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SEQUENTIAL EXPLORATORY ANALYSIS COMMITMENT TO THE
ORGANIZATION OF PRIVATE KINDERGARTEN TEACHERS IN
SUKABUMI DISTRICT

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Abstract

One of the resources / components that must be managed in kindergarten education is the teacher. Teachers get great attention because teachers are a potential resource that plays a role in realizing the goals of national education. Teachers are the spearhead of various efforts to improve the quality of national education because teachers are directly involved in the learning process in the classroom and have a very vital role in improving the quality of their students. Kindergarten teachers are professionals who are tasked with planning, implementing, the learning process and assessing learning outcomes as well as providing guidance, care and protection of students. The qualifications and competencies of kindergarten teachers are based on Article 26 PP Number 19 of 2005 concerning National Education Standards and Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning academic qualification standards and teacher competence. Based on these regulations, Kindergarten teachers must have a minimum Academic qualification of diploma four (D-IV) or bachelor degree (S1) in early childhood education or psychology obtained from an accredited study program.

1. Introduction

The benchmark for a teacher as a professional educator is committed to teaching. The implementation of the learning process requires optimal teacher

commitment because the teacher's role is very important for the success of the learning process in the classroom. Teachers play various roles in learning situations either as educators, facilitators, mediators, instructors or moderators. Children will provide good cooperation if the teacher shows seriousness, teaching ethics, and makes initiatives to improve children's abilities patiently and with high commitment. However what children learn will depend on the commitment to teaching the teacher himself

A person's success in a job is determined by a professionalism and commitment to the job he is doing. Commitment is a person's attitude and behavior that will motivate someone to do their job. An organizational commitment shows a person's power in identifying their involvement in a part of the organization (Trisnarningsih, 2003: 199). High organizational commitment is needed in every profession because to fulfill the need for public trust in the quality of services provided by a profession in this case is the profession as a teacher. Therefore organizational commitment will foster a sense of belonging for teachers to the organization. Organizational commitment shows a person's desire to stay and work and devote themselves to the maximum for their organization. Teachers who have organizational commitment will be more able to survive as part of their organization than teachers who are not committed to their organization

One of the characteristics of the education crisis in Indonesia is that teachers have not been able to show maximum organizational commitment. The problem regarding teachers who have not been able to demonstrate maximum organizational commitment is faced by the kindergarten level in Kab. Sukabumi and this has implications for the low learning and education process held in kindergarten institutions. For example, until now there are still many teachers in Kab. Sukabumi, who is not disciplined, comes and goes home from work arbitrarily, a kindergarten teacher in Kab. Sukabumi also often experiences pairs of teachers, the reason for the teacher to leave is not known whether it does not match his salary or does not like his job and most recently there are many kindergarten teachers who have double jobs

Preliminary interviews were conducted by giving closed questions to 20 (Twenty) Kindergarten Principals in Kab. Sukabumi results show that there are problems related to teacher organizational commitment. This can be seen from several phenomena such as: a) Fifteen Principals said that in the past year there had been 2 unloading of pairs of teachers in their school, even though the teacher had signed a work contract with the school, b) the teacher there had not been serious in implementing it. tasks, both in preparing learning tools and in the implementation of learning, c) most of the teachers are not disciplined such as not entering and leaving work on time, going to and from school during working hours, many of them permission and sick not to teach

To verify the results of the above interviews, researchers conducted a preliminary survey of private kindergarten teachers in the district. Sukabumi by distributing questionnaires, the results found that kindergarten teachers in the school did have problems in terms of organizational commitment, both affective commitment, normative commitment and continuous commitment,

with the following data: a) 24% on indicators (1) sense of belonging, (2) loyalty to work, (3) togetherness in the organization and (4) realizing organizational goals, b) 3.22% on indicators (1) the desired service and (2) feedback obtained from the organization, c) 6, 08% on indicators (1) suitability, (2) increased income and (3) fulfillment of needs.

The results of the questionnaire above need to be further analyzed so that it is known what factors are related to teacher organizational commitment and what action plans need to be taken in increasing teacher organizational commitment. The commitment of teachers to their organization will be built, if teachers are loyal to their work, have awareness of the disadvantages of leaving their profession and are willing to do something for the advancement of their profession.

The researcher also interviewed 10 (ten) grade 1 (one) teachers spread across 10 (ten) elementary schools in the district. Sukabumi, to ensure that the commitment to the private kindergarten teacher organization must be increased because if it is allowed to continue to be low it will have an impact on the kindergarten students' graduates themselves, the content of the question concerns the difference between children who attend and do not attend kindergarten, the result is 7 (seven) out of 10 (ten) grade I teachers said that there was no significant difference between children who entered kindergarten and did not enter kindergarten, because it turns out that the character education that should be taught in kindergarten schools has no impact on the character of kindergarten children themselves, for example: I who is good at lying to his teachers and parents,

The data above shows that there is a high enough problem in the commitment to the private TK teacher organization in Kab. Sukabumi, this will have a big impact on students in the future, and factors that affect the low organizational commitment of kindergarten teachers in Kab. Sukabumi has not been clearly identified, so researchers are interested in researching "Sequential Exploratory Analysis of commitment to private kindergarten teacher organizations in Kab. Sukabumi"

I. Theoretical review

I. The Nature of Commitment to the Organization

In its activities, one of the demands of someone who is professional in organization is in the form of organizational commitment. This is important to support the success of an organization. The definition of commitment can be interpreted as an attachment or giving a binding promise to the organization. This understanding is also supported by Jerald Greenberg and Robert A. Baron (2010) who argue that organizational commitment is the extent to which an individual identifies and engages himself with the organization and / or his reluctance to leave the organization which is supported by factors, including:

- a. Continuous commitment is a commitment that shows a person's tendency to continue working in an organization because he has to. Affective commitment is a commitment that shows a

person's tendency to continue working in the organization because he agrees with the goals and values of the organization and is based on his own desire to stay with the organization.

- b. Normative commitment is a commitment that shows a person to remain in the organization due to the social obligations he has to do

Organizational Commitment is a strong desire to be part of the organization. As stated by Jason A. Colquitt, Jeffery A. Lepine and Michael J. Wason (2015) who state "Organizational commitment is defined as the desire on the part of an employee to remain a member of the organization." define as a strong desire of employees to be part of the members of the organization) with the factors:

- a. Affective commitment is an employee's emotional attachment, identification and involvement in the organization, affective in terms of the level of psychological attachment to the organization based on how good they feel about
- b. A continuance commitment is a commitment based on the losses associated with leaving an employee from the organization. This may be due to loss of seniority over promotion or benefits

c. Normative commitment is a feeling of obligation to remain in the organization because it has to be, it is the right thing to do. According to Mc. Shane and Von Glinow (2010), Organizational Commitment is an attitude, this attitude is an organizational commitment (affective) which is an emotional attachment for employees to identify themselves and their involvement in certain organizations to build organizational commitment. According to Mc. Shane and Von Glinow are carried out by prioritizing: a) justice and support, b) shared values (share value), c) trust, d) organizational comprehension, e) involvement employee (employee involvement)

Furthermore, Wood et al (2012) also argued that commitment to the organization is "Organizational commitment is the degree to which a person strongly identifies with, and feels a part of the organization" (commitment to the organization is the extent to which a person or member identifies strongly, and feel part of the organization)

The same thing was stated by Hellriegel and Slocum, Jr. (2010) regarding commitment to the organization, namely:

"Organizational commitment is the strength of an employee's involvement in the organization and identification with it. Employees who stay with their organization for a long period of time tend to be more committed to the organization than those who work for shorter periods of time"

Commitment to the organization is a strength of employee engagement and identification within the organization. Employees who stay in the organization for the long term tend to be more committed to the organization than those who work for shorter periods.

Furthermore, Hellriegel and Slocum, Jr., (2010) explained the characteristics of employees who are committed to their organization, as they put it, namely: "Strong organizational commitment is characterized by: a) support of and acceptance of the organization's goals and values. b) willingness

to exert¹ *considerable effort on behalf of the organization. c) desire to remain with the organization* ".that a strong organizational commitment is characterized by: a) support and acceptance of the organization's goals and values, b) a willingness to exert sufficient effort on behalf of the organization, c) a desire to remain with the organization.

Based on these theories, it can be synthesized that commitment to organization is a strong desire that exists in a person for his organization in the form of loyalty by taking an active role in achieving organizational goals and maintaining membership in the organization. With the organizational commitment dimension is divided into 3 parts including: 1) affective commitment with the indicators are (a) a sense of belonging, (b) loyalty to work, (c) togetherness in organizations and (d) realizing organizational goals. 2) normative commitment with the indicators are (a) the desired service and (b) feedback obtained from the organization. 3) continuous commitment with the indicators are (a) suitability of ability, (b) increase in income and (c) fulfillment of needs.

1. The Nature of Job Satisfaction

An accurate level of job satisfaction is needed by the leadership of educational institutions. This will be used in making decisions for improvement, by the leadership to measure the extent of one's job satisfaction. Some researchers suggest the notion of job satisfaction, from different opinions even though they have different things, and each definition or definition is generally relatively the same. Job satisfaction has an individual character. And each individual has a different level of job satisfaction according to the value system that applies to him in an organization where the individual belongs.

There are many factors that determine employee job satisfaction, Rose said that there are two job satisfaction factors that are derived from or attached to the job (intrinsic factors) and those in the employee's work environment (extrinsic factors). Rose explained that: "job satisfaction is a bi-dimensional concept consisting of intrinsic and extrinsic satisfaction dimensions. The intrinsic source of satisfaction depends on a person's individual characteristics, such as the ability to use initiative, the relationship with the boss, or the work that the person actually does, these are the symbolic or qualitative aspects of the job. Extrinsic sources of satisfaction that are situational depend on the environment, such as salary, promotion, or job security; this is the material financial reward and / or profit from work.

Colquitt (2015) defines job satisfaction as a pleasant emotional state, resulting from an assessment of work or work experience. In other words, job satisfaction shows how a person feels about his job and what he thinks about the job. It is also said that job satisfaction is a pleasant emotional expression obtained from an assessment of a job or an experience in other words, it is an expression of how a teacher feels and thinks about his job.

Colquitt (2015) states that there are five factors that can provide job satisfaction for employees / teachers who work, namely pay, promotion, supervision, coworker and work. As in the following picture.

JOB FACTORS ELEMENT OF SATISFACTION

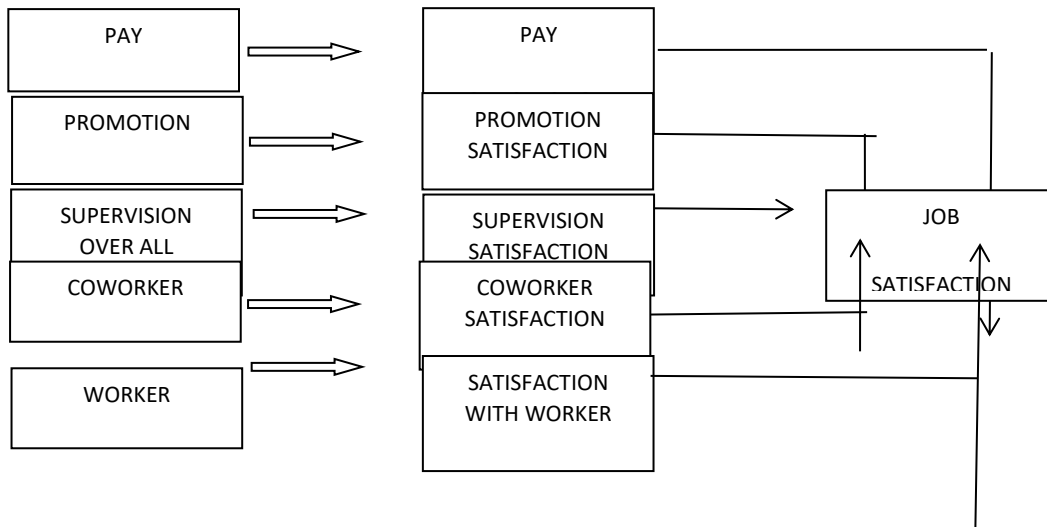


Figure 1: The Value - Percept Theory
 Source: Colquitt, et.al

Jennifer and Gareth (2012) say that job satisfaction is a collection of feelings and beliefs that people have about the work they are currently doing. There are four factors that affect the level of job satisfaction of an experienced person: a) Personality is a persistent way of a person to show feelings, thoughts and behavior, is the first determinant of how people think and feel about their job or job satisfaction. b) Values, namely the values contained in work, the values that are caused by work laur and moral values: these values have a strong degree of impact on job satisfaction because they reflect what teachers say about the income that work will generate and how to behave at work. c) The work situation, the job itself, the conditions of work and all other aspects of the job and the organization that employs it and d) Social influences, influence individually or in groups.

Based on some of the above theories, a synthesis of job satisfaction can be formulated, which is a person's feelings towards their work which are expressed through pleasant and unpleasant attitudes as a result of differences between expectations and reality or differences between the awards received

and those that should be received, which are measured by indicators as the following: 1) salary or wages, 2) opportunity to get a promotion, 3) supervision or supervision, 4) work and 5) co-workers

2. The Nature of Personality

The term personality in English is expressed by personality. This term comes from Greek, namely persona, which means mask and personare, which means to penetrate. The term mask refers to one of the attributes used by performers in ancient Greece. With a mask that is worn and reinforced with gestures and what is said, the character of the character played can penetrate outward, in a sense that can be understood by the audience. From the historical aspect, the definition of the word personality comes from the word persona which all means mask, then it is interpreted as the player himself, who plays the role as described in the mask. Nowadays, the term personality is used by experts to denote an attribute about an individual, or to describe what,

Personality is a combination of innate traits, environmental influences, various intensive educational and coaching efforts then the will and endeavors to change for the better, so as to produce an approximate character in a person's life, and that will become the characteristics and characteristics of the person concerned. . Personality is the unique way of the individual in interpreting his life experiences and personality as something that is contained in the individual which guides and gives direction to the entire behavior of the individual concerned. Sigmund Freud in Ujam Jaenudin sees personality as a structure consisting of three systems, namely id, ego and super ego. And behavior according to Freud is the result of the conflict and reconciliation of the three personality systems.

Personality, is the way individuals react and interact with other people. personality is formed from heredity, the environment, which includes culture, family norms and other influences, as well as situations. Personality traits are enduring characteristics that differentiate an individual's behavior, such as shyness, aggression, submission, laziness, ambition, loyalty. Personality describes relatively stable characteristics, tendencies and temperaments that have been shaped by heredity and by social, cultural and environmental factors.

In describing the meaning of personality in this dissertation, the writer chooses to use the big five theory with the reason that it will be easier to describe the dimensions of personality. Character is a unique quality of a person that includes attributes, such as temperament, physique and intelligence. Individual differences are easily indicated by several levels which are called the "Big Five" personality dimensions. Personality researchers believe they have identified the "big five" personality factors (big five factors of personality). The "super traits" that are thought to describe the main dimensions of personality are: openness, conscientiousness, extraversion, kindness (agreeableness), and (neuroticism) or emotional stability.

Personality according to Steven L. Mc.Shane & Mary Ann Von Glinow (2010) is a pattern of behavior that is relatively fixed and in a consistent state which explains a person's behavior tendency with five major

dimensions: a) Conscientiousness (openness) with the following factors: heart, heart , reliable and self-disciplined, b) Agreeableness (hospitality) with the factors: polite, good character, empathy and caring, c) Neuroticism (characteristics related to emotions) with factors: anxious, hostile and gloomy, d) Openness to experience (openness to experience) with factors: sensitive, easy to adjust, creative and curious, e) Extraversion (open) with factors: friendly, like to talk, sociable and assertive.

According to Angelo Kinicki & Brian K. William (2011) that personality consists of a determination of psychological traits and traits related to behavior that will give its identity with The Big Five of Personality Dimensions, a) Extraversion, b) Agreeableness, c) Conscientiousness, d) Emotional stability, and e) Openness to experience. Five big personality measures: a) openness: how friendly, like to talk, sociable, assertiveness of a person, b) agreement: how to trust, good character (good), cooperative and gentle heart, c) caution: how to be trusted, responsible, oriented to one's achievement and persistence, d) emotional stability: how calm, safe and uneasy a person is, e) openness of experience: how intelligent, full of life power,

Don Hellriegel and John W. Sloeum (2010) suggest that personality represents an overall profile or a combination of stable psychological attributes which are unique traits of a person. With the supporting factors as follows: a) Emotional stability, b) Agreeableness, c) Extraversion, d) Conscientiousness and e) Openness.

Based on the above theory, the authors synthesize that what is meant by personality is a characteristic that is owned by someone who is relatively stable and settled which represents a person's attitude or character. Includes patterns of thoughts and feelings, self-concept, temperament and mentality that are generally in line with general habits.

The indicators of private kindergarten teacher personality are: a) Extraversion (openness to the social and physical environment) b) Agreeableness (friendliness) c) Neuroticism / Emotional stability, d) Openness to experience (openness to experience) e) Conscientiousness (Self-regulation)

3. The Nature of Transformational Leadership

Leadership is something that has a universal character, because leadership is present, present and always needed in every organization. Leadership is a relationship problem between leadership and followers. Leadership has a function as activator and coordinator of human resources, natural resources, financial resources and facilities prepared by an organized group of people. So the relationship between the leader and the organization is very close. The large number of debates about the definition of leadership has led to Yukl's opinion which suggests that there is a debate about the definition of leadership which is not only related to who uses influence but also the type of influence used and how the results are. Some scholars limit the definition of leadership to the use of influence that results in high commitment from followers as opposed to unwillingness or unwillingness to comply. These experts argue that a person who uses control over reward and punishment to

manipulate or coerce his followers is not truly "leading" and unethical because it constitutes an abuse of power.

According to Kent and Chelladural (2010) in the journal *Transformational Leadership*, organizational commitment and citizenship behavior, leadership styles and attitudes are one that affects job satisfaction, it can also affect organizational commitment. Leadership plays an important role in determining employee commitment. The level of satisfaction, commitment and performance depends on whether or not the style and attitude of the boss is good (Maselena et al., 2019). Teacher job satisfaction is related to teacher expectations of the principal, colleagues and the church itself. Commitment to the organization is a measure of the strength of the teacher's identification of the goals and values of the organization and of being involved in them. There are so many types of leadership that can be taken and applied in an organization, including transformational leadership.

Transformational leadership was originally introduced by James MacGregor Burns in 1979, in his book entitled *Leadership*, Burns uses the term transforming leadership, which is transformed is leadership to followers, namely changing the leadership process between leaders and subordinates helping each other to advance to a higher level that is based by passion and motivation. It goes on to say that transformational leadership can be seen when leaders and followers make each other progress to higher levels of morality and motivation. Through the power of vision and personality, transformational leaders are able to inspire subordinates to change expectations, perceptions and motivation towards common goals.

According to Lesli W. Rue and Llyod L. Byars (2011) is a leadership style that can create mutually motivating conditions between leaders and followers, so that leaders can change followers for the better and create a sense of trust from followers to leaders. The factors that influence transformational leadership according to Lesli are: 1) charismatic, 2) inspiration from the leader, 3) motivation from the leader, 4) intellectual stimulation

According to Bernard Bass (2012), who has expanded his original idea, developed this transformational leadership theory with an understanding based on the impact of his subordinates which instills in the trust, respect and admiration of his subordinates. According to Bass himself, it is said that there are four components of transformational leadership, namely: 1) Transformational intellectual stimulation challenges the status quo and encourages subordinates' creativity, 2) Individual consideration involves, offers support and encouragement to subordinates, is free to share ideas and the leader provides direct recognition from subordinates. as a unique contribution. 3) Inspirational motivation has a vision that is able to articulate to subordinates and 4) The ideal influence serves as a role model for subordinates.

Bass and Riggio (2010) state that "transformational leadership involves inspiring followers to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers, leadership capacity via coaching, mentoring and

provision of both challenges. and support ”, transformational leadership engages followers who are inspired to commit to a shared vision and organizational goals, challenging followers to become innovative problem solvers and developing follower leadership capacities through training, mentoring and providing challenge and support. See that transformational leadership is more on intrinsic motivation and positive development of subordinates. Both also view that transformational leadership represents a more attractive view of leadership than transactional leadership which emphasizes the process of exchanging social roles. According to Bass and Riggio, transformational leadership is more likely to be applied in today's increasingly complex organizations where followers not only want leaders who can inspire their followers through their environment but also leaders want followers to have loyalty or not and whether followers show good performance or not. .

The Nature of Organizational Culture

According to Robbins, organizational culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations. According to Robbins, there are seven primary characteristics of culture that capture the essence of organizational culture. The seven characteristics are: innovation and taking risks, attention to details, result orientation, human orientation, team orientation, aggressiveness and stability.

According to Colquitt, Lepine, and Wesson (2015), Organizational culture is defined as the shared social knowledge within an organization regarding the rules, norms, and values that shape the attitudes and behaviors of its employees. With such a definition, organizational culture is none other than the social understanding shared by members of the organization.

Mc. Shane and Von Glinow (2011), state that organizational culture consists of values and assumptions shared within an organization. For Mc.Shane and Von Glinow organizational culture is a set of values and assumptions that are shared in an organization. Furthermore, it is said that this understanding at the same time wants to emphasize what is important and what is not important in the institution and its consequences which will then become a direction for every employee in the institution to take the "right path" in doing everything.

According to Sherrington and Stren (2015) “Organizational culture generally refers to the environment or personality of an organization, with all its multifaceted dimensions. It is the way we do things around here, with an aura of its own, much like an individual's personality ”. For Sherrington and Stren, organizational culture is generally like a personality, and for human personality, school culture also has characteristics that define its characteristics.

Mullins (2010) also admits that it is not easy to define organizational culture precisely. He said that the concept of culture was developed from the realm of anthropology. Therefore organizational culture is often associated with a person's personality. Furthermore, Mullins follows McLean and Marshall, defining organizational culture as a collection of traditions, values, policies, beliefs and attitudes that form a context that permeates everything that members do and think about in an organization.

Furthermore, Jennifer and Gareth (2011) explain organizational culture as the attachment between the organization and the environment, technology, tasks, and strategies that determine the design of the organizational structure, including coordination between activity and motivation.

Based on the explanation of the concept above, it can be synthesized that what is meant by organizational culture is a pattern of behavior, values, norms and beliefs that are embraced and understood by all members in an organization which are habits and become guidelines in regulating work implementation in directing and make decisions in order to achieve predetermined goals

Indicators of organizational culture are (1) values, (2) risk taking, (3) team orientation, (4) assumptions, (5) rules

II. Research methods

This research uses mixed methods research, which is a research method that combines qualitative methods and quantitative methods together in a research activity so that more comprehensive, valid, reliable and objective data are obtained (Sugiyono, 2013: 271). This study chose to use a combination method "Sequential Exploratory Design" which begins with a qualitative method because the variables that influence it are not clear and want to know a new knowledge as well as develop a theory. Initial data in the form of descriptive analysis is then followed up with quantitative methods that are measurable and concrete that have a role to prove, deepen, expand, give meaning and can even invalidate the qualitative data that has been obtained in the early stages so that the results obtained are more focused and in-depth. The research steps are as follows:

Qualitative Method: Finding Hypotheses

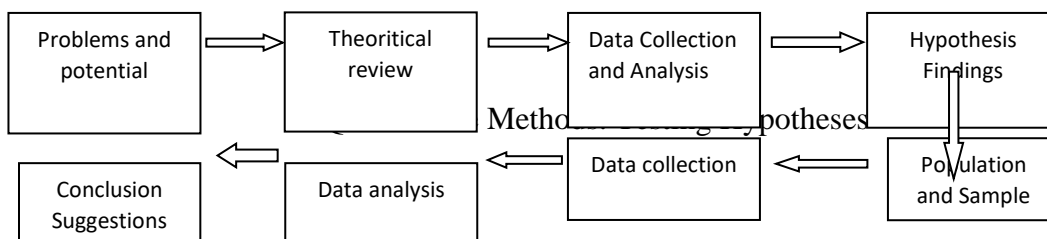


Figure 3.1 Combination Method, Sequential Exploratory Design

This research was conducted at private kindergartens in the district. Sukabumi. These private kindergartens are spread across 47 sub-districts in the district. Sukabumi with a total of 269 schools.

The population in this study were all private kindergarten teachers who were non civil servants who were in the district government environment. Sukabumi totaled 1078 people. The sampling technique using Multistage Proportional Random Sampling is the use of various random sampling methods together as efficiently and effectively as possible. First the researcher chose proportional

random sampling by drawing a sample of 47 sub-districts totaling 1078 teachers to only 24 districts totaling 539 teachers, after obtaining the number of districts and the number of teachers from shuffling, then the researcher used the Slovin formula to determine the number of samples taken. After the calculation is done, 230 Kindergarten teachers will be taken as a sample spread across 24 districts.

III. Results and Discussion

After conducting the qualitative research stage through the process of observation, in-depth interviews and document collection, which was then strengthened by the quantitative research stage, namely through the analysis of data processing results, statistical calculations, hypothesis testing and discussion of results, research on Sequential Exploratory Analysis of Commitment to Organization in terms of Job Satisfaction, Organizational Culture, Transformational Leadership and Personality of Private Kindergarten Teachers in Kab. Sukabumi resulted in the following detailed conclusions.

1. There are four findings of independent variables through qualitative research techniques related to organizational commitment to private kindergarten teachers in Kab. Sukabumi, namely Job Satisfaction (X1), Organizational Culture (X2), Transformational Leadership (X3), and Personality Variables (X4).
2. There are 7 groups out of 9 groups in the qualitative research which answered that Job Satisfaction is a factor related to the commitment of teachers to the organization. This positive relationship is strengthened by the results of quantitative research, namely a positive relationship between Job Satisfaction and Commitment to Organization with a correlation coefficient of $r_{y1} = 0.611$, coefficient of determination $(r_{y1})^2 = 0.373$. (37.3%) and the regression equation $\check{Y} = 83.689 + 0.505 X1$. Thus, the stronger Job Satisfaction is, the higher the commitment to the organization is predicted.
3. There were 6 groups out of 9 groups in qualitative research which answered that Organizational Culture was a factor related to teacher commitment to the organization. This positive relationship is strengthened by the results of quantitative research, namely the positive relationship between Organizational Culture and Commitment to Organization with a correlation coefficient of $r_{y1} = 0.707$, the coefficient of determination $(r_{y2})^2 = 0.499$. (49.9%) and the regression equation $\check{Y} = 44.962 + 0.795 X2$. Thus, the stronger the Organizational Culture, the higher the commitment to the organization is predicted.
4. There are 7 groups out of 9 groups in the qualitative research which answered that Transformational Leadership is a factor related to teacher commitment to the organization. This positive relationship is strengthened by the results of quantitative research, namely a positive relationship between Transformational Leadership and Commitment to Organization with a correlation coefficient of $r_{y3} = 0.665$, coefficient of determination $(r_{y3})^2 = 0.442$. (44.2%) and the regression equation $\check{Y} = 71.491 + 0.672 X3$. Thus, the stronger the

Transformational Leadership, it is predicted that the higher the commitment to the organization.

5. There were 7 groups out of 9 groups in the qualitative research which answered that personality is a factor related to teacher commitment to the organization. This positive relationship is strengthened by the results of quantitative research, namely a positive relationship between Personality and Commitment to Organization with a correlation coefficient of $r_{y4} = 0.627$, the coefficient of determination $(r_{y4})^2 = 0.393$. (39.3%) and the regression equation $\check{Y} = 78.331 + 0.455 X_4$. Thus, the stronger the personality, the higher the predicted commitment to the organization.
6. There is a functional relationship between Job Satisfaction and Commitment to Organization with the regression equation $\check{Y} = 83.689 + 0.505 X_1$ with $F_{count} = 104.1821 > F_{table} (\alpha = 0.05) = 3.895$ and $t_{table} (\alpha = 0.01) = 6.7819$ which means that the regression is very significant. This functional relationship is linear as evidenced by the linearity test with the value of $F_{count} = 1.197 < F_{table} (\alpha = 0.05) = 1.435$ and $F_{table} (\alpha = 0.01) = 1.665$ which means significant or regression is linear. The resulting correlation coefficient value is 0.611, indicating that each increase in the Job Satisfaction score will increase Commitment to the Organization.
7. There is a functional relationship between Organizational Culture and Commitment to Organization with the regression equation $\check{Y} = 44.962 + 0.795 X_2$ with the value of $F_{count} = 174.743 > F_{table} (\alpha = 0.05) = 3.895$ and $t_{table} (\alpha = 0.01) = 6.7819$ which means regression is very significant. The functional relationship is linear as evidenced by the linearity test with the value of $F_{count} = -8.142 < F_{table} (\alpha = 0.05) = 1.460$ and $F_{table} (\alpha = 0.01) = 1.705$ which means significant or linear regression. The resulting correlation coefficient value of 0.707 indicates that any increase in the Organizational Culture score will increase Commitment to the Organization.
8. There is a functional relationship between Transformational Leadership and Commitment to Organization with the regression equation $\check{Y} = 71.491 + 0.672 X_3$ with the value of $F_{count} = 138.384 > F_{table} (\alpha = 0.05) = 3.895$ and $t_{table} (\alpha = 0.01) = 6.7819$ which means regression is very significant. The functional relationship is linear as evidenced by the linearity test with the value of $F_{count} = 1.071 < F_{table} (\alpha = 0.05) = 1.445$ and $F_{table} (\alpha = 0.01) = 1.682$ which means significant or linear regression. The resulting correlation coefficient value of 0.665 indicates that any increase in the Transformational Leadership score will increase Commitment to the Organization.
9. There is a functional relationship between Personality and Job Satisfaction with the regression equation $\check{Y} = 0.455 X_4 + 0.505 X_1$ with $F_{count} = 113.326 > F_{table} (\alpha = 0.05) = 3.895$ and $t_{table} (\alpha = 0.01) = 6.7819$ which means that the regression is very significant. The functional relationship is linear as evidenced by the linearity test with the value of $F_{count} = 1.049 < F_{table} (\alpha = 0.05) = 1.445$ and $F_{table} (\alpha = 0.01) = 1.682$ which means significant or linear regression. The resulting correlation coefficient value is 0.627 indicating that any increase in the Personality score will increase Job Satisfaction.

IV. Conclusions and suggestions

This study aims to increase the commitment of teachers to the organization in the Private Kindergarten Kab. Sukabumi. Based on the results of the analysis carried out in this study, there is a relationship between Job Satisfaction, Organizational Culture, Transformational Leadership and Personality with Organizational Commitment. Value Commitment to a high organization in the world of education is needed as one of the factors in producing quality graduates with quality to support the achievement of school organizational goals. The progress of the school will depend on the commitment of the teacher to the organization in carrying out the duties and obligations at school. Commitment to high organization will encourage the achievement of quality graduates and the success of educational programs in schools

A teacher who is considered to have a high commitment to the organization if he has behavioral indicators, namely reminding himself of the values of organizational norms, liking organizational goals, loyal to the organization, individual considerations, fear of losing something if leaving the organization, individual consideration, fear of losing something if he leaves organization, and the organization where it works better than other organizations.

Based on the results of this study, commitment to teacher organizations can be increased through increasing Job Satisfaction, Organizational Culture, Transformational Leadership and Personality, can be done individually or collectively. Thus it takes several efforts to increase commitment to teacher organizations through Job Satisfaction, Organizational Culture, Transformational Leadership and Personality. These efforts can be described as follows:

1. Efforts to increase Commitment to Organization through Job Satisfaction
 - a. There is encouragement from within the teacher to work hard in carrying out his work and be optimistic in targeting himself to achieve better work results than before, optimizing performance in doing his job and also increasing a sense of love for a teacher's work in education
 - b. The encouragement of the teacher's enthusiasm to achieve success and increase achievement in the achievement of his work by accentuating the initiative and always conditioning himself to be kind and positive according to his function and duties, having high enthusiasm to create a sense of security and comfort in carrying out his daily duties
 - c. There is an encouragement to improve the ability of teachers to collaborate with all school members in their environment and carry out good interpersonal cooperation regarding physical and psychological factors so that togetherness is created in achieving the school's mission objectives.
 - d. There is recognition and appreciation and sensitivity to the commitment of teachers to the organization by providing maximum appreciation for loyalty, performance and achievements in the form of the widest possible rewards and opportunities related to increased promotion and higher education, so that the teacher's career path can run well and in accordance with the applicable system

- e. Increasing support from the leadership of the Principal to always encourage teachers to carry out their duties properly, to take care of each other and to remind each other to always be positive in facing all developments so that the education system in schools can run as intended.
2. Efforts to increase Commitment to Organization through Organizational Culture
 - a. Continuously disseminating school rules and policies regarding school governance, learning and teaching to teachers and all school members. It is hoped that after understanding these rules and policies, teachers can create a conducive atmosphere and carry out their main tasks well.
 - b. To intensify the internalization of the school's vision and mission to teachers and school members on an ongoing basis, thus if the teacher really understands what the goals of the school are, it is hoped that they will work seriously and discipline and actualize themselves to achieve the school's mission maximally and realize the realization of the school's mission that is right on target. with situations, conditions and needs in the future
 - c. To encourage the application of school values that are knowledgeable and hone the balance of cognitive, affective and psychomotor aspects according to the times so that teachers can carry out their duties according to their competence.
 - d. Build the spirit of school members to comply with mutually agreed school norms so as to create a conducive atmosphere for teaching and learning activities. Thus it is hoped that teachers can freely think about innovations made to improve learning and teaching
 - e. Build a healthy organizational climate so as to create a conducive atmosphere and provide peace to teachers to seriously work on carrying out their main tasks and develop new creative and innovative ideas
 - f. Build a disciplined attitude of teachers and school members who are high in work and learning so that the implementation of tasks can be achieved properly.
 3. Efforts to increase Commitment to Organization through Transformational Leadership
 - a. Deliver accurate information, provide socialization to all teachers regarding work regulations and programs so that teachers can plan and commit to their profession
 - b. Using boundaries to build independence, that is, the teacher has a target for self-development
 - c. Replacing hierarchical thinking patterns with independent teams such as the Principal providing support and motivation to teachers. Transformational leadership will be successful if the principal takes an approach through the principle of Kaizen and “just do it”, transparency or openness and improvement must be implemented immediately, not waiting for delegation and teachers must be proactive
 4. Efforts to Increase Commitment to Organization through Personality

- a. Conducting education and training (Diklat) as an acquisition of knowledge, skills, and attitudes that enable humans to achieve individual and organizational goals today and in the future, one of the aims of education and training is to increase knowledge, expertise, skills and attitudes to be able to carry out duties and positions based on personality and ethics in accordance with the needs of the institution. An effective education and training program can have an impact on increasing productivity, reducing absences, and increasing job satisfaction
 - b. Holding a mental education like a family gathering once a month with teachers and family members of teachers, which aims to establish friendship and strengthen a sense of brotherhood among school members, so as to minimize discomfort between peers
5. Efforts to Increase Commitment to Organization through Job Satisfaction and Organizational Culture

If the leadership can develop a culture of appreciation and good appreciation so that it encourages teachers to provide energy and potential in achieving the goals of the school organization. Teachers will improve achievement in the achievement of their work by highlighting initiative and always conditioning themselves to be kind and positive in accordance with their functions and duties, have high enthusiasm to create a sense of security and comfort in carrying out their daily tasks, and collaborate with fellow school members in the environment. work so that togetherness is created in achieving school mission goals. Increased sensitivity to teachers by giving maximum appreciation for loyalty,

6. Efforts to Increase Commitment to Organization through Job Satisfaction and Transformational Leadership

Leaders are kind, fair and pay attention to the needs of their subordinates and give recognition and appreciation for the achievements of their subordinates so as to create job satisfaction and thus teachers give their time and energy seriously and discipline to work happily and cooperate well with their peers. All of these behaviors will increase the teacher's commitment to the organization where they work and can also create new ideas and intellectuality by spurring their enthusiasm to continue to optimize their potential. Challenges and support provide encouragement for teachers to innovate and commit to work so that effective patterns are found leading to the success of achieving quality student learning outcomes.

7. Efforts to Increase Commitment to the Organization through Job Satisfaction and Personality

Increased sensitivity to teachers by giving maximum appreciation for loyalty, performance and achievements in the form of rewards and providing the widest possible opportunity related to increased promotion and higher education, so that teacher careers rarely run well and in accordance with the prevailing system. Challenges and support provide encouragement for teachers to innovate and commit to work so that effective patterns are found leading to the success of achieving quality student learning outcomes.

8. Efforts to Increase Commitment to Organization through Organizational Culture and Transformational Leadership

There are efforts to formulate rules, policies and vision and mission of the school which are based on the main tasks and competencies of teachers and the values and norms adopted by the school are adjusted to the cognitive, effective and psychomotor abilities of students. All these rules and policies are socialized and communicated with all school members and are strictly adhered to by school leaders and residents so that the same mindset, action patterns and attitude patterns are created to achieve school goals. Vision and mission can be used as guides, directors and mentors so that good cooperation between leaders and teachers is created in carrying out their duties. The power of synergy between leaders and teachers can create a conducive atmosphere and increase commitment to the organization.

9. Efforts to Increase Commitment to Organization through Organizational Culture and Personality

Challenges and support provide encouragement for teachers to innovate and commit to work so that effective patterns are found leading to the success of achieving quality student learning outcomes. Increased sensitivity to teachers by giving maximum appreciation for loyalty, performance and achievements in the form of rewards and providing the widest possible opportunity related to increased promotion and higher education, so that teacher careers rarely run well and in accordance with the prevailing system.

10. Efforts to Increase Commitment to Organization through Transformational Leadership and Personality

If the leadership can develop a culture of appreciation and good appreciation so that it encourages teachers to provide energy and potential in achieving the goals of the school organization. Teachers will improve achievement in the achievement of their work by highlighting initiative and always conditioning themselves to be kind and positive in accordance with their functions and duties, have high enthusiasm to create a sense of security and comfort in carrying out their daily tasks, and collaborate with fellow school members in the environment. work so that togetherness is created in achieving school mission goals. Increased sensitivity to teachers by giving maximum appreciation for loyalty,

11. Efforts to Increase Commitment to Organization through Job Satisfaction, Organizational Culture, Transformational Leadership and Personality

Efforts that can be made are that all members and actors of school organizations including the Principal and teachers as well as the education office continuously condition their competency improvement towards the ideal standard that has been determined according to their function in the position in the education system. Improved management strategies based on organizational culture that continue to provide support for teachers to make creative and innovative changes in order to achieve educational goals.

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