the correlation method with quantitative approach. The population is tutor Package C equivalent of senior high SCHOOL in the City of Cirebon which amounted to 200 with a sample of 127 people. The results of this study are: 1) there is a positive and significant (0.05) between the commitment of the profession with the organization of learners, with a correlation value of 0.722. These coefficients show a strong relationship. 2) There is influence which is significant (0.05) between professional commitment to innovation with value of $r = 0.419$, $R^2 = 17.5\%$. 3) There is significant influence (0.05) learning organization towards innovation, with a value of $r = 0.475$, $R^2 = 22.6\%$. 4) There is significant influence (0.05) commitment to the profession and the organization of learners simultaneously on innovation, with a value of $r = 0,488$, $R^2 =$ increase of 23.8%. Conclusion this study the influence of commitment to the profession and the organization of learners either partially or simultaneously on innovation tutor package c equivalent of high school.

Key words: innovation, commitment to the profession, learning organization.

Introduction

The main key to the development and progress of students in a learning process is a tutor. Tutors can realize all the potential students who qualified both as individuals and as part of a community. High quality learning and meaningful can realize this potential into multiple competencies/multiple intelligence.[1] Multi-competence the student will be very useful and beneficial to the students in a better life next. The number of competencies.[2] That must be owned by students as a result of the learning process is the task of a tutor to be done in a professional manner with innovation high.

Commitment to the profession is the behavior of someone with a profession related to the value of the profession, ethics, belief,[3] and is willing to do, retaining membership in it.[4], [5] With Dimensions, namely: a) affective commitment to the profession with indicators,[6] (1) emotional tutor in carrying out the work, (2) positive feelings tutor to work, (3) strong affection to the profession and its organization,[7] (4) have a strong motivation to remain in his job, and (5) and selfless devotion in carrying out its duties, b) ongoing commitment to the profession, with indicators, namely (1) the assessment of the tutor to the costs incurred related if they leave the job, (2) profession

can meet the needs of his life, (2) lack of alternatives other professions, (3) have the obligation to work, and c) commitment to the normative to the profession with indicators, namely (1) to maintain stability/togetherness between the moral community with the profession as well as a sense of responsibility to uphold the values of his profession, (2) a moral obligation the tutor to remain in the organization.[8] these Values can be planted in an institution/educational institutions.[9]

Learning organization is an organization where its members continuously improve its ability to achieve the desired results,[10] develop patterns of thinking new and spacious, establish freedom for the common aspiration raising activities to learn about how to learn together.[11] the Dimensions of the learning organization is 1) systems thinking, 2) skills, 3) mental model, 4) build a shared vision, 5) learning team.[12] Innovation in learning at the moment and will dating is still necessary, especially considering the multicultural aspects.[13]

Innovation is the activity of creating ideas, idea, or product that is new, [24] which include: First, product innovation, namely to develop the new work, with indicators: (a) preparation of lesson plans revised; (b) the media as a means of. Second, innovation activities, namely to develop a new method. Indicators: (a) activity in the manufacture of the product; (b) implementation of the results of discovery.[25], [14] Third, the innovation of the services, develop new services, with indicators: (a) increasing the attractiveness of the product, and (b) increasing the attractiveness of the learning atmosphere.[15]

Education is currently facing various challenges and issues along with the progress of information technology is very fast. The results of education should be able to answer these challenges. As a person who is face to face with the students that are required to achieve it then the tutor should make innovations in his work. Innovation tutor is expected to increase students quality. A variety of experts to identify innovation as a step to facilitate the research for the development of science next.

As an educator and as a professional, a tutor in addition to the obligation of the moral follow the norms prevailing in the community, including the norms of religion. Compliance with the community relies heavily on the conception of togetherness,[16] and elder leader.[17] He must also follow the provisions contained in the legislation system of national education which must have a qualification minimum and certification in accordance with the level of authority to teach, healthy physical, spiritual as well as have the ability to realize the goals of national education.[18] The tutor as a professional educator is required to have competence as stipulated in the regulation of the minister of national education, namely pedagogic competence, social competence, personality competence and professional competence.

The condition of the Equal Education or Package C which is equivalent of high SCHOOL in the City of Cirebon based on data from the Field of early childhood Development-PNF Department of Education of the City of Cirebon can be described as follows. Resources educator or tutor Package C equivalent high SCHOOL is a tutor who has a background that is not linear with his educational background (48%). This resulted in the quality of the learning material is taught less than the maximum so there are some basic competence learning is not achieved and less quality. If the tutor has thoughts and deeds innovative then the many ways that can be done tutors to face the challenges and weaknesses. Tutors may be self-taught learning about the material so that the knowledge and ability increases. Tutors can work with other resource persons for the fulfillment of any such material. The Tutor can also take advantage of competent human resources around the place learning to collaborate about the teacher on a certain material.

Another fact is that the existence of students on the educational Package is the C equivalent of high SCHOOL in the City of Cirebon is the students who have low motivation to learn. This can be caused because of economic difficulties and so could not attend formal education (17%). Low motivation of students towards learning also can be caused by conditions that are not harmonious family or broken home so feel desperate in life (5%). Students in non-formal education could be while working during the day (53%) and of the age group that's already grown so desire learning to be reduced (25%). The diversity of students in non-formal education that cannot be done by using the method of study is usually done in formal education, need special treatment that can be accepted by all students who are diverse. The need for a tutor who has thoughts and deeds innovative. Tutor innovative will use all the techniques and abilities in the learning process in order to be accepted by all students. Learning to be fun and can motivate students to meet the target of basic competence according to the curriculum.

Education Package C equivalent of high SCHOOL in the City of Cirebon has a condition of facilities and infrastructure that have not been maximized. Today almost all units of non-formal education using school formal education (86%). This means that the education unit Package C equivalent of high SCHOOL in the City of Cirebon does not have its own building, the limitations of the media/learning tool, the limitations of the authority to use the field, the classroom as a learning tool. This condition can be overcome by the presence of tutors who have the innovation. Tutor innovative will make the learning process interesting despite not having a classroom that is special, the limitations of the tool/medium of learning can be overcome with the model of learning outside of the classroom and there are still many ways that can be done so that the learning objectives can be achieved.

The condition class is heterogeneous, the limitations of facilities and infrastructure owned demanding tutor to exert the whole idea and the idea is to be able to manage learning with good. On the other hand the presence of the tutor with the education qualification which is not linear with the educational background. Non-linearity educational qualification require the tutor to improve their competence. This is not balanced with the welfare received

by the tutor because the management of the financing in the education unit that is not optimal, low community participation in non-formal education, the policy of the local government as the holder of the mandate of the affairs of the mandatory non-formal education which is not in favor with the maximum on the implementation of the program equal education Package C Equivalent of the high SCHOOL which in turn affects the level of welfare of the tutor. Weak efforts to increase the quality of tutors in internal PKBM as the discussion, in-house training and similar activities for the mutual sharing of knowledge and sharing experience in terms of teaching effect on the level of creativity and innovation tutor low.

The formulation of the problem in this research is how strong the influence of commitment to the profession and the organization of learners simultaneously on innovation? With research objectives: 1) to determine the strength of the relationship between professional commitment with the organization of the learners. 2) To determine the magnitude of the influence of professional commitment to innovation, 3) the learning organization towards innovation, and 4) commitment to the profession and the organization of learners simultaneously on innovation.

The novelty of this research is the innovation tutor which is influenced by the commitment of the profession and the learning organization, with the benefit of research, namely: 1) Find a synthesis-a new synthesis of the variables of innovation, commitment to the profession and the learning organization. This research is also expected to find indicators-a new indicator of each variable studied, 2) the Results of this study are expected to renew the repertoire of science and contributions to science, especially about innovation as well as the variables that influence it.

Research Method

The research method used is quantitative method with the approach of the correlation. The population in this research is all Tutors Package C (equivalent to high SCHOOL) Community Learning Center (CLC) located in the Department of Education of the City of Cirebon amounted to 200 people, the number of samples as many as 127 people with the use of probability sampling techniques.[19] Research data collection was done by using the technique of administering a questionnaire or a questionnaire to provide data to researchers related to the thoughts, feelings, attitudes, beliefs, values, perception, personality, and behavior of the participants or respondents to the variables being studied. The technique of data analysis using statistical description and inferential statistics[20] to prove the hypothesis associated with the relationship and the influence of commitment to the profession and the learning organization towards innovation tutor package C Equivalent of high SCHOOL in the City of Cirebon. Data analysis using SPSS (Statistical Product and Service Solutions).[21]

Results and Discussion

This research was conducted to 127 respondents consisting of 52% female and 48% male. The respondent is a tutor Package C high SCHOOL Equivalent of 16 units of non-formal education or PKBM that there is spread over five districts in the City of Cirebon. The approach used is a quantitative method of correlation is to determine the relationship and influence of variable commitment to the profession, organizations learners and innovation. This research was conducted at a significance level of 0.05%. The results of this study show that the theory has been built to answer all the hypothesis.

Description commitment to the profession can be seen from the average value of count (the mean) of 73.18, the score that appears most frequently (mode) is 108, the range is the highest score-lowest (range) was 58, the lowest score (the minimum) is 72, the highest score (the maximum) is 130 and the amount of data (sum) is 13.168. A percentage of the value of the mean is at 79,76%, which if converted into a table of Pearson Product Moment the status of the variable commitment to the profession is said to be good.

On the variables of the organization of learners obtained the average score (mean) is 97.93, the middle value (the median) is of 98.00, a score that appears most frequently (mode) is 104, the range is the highest score-lowest (range) is 60, the lowest score (the minimum) is 65, the highest score (max) is 125 and the amount of data (sum) is 12,437. A percentage of the value of the mean is equal to 78.34%, which if converted into a table of Pearson Product Moment the status of the variable commitment to the profession is said to be good.

Innovation as the dependent variable can be described as follows: the average score (mean) is 73.18, the middle value (the median) is 73,00, the score that appears most frequently (mode) is 69, the range is the highest score-lowest (range) 54, the lowest score (the minimum) is 46, the highest score (the maximum) is 100 and the amount of data (sum) is 9,294. A percentage of the value of the mean is equal to 73,18%, which if converted into a table of Pearson Product Moment the status of the variable commitment to the profession is said to be good. With good status on each of the variables, the research can be continued to test the classical assumption. Based on the test results of the study can be forwarded to test the hypothesis that the result can be described as follows:

The relationship between the Variables of Commitment to the Profession (X1) and learning Organization (X2)

The results obtained are 1) the existence of a positive relationship and significant between the variables of commitment to the profession (X1) and organizational variables learners (X2) with the value of r (correlation) of 0.722 that if it is converted then the relationship between the two variables is strong. In addition, based on the Pearson Product Moment correlation test obtained the value of Sig. Of $0.00 \leq 0.05$ means there is a relationship between the commitment of the profession and the organization of learners.

The relationship of commitment to the profession with the organization of the learners can be described through indicators in this study. Emotional tutor is part of the affective commitment of tutors to work. This is in line with the opinion of Laura S. Fruhen et al., that affective commitment is the emotional attachment of a person to an organization. As educators, emotional tutor is very important in carrying out their duties. The Tutor suggests a sense of elated at the task will be able to carry out the work as an educator with the good. Obstacles and problems in the work can be resolved through knowledge sharing with tutor other. The Tutor will avoid at odds with the tutor in a discussion/meeting in order to solve a problem. The problems that occur in institutions is a common problem that must be addressed together anyway. So emotional tutor as an indicator of commitment to the profession associated with systems thinking, which is an indicator of the learning organization. Think the system here in accordance with the opinion Sange (1996), which think comprehensively or thoroughly so that the decision making or actions carried out focuses on how the system runs more effectively. This opinion is supported by the next researcher that Jennifer and Gareth (2012), that one of the dimensions of the learning organization is to encourage systems thinking.

Indicators of the second variable commitment to the profession is a positive feeling tutor to work. Feeling positive this is a behavior that is very good that must be owned by the tutor. With that feeling, the tutor will work with feeling happy, sincere and make the work as worship and a part of her life. Agree with Goswami, et, all. Where the commitment of work and commitment to the profession is have the same meaning and are interchangeable. Work commitments referred to as the psychological relationship between an individual and her work that is based on the reaction of the affective against the job. Someone with a commitment to work which is a very high-identify and have positive feelings towards his job. Positive feelings towards work also have an impact on the behavior of the other positive to help the success of his duties as a tutor. Behavior that appears among them is the expertise of the private owned tutors. Positive feelings towards work can also bring up a positive behavior towards the organization so as part of the organization, the tutor will be successful in establishing and achieving the goals of the organization in accordance with the vision and mission of the organization. The Tutor will follow all the rules of the organization and follow the rhythm of the organizations that apply so that the organization is fast growing and advancing. For that positive feelings toward his work as an indicator of commitment to the profession associated with personal expertise (the dimensions of the learning organization), which, according to the Sange (1996) as a discipline in clarifying the continuous and deepening personal vision, focusing on the energy, to develop patience, to see reality objectively. This opinion is reinforced by Jennifer and Gareth (2012) what makes personal mastery or self-efficacy is high as the dimensions of the organization of the learners. Positive feelings towards work is also associated with developing a vision for the organization together (indicators of the learning organization) as stated by the Ojha, et.all, that one of the dimensions of the learning organization according to him is a team orientation, which involves collaboration and cooperation among team members. Working together with a highly intelligent individual may not be enough to produce the expected results if the partners/stakeholders do not share the vision. Likewise the opinion of Jenifer and Garet, dimension of the organization of learners is to communicate a shared vision for the organization as a whole.

Build a shared vision (indicators of the organization of learners) are also associated with indicators of the dimensions of the commitment of strong affection to the profession and the organization. This affection causes a tutor looking for a positive ideas for the improvement and progress of the CLC. This study shows that the respondents associated this indicator got a score of 442 with the average responses of respondents on a scale of 3, meaning that sometimes a tutor looking for a positive ideas for the improvement and progress of the CLC and sometimes a tutor to feel indifferent to his work. This refers opinion Tahir et.al. that the definition of commitment to the profession's best efforts and shows integrity on the job. Any profession it certainly has a set of ethics and its own ideology that ensure the effectiveness and integrity. Understanding affective commitment according to him is affection strong emotional with the profession as well as the organization. In teaching educators tell the emotional associations of educators in the recognition and involvement in the work. The behavior shown among which have a strong motivation not to leave the job, the learning process and selfless devotion facing challenges.

Strong motivation and work selflessly when possessed by the tutors will be of great help in the execution of daily tasks. This has an impact on the formation of a strong mental so that it can deal with the challenges of the job. The challenges of a job as a tutor so much because of various shortcomings in the implementation of learning on the Package C equivalent of high SCHOOL. These shortcomings can be overcome one way is with a tutor who has strong motivation and work selflessly. A Tutor who has strong motivation and selfless work will with easy-to-follow learning team. The Tutor will follow the wishes of the team, the deal team, and teamwork. Such behavior can form an organization in which there is a good learning for the betterment of the organization or to achieve organizational goals. For it is a strong motivation and selfless work (an indicator of commitment to the profession) associated with

the learning team, which is an indicator of the learning organization. The results of this study are in line with the opinion of Jenifer and Gareth that one of the dimensions of the learning organization is to encourage learning in a team, which is also expressed by Abbas Naseer and Ali N. Khan that the learning organization emphasizes on the ability of the collective based on the experience and the cognitive process that involves the practice of knowledge management.

The second dimension of commitment to the profession is 1) a tutor who has a judgment against the costs incurred related if they leave the job, 2) the view that the profession can meet the needs of his life, 3) and the lack of alternative options on the profession of the other, so 4) tutors have an obligation in her job will relate with personal expertise and the desire to build a shared vision for the progress of the organization and success in the execution of their duties.

Indicators of assessment of the tutor to the costs incurred related if they leave the work in accordance with the opinion of Laura S. Fruhen and Goswami, et.all, Aaron Cohen and Sezgin and Cahit that the commitment of the continuation involves the assessment of individuals to the costs associated with leaving a job.

The profession can meet the needs of his life as an indicator of commitment to sustainable, in accordance with the opinion of Tahir et. all, that commitment to ongoing professional is to believe that the profession that can meet the needs of his life in terms of funding/financing so that will continue to exist to continue the career and meet the ethics of his profession. The lack of an alternative profession other is an indicator of the ongoing commitment that is in line with the opinion of Vincent Cho and Xu Huang and Khan and Qazi who gave an overview of indicators of sustainable commitment as the rate at which an employee feel will remain in the profession at this time due to the lack of an alternative profession beneficial.

A Tutor who has the attitude and the behavior of the above view that the profession is currently profession the only one that must be maintained and developed so that the tutor will focus more in the works. All their expertise will be issued for success in work as well as the success of the organization in achieving its vision and mission. To it the tutor has the assessment of the costs incurred related if they leave the job, looked that the profession can meet the needs of his life, and the lack of alternative options in other professions (an indicator of commitment to the profession) are associated with personal expertise and the desire to build a shared vision as an indicator of the learning organization which, according to the Sange (1996) expertise personal is as a discipline in clarifying the continuous and deepening personal vision, focusing on the energy, to develop patience, to see reality objectively. This opinion is confirmed also by Jennifer and Gareth (2012) what makes personal mastery or self-efficacy is high as the dimensions of the organization of the learners. While building the vision of the organization together is expressed by Ojha, et.al, that one of the dimensions of the learning organization according to him is a team orientation, which involves collaboration and cooperation among team members. Likewise the opinion of Jenifer and Garet, dimension of the organization of learners is to communicate a shared vision for the organization as a whole.

The third dimension of commitment to the profession is a commitment to the normative to the profession. A Tutor who has a commitment to the normative will maintain the stability/togetherness between the moral community with the profession as well as a sense of responsibility to uphold the values of his profession as well as have a moral obligation to remain within the organization associated with the mental models and systems thinking. Indicators of commitment normative is in accordance with the opinion of Tahir et. all, that professional commitment normative commitment is to always maintain the stability or togetherness between the moral community with the profession accompanied by a sense of responsibility to uphold the values, which include Aaron Cohen that commitment normative as an obligation to work. A Tutor who has the attitude and behavior that will have a strong mental. Limitations in carrying out his profession as a tutor Package C is equivalent to high SCHOOL can be overcome with a strong mental. Moral formation in addition to the path through education is also a close relation to culture.[22] the mental Models that strong is in accordance with the opinion of Peter Sange (2009) that one of the dimensions of the learning organization is a mental model (assuming that very attached, a picture of the shadow/image effect). The Tutor will solve the problems and limitations in carrying out his profession with think that system. This is in accordance with the opinion of Jennifer and Gareth (2012) that one of the dimensions of the learning organization is to encourage systems thinking. The work will be completed by the tutor thoroughly with a start from small things to great things and complete. For that tutor that maintain the stability/togetherness between the moral community with the profession as well as a sense of responsibility to uphold the values of his profession as well as have a moral obligation to remain in the organization (an indicator of commitment to the profession) are associated with mental models and systems thinking (indicators of the learning organization).

The influence of professional Commitment to Innovation Tutor Package C Equivalent high SCHOOL

After finding the relationship between the variables of commitment to the profession and the organization of learners, this study also wants to know the influence of professional commitment to innovation, the result of which is described in the following description. There are significant influence between professional commitment to innovation with the value of correlation (r) of 0,419 and the value of determinant (R²) at 17,5%. This shows the influence of the weak. To predict the influence of professional commitment to innovation found the regression equation $\hat{Y} = 33,214 + 0,385X_1$.

Commitment to the profession involves indicators of affective commitment, sustained commitment, and commitment is normative, while the innovation of using indicators which are product innovation, innovation activity, innovation and service innovation. Affective commitment include a positive feeling, compassion, emotional, motivational and selfless work. The affective dimension to the profession is in line with the opinion of the Goswani et.al, that someone with a commitment to high work very identify and have positive feelings towards his job. Tutors who have affective commitment a strong will to do innovation in their work. The Tutor will provide the best service to the students and to the organization. The Tutor will attempt to create a new service in accordance with the conditions of the students, finding the right way in providing services to students with a condition that is very diverse both from the aspect of psychological, academic, age, economic background and other. Thus the tutor creates a strong appeal how to keep their students can acquire appropriate learning. This is in accordance with the opinion of Chen and Kao, commitment to the profession affect the behavior of employees. Employees with high professionalism will provide the professional services that are beneficial to the public and show altruistic behavior where customer satisfaction is prioritized. To give satisfaction to the customer, the employee will perform the service innovation. Service innovation in this case in accordance with the definition presented by Jerald Greenberg and Robert A. Baron that service innovation is to introduce new services or improve existing ones. Stephen P. Osborn and Kerry Brown (2005), Jennifer M. George, Gareth R. Jones, and William C Sharbrough (2005), Alfred Wong, Dean Tjosvold and Thunhong Liu (2009), Patrick Dawson and Constantine Andriopoulos (2014) also supports service innovation as a dimension of innovation.

A Tutor who has a commitment to sustainable because of the assessment of costs incurred related if they leave the job, that the job that can fulfill the needs of his life, the lack of other alternatives that according to his ability, so the impact on the tutor has the obligation to work and want jobs that do become successful and quality. For that, the tutors will be trying to create ideas and new ideas to do the job. Tutors will not stay silent when there is an obstacle or obstacles in the execution of their duties. All thoughts and abilities bestowed to create something new so that the work to be quality. The Tutor will conduct innovation activities by developing a method to learn new and better and suitable for use in the learning process. Tutors will create the works new in order to provide convenience for the students to absorb all of the lesson materials, providing ease in understanding the material as well as its implications in everyday life. Lesson plans are arranged systematically and continuously evaluated in accordance with the interest and the conditions of their students. Learning Media is constantly cultivated and sought-after best as well as suitable for the students by utilizing the facilities and infrastructure owned by the organization and the environment. Environment of the school can form the concern of the students.[23] The Efforts made tutor to this as a form of commitment of the profession to the plane of the task. This condition is in accordance with the opinion of Vincent Cho and Xu Huang (2012) that the individual with a commitment to high professional is characterized by his willingness to do a lot of things efforts on behalf of the profession. Respondents associated with commitment to the profession is on the scale 4 that tutors often have a commitment to the profession. Though so still obtained findings in dimensions of the ongoing commitment to the profession in this research that the average respondents associated states sometimes late come a time when no teaching schedule. Tutors want to work easy with the use of plan a learning program that is already there and let students who have not understand because they prefer students who already understand. According to Ong Choon Hee that commitment to the profession with regard to the involvement of employees with the profession. Employees who have a commitment to the profession is low tend to be involved with the absence and delay, while employees who have a commitment to high professional will not engage in activities that are detrimental to himself and the organization, tend to prioritize the satisfaction of service to the customer.

A Tutor who has a commitment to the normative will always maintain the stability between the moral community with the profession as well as a sense of responsibility to uphold the values of his profession. Commitment normative tutor to the profession is in accordance with the opinion of Aaron Cohen (2007) which states that professional commitment is the extent of individuals identify with their profession and support the values. Tutors have a moral obligation as educators to not conflict with the norms prevailing in society. Tahir et.al. (2017), states that a commitment to the profession is the best effort that shows integrity on the job. That every profession has a set of ethics and its own ideology to ensure the effectiveness and itegritasnya. With a commitment normatih to this profession then the tutor will develop a strategy-service strategy, learning strategy, and the strategy of how students can learn with ease and fun. For that, the tutor is trying to create new ideas in the learning process. The creation of new ideas in the context of the definition of innovation is in accordance with the opinion of Stephen P. Osborn (2005), Andriopoulos and Dawson (2014).

If seen from the responses of respondents to the variable commitment to the profession obtained the average response on a scale of 4 means that the tutor felt often do commitment to the profession. Also found a tutor that states sometimes too late come on when teaching schedule that the tutor on indicators of this research is to have a liability in his work still needs to be improved. Delay tutor is because the tutors felt indifferent to the progress of PKBM because working there as a second job. The attitude of indifferent tutor, concerns are still not strong indicators of affection tutor to the profession and the organization. The second indicator is the dimension of affective commitment, so these dimensions need to be corrected for if it increases the commitment of the tutor to his profession.

When viewed from the responses of tutors to innovation, achieved average responses of respondents on a scale of 4 means that the tutor felt often innovate in their work. On the other hand, the tutor also let the students do not understand because the students understand the learning material is the main. Here it can be interpreted that the tutor is not maximized in creating attraction atmosphere of learning for all learners who does have heterogeneity is high. So the indicators of the dimensions of service innovation this is necessary to strive for improvement if you want to increase innovation tutor.

The results of this study are in line with research conducted by Erlina Yupra Handayani and Aulia Rahmah (2020) find also a fairly strong correlation between commitment to the profession and the behavior of the innovative students, which is indicated by the correlation coefficient (r) of 0.406. The results of this study also show that organizational commitment with variable innovative relate positively on aspects of the affective commitment of test results for regression 0.316 or by 31.6%. The difference lies in the dimension of innovation used that Erlina Yupra Handayani using the dimensions of (1) the idea of generalization, (2) the idea of promoting, and (3) an idea realizatio, while in this research using the dimensions of product innovation, innovation activities and innovation services.

These findings are also supported by the conclusions of the study Ipek Koçoğlu, Salih Zeki Imamoğlu, and Hüseyin Ince (2011) that the strategy of the development of the capacity management that creates an atmosphere of innovative need the opportunity to learn and share knowledge of high level, and provides resources to strengthen employee commitment to innovation.

The influence of the learning Organization (X₂) on Innovation Tutor Package C Equivalent high SCHOOL

This paper shows the existence of significant influence between learning organization towards innovation with a correlation value (r) of 0.475 and a contributing influence to the value of determinant (R^2) equal to 22.6%, this shows the influence of the weak. To predict the influence of professional commitment to innovation found the regression equation $\hat{Y} = 29,037 + 0,451X_2$.

Based on the results of such research, the organization of learners influence on innovation. On the organization of learners, all members of the organization have the behavior of systems thinking, personal expertise, mental models, building shared vision, and learning team. Dimensional organization of systems thinking is to think comprehensively or thoroughly so that the decision making or actions carried out focuses on how the system runs more effectively. This fits well with the opinion of Jennifer and Gareth (2012), that one of the dimensions of the learning organization is to encourage systems thinking, this is thought because the organization is a system consisting of interrelated parts. What is done or learned by one part of the organization affect other parts of the organization. Members of the organization should be encouraged to think in terms of these and discuss how the actions of individual they are and their actions in groups and teams affect other parts of the organization. On indicators of systems thinking, the tutor will use the skills and understanding to plan learning thoroughly by considering the circumstances surrounding both on the students or the state of the organization, think how to do something new as well as how to evaluate the results of the work that has been done.

The second dimension in the organization of learning is personal expertise that is a discipline in clarifying the continuous and deepening personal vision, focusing on the energy, to develop patience, to see reality objectively. This dimension is in line with the opinion of Jennifer and Gareth (2012) what makes personal mastery or self-efficacy is high as the dimensions of the learning organization. A Tutor who has personal expertise will translate his expertise in matters of education, to create something new in delivering service innovation, innovation activities, and product innovation. The Tutor will create products useful learning for the students, create activities that are new and are suitable for students. With the expertise of private-owned then the tutor easily create innovations that are beneficial to the implementation of the field of duty.

Mental models as a third dimension that is used in this research is the inherent assumption, a picture of the shadow/image effect). This dimension is in line with the opinion of Parivash Jaafari, et.al (2012) that organizational learning depends on the sharing of knowledge, beliefs, and assumptions among team members.

Tutor with behavior that can build the vision and mission of the organization, will facilitate tutor in search of weakness of the organization in achieving its vision and mission. This is in line with the opinion Ojha, et.al, that one of the dimensions of the learning organization according to him is a team orientation, which involves collaboration and cooperation among team members.. Likewise the opinion of Jenifer and Garet, dimension of the organization of learners is to communicate a shared vision for the organization as a whole.

A Tutor who has the attitude and the behavior of the learning team on a commitment to the profession will learn from each other's knowledge, understanding, and skills between the tutors so that the expertise in the field of education increased. The dimensions of this supports the opinion of Jenifer and Gareth that one of the dimensions of the learning organization is to encourage learning in the team. Abbas Naseer and Ali N. Khan also believes similar, that the learning organization emphasizes on the ability of the collective based on the experience and the cognitive process that involves the practice of knowledge management. Many new innovations obtained from the learning team so that it can be practiced on a private tutor in carrying out their duties. Something new both in the planning of learning, looking for the right learning media, find new methods in the learning process can be found easily. Working in a learning team is useful for improving the performance.

If seen from the responses of respondents to the variable learning organization obtained the average response on a scale of 4 means that the tutor felt often support a learning organization in PKBM place to work. Data obtained from this study that the respondents sometimes resists the development of skills related to the job because it's boring. This indicates the responsibility of the tutor who has not been good on the dimensions of personal expertise. On the other indicators found respondents sometimes angry if given direction on the effectiveness of the work because he felt better mastering job. The feeling is a mental model that is not better when owned by a tutor.

Viewed from the side of innovation obtained the average responses of respondents on a scale of 4 means that the tutor felt often innovate in their work. On the other hand, the tutor also let the students do not understand because the students understand the learning material is the main. Here it can be interpreted that the tutor is not maximized in creating attraction atmosphere of learning for all learners who does have heterogeneity is high. So the indicators of the dimensions of service innovation this is necessary to strive for improvement if you want to increase innovation tutor.

The influence between the learning organization against this innovation also by Ghazal Eghtesadi and Mohammadreza Hamidzadeh (2012), which indicates the presence of a positive and significant correlation at the level of 0.05 with r value to 0.522. In this study, more detailed find a positive and significant relationship between organizational learning and the level of innovation of the organization. The difference lies in the dimensions used. When Ghazal, et al use of indicators in the form of organizational support, strategic guidance, high confidence in the organization, a culture of innovation, learning organization, an Index that measures the performance of the learning, the organizational structure that is appropriate for learning, while in this study using the dimensions of systems thinking, personal expertise, mental models, building shared vision and learning team.

Reinforced also in the study of Muhammad Mudasar Ghafoor et.al., (2016) stated that there is influence of learning organization where innovation as a mediating variable on the performance of the organization with the values of the correlation 0,255 on the average 0.01.

Also found by Naseer Abbas Khan and Ali Nawaz Khan, with the results of the research showed that learning organization has a positive impact and significant impact on innovation employees with a correlation of $r = 0,42$. This research applies the procedure to plot the influence of interactive with the results of the interaction between knowledge sharing and innovation of employees significantly. In addition, knowledge sharing is an indicator of the learning organization also has a strong relationship with the innovation of employees.

The influence of professional Commitment (X1) and learning Organization (X2) Simultaneously on Innovation Tutor Package C Equivalent high SCHOOL

This paper shows that there is significant influence between the commitment of the profession and the organization of learner's simultaneously on innovation with a correlation value (r) of 0,488 and a contributing influence to the value of determinant (R²) at 23.8%, this shows the influence of the weak. To predict the influence of professional commitment to innovation found the regression equation $\hat{Y} = 24,544 + 0,146X_1 + 0,342X_2$.

As described above about the relationship between commitment to the profession and the organization of the learners and the influence of the two variables with the innovations, this study also proposed a hypothesis to determine the effect of commitment to the profession and the organization of learners simultaneously on innovation.

Affective commitment which is owned by tutors, it covers the emotional tutor in carrying out the work, feeling positive tutors to work, a strong affection to the profession as well as the organization, have a strong motivation to remain in his job, and selfless, and full of devotion in the line of duty then in the tutor has formed the attitude and behavior of the strong to work properly. The attitude and behavior of the tutors who have affective commitment, when coupled with the way of thinking of the system in solving problems and challenges and supported with personal expertise that is high in carrying out their duties, then the tutor can create new innovations such as the media of learning new method learn new ones, and can provide the new service so that the learning process will be running with quality. The attitude and behavior of the tutor that this ideal is needed in order to improve the quality of learning in Package C equivalent of high SCHOOL, which does require new innovations to provide the service of education to the students who have a lot of limitations in the study.

A Tutor who has a continuing commitment to the profession considers that there is a cost when he leaves his job, a profession that today can meet the needs of his life, other professions not be a choice or other alternatives due to the need of competence in different ways, and have obligations in his job, when simultaneously have the spirit in building the vision of the organization with the mental model required has been embedded as well as showing the personal expertise and can work together in the learning team then the tutor will create the results of new work in carrying out their duties as educators. Variety of media and new learning method that is beneficial for the students found. The ideas and the new ideas that continue to be pursued in order to provide services that can attract students to learning in the spirit and continuous. Motivation to learn and the spirit of learning the students in following the learning process can be improved by providing a service the process of learning new and fun.

A Tutor who has a commitment to the normative to the profession then the attitude and behavior that can be shown is to maintain the stability/togetherness between the moral community with the profession as well as a sense of responsibility to uphold the values of the profession and the moral obligations of the tutor to stay in the

organization. When the attitude and the behavior is coupled with the way of thinking of the system, have the personal expertise and passion to build a shared vision and can work together in a team's learning so many new things are created. New innovations can be generated either in the process of learning as well as other things that are useful for quality education in the implementation of the program Package C equivalent of high SCHOOL.

These findings are also supported by research Ipek Koçoğlu, Salih Zeki Imamoğlu, and Hüseyin Ince (2011) who concluded that the strategy of the development of the capacity management that creates an atmosphere of innovative need the opportunity to learn and share knowledge of high level, and provides resources to strengthen employee commitment to innovation.

Furthermore, based on the opinion of Vincent Cho and Xu Huang (2012) that the individual with a commitment to high professional is characterized by his willingness to do a lot of things efforts on behalf of the profession, Aaron Cohen (2007) which states that professional commitment is the extent of individuals identify with their profession and support the values, Tahir et. all. (2017), states that a commitment to the profession is the best effort that shows integrity on the job. The above theory refers to how the role of professional commitment in the creation of the idea or the notion in innovation. This is in accordance with the opinion of Stephen P. Osborn (2005) and Andriopoulos and Dawson (2014). Results of previous studies are also carried out by Erlina Yupra Handayani and Aulia Rahmah (2020) find also a fairly strong correlation between commitment to the profession and the behavior of the innovative students, this Finding is also supported by the conclusions of the study Ipek Koçoğlu, Salih Zeki Imamoğlu, and Hüseyin Ince (2011) that the strategy of the development of the capacity management that creates an atmosphere of innovative need the opportunity to learn and share knowledge of high level, and provides resources to strengthen employee commitment to innovation. Based on this it then increased innovation can be done with efforts to increase the commitment to the profession.

In addition, Jennifer and Gareth (2012) argue that one of the dimensions of the learning organization is to encourage systems thinking and personal mastery or self-efficacy. Parivash Jaafari, et. all (2012), that organizational learning depends on the sharing of knowledge, beliefs, and assumptions among team members. It will affect someone innovations in carrying out the work. There are repair services that are new as improvement efforts in her work. This is in line with the opinion of Jerald Greenberg and Robert A. Baron that service innovation is to introduce new services or improve existing ones. Stephen P. Osborn and Kerry Brown (2005), Jennifer M. George, Gareth R. Jones, and William C Sharbrough (2005), Alfred Wong, Dean Tjosvold and Thunhong Liu (2009), Patrick Dawson and Constantine Andriopoulos (2014) also supports service innovation as a dimension of innovation. Also supported by the presence of research by Ghazal Eghtesadi and Mohammadreza Hamidzadeh (2012), which indicates the presence of a positive and significant correlation at the level of 0.05 with r value to 0.522. In this study, more detailed find a positive and significant relationship between organizational learning and the level of innovation of the organization, Naseer Abbas Khan and Ali Nawaz Khan, with the results of the research showed that learning organization has a positive impact and significant impact on innovation of employees. Thus, the increase in innovation can be done with efforts to increase the learning organization. In addition to its own that the commitment of the profession and the learning organization can increase innovation, together, the two variables can also increase innovation.

Conclusion

Based on the results and the discussion above it can be concluded that the commitment of the profession and the learning organization both have a connection and can influence to the tutor in innovation in learning. The description of such conclusions as follows: (1) there is a positive and significant correlation between commitment to the profession (X1) and learning organization (X2) with the value of r (correlation) of 0.722. This indicates a strong relationship. (2) There is significant influence between professional commitment (X1) to innovation (Y) with the value of correlation (r) of 0.419 and the value of determinant (R2) at 17.5%, which means that the contribution of the influence of professional commitment (X1) to innovation (Y) is equal to 17.5%. This shows the influence of the weak. (3) There is significant influence between the learning organization (X2) to innovation (Y) with the value of correlation (r) of 0.475 and the value of determinant (R2) equal to 22.6%, which means that the contribution of the influence of the learning organization (X2) to innovation (Y) is equal to 22.6%. This shows the influence of the weak. And (4) there is significant influence between professional commitment (X1) and learning organization (X2) simultaneously on innovation (Y) with the value of correlation (r) of 0,488 and the value of determinant (R2) at 23.8%. This means that the contribution the influence of professional commitment (X1) and learning organization (X2) simultaneously on innovation(Y) is at 23.8%. This shows the influence of the weak.

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