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EFFORTS TO INCREASE ORGANIZATIONAL COMMITMENT PRINCIPAL OF THE SENIOR HIGH SCHOOL IN DKI JAKARTA PROVINCE

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The purpose of this study was to determine the effect of personality, and decision making on the commitment of principals from high schools in the state of DKI Jakarta. It is a quantitative study conducted at the head of a high school in the state of DKI Jakarta. This study uses a survey method with path analysis applied in hypothesis testing. This was done to 89 principals as respondents who were selected at random. The results of this study are: (1). There is a positive direct influence of personality on organizational commitment and (2). There is the positive direct decision making on organizational commitment, (3) There is an indirect influence between personality on organizational commitment through decision making.

Keywords: Personality, decision making, organizational commitment.

INTRODUCTION

The role of the principal has been proven to have a significant impact both on student learning outcomes in school (Lee et al., 2020). The principal can foster trust between teachers which has an impact on 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 major force essential to school success (Leithwood & Seashore Louis, 2012). Through the leadership of the principal, schools can create optimal conditions to support student learning by fostering positive social interactions and stimulating intellectual development (Liu & Bellibas, 2018). Effective leaders understand the school culture and support the creation of conditions that build cooperation, trust, and care, and these are some signs of healthy and energetic school culture. (Sally Zepeda, 2016).

The role of the principal is considered very vital because the power he has can lead to success or vice versa (Liu & Bellibas, 2018). 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 properly and correctly (Sezgin, 2009). Each element must commit to its job. The implementation of the commitment of a school principal is to be loyal to his organization, this can be seen from the decisions or policies taken by the principal to advance his school, besides that 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 the

results of interviews from several supervisors, the majority of school principals were busy with administrative matters, which made the principal pay less attention to other activities in the school.

Based on the data analyzed by researchers, it was found that the average use of BOP funds for public high schools in DKI Jakarta Province, the average budget realization was 54.32%. This is one of the bases of research that proves that being a principal is not only in charge of administration but also in carrying out several programs for schools, supervising, and evaluating all planned activities. It takes more organizational commitment for school principals to continuously improve the quality of the schools they lead. 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 the organizational structure of each school.

Principals must be able to function as educators, managers administrators, supervisors, leaders, innovators, and motivators, as for the role of the principal based on the Decree of the Minister of National Education No. 162 the Year 2003, regarding guidelines for assigning teachers as school principals. The current position of the principal is more focused as a leader, not as an additional task (Hasan, 2017). As a leader, the principal must be able to carry out his duties effectively to be able to communicate to influence the whole community and convince everyone to create a culture of cooperation. Also, they must believe that the school organization environment is a place to live and develop, describe, and analyze various educational problems that exist in their schools, and remain focused on efforts to improve 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 (Yao, 2019).

MATERIAL AND METHODS

This is a quantitative study, whereby survey questionnaires were distributed to respondents. Also, the data were collected cross-sectionally after a period of 2 months. Involved 89 school principals and 30 high school supervisors in DKI Jakarta Province.

RESULT AND DISCUSSION

The results of the hypothesis analysis result 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: (1) *conscientiousness*, (2) *agreeableness*, (3) *neuroticism*, (4) *openness to experience*, and (5) *extraversion*. The calculation results are as follows:

Table 1. Personality Indicator Determination Coefficient

			Model Summary	
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	1,000[a]	1,000	1,000	,000

a. Predictors: (Constant), X1_5, X1_2, X1_4, X1_3, X1_1

Based on the table above in the R Square column which consists of five indicators of 1,000. This means that the five indicators form the personality variable by 100% and there are no other indicators 18 the formation of these variables. The results of the calculation of each indicator can be seen in Table 2 below.

Table 2.Magnitude of Personality Indicators

Model		B	Std. Error	Beta	t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
1	(Constant)	4,619E-14	,000		.	.
	X3_1	1,000	,000	,362	.	.
	X3_2	1,000	,000	,412	.	.
	X3_3	1,000	,000	,427	.	.
	X3_4	1,000	,000	,330	.	.
	X3_5	1,000	,000	,494	.	.

Coefficients[a]

a. Dependent Variable: Personality

So it can be found that the highest value is the fifth indicator, namely "extraversion". The results of this study 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 certain involvement in the school (McShane & Von Glinow, 2018). 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 so they can get to know other people so that collaboration can be formed to create a peaceful and peaceful life. A good approach strategy is needed so that this collaboration can be established. This strategy can be started by knowing the type of human personality. By knowing the human personality, we can choose the best strategy to establish good communication. There is a book written by Florence Littauer. He discussed the 4 types of human personality; Sanguinis personality. People who have a sanguine personality generally want fun, friendly, relationship-oriented, witty, artistic, emotional, straightforward, and optimistic. People with a sanguine personality tend to be people who can have fun conversations. He can tell stories and can describe things very well. But to the extreme, Sanguinis can talk on and on, monopolize the conversation, interrupt, and stray too far from the conversation.

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, there needs to be authentic data or facts to support our argument so that the person can 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 by the steps.

Koleris 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 strong and assertive leadership traits. This type is adept at regulating their organization because they have this strict character. But if taken to an extreme point, this person can become pretentious, dominating, manipulative, and can become a dictator who always appears dominant and does not want to be under other people.

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 very good communication. But 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 difficult to make decisions, do not want to take sides firmly, and do not want to confront someone directly.

The same thing was expressed by E. Satens 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 the direction of his boss (Santens et al., 2018). On the other hand, organizational commitment is the emotional identification of employees in involvement with certain organizations, personality is the overall way an individual reacts and interacts with other individuals. 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 is explaining the dynamic concept of the growth and development of a person's personality.

A good personality is a personality that has a positive impact on the surrounding environment, this is by what was stated by Maria Prebinger and Harald 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. Continuous professional development, namely following all stages properly and correctly, besides that the career development of school principals is carried out by statutory provisions. Principals are expected to have enthusiasm for work, have targets in working so that they motivate subordinates or teachers to work and continue to foster their subordinates for creativity and innovation in carrying out their duties. The principal who is committed can be seen from the way he works, the form of loyalty to the school, involvement in work, and the principal's belief in organizational values (Mullins, 2016).

Also, in carrying out the duties of the principal, it is expected to focus on doing work, focus on what is done, and commit to what he has said. So that we can

do different jobs with other people. Do all work with sincerity, not easily feel tired. Do things happily, then people around us feel a positive aura. The personality of the principal is a reflection of the feelings and behavior of the principal 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 (Ivancevich & Konopaske, 2014).

The principal who has a good personality will be seen when the principal manages and delegates tasks to his subordinates. This trait refers to the typical way of the principal (Walker, 2011). Therefore in psychology can predict a person's personality and a person's commitment to work and where he works. Personality has 5 dimensions, namely neuroticism, extraversion, openness to new experiences, agreeableness, and conscientiousness. This is where each dimension can be applied in the implementation of daily principal leadership because it can increase organizational commitment (Ferguson & Hull, 2018). This is evident in the research conducted by Sarah L. Fergusin and Darrel M. Hull, entitled "personality profiles: using latent profile analysis to model personality typologies." Personality will shape everyone's behavior. 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.

The results of 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: (1) problem identification, (2) problem determination, (3) problem solving, and (4) decision making. The calculation results are as follows:

Tabel 3. Coefficient of Determination of Decision Making Indicators
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	1,000[a]	1,000	1,000	,000

a. Predictors: (Constant), X4_4, X4_3, X4_1, X4_2

Based on the table above in the 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 the table 4:below.

Tabel 4 Amount of Decision Making Indicators

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
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	.	.

a. Dependent Variable: Decision Making

Based on the results of 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. The results of this study 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. (Robbins & Judge, 2019). Decision making occurs as a reaction to problems. That is, there is a distortion between the current state and the desired state, which demands thinking about alternative action. The principal sees this problem from two sides, namely the negative and the positive side. Because this is related to risk. Wrong decisions of school principals can be prosecuted both civil and criminal, therefore we must be able to make decisions as wisely as possible by reducing risks by paying attention to applicable regulations.

Each member of the school organization must be able to make decisions, according to their respective capacities and capabilities (Schermerhorn et al., 2012). Important decision making is carried out by policymakers including principals who have good ability in making decisions in the hope of making decisions effectively, so several stages are needed so that decisions taken can help achieve organizational goals. The following are the stages of the decision-making process:

Understanding and problem formulation. Principals often face the fact that the real problem is difficult to raise or even often only identifies the problem, not the underlying cause. Principals can identify problems in several ways. Principals systematically examine cause-and-effect relationships. and 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 that the leader must determine what data is needed to make the right decision and then process the data into relevant information.

Development of alternatives. 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 the tendency to make decisions too quickly and make effective decisions. Furthermore, Slocum and Hellriegel's 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 (Hellriegel & Slocum, 2011). What is meant by the quotation above is that the characteristics

organizational commitment can be seen from the support or support and acceptance of the goals and values of the organization, the willingness to exert sufficient effort on behalf of the organization, and the desire to remain with the organization? Commitment is a form of employee attachment to the organization.

One of the functions that the principal must perform to achieve goals is how the leader can make decisions effectively. In reality, decision making is not a simple matter, because every decision making usually has two consequences at the same time, both positive and negative consequences (V & Muccini, 2018). However, a school principal must have the courage to make decisions from the several choices it faces. What is often forgotten is consulting with supervisors before making decisions, asking more experienced colleagues.

The principal is expected in making decisions to choose the best from the various available alternatives. One of the most important duties of a principal is to determine what is best for the organization and its members. However, in making decisions, sometimes leaders face a dilemma and seem to be at a crossroads. Moreover, if the available choices make the principal have to sacrifice the interests of others or pose risks that will harm the team. Sometimes difficult decisions have to be made for the realization of common goals. Sometimes the principal turns out to make the wrong decision which is detrimental to the organization. But making mistakes in making decisions is still better than taking no action at all. The speed and accuracy of the principal 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 clear 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 effective, efficient, minimizing risk, and beneficial for the progress of the organization to achieve the expected goals. Every time we find a problem, we must be smart in identifying problems by discussing it with related parties. And don't rush into making decisions.

There are many steps or processes in decision making according to some experts, but in general, I can conclude that the decision-making process is as follows: Identification of the problem That is how chronic a problem in the organization is measured by the deviation between the organizational plan and the results achieved by the organization. To find out the problem that exists, namely using the principal can test the cause and effect relationship; the principal is looking for changes that deviate from the usual or normal circumstances; conduct consultations with other parties or teachers/staff who are familiar with the organization's journey. Looking for alternatives Namely developing several alternatives that can be implemented and must consider the possible consequences of each alternative. 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 evaluates or analyzes one by one carefully based on predetermined criteria or examines all strengths and weaknesses. 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. Deciding on an alternative is deciding which alternative is the best, the profitable one, the one that is the least costly, and the one that is closest in problem to solving the problem. Because deciding on an alternative in the hope that it can achieve the desired goals, namely the problem can be resolved. 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 easily implement it. Decision implementation procedures, namely: 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. Because 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 in implementation and others that cause the decision to be inappropriate or inappropriate.

Efforts made to improve the principal's ability to make/make decisions are as follows: Increase the ability of intelligence To make decisions is not far from the knowledge that a person has. Because making decisions requires analysis / high thinking. This ability allows the principal to direct the thinking of his members in planning and making 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 wider a person's knowledge, the easier it will be to make a decision.

Improving skills/expertise in their field Not only knowledge must be possessed by a school principal, but skills in the field must also be mastered so that at the time of implementation the principal can apply it together with the teacher/staff. The principal must also keep abreast of developments and advances in his field of work to be able to meet the demands of society and technology and be able to 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 in improving the development of the organization or institution he leads. With sufficient expertise, the principal will be able to make the right decisions.

Developing a creative attitude, full of the 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 (Rahayu, 2014). 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. Then the information is processed to answer the questions asked at the orientation stage to find solutions to problems.

Maintaining emotional balance/stability The emotional stability of the principal must also be considered because if the principal's emotional level has not been exceeded, decision making is not good. The principal must be able to 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 be able to act fairly and wisely in his work and be considerate and touchy with its members.

To increase courage in making decisions and to be responsible, dare to take the risks it faces, and dare to be responsible, it is the principal who 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 an attitude of responsibility for all the consequences of the decisions he makes.

Thus, someone who has made a decision, basically he has made a selection of the alternatives offered to him. This is a logical consequence as a school principal, because like it or not, like it or not, he must have the courage to make decisions. Because of his position as a decision-maker, he must have high analytical power so that the decisions he makes have been carefully considered and work well. The results of the third hypothesis provide findings that there is an indirect effect of personality on organizational commitment through decision making. So that to increase organizational commitment can be done by increasing personality so that decision making is more appropriate.

CONCLUSION

Personality has a positive direct effect on organizational commitment. This means that school principals who have Extraversion characteristics (easy to get along, active, optimistic, fun, affectionate, and friendly) can have an impact on increasing the school principal's organizational commitment. Based on the observations of researchers 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 very rare to find principals who want to leave their comfort zone to do work even challenging extras such as innovating for school progress. Here the researcher says that to improve school progress, it takes a principal who has a strong commitment to his school supported by a personality who is brave to get out of his comfort zone and is ready to sacrifice for the progress of the school.

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