Increased Commitment to the Organization through Strengthening Organizational Culture, Learning Organization and Personality (Empirical Study Using Correlational Approach and SITOREM Analysis on State Senior High School Teachers in East Jakarta)

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Abstract

The goal of this research is to uncover ways to improve organizational commitment in East Jakarta State Senior High Schools by examining organizational culture, learning organization, and personality. These attempts are made possible by identifying the strengths that exist between these variables. This study incorporates a correlational technique as well as SITOREM Analysis. To see if organizational culture, learning organization, and personality factors have a good association with organizational commitment, correlational statistical approaches are applied. The SITOREM analysis is used to identify the priority order as well as recommendations for improving the required indicators. All variables were positively connected to organizational commitment, according to the findings of a research of 39 East Jakarta State Senior High Schools. Personality r $y3 = 0.684$ (p0.01), organization culture r $y1 = 0.644$ (p0.01), and learning organization r $y2 = 0.684$ (p0,01) are the findings of the correlation strength sequence based on the highest correlation. The SITOREM Analysis Results suggest that agreeableness, inventiveness, aggressiveness, system thinking, and mental models are the markers that need to be improved. The proposal that might be made is that the school should provide ongoing advice to instructors, particularly in terms of organizational compliance, in order for teachers to enhance their commitment to the organization.

I. Introduction

Commitment to the organization of a teacher is very important because through commitment a teacher can become more responsible for his main duties and functions than those who do not commit to the organization. Typically, a committed teacher will work at his or her best so that he or she may devote his or her full attention, thoughts, energy, and time to his or her task and provide results that meet the organization's expectations.

Based on the explanation above, it can be seen that efforts to increase commitment to the organization by looking for variables that are related and affect commitment to the organization in state high school teachers are very important. This can be seen from the survey results, which show that the commitment of teachers to the organization at state high school in East Jakarta is not as expected.

The survey findings of state high schools in East Jakarta were 39 schools with a total of 1120 teachers, according to the results of the pilot test or preliminary survey design that was

done directly with public high school instructors regarding commitment to the organization. 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) 32% of teachers have problems in terms of showing high performance. (2) 30% of teachers have problems with positive work attitudes. (3) 27% of teachers have problems in wanting to stay together. (4) 33% of teachers have problems in their desire to have a career. (5) 20% of teachers have problems staying in the organization because of their position. (6) 30% of teachers have problems in wanting not to leave the organization because they get facilities. (7) There are 38% of teachers who have problems in wanting to stay in the organization because the salary is as desired. (8) 20% of teachers have problems in compliance with the organization. (9) 27% of teachers have problems with being alert in carrying out their work. (10) 34% of teachers have problems in terms of feeling that working in an organization is the best thing.

This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. From the results of the preliminary survey above, it is known that several identification problems regarding commitment to the teacher organization of state high school in East Jakarta still need to be improved. Teachers still ignore compliance with the organization. The desire to develop and build quality schools is still low so it is still far from expectations. On the other hand, the demands from various components of society to make state high school as a school that can deliver students to be 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, and transformational leadership of the principal, organizational climate, integrity, job satisfaction, and compensation. This study limits the study of commitment to the organization, learning organization, and personality.

II. Review of Literature

2.1 Commitment to Organization

JA Colquitt, JA Lepine, and MJ Wesson (2011: 69-78) define commitment to an organization as an individual's desire to stay a member. One of the decisive elements in whether he wants to remain a member of the group or want to quit is his commitment to it (looking for work in another organization). Affective commitment, continuation commitment, and normative commitment are the three characteristics of organizational commitment. According to PE Spector's (2008:254-256) theory, commitment to the organization is defined as an individual's attitude and involvement in the organization, as evidenced by (1) acceptance of organizational goals, (2) willingness to work hard for the organization, and (3) desire to continue working in the organization. Affective commitment, continuation commitment, and normative commitment are the three characteristics of organizational commitment. J. Greenberg and RA Baron are next, (2008:234-236) defining commitment to the organization as the amount to which individuals identify with the organization and want to be involved with it and do not want to quit it. Continuous commitment, affective commitment, and normative commitment are the three characteristics of organizational commitment. Meanwhile, Stephen P. Robbins and Timothy A. Judge (2007:74) define commitment to an organization as a person's level of identification with the organization's existence and aims, as well as his desire to remain a member. Continuous commitment, affective commitment, and normative commitment are the three characteristics of

organizational commitment. Meanwhile, Stephen P. Robbins and Timothy A. Judge (2007:74) define commitment to an organization as a person's level of identification with the organization's existence and aims, as well as his desire to remain a member. Continuous commitment, affective commitment, and normative commitment are the three characteristics of organizational commitment. Based on the theories presented, it can be concluded that organizational commitment is defined as an individual's desire to remain a member of the organization, as evidenced by an attitude of acceptance of organizational goals and sincerity in carrying out organizational activities.

2.2 Organizational Culture

According to Fred Luthans (2011:71), organizational culture is a perspective that underlies the values, norms, and beliefs of individuals in the organization and is formed from the process of interaction between members for the achievement of common goals. The dimensions of organizational culture are, a. regularity of behavior (observed behavioral), b. norms, c. dominant values, d. philosophy, e. the rules. The concept of organizational culture was defined by Edgar H. Schein (2004:12-13) as a pattern of shared basic assumptions that groups learn when they solve problems of external adaptation and internal integration that have worked well enough to be considered valid. As a result, taught to their new members as the correct way to understand, think, and feel about the problem. Observed behavior, group norms, adopted ideals, formal philosophy, e. game rules, f. climate, g. embedded skills, h. thinking habits, mental models, and language paradigms, and i. share meaning are the dimensions of organizational culture. j. ceremonial observances and celebrations. Additionally, Andrew J. DuBrin (2012:287) describes organizational culture (or corporate culture) as a shared set of values and beliefs that actively impact organizational members' behavior. N values, relative diversity, c. resource and benefit allocation, d. velocity of change, e. a sense of ownership, and f. cultural power are the dimensions of corporate culture. The idea of organizational culture, according to Laurie J. Mullins (2006:469-470), is a set of traditions, values, laws, beliefs, and attitudes that are pervasive texts for everything we do and think in an organization. Artifacts, value, and basic assumptions are the three components of corporate culture. According to James L. Gibson et al. (2006:31-32), organizational culture is defined as what employees perceive and how this view shapes their beliefs, values, and expectations. Layer 1 of organizational culture contains artifacts and creations among employees, and furniture is an example of artifacts and creations. 3. Layers of fundamental assumptions that people make that guide their behavior. 2. Layer 2 contains the values, or things that are significant to people. 3. Layers of basic assumptions that people make that drive their conduct. Based on the theories presented, organizational culture can be summarized as a system of shared meaning held by its members, influencing and directing their behavior, and distinguishing the organization from others.

2.3 Learning Organization

A learning organization, according to Peter M. Senge (1990:3), is one in which members continually enhance their ability to achieve desired objectives, generate new and broad thinking patterns, build independence, and mobilize learning activities on how to learn together. System thinking, personal mastery, mental models, developing shared vision, and team learning are the dimensions of the learning organization. Organizational learning, according to Jennifer M. George and Gareth Jones (2012:457-460), is a process that managers use to improve employee decision-making abilities as well as organizational efficiency and effectiveness. Personal mastery, complex mental models, team learning, building a shared vision, and system thinking are the dimensions of the learning organization. A learning organization, according to Richard L. Daft (2010: 50), is one in which members

are involved in identifying and solving problems in order for the organization to continuously experiment, modify, and improve itself in order to strengthen its capacity to develop, learn, and achieve its goals. The learning organization has three dimensions: a. willingness to solve problems (mental model), b. looking for answers to problems (system thinking), and c. developing a plan of action together (team learning) in a unique approach to suit customer needs. A learning organization, according to Steven L. McShane and Mary Ann Von Glinow (2010: 87), is any structured activity that strengthens an organization's capacity to acquire, exchange, and apply knowledge in ways that improve survival and success. The learning organization has three dimensions: a. knowledge acquisition, b. knowledge exchange, and c. knowledge application. Based on the theories presented, a learning organization can be defined as an organization that encourages its members to engage in activities and behaviors, as well as create, acquire, interpret, transfer, and share knowledge, with the goal of modifying organizational members to describe new knowledge and insights.

2.4 Personality

Personality is a relatively stable set of qualities, dispositions, and temperaments of persons (individuals) that are strongly impacted by inheritance as well as social, cultural, and environmental variables, according to James L. Gibson et al. (2006:113-117). Conscientiousness/awareness, openness, agreeableness/friendliness, and emotional stability are the four personality dimensions. f. willingness to try new things. The idea of personality, according to JA Colquitt, JA Lepine, and MJ Wesson (2011:294-296), refers to the structures and tendencies within persons that explain the distinctive patterns of their thinking, feelings, and behavior. Conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion are the personality dimensions (openness). Furthermore, Mary Uhl-Bien, John R. Schermerhorn, Jr., and Richard N. Osborn (2014: 31) define personality as a set of overall qualities that show how a person's unique nature reacts and interacts with others. Extraversion/exit, agreeableness/friendliness, conscientiousness, emotional stability, and openness to experience are the personality dimensions. Personality is defined by stable psychological qualities and behavioral characteristics that provide identity, according to Angelo Kinicki and Brian K. Williams (2008:360). Hospitality, conscientiousness, emotional stability, and openness to experience are the personality qualities. Furthermore, Don Hellriegel and John W. Slocum, Jr. (2011: 70-77) define personality as an overall profile or a stable mix of proctologic features that characterize a person's distinct nature. Emotional stability, agreeableness/ease of agreement, extraversion, conscientiousness/awareness, and openness are the personality dimensions. Based on the arguments presented, it can be concluded that personality is a relatively consistent set of qualities in a person that shapes how they feel, think, behave, react, and interact with their surroundings.

2.5 Research Hypothesis

The following research hypotheses can be presented based on the theoretical review and framework of thought indicated above:
1. Organizational culture and dedication to the organization have a favorable link.
2. Learning organizations and devotion to the organization have a favorable link.
3. Personality and devotion to the organization have a positive link.
4. Organizational culture and learning organization, as well as devotion to the organization, have a favorable relationship.
5. There is a good correlation between learning organization and personality, as well as organizational dedication.
6. There is a positive correlation between organizational culture and personality, as well as organizational dedication.

7. Organizational culture, learning organization, and personality, as well as devotion to the organization, have a good association.

III. Research Methods

This study uses the correlational method, which is part of the type of quantitative descriptive research. The design and constellation of this study used a correlational research flow, which was analyzed using SITOREM analysis. Correlational Research with SITOREM Analysis is a research approach that combines correlational research methodologies with SITOREM analysis to reinforce the results. The results of correlational research are evaluated in further depth on the indicators of the study variables using SITOREM analysis, in order to identify indicators that need to be improved, maintained, or developed right away (Widodo Sunaryo and Sri Setyaningsih, 2018: 3).

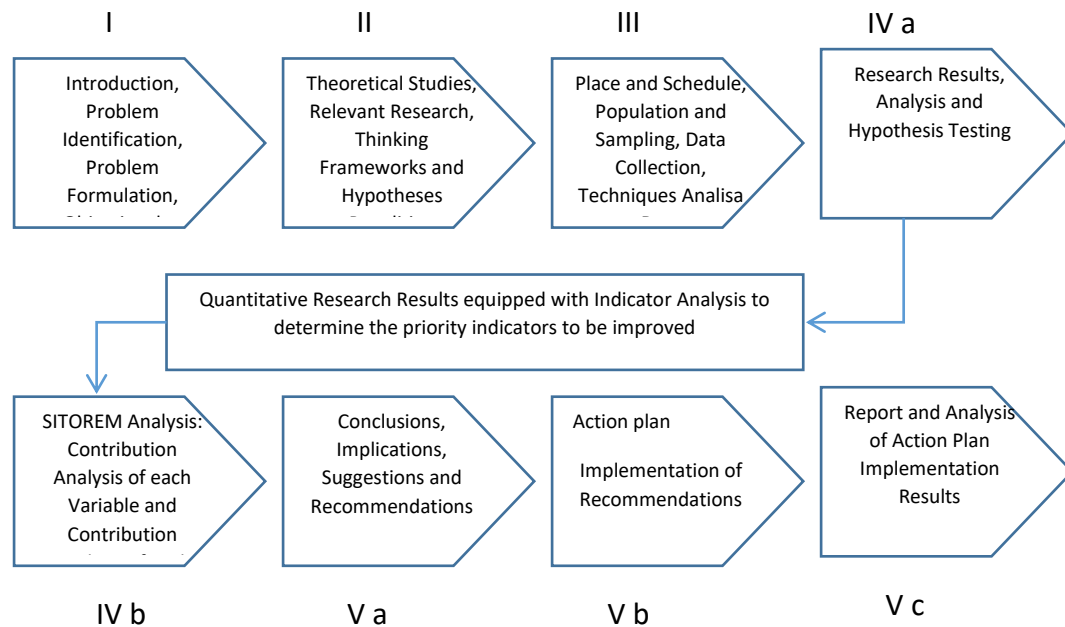The flow of the combined research is presented in the following figure:
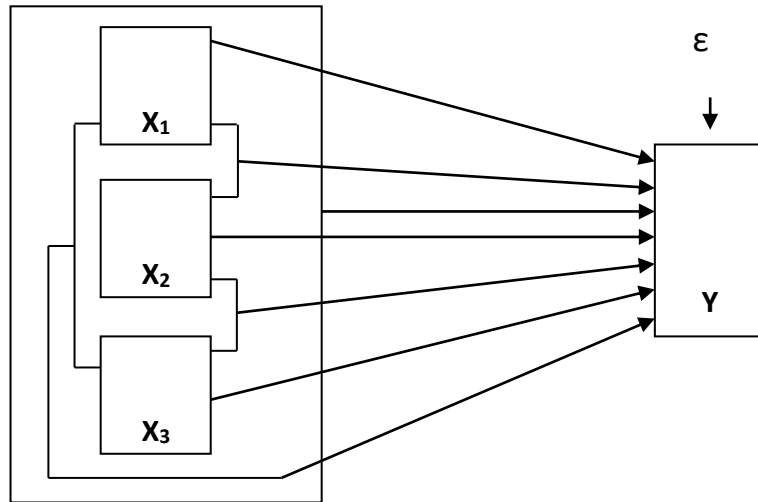

Figure 1. *The Flow of the Combined Research*

The constellation of problems to be studied can be described as follows:

Information:

X₁: Organizational culture

X₂: Learning organization

X₃: Personality

Y: Commitment to the organization

: (epsilon): Another variable

3.1 Population and Sampling

The participants in this study are all ASN/PNS state high school teachers in East Jakarta, a total of 1120 teachers divided throughout 39 (thirty-nine) state high schools. The Slovin formula was used to compute the number of instructor samples, and the results produced from 1120 populations with a 5% error rate were 295 persons.

3.2 Data Collection Technique

In this study, measurements were taken in real-life circumstances based on the respondent's evaluation of what they saw, not what they wanted to see. In this study, the instrument or data collecting tool is a questionnaire, which consists of multiple questions or written statements that are used to gain information from respondents through the distribution of questionnaires to 295 respondents.

3.3 Data Analysis Technique

In this study, descriptive and inferential data analysis approaches were employed to analyze the data. Descriptive statistics are statistics that can be used to portray data by gathering and summarizing the most significant and relevant data to be used in data analysis tools. While descriptive statistics has been described in inferential statistics, which is the science of statistics that functions as a data analysis tool.

3.4 SITOREM Analysis Stages

The qualitative suggestion analysis method was employed to round out the quantitative research findings in this study. The SITOREM approach is used to put the qualitative research method into practice. The following stages are followed when using SITOREM analysis in this dissertation research: (1) Analysis of Research Variable Indicators, (2) Analysis of Research Variable Indicator Weights, (3) Contribution Analysis (Coefficient of Determination). (4) Examine the classification of indicators. (5) Cytorem Analysis Results

III. Discussion

3.1 Relationship between Organizational Culture and Commitment to the Organization

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 = 60,101 + 0,565X_1, which means that every increase of one unit of organizational culture value will be followed by an increase in the value of commitment to the organization 0,565 unit with constant 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. While the results of the correlation coefficient significance test obtained the value of t_{count} = 14,490 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 organizational culture variable has a very significant correlation with a 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 commitment to the organization in this study can be seen from the coefficient of determination r^2_{y1} = 0.417, which means organizational culture contributes 41.70% to commitment to the organization, while the remaining 58.3% is determined by the following variables: another variable. 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 the research data, the total average score for the organizational culture variable indicator is 3.66, which means it is in the medium category. In addition, from the results of the frequency distribution data, there are about 56.62% of teachers have a low commitment to the organization. Thus, from the data, it is still necessary to improve the efforts that must be made by the organization of State Senior High Schools in East Jakarta so that organizational culture needs to be strengthened by implementing the norms, values, and regulations adopted by the organization.

3.2 Hu of the flower between Learning Organization with a commitment to the Organization

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 = 69.842 + 0.550X_2, which means that each increase of one unit of organizational culture value will be followed by an increase in the value of commitment to the organization 0.550 units with a constant 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. 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 learning organization variable has a very significant correlation with a commitment to the organization. The magnitude of the correlation value of 0.644 indicates that the level of the relationship is quite high between learning organizations and commitment to the organization. The contribution of the learning organization factor to commitment to the organization can be seen from the value of the coefficient of determination r^2_{y2} = 0.414 which means that the learning organization contributes 41.40% to commitment to the organization, while the remaining 58.60% is determined by other variables. This data shows that the contribution is quite high, increasing the efforts of learning organizations 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 broad patterns of thinking are learned and learn how teachers can learn together. In particular, teachers at public schools with the status of ASN are obliged to continue to develop their abilities according to applicable laws, so that there is no stopping to continue learning.

3.3 Relationship between Personality and Commitment to Organization

Hypothesis testing shows that there is a very significant positive relationship between personality and commitment to the organization as evidenced by the regression equation = $68,163 + 0,554X_3$, which means that every increase in one unit of personality value will be followed by an increase in the value of commitment to the organization 0,554 units with a constant 68,163. Based on the results of the calculation of the correlation coefficient between personality and commitment to the organization, the value of $r_{y3} = 0.684$, in this case, the strength of this relationship is quite strong. However, the results of the significance test of the correlation coefficient obtained the value of $t_{count} = 16.029$ which is greater than $t_{table} = 1.96$ at the significance level of 0.05 and $t_{table} = 2.58$ at the significance level of 0.01. It means that with a strong relationship, the personality variable has a very significant correlation with a commitment to the organization. Based on the results of this study, the contribution of personality factors to commitment to the organization can be seen from the coefficient of determination $r^2_{y3} = 0.467$ which means that organizational culture contributes 46.70% to commitment to the organization, while the remaining 53.30% is determined by variables another variable. The magnitude of this correlation coefficient shows that the strength of the relationship between personality and commitment to the organization is relatively high, referring to the results of research data analysis, it can be said that an increase in personality strength will affect an increase in commitment to the organization.

3.4 Relationship between Organizational Culture and Learning Organization together with Commitment to Organization

Hypothesis testing shows that there is a very significant positive relationship between organizational culture and learning organization together with commitment to the organization. As evidenced by the regression equation = $37.721 + 0.383X_1 + 0.394X_2$, which means that if organizational culture increases by one unit then commitment to the organization increases by 0.383 units with the assumption that the learning organization is constant. Likewise, if the learning organization increases by one unit, the commitment to the organization will increase by 0.394 units, assuming the learning organization is constant, with a constant of 37.721. Based on the calculation of the correlation coefficient between personality and learning organization together with commitment to the organization, the value of $r_{y12} = 0.749$, in this case, the strength of this relationship is very strong. The results of the analysis of the multiple regression significance tests between organizational culture and learning organization together with commitment to the organization obtained the significance of the correlation coefficient. With the $_{calculated}$ F value = 186.730 which is greater than the F_{table} value = 3.03 for the 0.05 significance level and the F_{table} value = 4.68 at a significance level of 0.01. This means that the regression equation can be applied to the research population.

3.5 Relationship between Organizational Culture and Personality together with Commitment to Organization

Hypothesis testing shows that there is a very significant positive relationship between organizational culture and personality together with commitment to the organization. As evidenced by the regression equation = $29.834 + 0.326X_1 + 0.440X_3$, which means that if

organizational culture increases by one unit then commitment towards the organization increases by 0.326 units with the assumption that organizational culture is constant. As well as if personality increases by one unit then commitment to the organization will increase by 0.440 units, assuming personality is constant, with a constant of 29.834. Based on the results of the calculation of the correlation coefficient between organizational culture and personality together with commitment to the organization, the value of $r_{y13} = 0.747$, in this case, the strength of this relationship is very strong. The results of the analysis of the multiple regression significance tests between organizational culture and personality together with commitment to the organization obtained the significance of the correlation coefficient with the $_{calculated}F$ value = 184.341. Which is greater than the F_{table} value = 3.03, for a significance level of 0.05 and an F value $_{table}$ = 4.68 at a significance level of 0.01. This means that the regression equation can be applied to the research population. The norms and rules that exist in schools become a reference for teachers in carrying out their main duties and functions as educators who have competence. Following the law, it is stated that one of the competencies that teachers must possess is personality competence. Teachers who have personality, namely teachers with ways of thinking, behaving, reacting, and interacting with the environment following obedience to the Creator so that they do work sincerely to always work in school organizations. This means explaining that the teacher commits the organization where he works

3.6 Relationship between Learning Organization and Personality together with Commitment to Organization

Hypothesis testing shows that there is a very significant positive relationship between learning organization and personality together with commitment to the organization. As evidenced by the regression equation = $22.794 + 0.378X_2 + 0.465X_3$, which means that if the learning organization increases by one unit, the commitment to organization increased by 0.378 units with the assumption that learning organization is constant. As well as if personality increases by one unit, commitment to the organization will increase by 0.465 units, assuming personality is constant, with a constant of 22.794. Based on the results of the calculation of the correlation coefficient between learning organization and personality together with commitment to the organization, the value of $r_{y23} = 0.776$, in this case, the strength of this relationship is very strong. The result of the analysis of the multiple regression significance tests between organizational culture and learning organization together -same as a commitment to the organization. The significance of the correlation coefficient is obtained with the $_{calculated}F$ value = 186.730 which is greater than the $_{calculated}F$ value = 220.714 which is greater than the F_{table} value = 3.03, for a significance level of 0.05 and an F_{table} value = 4, 68 at a significance level of 0.01. This means that the regression equation can be applied to the research population. Schools that want to improve quality certainly need to increase human resources, especially teachers, to continue learning.

3.7 Relationship between Organizational Culture, Learning Organization, and Personality together with Commitment to Organization

Hypothesis testing shows that there is a very significant positive relationship between organizational culture, learning organization and personality together with commitment to the organization. As evidenced by the regression equation = $14.307 + 0.230X_1 + 0.314X_2 + 0.349X_3$, which means that if the organization culture increases by one unit, the commitment to the organization increases by 0.230 units with the assumption that organizational culture increases by one unit. Then the commitment to the organization increases by 0.230 units with the assumption that learning organization and personality are constant. Then learning

organization increases by one unit, then commitment to the organization increases by 0.230 units with the assumption that organizational culture and personality are constant, as well as if personality increases by one unit, commitment to the organization will increase by 0.349 units, assuming organizational culture and learning organization are constant, with a constant of 1 4,307. Based on the calculation of the correlation coefficient between organizational culture, learning organization, and personality together with commitment to the organization, the value of r $_{y123}$ = 0.802 is obtained, in this case, the strength of this relationship is very strong. The results of the analysis of the multiple regression significance tests between organizational culture and learning organization together with commitment to the organization obtained a significant correlation coefficient with a $_{calculated}$ F value = 175,000. Which is greater than the F $_{table}$ value = 2.64, for a significance level of 0.05 and an F $_{table}$ value = 3.85 at a significance level of 0, 01. This means that the regression equation can be applied to the research population. Schools in implementing organizational culture as a collection of norms and values that guide teachers to behave and act according to the culture formed so that all school members accept them are organizational goals in general.

The results of the SITOREM (Scientific Identification Theory For Operational Research in Education) analysis (Hardienata S, 2017) show that the indicators that have a good contribution in increasing the dependent variable (Y) are as shown in the picture below.
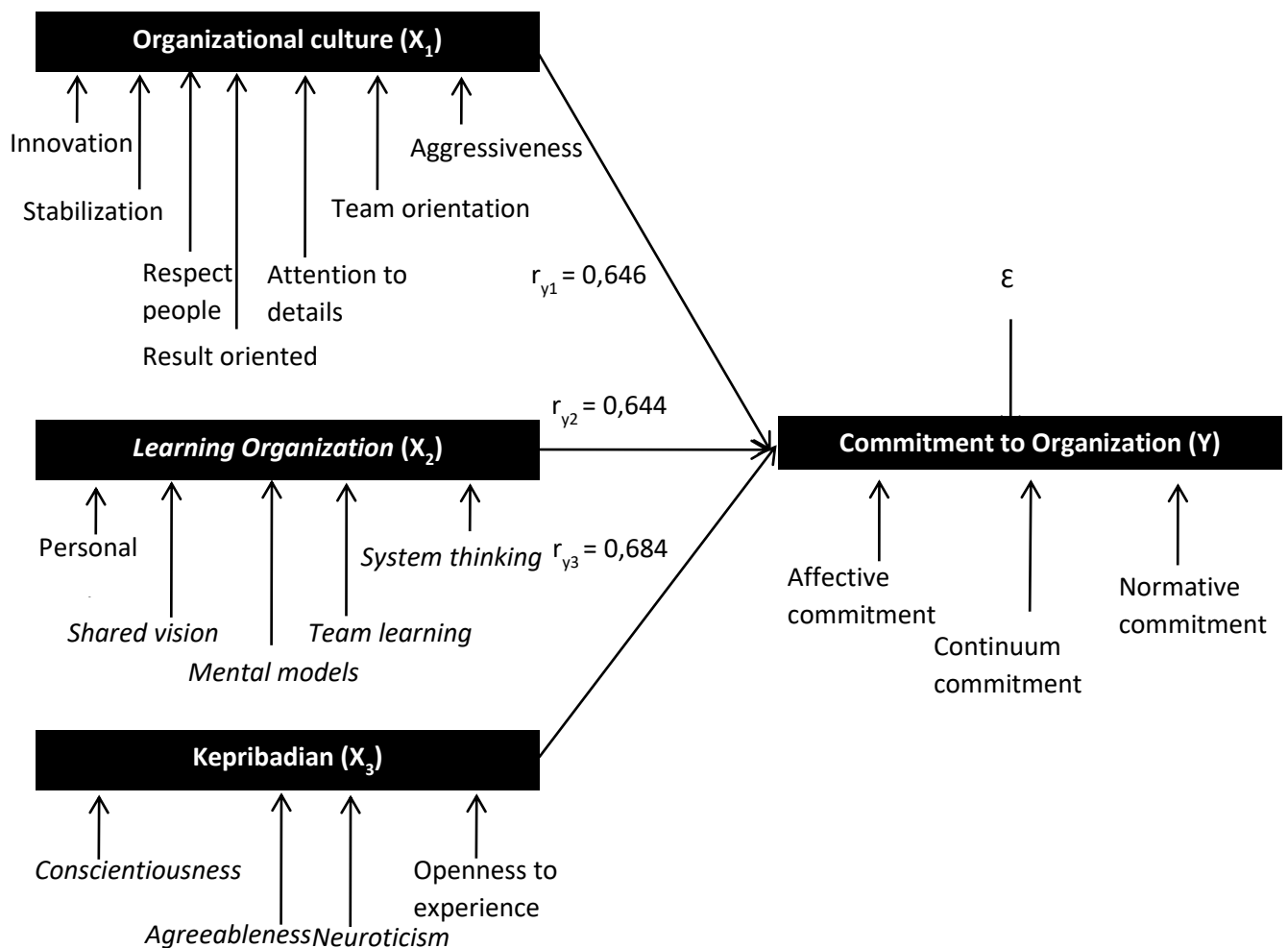

Figure 2. *Research Constellations and Statistical Models*

Furthermore, optimization is carried out by giving priority order to each indicator as shown in the image below:

Budaya Organisasi (X₁) $(\rho y1) = 0,646$

Pembobotan:
Menghormati orang (18%) (3,78)
Inovasi (15%) (3,49)
Orientasi pada hasil (15%) (3,68)
Agresivitas (15%) (3,36)
Orientasi pada tim (14%) (3,61)
Stabilitas (13%) (3,66)
Perhatian terhadap detail (13%) (4,04)

Learning Organization (X₂) $(\rho y2) = 0,644$

Pembobotan:
System thinking (22%) (3,46)
Personal mastery (20%) (3,61)
Mental models (20%) (3,37)
Shared vision (19%) (3,52)
Team learning (19%) (3,63)

Kepribadian (X₃) $(\rho y3) = 0,684$

Pembobotan:
Conscientiousness (29%) (3,57)
Agreeableness (21%) (3,43)
Keterbukaan terhadap pengalaman (18%) (3,74)
Neuroticism (16%) (4,17)
Extraversion (16%) (3,78)

Komitmen terhdap Organisasi (Y)

Pembobotan:
Komitmen afektif (42%) (3,62)
Komitmen kontinum (31%) (3,72)
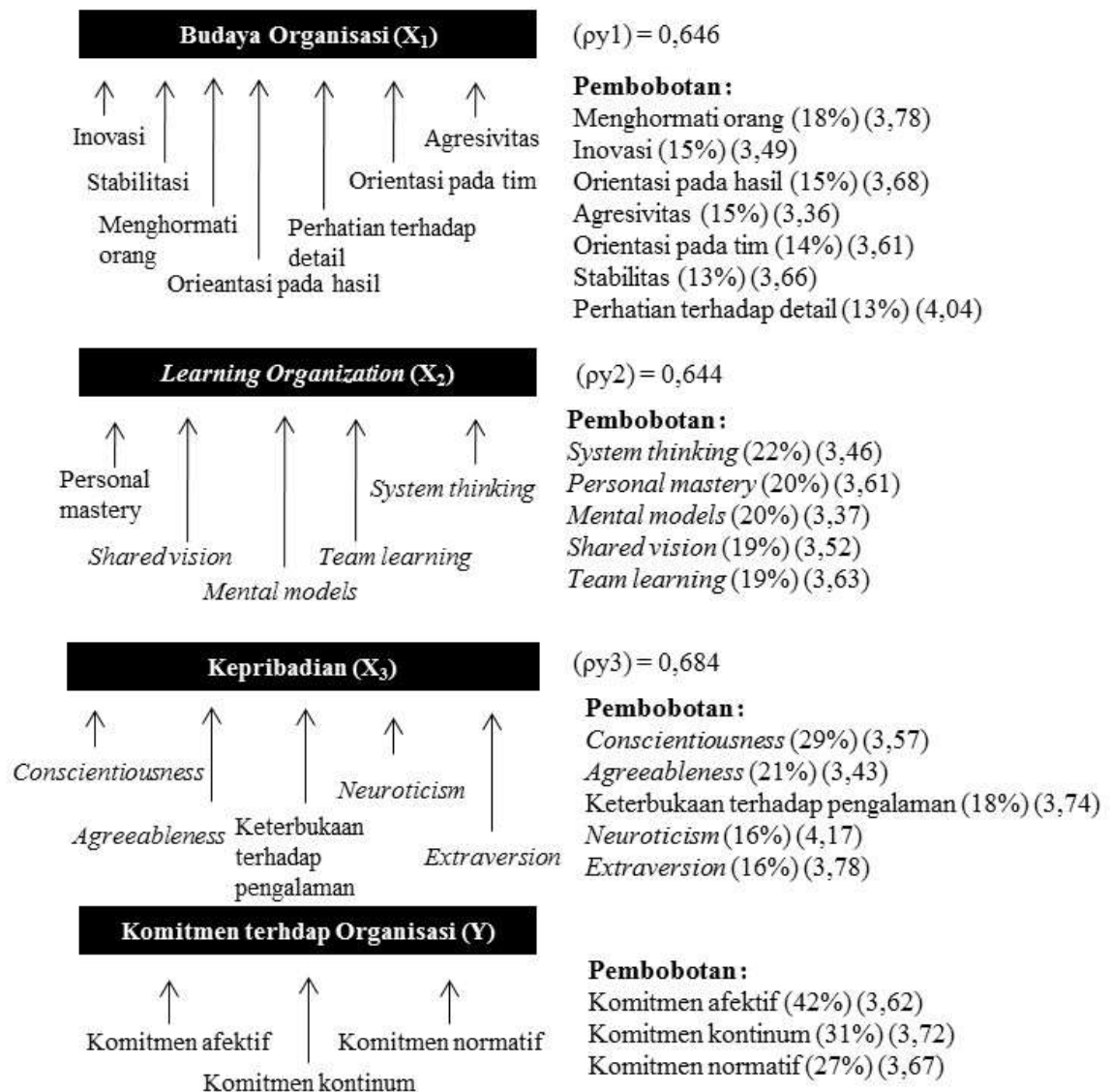Komitmen normatif (27%) (3,67)

Figure 3. Results of Priority Sequence of Each Indicator

From the results of the priority order and calculation of each variable obtained from research in the field, then a sequence is made to determine the priority of action to improve the variables as shown in the following figure:
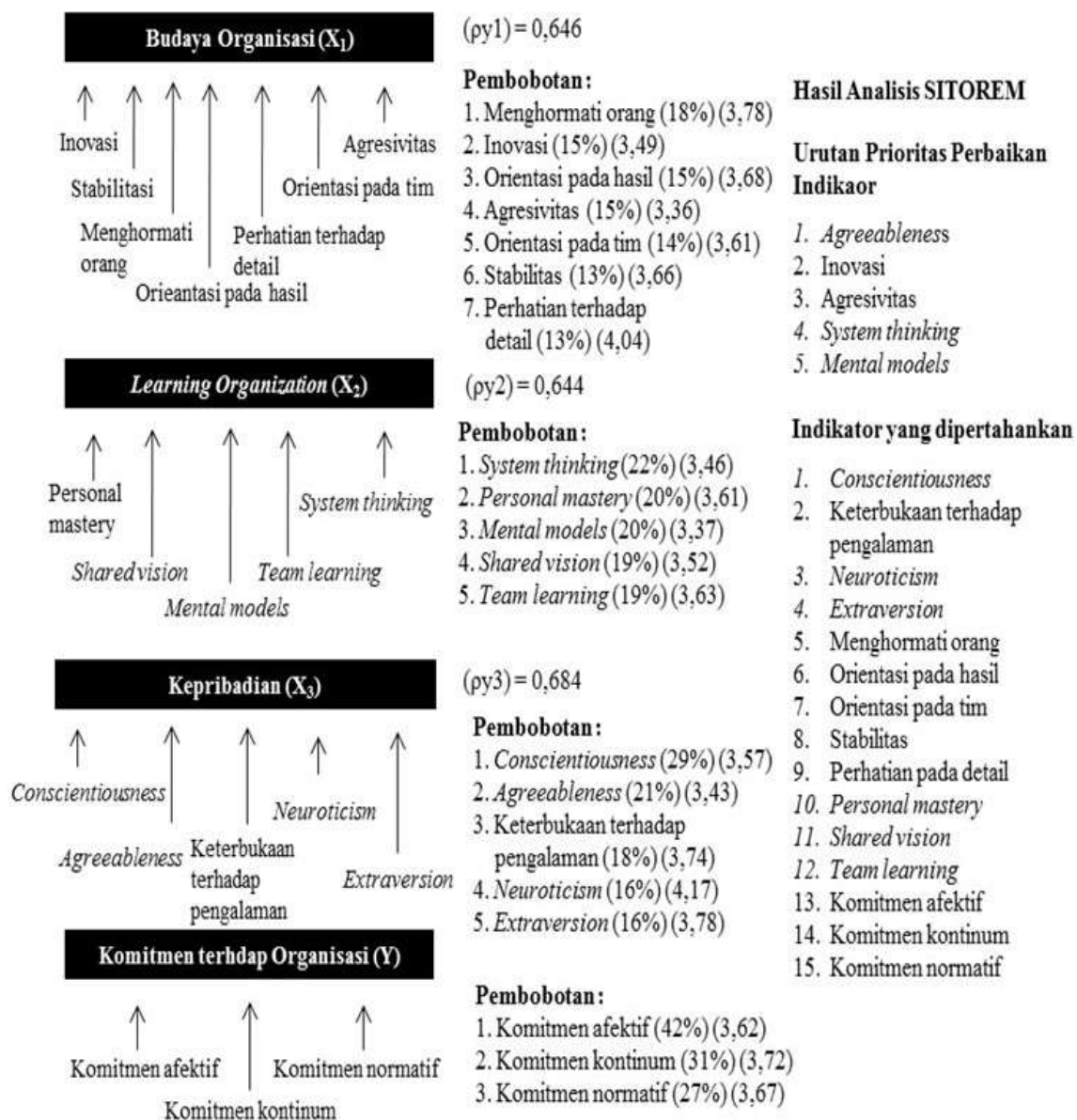
Figure 4. Final Result of SITOREM (Scientific Identification Theory for Operational Research in Education) Analysis

IV. Conclusion

Based on the results of the analysis, discussion of research results, and hypotheses that have been tested, it can be concluded as follows:

1. There is a significant positive correlation (r y1 = 0.646) between organizational culture variables (X 1) with a commitment to the organization (Y).
2. There is a significant short positive relationship (r y2 = 0.644) between learning organization (X 2) and commitment to the organization (Y).
3. There is a very significant positive relationship (correlation r y2 = 0.684) between the personality variable (X 3) and commitment to the organization (Y).
4. There is a significant positive correlation (r Y12 = 0.749) between organizational culture variables (X 1) and the learning organization (X 2) together with a commitment to the organization (Y).

5. There is a significant positive correlation (r y13 = 0.747) between organizational culture variables (X 1) and personality (X 3) together with a commitment to the organization (Y).
6. There is a very significant positive relationship (r y23 = 0.776) between learning organization variables (X 2) and principal supervision (X 3) together with commitment to the organization (Y).
7. There is a very significant positive relationship (r y123 = 0.802) between organizational culture variables (X 1), learning organization (X 2), and personality (X 3) together with commitment to the organization (Y).

Based on the above findings, it can be explained that commitment to the organization can be increased through improving organizational culture, learning organization, and personality either alone or together. Increasing commitment to the organization through one of the variables (organizational culture, learning organization, and personality) need to pay attention to each other's factors.

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