IMPROVING COMMITMENT TO ORGANIZATIONS THROUGH STRENGTHENING THE QUALITY OF WORK LIFE,
TEAMWORK, ANDLEARNING ORGANIZATIONS

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IMPROVING COMMITMENT TO ORGANIZATIONS THROUGH STRENGTHENING THE QUALITY OF WORK LIFE, TEAMWORK, ANDLEARNING ORGANIZATIONS
(Empirical Study using Correlation Approach and SITOREM Analysis on Permanent Teachers of Private High School Foundation in Bogor Regency)

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I.   Introduction

Globalization makes competition even more dynamic, so it needs preparation to face this global competition. The emphasis lies on competitive advantage. Competitive advantage is built by building the potential for quality human resources. Human resources are the focus in increasing competitive ability through education. Better education will meet the criteria for national development. An adequate level of education can meet the required competencies, so with specific competencies it will become specializations or experts in their fields (Maseleno et al., 2019).

The era of globalization needs human resources to work together in facing global challenges. Global challenges spread to all aspects of life so that related things change too. This change is a driving force in moving the vitality of human life. Change will involve individuals, groups and the entire organization, this will lead to organizational behavior. Behavior in organizations by applying knowledge about individuals, groups and throughout the organization for the improvement of organizational effectiveness. Organizational effectiveness is the optimal relationship between production, quality, efficiency, flexibility, satisfaction, the nature of excellence and development to achieve organizational goals. In organizations, achieving organizational goals requires a commitment to increase productivity.

Commitment to the organization is important because it has a big impact on the successful performance of an organization. Commitment to the organization is important for the organization to keep individuals who have the ability to stay in the organization and be involved in organizational

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productivity. Commitment makes relationships between colleagues harmonious, the atmosphere becomes dynamic, this will have an impact on improving organizational performance. Commitment to the organization supports employee development by advancing and empowering the potential of its employees.

A preliminary research survey was conducted on 30 teachers who teach at 6 private high schools located in 5 districts, namely Cibinong District, Parung District, Kemang District, Parung Panjang District and Paminjahan District in the Bogor Regency Region on 7-23 February 2018. Assessment of commitment towards the organization in the form of a questionnaire filled out by private high school teachers in Bogor Regency. A summary of the conclusions of the preliminary research results on commitment to organization can be seen in the table of the results of the preliminary research survey listed on the appendix page.

The conclusion of the preliminary survey research results on commitment to organization shows that Yaysan Permanent Teachers at Private High Schools in Bogor Regency still have problems in affective commitment, ongoing commitment and normative commitment. The results of the preliminary research survey (data attached in attachment 4) are as follows:

1. There are still 16% of teachers who are weak in the dimension of affective commitment, especially indicators of employees' emotional attachment to the organization, namely determined to work at school until retirement and indicators of involvement in the organization, namely providing energy or efforts beyond the normal conditions expected so that the school will progress.

2. There are still 30% of teachers who are weak in the dimension of sustainable commitment, especially an indicator of awareness of the costs incurred if leaving the organization, namely being determined to work in school because it is difficult to find a job with good income such as current work and indicators of employee perceptions of the relative investment they make to the organization, namely make extra efforts in addition to the work that has been determined to help school success.

3. There are still 12% of teachers who are weak in the normative commitment dimension, especially the indicator of the desire to remain a member of the organization because of a sense of obligation, namely being loyal to advancing the school and willing to work overtime for the success of the school.

Based on the description above, it is very important for teachers to increase commitment to the organization in the process of teaching and learning activities to produce quality graduates, both scientifically (cognitive), attitudes and personality (affective) and skills (psychomotor). Therefore research on commitment to organization, quality of work life, teamwork and learning organizations is needed in order to provide guidance and reference for education practitioners in increasing and maintaining commitment to the organization to achieve the expected educational goals.

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II. Theoritical review
1. The Nature of Commitment to the Organization

Commitment to the organization has a big impact on the success of organizational performance. Commitment to the organization increases individual royalty towards the organization. The theoretical basis of commitment to organization is conveyed through various sources, namely books and journals and other scientific works.

The basis for the definition of the Commitment to Organization variable in this proposal from Colquitt et al (2015: p.64) writes that organizational commitment is defined as the desire of an employee to remain a member of the organization (be maintained) or leave for another job (turn around). The factors that indicate commitment to the organization according to Colquitt et al are:

a. Affective commitment, defined as the desire to remain a member of the organization because of emotional attachments. And engagement with, that organization.

b. Continuing commitment is defined as the desire to stay in a number of organizations because of awareness of the costs associated with leaving them.

c. Normative commitment, defined as the desire to remain a member of the organization because of a sense of obligation.

Along with the initial definition of Nancy Langton, Stephen P. Robbins and Timothy A. Judge (2016: p.99) argued, commitment to an organization is an employee identifies with a particular organization and its goals, and wants to remain a member. By grouping commitment to the organization into 3 dimensions, namely:

a. Affective component: A person's emotional attachment to an organization and belief in its values.

b. Sustainable component: The individual's perceived economic value remains with an organization.

c. Normative component: The obligation an individual feels to live with the organization for moral or ethical reasons.

The same thing about the commitment to organization from Nancy Langton, Stephen P. Robbins (2006: p.88) states that: a situation in which an employee identifies with a particular organization and its goals, and the desire to maintain membership in the organization. With the dimensions as follows:

a. Affective commitment. A person's relationship with the organization: his emotional attachment to, identification, and involvement in the organization.

b. Normative commitment. The obligation that individuals feel to stay with the organization.

c. Continuing commitment. The individual's calculation that it is in his best interest to stay with the organization is based on the perceived cost of leaving the organization.

Steven L. McShane and Mary Ann Von Glinow (2010: p.112) also suggest that: an attitude is called commitment to the organization which includes the following dimensions:

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a.   Organizational commitment (affective): An employee's emotional attachment to, identification, and involvement in a particular organization.

b.   Continuing commitment: Calculation of an employee's attachment to the organization, whereby employees are motivated to stay just because they leave is expensive.

2.   The Essence of Quality of Work life

The quality of work life tells us that it is important to respect human dignity and the work environment. Humans are the main resource to be developed. The theoretical basis for the quality of work life has been generated from the journals and books that discuss it and other scientific works.

A review of the theory of the quality of work life variables according to Laurie J. Mullins (2006: p.238), the quality of work life is an effort to achieve goals through the active involvement of people throughout the organization. The dimensions of the quality of work life include:

a.   Quality of working life as a goal:

1)   Creating jobs (the creation jobs)

2)   More challenging (more challenging)

3)   More satisfying (more satisfying)

4)   More effective (more effective)

b.   Quality of working life as a process:

1)   Active involvement in the organization (the active involvement of the organization)

2)   Making organizational changes (organizational change)

c.   Quality of work life as a philosophy:

1)   Skills

2)   Knowledge (Knowledge)

3)   Experience (Experience)

The work of Michael Armstrong (2006: p.149) adds to the definition of Quality of work life: consciously and continuously aims to improve the quality of work life. The factors that indicate the quality of work life are as follows:

a.   Increased sense of satisfaction

b.   Increase variety, autonomy and responsibility

The theory of Jerald Greenberg and Robert A. Baron (2008: p.652) the quality of work life is an organizational development technique designed to improve organizational functions by humanizing the workplace, making it more democratic, and involving employees in decision making. The factors that indicate the quality of work life are:

a.   Increasing organizational output

b.   Improving quality

c.   Supporting democratic treatment (support highly democratic)

d.   Encourage participation in decision making (participation in decision making)

e.   Humanizing the work environment (humanizing the workplace)

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3. The Essence of Teamwork

Teamwork is a must in establishing cooperation between individuals and others to achieve goals in the organization. Teamwork is a means of supporting work efficiency. The discussion of the theoretical foundations of teamwork comes from books and journals as well as other scientific works.

The foundation of teamwork theory starts from the point of view of the definition of teamwork in the book by David Clutterbuck (2007: p.70) suggests that teamwork includes various tasks and interactions that are inherent in well-managed collaboration. The indicators consist of:

a. Communications - communications that support teamwork are frequent, formal, structured and open.

b. Coordination - coordination concerns the level of shared understanding of how and what each member contributes, and the linkages between their contributions. Clear goals and priorities are an integral part of this.

c. Member contribution balance - everyone on the team is able and provides the full benefit of their knowledge and experience; dominant individual does not suppress the ideas and views of others

d. Mutual support - having a framework that is cooperative rather than competitive; show mutual respect, provide assistance and develop other people's ideas.

e. Effort - Have positive norms about division of the workload and give the team priority of tasks over other obligations.

f. Cohesion - "sticking out" - appears to consist of three elements: how well team members like and get along with each other, how committed they are to teamwork, and how proud they feel part of this group (sometimes called team spirit).

4. The Nature of Learning Organizations

Learning organizations are the way organizations face rapid changes in the era of globalization, so organizations need to focus on sustainable learning. The theoretical foundation of the learning organization comes from books and other scientific works, which are discussed in the description below.

Starting the definition of the learning organization by Gareth Jones (2013: p.365) states a learning organization is an organization that deliberately designs and builds structures, cultures and strategies so as to enhance and maximize the potential for organizational learning to take place. According to Gareth Jones, the learning organizational factors are:

a. Individual (personal mastery and mental model): at the individual level, managers need to do all they can to facilitate the learning of new skills, norms and values so that individuals can enhance their individual abilities and abilities and thus help build the core competencies of the organization.

b. Team learning: at the group level, managers need to encourage learning by promoting the use of different types of groups - such as self-managed groups or cross-functional teams so that individuals can share or pool their abilities and abilities to solve problems

c. Organization (building a shared vision): at the organizational level, managers can promote organizational learning through the way they create

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organizational structure and culture. Organizational structures can be designed to inhibit or facilitate inter-group communication and problem solving, and this influences team members' approaches to learning.

d. Interorganization (systems thinking): organizational structure and culture not only builds a common vision or framework of common assumptions that guide learning within an organization, but also determines how learning takes place between organizational levels.

John Schermerhorn, Jr. (2005: p.49) argues that a learning organization continues to change and develop, using experiential learning. This means that a learning organization is an organization that is constantly changing and developing using experiential learning. John Schermerhorn Jr. dividing the learning organization into 5 factors, namely:

a. Mental models: everyone puts aside the old way of thinking.
b. Personal mastery: everyone becomes self-aware and open to others.
c. Systems thinking: everyone learns how the entire organization works.
d. Shared vision: everyone understands and agrees on a plan of action.
e. Learning team: everyone working together to achieve the plan.

III. Method

This research was conducted in private high schools in Bogor Regency, with a total sample of 121.The research method used is a survey method with a correlational approach and the SITOREM method. The research variable consisted of three independent variables, namely the Quality of Work Life,Teamwork, Learning Organization with the dependent variable, namely Commitment to Organization.

IV. Results and Discussion

Based on the research results of empirical studies using a correlational approach and SITOREM analysis through data processing, statistical calculations, hypothetical testing and discussion of research results, followed by contribution analysis, indicator analysis, indicator weight analysis by experts and analysis of the classification of indicators, research on increasing commitment to organization through strengthening the quality of work life, teamwork and learning organizations at the Permanent Teachers of the Private High School Foundation in Bogor Regency, found efforts to increase commitment to the organization through identifying the strength of the relationship between research variables and the action plans described in this chapter.

The results of the identification of the strengths of the relationship between the research variables with the following conclusions:

1. There is a very significant positive relationship between the quality of work life and commitment to the organization with the correlation coefficient (ry1) = 0.659 and the coefficient of determination (r2y1) = 0.434 which means that 43.4% increase in commitment to the organization is the result of the contribution to the quality of work life.
2. There is a very significant positive relationship between teamwork and commitment to the organization with a correlation coefficient (ry2) =

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0.587 and a determination coefficient $(r2y2) = 0.344$ which means that 34.4% increase in commitment to the organization is the result of Teamwork's contribution.

3. There is a significant positive relationship between the learning organization and commitment to the organization with the correlation coefficient $(ry3) = 0.204$ and the coefficient of determination $(r2y3) = 0.041$, which means that 4.1% increase in commitment to the organization is the result of the learning organization's contribution.

4. There is a very significant positive relationship between the quality of work life and teamwork together with commitment to the organization with a correlation coefficient $(ry12) = 0.703$ and a determination coefficient $(r2y12) = 0.494$ which means that 49.4% increase in commitment to the organization is the result of the contribution to the quality of work life teachers and teacher teamwork together.

5. There is a very significant positive relationship between the quality of work life and learning organizations together with commitment to the organization with a correlation coefficient $(ry13) = 0.665$ and a determination coefficient $(r2y13) = 0.443$ which means that 44.3% increase in commitment to the organization is the result of the contribution to quality of life work of teachers and learning organizations together.

6. There is a very significant positive relationship between teamwork and learning organizations together with commitment to the organization with a correlation coefficient $(ry23) = 0.590$ and a determination coefficient $(r2y23) = 0.348$ which means that 34.8% increase in commitment to the organization is the result of the contribution of teamwork and learning organizations together.

7. There is a very significant positive relationship between the quality of work life, teamwork, and learning organizations together with commitment to the organization with a correlation coefficient $(ry123) = 0.704$ and a determination coefficient $(r2y123) = 0.496$ which means 49.6% increase in commitment to the organization is the result of the contribution of the quality of work life, teamwork and learning organizations together.

V. Conclusions and suggestions

Based on research results increasing commitment to the organization through strengthening the quality of work life, teamwork and learning organizations, the three independent variables make a positive contribution to increasing commitment to the organization. The implications for increasing commitment to the organization are as follows:

1. Efforts to Increase Organizational Commitment through Quality of Work Life

Efforts to increase organizational commitment through the quality of work life can be initiated by increasing organizational effectiveness through the creation of jobs and work environments that are more challenging, satisfying and effective through expanding access for teachers to acquire knowledge through training, research and competition as well as education; providing adequate compensation and appropriate rewards for outstanding

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teachers; and proper organizational management. Expanding teachers' access to knowledge will increase organizational effectiveness and open up opportunities to move forward so that teachers will take a role in advancing schools.The provision of adequate rewards and appropriate rewards will provide satisfaction with the dedication and dedication of teachers for schools to build strong bonds between teachers and schools. Taking part in advancing schools and the strong ties of teachers to schools are indicators of involvement in organizations, namely the dimension of affective commitment. Organizational management to optimize its resources with proper planning and control in the workplace so that teacher performance becomes effective. Increasing organizational effectiveness will have a direct impact on increasing commitment to the organization.

2. Efforts to Increase Organizational Commitment through Teamwork

Efforts to increase organizational commitment through teamwork through coordination of common understanding of how and how teachers contribute with clear priorities and goals. Coordination is carried out through discussions, meetings with guidance and counseling to all school members, thus making an integral part integrated. The integrated coordination makes teachers ready to put a lot of effort on behalf of the school. Teacher readiness through integrated coordination means teachers are more prepared to work wholeheartedly for school. Full-day work is an indicator of employees' perceptions of the relative investment they make to the organization as part of the dimension of ongoing commitment. This means that if teachers are ready to work wholeheartedly through integrated coordination, the teacher's commitment to the organization will also increase.

3. Efforts to Increase Organizational Commitment through Learning Organizations

Efforts to increase organizational commitment through learning organizations by facilitating the learning of new skills, norms and values so as to increase the ability of teachers to build core school competencies. Schools facilitate the learning of new norms and values through education and training with a cyclic approach and a systems approach. The cycle approach is based on the main importance of the activity and each activity must run in a cycle.The systems approach is learning in a systematic way to identify, develop and evaluate teacher performance in order to achieve educational goals. Building the school's core competencies is related to supporting all organizational activities. Supporting all organizational activities will increase teacher commitment to the organization.

4. Efforts to Increase Organizational Commitment through Quality of Work Life and Collaborative Teamwork

Efforts to increase organizational commitment through the quality of work life and teamwork together by realizing organizational goals through the active involvement of teachers in the organization. Active involvement requires communication that supports teamwork by communicating

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frequently and appropriately, formally, structured and openly. Active involvement through communication through family gathering activities, discussions, outreach, events, celebrations that all members of the organization can participate in. In school organizations, the most teachers participate in these activities, because teachers are the school's core product, active involvement through communication by teachers in schools will increase teacher commitment to the organization.

5. Efforts to Increase Organizational Commitment through Quality of Work Life and Learning Organizations Together

Efforts to increase organizational commitment through the quality of work life and learning organizations jointly by supporting school organizational learning through focusing on problem solving using learning teams in school organizationsincreased meaningful experience for teachers. Problem solving can be designed to use experience and knowledge in the teacher's work process in problem solving using group problem solving techniques with discussion, brain stroming, and brain writing methods. Problem solving is part of the thought process using intellectual functions that involve pragmatics (logic) and semantics (interpretation of the problem). The ability of the teacher to understand what the purpose of the problem is and what rules the teacher can apply is the key to solving problems in school. Thus an increase in meaningful experience in solving problems by teachers is in line with an increase in organizational learning which will increase teacher commitment to the organization.

6. Efforts to Increase Organizational Commitment through Teamwork and Learning Organizations Together

Efforts to increase organizational commitment through teamwork and learning organizations together through organizational structure and culture. The organizational structure is designed to facilitate group cohesion. With group cohesion, it strengthens the relationship between teachers in interacting for continuous learning. Continuous learning enhances the learning organization in the dimension of team learning. Organizational culture becomes the social glue that helps unify the organization with espoused values and behavior in the school environment. The success of an organization is largely determined by the ability of the organization to do work synergistically in the learning organization. Group cohesion and social adhesive increase teacher loyalty to the organization. The form of teacher loyalty to the organization is the commitment of the teacher to the organization.

7. Efforts to Increase Organizational Commitment through Quality of Work Life, Teamwork and Learning Organizations Together

Efforts to increase organizational commitment through the quality of work life, teamwork and learning organizations are jointly carried out with a strategy of encouraging involvement and maintaining a conducive organizational environment through increasing job satisfaction in generating positive synergies with systems thinking. The organization

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encourages a clear understanding of the goals the organization wants to achieve through the management of collaborative teacher work that has positive synergy in work morale, discipline and work performance with a scientific approach to assessing problems. Work morale is useful and can be used for various purposes which are closely related to efforts to build relationships between teachers, informal and formal communication, the formation of discipline and counseling. The goal of discipline is the development of self-development. Psychological discipline is the behavior of a person who appears and is able to conform to predetermined rules. The scientific approach develops knowledge and thinking skills so that it can support creative activities in innovation or work. With a conducive environment through work morale to foster teacher work relations, discipline for self-development and a scientific approach to innovation in work will have an impact on increasing teacher commitment to the organization.

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