



Improving commitments to organization through development of organizational culture, interpersonal communication, and effectiveness of decision making

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Abstract

This study aims to increase teacher commitment to Organizations with the enhancement variables of Decision Making, Organizational Culture and Interpersonal Communication both individually and together with the dependent variable. The sample selected amounted to 165 teachers in District Merangin High School teachers. This research uses Mixed Sequential Explanatory Method. The results show (1) Decision Making with Commitments to Organizations produced a correlation of determination = 89.1% (2) Organizational Culture with Commitments to Organizations with a correlation of determination = 81% (3) Interpersonal Communication with Commitments to Organizations having an effect of 63.3%. Decision Making, Organizational Culture, and Interpersonal Communication together with Commitments to Organizations have an impact of 89.5%. The results of this study are also reinforced by the results of qualitative research where all factors have almost the same effect.

Keywords: decision making, organizational culture, interpersonal communication, commitment to organizations

Introduction

Many factors influence teacher performance in carrying out their role in education in Merangin District, including a high commitment to tasks and organization, scientific competence, pedagogical competence, personality competence, and social competence top of educators who are under the shade. But among these factors, the most important is the commitment to the organization of educators and the educational staff. Without their commitment to the organization, they will not be able to work optimally in carrying out their duties, even though they have great scientific competence and pedagogical competence. The teacher's commitment to the organization is an essential element related to the achievement of educational goals, namely to educate the nation by producing good quality human resources, both scientifically, knowledge and personality. If the teacher's commitment to the organization is low, then the teacher will work arbitrarily, then the process of teaching and learning activities will be disrupted, so that students get learning not optimally. As a result, students become graduates whose quality is not as expected.

Based on observations made by researchers towards the heads of state senior high schools so far, the factors that caused the failure of school principals to develop their schools were not only due to lack of facilities and financial support, but more due to failure to carry out management functions, including increasing commitment to the organization's teachers. The results of this initial survey show that it turns out that the commitment to the Merangin District High School teacher organization is still low.

Methods

This study was conducted at the State High School in Merangin District, which consisted of 18 high schools. This

research was done using the method *mixed methods*. Qualitative and quantitative data analysis is carried out by comparing quantitative data from the quantitative study conducted in the first stage, and qualitative data from the results of qualitative research conducted in the second stage. Both data will provide information about whether there are findings of data that complement, expand, deepen or even contradict. If there is a conflict, the data from qualitative research will be tested for credibility again until the data is valid. The way is by extending observations, increasing perseverance, triangulating, analyzing negative cases and *member checks*. Then what will be used is the results of qualitative research that has been correct and has been tested for credibility.

Quantitative data analysis carried out includes analysis of decision-making data, organizational culture, and organizational communication individually or together on Commitments to Organizations.

Results and Discussion

The positive relationship between the independent variable and the dependent variable when viewed from the regression analysis, the connection is a functional relationship where the Teacher's Commitment to Organizations is formed as a result of the work of Decision Making Function, Organizational Culture, and Interpersonal Communication.

Organizational culture is a set of values and norms of information that control the way someone or group interacts with other people or groups within the organization or outside the organization ^[1]. The indicator is; (a) Values and norms, which become a reference for members of the organization, (b) control tools, for individuals and groups, (c) organizations to interact with one another ^[2].

Table 1: Relationship between Organizational Culture and Teacher Commitment to Organizations

Control	Partial Correlation		Significance test		Conclusion
	T-count	$\alpha = 0.05$	T table	$\alpha = 0.01$	
Organizational Culture (X1)	1.2197	24.569	19.748	26.067	significant
Teacher Commitment (Y)	0.6638	11.216	19.748	26.067	significant

There is a significant positive relationship between Organizational Culture and Teacher Commitment to Organizations with a correlation coefficient (r) of 0.899 and a coefficient of determination or contribution (R) of 81% supported by a regression equation $Y = 0.57 + 1.04X_2$. This finding means that any increase in Organizational Culture score will increase Teacher's Commitment to Organizations. This means that Organizational Culture has a positive and significant relationship with Teacher's Commitment to Organizations so that improving Teacher's Commitment to Organizations can be done through improvements to indicators of Organizational Culture.

From the analysis of qualitative research results through observation, interview, FGD, and documentation study at Public High Schools, it can be seen that there is a relationship between the organizational culture on teacher commitments, which means strengthening the results of quantitative

research. Thus it can be concluded, that the higher the school organization culture, the higher the teacher's commitment and vice versa the lower the school organization culture the lower the teacher's commitment, it can be said that, school organization culture can improve teacher commitment in schools, in other words, teachers can be realized if there is an excellent organizational behavior^[3].

Interpersonal communication is a process delivery of news carried by a person and the receipt of the report by another person or a small group of people with a due and immediate feedback^[4]. This process is characterized by (a) openness, the primary foundation in communication, (b) empathy, understanding the feelings of the other person, (c) support, supporting the ideas and ideas of the other person, (d) positivity, positive thinking towards opponents and (e) similarity, does not distinguish the status and strata of the other person^[5].

Table 2: Relationship between Interpersonal Communication and Teacher Commitment to Organizations

Control	Partial Correlation		Significance test		Conclusion
	T-count	$\alpha = 0.05$	T table	$\alpha = 0.01$	
Interpersonal communication (X2)	2.2015	7.2619	19.748	26.067	significant
Teacher Commitment (Y)	0.3885	5.8055	19.748	26.067	significant

There is a significant positive relationship between Interpersonal Communication and Teacher Commitment to Organizations with a correlation coefficient (r) of 0.795 and a coefficient of determination or contribution (R) of 63% supported by a regression equation $Y = 21.54 + 0.72X_3$. This finding means that any increase in Interpersonal Communication scores will increase Teacher's Commitment to the Organization.

From the analysis of qualitative research results through observation, interview, FGD, and documentation study at Public High Schools, it can be seen that there is a relationship between the Interpersonal communication on teacher commitments, which means strengthening the results of quantitative research. Thus it can be concluded, that the better the Interpersonal communication, the higher the teacher's

commitment and vice versa the lower Interpersonal communication, the lower the teacher's commitment, it can be told that, Interpersonal communication can improve teacher commitment in schools.

Decision making as an act of identifying problems and opportunities, then resolving them^[6]. The indicators that determine in making this decision are (a) business, making efforts to deal with existing problems, (b) Decision making, identifying actions to be taken, (c) Actualization, carrying out activities by what has been decided^[7]. Decision making is about determining what steps to take. Making this decision is determined by the following indicators; (a) set goals, (b) collect relevant information, (c) produce appropriate choices, (d) make decisions, and (e) implement an application^[8].

Table 3: Relationship between Decision Making and Teacher Commitment to Organizations

Control	Partial Correlation		Significance test		Conclusion
	Tcount	$a = 0.05$	T table	$a = 0.01$	
Decision Making (X3)	1.1288	5.2539	19.748	26.067	significant
Teacher Commitment (Y)	0.4855	8.0600	19.748	26.067	significant

This study shows that there is a significant positive relationship between Decision Making and Teacher Commitment to Organizations with a correlation coefficient (r) of 0.944 and a coefficient of determination or contribution (R) of 89% supported by a regression equation $Y = 0.47 + 0.97X_1$. This finding means that any increase in Decision Making scores will increase Teacher's Commitment to the

Organization. From the analysis of qualitative research results through observation, interview, FGD, and documentation study at Public High Schools, it can be seen that there is a relationship between Decision making on teacher commitments, which means strengthening the results of quantitative research. Thus it can be concluded, that the better the Decision making, the

higher the teacher's commitment and vice versa the lower Decision making, the lower the teacher's commitment, it can be told that, Decision making can improve teacher commitment in schools.

There is a significant positive relationship between Decision Making, Organizational Culture, and Interpersonal Communication with Teacher Commitment to Organizations with a correlation coefficient (r) of 0.946 and a coefficient of determination or contribution (R) of 89.5% supported by the regression equation $Y = 10.69X_1 + 0.895X_2 + 1,249X_3$. This finding means that any increase in Decision Making scores, Organizational Culture, and Interpersonal Communication will increase Teacher's Commitment to the Organization.

Conclusion

1. There is a very significant positive relationship between Decision Making and Commitment to Organizations with a correlation coefficient (r_{y1}) = 0.944 and a coefficient of determination (r^2) = 0.8911, which means 81% increase in Commitment to Organizations is the result of Decision Making.
2. There is a very significant positive relationship between Organizational Culture and Commitment to Organizations with a correlation coefficient (r_{y2}) = 0.899 and a coefficient of determination (r^2) = 0.809, which means 81% increase in Commitment to Organizations is the result of contributions from Organizational Culture.
3. There is a very significant positive relationship between Interpersonal Communication and Commitment to Organizations with a correlation coefficient (r_{y3}) = 0.795 and a coefficient of determination (r^2) = 0.633, meaning 63%, an increase in Commitment to Organizations is the result of Interpersonal Communication contributions.
4. There is a very significant positive relationship between Decision Making, Organizational Culture and Interpersonal Communication together with Commitment to Organizations with a correlation coefficient (r_{y123}) = 0.946 and coefficient of determination (r_{y123}) = 0.895, meaning 89.5% increase in Commitment to Organizations is the results of the contribution between Decision Making, Organizational Culture, and Interpersonal Communication together.

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