

## **Increasing Organizational Commitment Through Strengthening Organizational Culture And Learning Organization**

**Lina Novita<sup>1</sup>, Elly Sukmanasa<sup>2</sup>**

<sup>1,2</sup> Universitas Pakuan, Bogor, Indonesia

*Email: [linovtaz@gmail.com](mailto:linovtaz@gmail.com)*

**Abstract:** Commitment of teacher's organization is very important because through commitment a teacher can become more responsible for his main duties and functions than those who do not have commitment to the organization. The existing phenomenon is that the teacher's commitment to the organization has not been as expected. The desire to develop and build quality schools is still low, so it is still far from expectations. The purpose of this study is to find efforts to increase organizational commitment in East Jakarta State Senior High Schools through the strengtenth of organizational culture, learning organization and personality. These efforts are made through the identification of the strengths between these variables. This research is a combination study using a correlational approach and SITOREM Analysis. Correlational statistical methods are used to determine whether organization culture, learning organization and personality variables have a positive relationship with organizational commitment. The SITOREM analysis is used to determine the order of priorities and the recommendations for improvement of the indicators needed. The results of the study show that there is a relationship between organizational commitment and organizational culture and learning organization. This means that to increase organizational commitment, good organizational culture and organizational learning are needed.

**Keywords:** Correlational,SITOREM\_Analysis,Organization\_Commitment,Organization\_Culture, Learning\_Organization.

## Introduction

School organizations are organizations that are heavily influenced by human resources, one of which is teachers as educators by prioritizing service quality in learning, so schools need to give more attention and support to their teachers so that they can carry out professional tasks as expected. Teachers as human resources who provide services to students, so that through this service aims to assist students in developing their potential, and aims to develop personal-social. Therefore, a teacher is very influential in playing the best possible role based on commitment to the organization. Commitment to a teacher's organization is very important because through commitment a teacher can become more responsible for their main tasks and functions compared to those who are not committed to the organization. Usually a teacher who has a commitment will work optimally so that he can devote his attention, thoughts, energy and time to his work, so that what he has done is as expected by the organization. Based on the explanation above, it can be seen that efforts to increase commitment to the organization by looking for variables that relate to and affect commitment to the organization of public senior high school teachers are very important. This can be seen from the results of a survey which showed that the commitment of teachers to the organization at Bogor State Senior High School was not as expected. Based on the results of the trial or preliminary survey design conducted directly with state high school teachers regarding commitment to the organization, it is known that the results of a survey of state high school teachers in East Jakarta showed that there were 39 schools with a total of 1,120 teachers. As a preliminary study, a survey was conducted in 5 public high schools with 30 teachers as respondents. which was carried out with the following results; (1) There are 32% of teachers who have problems in terms of showing high performance. (2) There are 30% of teachers who have problems with positive work attitudes. (3) There are 27% of teachers who have problems in wanting to stay together. (4) There are 33% of teachers who have problems with the desire to have a career. (5) There are 20% of teachers who have problems staying in the organization because of their position. (6) There are 30% of teachers who have problems in wanting not to leave the organization because they get facilities. (7) There are 38% of teachers who have problems wanting to stay in the organization because the salary is what they want. (8) There are 20% of teachers who have problems complying with the organization. (9) There are 27% of teachers who have problems in terms of vigilance in carrying out work. (10) There are 34% of teachers who have problems in terms of feeling that working in an organization is the best thing. From the results of the preliminary survey above, it is known that several problem identifications regarding commitment to teacher organizations at State Senior High Schools in East Jakarta still need to be improved. Teachers still neglect adherence to the organization. The desire to develop and build quality schools is still low so that it is still far from expectations. On the other hand, demands from various components of society to make Public High School a school capable of delivering students to be more able to develop cognitive, affective and psychomotor aspects have not been implemented properly by teachers. Many factors can affect commitment to the organization, including organizational culture, learning organization, personality, principal transformational leadership, organizational climate, integrity, job satisfaction, and

compensation. This research limits the study of commitment to organizations and learning organizations.

### **Methods**

This study uses a correlational method which is a part of the type of quantitative descriptive research. The design and constellation of this study using correlational research flow which is analyzed using analysis SITOREM. The population of this study were all teachers as government employees in SMA Negeri Bogor with a total of 1120 teachers spread across 39 (thirty nine) high schools. To calculate the number of teacher samples, the Slovin formula and The results obtained from 1120 populations with an error rate of 5% are 295 people. In this study, measurements were made in real situations that were seen according to the respondent's assessment of what is experienced, not what is desired. The instrument or data collection tool in this study was in the form of a questionnaire, which consists of a number of questions or written statements that are used to 20 obtain information from respondents by distributing questionnaires as many as 295 respondent. The data analysis technique used in this research is technique descriptive and inferential data analysis. Descriptive statistics, namely the science of statistics which can present the data through the collection and summarization of the most important data and relevant for inclusion in data analysis tools. While statistics inferential, namely statistics that acts as a data analysis tool that has been presented in descriptive statistics.

Stages of SITOREM Analysis; In this study, a qualitative recommendation analysis method was used with the aim to complement the results of Quantitative Research. Implementation Qualitative Research Methods carried out using the SITOREM method. The use of STOREM analysis in this dissertation research was carried out through steps: (1) Contribution Analysis (Coefficient of Determination), (2) Analysis Research Variable Indicators, (3) Variable Indicator Weight Analysis Study. (4) Determination of Indicator Classification Analysis. (5) Final Analysis Results Sitorem.

### **Result and Discussion**

The results of the study show that there is an influence of Organizational Culture on Organizational Commitment in SMA Negeri in Bogor. Hypothesis testing shows that there is a very significant positive relationship between organizational culture and commitment to the organization, as evidenced by the regression equation  $\hat{Y} = 60.101 + 0.565X_1$ , which means that every one unit increase in organizational culture values will be followed by an increase in the value of commitment to the organization 0.565 units with a constant of 60.101. Based on the results of the calculation of the coefficient between organizational culture and commitment to the organization, the value of  $r_{y1} = 0.646$  was obtained, while the results of the correlation coefficient significance test obtained the value of  $t_{count} = 14.490$  which was greater than  $t_{table}$

= 1.96 at a significance level of 0.05 and  $t_{table}$  2.58 at a significance level of 0.01. These results indicate that the organizational culture variable has a very significant correlation with commitment to the organization. The magnitude of the correlation value of 0.646 indicates that the level of the relationship is very strong between organizational culture and commitment to the organization. The contribution of organizational culture factors to organizational commitment in this study can be seen from the coefficient of determination  $r^2_{y1} = 0.417$ , which means that organizational culture contributes 41.70% to organizational commitment, while the remaining 58.3% is determined by other variables. Based on this data it can be said that an increase in organizational culture will affect an increase in commitment to the organization. In the description of research data, the total average score of organizational culture variable indicators, the value is 3.66 which means it is included in the medium category. In addition, from the results of the frequency distribution data, there are around 56.62% of teachers who have low organizational commitment. So, from these data, the efforts that must be made by the Public High School organization in Bogor City still need to be increased so that the organizational culture needs to be strengthened by implementing the norms, values and regulations adopted by the organization. The findings regarding the relationship between organizational culture and commitment to the organization in this study are in line with research conducted by Atmaja, Hardhienata, and Sunaryo (2015: 40-45) which concluded that there is a significant positive relationship ( $r = 0.219$   $p < 0.05$ ) between culture organization with organizational commitment. The higher the organizational culture, the higher the organizational commitment. In general, this study has the same results, namely that there is a significant positive relationship between organizational culture and commitment to the organization. The implication is that organizations need to strengthen organizational culture in order to increase teachers' commitment to the organization. The difference lies in the strength of the relationship between the two, where in this research the strength of the relationship between organizational culture and commitment to the organization is lower than this study, namely 0.219 compared to 0.646. The difference in these results can be influenced by differences in the independent variables related to commitment to the organization. Based on the previous explanation, it can be concluded that organizational culture has a positive relationship and a significant contribution in stimulating commitment to the organization, so the implication is that the values, norms and regulations applied to school organizations are important factors for mutual reinforcement among school members. Through these values and norms, teachers can show a better commitment to the organization.

Furthermore, there is the influence of Learning Organization with Commitment to Organization in Bogor City State Senior High School. Hypothesis testing shows that there is a very significant positive relationship between learning organization and commitment to the organization, as evidenced by the regression equation  $\hat{Y} = 69.842 + 0.550X_2$ , which means that every one unit increase in organizational culture values will be followed by an increase in the value of commitment to the organization by 0.550 units with a constant of 69.842. Based on the results of the calculation of the correlation coefficient between learning organization and commitment to the organization, the value of  $r_{y2} = 0.644$  was obtained, while the results of the correlation coefficient significance test obtained the value of  $t_{count} = 14.398$  which is greater than  $t_{table} = 1.96$  at a significance level of 0.05 and  $t_{table} = 2.58$  at a significance level of 0.01.

These results indicate that the variable learning organization has a very significant correlation with commitment to the organization. The correlation value of 0.644 indicates that there is a fairly high level of relationship between the learning organization and commitment to the organization. The contribution of the learning organization factor to organizational commitment can be seen from the coefficient of determination  $r^2 y^2 = 0.414$ , which means that the learning organization contributes 41.40% to organizational commitment, while the remaining 58.60% is determined by other variables. This data shows that the contribution is quite high, increasing learning organization efforts can increase commitment to the organization. In school organizations, learning organization is an activity where the individuals in it continuously increase their capacity to produce something they want. In school organizations where new and extensive patterns of thinking are learned and learn how teachers can learn together. In particular, teachers in public schools with status as civil servants are obliged to continue to develop their abilities in accordance with applicable laws, so that there is no stopping to continue learning. Findings regarding the relationship between learning organization and commitment to the organization through research conducted by research conducted by Saleh and Allouzi (2018: 230-237) conclude that there is a significant positive relationship ( $r = 0.716$   $p < 0.05$ ) between organizational learning and commitment organization. The higher the organizational learning, the higher the organizational commitment. In general, this study has the same results, namely that there is a significant positive relationship between learning organization and commitment to the organization. The implication is that organizations need to improve learning organizations in order to increase teachers' commitment to the organization. The difference lies in the strength of the relationship between the two, where in this research the strength of the relationship between learning organization and commitment to the organization is higher while in this study with a difference of about 0.1. Based on the previous explanation, it can be concluded that learning organization has a positive relationship in stimulating commitment to the organization, so the implication is that learning organization activities are an important factor in encouraging organizational members to continue to be committed to the organization. Through these activities the teacher can show commitment to the organization even better.

### **Conclusions**

Efforts to increase commitment to the organization regarding values believed in schools by showing that core values have a role in increasing commitment to the organization in carrying out work initiatives. Core values become the principles that guide all actions and behavior of school members. Core values make an important contribution to the movement of the school, especially in growing, motivating and developing commitment to the organization. This is also supported by school policies that adhere to core values strongly, regulate them properly, formulate them formally into various school rules and regulations and make their influence widely felt by service users. Increased commitment to the organization can be seen from the willingness to develop self-competence through accountability, loyalty to the institution and upholding commitment to the organization. One effort that can be done to

increase commitment to the organization is through a learning organization. A teacher's commitment to the organization can be seen from showing a high level of performance, having a positive work attitude, the desire to stay together, and will continue to work or have a career as well as possible. This can be done through personal excellence, namely efforts to have behavior for continuous learning, such as developing literacy, seminars, training and workshops. Besides that, efforts can be made consistent with personal abilities, such as providing motivation and leadership skills in the teacher.

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