

INCREASING COMMITMENT TO ORGANIZATION THROUGH STRENGTHENING LEARNING ORGANIZATION, SERVING LEADERSHIP, PERSONALITY, AND JOB SATISFACTION

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ABSTRACT

This study aims to find strategies and ways to increase commitment to the organization. This research method uses quantitative methods with path analysis techniques and SITEREM (Scientific Identification Theory to Conduct Operations Research in Education Management) analysis. The total population in this study was 265 teachers and the sample was 159 permanent teachers of private junior high school foundations in Depok, West Java. The strategy for increasing commitment to the organization is through strengthening the learning organization, servant leadership, personality, and job satisfaction. The way to improve each variable is to improve weak indicators and maintain strong indicators. Furthermore, the results of the hypothesis in this study include: there is a positive and significant direct effect. Based on the results of the SITEREM analysis, the priority order of indicators that need to be addressed is 1) Listening, 2) Wages and Salaries, 3) Promotion, 4) Sense of belonging to the School, 5) Amount of Income Earned, 6) Reciprocity Get from School. The novelty of this research is a study at a private junior high school in Depok, West Java, which is an educational institution that applies Colquitt's theory and strategies for achieving organizational commitment. Furthermore, the implication in efforts to increase commitment to the organization is that it is necessary to strengthen the Learning Organization, strengthen service leadership, strengthen personality, and strengthen job satisfaction.

Keywords: *commitment to organization, learning organization, servant leadership, personality, job satisfaction.*

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INTRODUCTION

Improving the quality of human resources must be based on accountable institutions, namely quality schools (Cahyono, 2022). One that can improve the quality of schools is the teacher's commitment to the organization (school). In line with the statement (Hidayat, 2017) which says that improving the quality of education depends on quality teachers. More than that, improving the quality of education needs teachers who are committed to their professional duties. In other words, quality education requires teachers who have organizational commitment, without organizational commitment, no matter how good the educational goals and all the supporting facilities are, the quality of education is very difficult to achieve. (Nawafil, 2018)

Education and learning at the junior high school level emphasize laying the foundations to prepare generations to become human beings who can face an increasingly tough era. According to the National Education System Law No. 20 of 2003 article 17 concerning basic education, it is stated that basic education consists of SD (Elementary School)/equivalent and Middle School (Junior High School)/equivalent. There are two types of junior high schools: (1) public junior high schools and (2) private junior high schools. Public Junior High Schools were built by the Government while Private Middle Schools were built by community leaders or some in the Foundation. Private Junior High Schools are completed in 3 years, starting from grade 7 to grade 9. Private junior high schools in the city of Depok, West Java, are under the auspices of foundations, within which there are several foundations. The purpose of building a

foundation is to educate the nation's life, and at the same time assist the government in advancing the world of education. This is in line with the goals of national education, namely to develop capabilities and shape dignified national character and civilization to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, competent, creative, independent, and become a democratic and responsible citizen. (Pristiwanti, Badariah, Hidayat, & Dewi, 2022)

The role of a teacher in a private junior high school educational institution is very important, therefore a teacher's "commitment" is needed to his organization. then according to (Sirait, 2021) the purpose of this commitment is to develop and advance the institution. The high commitment of a teacher will produce good quality work, always seeking the interests of the institution to achieve educational goals. Of course, the achievement of educational goals will affect the improvement of the quality and quality of education. The teacher's commitment to the organization is an attachment to the school which is reflected in his attitude. In this case, the attitude shown by a teacher is that there is a will, desire, and obligation to carry out their duties. This is in line with the facts of integrity in one of the Private Middle Schools in Depok, West Java, regarding commitment, namely: (1) Teachers must be committed to institutions, have good personality and code of ethics, (2) Teachers must comply with applicable regulations, (3) Participate actively in institutional activities, (4) Providing the best possible service by their duties, (5) Carrying out tasks with full responsibility, (6) Being a role model for the internal and external environment of the School, (7) Maintaining the good name of the institution, (8)) Work honestly, orderly, carefully and enthusiastically. (9) Comply with applicable laws and regulations. (10) Dress neatly, and politely and behave politely.

Furthermore, teachers who have a high commitment to the organization are expected to synergize due to mutual acceptance and giving (take and give) between the school and the teacher so that school goals can be achieved. This take and give is an effort made by both parties, between the teacher and the school so that there is no turnover (teacher moving) to other agencies. Conversely, teachers who have a low commitment to their organization will have less sense of will, desire, and sense of obligation in carrying out their duties at school which should be able to account for all of their work at school. This phenomenon will result in withdrawal behavior *so* that the teacher leaves school.

Furthermore, the facts emerged at the Depok private junior high school with initial interviews with several school principals. The results of interviews with the Principal included: (1) some teachers quit because they wanted to earn a better income, registered to become CPNS (Civil Servant Candidates), and moved to Public Schools, (2) some teachers did not support the improvement plan quality of education in schools, by not participating in work meetings, (3) Some teachers who are still teaching at places or foundations other than their *home base*, (4) Some teachers who are still reluctant to attend training/seminars at outside of school. Participating in training/seminars aims to increase the skills and knowledge of teachers. Teachers are not interested in participating in these activities because they are not confident, feel embarrassed not knowing other participants, (5) Some teachers are not concerned about their class being untidy.

The results of the interview above were verified by conducting an initial survey by distributing questionnaires to teachers of Depok Private Middle Schools, West Java, taking into

account the representation of each Depok Private Middle School, West Java, with a total sample of 30 teachers. After analysis, the results of the initial survey obtained some data as follows (1) There were 50% of teachers who did not have a sense of belonging to their organization. It can be seen that teachers are less concerned about their school environment, (2) There are 60% of teachers who do not have the willingness to work. It can be seen that some teachers have not worked extra hard and only completed their assignments, (3) 52% of teachers do not have the desire to always be with the organization. It can be seen that several teachers teach elsewhere besides their home base at this time, (4) There are 53% of teachers who do not have the desire to increase their income. It can be seen that teachers only focus on completing their assignments without thinking about how to increase their income, (5) There are 53% of teachers do not wish to develop a career because they are not confident, feel ashamed of their abilities, (6) There are 55% of teachers who are not responsible towards the organization. Reflected in the teachers only teaching but not participating in fostering or guiding students at school, (7) There are 51% of teachers who do not have the awareness to be loyal to their organization. It can be seen that there are teachers who have registered to take the CPNS test, but teachers feel that there has been no reciprocity received from the school, (8) There are 68.3% of teachers do not have the desire to support any plans to improve the quality of education in schools. It can be seen that some teachers provide less service to students.

In line with the above, the results of the research by Furthermore, contrary to the results of Data Analytical and Capacity Development (ACDP) in 2014, stated that around 9.7 percent of teachers in Indonesia were absent from school. In addition, 13.5 percent of teachers who were present at school did not carry out teaching activities. The occurrence of this case is not immediately without reason. From the above statement, the presence of the teacher is one way for the teacher to be committed to the organization. Meanwhile, what happened in previous research certain approaches need to be studied in terms of teacher commitment to improving their functions and duties in schools. The form of appreciation given to teachers is still relatively low. Teacher welfare is a measure of teacher commitment. Teachers are required to meet face-to-face or conduct teaching activities twenty-four hours a week. This has not been added to the teacher's busyness in making annual programs, semester programs, syllabi, lesson plans, and daily teaching agendas, but the remuneration received by teachers for the services they provide is not by the responsibilities they carry.

Based on the description above, the teacher's commitment to the teacher's organization in teaching is very important for its role in efforts to achieve national education goals. Increased power in having teachers' commitment to teaching must be continuously improved to achieve national education goals. Furthermore, reviewing previous studies on teacher commitment, the following presents several studies on commitment to the organization which are associated with several variables that can be associated with this research and serve as the state of the art in this study.

Research conducted by (Mohamad & and Nawawi, 2020) focuses on three variables, namely Organizational Learning, Organizational Commitment, and Job Satisfaction, and their effect on Employee Performance. This research was conducted on 90 respondents who work in the General Service division at the Head Office of Bank BTPN Jakarta. The research method used is a quantitative method, where respondents will answer online-based questionnaires sent by researchers. Then the data obtained was processed using the PLS-SEM method using

SmartPLS 3 data processing software. The results showed that (1) Organizational Learning had a positive and significant effect on Employee Performance 0.395, (2) Organizational Commitment had a positive and significant effect on employee performance 0.266, and (3) Job Satisfaction had a positive and significant effect on Employee Performance 0.222.

Furthermore, the results of research by (Hardhienata, Maulana, & and Suhardi, 2019) This study aimed to find out how learning organizations can be improved, such as how to research and find relationships about 1) organizational commitment to learning organizations; 2) empowerment with learning organizations; 3) organizational commitment and empowerment together with learning organizations. This research was conducted on a sample of 110 GTT teachers at Caringin Private Vocational Schools who were randomly selected using proportional random sampling spread across 10 Caringin Private Vocational Schools, Bogor Regency. This research was conducted using a sequential explanatory method. The results showed that there was a very significant positive relationship between teacher commitment to the organization and learning organizations with a correlation coefficient (r) of 0.478, there was a very significant positive relationship between empowerment and learning organizations with a correlation coefficient (r) of 0.531, and there was a very significant positive relationship between teacher commitment to the organization and empowerment with learning organizations with a correlation coefficient (r) of 0.579.

Furthermore, according to (Luthans, 2009) one definition of commitment to the organization is a strong desire to remain a member of the organization, and a willingness to provide a high level of effort to the organization. Furthermore, according to (Supriadi et al., 2020) Learning Organization has a positive impact and has a significant effect on teachers' innovation abilities. This research can be used as a reference for future research and can be applied elsewhere, to develop the necessary knowledge and sustain the school's growth and sustainability.

From the information above, it can be concluded that the Learning Organization is an organizational activity that can increase teacher commitment and the need for learning within the organization during the current pandemic, one of which is servant leadership. This is in line with the results of research by (Bellamy, 2021) stating that the relationship between servant leadership and organizational commitment determines the extent to which servant leadership is perceived by employee behavior, including interpersonal support, community building, altruism, egalitarianism, and moral integrity related to the organization. employee commitment in an academic health science center. The results show a positive correlation between the five servant leadership behaviors and organizational commitment for all employees. These findings suggest to health science center academic leaders that practicing servant leadership behavior has the potential to positively influence employees' dedication to their workplace and ultimately affect their organizational success and effectiveness.

With further servant leadership, the teachers will finally get satisfaction at work, so that commitment to the organization will also get better. This is in line with previous research by (Alviani, Widayani, & Saraswati, 2021) saying that the R^2 value for servant leadership (X) to organizational commitment (Y) is 0.816; which means that 81.6% of organizational commitment is influenced by servant leadership, while the remaining 18.4% is other factors outside the research model and according to Pala'langan (2021) who says that the results of data analysis found that the path coefficient values between servant leadership variables on job

satisfaction of 0.479 with t count = 3.400 > from t table = 1.66 and p -value = 0.000 < 0.05, which means that servant leadership has a positive influence of 0.479 on teacher job satisfaction. In other words, 48% of the job satisfaction obtained by teachers in carrying out their duties is influenced by the principal's leadership style.

Further research results by (Surbakti, 2013) Data analysis used to test the research hypothesis is path analysis. The results showed that the proposed structural model was accepted, so it could be concluded that job satisfaction, personality, and organizational commitment fit to explain teacher commitment to MAN 2 Padang Sidempuan. Personality has a direct and significant influence on teacher commitment to school by 37%. Personality has a direct effect on job satisfaction by 42%. Teacher commitment to school is significant and is influenced by job satisfaction by 35%. Job satisfaction is a mediator variable between teachers' commitment to school and teachers' motivation to work.

Based on a review of several studies on organizational commitment that have been carried out above, it can be concluded that the differentiating aspects are the research methodology and the unit of analysis. The research methodology used in the above studies is; Qualitative Research with Structural Equation Modeling (SEM) Approach, and Correlational Descriptive Research. Furthermore, the unit of analysis in research on organizational commitment in the research review above includes; supervisors-employees at the BANK, employees working at the Puskesmas, PNS teachers, and lecturers, The differences between previous studies on organizational commitment in the research review above and the research that will be carried out are; firstly, the variables studied to study their correlation in this study include the variables Learning Organization, Serving Leadership, Personality and Job Satisfaction together. Second, in this study, the commitment to the organization studied is the creativity of the teachers at the private junior high school unit in Depok, West Java. The third research methodology in this study is descriptive quantitative to find the relationships between the variables studied with the variable commitment to the organization followed by an analysis of the strength of the relationship of each variable, the strength of the functions of each variable indicator using SITEREM analysis (Scientific Identification Theory to Conduct Operation Research in Education Management), this is something that was not done by previous researchers. (Hardhienata, 2017)

With SITEREM analysis, the following important things will be known; Identification of the strength of the relationship between the independent variable and the dependent variable. Analysis of the assessment of the research results for each indicator on the research variable. Analysis of the weight of each indicator of each research variable based on the criteria of *Cost, Benefit, Urgency, and Importance*. The results of this STOREM analysis will become recommendations for efforts that can be taken to increase commitment to the organization.

Based on the background that has been described, this study will explain the Teacher's Commitment to the Organization in terms of *Learning Organization, Servant Leadership, Personality, and Job Satisfaction*. The study will focus on finding a direct or indirect relationship between these variables. Thus, indicators of variables will be found to be improved so that they have an impact on increasing teacher commitment to the organization.

METHODS

This research method uses Path Analysis and SITOREM Analysis. Path Analysis Research (Path Analysis) and SITOREM Analysis are combination research methods that combine path analysis research methods whose results are strengthened by using SITOREM Analysis. Through STOREM Analysis, the results of the Path Analysis research are analyzed in more detail on the research variable indicators, so that indicators can be found that need to be repaired and maintained or developed immediately. This quantitative descriptive research uses the field *research method*, which is to go straight into the field to be able to analyze phenomena that occur during research. To obtain data in the field, a measuring instrument (instrument) in the form of a questionnaire was used which was compiled based on the indicators in the research variables. The primary data needed is data regarding Learning Organization, Serving Leadership, Job Satisfaction personality, and Teacher Commitment.

The measurement technique that will be carried out is with a scale: Likert scale and behavior rating scale, where the arrangement is in the form of statement items from each indicator that is in the research variable and from each statement followed by 5 (five) responses indicating the level of the scale attitudes and behavior of respondents. (Retnawati, 2016). In this study, it will begin with the stage of making the instrument, followed by the stage of testing the instrument with statistical calculations. The next stage is to obtain instrument validation and instrument reliability, after which the instrument is distributed to a predetermined sample.

RESULTS AND DISCUSSION

Based on the results of the respondents' answers, the theoretical commitment to the organization variable data obtained ranges from 34 to 170. The empirical score of the Organizational Commitment variable ranges from 77 to 170 with a score range of 93, an average score is 140.3, a median is 141, a mode is 144, a standard deviation of 15, and a sample variance is 225. Based on the results of the respondents' answers, theoretically learning organization variable data is between 32 and 160. 145, standard deviation 15.5, and sample variance 212. Based on the results of the respondents' answers, the theoretical Serving Leadership variable data ranges from 35 to 175. The empirical score of the Serving Leadership variable ranges from 105 to 175 with a score range of 70, an average score of 142.8, a median is 143, a mode is 143, a standard deviation is 16 and a sample variance is 263.9. Based on the results of the respondents' answers, theoretically, the personality variable data obtained ranged from 32 to 160. The empirical score for the personality variable was between 102 and 160 with a score range of 58, an average score of 139.3, a median of 140, a mode of 160, a standard deviation of 13.5, and a sample variance of 182.4. Based on the results of the respondents' answers, theoretically obtained data on the variable Job Satisfaction ranged from 31 to 155. The empirical score of the Job Satisfaction variable was between 74 to 159 with a score range of 85, the average score was 124.6, the median was 124, the mode was 122, the standard deviation was 16.06 and the sample variance was 258.0. The results of the description of organizational commitment can be seen from the following table 1.

Table 1. Statistical Data Description Recapitulation Table

No.	Statistics	Y	X ₁	X ₂	X ₃	X ₄
1.	Means	140.28	137,18	142.8	139.30	124.6
2	Standard Error	1,189	1.153	1.28	1.0711	1.27
3	Median	141	139	143	140	124
4	Mode	144	145	143	160	122
5	Standard Deviations	15.00	14.54	16,2	13.507	16.06
6	Sample Variance	225.07	211.66	263.9	182.43	258.0
7	kurtosis	1.209	-0.718	-0.145	-0.266	0.238
8	Skewness	-0.594	-0.333	-0.275	-0.431	-0.359
9	Range	93	59	70	58	85
10	Minimum	77	101	105	102	74
11	Maximum	170	160	175	160	159
12	Sum	22305	21812	22720	22149	19826

Validity Test Validity testing

Variable Commitment to Organization using SPSS tools. Instrument items are declared valid if they have a sig value <0.05 or are marked with an asterisk/star on the correlation coefficient. The results of the calculation obtained the number of valid instrument items as many as 34 items and 6 items that were invalid, namely numbers 3, 10, 19, 25, 27, and 36. The Learning Organization variable used SPSS tools. Instrument items are declared valid if they have a sig value <0.05 or are marked with an asterisk/star on the correlation coefficient. The results of the calculation obtained the number of valid instrument items as many as 32 items and 8 invalid items, namely numbers 3, 5, 19, 24, 28, 31, 33, and 39. Serving Leadership Variables using SPSS tools. Instrument items are declared valid if they have a sig value <0.05 or are marked with an asterisk/star on the correlation coefficient. The results of the calculation obtained the number of valid instrument items as many as 35 items and as many as 5 invalid items, namely numbers 1, 7, 14, 28, and 35. Personality variables used SPSS tools. Instrument items are declared valid if they have a sig value <0.05 or are marked with an asterisk/star on the correlation coefficient. The results of the calculation obtained the number of valid instrument items as many as 31 items and 9 items that were invalid, namely numbers 4, 11, 15, 17, 22, 25, 28, 30, and 35. Variable Job Satisfaction using SPSS tools. Instrument items are declared valid if they have a sig value <0.05 or are marked with an asterisk/star on the correlation coefficient. The results of the calculation obtained the number of valid instrument items as many as 31 items and 11 invalid items, namely numbers 2, 3, 5, 7, 10, 18, 19, 28, 32, 34, and 39.

Furthermore, based on calculations in the One-Sample Kolmogorov-Smirnov Test (Asymp Sig. (2-tailed) table, it is obtained that Sig = 0.200 at a significance value of $\alpha = 0.05$, then H₀ is accepted and H₁ is rejected, which means that there is an estimation error (Y - \hat{Y}) is normally distributed, thus it can be interpreted that the error in the estimate of commitment to the organization on Learning Organization is normally distributed, commitment to the organization on Serving Leadership, commitment to the organization on Personality normally distributed, commitment to the organization on Job Satisfaction normally distributed, Job Satisfaction on

Learning Organization normally distributed, Job Satisfaction on Serving Leadership normally distributed and Job satisfaction on personality is normally distributed. In other words, the estimated error of the regression equation of a normally distributed population and the normality requirements of the distribution of estimated errors are met. The results can be seen in the table below:

Table 2. Summary Table of Standard Error Standard Normality Test

No	Estimated Default Error	N	Symp. Sig. (2-tailed)	α	Sig Normality Test Prerequisites > 0.05	Conclusion
1	VariableY over X 1	159	0.200	0.05	0.200 > 0.05 H0 is accepted H1 is rejected	Normal Distribution
2	VariableY over X 2	159	0.200	0.05	0.200 > 0.05 H0 is accepted H1 is rejected	Normal Distribution
3	VariableY over X 3	159	0.200	0.05	0.200 > 0.05 H0 is accepted H1 is rejected	Normal Distribution
4	VariableY top X 4	159	0.200	0.05	0.200 > 0.05 H0 is accepted H1 is rejected	Normal Distribution
5	X 4 variables on X 1	159	0.200	0.05	0.200 > 0.05 H0 is accepted H1 is rejected	Normal Distribution
6	X 4 variables on X 2	159	0.200	0.05	0.200 > 0.05 H0 is accepted H1 is rejected	Normal Distribution
7	X 4 variables onX 3	159	0.200	0.05	0.200 > 0.05 H0 is accepted H1 is rejected	Normal Distribution

The calculation results obtained through data transformation, in the Test of Homogeneity of Variances table, the Sig value in the Based on Mean line is 0.097. This shows the Sig value > 0.05. Thus, H0 is accepted and H1 is rejected. Thus it can be interpreted that the homogeneity of the variance of the data group the homogeneity of the variance of the data group Y over X1, Y over X2, Y over X3, Y over X4, X4 over X1, X4 over X2, and X4 over X3 is homogeneous and the group variance requirements are met. A summary of the homogeneity test can be seen in the following table:

Table 3. Homogeneity Test

No	Variance	Sig test of homogeneity of variance	α	Sig Homogeneity Test Prerequisites > 0.05	Conclusion
1	Y over X1	0.798	0.05	0.978 > 0.05 H0 is accepted H1 is rejected	Homogeneous
2	Y over X2	0.439	0.05	0.439 > 0.05 H0 is accepted H1 is rejected	Homogeneous
3	Y over X3	0.475	0.05	0.475 > 0.05 H0 is accepted H1 is rejected	Homogeneous
4	Y over X4	0.372	0.05	0.372 > 0.05 H0 is accepted H1 is rejected	Homogeneous
5	X4 over X1	0.486	0.05	0.486 > 0.05 H0 is accepted H1 is rejected	Homogeneous
6	X4 over X2	0.924	0.05	0.924 > 0.05 H0 is accepted H1 is rejected	Homogeneous
7	X4 over X3	0.097	0.05	0.097 > 0.05 H0 is accepted H1 is rejected	Homogeneous

Furthermore, it can be interpreted that the regression equation model X4 over X3 is linear and the requirements for linearity are met. Thus the simple linear regression model can be used in predicting the level of organizational commitment that is influenced by learning organization and so on. The summary of the regression equation data is as follows:

Table 4. Regression Equation Data

Variable Relations	Regression Equation Linearity		P value	Conclusion
	F-count	F-table		
\hat{Y} on X1	0.193	1.47	1.224	Nonsignificant, Linear. Can be used to predict the level of commitment to the organization that is influenced by the <i>Learning Organization</i> variable
\hat{Y} on X2	0.161	1.46	0.161	Nonsignificant, Linear. Can be used to predict the level of commitment to the organization that is influenced by the <i>Servant Leadership</i> variable
\hat{Y} on X3	0.242	1.48	0.242	Nonsignificant, Linear. Can be used to predict the level of commitment to the organization

Variable Relations	Regression Equation Linearity		P value	Conclusion
	F-count	F-table		
Ŷ on X4	0.650	1.46	0.650	that is influenced by personality variables Nonsignificant, Linear. Can be used to predict the level of commitment to the organization which is influenced by the Job Satisfaction variable
X4 over X1	0.111	1.47	0.111	Nonsignificant, Linear. Can be used to predict the level of Job Satisfaction which is influenced by the Learning Organization variable
X4 over X2	0.165	1.46	0.165	Nonsignificant, Linear. Can be used to predict the level of Job Satisfaction that is influenced by Serving Leadership variables
X4 over X3	0.226	1.48	0.226	Nonsignificant, Linear. Can be used to predict the level of Job Satisfaction which is influenced by Personality variables
Significance Requirements: (Fcount < Ftable or P value > α = 0.05 If the results show Significance, then the conclusion of the equation is Linear				

Next, the influence model between variables on substructure-1 consists of one endogenous variable, namely the variable Commitment to Organization (Y) and 4 exogenous variables, namely Learning Organization (X1), Serving Leadership (X2), Personality (X3), and Job Satisfaction (X4) and the residual variable namely ϵ_1 . Based on this effect, the path model on substructure-1 is as follows: $Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon_1$. Calculation results through SPSS-25, the path coefficient obtained on substructure-1 is presented in the following table:

Table 5. Path Coefficient Values in Substructure-1

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	std. Error	Betas		
1	(Constant)	34,522	10,917		3.162	.002
	Learning Organization	.209	.068	.227	3,063	.003
	Servant Leadership	.171	.067	.221	2,567	.011
	Personality	.145	.071	.167	2,029	.044
	Job satisfaction	.237	.087	.197	2,739	.007

a. Dependent Variable: Commitment to Organization

Coefficients " tablethe path coefficient X 1 is obtained to Y is $\beta_{\gamma_1} = 0.227$; X 2 against Y is $\beta_{\gamma_2} = 0.221$; X 3 to Y is $\beta_{\gamma_3} = 0.167$; X 4 to Y is $\beta_{\gamma_4} = 0.197$ where each is known that the significance value of the three variables namely X1 = 0.003; X2 = 0.011; X3 = 0.044; and X4 = 0.007. The significance value of X 1, X 2, X 3, and X 4 is less than 0.05. This result gives the conclusion that Regression Model I, namely X 1, X 2, X 3, and X4 influential and significant to Y. The magnitude of the influence of other variables outside X 1, X 2, X 3, X 4 to Y results model empirical served in Table following.

Table 6. Summary Results of the Empirical Model on Substructure-1

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.615 ^a	.378	.362	18,850

a. Predictors: (Constant), Job Satisfaction, *Learning Organization*, Personality, Servant Leadership
 b. Dependent Variables: Commitment to Organization

The model summary table above shows the calculation of the determination of the coefficients with be marked R Square 0.378 or 37.80%. Matter Thisshows that the contribution of X1, X2, X3, and X4 to Y is as big as 37.80% temporary the rest 62.20% is contribution from variables other Which No researched. Whereas remainder influence counted with formula $1 - 0.378 = 0.622$, Then For mark e (error) can be calculated with the use of formula $\epsilon_1 = \sqrt{1 - 0.378} = 0.79$.

The significance value of each variable that proves is rejected or acceptance of the hypothesis is indicated by a number less than 0.05. Marks significance variable X 1 (Learning Organizations) showed with number $0.003 < 0.05$; Where number the not enough from 0.05 means Learning Organization (X 1) has a positive and significant direct effect on commitment to the organization (Y), it can be concluded that the hypothesis (H 0) rejected and (H 1) accepted. Servant Leadership Variables (X 2) own mark significance $0.011 < 0.05$ i.e. not enough from 0.05. So variable Serving Leadership (X 2) has a direct influence positive and significant to the variable commitment to the organization (Y). Furthermore, For variable personality (X 3) own mark significance is $0.04 < 0.05$ i.e. not enough from 0.05, so the variable personality's influence directly positive And significant to the variable commitment to the organization (Y). Then job satisfaction (X 4) is indicated by the value significance of $0.007 < 0.05$ which indicates less than 0.05, so it can be said that the variable job satisfaction (X 4) has a direct effect positive And significant to commitment to the organization, with Thus it can be concluded that the hypothesis is accepted. Here's a path diagram structural-1 served on picture following:

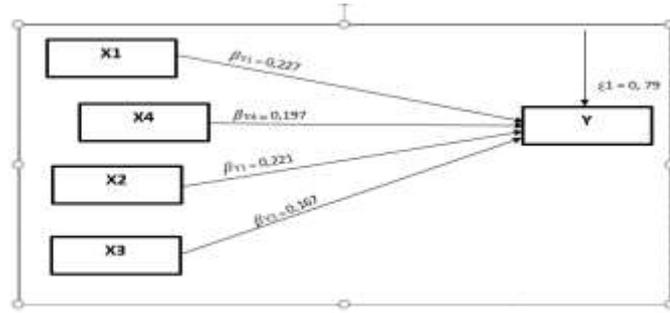


Figure 1. Empirical Causal Influence Model between Variables in Substructure-1

The influence model for each variable in substructure-2 consists of an endogenous variable, namely job satisfaction (X4), and three exogenous variables, namely *Learning Organization* (X1), *Serving Leadership* (X2), and *Personality* (X3), and one residue, namely ϵ_2 . Based on this impact, the path model on substructure-2 is $X_4 = \beta_{41} X_1 + \beta_{42} X_2 + \beta_{43} X_3 + \epsilon_2$. The results of estimating using SPSS-25 found that the path coefficient in substructure-2 can be described in the following table.

Table 7. Path Coefficient Values in Substructure-2

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	std. Error	Betas	t	Sig.
1	(Constant)	63,659	8,523		7,469	.000
	<i>Learning Organization</i>	.162	.054	.231	3.020	.003
	Servant Leadership	.138	.047	.235	2,908	.004
	Personality	.123	.054	.176	2,265	.025

a. Dependent Variable: Job Satisfaction

Based on the output of Regression Model II in the "Coefficients" section of the table, it is obtained that the path coefficient X1 to X4 is $\beta_{41} = 0.231$; X2 to X4 is $\beta_{42} = 0.235$; and X3 to X4 is $\beta_{43} = 0.176$ where each is known that the significance value of the three variables is X1 = 0.003; X2 = 0.004; and X3 = 0.025. The significance value of X1, X2, and X3 is less than 0.05. These results conclude that the Regression Model II, namely X1, X2, and X3 has a significant effect on X4. The magnitude of the influence of other variables outside X1, X2, and X3 on X4 on the results of the empirical model is presented in the following table:

Table 8. Summary Results of the Empirical Model on Substructure-2

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.487 ^a	.237	.222	16,865

a. Predictors: (Constant), Personality, Servant Leadership, *Learning Organization*
 b. Dependent Variable: Job Satisfaction

The model summary table above shows the calculation of the coefficient of determination marked R Square 0.237 or 23.70%. This shows that the contribution of X1, X2, and X3 to X4 is 23.70% while the remaining 76.30% is contributed by other variables not examined. While the remaining effect is calculated using the formula $1 - 0.237 = 0.763$, then the value of e (error) can be calculated using the formula $\varepsilon_1 = \sqrt{1 - 0.237} = 0.87$.

The significance value of each variable that proves is rejected or acceptance of the hypothesis is indicated by a number less than 0.05. Marks significance variable X1 (*Learning Organizations*) showed with number $0.003 < 0.05$; where the number is less than 0.05 means *Learning Organization* (X 1) has a positive and significant direct effect on satisfaction work (X 4), it can be concluded that the hypothesis (H 0) is rejected and (H 1) accepted. The Servant Leadership variable (X 2) has a significance value of $0.004 < 0.05$ i.e. not enough from 0.05. So variable leadership serving (X 2) has a positive and significant direct effect on variable satisfaction Work (X 4). Furthermore variable personality (X 3) has a significance value of $0.025 < 0.05$, which is less than 0.05, so the personality variable has a positive and direct influence significant to satisfaction Work (X4), with thereby can conclude that hypothesis accepted. Following diagram track structural-2.

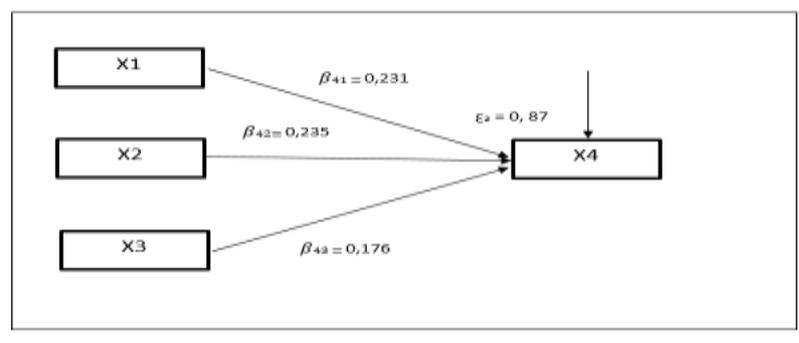


Figure 2. Model Image Influence Empirical Causal Between Variable on Substructure -2

The calculations of substructure-1 and substructure-2 show that there are 7 (seven) coefficients studied which have path coefficients that are identified as significant at $\alpha = 0.005$. The empirical research path diagram can be seen in the following figure

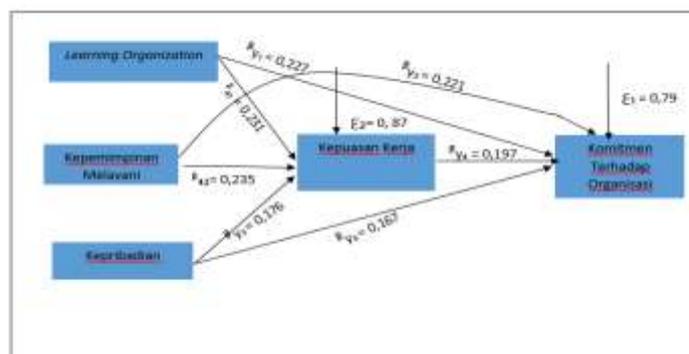


Figure 3. Path Coefficient Image *Learning Organization*, Servant Leadership, Personality, Satisfaction Work to Commitment Organization

After analyzing the structural model, the results of the resulting calculations are used in testing the hypothesis so that we can find out more about the direct and indirect effects of each variable. The hypothesis proposed is then given a conclusion by calculating the path coefficient scores and the significance of each path that is carried out in the study. The results of this action on all the proposed hypotheses can be interpreted in the following table:

Table 9. Result of Action

No	Variable	coefficient track	t count	t table	Decision test
1	X 1 to Y	0.227	3,063	1,975	H 0 rejected, H1 accepted. There is an influence straight positive And significant Learning Organization to commitment to the organization
2	X 2 to Y	0.221	2,567	1,975	H 0 rejected, H1 accepted. There is influence straight positive And significant leadership serves to commit to the organization
3	X 3 to Y	0.167	2,029	1,975	H 0 rejected, H1 accepted. There is an influence straight positive And significant personality to commitment to the organization
4	X 4 to Y	0.175	2,739	1,975	H 0 rejected, H1 accepted. There is influence straight positive And significant satisfaction Work to commitment towards the organization
5	X 1 to X 4	0.231	2,030	1,975	H 0 rejected, H1 accepted. There is an influence straight positive And significant learning organization to satisfaction Work
6	X 2 to X 4	0.235	2,908	1,975	H 0 rejected, H1 accepted. There is influence straight positive And significant leadership serve to satisfaction Work
7	X 3 to X 4	0.176	2,265	1,975	H 0 rejected, H 1 accepted. There is an influence direct positive And significant personality to satisfaction Work
8	X 1 to Y through X 4	0.045	0.625	1,975	H 0 accepted, H1 rejected. Not functioning effectively satisfaction Work as variable intervene on influence No direct learning organization to commitment towards the organization
9	X 2 to Y through X 4	0.046	0.667	1,975	H 0 accepted, H1 rejected. Not functioning effectively satisfaction Work as variable intervenes on influence No direct leadership serving commitments to the organization.
10	X 3 to Y through	0.034	0.472	1,975	H 0 accepted, H 1 rejected. No function effective satisfaction Work as

No	Variable	coefficient track	t count	t table	Decision test
	X 4				variable intervene on influence indirect personality to commitment to the organization

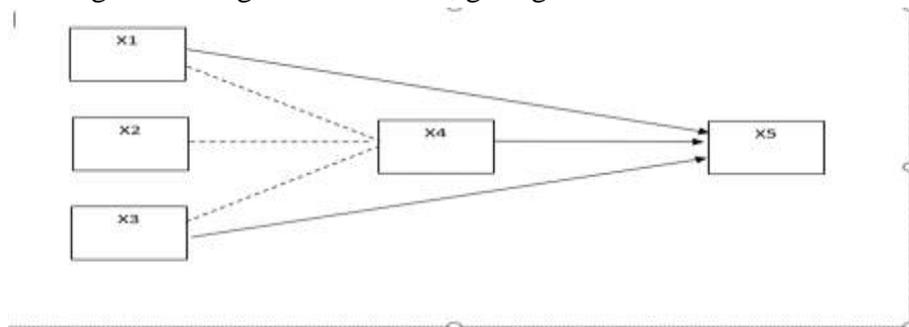
In the next stage after calculating the hypothesis testing, the stages are carried out to carry out identification in calculating the direct and indirect effects between variables. The magnitude of the direct and indirect impact is obtained through the path coefficient and correlation coefficient. The magnitude of the direct impact and indirect impact is expressed as the total effect. The total amount of direct and indirect influence can be presented in the following table

Table 10. Total Amount of Direct and Indirect Influence

Variable	Influence		
	Direct	No direct	Total
<i>Learning Organization (X 1)</i>	0.227	0.045	0.272
<i>Servant Leadership (X 2)</i>	0.221	0.046	0.267
<i>Personality (X 3)</i>	0.167	0.034	0.201
<i>Satisfaction Work (X 4)</i>	0.175	0	0.175
Amount	1,790	0.125	1,915

Variable	Influence		
	Direct	No Direct	Total
<i>Learning Organization</i>	0.231	0	0.231
<i>Servant Leadership</i>	0.235	0	0.235
<i>Personality</i>	0.176	0	0.176
Amount	0.642	0	0.642

Based on all the descriptions above, it can be concluded that based on a comparison of direct and indirect effects, shows that the results of all direct effects are smaller than the indirect effects, so X3's position as an intervening variable makes this variable ineffective in mediating exogenous variables against endogenous variables, giving birth to a new constellation.



Sitorem

Based on the Scientific Identification Theory to Conduct Operations Research in Education Management (SITOREM) or a scientific introduction theory for operations research in the field of education management, suggestions or recommendations for research results in this

dissertation will use the SOTOREM method. SOTOREM is a scientific identification theory, namely a theory that explains the steps in system analysis, modeling, and simulation (Hardhienata, 2017). The basic considerations for preparing problem-solving include three criteria, namely: 1) the strength of the relationship between the independent variables studied and the dependent variable. 2) the order of the indicators that have been prioritized, and 3) the value of the indicators from field research after considering these three criteria, a sequence is made to determine the priority of action to improve the condition of the dependent variable.

Strategies and Ways to Increase Organizational Commitment through Strengthening Learning Organization, Servant Leadership, Personality and Job Satisfaction.

Listening

1. Listen with all your heart: When listening to someone's story or complaint, the school institution must give all its heart and attention to the teacher. This is done so that the teacher can feel the sincerity that the institution provides, so that comfort is created trust Sincereness and the institution's interest in listening can also build up teachers when telling stories to the institution. Certainly, some of these links have a very positive impact on mental health and also the relationship between teachers and school institutions.
2. Give positive reflexes: When the teacher presents a problem, give a positive reflex to calm the situation of the teacher who is telling the problem he is facing. By giving positive reflexes, the teacher will feel accepted and will feel acknowledged. Furthermore, by giving positive reflexes we will understand what the needs of a teacher are, so that we will interpret these needs.
3. Give a statement that makes it understandable: When the teacher is telling a story, it's best to listen carefully in the form of reassuring statements, for example "I know this must be hard for you", "Does it feel heavy? It won't be easy for you to go through all of that", "I can't say anything after hearing your story, you are so great", and others. With these statements, comfort will be built again. The teacher will also feel more and more trust in you.
4. Give input when prompted: When the teacher has finished telling the story, we need to wait a moment to be asked for advice. Don't give advice right away because sometimes not all stories need advice. However, some people are reluctant to ask for advice. You have to first understand the person you are talking to or you can ask questions like, "Do you need advice or just want to tell a story?" it will be better.

Wages and Salaries

1. Remuneration: Remuneration is an acceptance as a reward from the institution to the teacher for work or services that have been performed, stated, or valued in the form of money determined according to an agreement or legislation and paid based on a work agreement between the teacher and the school institution. The gifts that teachers can get include:
 - a. Organizational Structure Wages: Wages for organizational structure positions are given when the teacher also doubles as an organizational structure official. This is done so that the teacher is not burdened in carrying out his duties because, with his duties as a teacher, he also doubles as someone in the school institutional organization, so with an

- appropriate wage the teacher is motivated to carry out his duties as a teacher and as a position holder in the organizational structure of the school.
- b. Excess wages for teaching hours: Wages for extra teaching hours are given when a teacher teaches outside of teaching hours, for example: when another teacher is absent due to illness or an urgent need, another teacher replaces him. Furthermore, with the change in teaching hours, other teachers teaching with excess teaching hours will get wages for excess teaching hours so that the services provided by the teacher will be commensurate with the services provided.
 - c. Homeroom Wages: Homeroom teacher wages are given when a teaching teacher also has duties as a homeroom teacher. Wages are given together with salaries paid once a month. The purpose of this remuneration is so that the teacher who has the duty as homeroom teacher is motivated and carries out his duties properly as a homeroom teacher.
 - d. Picket Wages: Picket wages are given when a teacher who teaches at school also serves as a picket teacher at school. Pickets are carried out to monitor learning and learning activities at school (for example: monitoring teachers who are not present, usually picket teachers replace teachers who are not present to teach in class, monitor students and teachers in their activities at school) as well as about non-academic activities at school (receive guests from outside want to meet the school community, etc.). The purpose of this remuneration is so that teachers who have duties as homeroom teachers are motivated and carry out their duties properly as picket teachers.
2. Giving Holiday Allowances: The provision of religious holiday allowances is income that must be provided by institutions before each religious holiday, in the form of a basic salary aimed at meeting the needs of religious holidays.
 3. Incentives Giving: Incentives are awards or rewards given to teachers to carry out tasks with high enthusiasm and responsibility, they are not appropriate or intermittent, Therefore incentives are part of the profits, especially given to teachers who work well or excel. for example in the form of bonuses and can also be given in the form of commissions.
 - a. Financial Incentives
 1. Bonus, is money given as a reward for services that are given in a future bond and given to teachers who are entitled to receive it.
 2. Commission, is a type of commission given to outstanding teachers.
 - a. Non-financial incentives
 1. Giving praise orally and in writing
 2. Thank you formally or informally
 3. Provision of special equipment in the workspace
 - b. Social Incentives
Incentives provided in the form of social security are usually given collectively, there is no competitive element and each teacher can get them on an average and automatic basis. Forms of social security:
 1. Free Treatment.
 2. Pension plan.
 4. Insurance

So it can be concluded that the three types of incentives are equally important, namely basically to achieve job satisfaction for employees, because, with job satisfaction, they will carry out their work seriously.

Purpose: Wages or salaries, holiday allowances, and incentives that, among others:

- a. Obtaining qualified teachers: Sometimes relatively high salary levels are needed to attract capable applicants who are already working in other organizations.
- b. Retain existing teachers: If the level of compensation is not competitive, many good teachers will leave. To prevent teacher turnover, remuneration must be kept competitive with other schools.
- c. Ensuring fairness Administration of school wages and payroll to fulfill the principle of fairness. Fairness and internal and external consistency are very important to note in the level of compensation.
- d. D.Motivation: If the remuneration provided is large enough, the principal will easily motivate his subordinates. And if this can go well enough then the teacher's enthusiasm will be more optimal.
- e. Discipline By giving a large enough remuneration, the teacher's discipline is getting better. They will be aware of and comply with applicable regulations.

Based on the description above, the writer can conclude that the purpose of giving this remuneration should be to provide satisfaction to all parties, teachers can meet their needs, school principals get good results, government regulations must be obeyed, and the community gets good results, graduates who develop.

Promotion

Position promotion is a transfer of authority to increase employee trust to a higher position level within an organization so that the resulting compensation will be far greater than previous income. Also according to (Gunastri & Pradnyana, 2018) "promotion is increasing authority and responsibility to higher positions in the organization so that rights, status and income obligations are also greater" In improving employee performance through promotion, the company should be able to adjust between positions and holders position.

According to Ardana et al (2012: 105) in the journal Ida Ayu Nithya Medhiantari "opportunity for promotion often has a role as an important motivator". This means that teachers who have more ability to work and demonstrate good work performance will receive recognition from superiors. given to employees who are competent in their work, then job satisfaction within the organization will increase.

Sense of Belonging to the School

1. Have a sense of love and concern for the school
 - a. Mutual care between teacher and school

An attitude of mutual care and understanding of each other's needs from both the teacher and the school will lead to a strong good relationship between the two, thus there will be good communication from both parties that will bring out empathy and sincerity between the teacher and the school and the school towards the teacher.
 - b. Recognize the need for both the teacher and the school

Each school and teacher has their own needs, for example: The school expects its organizational goals to be achieved by having the quality of its teachers, while teachers

- need supporting facilities to improve their quality, such as: getting a good income, getting the opportunity to continue studying, getting a promotion appropriate etc.
- c. Instill an attitude of gratitude
Accept every event or moment that is in school. This moment will be valuable if you realize and interpret it again. Interpreting any moment that happens, will make us wiser in being grateful for life.
 - d. Good two-way communication with the school
Communication is an important activity carried out by any organization. It's the same with school institutions, school institutions in this case the organization that houses teachers to always develop to achieve common goals. In this case, the school provides opportunities for teachers to be good listeners in responding to teacher needs and vice versa. So with this, everything that is communicated becomes feedback for both parties. Thus, this feedback is expected to be a motivation to achieve togetherness in achieving the goals of the school institution and the teacher himself.
2. Have a sense of responsibility towards their profession at school
- a. Increase insight and always learn
For a teacher, teaching is happiness while learning is a necessity. When a teacher teaches something to his students, there the teacher will also participate in learning. The teacher is not only someone who masters the field but someone who never stops learning.
This will increase insight as well as understanding of various things. Including learning insight from many students because a good teacher is a teacher who does not limit himself, or where knowledge comes from. As for learning activities that can be carried out by teachers, for example: participating in training through seminars, workshops, webinars related to how to improve their profession as a teacher.
 - b. Trying to facilitate the needs of teachers so that teachers can improve their duties and roles such as: as a teacher, educator, organizer, class manager, facilitator, mediator, and motivator. The facilities that can be provided are the opportunity to always upgrade new knowledge in terms of changes that continue to develop.

The amount of income earned

1. Remuneration
Remuneration is an acceptance as a reward from the institution to the teacher for work or services that have been performed, stated, or valued in the form of money determined according to an agreement or legislation and paid based on a work agreement between the teacher and the school institution. The gifts that teachers can get include:
 - a. Organizational Structure Wages
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e. Wages for making exam questions

Wages for making exam questions are given when the teacher has made exam questions and submitted them to the administration, usually making exam questions made in the middle of the semester and at the end of the semester This is done so that the task of a teacher in supervising the exam is given appreciation by the school, so that the continuity of student exam activities goes well and smoothly.

f. Wages schedule supervising exams

Wages for supervising exams are given when the teacher has supervised the exam, usually supervising is done in the middle of the semester and at the end of the semester. This is done so that the task of a teacher in supervising exams is given appreciation by the school so that the continuity of student exam activities goes well and smoothly.

g. Wages correcting exam answers

Wages for correcting exam answers are given when the teacher has corrected the student's answers and deposited the student's grades to the school administration, usually Depositing scores are given in the middle of the semester and at the end of the semester. This is done so that the task of a teacher in supervising exams is given appreciation by the school. so that the student examination activities run smoothly and smoothly.

Reciprocity Obtained from the School

Reciprocity (*feedback*) is a response related to student abilities, so teachers can see the progress of student abilities and they can find out the next steps that can be taken to improve the learning process so that it can be even better.

1. Provide apperception stimulation to the teacher

Each teacher has a personality with unique characteristics according to the development and growth of the teacher. The personality of a teacher is motivated by family factors and the school environment. By knowing the background of each teacher, schools can more easily understand how to provide what is needed by teachers. The experience that the teacher has can be used as an inducement so that the teacher is more open with himself. By talking about what the teacher likes and experiences, the teacher's enthusiasm will certainly get bigger. Happy experience or impression that the teacher has.

2. Motivate teachers to keep learning

For teachers to be enthusiastic and happy in teaching, schools must strive to provide a conducive and comfortable learning environment. To create a conducive and comfortable school environment, there are motivational factors that play an important role in the school atmosphere. With this motivation, the teacher will be passionate about teaching.

3. There is a discussion between the teacher and the school for reciprocity from both parties

The discussion method can be said to be the simplest way that teachers can provide and get feedback from the school during the teaching and learning process. In this case, the school does not have to discuss this directly with the teacher. Schools can provide a time and place for every teacher in the school to discuss an activity in the school and pay close attention to the teacher when expressing opinions. After the discussion activities have been completed, the school can provide conclusions and provide this feedback.

CONCLUSION

Based on the research results, a strategy has been found to increase teacher commitment to the organization, namely through the provision of strengthening Learning Organization, Serving Leadership, Personality, and Job Satisfaction. Meanwhile, the way to strengthen each of these variables is to identify which indicators need to be maintained and improved. Based on the research results, Commitment to the Organization can be continuously improved through strengthening the Learning Organization, Serving Leadership, Personality, and Job Satisfaction to increase Commitment to Organization, The four independent variables make a positive contribution to Organizational Commitment. Implications in efforts to increase commitment to the organization.

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