COMPETENCY, CULTURAL ORGANIZATION, WORK MOTIVATION AND PERFOMANCE OF MILITARY TEACHER AT PUSAT PENDIDIKAN POLISI MILITER KODIKLATAD TNI AD

Sain Mustain[1], Ony Djogo[2]

[1,2]Magister Program of Management, Sangga Buana YPKP University

[1]sainmustain@gmail.com
[2]onydjogo@gmail.com

Abstract

Competency, cultural organization, work motivation and performance of military teacher as an important part of education process. The goal of this research to describe at Pusat Pendidikan Polisi Militer Kodiklatad TNI AD. Total populations are 190 persons and samples are 129 person who are decided according to Slovin Formula. Correlations score between competency and cultural organization is 0,907 (very strong), cultural organization and work motivation is 0,871 (very strong), competency and performance is 0,910 (very strong), competency and motivation is 0,876 (very strong), compensation and performance is 0,930 (very strong) and motivation and performance is 0,872 (very strong). Result of this equation showed when Employee Performance without competency, cultural organization, motivation, performance showed a score only 7,693. Competency, cultural organization, motivation and performance at the level good and could be improved to reach their excellent performance.

Key words: Competency, cultural organizationn, Motivation, Performance

1. Introdution

Education is a conscious effort made by the family, community and government, through guidance, teaching and training activities that take place at school and outside school throughout life to prepare students to be able to play a role in various living environments appropriately in the future. Education is learning experiences that can be carried out in the form of formal, non-formal and informal, which lasts a lifetime aimed at optimizing the potential and abilities of individuals so that in the future they can play a role in life appropriately. Thus, education is a necessity for every individual to enrich knowledge in order to prepare himself to face the ever-changing life along with the development of

Science and technology. This is in line with the objectives of National Education in the Law of the Republic of Indonesia of 2003 concerning the national education system, in Article 3 it is stated that the function of national education is to develop capabilities

and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students. to become human beings who believe and fear God Almighty, are healthy, have noble character, are capable, creative, independent and become democratic and responsible citizens

Thus education is an information of various sciences as a provision to live life and gain prosperity. Education is also able to instill a new capacity for humans to learn new knowledge and skills, so that productive humans can be obtained. (Sutarto, 2001). Education is based on the interaction between educators and students in an effort to help students master educational goals. In this case, the interaction that occurs is a two-way interaction, so that each party can carry out its role to the fullest. Human resources are an important factor in the learning process, both related to the subject and object of education. The position of the teacher as the subject of

education is required to be able to bring students to the direction of improvement and better behavior change, including cognitive, affective and psychomotor behavior. The role and duties of the teacher are situational, depending on the characteristics and needs of the students. Therefore, a teacher must fully understand his role in the learning process. Teachers can act as student leaders, managers who manage teaching and learning activities, and facilitators who seek to create a learning environment that can streamline student learning processes as well as mentors who help difficulties and direct learning activities. Regulation of the Commander of the Indonesian National Armed Forces Number Perpang/93/XI/2011 dated November 29, 2011 concerning Administrative Guidelines for Assessment and Calculation of Workload in the Indonesian National Armed Forces. The professional development of military teachers adopts from the teacher as a professional, including increasing competence, increasing work (performance) and welfare. Teachers as professionals are required to constantly improve their abilities, insights and creativity. In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, "Competence is a set of knowledge, skills and behaviors that must be possessed, internalized and controlled by teachers or lecturers in carrying out professional duties..

Someone acts or acts because there is something that pushes him towards a certain goal. Each individual Action or deed leads to a different goal. This difference ultimately leads to the fulfillment of the needs of the individual's life both as individual beings and social beings. In connection with this explanation, Sardiman (2007:73) explains, "Motifa is an impulse that moves a person to behave due to the needs that humans want to fulfill." Organizational culture is a culture that holds organizational values intensively and is widely shared by members of the organization. In everyday people's lives can not be separated from the cultural ties that are created. Cultural ties are created by the community concerned. Culture distinguishes people from one another in the way they interact and act to complete a job. Culture binds members of community groups into a unified view that creates uniformity in behavior or action. Over time, culture must be formed within the organization and can also be felt useful in contributing to the effectiveness of the organization as a whole. Luthans in Susanto (2006:111) states, "Organizational culture is the norms and values that direct the behavior of organizational members. Each member will behave according to the culture that will apply to be accepted by his environment. Competence and motivation are two things that are considered to have an influence on one's work ability or performance. Appropriate and adequate competence is a prerequisite for a teacher who in this case is a military teacher. With his competence, a military teacher will be able to carry out the duties of education and training for student soldiers well. With their competence, military teachers will be able to transform their knowledge and skills about the military to the soldiers who are well educated. Based on the explanation of the teacher's performance, a military teacher is also required to be able to show his performance which is indicated through his ability during teaching and learning interactions in the classroom and how he prepares it, motivation, knowledge, personality and accompanying organizational systems.

The Military Police Education Center (Pusdikpom) is one of the education centers under the Army's Education and Training Doctrine Command (Kodiklat), which has the main task of providing education and training for the Army Military Police soldiers. the teaching and learning process that is carried out can run well and the desired goals and objectives can be achieved. This is as explained by the Commander of the TNI AD Education and Training Doctrine Development Command. Military Teachers and Trainers are central figures as well as one of the most decisive components to improve the quality of Indonesian Army Soldiers, because it is from Military Teachers and Trainers that knowledge and skills are obtained by an Army Soldier. For this reason, Military Teachers and Trainers are required to know the level of absorption and be able to measure the response of students in a teaching and learning process to then be

directed as desired. Therefore a Military Teacher and Trainer should not be bored, lose motivation, creativity and ideas, to always increase the enthusiasm and interest of students in participating in every type of education carried out in the TNI Army Lemdika environment. The ability or competence of military teachers is in principle the same as professional teachers in general because their roles, duties and functions are the same. Therefore, military teachers must have pedagogic competence, social competence, personality competence and professional competence.

Furthermore, data retrieval is carried out through documents available at Pusdikpom TNI AD and monitoring in class and in the field. The results obtained are that some military teachers have met the qualifications of military teachers (military teacher course certificates), but it turns out that from various types of education there are still military teachers who have not mastered the material, teach by reading slides and even seem monotonous. From the results of the final checklist of education given to students about 10 components of education and one of them is the response to military teachers, it is stated that there are still military teachers who have not mastered the class and are monotonous. Furthermore, the researcher also looked at the checklist of student assessments of military teachers, there were still assessments that were below the specified standards. For assessments that are far below this standard, it must be studied more deeply whether the students who provide the assessment are not objective or it is the military teacher who should receive attention. This is evidence that military teachers do not yet have the expected competencies as a teacher's competence, namely pedagogic, social, personality and professional competencies. To be able to carry out their duties properly, military teachers need to be empowered so that the quality of military education output is better. The results of the initial data collection can illustrate the gap between the abilities of military teachers in their duties.
Some of the efforts to address the shortage of military teachers are as follows:
1. Utilizing existing officers to teach in every educational activity

2. Sending officers to follow Susgumil at Pusdikpengmilum to follow the quality of military teachers
3. Carry out guidance for educators
4. Apply for Military Teacher Brevet and trainer allowance.
5. Submit a request to increase the number of Susgumil allocations / teaching staff for pusdikpom officers

Conditions and problems in the field as well as their handling will of course be faced with a consequence that can have both positive and negative consequences. Apart from this, it can be stated that the competence of military teachers is important in improving the performance of the unit. Syaiful F. Prihadi (2004:105) said, "Competence produces effective and/or superior performance". Then Sedarmayanti (2007) explained, "Competence is a fundamental characteristic possessed by a person that has a direct influence on or can predict excellent work performance". This means that work performance has a relationship with the level of competence of an individual, the higher the level of competence, the better the performance. Another thing that concerns the author is the motivation of military teachers in carrying out their duties. As explained earlier that motives and motivations are encouragement or driving within a person towards the achievement of certain goals, it can be interpreted that all forms of carrying out the duties of military teachers are also based on the existence of motives and motivations for certain goals. Each agency must make efforts aimed at improving employee performance in order to achieve the level of efficiency and effectiveness of the agency, the vehicle that is considered effective for this purpose is through the provision of motivation. Dedi Hadian and Sidik Priadana (2014). Based on the results of observations in the field, it shows that 1) there are still students whose initial physical fitness test scores are low (below the standard), 2) there are still students who are overweight (over weight) so that they cannot participate in maximum physical guidance activities, 3) there are still students who arrive late and do not meet the requirements. Other problems are 1) in the implementation of the revision and preparation of the

education curriculum, Pusdikpom is not involved in the Pokja team by LKT so that there are obstacles in the operation of the curriculum, 2) in the implementation of revamping the materials so that they experience difficulties due to the limited reference books used as revisions, 3) reference books Most of the military police branches that are used as references are old reference books that are not in accordance with current developments and dynamics in the field. These problems illustrate the existence of an organizational culture that is not as appropriate as it should be. Although in its implementation in the field it can be overcome by certain policies, but it is temporary because it will continuously form an organizational culture that is less conducive. Regarding the relationship between work organizational culture and performance, Susanto explained that there are four roles of organizational culture, namely: 1) Has a significant influence on the economic performance of the organization. 2) Become a more decisive factor in determining the success or failure of the organization in the following year. 3) Can encourage economic performance in the long term if the organization consists of decent people. 4) Formed to improve the performance of agencies/institutions/companies. With regard to competence, motivation and organizational culture, is the performance shown by military teachers caused by these three factors? This needs to be proven through research. Therefore, the authors are interested in conducting research on the Influence of Motivation, Organizational Culture and Competence, on the Performance of Military Teachers at the Military Police Education Center of the Army Military Command and Training Center.

Based on the identification and formulation of the problem, the purpose of this study is to identify and describe:
1. Motivation at the Military Police Education Center of the Army Military Command
2. Organizational Culture at the Military Police Education and Training Center of the TNI AD
3. Competence at the Military Police Education Center of the Army Military Command
4. Performance of Military Teachers at the Military Police Education Center of the Army Military Command

Organizing is creating a relationship between the activities to be done; personnel who will do so; and the required physical factors (Lutan (2000). To coordinate the available resources, administrators design a formal structure of duties and authorities that will promote the achievement of goals efficiently and effectively. The main purpose of organizing is to divide the tasks / work to be carried out, determine work groups, arrange levels of pleasure and balance authority and responsibility. Regarding organizing in human resources, Hasibuan (2006) explains, "Organizing is an activity to organize all employees by determining the division of labor, work relations, delegation of authority, integration and coordination in the organizational chart. Based on some of the explanations above, it can be concluded that organizing is the process of determining various activities and resources through the delegation of authority to individuals who are deemed appropriate to achieve common goals. This means that organizing is an important aspect after planning, because without organizing the tasks and authorities become very heavy because they must be done by managers without the help of others. Therefore, the division of labor and authority, the placement of people in activities according to their abilities and the support of other needed resources are important in organizing. Without organization, the plan is just an ideal without any clarity and meaning. Directing is an activity to direct all employees to want to work together and work effectively and efficiently in helping to achieve company goals, employees and society (Hasibuan, 2006). Direction is carried out by the leader by assigning subordinates to do all their duties properly.In carrying out human resource development, steps must be taken (Siagian, 2006).
Training and development experts generally agree that training and development steps include:
1. Determination of needs

2. Target finder
3. Determination of program content
4. Identify learning principles
5. Program implementation
6. Identify benefits
7. Assessment of program implementation

Human resource management is an activity or activity carried out so that human resources within the organization can be used effectively to achieve goals. The idea of achieving various objectives (objectives) is the main thing of every form of management.

General review
Competence is often defined as a person's ability in certain things. This ability will reflect a person's level of mastery of something he does with a certain reference. As the aspect of one's knowledge will be illustrated by the indicators of knowledge that have been set previously. In this case, competence describes the level of achievement of the objectives of an activity. In this regard, Yamin (2005) explains, "Competence is a basic ability that can be done by someone at the stage of knowledge, skills and attitudes". With regard to the ability of a military teacher, Safa'at (2000:20) suggests about efforts to build self-competence, namely as follows:

There are 4 important things that teachers can try to build self-steadiness as well as develop self-competence and teaching competence, including:
1. Building self-steadiness rather than reducing expectations by continuing to carry out self-regulation that is relevant to professional development.
2. Follow scientific developments (seminars, workshops, scientific discussions, and so on) on an ongoing basis in responding actively to each of the latest issues that develop in the world of education
3. Studying research results from various literatures on teaching competencies related to student achievement.
4. As a result of the analysis of teaching tasks at different levels and curricula.

2. Method
The research method used in this research is descriptive Arikunto, 2002) The author conducted this research at the Military Police

Education Center (Pusdikpom) Kodiklat TNI Army Bandung. The Military Police Education Center (Pusdikpom) is the implementing agency for the Army Kodiklat which is located directly under the Army Dankodiklat and has the main tasks and other tasks to support the main tasks of the Army Kodiklat. This research was carried out for four months. In this case, a trial of research instruments was carried out and the use of research instruments that were already valid and reliable for data collection.

2.1 Population and Sample
In compiling and analyzing data so as to get a picture as expected, a data source is needed. In general, the source of data in the study is called the population and research sample. Sudjana and Ibrahim (2001) explain, "The meaning of population is related to elements, namely units where information is obtained. These elements can be individuals, families, households, social groups, schools, classes, organizations and others.

The population in this study was 40 people who were military teachers at the Military Police Education Center of the Army Military Command and Training Center. As for the research sample, Furthermore, regarding the number of research samples. Furthermore, if the number of subjects is large, it can be taken between 10-15% or 20-25% or more. Therefore, the number of samples in this study is 100% of the population or as many as 40 people, the sampling technique used is saturated sample, namely the technique of determining the sample when all members of the population are used as samples. This is done if the researcher wants to make generalizations with very small errors.

2.2 The scope of research
The scope of research or research limitations are carried out in order to limit the scope of the research discussion so as not to get out of the boundaries of the research problem. Regarding the limitations of the research, explained by research restrictions are very necessary in every study so that the problem being researched is more focused. This limitation is needed not only to facilitate or simplify problems for investigators but also to determine in advance everything needed

for solving: energy, dexterity, time, cost and so on. arising from the plan (Surakhmad, 2002).

Based on the explanation above, the research is limited to the following matters:

1. The independent variables in this study are the competence, motivation and organizational culture of military teachers
2. The dependent variable in this study is the performance of military teachers
3. The population and sample of this research are 40 military teachers at the TNI AD Kodiklat Posdikpom
4. The instruments used in this study were 1) a closed questionnaire regarding the competence of military teachers, 2) a closed questionnaire regarding the motivation of military teachers, 3) a questionnaire regarding the organizational culture of military teachers. 4) Questionnaire and observations regarding military performance.

2.3 Research Instruments

The instrument used in this study was a questionnaire to measure the variables of competence, motivation and performance of military teachers. A tool used to obtain data from an object to be measured, while measurement is a process to obtain data (Nurhasan (2000). The questionnaire in this study consists of components or variables that are described through sub-components, indicators and questions. The questions or questions are a description of the competence, motivation, organizational culture and performance of military teachers. The type of questionnaire used is a closed questionnaire. To facilitate the preparation of questions or questionnaire statements as well as the available alternative answers, respondents are only allowed to answer one alternative answer. The answer given by the respondent is based on his own opinion or something he has experienced.

Questionnaire Preparation

The indicators that have been formulated in the form of the grid mentioned above are then used as material for the preparation of questions or questions in the questionnaire. The questions or questions are made in the

form of statements with possible answers available. Regarding the alternative answers in the questionnaire, the author uses an attitude scale, namely the Likert scale. The Likert scale is employed in this research (Sudjana and Ibrahim, 2001). There are two categories of statements submitted, namely positive statements and negative statements. One of the attitude scales that is often used in educational research is the Likert scale. In the Likert scale, the statements submitted both positive and negative statements were assessed by the subjects as strongly agree, agree, have no choice, disagree and strongly disagree.

2.4 Data Processing and Analysis Procedure

Quantitative data in the form of numbers calculated or measured can be processed in several ways, including:

a) Added up, compared with the expected amount and obtained a percentage.
b) Summed up, classified so that it is a sequence and then a table is made, then processed into calculations to draw conclusions.

3. Result and Discussion

The author conducted research at the Military Police Education Center (Pusdikpom) Kodiklat TNI Army. The Military Police Education Center (Pusdikpom) is the implementing agency for the AD Kodiklat which is located directly under the Dankodiklat and has the main tasks and other duties to support the main tasks of the AD Kodiklat.

The establishment of Pusdikpom cannot be separated from the history of the establishment of the Military Police Corp. The Military Police Corps organization was inaugurated on June 22, 1946. The establishment of the Military Police Corps at that time was based on the spirit of struggle and aspirations that were sparked through "*Satya Wira Wicaksana*" which became the guideline for the daily life of the corp citizens, which is now known as Panca Dharma Corp, it contains the nature of chivalry, wisdom, unyielding, magnanimity

and honesty. The commander who led the first Military Police Corps was Commodore Suryadi Suryadharma. Pusdikpom was established on October 11, 1950 in Cimahi, West Java, under the name of the Military Police Education Center (PPPM). Along with progress and developments and brief terms within the TNI Army, Pusdikpom has undergone 3 changes in terms and abbreviations, the first being the Military Police Education Center (PPPM) which was used from 1950 to 1962, the second the Military Police Main Regiment (Ridpom) which was used from 1962 to 1963, the three Military Police Education Centers (Pusdikpom) which were used from 1964 until now.

A. Main Tasks

The TNI AD Kodiklat Pusdikpom has the main task of organizing branch education in order to support the main tasks of the TNI AD Kodiklat. To carry out the main tasks mentioned above, Pusdikpom Kodiklat TNI AD carries out the following tasks:

1. The task of carrying out the main function
   a. Education Operations. Covers all business, work and activities in the field of planning, implementation and supervision related to the teaching and learning process.
   b. Educational Assessment and Development. Covers all efforts, work and activities in the field of planning, implementation and supervision related to the study and development of educational operations
2. The Task of Carrying Out Military Organic Functions
3. Covers all business, work and activities in the field of security, operations, personnel, logistics, planning, supervision and control as well as limited Binter in order to support the main tasks of Pusdikpom Kodiklat TNI AD.

B. Organization

The current organizational structure is based on the KASAD Decree Number: Kep/II/2006 dated 22 February 2006, as well as the Organization and duties of the Military Police Education Center. The description of the Pusdikpom Kodiklat TNI AD organis is as follows:

a) Leadership Echelon
   1) Commander of the Military Police Education Center, abbreviated as Danpusdikpom
   2) Deputy Commander of the Military Police Education Center, abbreviated as Wadan Pusdikpom.

b) Echelon Assistant Leader
   1) Education Operations Section, abbreviated as Siopsdik.
   2) Section for the Study and Development of Education, abbreviated as Sijanbangdik.
   3) Security and Operations Section, abbreviated as Sipamops
   4) Administration Section, abbreviated as Sinim

c) Service Echelon
   1) Company Headquarters, abbreviated Kima
   2) Secretariat, abbreviated as Set
   3) Instruction Tool Affairs, abbreviated Uralins.

d) Executing Eleson
   1) Department of General Military Knowledge, Deppengmilum for short.
   2) Department of Investigation, abbreviated as Depidik.
   3) Department of Order Maintenance, abbreviated as Dephartib.
   4) Department of Investigation and Security, abbreviated as Deplidpam.
   5) Department of Management of Prisoners of War / Development of Military Orderly Tuna, abbreviated as Deprstaper / Bintuntibmil.
   6) Head of the Military Teacher/Trainer Team, abbreviated as Katim Gumil/Tih.
   7) Officers Education Unit, abbreviated as Satdikpa.
   8) NCO and Tamtama Education Unit, abbreviated as Satdik Ba/Ta
   9) Demonstration and Training Unit, abbreviated as Satdemlat

The following is data regarding the condition of military teachers at the Military Police Education Center of the TNI AD. The condition of military teachers at the TNI AD Military Police Education Center based on gender is as follows: The majority of military teachers at the TNI AD Military Police Education Center are male, which is 27 people and female is 9 people.

The condition of military teachers at the Military Police Education Center of the Army Military Command Kodiklat based on age composition is as follows: The majority of military teachers from 31-40 years old are 18 people, both under 30 years old are 10 people and over 40 years old there are 8 people with Thus it can be concluded that the age range of military teachers is in the productive category.

The condition of military teachers at the Military Police Education Center of the Army Military Command Kodiklat based on the level of education is as follows: The education level of respondents is spread from 4 people to SMK level, 20 people from SMA, 1 D.3 person, S.1 7 people, S.2 4 people , that it is seen that the most dominant in the Military Police Education Center for the Army Military Command and Training Center are high school graduates.

The condition of military teachers at the Military Police Education Center of the Army Military Command Kodiklat based on years of service is as follows: Based on the tenure of the military teachers, respondents are scattered, namely 18 years of service over 20 years, the second is 11-20 years of service, 8 people and the rest were in less than 5 years as many as 5 people.

Organizational Culture Variable consists of 18 statements with frequency details as follows: The number of respondents' answer items stated that those who answered scale 1 were 13.91%, answered scale 2 was 13.91%, answered, scale 3 was 27.98% , answered a scale of 4 of 19.01% and answered a scale of 5 of 25.19%. This means that the data is scattered from the smallest to the largest with an average value of 3.32 with the criteria of

Good Enough. The highest statement is the statement: Military teachers always carry out their duties as military teachers as a service to Allah SWT with an average value of 3.86, Military Teachers always respect and respect schools and co-workers as creatures of Allah SWT with an average value of 3 ,89 and Military Teachers have responsibility for the work of military teachers. The order of the average value of the answers for each statement is ordered based on the lowest average, namely the statement: Military teachers have a good attitude in working with an average value of 2.06 and Military Teachers always carry out their teaching duties wholeheartedly with an average score. - an average of 3.00 and military teachers always uphold the decisions that have been determined by deliberation and consensus with a score of 3.08.

Based on the frequency distribution table above, it can be concluded that the Performance Variable consists of 25 statements with frequency details as follows: The number of items answered by respondents who answered scale 1 was 17.40%, answered scale 2 was 14.46%, answered scale 3 was 15.48%, answered scale 4 of 19.77% and answered a scale of 5 of 32.88%. this means that the data is scattered from the smallest to the largest with an average value of 3.33 with the criteria of Good Enough. The highest statement is in the statement: Military teachers are able to do more assignments than other people with an average value of 3.83. Military students are satisfied with the work of military teachers with an average score of 3.83 and military teachers always have a role in the TNI AD military police environment with an average score of 3.83. The order of the average value of the answers for each statement is ordered based on the lowest average, namely the statement: Military teachers are always precise in conveying the material well with an average score of 2.39, superior orders can be digested well and can be carried out quickly. as best as possible with a score of 2.39 and you are able to follow policy changes in the organization with an average score of 2.58.

To provide a clearer picture of the meaning of the results of the descriptive statistical

calculations above, then they are compared with a table of criteria for the interpretation of research conditions on each of the variables studied. The model used to adapt the model on quality control (Sugiyono, 2016) can be seen in the table below:

Table 4.15
Criteria for Interpretation of Research Variable Conditions

Average Score	Interpretation Criteria
4,21-5,00	Very Good
3,41-4,20	Good
2,61-3,40	Enough
1,81,-2,61	Not Good
1,00-1,80	Very Not Good

Quality Control Model (Sugiyono, 2016)

3.1. Work Motivation

Motivation is in the good criteria with a score of 3.42. The highest statement is in the statement: Military teachers always work hard to achieve the maximum with an average value of 3.81, Military teachers are trusted by colleagues with an average value of 3.64 and Military teachers are active in determining the direction of organizational activities with a grade of 3. an average of 3.64. The order of the average value of the answers for each statement is ordered based on the lowest average value, namely on the statement: Military teachers are able to complete the work of military teachers well with an average value of 2.86, Military teachers will gladly help colleagues who requires a rock with an average score of 3.03 and military teachers are encouraged to always take responsibility for the work that military teachers do with a mean score of 2.75.

A person's motives in behaving will be determined by three kinds of needs, namely the need for power (need for power), the need for affiliation (need for affiliation) and the need for success (need for achievement) (Mangkunegara, 2009). Facts on the ground regarding the motivation of Military teachers at the Military Education Center of the Army Military Command and Training Center through the need for achievement, the need for affiliation and the need for success are in the good category, but military teachers must continue to get motivation, especially

motivation from superiors and the surrounding environment such as fellow military teachers. . It can be concluded from the highest and lowest average scores that the motivation at the TNI AD Military Police Education Center is not optimal.

3.2 Organizational Culture

An overview of the Organizational Culture variable at the Military Police Education Center of the TNI AD that the results of the study show that organizational culture is in the criteria of good enough with a score of 3.32. The highest statement is the statement: Military teachers always carry out their duties as military teachers with devotion to Allah SWT with an average value of 3.86, Military teachers always respect and respect school principals and co-workers as creatures of Allah SWT with an average value of 3, 89 and military teachers have responsibility for the work of military teachers. The order of the average value of the answers for each statement is ordered based on the lowest average, namely the statement: Military teachers have a good attitude in working with an average value of 2.06 and military teachers always carry out their teaching duties wholeheartedly with a score of 2. an average of 3.00 and military teachers always uphold decisions that have been determined by deliberation and consensus with an average score of 3.08. In this study using the theory according to Mangkunegara (2005:113)

Culture is a set of assumptions or belief systems, values and norms developed in organizations that are used as behavioral guidelines for its members to overcome problems of external adaptation and internal integration. Facts on the ground, that the organizational culture at the Military Police Education Center of the TNI AD through dimensions, namely Individual Behavior, Norms, Dominated Values, Organizational Philosophy, Applicable Regulations, Organizational Climate, overall organizational culture is considered Good Enough. Organizational culture in the military environment, especially military teachers at the TNI AD Kodiklat, must be improved again so that organizational culture can run well. So it can be concluded from the highest and lowest average values that the

Organizational Culture at the Military Police Education Center of the Indonesian Army Command and Training Center is not optimal.

3.3 Competencies

An overview of the Competency variable at the Military Police Education Center of the Indonesian Army Military Command that the results of the study show that Competence is within the criteria of Good Enough with a score of 3.39. The highest statement is in the statement: Military teachers have knowledge about education at the Military Police Education Center of the TNI AD with an average score of 3.81. Military teachers are always assessed in terms of conducting training for the Military Police Education Center of the Army Military Command with an average score of 3.86 and the current working relationship is not optimal and needs to be increased with an average score of 3.86. The order of the average value of the answers for each statement is ordered based on the lowest average, namely the statement: Military teachers understand educational training students at the Military Police Education Center of the Indonesian Army Military Command with an average score of 2.50.

Able to communicate well with fellow press within the organization of the Military Police Education Center for the Indonesian Army Military Command with an average score of 2.78 and in the aspect of siblings enjoying cooperation with others to complete work rather than having to work alone with a score of 2.78. In this study using the theory according to Yamin (2005:107) basic abilities that can be done by someone at the stage of knowledge, skills and attitudes. It is a fact in the field that the competence of military teachers at the Military Police Education and Training Center of the TNI AD through the Cognitive, Aspective and Psychomotor dimensions is considered Good Enough. However, it is still necessary to improve the competence of military teachers, for example, there is further education for each military teacher, both in terms of formal education; and military education. So it can be concluded from the average value of the highest and lowest values that the

Competence in the Military Police Education Center of the Army Military Command and Training Center is not optimal.

3.4 Performance

An overview of the Competency variable at the Military Police Education Center of the Indonesian Army Military Command that the results of the study show that Competence is within the criteria of Good Enough with a score of 3.39. The highest statement is in the statement: Military teachers have knowledge about education at the Military Police Education Center of the TNI AD with an average score of 3.81. Military teachers are always assessed in terms of conducting training for the Military Police Education Center of the Army Military Command with an average score of 3.86 and the current working relationship is not optimal and needs to be increased with an average score of 3.86. The order of the average value of the answers for each statement is ordered based on the lowest average, namely the statement: Military teachers understand educational training students at the Military Police Education Center of the Indonesian Army Military Command with an average score of 2.50. Able to communicate well with fellow press within the organization of the Military Police Education Center for the Indonesian Army Military Command with an average score of 2.78 and in the aspect of siblings enjoying cooperation with others to complete work rather than having to work alone with a score of 2.78.

Basic abilities that can be done by someone at the stage of knowledge, skills and attitudes Yamin (2005). It is a fact in the field that the competence of military teachers at the Military Police Education and Training Center of the TNI AD through the Cognitive, Aspective and Psychomotor dimensions is considered Good Enough. However, it is still necessary to improve the competence of military teachers, for example, there is further education for each military teacher, both in terms of formal education; and military education. So it can be concluded from the average value of the highest and lowest values that the Competence in the Military Police Education Center of the Army Military

Command and Training Center is not optimal.

Every individual to do something so that the higher the motivation possessed by a person, the better the performance so that motivation has a big and strong influence on the performance of military teachers at the Military Police Education Center of the Army Military Command.

4. Conclusion Recommendation

Based the description of motivation, organizational culture and competence and Performance at the Military Police Education Center of the Army Military Command, the following conclusions are drawn:

1) An overview of the motivational variables at the Military Police Education Center of the Army Military Command that the results of the study show that motivation is in the Good criteria with a score of 3.42. The highest statement is in the statement: Military teachers always work hard to achieve the maximum with an average of 3.81. Military teachers are trusted by colleagues with an average score of 3.64 and active military teachers in determining the direction of organizational activities with an average score of 3.64. The order of the average value of the answers to each question is ordered based on the lowest average, namely on the statement: Military teachers are able to complete the work of military teachers well with an average value of 2.86, military teachers will gladly help colleagues who need help with an average score of 3.03 and military teachers are encouraged to always be responsible for the work that military teachers do with an average score of 2.75.

2) An overview of the organizational culture variable at the Military Police Education Center of the Army Military Command that the results of the study show that Organizational Culture is in the criteria of Good Enough with a score of 3.32. The highest statement is the statement: military teachers always carry out their duties as teachers as a service to Allah SWT with an average value of 3.86, Military teachers always respect and respect school principals and co-workers as creatures of Allah SWT with an average value of 3, 89 and military teachers have responsibility for the work of military teachers. The order of the average value of the answers for each statement is ordered based on the lowest average, namely the statement: Military teachers have a good attitude in working with an average value of 2.06 and military teachers always carry out their teaching duties wholeheartedly with grades an average of 3.00 and military teachers always uphold decisions that have been determined by deliberation and consensus with an average score of 3.08.

3) General description of the Competency variable at the Military Police Education Center of the Army Military Command that the results of the study show that Competence is in the Good Enough criteria with a score of 3.39. The highest statement is in the statement: Military teachers have knowledge about education at the Military Police Education Center of the Indonesian Army Military Command with an average score of 3.81, Military teachers are always assessed in terms of conducting training at the Military Police Education Center of the Army Military Command with an average score the average is 3.86 and the current working relationship is not so optimal and needs to be improved with an average value of 3.86. The order of the average value of the answers for each statement is ordered based on the lowest average, namely the statement: Military teachers understand educational training students at the Military Police Education Center of the Indonesian Army Military Command with an average score of 2.50, Able to communicate well with fellow colleagues in the organization of the Military Police Education Center Kodiklat TNI AD with an average score of 2.78 and in the aspect of siblings enjoying cooperation with others to complete work rather than having to work alone with a score of 2.78.

4) General description of the Performance variable at the Military Police Education Center of the Army Military Command that the results of the study show that Performance is in the Good Enough criteria with a score of 3.33. The highest statement is in the statement: Military teachers are able to do more work than others with an average score of 3.83, Military students are satisfied with the work of military teachers with an average value of 3.83 and Military teachers always have a stake in the environment. TNI AD military police with an average score of 3.83. The order of the average value of the answers for each statement is ordered based on the lowest, namely the statement: Military teachers are always right in delivering the material well with an average value of 2.39, superior orders can be digested well and can be carried out as well as possible with a score of 2.39 and you are able to follow policy changes in the organization with an average score of 2.58.

5) Motivation has a positive influence and is the second largest with a value of 26.80% of its influence on the performance of the Military Police Education Center for the Indonesian Army Command and Training Center. This means that if work motivation increases, it will be followed by an increase in overall performance.

6) Organizational culture has a positive influence and is the second largest with a value of 23.00% on performance at the Military Police Education and Training Center of the TNI AD.

7) Competence gives the largest contribution of 30.10% its influence on the performance of the Military Police Education Center for the Indonesian Army Military Command and Training Center.

8) Simultaneously, Motivation (X1), Organizational Culture (X2) and Competence (X3) in determining the variation of Performance (Y) at the Military Police Education Center of the Army Military Command is 79.90.

Meanwhile, other factors that were not investigated and also influenced the performance of the Military Police Education Center for the Indonesian Army Military Command were indicated by the value of PyE = 0.201 or 10.10%. Other variables are referred to as work environment, leadership, organizational culture, job opportunities and so on.

5. References

AA Anwar Prabu Mangkunegara, 2004, *Manajemen Sumber Daya Manusia Perusahaan,* Bandung, PT. Remaja Rosadakarya.

Davis, Keith and Newstrom, John W, 2002, *Perilaku Dalam Organisasi Jilid I,* Terjemahan Agus Dharma Jakarta, Erlangga.

Dessler, Garry, 2002, *Manajemen Sumber Daya Manusia, edisi ketujuh*, alih Bahasa. Benyamin Molan, Jakarta, PT. Prehalindo.

Dessler, 2004. *Manajemen Sumber Daya Manusia Edisi Kesembilan Jilid 1.* PT. Indeks, Kelompok Gramedia Jakarta.

Ejaan Baha Indonesia Yang Disempurnakan, Bandung, PT. Remaja Rosadakarya.

Gibson, James L, Ivancevich, John M dan Donelly Jr, James H, 1998, *Organisasi, Perilaku, Struktur, Proses, edisi delapan*. Penerjemah Nunuk Adiarni, Jakarta, Binapurna Aksara.

Gomes, Foustino Cardoso. 2013. *Manajemen Sumber Daya Manusia.* Yogyakarta: CV. Andi Ofset.

Hamzah. 2006. Teori Motivasi & Pengukurannya. Jakarta: PT Bumi Aksara.

Handoko, T. Hani. 2001. Manajemen Personalia dan Sumber Daya Manusia. BPPE. Yogyakarta.

Kreitner & Kunichi, 2003, *Organizational Behavior,* USA: Allyn And Bacon, Needham Heights.

Mathis, R.L.. & Jackson J.H. 2002, *Manajemen Sumber Daya Manusia*, Buku I Salemba Empat Jakarta.

Milne, 2007. *Organizational Culture and Leadership.* Josey Bass, San Franisisco,…..

Milkovich, George T and Boudreau, 1997, *Human Resource Management,* Boston, Richard D Irwin Inc.

Mulyasa. 2017. Uji Kompetensi dan Penilaian Kinerja Guru. Bandung : PT. Remaja Rosakarya.

Pace Wayne R, Faules F. Don. 2001. Kompetensi Organisasi Meningkatkan Kinerja Perusahaan. Bandung : PT. Remaja Rosakarya.

Rivai, Veithzal, 2005. *Performance Appraisal, Sistem yang tepat umtuk menilai kinerja karyawan dan meningkatkan daya saing perusahaan.* Jakarta: PT. Raja Grafindo Persada.

Rivai, Veithzal, 2011. *Performance Appraisal, Sistem yang tepat umtuk menilai kinerja karyawan dan meningkatkan daya saing perusahaan.* Jakarta: PT. Raja Grafindo Persada.

Robbins, P Stephen, 2006. *Perilaku Organisasi.* Edisi Kesepuluh. Jakarta: Index Kelompok GRAMEDIA.

Robbins, P Stephen, 2003. *Organizational Behaviour,* Nineth Edition. Prentice Hall New Jersey.

Sedarmayanti, 2001. *Sumber Daya Manusia dan Produktivitas Kerja.* Mandar Maju, Bandung.

Sugiono, 2002. *Metode Penelitian Administrasi.* Bandung: Alfabeta.

Sedarmayanti, 2004. *Pengembangan Kepribadian Guru Militer.* Bandung, Mandar Madju

Sondang P Siagian, 2002. *Manajemen Sumber Daya Manusia.* Jakarta, Bumi Aksara.

Suryana Sumantri, 2001. *Perilaku Organisasi,* Bandung Universitas Padjajaran.

Sutrisno Edy, 2007. Budaya Organisasi. Surabaya : Prenadamedia Group.

Stoner, James A.F., 1995. *Managemet.* New Jersey: Prentice Hall Internastional Group.

Tika H. Moh. Pabundu, 2006. *Budaya Organisasi dan Peningkatan Kinerja Perusahaan,* Cetakan Pertama. PT. Bhumi Aksara, Jakarta.

Triguno (2003). *Budaya Kerja: Meciptakan Lingkungan yang Kondusif untuk Meningkatkan Produktivitas Kerja.* Jakarta: PT. Golden Trayon Press.

Usman Nawawi, 2000. *Sumber Daya Manusia.* Jakarta, Gunung Agung.

Wibowo, 2010. Budaya Organisasi. Depok: PT. Raja Grafindo Perasada.

Wibowo, 2015. Manajemen Kinerja. Depok: PT. Raja Grafindo Perasada.