

## Organizational commitment building to the principal of the senior high school

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### ABSTRACT

This quantitative study aimed to determine the effect of personality and decision-making on the commitment of principals from high schools in the state of DKI Jakarta, Indonesia. The survey method was used in this study, along with path analysis for testing hypotheses. This was done with 89 random selection principals as respondents. This study revealed that personality has a direct positive influence on organizational commitment. There is a positive direct decision-making influence on organizational commitment. Hence, there is also an indirect influence on organizational commitment through decision-making. This paper can be a reference to improving the quality of the school by having a principal who has a strong commitment to his school, supported by a brave personality to get out of his comfort zone and is ready to sacrifice for the school's progress.

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## 1. INTRODUCTION

Based on the objectives of National Education outlined in Law No. 20 of 2003, namely National education performs to establish abilities and form the personality and humanity of a nation with integrity in order to educate the nation's life, with the goal of developing students' potential to become humans who consider and believe in a god [1]. They only have a good moral, are healthy, knowledgeable, capable, creative, and self-sufficient, and grow into democratic and responsible citizens. Efforts to achieve the educational goals are not easy, but optimal efforts are needed to produce quality graduates. The quality and quantity of education currently carried out will determine the human resources available in the future. Human resource development is closely related to planning activities, development programs, implementation and control, and human resources supervision. Providing learning opportunities for teachers, coupled with the assumption that the results achieved are positive; in principle, it has provided opportunities for increasing human resources' ability and competence. The principal's role has been proven to have a significant impact on student learning outcomes in school [1]. The principal can foster trust between teachers, which impacts increasing teacher work involvement in school activities. Besides that, it can help the principal in the principal's decision-making process in working. The principal is considered a significant force essential to school success [2]. Schools can create optimal conditions to support student learning through the principal's leadership by fostering positive social interactions and stimulating intellectual development [3]. Influential leaders understand the school culture and support creating conditions that build cooperation, trust, and care, and these are some signs of healthy and energetic school culture.

The principal's role is considered vital because his power can lead to success or vice versa [3]. This all again depends on the commitment of the principal's organization to the school he leads. The main factor

that leads to organizational success is the quality of human resources; for schools to be effective, teachers, principals must carry out their duties and responsibilities correctly and adequately [4]. Each element must commit to its job. The implementation of a school principal's commitment is to be loyal to his organization; this can be seen from the decisions or policies taken by the principal to advance his school. The principal is expected to know all organizational activities carried out in the school, not just receiving activity reports. Instead, they directly supervise and are even involved in these activities, and it is hoped that the principal can participate in these activities. This is what the researchers saw was still minimally carried out by school principals. Based on interviews with several supervisors, most school principals were busy with administrative matters, which made the principal pay less attention to other activities in the school.

Being a principal is in charge of administration and in carrying out several programs for schools, supervising, and evaluating all planned activities. It takes more organizational commitment for school principals to improve the quality of the schools they lead continuously. The school principal does not work alone, following the regulations stipulating that the principal is assisted by several deputy school principals and several administrative staff listed in each school's organizational structure.

Principals must be able to function as educators, managers, administrators, supervisors, leaders, innovators, and motivators, as for the principal's role based on the Decree of the Minister of National Education No. 162 the Year 2003, regarding guidelines for assigning teachers as school principals. The principal's current position is more focused as a leader, not as an additional task [5]. As a leader, the principal must be able to carry out his duties effectively to communicate to influence the whole community and convince everyone to create a culture of cooperation. They must also believe that the school organization environment is a place to live and develop, describe, and analyze various educational problems in their schools and remain focused on improving schools. Therefore, it requires a strong commitment from the principal to the school he leads. This is in line with the results of Yao's research. There have been many studies related to human resources. There have been many studies that have focused on employee loyalty to the organization. This is a barometer of an employee's organizational commitment to the workplace [6].

Organizational commitment reflects the psychological state that connects a person to the organization [7]. In this study, this research examines the organizational commitment of the Principals of Senior High Schools in DKI Jakarta Province with the grand theory "Integrative Model of Organizational Behavior" by Colquitt, LePine, and Wesson taking representatives from Organizational mechanisms, Group Mechanisms, Individual Characteristic, and Individual mechanism [8].

## 2. RESEARCH METHOD

This research was conducted with a quantitative method approach with path analysis techniques to prove theoretically and empirically the research model proposed by researchers by replicating the grand theory an integrative model of organizational behavior [8]. The individual outcome that the researcher wants to prove is the organizational commitment, especially to the principals of public senior high schools in DKI Jakarta province. The population in this study was 111 school principals. In determining the sampling technique, the researcher used the Slovin technique with a significance level of 5%, and the cause was obtained 89 principals as the research sample. The Slovin formula is one of the sampling strategies. The number of samples utilized must be representative in order for the research results to be generalizable, and data analysis does not require a table for the number of samples; however, the analysis can be carried out using simple formulas and computations [9].

This research was carried out within one year, starting from January 2019 to January 2020. Before doing the research, the instruments used had been carried out using validation techniques and reliability techniques following statistical procedures and rules and obtained several drop items for items (the Cronbach alpha value is  $>0.60$ ). The drop in researchers was not reused in the research questionnaire.

## 3. RESULTS AND DISCUSSION

The hypothesis analysis results in the finding that personality has a positive direct effect on an organizational commitment by 0.319, which means that increasing personality will increase organizational commitment. In the formation of personality variables, there are five dimensions, namely conscientiousness, agreeableness, neuroticism, openness to experience and extraversion. The calculation results show in Table 1.

Based on Table 1, the R Square column, which consists of five indicators of 1.000. It means that the five indicators form the personality variable by 100%, and no other indicators inform these variables. The results of the calculation of each indicator can be seen in Table 2.

Table 1. Personality indicator determination coefficient

Model	Model summary		
	R	R Square	Adjusted R Square
	1.000 <sup>a</sup>	1.000	1.000
			Std. error of the estimate
			.000

a. Predictors: (Constant), X1\_5, X1\_2, X1\_4, X1\_3, X1\_1

Table 2. The magnitude of personality indicators

Model		Coefficients <sup>a</sup>		Standardized coefficients		Sig.
		Unstandardized coefficients	Std. Error	Beta	t	
1	(Constant)	4.619E-14	.000		-	-
	X3_1	1.000	0.000	.362	-	-
	X3_2	1.000	0.000	.412	-	-
	X3_3	1.000	0.000	.427	-	-
	X3_4	1.000	0.000	.330	-	-
	X3_5	1.000	0.000	.494	-	-

a. Dependent variable personality

So, it can be found that the highest value is the fifth indicator, namely "extraversion." This study's results are in line with the opinion of several experts, including Steven L. McShane and Mary Ann Von Glinow said that organizational commitment refers to the principal's emotional attachment to, identification, and individual involvement in the school [9]. It all starts with the intention to become a good principal who can please and make the school community happy by serving PRIMA so that everyone around us feels comfortable, safe, and enjoyable for the whole family.

Every human being on earth certainly has different characteristics. It becomes a challenge for humans themselves to get to know other people so that collaboration can be formed to create a peaceful and peaceful life [10]. A good approach strategy is needed so that this collaboration can be established. The strategy can be started with a careful approach to human personality types. By looking at human personality, we can choose the best strategy for good communication. Littauer explains that the human personality consists of the following four types:

- i) Sanguinis personality: People who have a sanguine personality generally want fun, friendly, relationship-oriented, witty, artistic, emotional, straightforward, and optimistic. People with sanguine personalities tend to have fun conversations. He can tell stories and can describe things very well. However, to the extreme, sanguinis can talk on and on, monopolize the conversation, interrupt, and stray too far from the conversation.
- ii) Melancholy personality: People who have a melancholy personality generally want perfection, are introverted, are task and goal-oriented, emotional, organized, and pessimistic. The analytical thinking of melancholy is the hallmark of genius. This type can organize according to order; it can be seen from the neat room. Melancholy people are difficult to convince, and there needs to be factual data or facts to support our argument to agree. When it comes to its extreme, a melancholy personality can cause depression and suppress feelings. Sometimes hanging out with melancholy can lead to boredom because this type does everything orderly and thoroughly. In doing something, it must be following the steps.
- iii) Chronic personality: People with a choleric personality generally want power, are assertive, goal-oriented, organized, unemotional, relaxed, straightforward, and optimistic. The talent of a choleric person has assertive and robust leadership traits. This type is adept at regulating their organization because they have this strict character. However, if taken to an extreme point, this person can become pretentious, dominating, manipulative, and become a dictator who always appears dominant and does not want to be under others.
- iv) Phlegmatic personality: People with phlegmatic personalities generally want peace, are introverted, unemotional, strong-willed, relationship-oriented, pessimistic, and goal-driven. The nature of the sociable phlegmatic makes him the most preferred person in any group. Phlegmatic people make good lobbyists because of their excellent communication. However, when taken to an extreme, a phlegmatic can do nothing, be indifferent, and have no certainty. This can be seen with phlegmatic people who are challenging to make decisions, do not want to take sides firmly, and do not want to confront someone directly [11].

The same thing was expressed by Santens *et al.* in his research entitled "personality profiles in substance use disorders," published in the journal "Personality and individual differences," explaining that personality has a dominant role in forming a person's commitment to work and organization. Because with a good personality, someone will work seriously and try to complete the job as best as possible according to his boss's direction [12]. On the other hand, organizational commitment is the emotional identification of

employees in specific organizations [13]; personality is how an individual reacts and interacts with other individuals [14]. Personality is most often described in terms of the measurable traits exhibited by the principal. Principals have different personalities. When talking about a person's personality. As an organizational behavior expert, he explains the dynamic concept of the growth and development of a person's personality. Personality is a reflection of a person in carrying out his life activities, through whom we can predict what decisions and next steps will be taken [15].

A good personality is a personality that has a positive impact on the surrounding environment; this is by what was stated by Prebinger and Schoen in their research entitled Entity and Incremental Theory of Personality: Revisiting the validity of indicator explaining that the principal must make plans and carry out continuous professional development [16]. Continuous professional development, namely following all stages correctly and adequately, school principals' career development is carried out by statutory provisions. Principals are expected to have enthusiasm for work. They have targets in motivating subordinates or teachers to work and continue to foster their subordinates for creativity and innovation in carrying out their duties. The principal commitment can be seen in the way he works, loyalty to the school, involvement in work, and the principal's belief in organizational values [17].

Also, in carrying out the principal's duties, it is expected to focus on doing work, what is done, and commit to what he has said. We can do different jobs with other people, do all work with sincerity, not quickly feel tired. Do things happily, then people around us feel a positive aura. The principal's personality reflects the principal's feelings and behavior, which is significantly shaped by genetic and environmental factors. This suggests that a person's personality can affect the principal's commitment to the school organization in which they work [18].

The principal who has a good personality will be seen when the principal manages and delegates tasks to subordinates. This trait refers to the typical way of the principal [19]. Therefore, psychology can predict a person's personality and a person's commitment to work and where he works. Personality has five dimensions: neuroticism, extraversion, openness to new experiences, agreeableness, and conscientiousness. Each dimension can be applied in implementing daily principal leadership because it can increase organizational commitment [20]. This is evident in the research conducted by Ferguson and Hull entitled "personality profiles: using latent profile analysis to model personality typologies." Personality will shape everyone's behavior [20]. Personality can be described as traits displayed by a person. Personality is influenced by an individual's genetic factors, such as height, face shape, gender, temperament, muscle composition, and reflexes [20].

The analysis of the third hypothesis resulted in the finding that decision making had a positive direct effect on an organizational commitment by 0.305, which means that increased decision making would increase organizational commitment. In the formation of decision-making variables, there are four dimensions, namely: i) problem identification; ii) problem determination; iii) problem solving; and iv) decision making. The calculation results are present in Table 3.

Table 3. Coefficient of determination of decision-making indicators

Model	R	R Square	Model summary	
			Adjusted R Square	Std. Error of the estimate
	1.000 <sup>a</sup>	1.000	1.000	.000

a. Predictors: (Constant), X4\_4, X4\_3, X4\_1, X4\_2

Based on Table 3, R Square column, which consists of four indicators of 1.000. This means that the four indicators form the decision-making variable by 100%, and there are no other indicators in the formation of these variables. The results of the calculation of each indicator can be seen in Table 4. The table shows the calculation of each indicator in the formation of decision-making variables, the following values are obtained: The first indicator is the identification of the problem of 0.503. The second indicator is the determination of the problem at 0.405. The third indicator is the problem-solving of 0.366. The fourth indicator is the decision making of 0.376. So, it can be found that the highest score is the first indicator, namely problem identification. This study's results are in line with the opinion of several experts, including Robbins and Judge, who said that making the right decision will benefit all parties, including schools [21]. Decision making occurs as a reaction to problems. There is a distortion between the current state and the desired state, which demands alternative action. The principal sees this problem from two sides, namely the negative and the positive side. Because this is related to risk, school principals' wrong decisions can be prosecuted, both civil and criminal. Therefore, we must make decisions as wisely as possible by reducing risks by paying attention to applicable regulations.

Table 4. Amount of decision-making indicators

Model		Coefficients			
		Unstandardized coefficients	Std. Error	Standardized coefficients	
		B		Beta	t
1	(Constant)	8.527E-14	.000		-
	X4_1	1.000	.000	.503	-
	X4_2	1.000	.000	.405	-
	X4_3	1.000	.000	.366	-
	X4_4	1.000	.000	.376	-

b. Dependent variable: decision making

Each member of the school organization must make decisions according to their respective capacities and capabilities [22]. Critical decision making is carried out by policymakers, including principals who have good ability to make decisions in the hope of making decisions effectively, so several stages are needed to help achieve organizational goals. First is understanding and problem formulation. Principals often face the fact that the real problem is difficult to raise or only identifies the problem, not the underlying cause [3]. Principals can identify problems in several ways. Principals systematically examine cause-and-effect relationships. Moreover, the principal is looking for deviations or changes from the normal. Collection and analysis of relevant data. Collection and analysis of relevant data. After the principal finds and formulates a problem, the next step is to determine what data is needed to make the right decision and then process the data into relevant information.

Secondly, the tendency to accept the "feasible" alternative to the first decision often prevents the leader from achieving the best possible solution to the leader's problem. The development of some alternatives allows the principal to resist making decisions too quickly and making effective decisions. Furthermore, characteristics of someone who has a strong organizational commitment can be seen from the support and acceptance of the organization, a willingness to exert considerable effort on behalf of the organization, and a desire to remain with the organization [23]. The phrase means that the features of organizational commitment may be observed in the support or acceptance of the organization's aims and values, the readiness to devote reasonable effort on behalf of the organization, and the desire to continue with the organization. Employee commitment is a type of connection to the organization.

The ability of the leader to make effective decisions is one of the principal's functions in achieving goals. Decision-making is not an easy task since every decision has two consequences, both positively and negatively [24]. A school principal, on the other hand, must have had the confidence to make decision making from among the many options that are available. The frequently overlooked is going to consult with supervisors and asking more experienced colleagues before deciding.

The principal is expected to make decisions to choose the best from the various available alternatives [25]. One of the most important responsibilities of a principal is to decide what is best for its members. However, when making decisions, leaders can find themselves in a quandary and appear to be at a crossroads. Furthermore, if the available options force the principal to forsake the interests of others or pose risks that will harm the team. Sometimes difficult decisions must be made in order to achieve common goals. Sometimes the principal turns out to make the wrong decision, which is detrimental to the organization. However, making mistakes in making decisions is still better than taking no action at all. The principal's speed and accuracy in making decisions is usually a measure of his competence and credibility. If the principal is slow and hesitant in acting, subordinates will see that the principal is a school principal who does not dare to take risks. Being accustomed to being fast in making decisions is not an easy job. It requires precise ratios and sharp intuition to make the right decisions. It is interesting to study how a leader can make decisions well in terms of being useful, efficient, minimizing risk, and beneficial for achieving the expected goals. Every time we find a problem, we must identify problems by discussing them with related parties.

There are many steps or processes in decision-making, according to some experts. However, in general, the decision-making process is as [25]: Identifying the problem is how chronic a problem in the organization is measured by the deviation between the organizational plan and the organization's results [26]. To determine the existence of an issue, the principal can evaluate the cause-and-effect link; the principal is searching for changes that depart from the typical or customary situations. They may consult with other parties or teachers/staff familiar with the organization's path to find alternatives. It is specifically, generating many options that can be adopted and considering the potential effects of each choice. The way is principals can do this alone or through a network of thoughts of teachers/staff/stakeholders to get the best decisions; The principal can also develop brainstorming that is requested from each teacher/staff. An alternative analysis is that the principal carefully evaluates or analyzes one by one based on predetermined criteria or examines all strengths and weaknesses [27]. Is the alternative made by the decision suitable for solving the problem, whether the alternative is feasible, satisfying, or has consequences? So, it must be an alternative

analysis first. Determining on an alternative means deciding which option is the best, the most lucrative, the least expensive, and the one that is closest to solving the problem because deciding on an alternative with the expectation that it can achieve the desired aims, namely that the problem can be addressed. Implementation of decisions, namely options, must be implemented effectively to realize the goals that have been set. The principal needs to make this implementation plan as operational as possible in the form of procedures and activity details so that teachers or staff can quickly implement it.

Decision implementation procedures include compiling an implementation schedule, dividing implementation tasks, establishing steps for making reports, and self-monitoring so that implementation is by the results of decision evaluation. Evaluation is the final stage in the decision-making process that should not be missed [28]. Because of every implementation, we have to assess the implementation that we are running. The evaluation here is to make periodic measurements of real output or what we can call results. The real output is compared with the planned output, and if there is a deviation, it is necessary to make changes in the solution chosen by the executor or in the original target. If the original target must be changed, then the overall decision-making process needs to be repeated. There may be errors in choosing the right alternative or implementation and others that cause the decision to be inappropriate or inappropriate [29].

Efforts made to improve the principal's ability to make decisions are increase the ability of intelligence. Making decisions is not far from the knowledge that a person has. Because making decisions requires analysis or high thinking. This ability allows the principal to direct his members' thinking in planning and make the right decisions in realizing the burden of his organization's work. The principal must also be able to help the group to solve problems. Usually, the more comprehensive a person's knowledge, the easier it will be to decide.

Improving skills/expertise in their field not only a school principal should possess the knowledge, but skills in the field should also be mastered so that the principal can apply it together with the teacher/staff at the time of implementation. The principal must also keep abreast of developments and advances in his field of work to meet the demands of society and technology and see the relationship of his field of work with other fields that influence him. Sufficient knowledge and experience in the field of a school principal will be able to look forward to improving the development of the organization or institution he leads. With sufficient expertise, the principal will be able to make the right decisions.

They are developing a creative attitude, full of initiative for better development. In making decisions, a creative principle is needed, namely thinking about his latest ideas/ideas. The principal is immediately alert and sensitive to everything [30]. Educational leaders, as problem-solvers, are required to have creativity in solving problems and developing alternative solutions. Creative thinking to solve problems can be done by formulating problems and identifying aspects of the problem. The mind must get as much information as possible that is relevant to the problem. The information is then processed to answer the questions asked at the orientation stage to solve problems.

Maintaining emotional stability, the principal's emotional stability must also be regarded, because decision making is not good if the principal's emotional level has not been exceeded. The principal must control his emotions and always use rational and logical thinking in dealing with problems and decision-making. A school principal must be patient, thorough, and careful in deciding what to do. The principal must act fairly and wisely in his work and be considerate and touchy with its members.

To increase courage in making decisions and be responsible, dare to take the risks it faces, and dare to be responsible, the principal is not responsible for his work. The principal must show an attitude of responsibility to others. Courage in decision-making by a principal means making decisions without delaying each problem in the right way and time to solve the problem. Apart from being brave, a school principal must have responsibility for all the consequences of his decisions.

Thus, someone who has made a decision has made a selection of the alternatives offered to her/him. It is a logical consequence as a school principal because she/he must have the courage to make decisions. Because of his position as a decision-maker, he must have high analytical power to consider his decisions and work well carefully. The third hypothesis results provide findings that personality has an indirect effect on organizational commitment through decision-making. To increase organizational commitment can be done by increasing personality so that decision-making is more appropriate.

#### 4. CONCLUSION

The study concluded that personality has a positive direct effect on organizational commitment. It means that school principals who have Extraversion characteristics (easy to get along, active, optimistic, fun, affectionate, and friendly) can increase the school principal's organizational commitment. Based on researchers' observations in the field, it was found that the majority of school principals have personalities that are dominated by extraversion or similarity where they prefer their comfort zone by doing daily

administrative tasks. It is sporadic to find principals who want to leave their comfort zone to work, even challenging extras such as innovating school progress. Here, the researcher says that improving school progress takes a principal who has a strong commitment to his school, supported by a brave personality to get out of his comfort zone and is ready to sacrifice for the school's progress.





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