



# The Influence of Organizational Culture, Transformational Leadership and Personality to Organizational Commitment: A Case Study of Madrasah Aliyah, East Jakarta

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## ABSTRACT

This study aimed at testing the influence of organizational culture, transformational leadership, and personality on organizational commitment, with job satisfaction as the intervening variable. This study employed a quantitative method with path analysis technique and SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) analysis. The study was carried out in a Private Madrasah Aliyah, East Jakarta, with hundred and forty (140) full-time teachers of the institution as the samples. Data were collected through questionnaires. The result of the study shows that there is a positive and significant direct influence of organizational culture on organizational commitment; transformational leadership on organizational commitment; personality on organizational commitment; job satisfaction on organizational commitment; organizational culture on job satisfaction; transformational leadership on job satisfaction and personality on job satisfaction. On the other hand, the study revealed that organizational culture does not significantly influence organizational commitment through job satisfaction; transformational leadership does not significantly influence organizational commitment through job satisfaction; and personality does not significantly influence organizational commitment through job satisfaction. From the result of the SITOREM analysis, seven (7) indicators of priority that requires handling were obtained. This study recommends that the institutions should improve their policies so that the level of teachers' commitment is increased.

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## INTRODUCTION

The role of a teacher in a Madrasah (an educational institution) is highly important, hence, the teacher's commitment to his or her organization is required. Such a commitment is to develop and advance his or her institution. This is in line with the Code of Ethics and the Standard Operating Procedure (SOP) of a Private Madrasah Aliyah in East Jakarta City. The Administration states that a teacher is obliged to show loyalty to his or her institution and the leader. A highly committed teacher will ensure quality work ethics and always put in his or her best efforts in the interest of the institution to achieve the goals of education.

When all the key factors that promote welfare are evident in an organization, in this case a school, the employees (teachers) express a high level of commitment and can identify with the organization. Nevertheless, the leader (in this case the Proprietor) must decide to commit to giving subordinates tasks and responsibilities that would ensure effective performance.<sup>1</sup>

However, this ideal condition (das solen) described above is not in line with reality (das sein). Earlier surveys and interview results with the Head of the Private Madrasah Aliyah (MAS) show that not all teachers are strongly committed to their institutions. Many are of the view that a Madrasah could merely be a stepping stone before landing a better and more promising job for their future. The results of a survey of thirty (30) full-time teachers of the Private Madrasah Aliyah showed that 37.8% of the teachers had not possessed a strong sense of belonging to the institution, 38.9% of the teachers had not committed to the institution, 21.7% of the teachers had not felt the benefits of the institution; 41.7% of the teachers are lured or tempted to find work elsewhere; 40% of the teachers had not been fully responsible for their institution; 37.8% of the teachers had not possessed high awareness to be loyal to their institution. This data is in line with the early observation carried out through interviews with some of the Head of the Madrasah, revealing that some teachers are still seeking more promising jobs in terms of income, teaching in another madrasah, moving to other institutions under the Ministry of Religious Affairs and to the Ministry of Manpower and enrolling or joining admission test for Candidates of Civil Servants. It is based on the aforementioned that the researchers became interested in studying the influence of organizational culture, transformational leadership, personality, and job satisfaction on organizational commitment. This study thus focuses on searching for forces that either directly or indirectly influence the study variables and also discusses indicators of each variable that would be the priorities to be improved.

## LITERATURE REVIEW

For an employee to remain committed to any organization, several factors that form the culture need to come into play. This has been proven by a study result stating that organizational culture significantly positively affects organizational commitment.<sup>2</sup> This is in line with another study result also stating that organizational culture positively and significantly impacts organizational commitment.<sup>3</sup> A key factor that retains teachers is transformational leadership. This is because where there is the presence of transformational leadership, organizational commitment is assured.<sup>4</sup> Strong transformational leadership would thus increase employees' desire to work efficiently and effectively and remain committed to the organization.<sup>5</sup> Personality, another supporting factor, also plays an important role. This is because the personality of the leadership either has a positive or negative direct effect on the organizational commitment of civil servant teachers.<sup>6</sup> Utami et. al., have shown that the big five model personal traits; openness to experience, conscientiousness, extraversion, agreeableness,

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<sup>1</sup> Achmad Junaidi, Febri E Adelia and Yoga Nindhita, "An Analysis of Work Stress and Family-Conflict Work on Organizational Commitment and Turn Over Intention A Case Study on Employee of PT.Apparel of Indonesia," *Jurnal Ilmiah Peuradeun*, Vol.10, No.2 May (2022):509-526

<sup>2</sup> Fatmah Baqis, Utomo Indra Kusumo and Arini Hidayah, "Job Satisfaction As a Mediation Variables on the Effect of Organizational Culture and Organizational Commitment to Employee Performance," *International Journal of Economic, Business and Accounting Research (IJEBAR)*, Vol-3, issue-2 (2021), 424-434

<sup>3</sup> Ade Solahudin and Rohyan Abdul Aziz, "Influence of Organizational Culture Organization of Commitment Impact on Performance and Service Department of Education District Cirebon," *Atlantis Press, Proceedings of the 1<sup>st</sup> International Conference on Accounting Management Entrepreneurship (ICAMER 2019)*, *Advanced in Economic, Business and Management Research*, volume 123 (2020), 5-7

<sup>4</sup> Fenti Hikmawati, N.Kardinah and Dicky Patria Darmawan, "The Effect of Transformational Leadership Style on Organizational Commitment to Student Organizations," EUDL (European Union Digital Library), (2019), *Proceeding of 1<sup>st</sup> Workshop on Environmental Science, Society, and Technology, Westech 2018*, December 8<sup>th</sup>, 2018, Medan

<sup>5</sup> Veny Senjaya and Rina Anindita, "The Role Of Transformational Leadership and Organizational Culture towards Organizational Commitment through Job Satisfaction among Mining Industry Employee," *Journal of Applied Management*, Volume 8, Number 4, (2020), 767-782

<sup>6</sup> Purwani Puji Utami, D.W. Alexius and Syamzah Ayuningrum, "Personality:How does it Impact Teacher's Organizational Commitment?," *Cakrawala Pendidikan*, Vol.40, No.1, (2021), 120-132

and neuroticism positively and significantly influence organizational commitment.<sup>7</sup> The last supporting factor is job satisfaction. A study by Fariz showed that job satisfaction positively affects organizational commitment.<sup>8</sup> Job satisfaction is generally known to be one of the keys that has a positive and significant effect on organizational commitment.<sup>9</sup> The key elements mentioned are discussed in detail below:

### **Organizational Commitment**

According to Colquitt, an employee's commitment to the organization is expressed in their desire to continue working there.<sup>10</sup> The degree to which employees are committed to their employers' organizations, their willingness to act on their behalf, and the chance that they will continue to be members can be conceived of as organizational commitment.<sup>11</sup> According to Luthans, Organizational commitment is a mindset that reflects staff members' loyalty to their company. It is a continuous process through which organizational participants demonstrate their concern for the company's success and general well-being.<sup>12</sup> Based on the aforementioned views, organizational commitment can be described as a person's emotional attachment to their organization which gives him or her the motivation to actively fulfill their rational needs and obligations.

### **Organizational Culture**

Schein has said that culture is a pattern of common fundamental beliefs that a group learns. It resolves its issues with external adaptation and internal integration which works well enough to be considered valid, and as a result, to be taught to new members as the proper perspective, thought process, and emotional response to those issues.<sup>13</sup> The pattern of values, conventions, beliefs, attitudes and assumptions that may not have been explicitly stated but influence behavior and how things are done in an organization is known as organizational culture.<sup>14</sup> Kreitner and Kinicki have stated that the set of shared, unquestioned implicit beliefs that an organization has shapes how it perceives, considers, and responds to its diverse settings.<sup>15</sup> Based on the previous theories, the synthesis of organizational culture is a system containing values, norms and beliefs as a specific identity of the organization in performing its work.

### **Transformational Leadership**

According to Bass and Riggio, transformational leaders encourage and excite people to achieve amazing results while simultaneously strengthening their own leadership capabilities.<sup>16</sup> Robbins and Judge are of the view that transformative leaders motivate their followers to put the needs of the

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<sup>7</sup> Benard Korankye, Isaac Ahakwa., Ekow A.A. and Dartey Samuel,"The Influence of Personality Traits on Organizational Commitment:Evidence from GCB Bank in Ghana," *Quest Journal, Journal of Research in Business and Management*, Volume 9-Issue 1, (2021), 01-15

<sup>8</sup> Tutik Winarsih and Fariz Fariz,"The Effect of Job Satisfaction on Organizational Commitment and Work Discipline," *Budapest International Research and Critics Institute Journal (BIRCI)*, Vol., No.1, (2021), 1328-1339, DOI: <https://doi.org/10.33258/birci.v4i1.1759>

<sup>9</sup> Asep Saipuddin Chalim,"Effect of Job-Insecurity, Organizational Commitment, Job Satisfaction on Turnover Intention: A Case Study of Newcomer Lecturers at Privat Islamic Universities in East Java Province, Indonesia," *Journal Ilmiah Peuradeun, The Indonesian Journal of the Social Sciences*, vol 6, no.2, (2018), 199-214

<sup>10</sup> Jason A. Colquitt, Jeffery A. Lepine and Michael J. Wesson," *Organizational Behaviour, Improving Performance and Commitment in the Workplace*," (the United of America: MxGraw-Hill Education, 2019)

<sup>11</sup> Steve M.Jex and Thomas W.Britt,"*Organizational Psychology, A Scientist-Practitioner Approach*," New Jersey: John Willey and Sons, INC, 2008)

<sup>12</sup> Fred Luthans," *Organizational Behavior, An Evidence- Based Approach*," (Ney Work: McGraw-Hill/Irwin, 2011)

<sup>13</sup> Edgard H.Schein, " *Organizational Culture and Leadership*", (the United State of America:John Willey and Sons, 2004)

<sup>14</sup> Michael Amstrong, *A Hand book of Human Resource Management Practice* (London and Philadelphia: Kogan Page, 2006)

<sup>15</sup> Robert Kreitner and Angelo Kinicki, *Organizational Behavior* (New York:McGraw-Hill/Irwin, 2010)

<sup>16</sup> Bernard M. Bass and Ronald E.Riggio, *Transformational Leadership* (Mahwah, New Jersey:Lawrence Erlbaum Associates,Inc., 2006)

organization ahead of their own. The impact of transformational leaders on their followers can be enormous.<sup>17</sup> When leaders and followers work together to achieve the organization's goals rather than exploiting the organization to further their personal agenda. This is known as transformational leadership.<sup>18</sup> Based on the theories mentioned, it can be concluded that transformational leadership is one's behavior to influence, motivate, stimulate intellectuality and give attention to all of his subordinates to achieve the goals of the organization.

### Personality

An individual's personality is made up of ordered comparatively durable psychological traits and systems that influence how they interact with and adjust to their intrapsychic, physical, and social contexts.<sup>19</sup> Rathee has posited that generally speaking, personality is an individual's distinctive and largely consistent pattern of behavior, ideas, and emotion.<sup>20</sup> The largely consistent set of psychological characteristics that set one individual apart from another is their personality.<sup>21</sup> It can be synthesized that personality is one's relatively stable and distinctive characteristics that are a manifestation of his or her adaption to the surroundings.

### Job Satisfaction

According to Spector, an attitude variable called "work satisfaction" measures how people feel about their jobs in general and different areas of their jobs.<sup>22</sup> The degree to which a person feels positively or negatively about a job is known as job satisfaction.<sup>23</sup> Kondalkar also adds that the attitude of the person toward his job is key to job happiness.<sup>24</sup> It might thus be inferred that job satisfaction is a positive feeling one has as a manifestation of happiness upon receiving goodness from the company.

### METHODOLOGY

This study employed a quantitative method with a path analysis technique and SITOREM analysis. Exogenous variables consist of organizational culture (X1), transformational leadership (X2), and personality (X3). The endogenous variable is organizational commitment (Y), and the intervening variable is job satisfaction (X4). Data were collected through questionnaires. As stated earlier, this study was carried out in a Private Madrasah Aliyah, East Jakarta with 140 full-time teachers of the institution as the population.

The validity of each research variable was verified using a correlation coefficient among item scores with a total score through the Pearson Product Moment correlation technique. The coefficient correlation score of each item was compared with the correlation score in table  $r$  and  $\alpha=0.05$ . The instrument item was valid if the correlation coefficient count ( $r_{\text{value}}$ ) was bigger than ( $r_{\text{table}}$ ). The next valid item was used as a study instrument, while the invalid item was not used in research data collection (drop).

Reliability testing was carried out after validity testing, where the valid stated items were tested using the *Cronbach Alpha* formula. The criterion used to measure the reliable items is  $r > 0.7000$ . A section with a thorough explanation of all the procedures, tools, participants, and collaborators was

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<sup>17</sup> Stephen P. Robbins, Timothy A. Judge, *Essential of Organizational Commitment* (London: Person Education Limited, 2018).

<sup>18</sup> Zef Dedaj, "The Effect of Transformational Leadership Approach in Organization", *Journal of International Scientific Publications*, Vol.11 (2017):191-199.

<sup>19</sup> Randy J. Larsen and David M. Buss, *Personality Psychology, Domains of Knowledge About Human Nature* (the United State of America: McGraw-Hill Education, 2018).

<sup>20</sup> Sushma Rathee, "Personality Theories: A Brief Overview" *Delhipsychatry Journal*, Vol 22, No.2 (2019):201-209.

<sup>21</sup> Ricly W. Griffin, Jean M. Phillips and Stanley M. Gully, *Organizational Behavior Managing People and Organizations*. (Boston: Cengage Learning, Inc, 2020).

<sup>22</sup> Paul E. Spector, *Industrial and Organizational Psychology Research and Practice* (the United States of America: John Wiley and Sons, Inc, 2012).

<sup>23</sup> John R. Schermerhorn, Jr, James G. Hunt., R.N Osborn, and Mary Uhl-Bien, *Organizational Behavior*, (the United States of America: John Wiley and Sons, Inc, 2010).

<sup>24</sup> V.G. Kondalkar, *Organizational Behavior*, (New Delhi: New Age International (P), Ltd, 2007).

used in the study. To enable other scientists to comprehend, evaluate and compare the findings, the data acquisition protocols, methods and procedures, investigated parameters, methods of measurement and apparatus were given in sufficient depth. The number, age, and sex of the study's subjects and participants were specified. To enable the verification of the stated results, the statistical procedures were described in full. The definition of the abbreviated terminology used in the study would be included in a separate subsection of this section.

## RESULTS /FINDINGS

In this study, the researchers provided the results as follows:

**Table 1. Summary of Estimation of Normality Testing Standard Deviation**

Standard Deviation Estimation	N	Asymp sig (two-tailed)	A	Normality Testing Requirement sig>0,05	Conclusion
Y Variable over X1	140	0,058	0,05	0,058>0,05	Normal
Y Variable over X2	140	0,200	0,05	0,200>0,05	Normal
Y Variable over X3	140	0,343	0,05	0,343>0,05	Normal
Y Variable over X4	140	0,200	0,05	0,200>0,05	Normal
X4 Variable over X1	140	0,077	0,05	0,077>0,05	Normal
X4 Variable over X2	140	0,200	0,05	0,200>0,05	Normal
X4 Variable over X3	140	0,200	0,05	0,200>0,05	Normal

Source: Field Survey

Based on the data, the result of the calculation in table *One-Sample Kolmogorov-Smirnov Test (Asymp Sig. (2-tailed))* was obtained *Sig* value of 0.058 in significance value  $\alpha = 0.05$ . Because *Sig* score  $> \alpha = 0.05$ ,  $H_0$  was accepted, and  $H_1$  was rejected, meaning that standard deviation ( $Y - \hat{Y}$ ) was normally distributed. Thus, organizational commitment standard deviation on organizational culture could be interpreted as normally distributed. Other variables were also normally distributed.

**Table 2. Summary of Data Homogeneity Testing**

Variance	Sig Test Of Homogeneity Y Variants	A	Homogeneity Testing Requirement Sig>0.05	Conclusion
Y Variable over X1	0.128	0.05	0.128 > 0.05	Homogeneous
Y Variable over X2	0.057	0.05	0.057 > 0.05	Homogeneous
Y Variable over X3	0.067	0.05	0.067 > 0.05	Homogeneous
Y Variable over X4	0.471	0.05	0.471 > 0.05	Homogeneous
X4 Variable over X1	0.600	0.05	0.600 > 0.05	Homogeneous

X4 Variable over X2	0.116	0.05	0. 116 > 0.05	Homogeneous
X4 Variable over X3	0.126	0.05	0. 126 > 0.05	Homogeneous

Source: Field Survey

From the calculation result obtained through data transformation in the table *Test of homogeneity of Variances* was obtained. **Sig score** was **Based on the Mean** row of 0.128. This shows Sig score > 0.05. Therefore, H0 was accepted, and H1 was rejected. Thus, it can be interpreted that the homogeneity of the variants of the group of commitment to organization data over organizational culture comes from a homogenous data population. Other variables are also homogenous by nature.

**Table 3. Summary of the Linearity of Regression Equation**

Variable Correlation	Linearity of Regression Equation		P-Value	Conclusion
	F <sub>count</sub>	F <sub>table</sub>		
Ŷ over X1	1.075	1.51	0,378	Linear
Ŷ over X2	0.837	1.49	0.748	Linear
Ŷ over X3	1.099	1.51	0.347	Linear
Ŷ over X4	1.385	1.53	0.103	Linear
X4 over X1	0.797	1,51	0.796	Linear
X4 over X2	1.083	1.50	0.366	Linear
X4 over X3	0.717	1.51	0.884	Linear

Source: Field Survey

In the above table, regression equation  $\hat{Y}$  at X1 shows a score Sig = 0.378 > 0.05 (5%) or  $F_{count} = 1.075$  and  $F_{table}$  with dk numerator 43 and dk denominator 95 and in confidence level (significance)  $\alpha = 0.05$  is 1.51 ( $F_{count} = 1.075 < F_{table} = 1.51$ ) which means that Ho is rejected and H1 is accepted. Thus, it can be interpreted that the regression equation model  $\hat{Y}$  on X1 is linear, and the linearity requirement is fulfilled. This simple linear regression model could be used to predict the level of commitment to the organization influenced by organizational culture variables. It applies to all variables that are linear by nature.

The following is a figure of a path coefficient with seven coefficients.

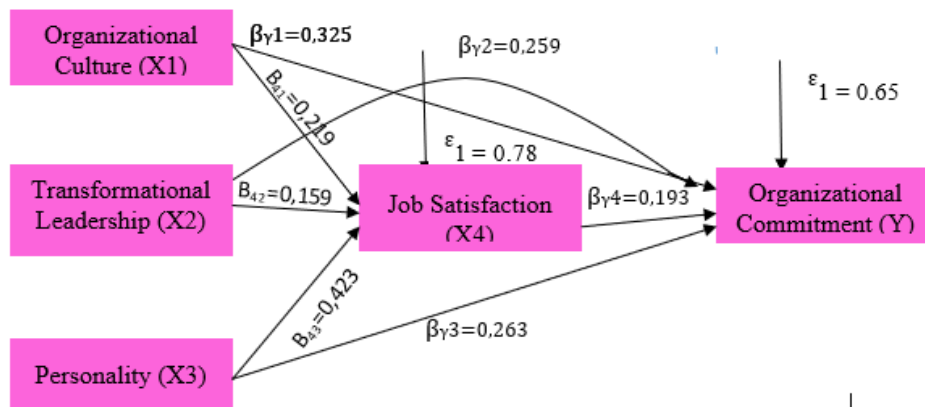


Figure 1: Path coefficient diagram

1.  $\beta_{y1} = 0,325$  ( path coefficient of Organizational culture (X1) on organization commitment (Y)
2.  $\beta_{y2} = 0,259$  (path coefficient of Transformational leadership (X2) on organizational commitment (Y)
3.  $\beta_{y3} = 0.263$  (path coefficient of Personality (X3) on organizational commitment (Y)
4.  $\beta_{y4} = 0.193$  (path coefficient of Job satisfaaction (X4) on organizational commitment (Y)
5.  $\beta_{41} = 0.219$  (path coefficient of Organizational culture (X1) on Job satisfaction (X4)
6.  $\beta_{42} = 0.159$  (path coefficient of Transformational leadership (X2) on job satisfaction (X4)
7.  $\beta_{43} = 0.423$  (path coefficient of Personality (X3) on organizational commitment (Y)

**Table 4. Recapitulation of Hypothesis Testing Result**

Variable	Path Coefficient	T <sub>count</sub>	T <sub>table</sub>	Testing Decision
X1 over Y	0.325	4,906	1.977	Accepted
X2 over Y	0.259	4,346	1.977	Accepted
X3 over Y	0.263	3,755	1.977	Accepted
X4 over Y	0.193	2,702	1.977	Accepted
X1 over X4	0.219	2,817	1.977	Accepted
X2 over X4	0.159	2,251	1.977	Accepted
X3 over X4	0.423	5,560	1,977	Accepted
X1 over Y through X4	0.042	0,538	1,977	Rejected
X2 over Y through X4	0.031	0,443	1,977	Rejected
X3 ove Y through X4	0.082	1,045	1,977	Rejected

Source: Field Survey

**Table 5. SITOREM Analysis**

Organizational Commitment		
Early Indicators	Indicators after Expert Assessment	Indicator Score
1 <sup>st</sup> Sense of Belonging	1 <sup>st</sup> Responsibility (18.47%)	3.94
2 <sup>nd</sup> Willingness to be involved with the Organization	2 <sup>nd</sup> Willingness to be involved with the Organization (17.40%)	4.51
3 <sup>rd</sup> Achievement of Merits from the Organization	3 <sup>rd</sup> Awareness to be loyal (17.40%)	4.18
4 <sup>th</sup> Absence of Seeking Job Opportunities else	4 <sup>th</sup> Sense of Belonging (16.84%)	4.32
5 <sup>th</sup> Responsibility	5 <sup>th</sup> Achievement of Merits from the Organization (16.30%)	3.33
6 <sup>th</sup> Awareness to be loyal	6 <sup>th</sup> Absence of Seeking Job Opportunities else (13.59%)	2.40

Source: Field Survey

**Table 6. SITOREM Analysis**

<b>Organizational Culture (<math>\beta=0.325</math>) Rank I</b>		
<b>Early Indicators</b>	<b>Indicators after Expert Assessment</b>	<b>Indicator Score</b>
1 <sup>st</sup> Artifacts	1 <sup>st</sup> Basic Assumption (36.08%)	4.73
2 <sup>nd</sup> Values	2 <sup>nd</sup> Values (32.99%)	4.44
3 <sup>rd</sup> Basic Assumption	3 <sup>rd</sup> Artifacts (30.93%)	4.16

Source: Field Survey

**Table 7. SITOREM Analysis**

<b>Transformational Leadership (<math>\beta=0.259</math>) Rank III</b>		
<b>Early Indicators</b>	<b>Indicators after Expert Assessment</b>	<b>Indicator Score</b>
1 <sup>st</sup> Becoming Role Model	1 <sup>st</sup> Understanding Subordinate Needs (17.70%)	3.73
2 <sup>nd</sup> Charisma	2 <sup>nd</sup> Intellectual Stimulation (17.19%)	4.27
3 <sup>rd</sup> Inspirational Motivation	3 <sup>rd</sup> Becoming Role Model (17.19%)	4.23
4 <sup>th</sup> Intellectual Stimulation	4 <sup>th</sup> Inspirational Motivation (17.19%)	3.86
5 <sup>th</sup> Understanding Subordinate Needs	5 <sup>th</sup> Giving Attention (16.14%)	4.32
6 <sup>th</sup> Giving Attention	6 <sup>th</sup> Charisma (14.59%)	4.31

Source: Field Survey

**Table 8. SITOREM Analysis**

<b>Personality (<math>\beta=0.263</math>) Rank II</b>		
<b>Early Indicators</b>	<b>Indicators after Expert Assessment</b>	<b>Indicator Score</b>
1 <sup>st</sup> Conscientiousness	1 <sup>st</sup> Conscientiousness (21.05%)	4.14
2 <sup>nd</sup> Agreeableness	2 <sup>nd</sup> Emotional Stability (20,40%)	3.76
3 <sup>rd</sup> Emotional Stability	3 <sup>rd</sup> Openness to Experience (19,74%)	4.46
4 <sup>th</sup> Openness to Experience	4 <sup>th</sup> Agreeableness (19,74%)	4.25
5 <sup>th</sup> Extraversion	5 <sup>th</sup> Extraversion ((19.07%)	4.38

Source: Field Survey

**Table 9. SITOREM Analysis**

<b>Job Satisfaction (<math>\beta=0.193</math>) Rank IV</b>		
<b>Early Indicators</b>	<b>Indicators after Expert Assessment</b>	<b>Indicator Score</b>
1 <sup>st</sup> Salary	1 <sup>st</sup> Salary (17.75%)	4.48
2 <sup>nd</sup> Career Development	2 <sup>nd</sup> Career Development(17. 20%)	4.57
3 <sup>rd</sup> Job Condition	3 <sup>rd</sup> Work it Self (17.20%)	4.10



4 <sup>th</sup> Co-Workers	4 <sup>th</sup> Job Condition (16.67%)	4.55
5 <sup>th</sup> Work itself	5 <sup>th</sup> Co-Workers (16.13%)	4.67
6 <sup>th</sup> Job Security	6 <sup>th</sup> Job Security (15.05%)	3.74

Source: Field Survey

Data showed that ranks among variables are exogenous with endogenous variables. In addition to showing the ranks, data also show indicator scores; a score below 4 means that they need to be reinforced or strengthened while a score above four means that they must be maintained or developed.

**DISCUSSION**

**Direct Influence of Organizational Culture (X<sub>1</sub>) on Organizational Commitment (Y)**

In hypothesis 1, the value of path coefficient  $\beta_{y1} = 0.325$  with a value of Sig  $0.000 < 0.05$  and  $t_{count} = 4.906$ ; while  $t_{table}$  in real level  $\alpha = 0.05$  is obtained  $t_{table} = 1.977$ , therefore  $t_{count} > t_{table}$  meaning that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. Thus, there is a positive and significant direct influence of the organizational culture variable (X<sub>1</sub>) on the commitment to the organization (Y). Organizational culture was set as a guideline that can monitor the behavior of all Madrasah members. Furthermore, organizational culture could also influence teachers’ and students’ behavior in performing their work. Another researcher supports this statement that the majority of them have corporate cultural values that they use as a guide to create attitudes and behaviors that are in line with their needs.<sup>25</sup>

**Direct Influence of Transformational Leadership (X<sub>2</sub>) on Organizational Commitment (Y)**

In the second hypothesis, the value of path coefficient  $\beta_{y2} = 0.259$  with the value of Sig  $0.000 < 0.5$  and  $t_{count} = 4.346$ ; while  $t_{table}$  in fundamental level  $\alpha = 0.05$  is obtained T-table = 1,977. Therefore,  $T_{count} > T_{table}$  means H<sub>0</sub> is rejected, and H<sub>1</sub> is accepted. Thus, the transformational leadership variable (X<sub>2</sub>) positively and significantly influences organizational commitment (Y).

A headmaster of a Madrasah who performs his duties well will influence his or her subordinates’ behavior and attitude in performing their work. The real action that he or she carries out is giving training on filling in the reports in the form of e-report. He or she also gives training on online teaching applications to his/her subordinates.

This elaboration is in line with the transformational leaders who also have such charm and can incorporate their followers’ beliefs and attitudes, allowing them to embrace and dedicate themselves to the objectives and goals of the organization.<sup>26</sup>

**Direct Influence of Personality (X<sub>3</sub>) on Organizational Commitment (Y)**

From the calculation, the result obtained the value of path coefficient  $\beta_{y3} = 0.263$  with a value of Sig  $0,000 < 0.05$ , and  $t_{count} = 3.755$  while  $t_{table}$  in real level  $\alpha = 0.05$  is obtained  $t_{table} = 1,977$ , so  $t_{count} > t_{table}$ , which means H<sub>0</sub> is rejected, and H<sub>1</sub> is accepted. Therefore, there is a positive and significant influence of the personality variable (X<sub>3</sub>) on organizational commitment (Y).

This is in line with a study done by Palupiningdyah which revealed that personality has a positive and significant effect on organizational commitment.<sup>27</sup>

Teachers of this Private Madrasah Aliyah in East Jakarta have good personalities; they teach their students both physically and spiritually to produce balanced intellectual and spiritual personalities who can build their country. Therefore, teachers’ personalities must be good because

<sup>25</sup> Kasmirudin, Meyzi Heriyanto, and Hernimawarti, "Effect of Organizational Culture on Organizational Commitment and Nurse Involvement as An Intervening Variable: Study at Maternity Hospital Business in Pekanbaru City, Indonesia", *International Journal of Science, Technology and Management*, :1848-1865.

<sup>26</sup> Udin Udin, "Transformational Leadership and Organizational Commitment: A Review of Literature, *Journal of Research and Opinion*, Vol.7, Iss.2, (2020): 2623-2626.

<sup>27</sup> Khusnul Ma Isyah and Palupiningdyah, ' The Effect of Job Satisfaction and Personality on Organizational Citizenship Behavior through Organizational Commitment,' *Management Analysis Journal*, Vol.9 No.4 (2020): 393-401.

they are role models. While carrying out their duties, teachers can impart positive energy to people in their surroundings.

### **Direct Influence of Job Satisfaction (X<sub>3</sub>) on Organizational Commitment (Y)**

The result of the calculation obtained the value of path coefficient  $\beta_{y4} = 0.193$  with the value of Sig  $0.008 < 0.05$  and  $t_{\text{count}} = 2.702$ ; while  $t_{\text{table}}$  in real level  $\alpha = 0.05$  is obtained  $t_{\text{table}} = 1.977$ , so  $t_{\text{count}} > t_{\text{table}}$  which means H<sub>0</sub> is rejected, and H<sub>1</sub> is accepted. Thus, the job satisfaction variable (X<sub>3</sub>) has a direct positive influence on organizational commitment (Y).

This is supported by another researcher who states that Job satisfaction has a positive and significant effect on organizational commitment<sup>28</sup>.

Some merits bestowed by the Private Madrasah Aliyah Institution (MAS) other than salary include transport fees, religious holiday bonuses, recognition, and career development. In addition, " arisans " eat together to strengthen relationships between superiors, subordinates, and colleagues.

### **Direct Influence of Organizational Culture (X<sub>1</sub>) on Job Satisfaction (X<sub>4</sub>)**

From the result of the calculation is obtained the value of path coefficient  $\beta_{41} = 0.219$  with the value of Sig  $0.006 < 0.05$  and  $t_{\text{count}} = 2.817$ ; while  $t_{\text{table}}$  in real level  $\alpha = 0.05$  is obtained  $t_{\text{table}} = 1.977$ , so  $t_{\text{count}} > t_{\text{table}}$  which means H<sub>0</sub> is rejected, and H<sub>1</sub> is accepted. Therefore, the organizational culture variable (X<sub>1</sub>) has a positive and significant influence on job satisfaction (X<sub>4</sub>).

The finding of this study is in line with a study result stating that organizational culture affects job satisfaction<sup>29</sup>.

The religious atmosphere in the Madrasah's surroundings calms the soul and strengthens familiarity among colleagues so that teachers are satisfied in performing their job. Practicing religious activities (duha prayer, reading Qur'an, practicing muhadaroh, marawis, adzan, etc.) is a positive added value for the madrasah to attract people's interest and thus get students.

### **Direct Influence of Transformational Leadership (X<sub>2</sub>) on Job Satisfaction (X<sub>4</sub>)**

From the result of the calculation is obtained the value of path coefficient  $\beta_{42} = 0.159$  with the value of Sig  $0.026 < 0,05$  and  $t_{\text{count}} = 2,251$ ; while  $t_{\text{table}}$  in real level  $\alpha = 0.05$  is obtained  $t_{\text{table}} = 1,977$ , so  $t_{\text{count}} > t_{\text{table}}$ , which means H<sub>0</sub> is rejected, and H<sub>1</sub> is accepted. Thus, there is a positive direct and significant influence of the transformational leadership variable (X<sub>2</sub>) on job satisfaction (X<sub>4</sub>).

The finding of this study is in line with the result of the study stating that transformational leadership has a significant impact on job satisfaction<sup>30</sup>

The headmaster determines high-standard behavior such as punctuality – a form of discipline – gives examples of teaching methods and lives up norms and values of the madrasah. Of course, what the headmaster has done gives rise to respect, pride and joy among teachers, so this charismatic figure becomes the teachers' role model. In the end, the madrasah teachers feel job satisfaction through a leader who gives real examples.

Teachers also feel satisfied through the leadership of the madrasah headmaster, who stimulates teachers to think creatively and gives new perspectives to solve current and future problems. The headmaster also invites teachers to hold discussions to set teaching strategies so that they feel pride because of the recognition of their existence from the madrasah headmaster and pride in their job as teachers. Furthermore, teachers also feel satisfied with the madrasah headmaster, who gives individual Attention and understands the needs of his or her teachers even though teachers have diverse needs.

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<sup>28</sup> Tomy Fitrio, Roky Apriansyah, Sabrina Utami and Hasanah Yaspita, ' The Effect of Job Satisfaction to Organizational Behavior Citizenship (OCB) Mediated by Organizational Commitment'. *International Journal of Scientific Research and Management* Vol7 Iss 9 (2019).

<sup>29</sup> Tariq Jalees and Shagufta Ghauri, " Influence of Organizational Culture on Job Satisfaction, Organizational Commitment and Turnover Intention". *Market Forces Research Journal*, Vol.11, No.1 (2016): 11-26.

<sup>30</sup> Alaa S Jameel and Abd Rahman Ahmad, " The Effect of Transformational Leadership Among Academic Staff". *Proceedings of the 34<sup>th</sup> International Business Information Management Association Conference (IBIMA)* (2019):828-838.

The headmaster gives various training, seminars and workshops to cater to the teachers' varying talents and competence. This leads to teachers' satisfaction because they can develop their careers in the madrasah by participating in those activities.

### **Direct Influence of Personality (X<sub>3</sub>) on Job Satisfaction (X<sub>4</sub>)**

From the result of the calculation is obtained the value of path coefficient  $\beta_{43} = 0.423$  with the value of Sig  $0.000 < 0.05$  and  $t_{\text{count}} = 5.60$ ; while  $t_{\text{table}}$  in whole level  $\alpha = 0.05$  is obtained  $t_{\text{table}} = 1,977$ , so  $t_{\text{count}} > t_{\text{table}}$ , which means H<sub>0</sub> is rejected, and H<sub>1</sub> is accepted. Thus, there is a positive direct and significant influence of the personality variable (X<sub>3</sub>) on job satisfaction (X<sub>4</sub>).

The finding of this study is supported by another study done by Ranasinghe and Kottawatta stating that there is a positive relationship and impact of the big five personality traits on male and female teachers' level of job satisfaction.<sup>31</sup>

Conformity between the teachers' personalities and their work is important for success. Therefore, through its headmaster, the institution or madrasah lavishly should give presents, incentives, allowances and promotions when the need arises as forms of appreciation to the teachers so that they feel appreciated and recognized because of their performance.

### **Indirect Influence of organizational culture (X<sub>1</sub>) on Organizational Commitment (Y) through Job Satisfaction (X<sub>4</sub>)**

From the calculation results, the value of path coefficient  $\beta_{y41} = 0.042$  with  $t_{\text{count}} = 5.38$ ; while  $t_{\text{table}}$  in whole level  $\alpha = 0.05$  is obtained  $t_{\text{table}} = 1,977$ , so  $t_{\text{count}} < t_{\text{table}}$ , so H<sub>0</sub> is accepted, and H<sub>1</sub> is rejected. Thus, the job satisfaction variable does not function effectively as the intervening variable in the indirect influence of organizational culture on the commitment to the organization. This is in line with the study result stating that job satisfaction has no role as an indirect effect between organizational culture and organizational commitment<sup>32</sup>.

Based on the analysis of this study, the madrasah's culture has formed its position to work in intelligence and to be grateful always to obtain God's blessing so that their heart will be satisfied. It is consistent with the logo of the Ministry of Religious Affairs (Kemenag) "Ikhlas Beramal" (Sincere in Charity). Therefore, the power of the madrasah's culture which has been rooted for a long time does not make job satisfaction a standard to improve teachers' commitment to the institution (madrasah).

### **Indirect Influence of Transformational Leadership (X<sub>2</sub>) on the Commitment to the Organization (Y) through Job Satisfaction (X<sub>4</sub>)**

From the calculated results, the value of path coefficient  $\beta_{y42} = 0.031$  with  $t_{\text{count}} = 0.443$ ; while  $t_{\text{table}}$  in whole level  $\alpha = 0.05$  is obtained  $t_{\text{table}} = 1,977$ , so  $t_{\text{count}} < t_{\text{table}}$ , which means that H<sub>0</sub> is accepted and H<sub>1</sub> is rejected. Therefore, the job satisfaction variable does not function effectively as an intervening variable in the indirect influence of transformational leadership on one's commitment to the organization.

Transformational leadership does not significantly influence organizational commitment if related to job satisfaction. This condition occurs probably because of indicators of transformational leadership of the madrasah headmaster that have not been implemented maximumly, hence, teachers feel unsatisfied with the performance of the headmaster. Some weak indicators include motivation, inspiration and understanding the needs of the subordinates.

The weak indicators of job satisfaction include job security – that is, maintenance of the physical environment of the madrasah. Teachers feel unsafe because, for example, the laboratory has not been equipped with teaching equipment. Next is empowering security by intensifying security

<sup>31</sup> V.R. Ranasinghe and Hemantha Kottawatta, "Big five Personality on Job Satisfaction: Perspective of Sri Lankan Male and Female School Teachers". *Imperial Journal of Interdisciplinary Research (IJIR)*, Vol.2 Issue-12 (2016): 825-835.

<sup>32</sup> Sudirman Widhy, Hendro Yuliantoro., M.Z. Azwar, and Anita Maharani, "The Influence of Organizational Culture and Compensation on Organizational Commitment with Job Satisfaction as Mediation, *The Management Journal of BINANIAGA*, Vol.6 No.02 (2021): 165-190.

performance and adding more security personnel so intruders such as merchants or burglars will not enter the madrasah, disturbing the students or the madrasah.

Fulfilling all the indicators of job satisfaction will, of course, add to the operational cost of the madrasah. Realizing this, teachers prioritize transformational leadership over job satisfaction. The most important thing for the teachers of the Private Madrasah Aliyah is to have a charismatic headmaster as an agent of change in the institution. The other result of the research is that when a leader uses a transformational leadership style to get workers committed to the organization, job happiness as a mediation variable cannot provide job satisfaction.<sup>33</sup>

### **Indirect Influence of Personality (X<sub>3</sub>) on the Commitment to the Organization (Y) through Job Satisfaction (X<sub>4</sub>)**

From the calculation, the result is obtained value of path coefficient  $\beta_{y43} = 0.082$  with  $t_{count} = 1,045$ ; while  $t_{table}$  in whole level  $\alpha = 0.05$  is obtained  $t_{table} = 1.977$ , so  $t_{count} < t_{table}$  which means that H<sub>0</sub> is accepted and H<sub>1</sub> is rejected. Therefore, the job satisfaction variable does not function effectively as an intervening variable in the indirect influence of personality on the commitment to the organization.

Teachers of Private Madrasah Aliyah are people whose hearts are engraved with sincerity, gratefulness, and simplicity. Furthermore, these teachers who are well-mannered and empathic are expected never to behave aggressively and to never resort to anarchy in their madrasah.

### **SUMMARY**

The study has revealed that there is a direct, positive and significant influence of organizational culture on organizational commitment. The stronger the madrasah cultures applied, the stronger the teachers' commitment to the institution or Private Madrasah Aliyah in East Jakarta. Transformational leadership positively, significantly and directly influences organizational commitment. The higher the applied transformational leadership of the headmaster of Private Madrasah Aliyah, the higher the teachers' commitment to the institution – Madrasah. Personality has a positive, significant and direct influence on organizational commitment. The better the teachers' personalities, the more committed they teachers to the institution – Private Madrasah Aliyah. There is also a positive, significant and direct influence of job satisfaction on organizational commitment. The higher the teachers' job satisfaction, the higher the teachers' commitment to Private Madrasah Aliyah. The job satisfaction variable however, does not function effectively as an intervening variable because the culture of the madrasah, the headmaster's transformational leadership and the teachers' personalities of Private Madrasah Aliyah are simple, sincere in working, and good at being grateful to get happiness in the world and hereafter.

### **RECOMMENDATIONS**

The study recommends that the principals or institutions of Private Madrasah Aliyah should trust their teachers by giving them tasks, delegating authority and allowing self-supervision. This is to ensure that the teachers have responsibilities for their tasks. Moreover, they need to improve the institution's policies example, improving their Reward/Remuneration Policy. The revised policy should include giving rewards to high-performing staff, giving 13<sup>th</sup>-month salary, having lunch together on Fridays, providing breakfast, organizing Teacher Appreciation Days, attending seminars/ or workshops, joining competitions and permitting the teachers to study for their masters or doctoral programs so that the teachers will be equipped to perform better. Their commitment levels would be increased as a result.

### **CONCLUSION**

The study has analysed data collected from a Private Madrasah Aliyah in East Jakarta on the impact of organizational culture on employee commitment. The data has confirmed that organizational culture

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<sup>33</sup> Bambang Widagdo and Kenny Roz," The Effect of Transformational Leadership Style, Motivation, and Organizational Culture on Organizational Commitments Mediated by Work Satisfaction at Muhammadiyah Malang University", *European Journal of Business and Management*, Vol.12, No.12 (2020): 99-107.

has a positive, significant and direct influence on job satisfaction. The stronger the applied organizational culture of the madrasah, the higher job satisfaction the teachers will feel. Transformational leadership positively, significantly and directly influences job satisfaction. The better the style of transformational leadership that the headmaster applies, the higher the teachers' job satisfaction will be. There is a significant direct influence of personality on job satisfaction. The better the teachers' personalities, the higher their job satisfaction. When all stakeholders play their part in ensuring that the welfare of teachers becomes a key focus in policies and is implemented effectively, the commitment level of teachers will increase which will go a long way to improve the quality of education of students.

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